

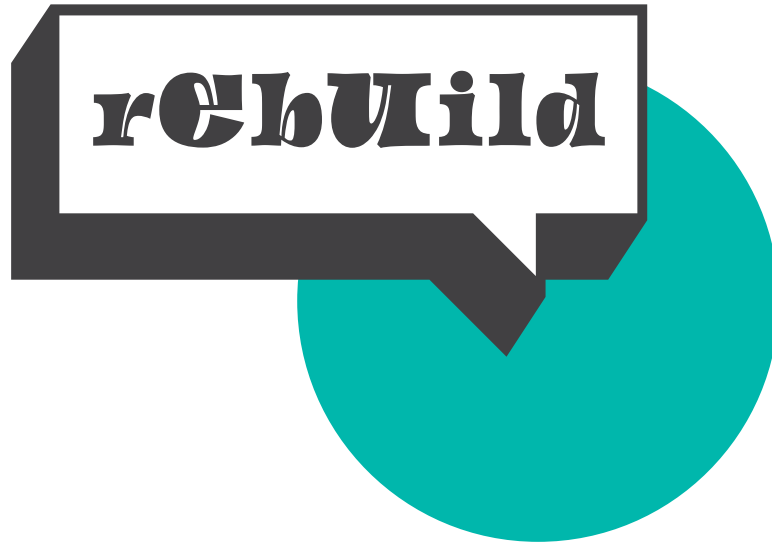
reBuild



REBUILD Training Toolbox



Co-funded by the
Erasmus+ Programme
of the European Union



REBUILD Training Toolbox

WP3 - O3.1



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of the European Union

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Introduction

This Toolbox is intended to offer youth workers and other practitioners working with young people the tools that they need to facilitate project design sessions with young people, to help them turn their ideas into reality.

It was inspired by many good practices of social solidarity and green lifestyle initiatives from all around Europe, which the Rebuild project partners research and mapped.

You will find here:

- A Guide for the facilitation of project design workshops with description and agenda of 8 sessions
- A kit with useful non-formal activities to use during the workshops.

The REBUILD Project

The project REBUILD is a project co-funded by the European Commission and the Erasmus+ program. The project aims to empower youth organizations/informal groups of young people and underrepresented young people and enhance their democratic participation, dialogue, civic engagement, and networking at the local and EU level to support the rebuilding of inclusive and greener societies able to better adapt and respond to the challenges of Covid-19 emergency.

The project's activities first mapped social solidarity, and environmental/green lifestyle initiatives in each country carried out by youth organizations/informal groups during and in the aftermath of the crisis and strengthen their capacities by stimulating the exchange of good practices and developing local and transnational networks.

In the framework of the project, more than 168 underrepresented young people were trained in project design and implementation and awareness-raising campaigning to foster innovative forms of civic participation.

This guide, based on good practices and innovative methodologies, is intended to equip youth workers and practitioners with the skills and tools needed to help young people design and implement their initiatives.



Part 1 – Guidelines for Project Design

Workshops

This first part of the Toolkit is aimed at offering some tip guidelines to youth workers on how to conduct workshops on capacity building and project design with under-represented young people.

Enabling young people to implement their initiatives is very valuable in an everchanging world. Youth's engagement can encourage the adoption of greener and more sustainable lifestyle as well as shaping more inclusive societies. Many young people are eager to learn the tools that will allow them to become active citizens in their communities and create societies that they can feel they belong to.

This section will focus on the role of the youth worker and provide a suggested agenda of the workshop sessions. The workshop is divided into two parts: the first one is more focused on capacity building; the second focuses on practical project design sessions. Finally, you will find some tips on how to be a facilitator and how to plan the delivery of your sessions.

A Workshop of 8 sessions on Capacity Building and Project Design

Leading young people in a complex process like Project Design is not an easy task. It requires a lot of simplification and adaptation of Project Design language, structures and processes but it's not impossible. In the end every structured action that a person takes, follows the steps of a Project Design process. We all reflect on the needs that we see around us, our goals, the actions that will allow us to achieve those goals, the timeframes in which we foresee to turn our ideas into reality, and so on.

What follows is a suggested 8-session Project Design workshop that will help you guide young people in the design of social solidarity and green lifestyle workshops. Each session can last between 1h 30min and 2h.

You can use it with your groups as it is or adapt it to their needs and characteristics of each group. In Part 2 of this document you will find many more non-formal activities that you can use with young people, adapting this proposal workshop schedule.

It is divided into two parts: the first one on Capacity Building presents the basics of project design and implementation; the second part is practical project design lab aimed at creating a real project proposal.


Part 1 - Capacity Building of young people

The first part is more content-based and is aimed at equipping young people with the basics of Project Design, Implementation and Dissemination. It gives them the basics to be able to design their initiatives in the Part 2 and implement and dissemination them later on.

SESSION 1: Introduction (1h30min)

The first session is aimed at allowing all participants to get to know each other and familiarize with the workshops.

Time	Activity	Details
30 min	Ice -Breaker	<p>A quick research online will allow you to find many possible icebreakers and pick the one that is more suitable to your team. This is an example:</p> <p>Take a ball of string and give it to one of the participant asking them to say their name and answer a question. This question can be anything: where you are from? What's your biggest dream? Where do you dream to travel to? Why are you here? Etc. You can pick the question according to the age, level of education or other characteristics of the group. Then the first person who answers the question has to throw it to one of the other participants and so on until everyone has answered and a big spiderweb has been created in the room. Then they need to curl up the ball again. So, the last person goes back to the person who threw them the ball and so on until the web is untangled.</p>
15 min	Presentation of the workshop	<p>You give an introductory presentation of the workshops. You can include:</p> <ul style="list-style-type: none"> · Goals of the workshops · Agenda of the sessions · Materials to be used
15 min	Defining social solidarity and green lifestyle	<p>Divide participants in two groups and ask them to give definitions of:</p> <ul style="list-style-type: none"> · Green Lifestyle · Social Solidarity <p>Then ask one representative to present their definition</p>

<p>20 min</p>	<p>The Hot-air Baloon</p>	<p>This activity is aimed at allowing the participants to share their expectations contributions and fear about the workshops. You will then be able to compare them with their feedback at the end.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>Expectations</p> <p>Contributions</p> <p>Fears</p> </div> </div> <p>You draw a large hot air balloon on a flipchart like the one in the picture and ask the young people to write on post-its:</p> <p>Their expectations – on the top of the balloon</p> <p>Their contributions - in the middle</p> <p>Their fears – at the bottom</p>
<p>10 min</p>	<p>Debriefing</p>	<p>Summary of the session; What is one thing that you learned?</p> <p>What would you change?</p>

SESSION 2: Project Design Basics (1h 30min)

The second session is aimed at providing young people with the basics of Project Design and Implementation.

Time	Activity	Details
1 hour	Presentation on Project Design	<p>You give a presentation about Project Design implementation and dissemination. This could Include:</p> <p>What is a Project?</p> <p>Project Cycle Management (N.B: the workshop covers until the Formulation step; after that comes the practical implementation of the initiative and dissemination)</p> <p>Programming - Overview of European /National/Local donors for them</p> <p>Identification – Closer analysis of needs and identification of goals</p> <ul style="list-style-type: none">- brainstorming solutions- defining the idea. <p>Formulation – The different sections of a project proposal: Context Analysis, General Objective, Specific Objectives, Target, Activities, Partnership, Resources, Results, Management, Dissemination, Sustainability, Monitoring and Evaluation. Provide an example of the content of the different sections.</p> <p>Common mistakes when formulating a project</p> <p>The Gantt Chart</p>

<p>20 min</p>	<p>Matching Exercise</p>	<p>In the box there are a number of sentences and words that are examples of each section of a project proposal. Ask participants, individually or in small groups, to match the examples with each section:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>To prevent and combat violence against women; To create a training programme on Art Therapy for the staff of women's shelters; To improve the skills of the staff of the anti-violence centres in the city; Antiviolence center staff does not receive specific professional training beyond a degree in educational sciences; Expressive therapies such as Art Therapy are known by only 2% of the antiviolence center staff; professionals working in antiviolence centres; women who survived violence; one art therapist; one adult educator expert; one domestic violence prevention expert; Formulation of the training programme; Creation of teaching tools and materials; Testing of the curriculum in two anti-violence centres; Collection of feedback on the experience; Fine-tuning of the tools based on the feedback of participants in the pilot; Communication and dissemination of results. Art Therapy; Staff costs; Printing costs; Rent costs; Created a training programme of 10 modules on the use of Art Therapy in anti-violence centres; Enhanced the skills of 15 female workers in 2 antiviolence centres.</i></p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">General Objective</td> <td></td> </tr> <tr> <td>Specific Objectives</td> <td></td> </tr> <tr> <td>Context</td> <td></td> </tr> <tr> <td>Target</td> <td></td> </tr> <tr> <td>Group/Partnership</td> <td></td> </tr> <tr> <td>Activities</td> <td></td> </tr> <tr> <td>Methodology</td> <td></td> </tr> <tr> <td>Resources</td> <td></td> </tr> <tr> <td>Results</td> <td></td> </tr> </table> <p>Then have a discussion on the differences between the different sections</p>	General Objective		Specific Objectives		Context		Target		Group/Partnership		Activities		Methodology		Resources		Results	
General Objective																				
Specific Objectives																				
Context																				
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<p>10 min</p>	<p>Debriefing</p>	<p>Summary of the session; What is one thing that you learned? What would you change? Do you feel confident describing the project cycle? Can you present the different phases? Which is the most challenging phase for you?</p>																		

SESSION 3: Campaigning for social awareness (2 hours)

The third session is aimed at providing young people with the basics of Campaigning for social awareness such as the Rebuild Campaign.

Time	Activity	Details
1h 20 min	Presentation on Campaigning	<p>You give a presentation about Campaigning for social awareness. This could include:</p> <ul style="list-style-type: none">- What is a Campaign?- Steps to create an awareness rising campaign: set-up objectives, identify mission and vision, identify target (primary and secondary), choose tone and languages, choose channels, create message and content, choose and design graphic format, publish the campaign.- Examples of successful awareness rising campaigns- Tips to create a successful campaign such as the Rebuild Campaign- What is a Vlog?- How to make a Vlog
30 min	Make a Vlog	<p>Ask your participants to make a Vlog about the first part of the workshop. This can include:</p> <ul style="list-style-type: none">- Personal presentation- Why did they choose to participate?- What did they gain from the workshop so far?
10 min	Debriefing	<p>Summary of the session; What is one thing that you learned? What would you change? Can you share the main elements of a successful campaign?</p>

Part 2 – Project Design Lab

SESSION 4: Analyzing needs and desires (1h 30min)

The fourth session marks the beginning of the practical part of the workshop: the project design lab and it's aimed at the analysis of the context and the participants interests.

Time	Activity	Details				
20 min	What is change?	<p>Ask participants to describe what change is to them in a brainstorming exercise: they can mention examples, synonyms, objects that remind them of change, other associations. Write their answers on the board and then open a discussion on change.</p> <p>In the discussion you could highlight that change is an action through which something becomes different. We create change in all things that we do. Sometimes with more awareness than others. The more we are aware the more we can have control on the kind of impact we create in the world. Projects are one thing through which we create change in a very aware and planned way.</p>				
1 hour	The four quadrants	<p>Use flipcharts to create four boxes and ask your participants to write and hang post-its to answer the questions inside:</p> <table border="1" data-bbox="544 1106 1465 1435"> <tbody> <tr> <td style="text-align: center;">My Talents Things I can do/things I know about</td> <td style="text-align: center;">My Interests Things I would like to learn more about</td> </tr> <tr> <td style="text-align: center;">The world's issues The problems I see in the community around me</td> <td style="text-align: center;">My desires for the world Some solutions to the problems I see around me</td> </tr> </tbody> </table> <p>This activity is aimed at allowing the young people to observe themselves and the world around them, explore and analyze: what they can do, what they want to do and what they would like to change in the world around them.</p> <p>Then look at all the words and contribution and identify the main 3-4 topics that came up in the boxes. Have a short discussion with the participants and create a list of 3-4 macro categories/ areas of interests that they agree on. (e.g. Animal care; Environmental education; Support to refugees)</p>	My Talents Things I can do/things I know about	My Interests Things I would like to learn more about	The world's issues The problems I see in the community around me	My desires for the world Some solutions to the problems I see around me
My Talents Things I can do/things I know about	My Interests Things I would like to learn more about					
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10 min	Debriefing	<p>Summary of the session; What is one thing that you learned? What would you change? Do you feel motivated to contribute to the local community ?</p>				

SESSION 5: Identification of the Idea (1h 30 min)

The fifth session is aimed at identifying the idea.

Time	Activity	Details												
1 hour	Brainstorming	<p>Divide the group into small groups and assign to each small group one of the macro-areas identified in the previous session. Each group will brainstorm possible project ideas in that area. Then they should pick the two or three ideas that they feel more connected to and write them on a flipchart under the title of their macro-area</p> <table border="1" data-bbox="544 638 1466 869"> <thead> <tr> <th>MACRO - AREA 1</th> <th>MACRO - AREA 2</th> <th>MACRO - AREA 3</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> <td>3.</td> </tr> </tbody> </table> <p>Then one representative of each team briefly presents the ideas and why they chose them.</p>	MACRO - AREA 1	MACRO - AREA 2	MACRO - AREA 3	1.	1.	1.	2.	2.	2.	3.	3.	3.
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1.	1.	1.												
2.	2.	2.												
3.	3.	3.												
20 min	Voting	Have the teams discuss and then vote the idea they prefer and that they want to develop in the following sessions.												
10 min	Debriefing	Summary of the session; What is one thing that you learned? What would you change? Do you feel that you have identified a topic that you would like to develop an initiative on? Which is your main motivation?												

SESSION 6: Formulation of the Idea (2 hours)

The sixth session is aimed at formulating the idea.

Time	Activity	Details																									
10 min	Defining the idea	In plenary, summarize the idea in one sentence and write it on a flipchart																									
1h 40 min	The 5 Ws	<p>In plenary and using flipcharts, answer the following questions about the project idea with the group:</p> <table border="1"> <tbody> <tr> <td rowspan="2">Why?</td> <td>General Objective</td> <td>What macro objective do I want to contribute to through this project? What long-term benefits will it produce? What motivates us to do it? Why is it important for us?</td> </tr> <tr> <td>Specific Objectives</td> <td>What are the aims that the project directly pursues? What do we want to achieve through the project activities? These should be SMART: specific, measurable, achievable, realistic, time related</td> </tr> <tr> <td>Where?</td> <td>Context</td> <td>In what context (physical and social) do we operate? Are there limits imposed by the context?</td> </tr> <tr> <td rowspan="2">Who?</td> <td>Group/ Partnership</td> <td>Who are we and what can we do? Are there competences we do not have? Who is in charge of what? How do we divide roles?</td> </tr> <tr> <td>Target groups</td> <td>Who do we want to reach with this project? Who will benefit indirectly from our project? Who will be marginally involved?</td> </tr> <tr> <td rowspan="4">What?</td> <td>Activities</td> <td>What actions will I take to achieve my goal? What steps must I take?</td> </tr> <tr> <td>Methodologies</td> <td>What methodologies will I use in the implementation of my activities? (E.g. Non-formal education; Design Thinking, Peer to Peer Support etc)</td> </tr> <tr> <td>Results</td> <td>What do we expect to obtain from the activities performed? Skills obtained, Materials produced, etc.</td> </tr> <tr> <td>Resources</td> <td>What materials and/or human resources do we need to carry out the activities?</td> </tr> <tr> <td>When?</td> <td>Timeframe</td> <td>What is the general timeframe of the project? (beginning and end)</td> </tr> </tbody> </table>	Why?	General Objective	What macro objective do I want to contribute to through this project? What long-term benefits will it produce? What motivates us to do it? Why is it important for us?	Specific Objectives	What are the aims that the project directly pursues? What do we want to achieve through the project activities? These should be SMART: specific, measurable, achievable, realistic, time related	Where?	Context	In what context (physical and social) do we operate? Are there limits imposed by the context?	Who?	Group/ Partnership	Who are we and what can we do? Are there competences we do not have? Who is in charge of what? How do we divide roles?	Target groups	Who do we want to reach with this project? Who will benefit indirectly from our project? Who will be marginally involved?	What?	Activities	What actions will I take to achieve my goal? What steps must I take?	Methodologies	What methodologies will I use in the implementation of my activities? (E.g. Non-formal education; Design Thinking, Peer to Peer Support etc)	Results	What do we expect to obtain from the activities performed? Skills obtained, Materials produced, etc.	Resources	What materials and/or human resources do we need to carry out the activities?	When?	Timeframe	What is the general timeframe of the project? (beginning and end)
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10 min	Debriefing	Summary of the session; What is one thing that you learned? What would you change? Do you feel confident to develop an idea based on the proposed phases? Can you describe the different phases?																									

SESSION 7: Timeline and Budget (2 hours)

The seventh session is aimed at creating the budget and the timeline of the project, and therefore finalizing the formulation phase.

Time	Activity	Details																		
55 min	The timeline	<p>In plenary create a Gantt Chart of the initiative starting from the timeframe identified in the previous session</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>M1</th> <th>M2</th> <th>M3</th> <th>M4</th> <th>...</th> </tr> </thead> <tbody> <tr> <td>Activity 1:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>....</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Activity	M1	M2	M3	M4	...	Activity 1:					
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Activity 1:																				
....																				
55 min	Budget	<p>Starting from the list of resources created during the previous session and the activities in the timeline, the group should start creating the budget as a group. They can research prices and suppliers online.</p> <p>You can facilitate the process by asking questions or they can do it on their own.</p> <table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Price</th> <th>Link to supplier if available</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TOT</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Quantity	Price	Link to supplier if available	Notes						TOT							
Item	Quantity	Price	Link to supplier if available	Notes																
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10 min	Debriefing	<p>Summary of the session; What is one thing that you learned? What would you change? Do you feel confident to develop the Gantt Chart and the Budget? Which is the most challenging part for you?</p>																		

SESSION 8: Planning a Social Media Campaign (2 hours)

The eighth session is aimed at planning a Social Media Campaign related to the initiative. It should be based on the same topics and cover the same timeline.

Time	Activity	Details																														
40 min	Outlining the Campaign	<p>In plenary define:</p> <table border="1"> <tr> <td>Main message of the campaign: what do we want to communicate?</td> <td></td> </tr> <tr> <td>Target of the campaign</td> <td></td> </tr> <tr> <td>Social Media Channels and tools (Vlog, Post, Reel etc)</td> <td></td> </tr> <tr> <td>Title/Slogan</td> <td></td> </tr> <tr> <td>Hashtags</td> <td></td> </tr> </table>	Main message of the campaign: what do we want to communicate?		Target of the campaign		Social Media Channels and tools (Vlog, Post, Reel etc)		Title/Slogan		Hashtags																					
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Hashtags																																
30 min	Brainstorming	<p>Brainstorm and write on flipcharts:</p> <ul style="list-style-type: none"> Some concepts and sentences that will shape the content of the campaign Some adjectives that will characterize the tone and colours of the campaign. 																														
40 min	Campaign Calendar	<p>Create a campaign calendar outlining in which month of the project implementation you will post which kind of content. Give a clear title/topic to each piece of content.</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>M1</th> <th>M2</th> <th>M3</th> <th>M4</th> <th>...</th> </tr> </thead> <tbody> <tr> <td>Preparation</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Title/Topic/Content 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Title /Topic/Content 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>....</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Remember to include also some preparation time at the beginning to create the graphics and finalize the texts.</p>	Activity	M1	M2	M3	M4	...	Preparation						Title/Topic/Content 1						Title /Topic/Content 2										
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10 min	Debriefing	Summary of the session; What is one thing that you learned? What would you change?																														

Follow-up

Once the group has designed its initiative and campaign they can summarize all core it in this **Presentation Sheet** which they can use as a basis to present the initiative to the general public.

Name of the initiative	
Created by	
Summary <i>(Summarise your project in a couple of sentences)</i>	
Purpose <i>(The General Objective - Why you are implementing this project, the essential intention, the reason)</i>	
Project objectives <i>(The Specific Objectives - refers to the concrete objectives that I must reach to achieve the purpose)</i>	
Activities <i>1. Content (explain the different topics you are going to work on during the implementation of your project)</i> <i>2. Methodology (main principles of the methodology you are going to use)</i> <i>3. Step by step (comment on each activity and and the steps to implement them)</i> <i>4. Results of the activities (what will you achieve through your activities)</i>	
Duration <i>(total duration of the initiative)</i>	
Characteristics of the group involved <i>(include information about both the group implementing the initiative and the target groups)</i>	
Tools and materials	
Environment and context	
Useful Links <i>(Here you should include all the links to your communication channels: social media, website, Vlog)</i>	
Hashtags <i>(e.g. #RebuildEU #RebuildPalermo)</i>	
Supporting Documentation <i>(Annexes)</i>	

Tips to conduct a Project Design Workshop

When working with young people it's important that youth workers and other professionals choose the best ways to engage and motivate their groups. These are some tips that might help you plan, organize and deliver a workshop in a way that responds to the needs of your participants:

Preparation Phase

1. Tailor the structure of the workshop and the sessions to the characteristics of each group. Think especially of: age, language, level of education. Everyone can design a project only if the activities you use to facilitate are appropriate.
2. Adapt the calendar to the needs to the group. For Example, you can provide multiple options that include weekdays, weekends, mornings and afternoons and ask them to vote. This will make them feel involved from the start.
3. Choose a suitable room for the activities that you are planning to implement and set it up according to them. Allow for enough space to move around and use the walls. Think about temperature and noise. A comfortable space will give them better conditions to use their creative thinking.
4. Prepare the material in advance and allow for some in excess.

Implementation Phase

1. Allow some time for the participants to present themselves and get to know each other: for example, through ice-breaking activities and allowing longer breaks for them to chat informally. It's important for them to feel comfortable with each other and with the facilitator for them to think freely and creatively.
2. Give clear and simple instructions. Maybe also ask the group to repeat in order to check that they understand the tasks.
3. Use energizers halfway through the workshops to keep the group's engagement and motivation high.
4. Give responsibilities to your participants when you can. For example, you could nominate a time keeper or ask someone to assist you during a specific activity. This will empower them and allow them to exercise their active citizenship skills.
5. Save some time at the end of the sessions for debriefing activities: summarizing the activities done, asking what they learned, what they liked, what they will do differently. This will allow you to understand the group better and adapt the following sessions further, and at the same time it will allow them to

reflect on what they have learned and internalize it better.

6. Make sure you leave the sessions with a clear plan for the following steps. This can be as complex as a full detailed plan for project implementation or as simple as a scheduled follow up meeting, but it's important for the youths to know how to move forward.

You might need to conduct the sessions online. The Covid-19 pandemic has taught us that is possible, although not ideal, to do many training activities online. If you do, you will find useful some of these tools to present or to conduct interactive activities and keep participants engaged.

➔ Tools

Mentimeter - [menti.com](https://www.menti.com)

It enables you to engage with young people using word clouds, quizzes, multiple-choice questions and more, track learning and understanding by asking questions and downloading results.

Kahoot - [kahoot.com](https://www.kahoot.com)

Similarly to mentimeter, you can use this to create games and quizzes.

Google Slides – [google.com/slides/about/](https://www.google.com/slides/about/)

Like a Powerpoint it allows you to create presentations of the main points of your workshop

Miro - miro.com

Is a useful tool to create mind maps, timetables and many other visualizations of data. It can be used in the brainstorming, design, and implementation phase of a project.

Similar tools are:

Conceptboard - <https://conceptboard.com/>

Stormboard - <https://stormboard.com/>

Jamboard- workspace.google.com/products/jamboard/

Allows you to have a digital shared board with all of your participants: you can write post-its, create tables, add text boxes and pictures.

The role of the facilitator

The role of the facilitator is a very complex and multifaceted one. First of all, the facilitator is the person who has the responsibility to plan and deliver the workshop. A good facilitator is one that is able to trigger and accompany a process of growth and learning among the participants. In the case of Project Design workshops in particular, the role of the facilitator is focused on their ability to generate a creative process and channel it into a complete, coherent, innovative, relevant and realistic project.

We could say that the facilitator has many roles:

- **Motivator:** from the rousing opening statement to the closing words of cheer, you ignite a fire within the group, establish momentum, and keep the pace.
- **Guide:** you know the steps of the process from beginning to end and carefully guide the participants through each step.
- **Questioner:** you listen carefully to the discussion and quickly analyze comments to formulate questions that help guide a productive group discussion and challenge the group when appropriate.
- **Bridge Builder:** you create and maintain a safe and open environment for sharing ideas. Where other people see differences, you find and use similarities to establish a foundation for building bridges to consensus.
- **Peacemaker:** although it is generally better to avoid direct confrontations, should it happen, you step in quickly to reestablish order and direct the group toward a constructive resolution.
- **Taskmaster:** you are ultimately responsible for keeping the session on track. This entails tactfully cutting short irrelevant discussions, preventing detours, and maintaining a consistent level of detail throughout the session.

In all phases of workshop conduction, it's useful to reflect on the many roles that you play. Some will come easier to you, others will need more work and experience, but being aware of what they are is the first step towards excellent facilitation!



Part 2 - Kit with Useful Non-Formal Activities

The following part of the Toolbox is a list of non-formal activities that you can use as a facilitator with groups of young people. They might come useful when you adapt the sessions of the workshop to your target group or to make the workshop longer and more thorough.

They are activities based on learning by doing methodologies and are aimed at encouraging teamwork, overcoming obstacles and conflicts, guiding young people in the design and implementation of their initiatives.

World Café methodology

Duration:

1 hour

Number of participants:

Minimum 6-8 / Maximum - no limit

Objectives of the activity:

To engage everyone to participate and discuss while brainstorming as many possible ideas and solutions as possible.

Material needed:

Tables, chairs, butcher block papers, colored pens, “talking stick”, background music, speakers.

Description of the activity:

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event’s unique invitation, design, and question choice, but the following five components comprise the basic model:

1) Setting

Create a “special” environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and an optional “talking stick” item. There should be four chairs at each table (optimally) – and no more than five.

2) Welcome and Introduction

The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3) Small Group Rounds

The process begins with the first of three or more twenty-minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) Questions

Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) Harvest

After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.

The basic process is simple and simple to learn, but complexities and nuances of context, numbers, question crafting, and purpose can make it optimal to bring in an experienced host to help. Should that be the case, professional consulting services, and senior hosts are available through World Cafe Services and we would be happy to talk with you about your needs.

Debriefing questions linked to raised topics:

- What are the settlement outcomes for refugees (e.g. labor market participation, use of provincial income support, impact of language requirement for citizenship, impact of religion/spirituality)?
- What health issues do refugees face?
- Does discrimination based on refugee status play a role in the housing market?
- What is the impact of delayed family reunification on refugees?
- How can discrimination/prejudice against and stereotypes of refugees be addressed in host communities?
- What tools can be created to educate communities to dispel stereotypes and help prepare for the arrival of newcomers?

Problem tree

Duration:

15-20 min

Number of participants:

Alone or in a big group

Objectives of the activity:

The Problem Tree is a graphical representation of an existing problem, its causes and effects which aims to get a clear and shared understanding of the issue.

Material needed:

Flipchart or smaller papers, colored pens

Description of the activity:

You have to draw a simple tree on the paper (or even online) with:

- the roots of the tree
- tree trunk
- The tree branches (with leaves)

Make sure to highlight well the three different parts.

Participants have to write down the things on it accordingly to:

- the roots of the tree: *what are the causes of the problem?*
- tree trunk - *what is the problem?*
- tree branches (with leaves) - *what are the effects of the problem?*

And later on, it is presented to the whole audience of other groups.

<https://urbact.eu/problem-tree>

Debriefing questions:

- What are the direct or indirect effects that the main problem has created?
- What is the diverse set of effects created by the main problem?

Mind mapping

Duration:

15-20 min

Number of participants:

Alone or in a big group

Objectives of the activity:

To brainstorm as many ideas as possible without judging them.

Material needed:

Flipchart or smaller papers, colored pens

Description of the activity:

While developing some kind of idea it is important to let yourself think without restrictions.

This method helps to do that because it basically works as simple as just writing ANY kind of words which gives you association with each other and related to your problem or idea.

The words following from one to another can be linked to see better connections. It has to be done fast and without thinking for a long time.

Debriefing questions:

- What conexions should be made?
- What questions did we raise?

The 5 W's Rule

Duration:

30 min. or more

Number of participants:

Alone or in a big group

Objectives of the activity:

The 5 W's Rule must categories to think about when creating the idea, initiative, event, business, anything - to flesh out the idea.

Material needed:

Flipchart or smaller papers, colored pens

Description of the activity:

This method is usually used after the idea is already discussed and developed to some point. It helps to see what is missing, and what was not thought about, and to make the idea more specific.

The method consists of 5 Ws which need to be answered:

- What?
 - Why?
 - Who?
 - When?
 - Where?
-

Debriefing questions:

- What were we trying to accomplish?
- What caused our results?
- What should we start, stop, or continue doing?

Face your Bias

Duration:

90 min.

Number of participants:

20 – 25

Objectives of the activity:

Learn what bias is, how it's formed, and how it works.

Understand the negative impact of leaving unconscious bias unchecked.

Learn how to identify, acknowledge and face personal bias.

Material needed:

2 flipcharts / 2 pens

Description of the activity:

Visualization Exercise (15')

The participants are asked to close their eyes and participate in a visualization exercise by inserting themselves into a story narrated by the facilitator. They are instructed to visualize the story with as much detail as possible. The story gets the participants to meet and interact with various characters, all of them presented with neutral pronouns.

“Imagine you're at the airport in the early morning to catch a flight to a training. You drop off your checked baggage, you go through security, and you wait at the gate. Finally, you step on the plane, as the flight attendant checks your boarding pass and says “have a nice flight”. You take your seat, buckle up your seat belt and you see that the pilot has come out to greet everyone just before takeoff. The flight goes smoothly, you get to your destination, and after checking in at your hotel, you meet the other participants, and the hosts take you to a local restaurant where you have the best meal of your life. You're really enjoying it. At the table next to you is a couple and they ask you to take a picture of them on their smartphone. They explain that they're celebrating their anniversary and they offer to take a photo of your group as well. The next morning the training begins. You accidentally get on the wrong bus, but the bus driver is super helpful, so you're only a few minutes late. When you finally get there, you walk into the training hall and you take your seat next to another participant.”

The facilitator asks the participants to slowly return to reality and open their eyes when ready.

“Now I would like to ask you some questions and I want you to think about the answers in your head first, and we’ll talk about them in the end.”

Was the flight attendant a man? Was the pilot black? Was the couple two men? Was the bus driver a woman? Was the other participant a wheelchair user? After all the questions have been asked, the pax are asked to share what their answers were out loud.

(Expected answer: the characters’ identities are expected to tend to conform with the social norms, so the answer is expected to be no for most of the participants and for most of the questions.)

The results are discussed with the group:

- Do you notice a pattern?
- How do you feel about it?
- What do you think is the reason behind this?

Questions/Discussion (15')

What is bias?

The participants are asked to come up with their own answers before a definition is shown and read:

“A bias is a tendency, inclination, or prejudice toward or against something or someone” (psychologytoday.com)

What is explicit/implicit bias?

The pax are encouraged to answer if they know. If they are struggling, the respective descriptions of conscious and unconscious are provided. The pax are then asked to provide some examples of each.

(Conscious bias: “I hate romance movies”

Unconscious bias: Disliking a movie if the trailer has romantic elements).

It should be pointed out that this workshop is designed to focus on implicit/unconscious bias.

Then the pax are asked: Is bias good or bad? The question is discussed, hopefully with arguments from both sides being heard. It is expected that at least one person will support that bias can be both good and bad. The participants are encouraged to provide examples for both sides. (Good: It can help you avoid a movie you will dislike Bad: It can prevent you from watching a movie you would actually enjoy).

Theoretical input (20')

Biases are formed through our experiences and the information that we are given.

New experience

Seeing a mosquito for the first time



Analysis

The mosquito bit me, and I didn't like it



New Category

1. The first time we are faced with a new situation, person, or thing, we are unsure what to make of it. (*Example 1: You see a mosquito for the first time. Example 2: You meet a mathematician for the first time*)
2. We have to take in all the available information, carefully process it, and make a conscious decision. (*Example 1: The mosquito bites you. You don't like it. Example 2: The mathematician is very rude. You don't like them.*) Unfortunately, this type of processing and assessment takes quite a bit of time and mental energy, so our brains have evolved with a way to work around it.
3. All the information that we gathered from this first experience is saved as a new "category" in our brain, with an assigned attitude or feeling attached to it. When the category is a type of person, it becomes a stereotype. (*Example 1: You dislike things that look like mosquitos because they bite you. Example 2: You dislike mathematicians because they are rude.*)

Similar experience

Seeing another mosquito



Categorisation

This looks like the first mosquito



Conclusion

This mosquito will bite me, so I don't like it

The next time we encounter a similar situation,

- 1) our brain recognises the similarities with our previous experience,
- 2) it categorises the situation, and
- 3) it makes an instant, unconscious decision according to the predetermined attitude.

(Example 1: This thing looks like a mosquito, so I don't like it. Example 2: This person is a mathematician so I don't like them.)

Note: Of course, our bias is not informed only by our very first contact with a “category” but it is reinforced every time we come across it or we receive information about it.

This type of categorization can be very useful because:

- It helps us make decisions faster, and avoid decision fatigue
- It keeps us from repeating old mistakes
- It helps us understand the world by simplifying it

However, this system has a major flaw, which can create negative effects. (Ask participants what they think the flaw is before giving it away) The things that are grouped together are not always the same.

Debriefing questions/methods

Brainstorming (20')

The board is split into two and the pax are asked to brainstorm specific answers to the following questions:

- In what ways can personal bias negatively affect other people (How?) (Expected answers: workplace discrimination, unfair treatment, exclusion, fewer opportunities, unheard opinions, not taken seriously, housing discrimination)
- Which groups of people can be affected by bias (Who?) (Expected answers: people of a minority/different race, gender, class, age, religion, cultural

background, disability, profession, size, political affiliation)

Additional question: which of these are relevant to youth organisations and how? (Recruitment, exclusion, unheard opinions, housing, ...) The answers can be circled/ highlighted on the board.

Looking for solutions (15')

Pax are presented with 4 steps to fight bias and are encouraged to brainstorm on ways/techniques/tools on how to implement each one:

1. Acknowledgment

Learning, educating ourselves, acknowledging the problem

2. Identification

Identifying one's own biases and the stereotypes behind them, looking behind the unconscious impulses (check out some Implicit Association Tests)

3. Habit creation

Regularly and methodically questioning our instinctive opinions (Is this true? Is this always true? What evidence do I have?), visualising and noticing situations that contradict the bias. The participants discover how they can minimise the impact of implicit bias.

4. Raising awareness

Discussing about bias, helping others recognise the problem and educate themselves.

Debriefing questions:

The participants are asked to mark on a scale of 0-100 on a straight line how much they agree with the following statements:

- "I know what bias is and where it comes from".
- "I understand the negative impact of leaving unconscious bias unchecked".
- "I know how to face personal bias".

Stereotypical jokes: is it good to laugh about it?

Duration:

90'

Number of participants:

20 – 25

Objectives of the activity:

Get familiar to approach the differences between cultures without mockeries or discrimination. Know the jokes that could come from cultural clichés and learn to respond positively to certain jokes which could be perceived as aggressive.

- Pax will learn a very complete definition of culture, including some aspects that are invisible at first sight
 - Pax will learn to identify the components of their culture and the different levels of visibility
 - Pax will learn about information, stereotype, bias, and prejudice
 - Pax gain a basic understanding about the different types of humor: aggressive and affiliative
 - Pax gain a basic understanding about the negative impact of stereotype humor
 - Pax gain a basic understanding on how to deal with stereotype jokes in intercultural situations
-

Material needed:

Papers/flipcharts with the information about types of humor, information, stereotype, bias and prejudice and the iceberg/onion models

Description of the activity:

Participative mind-mapping (10')

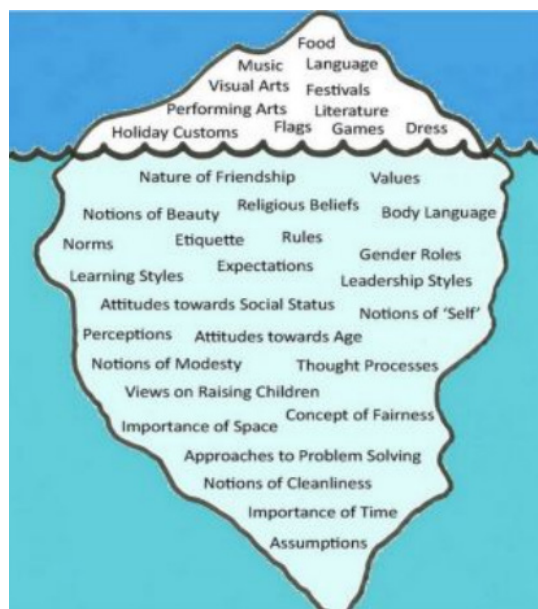
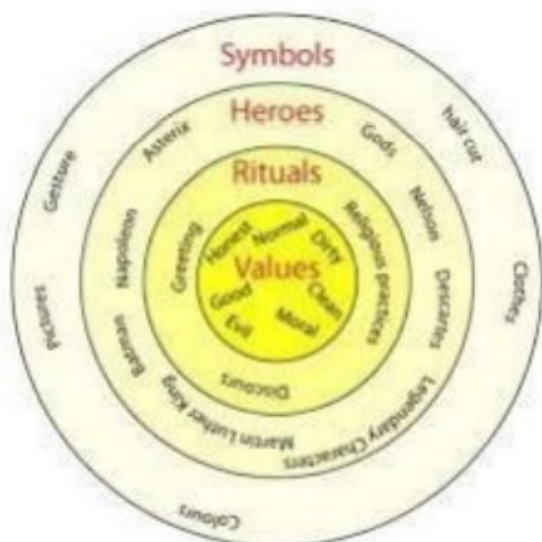
We'll do a participative mind-mapping with the word "culture". Pax will share with the facilitators the words they think are linked to "culture". Then facilitators will summarize those results and will complete some missing words (if it's the case) in order to give a large meaning of culture.

Culture, the iceberg and onion models (20')

Ask Pax if they are familiarized with the models and if so, let them explain them.

Then facilitators will complete the concepts if needed.

The Facilitators present a board/flipchart with pre-drawn circles representing the layers of the onion model. Pax will think about their own culture (nationality, work, hobbies, volunteering, etc.) and they will find the items that define it for each layer, write them down on post-it and stick them in the corresponding circle.



If Pax have difficulty finding these items, facilitators can help them by asking questions or by explaining the model again. After 10 min Pax will share their findings. After reading and discussing the cultural elements, the pax will be asked to classify.

If Pax have difficulty finding these items, facilitators can help them by asking questions or by explaining the model again. After 10 min Pax will share their findings. After reading and discussing the cultural elements, the pax will be asked to classify these elements as visible or invisible, according to the iceberg model.

Explain to Pax that every level in the culture construction might be different, therefore, every person might have a different culture. And if they find someone with a different culture, maybe they could experience stereotypes, bias, and prejudice.

Information, stereotype, bias, and prejudice (15')

Explain the concepts of information, stereotype, bias, and prejudice showing the graphics of Mr. Cat and Mr. Chicken.



Facilitators will explain that the interpretation of those concepts can be materialized in jokes, which reflect the stereotypes that we have in our mindset.

Coming up with stereotype jokes (10')

Pax will individually write in post-it notes on Mural 2 stereotype jokes in 5 minutes. Jokes will later be read out loud. Calm music will play in the background. After the writing is a short debriefing session.

How did it feel writing these jokes? (aim to feel guilt, anger, sadness, etc.)

Method type: Clustering / Group exercises

Theory of humor (10')

The four styles of humor are presented (affiliative, self-enhancing, aggressive, and self-defeating)

Self-enhancing and self-defeating humor consists of statements intended by the person making the joke to lift themselves up or bring themselves down respectively. We will not focus on these types of humor since they are self-referential and do not help us understand the impact of making jokes about others, which is the aim of this workshop.

Affiliative humor is defined as humor that is intended to elicit laughter and/or other forms of amusement in targets. Functions proposed for this type of humor include the reduction of tension and conflict among interactants, the garnering of social support, and the provision of perspective on life's problems. The basic themes of this type of humor center on integration, equality, and inclusion. Aggressive humor is any humor that provides negative information about someone or something.

Several functions have been proposed for this type of humor, including venting feelings of hostility, sending a “corrective” message to those who are violating group norms, and enhancing feelings of superiority over others. The basic themes of this type of aggressive humor center on division, hierarchy, and control.

Security Theory of Humor: Affiliative humor centers on themes of inclusion and equality. Given that a low degree of ethnocentrism should imply openness and tolerance toward those of different cultures, it is predicted that a negative relationship exists between ethnocentrism and affiliative humor.

Aggressive humor, by definition, involves the use of humor to put others down. The use of disparaging speech is a way of creating distance between cultural members. Insofar as ethnic humor may be considered a form of disparagement, it is expected that ethnocentrism is positively associated with aggressive humor.

Categorising the jokes (15')

Pax will take the post-it notes on Mural 1 with jokes from the previous activity and individually think about in which type of humor they would place each joke. Afterward, Pax will present their jokes, place them on a Mural 2 (divided into 2: affiliative jokes and aggressive jokes), and explain why they chose that category.

Debriefing questions:

- Why are these jokes categorised as affiliative while those are aggressive (the idea that affiliative jokes create a positive image of the culture while aggressive negative)?
- How do you think a person from the joked culture would feel?
- How do you think aggressive jokes affect the targeted culture? How do you think stereotype jokes affect the opinions of those outside the culture?

Mission Impossible

Duration:

60

Number of participants:

20 -30

Objectives of the activity:

Participants will get to know each other better

Participants will be able to recall each other's names

Participants will get to know the "mindset" of the event. Team Building will set the tone for the upcoming days

Material needed:

Printed papers with the tasks

Description of the activity:

Mission Impossible (30')

Pairs have 26 tasks that they must complete in 45 minutes. Tasks are printed on papers that are visibly hung all over the room. Some tasks are for one person, some are for a pair, others for small groups and then some for all the participants at the same time. Facilitators observe and make sure the tasks are being completed correctly. Once they are complete, facilitators will mark them done. (check the list below)

Debriefing questions/methods

World map (30')

Facilitator stands in the middle of the room (on a chair to see everyone): this is a world map. I am in Bratislava. You will have to move around the world based on the questions.

1. What is the country you would like to go to next?

When they have moved, the facilitator can ask a few people where they are to see the differences and it's funny.

After that: find three people close to you. Together, discuss with each other "What is your favourite place and why?"

The facilitator asks another question about a country; they rearrange themselves and discuss another question in different groups.

2. In what country would you like to live?

After that: Find three people closest to you and discuss: "What is one of the best life advice anyone has ever given to you?"

3. What was the last country you traveled to, besides Bratislava?

After that: Find three people closest to you and discuss: "If I wrote a book, it would be about?"

4. Go to a country, where your favorite food comes from.

After that: Find three people closest to you and discuss: "What gives you motivation when you feel low?"

5. What was the first country you traveled to?

After that: Find three people closest to you and discuss: "What are the roles you have in life?"

The pitch of the day

Duration:

5 min per participant

Number of participants:

minimum 5

Objectives of the activity:

Pitching, ability to talk to the audience, presentation skills

Material needed:

Projector

Description of the activity:

Participant has 5 min to speak about a photo he/she is engaged with. The topic can be anything. But it has to do with the community. So, the participant is trying to convince us why this photo is important for him and present it in a creative way.

Debriefing questions:

- What were we trying to accomplish?
- What caused our results?
- What should we start, stop, or continue doing?

Actionbound

Duration:

10 minutes – 4 hours

Number of participants:

Minimum 2

Objectives of the activity:

To use the new methodology to develop the skills and knowledge of participants and foster their group dynamic

Material needed:

Smartphone, internet connection

Description of the activity:

Actionbound is an app for playing digitally interactive scavenger hunts to lead the learner on a path of discovery. We call these multimedia based hunts 'Bounds'.

The program quite literally augments our reality by enhancing peoples' real-life interaction whilst using their smartphones and tablets. Create your app-based DIY escape game, a digital timeline of events or places of interest tour, with the use of GPS coordinates and pre-placed codes and mysteries.

Excellent for ice-breaking exercises, historical or archaeological sites, or more simply presenting a vision for the future. Take full advantage of the huge potential of gamification with the Bound Creator's extensive game elements and tools like GPS locations, directions, maps, compass, pictures, videos, quizzes, missions, tournaments, QR codes and much more to create fun and exciting mobile app-based adventures.

Publish your amazing race to others and let them play it in the app with a mobile device as a tablet tour, scavenger hunt, paper chase, or treasure hunt for friends or professionally managed as a guided tour, at incentive events, for team building or employee training.

Debriefing questions:

- What were we trying to accomplish? Start by restating the objectives you were trying to hit.
- Where did we hit (or miss) our objectives? Review your results, and ensure the group is aligned.
- What caused our results?
- What should we start, stop, or continue doing?
- Now what?
- Where did we hit (or miss) our objectives?

My best friends' characteristics

Duration:

20-25 minutes

Number of participants:

2-10

Objectives of the activity:

Enable the reflection on healthy relationships

Material needed:

PC, laptop, smartphone or tablet – internet connection, paper and pens/ pencils

Description of the activity:

The aim of this activity is to make participants reflect on how they choose their friends and what are the main characteristics of a healthy relationship. Through the list of their friends' characteristics and the open discussion, participants will be able to identify the basic characteristics of a good friendship.

Debriefing questions:

- What were we trying to accomplish? Start by restating the objectives you were trying to hit.
- Where did we hit (or miss) our objectives? Review your results, and ensure the group is aligned.
- What caused our results?
- What should we start, stop, or continue doing?
- Now what?
- Where did we hit (or miss) our objectives?

Why do I call myself that?

Duration:

15 minutes

Number of participants:

12-20

Objectives of the activity:

Generate a good group atmosphere, break the ice and get to know the members of the group.

- To know the names of all the participants and where they come from.
 - Reflect on our origin and identity.
 - To start introducing oneself to a new group of people.
-

Material needed:

This technique can be carried out in both open and closed spaces, as no materials are needed to do it. If it is considered necessary or favorable, they can be given a sticker to write their name on and stick it on, which will make it easier for the other participants to remember all the names.

Description of the activity:

The facilitator asks the participants to form a circle and stand in the circle.

He/she will ask if anyone voluntarily wants to start and if not, he/she will start by saying his/her name and explaining the origin of his/her name, meaning or why his/her parents chose that name for him/her.

When everyone has said his/her name and argumentation, the facilitator will ask who can remember some new names, generating a moment where they question how many of the group members' names they already know.

Debriefing questions :

- What were we trying to accomplish? Start by restating the objectives you were trying to hit.
- Where did we hit (or miss) our objectives? Review your results, and ensure the group is aligned.
- What caused our results?

- What should we start, stop, or continue doing?
- Now what?
- Where did we hit (or miss) our objectives?

The future is today

Duration:

1 hour

Number of participants:

12-20

Objectives of the activity:

To visualize ourselves personally and see what we can improve on the basis of our desired situation in the coming years.

- Encourage personal awareness of the strengths we possess.
 - To recognize the qualities and capacities that we have and that would enable us to achieve our goals.
 - Identify what actions I carry out or propose to carry out to guide the lifestyle I want.
-

Material needed

- Sheets of paper or notebook
 - Pencils and/or pens
 - Ample space to develop the activity and its subsequent discussion
-

Description of the activity:

This activity consists of people visualising their ideal future. It is a very powerful exercise because it allows them to establish contact with the real possibilities they have to transform their lives. In this way, they can identify what they need to change, improve or maintain in order to achieve the future they want.

Provide a trusting and caring space for participants to express themselves freely. The facilitator will ask the beneficiary to think and express, in any way they want (words, stories, drawing, etc.), on a sheet of paper where they would like to be sitting in the next 15 years. Some questions that could be asked are:

- Who would be the people who would be accompanying them in that ideal?
- What would your environment be like?
- What would you look like?
- What would be the activities you could do during the day?



In order to carry it out, you will have to evoke the image of your future and feel yourself within it. They should freely express what they envision.

After some time, a space for reflection should be opened to share part of their vision.

Once this has been done, together with their SWOT analysis, we will be able to extract all the strengths of the person and be able to guide them in the elaboration of a better project.

Debriefing questions/methods:

- What were we trying to accomplish? Start by restating the objectives you were trying to hit.
- Where did we hit (or miss) our objectives? Review your results, and ensure the group is aligned.
- What caused our results?
- What should we start, stop, or continue doing?
- Now what?
- Where did we hit (or miss) our objectives?

SWOT Analysis

Duration:

1 hour

Number of participants:

It can be carried out individually or as a group.

Objectives of the activity:

To guide participants in reflecting on their strengths, weaknesses, opportunities, and strengths before starting to create a new project, either as an individual or as a group.

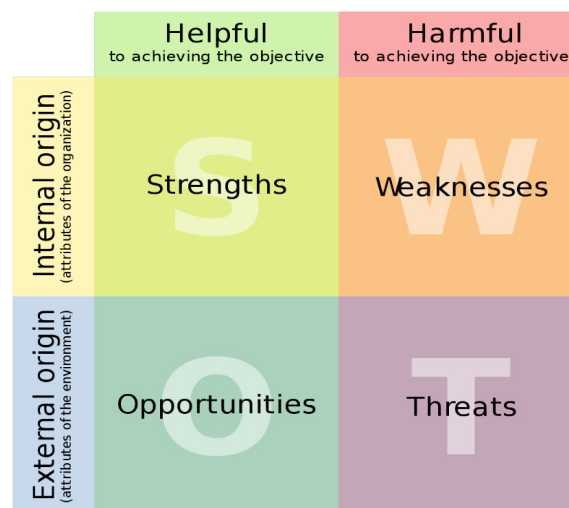
Material needed

Pens and paper

Description of the activity:

Before creating a new project, it is important that we know

SWOT Analysis



The facilitator will ask the participants either individually or in groups, depending on if it is an individual or group project, to reflect on the strengths, weaknesses, opportunities, and threats they can identify regarding the creation of a new project, using a SWOT worksheet (see below).

Encourage them to go dig deep within themselves to extract all their strengths within themselves. They should freely express what they envision.

After some time, a space for reflection should be opened to share part of their discoveries.

This activity will help the participant feel more prepared to start creating a new project as they will have a visual board of all the strengths, they already possess and opportunities they face, which will make them more confident in their capabilities. Recognizing their weaknesses and foreseeing their threats will also help them feel more empowered when planning a new project as they will already know what to avoid.

Example of a SWOT Analysis when creating a new project:

SWOT WORKSHEET	
Strengths	Weaknesses
What advantages do I/we have? What am I/we doing right? What resources do I/we have? What are those virtues or strengths others say I/we have?	What could I/we do wrong? What should I/we avoid? What is holding me/us back? What do I/we need to improve?
Opportunities	Threats
Who can help me? What are the opportunities that I have? Of all the opportunities, which one could I do best?	What do I/we consider a threat? What are my/our obstacles? What do I/we have to change in my/our environment?

Debriefing questions:

- What were we trying to accomplish? Start by restating the objectives you were trying to hit.
- Where did we hit (or miss) our objectives? Review your results, and ensure the group is aligned.
- What caused our results?
- What should we start, stop, or continue doing?
- Now what?
- Where did we hit (or miss) our objectives?

How to create a plan step-by-step: ACTION PLAN

Duration:

1 hour

Number of participants:

minimum 2 people

Objectives of the activity:

To create a plan for your project defining your objectives, deadlines, and resources.

Material needed:

- Pens and paper
- Printed or drawn signs with the main questions

Description of the activity:

What is the Action Plan?

It is a strategy to carry out your idea, project, business, etc., where you set objectives to be achieved, establish deadlines and calculate the resources to be used. It is necessary to take into account that these three concepts are well defined so that later, you can see if you are or not fulfilling the objectives that you had proposed from the beginning. That is why you must be constant with what you do and not give up.



How to elaborate an Action Plan?

If you work in a group, together with other people, you must reach a consensus in which the majority agrees on what objectives, goals, and ideas you want to carry out to make the Action Plan. In the case of not having a group and only you, you should try to make the most of all the ideas you have in mind and, if you have someone you trust who can help you do not hesitate to ask for help and advice.

A simple way to elaborate your plan to develop your idea, project, or activity, is by answering these 9 questions:

1. WHAT?

Brainstorming, to find out what you really and concretely want to do?

2. WHY?

Define why you think your idea, product, or activity is important and necessary, i.e. justify the need to create it by showing its innovative and genuine aspect.

3. WHAT FOR?

Define the goal and objectives you want to achieve.

4. HOW?

Develop the step by step that you have to do, until you create your product, implement your activity, project, etc.

5. HOW MUCH?

Define the resources you need, whether they are material, economic, or professional...

6. WHERE?

Think about where you want to develop your idea, and define the spaces and location.

7. WHEN?

Draw up a timetable, describing the deadlines you will dedicate to each action.

8. FOR WHOM?

Define your client, and beneficiaries of your idea or project.

9. HAVE I SUCCEEDED?

Evaluate whether you have achieved the results you set out to achieve. If so, congratulate yourself and celebrate it, if not, review your plan and modify what is necessary to achieve it!

Debriefing questions/methods:

CREATION OF A PLAN

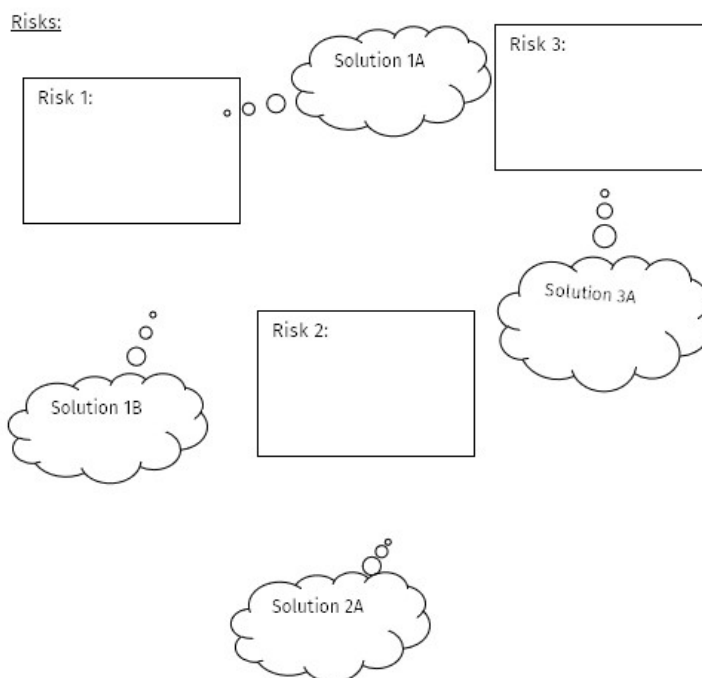
(Useful Tools for the facilitator)

Name of the group/ activity:	
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Main aims:	

General Timetable:	Time:	Activity:	Responsible/s:

Risks:



Lego Serious Play

Duration:

2-3-4 hours

Number of participants:

Min. 4

Objectives of the activity:

To brainstorm the ideas for the activity

Material needed:

Lego bricks

Description of the activity:

Introduction to the method - what is it and what is it used for? Who is using it and for what? (e.g. the biggest companies for their strategies creation or the therapy session participants for sharing what are they going through).

The little task to try out the method: give the task to build a tower for 2 minutes and then give time to tell about it and for other participants to ask.

Try out the method a few more times with more various challenges/questions.

Go into the developing of the idea questions/challenges.

It can be done individually, in pairs of 2, in groups, or it can be step by step leading from individual to the group work.

The moderator (the one who tracks time and takes care for everyone to have their say, the one who encourages others to ask) of the group can keep changing.

Debriefing questions:

- What were we trying to accomplish? Start by restating the objectives you were trying to hit.
- Where did we hit (or miss) our objectives? Review your results, and ensure the group is aligned.
- What caused our results?
- What should we start, stop, or continue doing?
- Now what?
- Where did we hit (or miss) our objectives?

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DoOneBraveThink

<https://onebravething.eu/>

Conclusion

It is undeniable that the Covid-19 pandemic has divided people and societies. Nevertheless, it also created connections and it highlighted a feeling of belonging to a common world and a will to contribute together to make it better.

Young people are often the most motivated to make the world a better place and they also have the most creative and up-to-date ideas to achieve their goals. Nonetheless, they often lack the knowledge and tools to transform their ideas into reality.

This guide is a condensed of examples, methodologies and actions that will concretely make the initiatives of the identified youth come true, and fulfil the aim of the Rebuild Project: to engage underrepresented young people in civic participation by empowering them to play a key role in facing new social and green challenges.



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