YES: Youth Engagement in Society

ERASMUS + KA2 PROJECT

BOOKLET FOR ONLINE IMPLEMENTATION

Erasmus+

YES: YOUTH ENGAGEMENT IN SOCIETY PROJECT CONSORTIUM

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1 | INTRODUCTION

It is common opinion that the COVID-19 emergency has put in crisis our organizational structures, traditionally built around a rigid separation between times / places of life and times / places of work.
All of this took place in the logic of the emergency, often without adequate experimental and / or training courses that would put us in a position to adapt in a less traumatic way to the new organizational model based on working from home.

The objective of this booklet is to investigate how all this happened in the particular working context of youth workers ... and what limits and opportunities the pandemic has created for the development of training activities aimed at young NEETs, in particular in a context of distance education.

In this difficult moment where the evolution of the Covid-19 pandemic has forced all of us to drastically change our life and work habits, many digital initiatives are assuming great importance: the guiding principles of the European Digital Agenda presented by the European Commission in May 2010 with the aim of making the most of the potential of information and communication technologies (ICT or ICT) to foster innovation, economic growth and competitiveness are back in vogue.
With greater diffusion and more effective use of digital technologies, Europe can offer its citizens a better quality of life; however, the benefits that citizens could derive from the use of digital technologies are limited by some privacy and security concerns and by the lack or lack of Internet access, usability, adequate capacity or accessibility for all.

The diffusion of distance learning and its sudden and "forced" adoption has put a strain on the educational systems of all countries, whose challenge has been to continue to guarantee continuous, inclusive, equitable and quality education. In such a complex situation, the tool that made it possible to guarantee the most continuous and accessible education was **online learning.**

E-learning, despite the problems of such sudden adoption during the Covid-19 emergency, seems to be an important element of change. Among the trending topics of recent months, the **digitization** of education and other educational areas stands out, a sign that the pandemic has given rise to a new training paradigm. In fact, if on the one hand face-to-face teaching continues to be fundamental especially for younger school students, on the other hand e-learning is now considered an integral and essential part also in the post-Covid future.

Even before COVID-19, there was already high growth and adoption in education technology, with global edtech investments reaching US$18.66 billion in 2019 and the overall market for online education projected to reach $350 Billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19.

In response to significant demand, many online learning platforms are offering free access to their services.
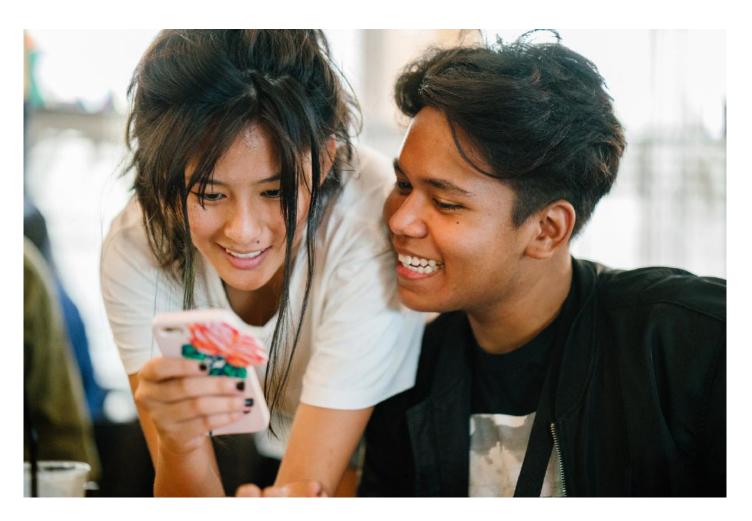
While some believe that the unplanned and rapid move to online learning – with no training, insufficient bandwidth, and little preparation – will result in a poor user experience that is unconducive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits.

Many are already touting the **benefits**: it has changed the way of teaching and training, enabling teachers to reach out to learners more efficiently and effectively through chat groups, video meetings, voting, document sharing, etc.

There are, however, **challenges** to overcome:

- Some learners without reliable **internet access and/or technology** struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries.

- The general consensus is that a **structured environment** is required, because kids are more easily distracted. To get the full benefit of online learning, there needs to be a concerted effort to provide this structure and go beyond replicating a physical class/lecture through video capabilities, instead, using a range of collaboration tools and engagement methods that promote "inclusion, personalization and intelligence".

- Since studies have shown that children extensively use their senses to learn, **making learning fun and effective through use of technology** is crucial.

When we talk about e-learning we mean **training courses through relational, interaction, multimedia and interactivity activities**, with the aim of being able to create an educational path mediated by technology. Therefore, it's wrong to think of e-learning as a simple online platform: a container of information.

The key point from which it is good to start is the concept of **student-centred learning**, or the idea that with e-learning training is centred on the learner, with the aim of transforming him from a simple "user" to an author of the learning path, focusing attention on it.

This point seems very interesting for the YES training programme aim to support young NEETS in becoming Active Citizens: the activation of the participants as learners, in the online adapted version of the training program, with appropriate programmatic and technological solutions to stimulate the active participation of learners in the online learning path, is, in fact, already in itself, an aspect of informal training relating to the first step of the program, *ENGAGE*.

YES PROJECT TARGET GROUP

NEET

The COVID-19 pandemic and related economic restrictions have contributed to an **increase in the NEETs rate to 13.7% in 2020,** as a result of job loss and barriers to education and training for young people.

There is high concern among policymakers that young workers will be the next victims of the **COVID-19 economic fallout**. Eurofound's 'Living, working and COVID-19' survey of Europeans', launched in three rounds in April and July 2020 and in March 2021, shows that young people are grappling with the crisis situation.

Worrying levels of mental well-being are reported among young people in the EU, especially when it comes to feelings of loneliness and depression, where young people are suffering the impact of pandemic restrictions and reduction of social interactions more than the older population.

Young people are also experiencing **greater job loss and insecurity about their professional and financial futures**. The impact of the pandemic on education is also damaging young people's **opportunities to accumulate human capital.**

Considering some of the aspects analysed in the profiling of the recipients of the training program (young NEETs) and some common traits that distinguish them (lack of motivation to learn, socio-economic situations of disadvantage, risk of impoverishment of social relationships, low propensity to participate actively to social, cultural and political life ...) it is necessary to take into account some aspects that need to be considered in online training:

- extrinsic:
1) network connection
2) availability of devices

- intrinsic:
3) digital skills
4) motivation and interest

Finally, considering the training strategies proposed and the wide range of IT tools provided, from the use of Google and its Google Workspace applications, to Canva to create graphics and presentations, to collaborative platforms such as Padlet and Mural, they allow participants to acquire greater familiarity with digital technologies and develop new skills (defined within DigComp 2.1, the European reference framework for digital skills) that can be used in the labour market.

Digital Inclusion is one of the key point of the **Digital Economy and Society Index 2021** that aims at empowering citizens with digital skills to fight marginalisation and social exclusion, including in careers.

Considering the elements analysed in this Introduction, the Booklet has been designed to:

- give trainers some **strategic and technical tips** to organize the YES training programme in an online environment

- ·implement specific YES training programme **Activities adapted** from the original Guideline **or created for the online purposes**

- help young people to **understand the different types of work sector**, the employment job description, and personal specification and qualification/experience required.

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2 | TIPS FOR TRAINERS

The experience of these months will undoubtedly lead to a revolution / evolution in the education and training sector. If there are undoubted advantages of at distance learning, considering the period we are living, it is also necessary to set the **right method** and have **precautions** that, although trivial, should not be neglected.

By focusing on extrinsic and intrinsic aspects of the online training, we try to outline solutions that can overcome these barriers:

1. the use of **mobile devices** (Smartphones and Tablets) of greater diffusion and which do not require traditional training in front of a PC workstation. Thanks to mobile, training can take place in any context and environment.
2. **micro-learning**, as a didactic strategy focused on the student, where reduced contents are provided and synthesized in "pills" in order to reduce cognitive overload. With micro-learning it is possible to concentrate the topics in thematic blocks (corresponding to the themes of the training modules of the YES program) and distribute them in short-term online workshops - enriched with quotes, short films, diagrams, mind maps, open-source accessible collaborative platforms, and online group working - to which learners on their devices.
3. Involvement through **gamification**, or the use of dynamics associated with play applied to learning to facilitate participation by learners and simplify their learning.
4. **social learning**: the sharing of content and knowledge among participants with the use of social platforms that can integrate online teaching and that allow learners to interact by commenting, updating and sharing their knowledge, they become an active part of the learning path. This aspect is important in the experience of the YES project in which the various groups of participants found a "common ground" in a "virtual wall" where they shared not only their own training experiences, but also their ideas related to the projects of local volunteering, making suggestions to their peers and having the opportunity to develop ideas for future transnational projects.

COMPETENCES DO BE DEVELOPED

THE RIGHT PLATFORM	TRAINING MATERIALS AND TOOLS	INTENSE EXPERIENCES

EVERYTHING YOU NEED TO KNOW

The first phase is given by the design, in which **the choice of the platform** is a moment of fundamental importance:

- Fortunately, most of the platforms - available today - have a set of **commands that are easy to understand** thanks to icons (microphone, camera symbol, etc.) similar to the smartphones that youth generally already know
- Most of the platforms are **free** for a whole series of functions and offer, at often very low costs, a set of increasing performances.
- Learning an **adequate level of technical use** of these platforms is absolutely necessary. In fact, knowing how to make effective communication through this medium is important: this means, in practice, implementing some precautions that, in many cases, are not natural, such as addressing the interlocutor *looking at the camera* to give him the impression of speaking "looking at him face to face".

The **integration between different applications**, in addition to increasing the performance of the platform, obviously favours the productivity of the Team:

- integration with other professional application packages and applications (*suite of collaborative tools*) (both from the same company and from others)
- possibility of *creating surveys and tests* (with a wide variety of questions, open closed, graduated scales, etc.) with sharing or only access to the organizer of the results in real time.

The **basic functions** of the most popular platforms include:
- screen sharing;
- chat between participants both accessible to the whole group and individually (one-to-one communication);
- online registration of the event and sharing of the registration;
- browsers that support the platform for all its features;
- video and sound quality;
- obligation or not to register on the platform in order to use it as a participant in the event.

From an operational point of view, **the slides and the didactic material** in general must be **organized both in colours and in format**. The graphic choices are by no means negligible: they haven't to strain the sight of either the trainer or the learners. Also, presentations without too much text are preferable, in case they are needed.

In planning the training activity, the question of any **"group" exercises** must then be carefully evaluated, which is very complex to organize since some platforms do not have such functions as to manage this aspect in an optimal way.

Furthermore, whenever possible, it would be good as well as appropriate to prepare **simulations** to liven up classroom activities.

It is important to share the initial rules, what we could define as the "etiquette" of the training moment.

The **"... coffee" breaks** will be managed by the trainer for approximately 5/10 minutes approximately every 60 minutes.

The trainer should play on the vocal registers of communication and on the gestures of the upper limbs, in particular of the hands, to keep the attention high and intrigue the participants.

The trainer should stimulate continuous interaction with the participants, stimulating them to ask questions and present their ideas.

SOME FINAL RECOMMENDATIONS

Live intense experiences:

To create intense experiences, two elements are necessary:
- establishing a privileged relationship with the personal experiences of the users who attend the course
- arousing emotions in them.

The first point is linked to the need to offer training content relevant to the audience, thus placing the user at the center of the training process and conveying useful and usable skills in daily life.

Arousing emotions, on the other hand, allows you to be more effective in the engagement phase, teasing users with humour, stimulating their interest through images and stories related to their personal context.

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VIDEOCONFERENCING PLATFORMS

It is a heavy hitter in the video conferencing world because of the many options included in every plan. The platform also boasts flawless video, crystal clear audio and instant sharing capabilities that make it our favourite option for video conferencing. Many people who use Zoom often switch from other conference call software because of frustrations they face using other available platforms.

It is designed for seamless efficiency and collaboration. It integrates with Office applications like Word and SharePoint, and its design and infrastructure make it exceptionally interactive. The company has also made it possible to integrate Skype for Business into Microsoft Teams.
This program was designed as a response to the growing number of collaboration tools, like Slack, that have dominated the market in the last few years. Microsoft Teams is a catch-all chat tool for the workplace, but its video conferencing option is just as compelling and powerful. Users can launch video conferences directly from their chats.

Even though GoToMeeting no longer dominates the video conferencing space, it remains a highly polished remote meeting software with a long list of features that would satisfy the needs of most business environments.
This user-friendly software has a few important advantages over its competitors, including its polling and "raise a hand" features. Furthermore, GoToMeeting allows unlimited video meetings and secures these meetings with end-to-end encryption.

It is the video conferencing system built on Google's robust and secure global infrastructure. Meet is included with Google Workspace, Google Workspace Essentials, and Google Workspace for Education.
Video conferencing app Google Meet has launched a slew of new features exclusively for education (teachers and students). It has rolled out features including mute all students, moderation tools, end meetings for everyone, and more.

DIGITAL TOOLS TO BOOST YOUTH ENGAGEMENT ONLINE

ONLINE WHITEBOARDING AND VISUAL COLLABORATION TOOLS

These tools enable real-time collaboration online: trainers can use it to present and explain concepts they teach visually, collaborate with students on developing ideas on a shared canvas, and create learning material for the lessons.

Padlet
Padlet is a free online application that students and educators can use to create interactive bulletin boards. The look and function of this online tool is very similar to using Post-it notes. Educators and learners can use the application to collaborate and share resources such as websites, videos, images, pdfs, and slideshows. Users can also create a custom URL (web address). This application is an excellent way of sharing information and making online interaction engaging.
It encourages participants interaction. Some examples of how to accomplish all three kinds of interaction with Padlet in an online course is as follows:
1. Online class introductions: Have participants introduce themselves via Padlet on the first day of class. They can share personal information such as photos and videos.
2. Brainstorm ideas and concepts related to the course or assignment
3. Gather learners' work and have them submit a final project to a community board. This way, all participants in the course will be able to see and comment on their peers' assignments.

Mural
It is a digital workspace for visual collaboration. As an educator, it is possible to apply for a free facilitator account and start collaborating with other educators and learners (up to 10 team members (which can edit, facilitate and create murals, and 20 guests).
With Mural it is possible to conduct virtual brain-storming sessions, use canvas layouts and frameworks designed by experts for different activities (mind-mapping, empathy map, etc).

Miro
Similar to Mural, Miro is an app that acts as a virtual whiteboard for team collaboration. Educators and learners can apply for a free education account that has the same functionalities as the pro version.

ENGAGEMENT AND GAMIFICATION

Games are by far the most effective way to keep learners engaged in learning, off and online: not only games are fun, but they facilitate learning. There are plenty of apps available for educators (and anyone else) for creating challenges, evaluations, and assignments while leaving the boring side apart.

Kahoot
The most famous interactive quiz platform is Kahoot, a free student-response that uses many gamification techniques to engage students' participation and enhance learning. It's possible to play Kahoot games in single mode or in team mode and offer plenty of fun features to stimulate learners to play and learn.

Sli.do
It's a platform where it's possible to ask questions, vote in polls, and be a part of the lecture by using a simple Q&A and polling tool.
Sli.do is a great tool for promoting active learning in online classes. It gives participants the freedom to express their opinion via live polls, quizzes, brainstorming. The possibilities are vast.
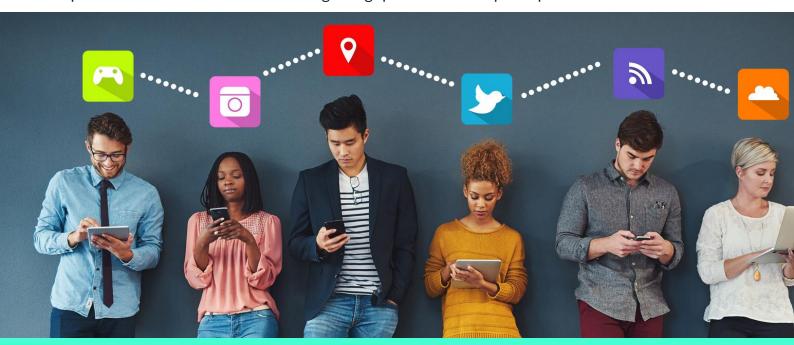
metaFox icebreaker.online
It is a tool to facilitate workshops or conduct coaching and consulting sessions, opening the session and the hearts of your participants.
The 'metaFox online' icebreaker.online use the power of pictures for authentic human connection in the virtual world. It offers online icebreakers to get participants to speak up & connect with the power of pictures:
·To open the session with an icebreaking question
·To offer participants picture cards to reflect on their emotional state or to anchor a goal they have set in the session
·To connect the topic of the online class to participants personal experience by having them choose a picture card and share with their peers.
It's possible to select a card deck and a guiding question for the participants.

GET REAL-TIME FEEDBACK

GoSoapBox
Works with the bring-your-own-device model and includes an especially intriguing feature: a confusion meter.

Mentimeter
Allows you to use mobile phones or tablets to vote on any question a teacher asks, increasing participants engagement.

Quick Key
Helps you with accurate marking, instant grading, and immediate feedback.

ONLINE VIDEO PLATFORMS

YouTube and **Loom allows educators to create and share engaging learning material in the form of videos.**

3 | ONLINE ACTIVITIES

3.1 Grounding - intro to non-formal education

PROPOSED ACTIVITIES	
ACTIVITY #1	
TITLE	My Boat Trip
SUB-TOPIC(s)	1. Non-Formal Education – Establish a Safe Learning Environment
OBJECTIVE(s)	Develop connections between the participants;
TIME	45min
MATERIALS & PREPARATION	Each participant must have A4 Paper and Colorful Markers. The host must have breakout rooms ready.
INSTRUCTIONS	1. Participants will create paper boats origamis in group (https://www.youtube.com/watch?v=b3QZpBL8-Tg); 2. Each participant gets one boat to write his name and color it. 3. Speed Dating Task: Inform the group that in pairs they will have 3 minutes to share: 4. Which elements of this boat relate more to your real self, which less? 5. What do you do for a living when you are not sailing? 6. Draw a symbol/flag in the boat. Why that symbol? 7. Why did the boat travel all the way here? 8. Put a personal object in your boat. Why that object? 9. My geographical boat trip: Using the boat to sail from place to place, ask the participants to tell us a short journey of their personal boat. "How did you get here?" End by positioning a pin in the map of Europe (using googlemaps). 10. After it is done everyone can say something that the other boats can do there (very shortly).
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on the need to establish a safe learning environment, where every participant should be able to expose him/herself without judgment.
TIPS FOR TRAINERS	Learn how to do the origami before, if you are not able, you can do a plane paper with them and change the metaphor from the boat to a plane.

PROPOSED ACTIVITIES	
ACTIVITY #2	
TITLE	**Reflection and Expectations**
SUB-TOPIC(s)	1. Non-Formal Education 2. Experiential Learning – Learning to Learn 3. The role of the trainer
OBJECTIVE(s)	To reflect on their own learning pathway
TIME	60 min
MATERIALS & PREPARATION	JamBoard or Miro with virtual post-its
INSTRUCTIONS	1. Ask the group to write their biggest expectation about the course in a post-it. 2. Present the course (objectives, modules etc.) and discuss the expectations. 3. Ask the group to reflect on their own and to write some notes regarding the following questions (examples):´ • Share your motivation to be in this course and what you wish to learn. • List your learning goals in your notebook. 4. Tell the participants to find a comfortable place to sit together in small groups and to share. Move around the groups helping them to be specific in their learning goals.
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on clarifying the course, expectations and the importance of participant in the learning process.
TIPS FOR TRAINERS	Explain the role of the trainer in the course presentation.

PROPOSED ACTIVITIES	
ACTIVITY #3	
TITLE	**World Café**
SUB-TOPIC(s)	1. Non-Formal Education 2. Experiential Learning
OBJECTIVE(s)	Map the group regarding the methodology selected in the course. Share opinions and good practices among the participants. Experience the role of the trainer as a facilitator through debriefing and the learning process of the group.
TIME	60 min
MATERIALS & PREPARATION	Jamboard or Miro

INSTRUCTIONS	1. Divide the group into small groups in breakout rooms.
	2. Create different stations (online boards) putting 1 chart per group with one question/topic. Example of topics:
	   a. "The role of Youth in Politics"
	   b. "What really is to be an active citizen?"
	   c. "Active Citizenship at local level"
	3. Each individual can choose the station that is more interested. Then, give 10 minutes for discussion in which they have to write the conclusions that have arrived in form of text, drawings…
	4. Every 10 minutes, the participants have to choose another topic. They don't need to move as a group.
	5. After 3 rounds, gather the group and ask for a presentation of the chart that they are on. Then go to the debriefing.

DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphasis should be on the biggest conclusions that the group has arrived, clarifying the concepts and establish the link into the present course, but also into their daily life.
TIPS FOR TRAINERS	Use some schemas in the clarification of the concepts approached.

PROPOSED ACTIVITIES	
ACTIVITY #4	
TITLE	**My Special Object**
SUB-TOPIC(s)	1. Non-Formal Education
OBJECTIVE(s)	- To know each other.
TIME	10 min
MATERIALS & PREPARATION	---
INSTRUCTIONS	6. Each participant has to share one object in the room that tells something about themselves.
DEBRIEFING/ EVALUATION	-----
TIPS FOR TRAINERS	It can be adapted by sharing an image, music, video…

PROPOSED ACTIVITIES	
ACTIVITY #5	
TITLE	Guess
SUB-TOPIC(s)	1. Non-Formal Education
OBJECTIVE(s)	- To know each other.
TIME	10 min
MATERIALS & PREPARATION	----
INSTRUCTIONS	1. Each participant has to think (not saying outloud) in a good memory that he/she has. 2. The others can make questions YES/NO and have to guess what is the good memory about.
DEBRIEFING/ EVALUATION	-----
TIPS FOR TRAINERS	It can be adapted by playing mime, drawing...

3.2 Confidence

ACTIVITY #1	
TITLE	**Vital Values**
SUB-TOPIC(s)	1. Self-awareness of one's values and aspirations
OBJECTIVE(s)	To support young people finding out their Vital Values
TIME	30 minutes
MATERIALS & PREPARATION	Pens and paper

INSTRUCTIONS	1. Make a List of 8 values in "Life";
	 2. Make a new list putting the values in order of importance;
	 3. After putting the list in order of preference:
	    a) Choose between the first value and the second one and write the one you choose in a new list;
	    b) Choose between the value that was not chosen before and the next one on the list and write the one you choose in the new list;
	    c) Continue doing the previous step to all the values.
	 4. The first 4 values in this new list are your Vital Values.

DEBRIEFING/ EVALUATION	• When you had to choose between the two most important values, what happened? How did you make the decisions? • Have the final list changed relatively to the one where you wrote the values in order of preference? • Were you waiting for those answers? • Do your vital values make sense to you? • Do you consider important to have this awareness? • What can you do to feel and live your own vital values in your "life"? • How can you relate these conclusions with active citizenship?
TIPS FOR FACILITATORS	The definition of facilitation is "to make it easy". The facilitator has the responsibility to plan, guide and manage a group, ensuring that the group objectives are met effectively. It's not about offering the right answers, is about questioning, in order to guide the group in the discussion to achieve a conclusion. To facilitate effectively, the facilitator must be objective and take a neutral stance, stepping back from its personal point of view and focus on the group process.

PROPOSED ACTIVITIES	
ACTIVITY #2	
TITLE	Be The Best
SUB-TOPIC(s)	2. Motivation/Proactivity
OBJECTIVE(s)	To help participants discover what motivates them and increasing intrinsic motivation
TIME	45 minutes
MATERIALS & PREPARATION	Breakout rooms | Shared Jamboard/Miro
INSTRUCTIONS	Divide the participants into groups of two in breakouts. 1. With your partner, find out 3 strategies that motivate each other to get involved in different projects/activities and 3 obstacles. 2. Write all information in an online jamboard. 3. After 3 rounds, share the jamboard and discuss possible methods/tools that can be used to help people to get motivated and overcome obstacles.
DEBRIEFING/ EVALUATION	• Was this exercise easy or hard? • Do you feel you have identified correctly your motivating factor? How about the suggestions for others? • Do you feel you would have chosen other suggestions if you had more time to think about them? • The importance of clarifying your goals, how to achieve them and how can you do that. • Were you able to think about your goals? Was this exercise easy? • Did you find some steps to achieve your goal? Are you more motivated? How can you improve your motivation? • How can you relate these conclusions with active citizenship?

PROPOSED ACTIVITIES	
ACTIVITY #3	
TITLE	Life Line
SUB-TOPIC(s)	1. Self-awareness of one's values and aspirations 3. Self-belief/Self-esteem
OBJECTIVE(s)	To provide the participants an opportunity to reflect on various issues through their personal life experiences; to develop abilities of self-reflection and self-awareness.
TIME	45 minutes
MATERIALS & PREPARATION	Powerpoint
INSTRUCTIONS	1. Work individually without sharing your impressions or thoughts with others; 2. Draw a line representing your "life line" and draw in the line (by chronological order) all moments that you consider the most important in one powerpoint; 3. Share your experiences in pairs or small groups
DEBRIEFING/ EVALUATION	After the activity it's important to reflect with the participants about their experience by asking: How did you feel in expressing yourselves to the others? How can you relate these conclusions with active citizenship?

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PROPOSED ACTIVITIES	
ACTIVITY #4	
TITLE	Making the Commitment
SUB-TOPIC(s)	1. Self-awareness of one's values and aspirations 2. Motivation/Proactivity
OBJECTIVE(s)	To raise awareness towards own passions; To increase intrinsic motivation; To understand the importance of planning.
TIME	30 minutes
MATERIALS & PREPARATION	Pens and A4 paper
INSTRUCTIONS	1. Alone, write one or two sentences outlining your plan/vision/what you want to achieve, e.g., "set up a new organization to help young people find their path"; 2. Say why you want to achieve this – your passion/belief/change you want to see in the world, e.g., "because I believe every young person has the right to find and express their full creative potential"; 3. Write your three actions and a time to complete them (be realistic and kind to yourself, don´t put on too much pressure); 4. Decorate your certificate so you can be proud to have it hanging on your wall. Put the date and your signature at the bottom.
DEBRIEFING/ EVALUATION	• Was it hard? • Did you identify easily an action plan for you? • Can an action plan help you to find goals and how to reach them? • How can you relate these conclusions with active citizenship?

PROPOSED ACTIVITIES	
ACTIVITY #5	
TITLE	Catch your anchor and Motivate
SUB-TOPIC(s)	2. Motivation/Proactivity
OBJECTIVE(s)	Energize the group and find things that motivate people to do something
TIME	30 minutes
MATERIALS & PREPARATION	A random generator of names
INSTRUCTIONS	The name of the participant that appears in the random generator has to say something that motivates people (for example, happiness, appreciation and so on). If a participant answers the question quickly, he/she gets 2 points. The participant with more points wins.
DEBRIEFING/ EVALUATION	Discussion about what "words" motivates us more, if these words can be an anchor, how others can help us to find them, the importance of others in our external motives and how it can influence our behavior. Was it hard? Did you identify easily motivating factors where you were put under pressure? Can you help others to improve their motivation? How can you relate these conclusions with active citizenship?

PROPOSED ACTIVITIES	
ACTIVITY #6	
TITLE	what do you see in me
SUB-TOPIC(s)	3. Self-belief/Self-esteem
OBJECTIVE(s)	Sharing among participants of positive qualities and personality issues to improve;
TIME	30 minutes
INSTRUCTIONS	The group should tell to each participant what is requested by the trainer, in just one word, for example: 1. What is the quality that stands out in this participant? 2. Personality trait to be improved by the participant?
DEBRIEFING/ EVALUATION	Is it easy to recognize positive aspects in others? How did you feel when talking about what other participants need to improve? What about yourself? Were you aware of the qualities that other participants wrote on your paper? Can you define strategies for what you need to improve? And for others? How can you relate these conclusions with active citizenship?

PROPOSED ACTIVITIES	
ACTIVITY #7	
TITLE	Trust
SUB-TOPIC(s)	3. Self-belief/Self-esteem
OBJECTIVE(s)	Promote trust in others
TIME	30 minutes
INSTRUCTIONS	Ask the group to stand in pairs back to back, with their shoulders even against each other; Ask each pair to get down to the floor without the help of their hands; some will make it, others will fall; Change pairs and repeat.
DEBRIEFING/ EVALUATION	Was it difficult to trust your partner? How did you feel when you fell? And those who managed without falling? Is it important to value the other person and what does it say? Does the feeling of trust change depending on the participant you are with? How can you relate these conclusions with active citizenship?

PROPOSED ACTIVITIES	
ACTIVITY #8	
TITLE	Remember, Remember
SUB-TOPIC(s)	3. Self-belief/Self-esteem
OBJECTIVE(s)	To raise self-awareness; To improve feelings of well-being and self-esteem.
TIME	30 min
INSTRUCTIONS	- From 1 to 14, the participant picks one number. The trainer asks the corresponding question. 1. Something I did well this week... 2. One recently funny moment... 3. I felt proud when... 4. Lately I accomplished... 5. I had a positive experience with... 6. Something I did for someone... 7. I felt good about myself when... 8. I was proud of someone else... 9. An interesting moment was... 10. I felt proud when... 11. A positive thing I witnessed... 12. This week I accomplished... 13. Something I did well today... 14. I had a positive experience with (a person, place, or thing)...
DEBRIEFING/ EVALUATION	- Discuss about difficulties and the importance of reflecting in those type of questions.

PROPOSED ACTIVITIES	
ACTIVITY #9	
TITLE	*My strengths*
SUB-TOPIC(s)	1. Self-awareness of one's values and aspirations 2. Motivation/Proactivity
OBJECTIVE(s)	*To raise self-awareness of own's strengths;*
TIME	45 min
MATERIALS & PREPARATION	Each person should draw in powerpoint or miro three circles:
INSTRUCTIONS	- Inside the circle each participant should write for each area: strengths they possess that help them achieve in this area of your life. For example, in their personal fulfilment, each one could reflect about pleasurable activities and what strengths each one has that help them enjoy those activities (e.g., open mind?). - Then, each participant in a breakout room should describe a specific time their strengths were able to help them in this area. - In the big group, each one should describe two new ways each one could use their strengths to increase their well-being in each area.
DEBRIEFING/ EVALUATION	- Discuss about possible difficulties and the importance of committing to others (saying out loud) their strategies to take the best from their strengths.

3.3 Resilience and Self determination

ACTIVITY #1	
TITLE	Email to myself
SUB-TOPIC(s)	Sense of purpose, Personal goals
OBJECTIVE(s)	The purpose of this exercise is to support participants in applying their insights and learnings by writing an email and sending it to their future selves. They can define key actions that they would like their future self to take and express their reasons why change needs to happen.
TIME	30 minutes
MATERIALS & PREPARATION	An email account
INSTRUCTIONS	Give the participants the task to sit individually and write an email to their future selves. Give them the instruction to use the "Schedule send" option that will give them the opportunity to choose when the email has to be sent, in the way that they will actually receive it in the exact moment they have chosen. Suggestions about the content can be: • What will I achieve by X date? • What will I do tomorrow, next week, next month? • How do I feel now about my work/job/studies? And how do I want my future self to feel? • Don't forget... • I want to change... because...
DEBRIEFING/ EVALUATION	You can follow up with the participant directly after they have written the letter, discuss and reflect with them about the task. But also if you have the opportunity to settle a time to talk after the date when they will receive it in the future.
TIPS FOR FACILITATORS	This exercise can be as open or closed as you think is appropriate. You could restrict them to three bullet point actions that they need to follow up on. Or you could give them the freedom to write whatever they want to themselves. Judge the needs of the person and the purpose of the session. Ensure the participants that they will be the only one reading the letter.

ACTIVITY #2	
TITLE	Goal Exercise - the positive opposite of the problem
SUB-TOPIC(s)	Sense of purpose, Personal goals
OBJECTIVE(s)	Goaling means 'to score', here you think that the purpose of dealing with your problems is to solve them, move on and get to the "goal" or the desired situation instead of the current situation. One quote that describes this is "behind each complaint there is a wish". This exercise is simple and fun to do. This is a way of dealing with problems influenced by the solution-focused approach. The exercise gives a lot of ideas and thoughts on how the individual / group can overcome and handle the problems in a constructive way.
TIME	40- 60 minutes
MATERIALS & PREPARATION	The chart in annex
INSTRUCTIONS	**Step 1 (10 minutes)** Copy paste the chart in annex and share it with the participants. Ask them first to focus on the left column, the one that has "problem" as title. Then ask everyone to individually write down the problems they experience in their life. You should also assure them that this is not going to be shared with anyone, so that they can really write down exactly what they think. **Step 2 (5 minutes)** Now ask everyone to focus on the right column, "Solution/desired situation" and explain what the "positive opposite of the problem" is. The positive opposite of the problem is exactly what it sounds like! We suggest to give some example: unstructured-structured, malicious-kind, mistrust-trust, bad communication-good communication, etc. It is kind of a solution to the problem, what you want instead of the problem. An important detail is that the solution should not be the absence of something, something you do not want. The solution should be expressed in a positive way. **Step 3 (10 minutes)** Then you ask everyone to rewrite their problems into their positive opposite in the right column. If they get time over and come up with other wishes/improvement opportunities, they can add them. **Step 4 (10+ minutes depending on the size of the group)** Now it's time to share! But only what is written in the right column (which usually is perceived as harmless). To make the online exercise more dynamic and interactive we suggest to use the toll Word Cloud (https://www.mentimeter.com/features/word-cloud) or a Jamboard (https://jamboard.google.com/) where the participants can anonymously share their "solutions". After that give the opportunity to the participants to read the result and see if there are common solutions between them. **Step 5 (5+ minutes, depending on how far you want to work on "next step")** Finally, let the group reflect on these questions: What is most important? What would you like to address and improve at once? What steps/activities could you take to move a small step in the desired direction?
DEBRIEFING/ EVALUATION	Do a little reflection on the exercise itself. How was it? Have you found something you can benefit from? What was good and what was less good?

ANNEX	Problem	Solution/Desired situation

ACTIVITY #3	
TITLE	**Exercise on self-discipline - mindfulness**
SUB-TOPIC(s)	Self-discipline, stress management
OBJECTIVE(s)	This is a breathing exercise to help the participant focus on "here and now".
TIME	20 minutes
MATERIALS & PREPARATION	A chair and the instructions below.
INSTRUCTIONS	Ask to the participants to take a sit and give the follow instructions: Sit on the edge of a chair with your feet on the floor. By sitting on the edge of the chair, your buttocks are automatically tightened and the centre of gravity is moved forward and downward towards your lower abdomen. This prevents your body from collapsing and gives you a strong and stable base that allows for a posture that is straight and comfortable at the same time. This upright position allows a free and relaxed feeling in the upper body. This attitude is diametrically opposed to the attitude we get when we feel stressed, scared or UPset. As the name itself says, everything moves upwards towards the neck and chest. It is then that "the heart is in the throat" and we "strangle" ourselves. It is also then that we "forget" to breathe. This is a breathing exercise. You will breathe, pause, exhale, pause, etc., at a calm and even tempo. Allow breathing to be relaxed and easy. Inhale through the nose and out through the mouth. Let's start by counting to 8. As you breathe in through your nose, you can calmly and rhythmically count for yourself... 1... 2... 3... 4... 5... 6... 7... 8 Then hold your breath while counting to 3. Count on the same calm rhythm. 1... 2... 3 After 3, begin to exhale slowly while counting to 8. 1... 2... 3... 4... 5... 6... 7... 8 Then hold your breath again as you count to 3 and then start from the beginning with the inhalation while counting to 8; hold your breath and count to 3; exhale count to 8 etc. When it comes to breathing breaks, it is important that you do not strain while holding your breath, but that you are careful to maintain your calm and relaxed posture. As you hold your breath after your inhalation, keep the same relaxed feeling in your body as if you were still breathing. Also, when you hold your breath after your exhale, keep the same relaxed feeling in your body as if you were still breathing.

	Practice this from at the beginning for ten minutes. You will probably experience the exercise as difficult from the start. There is a great chance that you will even experience it as uncomfortable, not least during breathing breaks.
	Notice how you react to the discomfort. What happens in the body? What happens in your psyche? Do not talk, do not discuss; just observe and note! What's happening to you? How does your body react?
	Remember that you can never control what you are not aware of!
	If you do not get to know your physical reactions, do not detect how and where they start and spread, you will never be able to take control of them. We consciously train our nervous system to withstand feelings of agitation and panic. Continue practicing the breathing exercise while counting to 8 until the feeling of discomfort has completely disappeared.
	What will happen is that your self-discipline will build up your self-control and confidence so that the exercise begins to feel easy.
	When the exercise feels easy and self-evident, you can increase the time for inhalation and exhalation from 8 to 12. Then continue practicing diligently and disciplined until counting to 12 feels as easy as counting to 8.
	An important piece of advice! Take it easy and don't be in a hurry. Counting to 8 is a suggestion. You can start with a lower digit (6 or 4) if 8 feels too difficult. The most important thing is that you are completely honest with yourself. Practice breathing to number 8 (or the number you chose to begin with) until you can do it easily and obviously for twenty minutes. More than that, you don't have to practice at a time.
	When counting to 12 feels as obvious as counting to 8, you can increase to 16. You will find out if you have been completely honest with yourself. When you can then breathe into the 16 count, without feelings of discomfort or panic, you can reduce to the 8 count again, but now begin to practice your breathing in disturbing and distracting environments that are part of your everyday life. On the bus, on the train, in the office, in the living room among your other family members.
	Keep practicing as if you were alone. Standing, sitting or lying down. Two minutes, five minutes, ten minutes at a time. It will take time. It will not happen overnight. But if you are persistent and disciplined enough, you will eventually increase your ability to maintain your calm control when you are under stress. Your mind and body will not be easily distracted by either internal or external disturbances. You will increase your mental and emotional freedom and with it your quality of life.
DEBRIEFING/ EVALUATION	After the 10 min exercise leave the participants a few quiet minutes. Then ask them to share how they felt before, during and after the exercise.
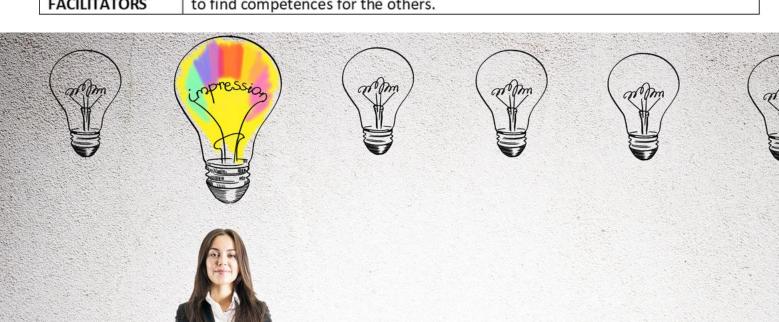
ACTIVITY #4	
TIME	30 minutes
MATERIALS & PREPARATION	Participants should have pen and paper or another kind of digital document where to write notes
INSTRUCTIONS	Start a group discussion about: What is a goal? What is a partial goal? Has anybody had a goal and reached it? How did it go? Fears for failure? If you want to make the online exercise more dynamic and interactive we suggest to use the toll Word Cloud (https://www.mentimeter.com/features/word-cloud) or a Jamboard (https://jamboard.google.com/) where the participants can anonymously answer to the questions and then visually see all the answers. It could be a useful tool to make the conversation start. Otherwise, you could divide the participants in smaller groups using virtual rooms. After the discussion ask the single individuals to reflect about their goals, how do the situation will look like after you reached the goal? Which steps did you do to reach it? Make the participants focus on three small and concrete goals, something that could be easily reached and they are motivated to do, and write them down. In conclusion, make them discuss together about how it was, do they already have a plan? When do they expect to start and finish? Do they already have new small goals for the next step?
DEBRIEFING/ EVALUATION	Make a follow up after a certain amount of time that you agreed on before (for example a week).
TIPS FOR FACILITATORS	Make the participants be as realistic as possible in setting the small goals. The small goals must be easy to reach, in matter of both effort and time, in order to motivate them to go further and to reach their bigger goal.
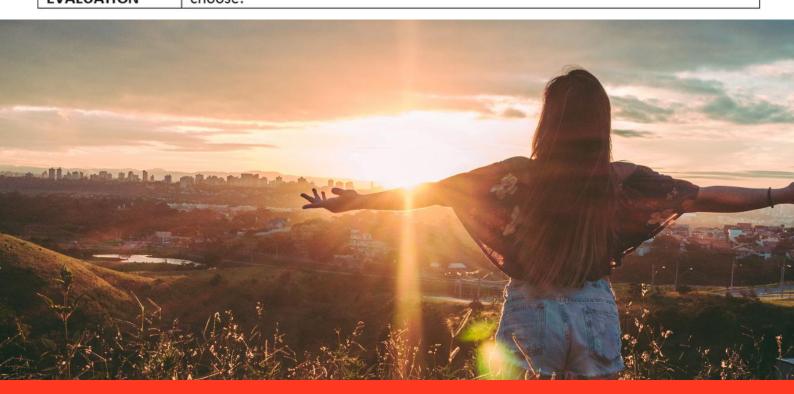
ACTIVITY #5	
TITLE	**Teach something to others**
SUB-TOPIC(s)	Sense of purpose, stress management
OBJECTIVE(s)	To be able to stand for something you are good at, train to talk in front of a group and also get feedback.
TIME	60 min or more depending on the number of groups
MATERIALS & PREPARATION	A program or a website to create a presentation (for example: Power Point, https://prezi.com , https://www.mentimeter.com/app , https://www.canva.com/) and the possibility to divide the participants in virtual rooms
INSTRUCTIONS	Everybody is good at something and has a store of competences in him/herself. In this exercise the participants have the opportunity to teach something to the others, something that they like and they are good at. It can be anything from how to bake a cake, sign language, fix a puncture on a bike, to how to take a walk in the forest. Divide the participant in pairs, give them the task to chooses a topic that they will share with the others and prepare a presentation. It could be something that both the participants are good at or just one of them. The important thing is that they cooperate in creating the presentation. Then split the participants in virtual rooms where they can work on their presentation for about 20 minutes. After this time, recall all the participants in the main online room and ask to the groups to start the different teaching moments through sharing their presentations. In conclusion, make the participants share feedback with each other.
DEBRIEFING/ EVALUATION	Have a reflection about how the exercise felt, how is it to teach something you´re good at? How does it feel to talk in front of others and receive feedback?

ACTIVITY #6	
TITLE	ELD competences
SUB-TOPIC(s)	Sense of purpose
OBJECTIVE(s)	Empower youth´s skills and increase awareness in their abilities and competences.
TIME	45 minutes
MATERIALS & PREPARATION	Participants should have pen and paper or another kind of digital document where to write notes The ELD list of competences The possibility to divide the participants in virtual rooms Before the exercise read about the method ELD here: http://eldkompetens.se/english/
INSTRUCTIONS	First introduce ELD and go briefly through the list of competences together. Divide the participants in small groups (2-3 people) and share with them the ELD list of competences (http://eldkompetens.se/wp-content/uploads/2017/05/ELD_ENG.pdf). Then give the participants the task to think individually about a situation they lived where they were the protagonist of the action. It could be for example a challenging situation. After that, send the groups in different virtual rooms with the task of telling one by one the situation they came up with to each other. While the teller talk, the listeners go through the list of competences, choose and write down all the competences that the teller used in that specific situation. Give them 10 minutes per story. In conclusion, recall all the participants back in the main room. Only now each of them will be able to hear which competences the others chose, with no need of sharing the specific situation with the bigger group.
DEBRIEFING/ EVALUATION	Make a final reflection all together about how the exercise was and what the participants will take with them. Tell them to write down the competences and send them to the respective teller, to read them again in later occasions can be a good boost for each of them.
TIPS FOR FACILITATORS	During the exercise go in the different rooms and eventually help the participants to find competences for the others.
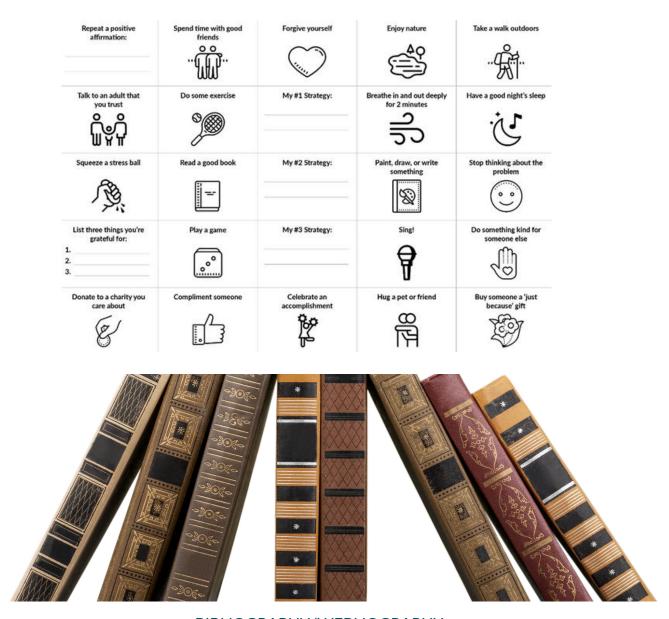
ACTIVITY #7	
TITLE	5 WAYS TO WELLBEING
SUB-TOPIC(s)	Self-discipline, Stress Management, Personal goals, Sense of purpose
OBJECTIVE(s)	Over the last few years, the UKs National Health Service have adopted a new approach to wellbeing, called the '5 Ways to Wellbeing'. This approach centres on the theory that improving our wellbeing can be categorised into 5 sets of actions: **Connect**, **Be Active**, **Take Notice**, **Keep Learning** and **Give**. This activity is a great way to introduce young people to the 5 ways to well-being and make them reflect about actions they can take in their everyday life. Just small changes in the things we do each day in these areas can help us feel more positive, handle stress and cope better.
TIME	45 minutes
MATERIALS & PREPARATION	Participants should have pen and paper or another kind of digital document where to write notes and the list of the 5 ways to wellbeing in annex The possibility to divide the participants in virtual rooms The list of the 5 ways to wellbeing in annex
INSTRUCTIONS	Introduce to the participants the 5 ways to wellbeing by for example showing them this video https://www.youtube.com/watch?v=_gJ5V525SCk or the description in the NHS website https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/ Create small groups and give each participant a "List of the 5 ways to wellbeing" in annex. Once divided in separate virtual rooms they should discuss together about each of the 5 ways and come up with some other ideas of their own which might help them to feel better. Afterwards recall the participants in the main room. Give them some minutes to reflect individually and make an actual plan. Which actions do you choose? When are you going to do it? How? Follow up?
DEBRIEFING/ EVALUATION	At the end of the activity ask the participants to share some of the actions they choose.

Connect with others Strengthening relationships and feeling valued and close to others is good for wellbeing.	What are you going to do each day/week? Plan when & how **Ideas**: · Watch films or a box set (or two) with someone · Share some funny YouTube clips with someone · Play a game with someone in your home · Talk to someone in your home · Plan activities to do in the home with people · Message a friend to ask about what they are doing · Talk to someone on the phone, through SKYPE, FaceTime or similar · Do things together with people at home
Stay active Being physically active improves mental wellbeing whilst decreasing anxiety and depression as does eating healthily and getting enough sleep.	**What else could you try?** **Ideas**: · Create a routine to do every day · Go for a walk if you can · Plan a household schedule and agree how the household will run with everyone at home every day · Do some physical activity in your home · Dance to your favourite songs · Run up and down the stairs · Do some star jumps · Clean a room in the house · Have a Wii-fit competition · Stretch your arms and legs · Do a YouTube exercise class · Start an indoor exercise challenge app · Do some weights with some tins of beans · Create a rota or plan for household jobs and things that need to be done · Get up at the same time each day and go to bed at the same time. Avoid laying in all day.
Take Notice Paying more attention to the present moment boosts wellbeing.	**What else could you try?** **Ideas**: · Be close to nature · Have pictures of nature around the house · Use your 5 senses (sight, touch, smell, sound and taste) to notice the things around you · Open the window and watch and listen to the animals and birds outside · Grow some herbs or plants on a window sill · Try a new food and notice how it tastes, feels, smells · Close your eyes and notice what you can here · Notice the nice things other people in the house do for you and tell them · Download a mindfulness app and practice every day · Listen to your favourite music · Create a coping toolbox. Pick items which use the 5 senses. It might include colouring pens and pictures, stress balls, bubbles etc.
Learn Learning and seeking	**What else could you try?** **Ideas**: · Do something which gives a sense of mastery

ACTIVITY #8	
TITLE	**Healthy Coping Strategies: BINGO!**
SUB-TOPIC(s)	Self-discipline, Stress management
OBJECTIVE(s)	Positive coping strategies play an important role in helping us maintain good mental health. Use this bingo game to support youth by building awareness of mental health in daily life. Mental Health Management Bingo can be a great way to open up discussions on key elements of overall well-being. While it aims to raise awareness about the importance of positive coping strategies, it can also be a great way for young people to bond with one another and discover new, healthy ways to look after their mental health.
TIME	60 minutes or more depending on the group size
MATERIALS & PREPARATION	An online jamboard with the Bingo sheet in annex, as the example: https://jamboard.google.com/d/1AlDuFdN4hBvO3SfwL4LQoFUJVkJ62zz_H1xDLipf -B8/edit?usp=sharing (you can copy this example but not use it for the exercise, when creating your own remember to open the possibility for everyone with the link to be editor) The possibility to divide the participants in virtual rooms
INSTRUCTIONS	Present the jamboard with the Bingo sheet, go briefly though it and explain why each coping strategy might be helpful for someone who has a mental health condition, such as depression, anxiety, or stress. Divide the participants in pairs and split them in virtual rooms. Ask them to reflect together on the different coping strategies, try to find out which they find helpful when they are stressed or struggling emotionally and finally select individually the three coping strategies they find most useful when they are unhappy. Give them the task to interview each other, if a participant for example chooses "Paint, draw, or write something," the other might ask "How does it help?" "What do you paint?" "How does it make you feel?". Once back in the main room invite all the participants to open the jambord and mark with different colours their top one strategy. After everybody has done that, observe together the bingo sheet and see if there are any row or column completed, in that case you can call a group bingo!
DEBRIEFING/ EVALUATION	At the end give the possibility to the participants to share their thoughts about the exercise.
TIPS FOR FACILITATORS	The bingo can be repeated with participants´ second and third favorite strategies if there is no winner the first time around.
ANNEX	Bingo sheet

Repeat a positive affirmation:	Spend time with good friends	Forgive yourself	Enjoy nature	Take a walk outdoors
Talk to an adult that you trust	Do some exercise	My #1 Strategy:	Breathe in and out deeply for 2 minutes	Have a good night's sleep
Squeeze a stress ball	Read a good book	My #2 Strategy:	Paint, draw, or write something	Stop thinking about the problem
List three things you're grateful for: 1. 2. 3.	Play a game	My #3 Strategy:	Sing!	Do something kind for someone else
Donate to a charity you care about	Compliment someone	Celebrate an accomplishment	Hug a pet or friend	Buy someone a 'just because' gift

BIBLIOGRAPHY/WEBLIOGRAPHY

Activity 1: inspired by https://toolbox.hyperisland.com/letter-to-myself

Activity 3: inspired by http://igorardoris.se/ovning-i-sjalvdisciplin/

Activity 6: information and material about ELD http://eldkompetens.se/english/

Activity 7: http://youngwrexham.co.uk/wp-content/uploads/2020/03/Resource-pack-for-young-people-school-version-3.pdf , more about the 5 ways to wellbeing https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/ and https://www.startnowcornwall.org.uk/five-ways-to-wellbeing/

Activity 8: https://positivepsychology.com/wp-content/uploads/2018/01/Mental-Health-Management-Bingo.pdf and more about positive coping mechanisms https://positivepsychology.com/coping/

3.4 Managing feelings

ACTIVITY #1	
TITLE	**Theatre of Oppressed adapted for e-learning**
SUB-TOPIC(s)	Self-awareness, Self-acceptance, Reflection and Review
OBJECTIVE(s)	• To be aware about problems, to solve conflicts, to try strategies, to debate • to develop possible alternatives to oppressive forces in individual s lives • to become active and they explore, show, analyse and transform the reality in which they are living.
TIME	2 hours for each workshop
MATERIALS & PREPARATION	Material needed for the activities: - online meeting tool with the provision of "raising hand" function - masks or other objects for protagonists' identification and recognizability
INSTRUCTIONS	The theatre of oppressed arises from the questioning of the political use of theatre, that is, the use of art as a means of knowledge and transformation. The theatre of oppressed is one of the most consistent experiments to work with the theatricality of ordinary people. The starting point of an intervention with the TO is not the theoretical analysis of the situation, the a priori examination of the oppressions of a community. The operative fulcrum of the TO is to question the people who live there, so that they can express theatrically the oppressions they feel. The TO seeks to start from the image of the world that groups and people have, to give them opportunities and tools to enlarge it, deepen it, etc. The TO uses, in part of its work, a series of techniques based on images built with people's bodies; from here we start for successive improvisations, called "dynamizations" of the image. It is a language, as such with its own peculiar characteristics. • THEATER-FORUM The jolly (facilitator of the workshop) introduces the leading actors in the scene (it is recommended to use *elements that can visually characterize the characters, to make them recognizable in the video*). They present a scene or a play that must show a situation of oppression that the protagonist doesn't know how to fight against and fails. It is important that they will choose a situation that is "familiar" for them, considering which kind of oppression they already lived or knew. *Another option is that, instead of presenting the scene as a play, the conductor make interviews to the oppressor and the victim, in order to clarify the situation to the other participants.* After this first phase, the spect-actors are invited to propose all possible solutions, ideas, strategies. The leading actors improvise the reactions facing each new intervention, to allow a sincere analysis of the real possibilities of using these suggestions in real life. The other people are also involved in remarking changes, goals and weaknesses of the strategy and giving their opinion about the workability of the action.

DEBRIEFING/ EVALUATION	In the TO, one of the key aspects of the method is the maieutic attitude of the conductor (or Jolly) who tries to get the reflections out of the group, with a process that is very close to the "conscientization" elaborated by P.Freire, to whom Boal was inspired. The Jolly Boalian maieutic is the "curiosity to know what people really think", free from immediate judgments of value and moralistic considerations. In this maieutic process, the audience of <spect-actors> reflects, collectively, on their own problems. And this happens at multiple levels: intellectual, emotional and bodily; because the theatre simultaneously engages the mind, the heart and the body. In the process spect-actors can reflect collectively on social issues that affect local community, as on problems related to societal challenges, and they can try to find possible intervention strategies to act in the community contributing to solve the challenge.
TIPS FOR FACILITATORS	• To facilitate an online FT workshop is about creating a safe, open and creative space and sense of community. In FT the young participants use themselves as a tool, and they have to feel safe and comfortable exposing themselves whilst sharing challenges with other people. Amongst youths it's extra important because they're often very sensitive about other youth's opinions and judgements. If needed, it is possible to use masks to let participants to feel more save during the workshop. • It is important to create closeness in many ways. Closeness to and within the group you're working with. Closeness to the themes and experiences being discussed and played out, and closeness to the method - to know the games and being able to adjust them to different settings, themes and groups of people. In facilitating a FT process it is necessary to have a clear structure, but be open for the group's interventions. • Considering the technical issues, it is important for the conductor to maintain the order during the workshop. So, it's recommended to **invite participants to mute their microphone when they are not speaking**, and to use an online meeting tool where it is possible to **ask to speak using the function "raise hand"**. In this way overlapping voices and unpleasant sounds and noises will be avoided

ACTIVITY #2	
TITLE	The 4 feelings
SUB-TOPIC(s)	Emotions' regulation, Reflection and Review
OBJECTIVE(s)	- To know to recognise feelings and how-to response in accordance - To clarify which are the feelings that the participant is able to express easily, and which are the ones with which he has more difficulty
TIME	1 hour for each workshop
MATERIALS & PREPARATION	Material needed for the activities: - online meeting tool with the function "raise hand" - paper and pens (each participant) - relaxing music - online random wheel (i.e. on Wordwall)
INSTRUCTIONS	The conductor shows a table with 4 cells in which the 4 words are inserted: Happiness, Sadness, Fear, Anger. *It is possible also to use Emoticons.* He invites participants to divide a paper in 4 parts and to write or draw in each part the answer to each question: 1. what makes you happy? 2. what makes you sad? 3. what scares you? 4. what makes you angry? *The participants can also search in Internet images to represent the 4 feelings (they will use them during the group discussion, sharing their screen).* The facilitator lives 5-10 minutes to think and complete the task, sharing a relaxing music. After that, he invites participants to: - which feeling did they find more difficult to express? what ways did they find to express it? - what feeling do they prefer not to have? Why?
DEBRIEFING/ EVALUATION	Trainers can talk about consequences of the repression of certain feelings; they can underline the importance of expressing certain emotions that offer us information about what is suitable and what is harmful for us
TIPS FOR FACILITATORS	- To facilitate an online workshop is about creating a safe, open and creative space. The young participants have to feel safe and comfortable exposing themselves whilst sharing emotions and personal experiences with other people. Amongst youths it's extra important because they're often very sensitive about other youth's opinions and judgements. The facilitator can open the workshop sharing some "**common rules**" like: listening, respect, not judgmental attitude, etc. - To facilitate the discussion after the individual reflection and feedback, in the debriefing, the facilitator can use some pictures - also creating an online game to select one of them, like a **Worwall Random wheel** - of ordinary life situations (at home with the parents, in the street alone, with friends in a park, in a job interview, in the city near a person who is offended by others…) investigating which emotions they feel in each situation, and how they express them. - Considering the technical issues, it is important for the conductor to maintain the order during the workshop. So, it's recommended to **invite participants to mute their microphone when they are not speaking**, and to use an online meeting tool where it is possible to **ask to speak using the function "raise**

ACTIVITY #3	
TITLE	**The word of your movement**
SUB-TOPIC(s)	Emotions' regulation, Reflection and Review
OBJECTIVE(s)	• To support participants to become more aware of their feelings
TIME	1 hour for each workshop
MATERIALS & PREPARATION	Material needed for the activities: - online meeting tool with the function of breakout rooms - paper and pens (each participant) - list of words to be shared (as file and picture) - virtual whiteboard (Jamboard, Mural, Padlet ...) - video of dance
INSTRUCTIONS	The conductor shows a list of words of movement and explain what each group will do: For example: lower, hug, grab, sag, hurry, cling, tangle, fidget, stretch, stand up, lean, open, close, climb, attract, cross, venture, approach, wrap, dance, stagger, knock, fall, kick, walk, catch, hit, run, grow, wriggle, swing, explode, stop, flow, spin, bump, dive ... *It is possible also to share list as file.* He divides participants in small groups (3 or 4 persons): Each group will select the words that can refer to their current life, then write them on a virtual whiteboard trying to identify an emerging theme. They can put the words as in a collage, putting in the centre the word that is the most important for them, or changing size; they can make free associations of ideas for each word. *Alternatively, they can compose a poem using their chosen words.* The facilitator lives 15-20 minutes for group work. Each group can ask for his assistance. After that, he invites each group to share the result of their work. The facilitator ask the other participants which emotions they felt, what it evoked to them (after each presentation).
DEBRIEFING/ EVALUATION	Trainers can talk about how movement expressions and metaphors can help express emotions. He can invite you to discuss the moving images experienced in dreams and ask for their interpretation. He can show a video of dance (preferably modern or contemporary), inviting participants to say what the dancers are expressing, in their opinion, stopping the video when someone wants to talk.
TIPS FOR FACILITATORS	• To facilitate an online workshop is about creating a safe, open and creative space. The young participants have to feel safe and comfortable exposing themselves whilst sharing emotions and personal experiences with other people. Amongst youths it's extra important because they're often very sensitive about other youth's opinions and judgements. The facilitator can open the workshop sharing some "**common rules**" like: listening, respect, not judgmental attitude, etc. and can underline that **each group can ask for his support every time it is needed.** • To facilitate the discussion after the individual reflection and feedback, in the debriefing, the facilitator can use **video of dance** (preferably modern or contemporary) investigating which emotions they see in the movements of the dancers. • Considering the technical issues, it is important for the conductor to maintain the order during the workshop. So, it's recommended to **invite participants to mute their microphone when they are not speaking**, and to use an online meeting tool where it is possible to **ask to speak using the function "raise**

3.5 Citizenship

ACTIVITY #1	
TITLE	A step forward
SUB-TOPIC(s)	Human rights
OBJECTIVE(s)	To promote empathy with others who are different To raise awareness about the inequality of opportunities in society To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.
TIME	60 minutes
MATERIALS & PREPARATION	Role cards, Situation and events and Image in Annex Create an online jamboard using the image in annex, or you could create your own chart depending on how many participants will participate (see the example: https://jamboard.google.com/d/1x3XlV9F4-yx4mCQtu-GQMaAu19_KPion99hKKNoHzzI/edit?usp=sharing). Share the jamboard in the way that everybody with the link can edit it.
INSTRUCTIONS	1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. 2. Share randomly one role to each participant from the Role cards, be careful to share the role just to one person at the time individually, so that the others do not see it. You could for example send them the role by using a private message. Tell them to keep it to themselves and not to share it wiht anyone else for now. 3. Invite them to read the description of the role and get into it. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do during your holidays? What excites you and what are you afraid of? 5. Now ask people to open the link to the jamboard and identify the raw connected to their role (A. or B. or C. etc.). 6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward and make a sign in the jamboard, one column count as a step. Otherwise, they should stay where they are and not make any sign. 7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other. 8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before debriefing in plenary.
DEBRIEFING/ EVALUATION	Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt. 1. How did people feel stepping forward - or not? 2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? 3. Did anyone feel that there were moments when their basic human rights

ANNEXES

Role cards
A. You are an unemployed single mother.
B. You are the president of a party-political youth organisation (whose "mother" party is now in power).
C. You are the daughter of the local bank manager.
D. You study economics at university.
E. You are the son of a Chinese immigrant who runs a successful fast food business.
F. You are an Arab Muslim girl living with your parents who are devoutly religious people.
G. You are the daughter of the American ambassador to the country where you are now living.
H. You are a soldier in the army, doing compulsory military service.
I. You are the owner of a successful import-export company.
J. You are a disabled young man who can only move in a wheelchair
K. You are a retired worker from a factory that makes shoes.
L. You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
M. You are the girlfriend of a young artist who is addicted to heroin.
N. You are an HIV positive, middle-aged prostitute.
O. You are a 22-year-old lesbian.
P. You are an unemployed university graduate waiting for the first opportunity to work.
Q. You are a fashion model of African origin.
R. You are a 24-year-old refugee from Afghanistan.
S. You are a homeless young man, 27 years old.
T. You are an illegal immigrant from Mali.
U. You are the 19-year-old son of a farmer in a remote village in the mountains.

Situations and events
Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.
1. You have never encountered any serious financial difficulty.
2. You have decent housing with a telephone and television.
3. You feel your language, religion and culture are respected in the society where you live.
4. You feel that your opinion on social and political issues matters and your views are listened to.
5. Other people consult you about different issues.
6. You are not afraid of being stopped by the police.
7. You know where to turn for advice and help if you need it.
8. You have never felt discriminated against because of your origin.
9. You have adequate social and medical protection for your needs.
10. You can go away on holiday once a year.
11. You can invite friends for dinner at home.
12. You have an interesting life and you are positive about your future.
13. You feel you can study and follow the profession of your choice.
14. You are not afraid of being harassed or attacked in the streets, or in the media.
15. You can vote in national and local elections.
16. You can celebrate the most important religious festivals with your relatives and close friends.
17. You can participate in an international seminar abroad.
18. You can go to the cinema or the theatre at least once a week.
19. You are not afraid for the future of your children.
20. You can buy new clothes at least once every three months.
21. You can fall in love with the person of your choice.
22. You feel that your competence is appreciated and respected in the society where you live.
23. You can use and benefit from the Internet.
24. You are not afraid of the consequences of climate change.
You are free to use any site on the Internet without fear of censorship.

A step forward

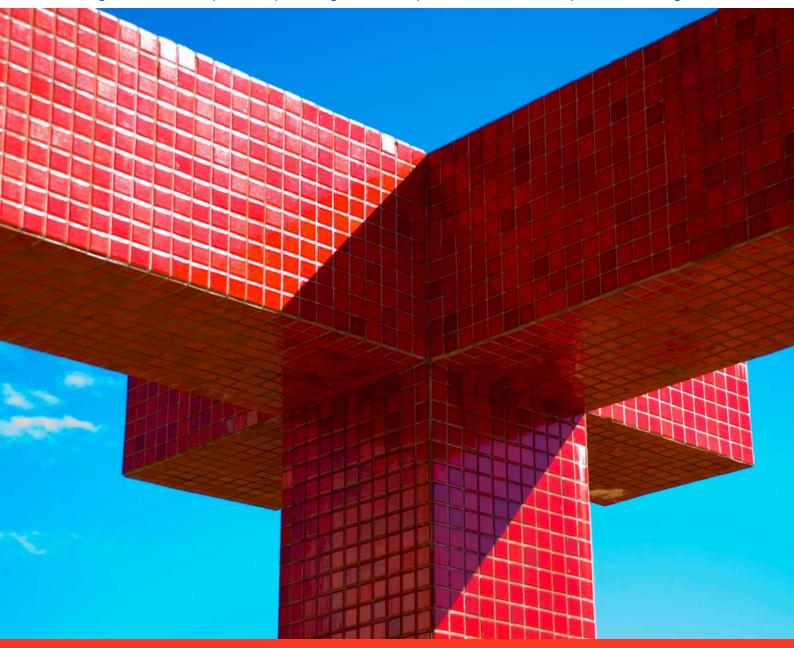|	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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ACTIVITY #2.A	
TITLE	**4 CORNERS – Values**
SUB-TOPIC(s)	EU values, human rights
OBJECTIVE(s)	Four Corners engages people in a semi-structured dialogue around a set of statements intended to provoke critical thinking and sharing. By doing so, participants have the chance to reflect on and articulate their own viewpoints. It also provides a structure for participants to learn, through dialogue, about viewpoints that may differ from their own. This activity fosters communication, listening, and leadership skills. This activity can work well for a variety of settings and purposes, most often to focus on issues of cultural background, political viewpoint, values, race, class, gender, religion, and other issues. It promotes active listening and articulate community building skills.
TIME	60 minutes
MATERIALS & PREPARATION	Handouts with 5-10 prepared statements (see examples in Annex). Create an online jambord with 4 corners, each designed by one of the following answers: Agree, Disagree, Neither agree or disagree, No opinion. Add as many similar frames as the statements you will bring up, it could be useful to write the statement in the middle of the jamboard (see the example: https://jamboard.google.com/d/1UOfCP30q_gORLt2Yk0cZ0a1jAn6_3aY4j23oCACvjcw/edit?usp=sharing). Share the jamboard in the way that everybody with the link can edit it. Have the possibility to create virtual rooms.
INSTRUCTIONS	Identify a topic and create 5-10 statements that can be answered with: Agree, Disagree, Neither agree or disagree, No opinion. Share the link to the jamboard with the participants and read aloud the first statement. Give time to the participants to respond by putting a sticky note with their name on the corner they choose. Once everybody chose a response, move the members of each response group in a virtual room to discuss their choice and choose a spokesperson to summarize their discussion and present the group's thoughts to the others. Then recall the groups to the main room and start the discussion. Give people the possibility to move to another corner if they want and then move on to the next statement.
DEBRIEFING/ EVALUATION	Ask how did they felt during the exercise? Did they feel heard? What was more difficult and surprising?
TIPS FOR FACILITATORS	Introduce the following to the participants before starting the exercise: This activity requires you to think about your own thoughts, feelings, and beliefs and articulate them. Please use "I" statements and speak for yourself, not for any group. In the smaller groupings, you want to articulate your own point of view and listen to others' points of view. Even though you are in the same 'corner' you may not all have the same ideas. As the facilitator, my job is to provide a space where all can feel comfortable speaking. If anyone's statements or actions begin to infringe on that, I will ask you to leave. Everyone is encouraged to speak at least once. Yet, we won't be enforcing anyone to speak unless they want to. The success of this activity depends on your honesty and open mind. There are no wrong answers or questions. You can also elicit additional ground rules from the group and/or ask folks for accord with the ground rules.

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Examples of statements:

- Statements that get at race and ethnicity: • "Anyone can be racist." • "My racial identity is most important in defining who I am." • "People of color cannot be racist." • "Race is the most important part of one's identity."
- Statements that get at class: • "What is often interpreted as racism is really classism." • "Materialistic items (like clothes, cars, etc.) are an accurate indication of one's class." • 'My class background is most important in defining who I am."
- Statements that get at gender and (biological) sex: • "Men and women are more alike than they are different." • "Gender differences will always exist."
- Statements that get at sexuality identity and preferences: • "'People can choose what sexual preference they have." • "A person should be able to love and marry a person of any gender/race legally."
- Statements that get at views on diversity: • "In our campus/organization, there is more talk about appreciating diversity than action." • "The campus community/organization/team I work in appreciates diverse definitions of leadership."
- Statements that get at citizenship and rights: • "People should be allowed to say whatever they want." • "Free speech is a critical foundation in a fair society." • "Illegal aliens are entitled to schooling or health care." • "Most people need to be led." • "All citizens should not be guaranteed the basic stuff for survival."
- Statements that get at culture: • "People should accept the cultural practices of groups they don't belong to, even if they don't agree with them." •"I consider my cultural background much more important than my gender and race in defining who I am." •" People are only as strong as their ability to resist indoctrination by their surrounding culture."

ACTIVITY #2.B	
TITLE	4 CORNERS – Volunteering
SUB-TOPIC(s)	Active citizenship and volunteering
OBJECTIVE(s)	To give the opportunity to reflect and discuss about volunteering.
TIME	30 minutes
MATERIALS & PREPARATION	Annex with questions and statements Create an online jambord with 4 corners, each designed by one of the following answers: 1, 2, 3 and "Open corner". Add as many similar frames as the statements you will bring up, it could be useful to write the question and the different statements in the jamboard (see the example: https://jamboard.google.com/d/1_eBo9dXoeRm_fou8nPj24nGgxpUL6TpOAZOm aV16vos/edit?usp=sharing). Share the jamboard in the way that everybody with the link can edit it. Have the possibility to create virtual rooms.
INSTRUCTIONS	Share the link to the jamboard with the participants and read aloud the first question. Give time to the participants to respond by putting a sticky note with their name on the corner they choose. Once everybody chose a response, move the members of each response group in a virtual room to discuss their choice and choose a spokesperson to summarize their discussion and present the group's thoughts to the others. Then recall the groups to the main room and start the discussion. Give people the possibility to move to another corner if they want and then move on to the next statement.
DEBRIEFING/ EVALUATION	After the exercise, have an open discussion and give more information about opportunities to be a volunteer locally and internationally.

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1. What do you think about our society and the way the world looks like today?
1.I like it, I don't see the need for any big changes.
2.I think the world is broken, I would like it to be different in many ways.
3.I don't think everything is so good, but I think there is hope and people can make society better.
- **Open corner**

2. What is volunteering for you?
1.Free labour.
2.Helping and contributing in a good way to society.
3.An opportunity to contribute only for people who have a lot of resources (e.g. money).
- **Open corner**

3. If I see rubbish on the street or out in nature...?
1.I would pick it up and throw it in the nearest trash.
2.I would not pick it up because it is not my responsibility.
3.I would like to pick it up, but it feels a little embarrassing.
- **Open corner**

4. Why should I volunteer?
1.There are others who need my help and I want to feel that I am doing something meaningful.
2.To gain new experience and knowledge.
3.To change something in my life.
- **Open corner**

5. If I would become a volunteer, I would prefer to ..?
1.Go abroad, work in a developing country and help out in a critical situation.
2.Contribute with my help in the local community, where I live.
3.Go abroad in Europe and help other communities.
- **Open corner**

ACTIVITY #3	
TITLE	ELECTIONEERING
SUB-TOPIC(s)	EU values, Active citizenship
OBJECTIVE(s)	• To consider some of the controversial aspects of a democratic society • To practise and develop skills of listening, discussion and persuasion • To encourage co-operation and open-mindedness
TIME	60 minutes
MATERIALS & PREPARATION	Create an online jambord with two signs, "agree" and "disagree", and a line between them. Add as many similar frames as the statements you will bring up, it could be useful to write the statement in the middle of the jamboard (see the example: https://jamboard.google.com/d/1GSQ5iy-LFaVTL5H1WTYq2voNRvTAErBB2DahqgsvrSU/edit?usp=sharing). Share the jamboard in the way that everybody with the link can edit it. Have the possibility to create virtual rooms. You can select the statements from the suggestions in annex, or find your own.
INSTRUCTIONS	Share the link to the jamboard with the participants and read out your selected statement. Tell people to add a sticky note with their name somewhere on the line between the two signs according to "how much" they agree or disagree: if they agree or disagree totally, they should put it at one of the ends; otherwise somewhere in between. When people have positioned themselves along the line, invite the two at the furthest extremes to state their reasons for agreeing or disagreeing with the original statement in one minute. No one should interrupt or assist them. Everyone should listen in silence. At the end of the minute open again the jamboard, ask the others in the group to move the sticky note behind one or the other of the speakers (they cannot remain undecided), so that there is one group of people "for" the statement under discussion, and one group "against". Allow the two groups ten minutes apart from one another in two virtual rooms to prepare arguments supporting their position and to select a different speaker to present these arguments. At the end of the ten minutes, call the groups back in the main room and invite the two new speakers to deliver their arguments under three minutes, at the end of which time, supporters for one or the other side may change position in the jamboard and move to the opposite group if the opposite side's arguments have been convincing. Give the groups a further five minutes apart to work on their arguments and select a third speaker. Again, after the speeches, allow people to change position if they wish to. Bring everyone together for the debriefing.
DEBRIEFING/ EVALUATION	Now move on to reflect on the process and purpose of discussion as a form, and on the reasons for valuing a pluralist society. Try not to get drawn back into discussion of the issue itself. • Did anyone change their mind during the course of the discussion? If they did, what were the arguments that convinced them? • Do people think they were influenced by things other than the actual arguments that were being put forward, for example, by peer pressure, emotional language or a feeling of rivalry? • For those that did not change their opinion in the course of the discussion, was there any purpose in talking through these issues? Can they imagine any evidence that might persuade them to change their views? • Why do people hold different opinions? What should be done about this in a

| TIPS FOR FACILITATORS | The first part of this activity, when participants position themselves along the line, should not take more than a couple of minutes. The point of this is simply to establish people's "starting positions" and for them to see where they stand in comparison with others.

The purpose of the activity is as much to practise skills of communication and persuasion as to think through the issues themselves. Therefore, participants should be encouraged to think not only about the content and presentation of their own opinions, but also about the type or form of arguments that will be most persuasive to people on the other side. They are aiming to draw as many people as possible into their "party". They can use the breathing time between "speeches" to consider the opposition's position, and to think about ways of weakening it.

You may have other topics besides those suggested below that could equally well be used as the basis for discussion. The important thing is to select a statement that will be controversial within your group.

Note that it will take about 30 minutes to discuss one statement going through the different rounds of discussion. If you want to use more statements, you will have to allow more time accordingly.

It is advisable to be flexible about the exact order of events, depending on the strengths and weaknesses of the group and on the liveliness of the discussion. For example:
• You may want to add one or two more intervals for the groups to prepare arguments, so that different speakers have the opportunity to present their points of view.
• If you have performed this activity before with the group – or even if you have not – you can keep an element of surprise by varying the way that the first speakers are chosen – for example, you could select the two people third from each end.
• You may decide, in one of the intervals for preparing arguments, to ask the "supporters" of each speaker to work with the opposing speaker – in other words, to prepare arguments against the position that they themselves hold. This can be a good way of getting people to consider the opposite point of view, and can provide an interesting variation if people do not appear to be changing sides at all.

You may want to allow the speakers to have a postcard-sized piece of paper with brief notes to remind them of the different arguments, and to be able to refer to them while speaking.
You may want to raise the issue of whether "pluralism" or freedom of expression should be subject to any limits in a tolerant society: should fascist or nationalist demonstrations be permitted, for example? |
| ANNEX | Statements for discussion:
• We have a moral obligation to use our vote in elections.
• We should obey all laws, even unfair ones.
• The only people who have any power in a democracy are the politicians.
• "People get the leaders they deserve".
• It is the responsibility of citizens to control the day-to-day activity of the government.
• Freedom of expression means you can say that you want. |

ACTIVITY #4	
TITLE	BE A SOCIAL ENTREPRENEUR
SUB-TOPIC(s)	Social Entrepreneurship
OBJECTIVE(s)	• Get to know more about social entrepreneurship • Encourage young people to think like entrepreneurs in a problem-solving way • Reflect about societal needs
TIME	75-90 minutes
MATERIALS & PREPARATION	A program or a website to create a presentation (for example: Power Point, https://prezi.com , https://www.mentimeter.com/app , https://www.canva.com/) and the possibility to divide the participants in virtual rooms
INSTRUCTIONS	STEP 1 (30 min): Introduce the topic to the participants with these definitions as a guideline: • *Social enterprises* are businesses whose primary purpose is to create a positive community impact rather than to generate profits for individual shareholders. They apply the power of the marketplace to advance social, cultural and/or environmental agendas. Thus, they measure success with the attainment of both economic and social value. • *For-profit organizations* are businesses in the traditional sense, whose primary purpose is making money for their owners and shareholders. They generally use financial return on investment as their measure of success, seeking to generate the maximum profit. • *Non-profit organizations* seek to create the maximum social return on investment, in other words to make the biggest positive community impact. These organizations receive special status under the law and are exempt from many taxes. They usually depend on donations, grants, and volunteers to cover their operating costs. impossible2Possible is an example of a non-profit organization. Next, split them into virtual rooms in small groups (3-4 people/group). Have them discuss for 15 min and then share with the others the pros and cons of each model (ex: social enterprises generate their own capital so can do good without relying on grants or donations) and what social enterprises they know of in their communities (give them the suggestion to research on the internet and find examples). STEP 2 (45-60min): The task of each group is to think of certain problems they can see/find in their societies and find possible business solutions to them. 1) Each group should spend 15 minutes brainstorming ideas between each other, thinking of situations, problems, needs (of the society, nation, local community, or any other they should think of) that could be solved by an entrepreneurship (money generating idea). They put ideas on paper, as many as possible. Take help from the following questions: • What is your mission? Are you trying to fix a health, communication, relationship, educational, athletic, or environmental problem? • Do you have a viable business idea? Do you want a product or service? • Be creative! Think outside the box and have fun. 2) After brainstorming, each group should choose the two most suitable ideas that could be developed as a social business, remembering that a successful social enterprise has to have a positive social impact and make money. Create a 5 minutes presentation that should include: Where did your idea come from? Why did you choose this idea? Why will it be successful? Why
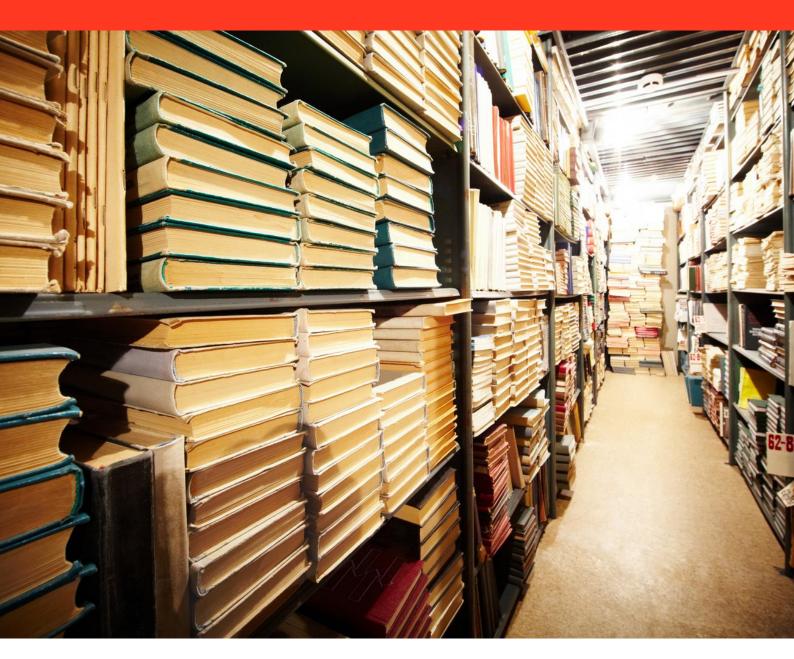
	3) Presentation of the ideas. All the groups should be together in the main room and present the ideas they chose. They should discuss/debate the problems and the possible solutions and decide which one would be the best option to choose. The chosen option should be based on the best arguments contributed by groups (both from the social and the business point of view), considering the resources they would have to solve the problem, the necessity of the product, who the buyers/users will be and the finances they can use.
DEBRIEFING/ EVALUATION	The purpose of this activity is to make the participants reflect and try to create a trial for a social business and at the end of it the result should be an idea possible to put in practice. Freely give more information and advice to the participant to make this idea become real!
TIPS FOR FACILITATORS	Be available and visit the different rooms to support and help the groups during the activity.

ACTIVITY #5	
TITLE	TAKE ACTION!
SUB-TOPIC(s)	Sustainable development
OBJECTIVE(s)	We can all live sustainably and help build a better world for everyone. But this means taking a look at how we live and understanding how our lifestyle choices impact the world around us. We make hundreds of thousands of decisions during the course of our lives. The choices we make and the lifestyles we live have a profound impact on our planet. It's time to take action!
TIME	75 minutes
MATERIALS & PREPARATION	Posters with the SDGs (download here: https://www.un.org/development/desa/dspd/2015/10/un-adopts-new-global-goals-for-people-and-planet-by-2030/sdg-poster/). The Go goals bord game (digital version here: https://www.bookwidgets.com/play/QKUJZZ) The Lazy person checklist (digital version here: https://www.bookwidgets.com/play/NKY279)
INSTRUCTIONS	Present to the participants the Sustainable Development Goals (we suggest to use this video https://youtu.be/0XTBYMfZyrM) and start an open discussion. Ask them if they heard about them before and give more information about for example how they were created and their purpose. To make the youth more comfortable with the SDGs, go through all the 17 goals together. After that, make them test their knowledge through the Go goals board game online for about 20-30 minutes (you can adjust the rules of the game depending on the target group). And now is time to act! Show to the participants "the Lazy person checklist". Share the link to the list with all the participants and make each individual choose a minimum of 5 actions to carry out, possibly from different levels of the checklist.
DEBRIEFING/ EVALUATION	Have another open discussion at the end of the activity to give the opportunity to the participants to share their choices and express their opinion about the activity. If possible, have a follow up after some weeks to see if the participants still keep their commitment.
TIPS FOR FACILITATORS	Help the participant realize how easy they can make a difference and have an impact on their future and on the future of the planet.

BIBLIOGRAPHY/WEBLIOGRAPHY

Activity 1: https://www.coe.int/en/web/compass/take-a-step-forward

Activity 2: http://bonnernetwork.pbworks.com/f/BonCurFourCorners.pdf

Activity 3: https://www.coe.int/en/web/compass/electioneering

Activity 4: inspired by http://impossible2possible.com/lost-coast/docs/Financial%20Literacy%20Social%20Entrepreneurship%20Lesson.pdf and http://www.business-mentality.com/uploads/7/4/4/9/7449859/toolkit__promoting_social_entrepreneurship.pdf

Activity 5: inspired by https://www.bookwidgets.com/blog/2019/12/10-ready-to-use-lesson-plans-on-the-sustainable-development-goals and https://www.un.org/sustainabledevelopment/takeaction/

3.6 Intercultural Dialogue

ACTIVITY #1	
TITLE	**Cultural Awareness**
SUB-TOPIC(s)	**1. Stereotypes, Prejudices, and Discrimination**
OBJECTIVE(s)	-share awareness on different cultures -break cultural stereotypes -common understanding -Respect the differences
TIME	40 mins
MATERIALS & PREPARATION	provide a hand out online with shared document pen
INSTRUCTIONS	1. share a copy of the following task sheet for each participant. 2. Participants need to think from which cultures they come from and fill out the paper 3. in team of two, they are separated in escape rooms and then they exchange it with another participant 4. share the task paper and they follow the instructions 5. They have to write the answers based on the other participant's culture based on the knowledge they have 6. Students answer the questions individually 7. they all come back from the scape rooms to the plenary , we share the task sheets with the rest of the group and discuss the results 8. Are the things we believe for one culture really exist? How do other people think of us?
DEBRIEFING/ EVALUATION	Discuss the differences in the answers, Are they based on Stereotypes/pre-conceptions/assumptions? How do we face multiculturism?
TIPS FOR FACILITATORS	Discuss what culture is- in a national, family, professional, religious way. What happens when people from other cultural backgrounds live in a different cultural environment?

Think about:
How far do you represent your culture/s?
What culture/s do you belong to?

Write your answer (your culture/s) on a piece of paper and find a partner who does not have the same culture/s as you. Give your partner your piece of paper.

Now, working on your own, give your personal answers to these questions.

1. What is your favourite food?

2. What do you usually wear?

3. How do you greet people?

4. Where do you usually have lunch?

5. What time do you start work?

6. What sort of weather do you like best?

7. How many languages do you speak?

ACTIVITY #2	
TITLE	DIFFERENCES = CREATIVITY
SUB-TOPIC(s)	1. 1. Stereotypes, Prejudices, and Discrimination 2. 2. Understanding and respecting Diversity
OBJECTIVE(s)	Understanding the concepts of tolerance" , "discrimination", "Racism", "Inequality"
TIME	60min
MATERIALS & PREPARATION	Jamboard Canva
INSTRUCTIONS	Ask the participants what they understand from the words "tolerance" , "discrimination", "Racism", "Inequality". Collect answers Short debrief: How do you connect these words and feelings you have expressed with your school/work environment? All of their opinions will be collected on a Jamboard Split the participants into 3 groups of 6 people. - Facilitators will present 3 different photos linked to the keywords above. - The participants should create a piece expressing what they feel about the image they have been presented. - The groups will have 30 minutes to prepare their pieces. They can use escape rooms to have their private space and use Canva in order to create a digital poster - Each group will have up to 5 minutes to showcase their creation to the rest of the group
DEBRIEFING/ EVALUATION	Ask the following questions: - In one word, how was this experience for you? - What did you learn? - Group dynamics: Do you feel all of you were fully engaged in the tasks? - If you would do this again is there something you would change? - How can we use
TIPS FOR FACILITATORS	Be aware of the participants in your group and adjust your debrief questions based on how they react and interact with previous ones.

ACTIVITY #3	
TITLE	Communication
SUB-TOPIC(s)	Non-verbal communication Intercultural Dialogue and Mediation
OBJECTIVE(s)	explore types of Communication verbal, nonverbal communication, written communication
TIME	30 min
MATERIALS & PREPARATION	break out rooms teams of 2
INSTRUCTIONS	Make teams of two in break out rooms -person A starts to speak person B listens while doing something else (switch roles) -person A speaks to person B and Person B speaks at the same time person A speaks person B is blindfolded (switch roles) make teams of 3 in break out rooms -person A speaks with person B and person C interrupts (Switch roles)
DEBRIEFING/ EVALUATION	Debrief with participants how they felt as a speaker and as a listener. Was it difficult? Does this happen in your daily life? How can you become a better listener?
TIPS FOR FACILITATORS	**The facilitator can also enter the escape rooms trying to distract and interrupt the exercise**

ACTIVITY #4	
TITLE	Human Library
SUB-TOPIC(s)	Understanding and respecting Diversity Methodologies to bring cultures together
OBJECTIVE(s)	- Raising awareness about the existence and the need to combat prejudices, stigma, and stereotypes; - Clarifying existing misconceptions about others - Developing authentic communication skills - Cultivating empathy and respect for others / accepting human diversity - Self-awareness and self-exploration - Cultivating the attitude of reacting against human rights violation.
TIME	60 mins
MATERIALS & PREPARATION	Prepare some labels with a variety of sentences : *Muslim* *Refugee* *Gay* *Transgender* *Dyslexic* *Transsexual* *Young offender* *Post-traumatic stress disorder* *Ex-offender* *Lesbian* *Young black male* *Wheelchair user* *Jewish* *Christian* *Down syndrome* *Cerebral palsy* *Recovering alcoholic* *Teenage mother* *Schizophrenia* *Bi-polar* *Ex-substance misuser* *Unemployed* *Autistic* *Chav* *HIV positive* *Learning disability* *Dyslexic* *Borderline personality disorder* *Bisexual* *Homeless* *Buddhist* *Facial disfigurement* *Participants who want to become books will pick a label and become this person. We need a big training room in order for books and readers to be comfortable.* *use the website* https://gather.town/ *for participants to talk and video chat with human books*

|	
INSTRUCTIONS	The facilitator will have to encourage participants to pick a label and become this person, the participant who will want to be Books, they have to have some experience with their label as they will have to give concrete stories to the readers. Even if they do not have the experience they have to be ready to answer any questions that the readers will want to know. 1. Human books have their label 2. Readers can choose any kind of book 3. Each session will last 15 minutes 4. Readers can rotate and change books 5. After some time everyone sits in a circle and evaluate the exercise 6. Connection with stereotypes and identity 7. The gather.town website allows you to wander around a virtual room. Human books will be waiting in a station and participants can go next to them and ask them to lend them as books. then they can relocate themselves to a quiet place and video chat.
DEBRIEFING/ EVALUATION	Get the group in a circle: How did you feel? How was the experience as a Book/Reader? Was it difficult to share? Was it difficult to listen? Did you change your views? How simple it is to get influenced by others
TIPS FOR FACILITATORS	Mention the quote '' Do not judge a book by its cover''
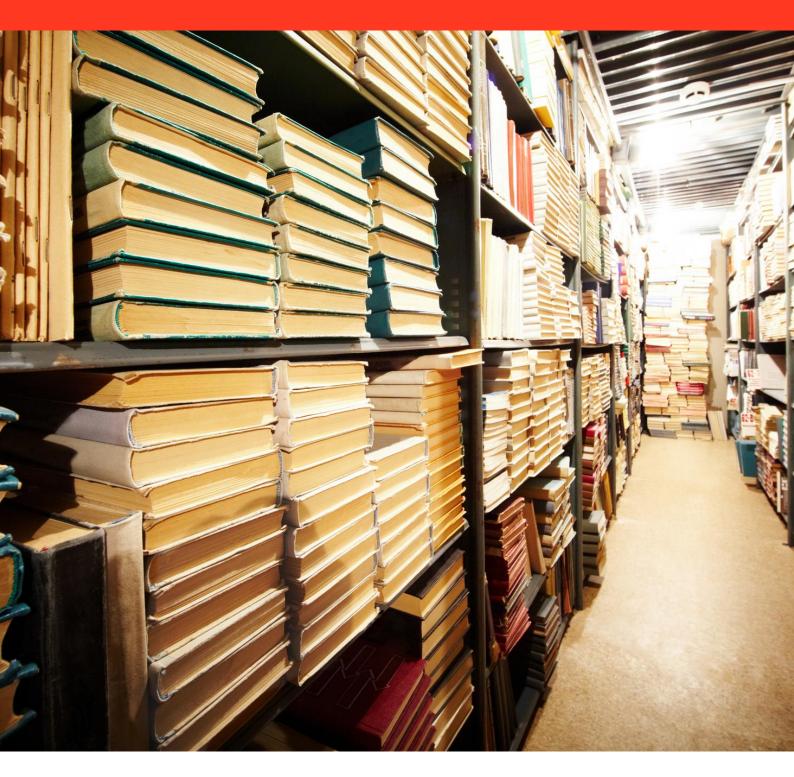
ACTIVITY #5	
TITLE	The World Café
SUB-TOPIC(s)	**Methodologies to bring cultures together**
OBJECTIVE(s)	The World Café is a global movement that aims to support meaningful conversations around the world incorporate, including government and civic society. It allows big or small groups of people to hold conversations that matter and move forward through dialogue.
TIME	60'
'MATERIALS & PREPARATION	Jamboard with different slides and topics break out rooms
INSTRUCTIONS	The World Café requires a set of tables and chairs just like in any other café. 4 to 5 people should pick a slide on Jamboard . The facilitators should set conversation rounds (at least three) and each round should have a specific topic or question to be debated and should last approximately 20 minutes. In each Jamboard slide , there is a "tablecloth" paper where participants are encouraged to write, doodle and document the key points of their conversation. After the first round, the facilitator invites participants to move to other slides freely, except for one person, who should stay at the Jamboard slide as a "table host" to welcome the new participants and summarize the When you might use it: When you want to host a dialogue in a group, ensuring space for everyone's participation. Time Required: 1 - 2h HOw many people involved: minimum 12, no maximum. Target: you can use this technique with any age group. The next rounds follow the same pattern and always a new person is asked to stay in the jamboard slide as a table host while others move individually to any other jamboard slide. Participants transport with them the insights from previous conversations and, in this way, cross-pollinate ideas and thoughts from conversation to conversation. After the last round, it is important to give space to each participant to collect his/her own conclusions from the conversations, to identify patterns and insights. Allow enough time for these ideas to be shared and collected in a whole-group conversation. Find a suitable way to document these so that everyone has access to the ideas and to allow for possibilities of action to be discussed. A few principles to bear in mind during a World Café are: • Create an inviting space: To engage participants in meaningful conversations it is important that space creates a sense of safety and closeness that facilitates thinking, talking, and deep listening. • Promote the participation of all: Everyone's contribution matters, invite everyone to be active during the Café, even if in some cases only actively listening. • Have powerful questions: Attractive, stimulating questions that are relevant for your participants will spark interesting conversations. You can gradually deepen your questions, round by round, or explore different perspectives on a given subject. • Harvest and document: On the last stage of the exercise, allow for participants to really explore insights and patterns. Make sure these are documented somehow, so that the knowledge co-created is shared and endures as a basis for further work and, most importantly, inspires further action.

DEBRIEFING/ EVALUATION	How was the activity? How did you cooperate? Did you learn anything new? Can this method work in a work environment? Did you get the chance to listen to the others?
TIPS FOR FACILITATORS	Conversations are so natural and instinctive that it is easy to underestimate the power of conversation. The World Café method helps to develop a network of conversations that are always intimate but become gradually interconnected.

ACTIVITY #6	
TITLE	
SUB-TOPIC(s)	3. Intercultural Dialogue and Mediation 4. Methodologies to bring cultures together
OBJECTIVE(s)	To understand participation · To develop listening skills a To listen to other opinions · To develop skills for discussion and reasoning
TIME	30'
'MATERIALS & PREPARATION	Statements traffic lights use Jamboard to create a line with 3 stops (I Agree/I don't know/I disagree)
INSTRUCTIONS	Tell the participants that you are interested in their opinion on some questions/statements. Explain that you will read a statement and that they will have to decide, each one on their own, whether they agree or disagree with this and then stand at the point where they see the corresponding label. Apart from the two ends, there is also a label stating 'I don't know'. The children should be able to position themselves anywhere they want on the line of opinion. The goal is to convince other kids to change their opinion and position on the line. None can talk until everyone gets a position. Show the kids the first statement and read it aloud. Ask them to decide what they believe and take a position. Wait until everyone gets a position to ask a representative sample of kids on all sides the reason why they positioned themselves the way they did. Let the kids express their opinion and encourage many of them to do so. After the discussion, ask whoever wants to change their position to do so. If any of the kids change positions ask them what argument made them change their minds and why. Continue the procedure for all the statements. (Please adjust the statements according to the context of the school and the sensitivities of the area) Positioning can be made by double clicking the white board of Jamboard writing their name on a sticky noe an placing it where they want in the line of opinion. Tips: · No judgments or interferences from facilitators or teachers. The goal is for kids to understand the importance of participation and respect and understanding of the ideas of others; not for students to agree with our beliefs or perspectives. · Pose questions rather than give answers.
DEBRIEFING/ EVALUATION	How did you find the activity? · Did you find it hard to take a position in some cases? In which ones? · Did you change your position at any point? What made you do so? · Is it ok for people to change their opinions or shall we stick to one opinion? · Were there any statements more complicated than others? · Were there statements for which you are still unsure? · Would you like to talk more about some issues? · Did you learn anything new from this activity? What is that?
TIPS FOR FACILITATORS	We do not encourage the sharing of personal information. Mention that participation and sharing their opinion is an important right for the children. Listening to others who have a different opinion is as important

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3.7 Relationship and Leadership

| ACTIVITY #1	
TITLE	**The gallery of qualities**
SUB-TOPIC(s)	Motivating others
OBJECTIVE(s)	• To support participants to appreciate the qualities of others
TIME	30 minutes
MATERIALS & PREPARATION	Material needed for the activities: - online meeting tool with the function of breakout rooms - virtual whiteboard (Jamboard, Mural, Padlet ...) with 2 frames
INSTRUCTIONS	The conductor invites 2 participants to go to a breakout room for 10 minutes (they can have a conversation about themselves and what they think are their own qualities. After the 2 participants have gone, the conductor ask the rest of the group to list the qualities they think each of the 2 selected participants (also thinking to practical examples when they showed these qualities) has and to write them in the respective part of the virtual whiteboard. They can put the words as "post it" in a frame of a painting under the name of each participant, changing size for the things are most important for them; they can make free associations of ideas for each word. After that, he invites the 2 participants to come back in the meeting and each other participant to share their words. The facilitator asks the 2 participants which emotions they felt, if they agree with the identified qualities, if they are aware that they have these qualities. Then, he asks the other participants if they found easy exalt or declare in public what they value about others.
DEBRIEFING/ EVALUATION	Trainers can talk about the difficulty that some people have in declaring what they value about themselves, or how they feel more comfortable assuming an attitude of self-criticism. He can also talk about the importance of appreciating others, especially members of the team, and how criticism affects a team and a relationship. Finally, he can ask the group which "recognition" strategies they experience most often: ➤ ask others ➤ give them to themselves ➤ obtain them from others without asking them ➤ give them to others. The group can discuss about how often little time is spent appreciating the qualities of people and how often people, not feeling appreciated, cannot even appreciate others, with all the consequences of this emotional wasting.
TIPS FOR FACILITATORS	To facilitate an online workshop is about creating a safe, open and creative space. The young participants have to feel safe and comfortable exposing themselves whilst sharing ideas with other people. Amongst youths it's extra important because they're often very sensitive about other youth's opinions and judgements. The facilitator can open the workshop sharing some "common rules" like: respect, not judgmental attitude, etc. and can underline that each participant can ask for his support every time it is needed. Considering the technical issues, it is important for the conductor to maintain the order during the workshop. So, it's recommended to invite participants to mute their microphone when they are not speaking, and to use an online meeting tool where it is possible to ask to speak using the function "raise hand". In this way overlapping voices and unpleasant sounds and noises will be avoided.
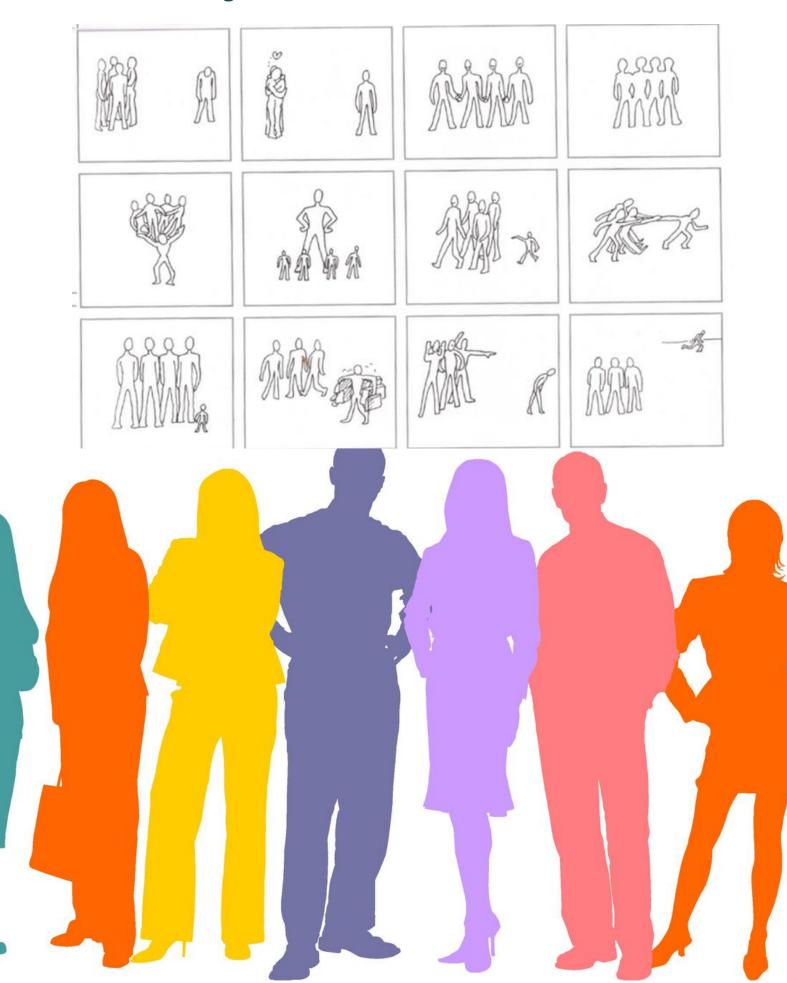
ACTIVITY #2	
TITLE	LETTER TO AN ALIEN : CONFLICT IS…? - Adapted for online workshop
SUB-TOPIC(s)	Managing conflict
OBJECTIVE(s)	• exploring the meaning of the word conflict, aiming to clarify what we mean by conflict ; to discover the range of responses within the group and to work towards a group definition of conflict.
TIME	35 minutes
MATERIALS & PREPARATION	Material needed for the activities: - online meeting tool with the function of breakout rooms - virtual whiteboard (Padlet is suggested as effective collaborative online tool) divided into columns, each headed by a letter of the alphabet.
INSTRUCTIONS	For the purposes of this exercise choose letters A to H. 1. Ask participants individually to brainstorm conflict words. Each should try to provide at least one word for each letter (for example: A-anger, B-broken). Each individual participant can simply add them to the Padlet. (5 minutes) 2. Once the Padlet is completed (it is good to have a strict time limit), people can ask each other questions about their chosen words – what certain words mean, how they are connected with conflict, and so forth. But no judgments are to be passed. (3 minutes) 3. Participants split into pairs or groups of three in breakout rooms and select a letter from the chart. (It is best if each pair or group has a different letter). They then draft a short communication to an extraterrestrial alien who has never heard of conflict, explaining what it is. Each group should use the words listed under their letter. The communications are then shared with the whole group. (10 minutes) 4. Mixing participants into new groups of four or five in new breakout rooms, ask each group to create a brief definition of conflict in the form of a slogan. These could all start with "Conflict is…". Then let each group try to think of an imaginative way to present their definition. They could use ppts, images, other online tools, involving everyone in the presentation. Extra time will be needed if a presentation is to be prepared. (10 minutes)
DEBRIEFING/ EVALUATION	Back in the whole group, participants are invited to reflect individually on their experience of interaction between group members. How did the group draft its letter to the alien? How did the group agree upon its definition? Were they surprised by anyone else's definition? Was it easy to get to a slogan on conflict? There are other questions that might be asked. Have they learnt anything about conflict from this exercise? Are they clearer now? Do they feel that any crucial aspect has been missed out? (7 minutes)

ACTIVITY #3	
TITLE	**You in the group**
SUB-TOPIC(s)	Teamwork Establishing positive relationships
OBJECTIVE(s)	The goal is to reflect on different teamwork experiences and teamworking styles, such as roles in a team, or what it takes to innovate. The participants can analyse the roles they tend to adopt when they are in a group, if they have limiting roles, if they tend to feel scapegoats, if they tend to be outside the group, etc. They can try to discuss how to identify and change the behaviour that leads them to assume these roles.
TIME	30 minutes

MATERIALS & PREPARATION
 	
INSTRUCTIONS
	Material needed for the activities:
	   - online meeting tool with the function of breakout rooms
	   - Team roles Image
	The facilitator invites the participants to identify all the images that correspond to the way they normally stand in a particular group or group at this time in their life. He invites the participants, in case he does not like the person who represents them in each image, to think about what they can do to change the situation. Finally, the facilitator invites the group to reflect if their own behaviour can induce others to react in a way that makes them feel excluded, small, etc.
	In the second step the participants are divided in small groups in breakout rooms, where they can share their selected images, discussing with the others about specific groups, circumstances, etc. the small groups can share proposals to change the situation, if needed.
	In the final step, each group will come back in the meeting sharing the results of the discussion and the proposed strategy.

DEBRIEFING/ EVALUATION	In the last part facilitator can guide the discussion about groups and their effect on the people. He can consider William Golding's book "Lord of the Flies", the influence of the National Socialist party on German youth, the sentiment of the supporters of a football team or of the faithful of a religious group. One can discuss how leaders normally emerge and how many groups look for an "enemy" or target as a *raison d'etre* that makes them feel more united. It is possible to discuss the various phases of a group's life: formation, codification of internal rules, action, achievement of pre-established objectives, dissolution.
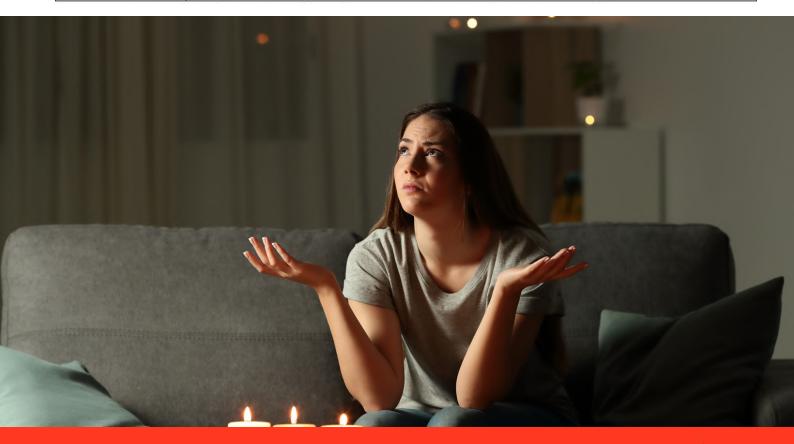
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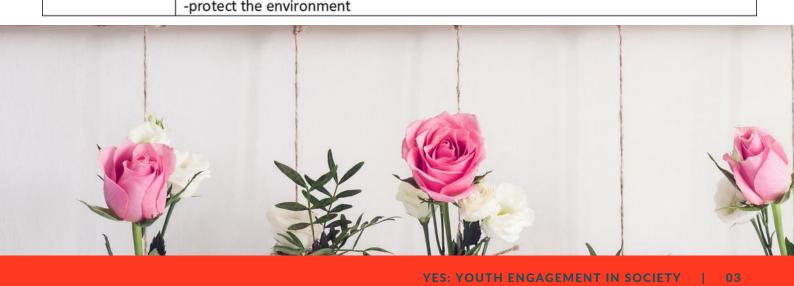
3.8 Social Entrepreneurship

ACTIVITY #1	
TITLE	**Creative writing-Black Out**
SUB-TOPIC(s)	1. **Design-Thinking and Creativity to identify community challenges/problems**
OBJECTIVE(s)	Expand their creativity skills Think out of the box No limitations in creativity
TIME	30'
MATERIALS & PREPARATION	use online platform https://blackoutpoetry.glitch.me/ Canva.com
INSTRUCTIONS	Give participants the link to black poetry website Each participant will work individually on their "paper" . participants can choose a text of their preference to upload in the website. They will have to black out sentences they don't want from the text and leave the words or sentences they want. After collecting these sentences and words they will have to write their poem . Each participant will make something unique and decorate it as they want participants can use Canva to create their poets
DEBRIEFING/ EVALUATION	How did you feel? Was it difficult or easy? Was it helpful to create something with the help of newspapers
TIPS FOR FACILITATORS	Give as much time as needed to participants to complete the task .If people want they can say they poetry out loud or even hang it in the training room

ACTIVITY #2	
TITLE	**Creativity through upcycling**
SUB-TOPIC(s)	**Creativity, innovation and entrepreneurship**
OBJECTIVE(s)	To help young people to be creative and start thinking on a more sustainable way of life -Entrepreneurial skills -environmental consciousness -think out of the box
TIME	40'
MATERIALS & PREPARATION	Fabric Paint Stamps Scissors T-shirts
INSTRUCTIONS	The workshop can facilitate virtually. One person will show step by step the process of cutting the t-shirt and guiding the participants. Firstly, each participant will have a normal t-shirt any colour. They will use the scissors to cut out the neck and arm stripes. After that they will cut into strips the bottom part of the t-shirt in a more symmetrical way possible, 1 centimetre maximum . Using the stripes, they will tie up the stripes with each other. TIP: better tie up . opposite stripes and make sure everything has a pair. once you tie up all the stripes you will create a tote bag. After the creation of the bag, participants may decorate it as they want with fabric paint and stamps provided. After they have the final product they will try to explain to the others and try to "sell" their idea to the others.
DEBRIEFING/ EVALUATION	How is it to upcycle? Does it take a lot of effort to change your life style? Is creativity helpful to change the world?
TIPS FOR FACILITATORS	Make sure everyone is safe with the scissors, prepare before hand some stamps for participants to use make an introduction on why we make this workshop -sustainable life -reduce waste -reuse old clothes -protect the environment
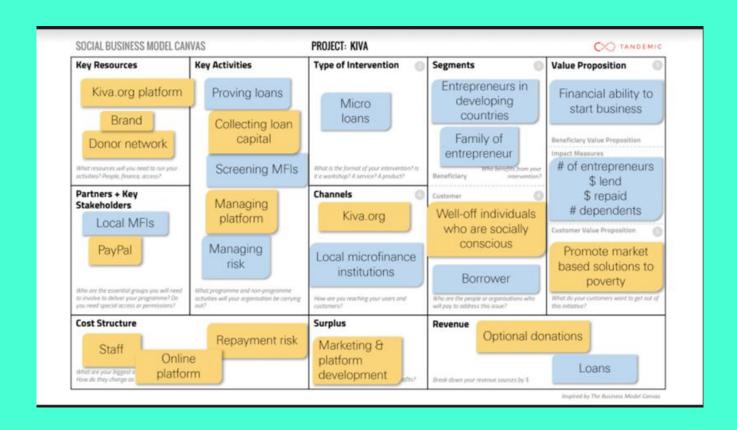
ACTIVITY #3	
TITLE	Loesje's method in the creative writing and critical thinking.
SUB-TOPIC(s)	1. Design-Thinking and Creativity to identify community challenges/problems
OBJECTIVE(s)	collective text-writing influence other thinking Loesje promotes the right to Freedom of Speech and Expression through using this creative way of producing messages to be distributed across the countries.
TIME	40'
MATERIALS & PREPARATION	use paddlet.com
INSTRUCTIONS	Participants by the end of this activity will create posters and share them with their network and friends Each participant will write a word/quote on paddler. They have to write as much things they come to their mind and write it down . The subject of the posters can be about environment, social inclusion, empowerment etc. Once they write down individually their quotes they will come into the plenary explain to the rest of the group the post. The facilitator will try to categorise based on the subject their ideas on paddlet and ask participants to pick a group to work on The participants in groups will discuss the proposed words/quotes and create together quotes based on the post they have in front of them. They are free to paraphrase them and create something collective. Once they have the quotes ready (it can be more than one quote each team) they should write it down on a bigger flipchart and decorate it in order to make their message stand out. Once all groups are ready they will present the final posters and digitize them in order to be easier to be shared on social media networks .
DEBRIEFING/ EVALUATION	How was the activity? How did you cooperate? Was it difficult to come up with a result? Does having the same/different opinion affect human relations?
TIPS FOR FACILITATORS	This method is based on a collective text-writing workshop (writing in a group and not as a single individual). The collective text-writing aims to let participants get influenced by each other's thoughts and cultures. Making others see things in a different way is always nicer than telling them what to do. Say things in a different way; swap-subject and object in a sentence or turn the contest around QUESTION: You can make people think about, or reassess, a topic they've taken for granted by asking them a question about it.

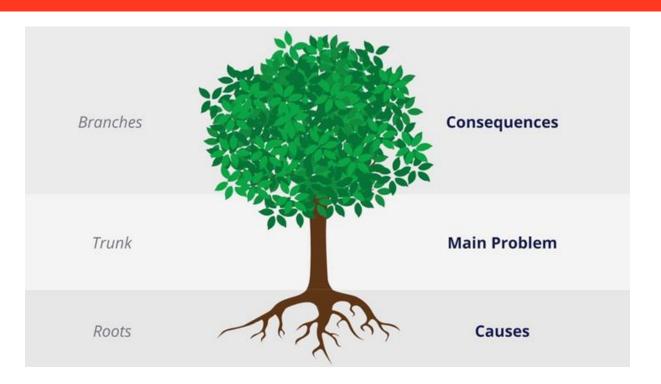| ACTIVITY #4	
TITLE	Entrepreneur of the Year
SUB-TOPIC(s)	1. **Creativity, innovation and entrepreneurship** 2. **Social Entrepreneurship**
OBJECTIVE(s)	• Encourage the creation of future businesses • To reflect and exchange opinions about the youth unemployment and entrepreneurship in different European countries • To empower participants for active promotion of youth employment and entrepreneurship • Raising youth employability skills • Encourage innovations and creativity • Foster the employability of young people • Strengthening youth initiatives, • Personal and professional development
TIME	3 hours
MATERIALS & PREPARATION	-A cartoon box -Markers -Scissors -Tape -10m Thin rope -newspaper -Wood Glue -1 flipchart paper - Paint -Brushes
INSTRUCTIONS	this activity will be divided into 4 parts Firstly the group will be divided into groups of 4-5 people. Each Group will receive a Box full of the above mentioned materials. The Group as a team will have to come up with an idea on creating a service or a product with the provided materials. they are only allowed to all of the materials or just the ones they prefer in order to create their service or product. It is essential to clarify that they have to be innovative and creative, and come up with ideas that are realistic. Each group has 40 mins to work in their teams. Once they are done with creating a service or product for 20 mins they have to come up with a business plan in order to test the sustainability of their idea, the marketing strategy , the risk of the idea and the promotion of it. The second phase will be based on filming: instructions will be given to the groups to create video for the promotion of their product or service. As we want to keep it simple, they can use their phones, cameras and film with a creative and unique way of promoting their service or product and why it is worth attracting the interest of their audience. The video should be max 2 minutes long. At the third stage all groups will gather in plenary with their products or services and with the marketing skills they created before they have to sell their innovative idea to the rest of the groups. Participants will be given fake money in order to trade their products. the group keep the money they gained for the next stage The fourth stage will be the final countdown for all services and products. 3 externals will be the jury in order to decide which product deserves the title "Entrepreneur of the year'' The group will demonstrate the idea along with a projection of the promotional video. The jury then after watching all teams will evaluate the most innovative creative and unique idea to become the winner. Then groups with the most money from the previous activity will take 2nd and 3rd titles .

ACTIVITY #5	
TITLE	**Social entrepreneurship model canvas**
SUB-TOPIC(s)	**Social Entrepreneurship**
OBJECTIVE(s)	To share and exchange best practices, tools, ideas and challenges among youth Promote active inclusion and engagement of communities; To improve social entrepreneurship knowledge, skills and attitudes for the sustainable development of rural communities and not only;
TIME	60'
MATERIALS & PREPARATION	Model Canvas uploaded in Jamboard
INSTRUCTIONS	Facilitators at first will ask participant if they know what a social business is. The facilitotr will show this phrase to the participants "A social enterprise is a cause-driven business whose primary reason for being is to improve social objectives and serve the common good." After giving them some time to think, the facilitator will ask them to give their understanding of what a social business is and he/she will write down the answers in the flip chart. Then the facilitator will give the official term of what a social business is in order for participants to be aware of what exactly is. He/she will project the model canvas business plan and give explanation for each box individually , After this he/she will give some time to the participants to come up with a social business idea that will tackle a specific problem in their community and the world. This idea should be something original, and able to be done. After this the group will be divided into teams of 4-5 and share in their teams the business ideas they had. Last step, the facilitator will give each team a flipchart with the model canvas, and each team should write one of the ideas, that is more unique and realistic.With the contribution of the rest of the team , they should all work in teams and fill out the flipchart with their business idea they have as a team. After 30' mins each team will present to the plenary their idea. TIP: This activity should be a helpful environment for the promotion of youth entrepreneurship. Provide youth, especially those with fewer opportunities coming from disadvantaged backgrounds, with information, training, advice, coaching and mentoring on entrepreneurial activities. Foster an entrepreneurial attitude, mindset and culture among youth. Enhance young people's entrepreneurial skills.
DEBRIEFING/ EVALUATION	How was the experience? Why is it different from any other business? What is the greater cause of these enterprises? Do you believe this is the future of businesses?
TIPS FOR FACILITATORS	Facilitators should be in position to help the participants on filing out the social business model correctly and remind them that it is essential to have a social cause. Example of Social Business Model Canvas

Social Business Model Canvas

Key Resources	Key Activities	Type of Intervention	Segments	Value Proposition
				Social Value Proposition
				Impact Measures
What resources will you need to run your activities? People, finance, access?		*What is the format of your intervention? Is it a workshop? A service? A product?*	Beneficiary	
Partners + Key Stakeholders		**Channels**	Customer	*How will you show that you are creating social impact?*
				Customer Value Proposition
Who are the essential groups you will need to involve to deliver your progamme? Do you need special access or permissions?	*What programme and non-programme activities will your organisation be carrying out?*	*How are you reaching your beneficiaries and customers?*	*Who are the people or organisations who will pay to address this issue?*	*What do your customers want to get out of this initiative?*

Cost Structure	Surplus	Revenue
What are your biggest expenditure areas? How do they change as you scale up?	*Where do you plan to invest your profits?*	*Break down your revenue sources by %*

Inspired by The Business Model Canvas

SOCIAL BUSINESS MODEL CANVAS PROJECT: KIVA TANDEMIC

Key Resources	Key Activities	Type of Intervention	Segments	Value Proposition
Kiva.org platform	Proving loans	Micro loans	Entrepreneurs in developing countries	Financial ability to start business
Brand	Collecting loan capital		Family of entrepreneur	Beneficiary Value Proposition
Donor network				Impact Measures
What resources will you need to run your activities? People, finance, access?	Screening MFIs	*What is the format of your intervention? Is it a workshop? A service? A product?* Beneficiary	Who benefits from your intervention?	# of entrepreneurs $ lend $ repaid # dependents
Partners + Key Stakeholders	Managing platform	**Channels**	Customer	Customer Value Proposition
Local MFIs		Kiva.org	Well-off individuals who are socially conscious	Promote market based solutions to poverty
PayPal	Managing risk	Local microfinance institutions	Borrower	
Who are the essential groups you will need to involve to deliver your programme? Do you need special access or permissions?	*What programme and non-programme activities will your organisation be carrying out?*	*How are you reaching your users and customers?*	*Who are the people or organisations who will pay to address this issue?*	*What do your customers want to get out of this initiative?*

Cost Structure	Surplus	Revenue
Staff Online platform Repayment risk	Marketing & platform development	Optional donations Loans
What are your biggest... How do they change as...	*...fits?*	*Break down your revenue sources by $*

Inspired by The Business Model Canvas

ACTIVITY #6	
TITLE	**Problem Solving**
SUB-TOPIC(s)	**The Tree Analysis**
OBJECTIVE(s)	-to identify a problem -to discuss alternatives for a solution -to establish solutions
TIME	30'
MATERIALS & PREPARATION	Jamboard Tree analysis uploaded on Jamboard
INSTRUCTIONS	First of all the trainer will show to the participants a template of the tree analysis and explain them the three sections of the tree : TRUNK-ROOTS-BRUNCHES . The facilitator should explain that the trunk of the tree is the problem, the roots are the causes of the problem and the brunches are the consequences of the main problem. The group will be divided into groups of 3-4 in break out rooms and try to identify a social problem that occurs in their community or the world and will draw the shape of the tree Jamboard. Each team will discuss a problem and try to identify the three section, Problem, Causes, Consequences. They will use the post it to stich to the tree the outcome of the discussion. A problem tree provides information on known causes. This way you engage participants to understand their community problems and the behaviour of the world around it. After filling out the tree the same groups will try to explain in the plenary in short an overview of their tree. Each team will try to contribute to the rest of the trees with things they might have missed out. As a last step and after the plenary discussion the participants return to their teams and try to find to gather a solution on the problem based on their findings.
DEBRIEFING/ EVALUATION	When participant come to the plenary the trainer will start a discussion for reflection. - Does this represent the reality? - Which causes and consequences are getting better, which are getting worse and which are staying the same? - What are the most serious consequences - Which causes are easiest / most difficult to address? - How can we find solution to the problem? - Was this exercise helpful for problem and conflicts you encounter in your life in general ?
TIPS FOR FACILITATORS	**Facilitators should help participants with the tree template in order ot comprehend it before they start the exercise. Everything they write will the participants opinions, therefore it is ok if not everyone agrees.**

Branches	**Consequences**
Trunk	**Main Problem**
Roots	**Causes**

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https://www.socialbusinessmodelcanvas.com/

https://www.niagaraprosperityinitiative.ca/uploads/Resources/Using%20the%20Business%20Model%20Canvas%20for%20Social%20Enterprise%20Design.pdf

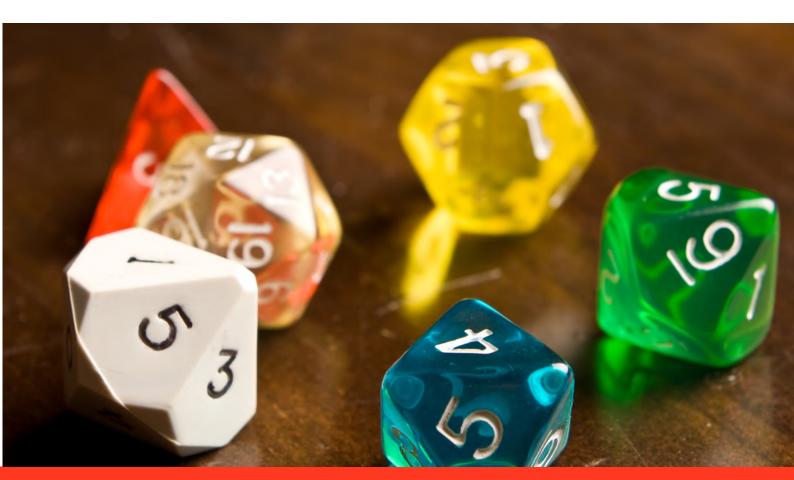https://www.youtube.com/watch?v=-j-_Y7D35H4

3.9 Communication

PROPOSED ACTIVITIES	
ACTIVITY #1	
TITLE	Can you see what I mean?
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	- Be aware of the importance of the clarity in speech - Train active listening skills - Understand the different interpretations that may come up in the communication process;
TIME	40 minutes
MATERIALS & PREPARATION	2 different draws in two different Miro boards/online ppt Pens
INSTRUCTIONS	1. Divide the group into 3 people and put them in breakout rooms 2. Give to one person of the pair the link with the draw, the second ask her to open a paint white board and the third is the one who ensures the rules are followed. 3. Tell that the person that has the draw has to explain to the other how to draw exactly the figure that he has. However, the person who is drawing cannot speak or answer any question. 4. Give 15 minutes and then switch
DEBRIEFING/ EVALUATION	– Was it difficult? – For the person who couldn't speak, how was the experience? – What could you extract for your daily communication processes?
TIPS FOR FACILITATORS	For the two draws, it is advisable to use random geometrical forms that interconnect, but the participant cannot extract any sense of it (e.g., tell that the draw is a house).

PROPOSED ACTIVITIES	
ACTIVITY #2	
TITLE	Say what you mean
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication
OBJECTIVE(s)	- Deepen the importance of verbal and non-verbal communication alignment; - Raise awareness into non-verbal communication influence;
TIME	Around 40 minutes.
MATERIALS & PREPARATION	Projector/PC/Video
INSTRUCTIONS	1. Each participant must find a word that he/she relates to in terms of ideal communicator (e.g. "I want to be an influencer/inspiration etc.") 2. Tell each participant that he has to align his non-verbal communication with the word and shouting out loud for the others. 3. Watch the video: https://www.youtube.com/watch?v=Ks-_Mh1QhMc
DEBRIEFING/ EVALUATION	- How did you feel? - Did you feel that both types of communication were aligned? - Relating to the video, what do you think is the importance of the body language?

PROPOSED ACTIVITIES	
ACTIVITY #3	
TITLE	Role Play
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	- Connect communication with teambuilding
TIME	30 minutes
INSTRUCTIONS	- Divide groups in breakouts of 3. - Tell them to role play the following situation: one colleague has failed a deadline and the coordinator has to speak with them. The third participant is an observant. - The coordinator has to first approach in a passive way (meaning: that doesn't matter, don't worry about that) and the team member has to respond in the same way (not valuing the situation). - On the second roleplay, the coordinator has to be aggressive. And the colleague will answer aggressively as well. - The third roleplay, both have to focus on guilt. The coordinator takes it personally and tries to make the team member feel guilt. - The forth roleplay, both have to be assertive: meaning taking responsibility for the situation, finding solutions and not taking it personal).
DEBRIEFING/ EVALUATION	- The observant is asked to share their perception and differences in the 4 role-plays. The participants reflect as well: what was difficult, how did they feel it in the body, how useful it was for the resolution of the situation. - Reflect on the various types of communication and how useful or not useful they are in our daily lives.

PROPOSED ACTIVITIES	
ACTIVITY #4	
TITLE	THE BOMB SHELTER EXERCISE
SUB-TOPIC(s)	1. Active Listening 2. Verbal and Non-Verbal Communication
OBJECTIVE(s)	– Help individuals look at their values and beliefs and how do they communicate – To discuss how values and beliefs are developed – Train negotiation skills
TIME	25 minutes
MATERIALS & PREPARATION	A copy of the Bomb Shelter information sheet to each team member Pens
INSTRUCTIONS	Present the following story to the participants: *"Fourteen individuals and their family members are in this Hotel which doubles as nuclear bomb shelter after a nuclear attack has occurred. These 14 individuals are the only humans left alive on earth. It will take two weeks for the radiation level to subside to a safe level. Food and supplies can sustain 5 people for two weeks. The decision as to who will "survive" must be unanimous. "* (give the list to the participants - Attachment 1) individually choose the 7 people you want to stay. (Take 3 minutes to do this) Divide the members into groups of 4 - 6 in breakout rooms and ask them to come to a consensus as to who gets to stay. Consensus means not just seeing who has the highest number of votes but to collectively agree on the person. 6. They only have 15 minutes to come to a consensus as to who stays
DEBRIEFING/ EVALUATION	How well did you listen to the others in your group? Did you feel heard? Did you feel you had the right answer? What were the outcomes of consensus-seeking? What was your experience in negotiating agreement? What process was used to reach a consensus? How was the communication between the group? How does understanding our own values help us with understanding how we want our life to be lived? How does understanding others values impact relationships individually and in groups?
TIPS FOR FACILITATORS	Try to explore with them the importance of taking the following points into account in negotiation processes: – Identify the final goal – Be willing to compromise – Take the multiple offer approach – Exercise confidence – Don't take "no" personally – The importance of Practicing negotiation skills;

Attachment 1

The BOMBSHELTER

ONLY 7 PEOPLE CAN SURVIVE IN THIS SITUATION!

1. Paolo, Italian, 35, married, one child (Bobby), no religious affiliation. In good health, active physically, enjoys politics, very friendly, but homophobic.

2. Agata,18, trans-woman. She lives with her parents who are Jehovah's witnesses and do not support her transition. She does not want any medical interventions. She is at University studying art history. 6 months ago she was diagnosed as having schizophrenia.

3. Greg Dane. Jewish, 38, BS and MS in psychology, counselor in a mental health clinic, good health, one child (Bobby), active in community activities.

4. Bobby Dane, Jewish, 10, attended special education classes for 4 years, mentally challenged, IQ of 70, good health, enjoys pets.

5. Marcus, German, 27, trans-man. He is HIV positive. He works as a psychiatric nurse with vulnerable adolescents. Marcus has 2 children, aged 5 and 6, who live with him but are not here at the moment.

6. Maria, Spanish, 33, raised Catholic, mature Individual, exotic dancer, prostitute, good health, in a foster home as a child, was attacked by foster father at age of 12, ran away from home, has a child, 3 weeks old (Sandra).

7. Sandra, three weeks old, Spanish-French, good health, nursing.

8. Jovan Mali, Croatian tourist visiting Edinburgh, 32, Catholic, BA and MA in primary education, teacher, divorced with one child (Tina), good health, outstanding teacher, enjoys working with children.

9. Tina Mali, Croatian, 8, Catholic, primary school, excellent Individual, good health. 10. Clara, Romani (Gypsy), 21, no children, good health, enjoys outdoors sports, grew up in Serbia.

11. Eva, Polish, 21, hard working Individual in dentistry, she is also a nurse.

12. Lord Flanagan. Irish, 75, Catholic, psychologist, MBP, active in civil rights activities, criticized for his liberal views, good health, former athlete.

13. Dr. Lee. Asian-British, 66, general practitioner, has had two heart attacks in the past 5 years, but continues to practice medicine.

14. Pauline, 14, pre-op trans-woman. She is still at school. She has a lot of support from her family regarding her transition and has recently started going out in her female role

PROPOSED ACTIVITIES	
ACTIVITY #5	
TITLE	Online Quizz
SUB-TOPIC(s)	2. Verbal and Non-Verbal Communication
OBJECTIVE(s)	- To reflect on one's communication skills
TIME	30 min
INSTRUCTIONS	Tell each participant to do this online quiz: https://www.mindtools.com/pages/article/newCS_99.htm And discuss it in breakout rooms.
DEBRIEFING/ EVALUATION	Discuss the difficulties, strategies and reflect on the communication process.

ACTIVITY #6	
TITLE	Presentation Skills
SUB-TOPIC(s)	3. Present your project/idea
OBJECTIVE(s)	The main objectives are: • Knowing your audience and the objectives of the presentation • Having confidence in your presenting abilities • Use your imagination to create great presentations • Take away ego and focus on the audience • Breaking down barriers • How to use feedback and follow-ups
TIME	1h
MATERIALS & PREPARATION	It would be beneficial to have handouts of the presentation for participants. This could also be done via a projector, monitor or screen with Powerpoint (Attachment 3). It would be beneficial to show some of the useful links.
INSTRUCTIONS	It is important that this exercise is supervised at all times to ensure full and proper analysis of the participant's presentation skills. Be critical, look for ways of encouraging improvement in all aspects. Use external volunteers if appropriate, people who don't know the participants and seek their feedback.
DEBRIEFING/ EVALUATION	Give the participants feedback; ask them what they thought of the exercise. Offer support where you think it is appropriate.
TIPS FOR FACILITATORS	Be proactive; encourage interaction amongst the group. Make sure everyone has a role to play. Ensure participants are given the relevant feedback to improve themselves. The facilitator can even record the presentation to analyse it after with the participants or create a role play scenario like "Shark Tank".

PROPOSED ACTIVITIES	
ACTIVITY #7	
TITLE	Creating your Campaign
SUB-TOPIC(s)	4. Campaigning and Advocacy
OBJECTIVE(s)	- reflect about the importance of adapting a communication campaign - provide an opportunity for participants to practice how to create a campaign
TIME	40 minutes
MATERIALS & PREPARATION	Miro Platform
INSTRUCTIONS	Fill in the canvas for "Creating your Campaign" by creating a hypothetical cause/project or using one previously outlined in other modules. Use the instructions in the handout. (present que questionnaire in the attachment 4)
DEBRIEFING/ EVALUATION	Was it difficult or easy? What challenges did you face? How can you use this exercise to apply in your social project/cause and to become an active citizen?
TIPS FOR FACILITATORS	It can be done individually, in pairs or small groups depending on the autonomy level of the participants.

PROPOSED ACTIVITIES	
ACTIVITY #8	
TITLE	**Crazy Comic**
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	To communicate ideas with others and make group decisions based upon discussion.
TIME	50 minutes
MATERIALS & PREPARATION	Paper Pens or pencils Coloured markers, crayons, or coloured pencils
INSTRUCTIONS	1. Divide the group into smaller groups of three to six members each (in breakouts). 2. Supply each person in each group with a piece of paper and writing utensil. 3. Instruct the groups that they are to create an original comic strip and each person in the group must draw one frame of the strip (if there are four people in a group, the comic strip will contain four frames). 4. The group must decide what to draw, the story line and who will draw what (there is a lot of communication involved in this one) 5. Once the discussion has taken place about the comic strip and the decisions have been made, each person draws the frame s/he is responsible for on his/her own piece of paper. Everyone should be drawing at the same time and not taking turns with their group members. If you want to make it really challenging, don't allow group members to see each others' papers when they are drawing. 6. After the comic strips are completed, allow time for sharing and give each group a chance to show their comic strip to the other groups.
DEBRIEFING/ EVALUATION	What different communication skills were needed for this activity? How important was communication during this activity? What was the most difficult part of this activity for you? Did your comic strip flow? Why or why not? When involved in part of a group process, do you want things to always go your way or do you allow others to contribute ideas? Why is it important to be able to make decisions with other people? What things do you need to do when making decisions with others? In your life, when is it important to be able to communicate clearly with others?
TIPS FOR FACILITATORS	Give them some ideas about what characters or settings to use in the comic strips

4 | CHOOSING CAREERS OR SECTOR OF WORKS

As the result of the pandemic, many countries around the world will be facing immense challenges in their work place resulting in companies stream-lining their workforce. This post COVID-19 employment challenges will increase the people being made redundant and hence many young people may take this opportunity to change their careers or sector of works.
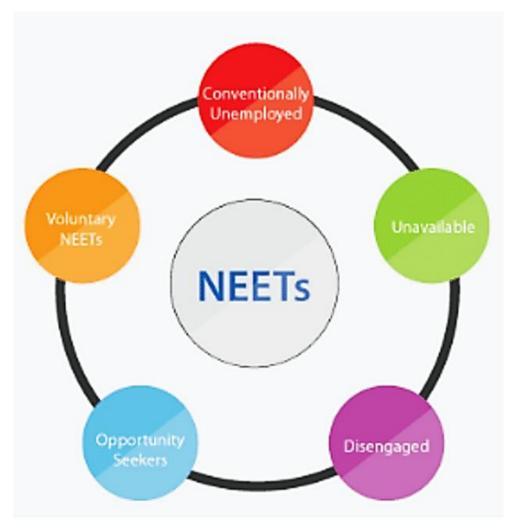
This presentation/workshop will assist in helping young people to understand the different types of work sector, the employment job description, and personal specification and qualification/experience required. Whilst some jobs required certain qualifications, it maybe that the transferable skill sets maybe help towards a successful understanding of the job sectors.
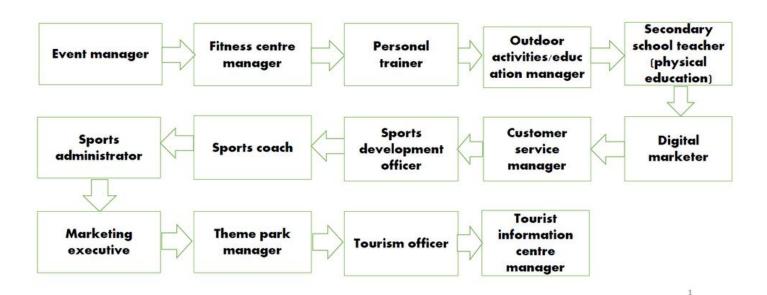
What is the NEETs?

The concept of NEET – young people Not in Employment, Education or Training – has been useful in enabling policymakers to better address the disjunctions between young people and the labour market. While the traditional labour market description of employed or unemployed is valid, it fails to capture modern school-to-work transitions and the legions of young people who are outside the labour market and not accumulating human capital and hence who may be vulnerable to a range of social ills.

In 2015, some 4.6 million young people aged 15–24 were unemployed. This is just a subgroup of the broader category of NEETs, which comprises 6.6 million young people, meaning that the concept of NEET not found job. Approximately 2 million young people would have attracted limited attention from a policy perspective. NEET has put previously marginalised populations such as young mothers, young people with disabilities and young labour market drop-outs back into the policy debate about youth unemployment.

What is a NEET? | NEET U (EN)

Leisure Industry

Event manager	Fitness centre manager	Personal trainer	Outdoor activities/education manager	Secondary school teacher (physical education)
Sports administrator	Sports coach	Sports development officer	Customer service manager	Digital marketer
Marketing executive	Theme park manager	Tourism officer	Tourist information centre manager	

What qualifications do you need?

- A levels – Entry requirements range from CDD to BBC, with the universities and colleges most commonly asking for BBC.

- Scottish Highers – Entry requirements for Highers (the most common qualification) range from BBBC to ABBBB, with universities or colleges most frequently requiring BBBB. Occasionally, universities ask for Advanced Highers to supplement Highers. If Advanced Highers are requested, universities or colleges typically ask for BBB.

- Vocational courses – Other Level 3/Level 6 qualifications (e.g. Pearson BTEC Level 3 National Extended Diploma, or an SCQF Level 6) may be accepted as an alternative to A levels/Highers by some providers. It's essential that you check alternative entry requirements with universities or colleges.

What skills do you need?

		Your answer
✓ Customer service	Your customer service?	y/n
✓ Computer skills	Your computer skills?	y/n
✓ Communication skills	Your communication skills?	y/n
✓ Teamwork	Your teamwork experience?	y/n
✓ Physical fitness	Your physical fitness?	y/n
✓ Customer service	Your customer service?	y/n
✓ Safety procedures	Your knowledge of safety procedures?	y/n
✓ Security monitoring	Your security monitoring knowledge?	y/n
✓ Supervision	Your supervision skills?	y/n
✓ Strong communication	Your strong communication skills?	y/n
✓ Organisation	Your organisation skills?	y/n
✓ Problem resolution	Your problem resolution skills?	y/n
✓ Policy adherence	Your understanding of company policies?	y/n

Work experience

It's important to get relevant work experience in the area you want to work in to complement your aspirations. For example, you could get experience in the sport and leisure industry as a part-time fitness instructor, lifeguard or in an administrative role. It may also be possible to gain marketing or events management experience, perhaps through engagement in voluntary works with 3rd sector organisation, internship, work placement.

There are opportunities for work experience abroad during the holidays with organisations such as Erasmus+ programmes, BUNAC, Camp America and others.
Portfolio working can help you to develop the skills and experience you need to progress and boost your CV. This can be achieved by working in a variety of short-term roles and at sporting events or at smaller local activities/events.
Internships and volunteering are other valuable ways of gaining experience. For example, you could get experience by volunteering to coach in schools or after school clubs.

Potential Employees

Sport and leisure management graduates are employed by a wide range of employers. These include:

- sport, fitness and leisure centres
- sporting event and hospitality management companies
- professional sports clubs
- hotels and accommodation facilities
- health clubs and spas
- sport governing bodies and public agencies
- sport marketing agencies
- leisure management consultancies - providing advice to the public and private sector on how best to manage their sports and leisure facilities.

Beauty Care

| Hairstylist | → | Colouring | → | Nail Professional | → | Asthetician |
| Massage Therapist | ← | Barber | ← | Makeup Artist | ← | Salon/Spa Owner |

What qualifications do you need?

- You'll usually need some GCSEs (or equivalent), including English and Maths. You may be able start work as a trainee in a salon and learn on the job. Your employer would expect you to take part-time qualifications, either at a college or in their own training school. The qualification you would usually need is NVQ Level 2 in Beauty Therapy, Nail Technology or Massage Services.

What skills do you need?

• Passion for beauty and hair	• y/n
• Trust	• y/n
• Artistic Flair	• y/n
• Excellent time keeping	• y/n
• Passionate about learning	• y/n
• Good listener	• y/n
• Dedication to the industry	• y/n
• Customer service skills	• y/n
• Sensitivity and understanding	• y/n
• The ability to work well with your hands	• y/n
• Excellent verbal communication skills	• y/n
• To be thorough and pay attention to detail	• y/n

2

Work experience

Usually, the first chance for many potential beauty students to begin work experience is during their school education. Normally in the last year of school, all students are given up to two weeks to work in local businesses, shops, hospitals or offices to sample the working world and are given tasks to complete. Their behaviour, attitude and performance is monitored and feedback is given to their teachers about how they performed.

For those who are older, or have left school already, experience can be gained in a different way. You might have to dedicate yourself to working weekends, or committing a day or so a week in the salon to work for free. If you're studying for your qualifications, gaining experience will increase your chances of employment once you have finished.
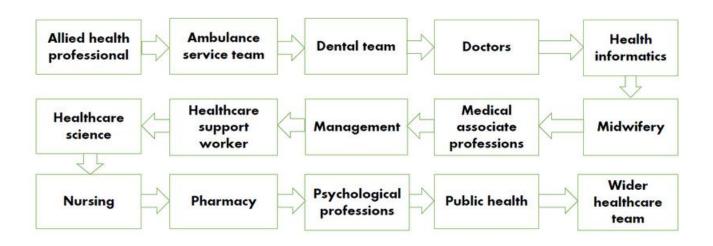
Potential Employees

Get a work placement at a spa or salon. It's a great way to make useful contacts with people in the beauty industry. At the same time, you can learn new skills and put your knowledge into practice.

If you get a work experience placement, aim to impress – you could gain paid work helping out on reception in the evenings or at weekends, and may be offered job opportunities there once you've qualified.

Healthcare

Allied health professional	→	Ambulance service team	→	Dental team	→	Doctors	→	Health informatics
Healthcare science	←	Healthcare support worker	←	Management	←	Medical associate professions	←	Midwifery
Nursing	→	Pharmacy	→	Psychological professions	→	Public health	→	Wider healthcare team

What qualifications do you need?

- Employers expect good literacy and numeracy and may ask for GCSEs (or equivalent) in English and maths. They may ask for a healthcare qualification, such as BTEC or NVQ. Employers expect you to have some experience and/or voluntary work.
- Many of the highest paying, highest status Healthcare jobs require graduate training. If you want to pursue one of these rewarding careers, you'll need to enrol in a master's or doctoral program.

What skills do you need?

- Caring and kind — y/n
- Cheerful and friendly — y/n
- Willing to be hands-on with patients — y/n
- Willing to do personal care tasks (washing, toileting, etc) — y/n
- Able to follow instructions and procedures — y/n
- Able to work in a team but use their own initiative — y/n
- Ability to work long hours, often under pressure. — y/n
- Good practical skills. — y/n
- Ability to solve problems. — y/n
- Effective decision-making skills. — y/n
- Leadership and management skills. — y/n
- Communication skills, compassion and a good bedside manner. — y/n
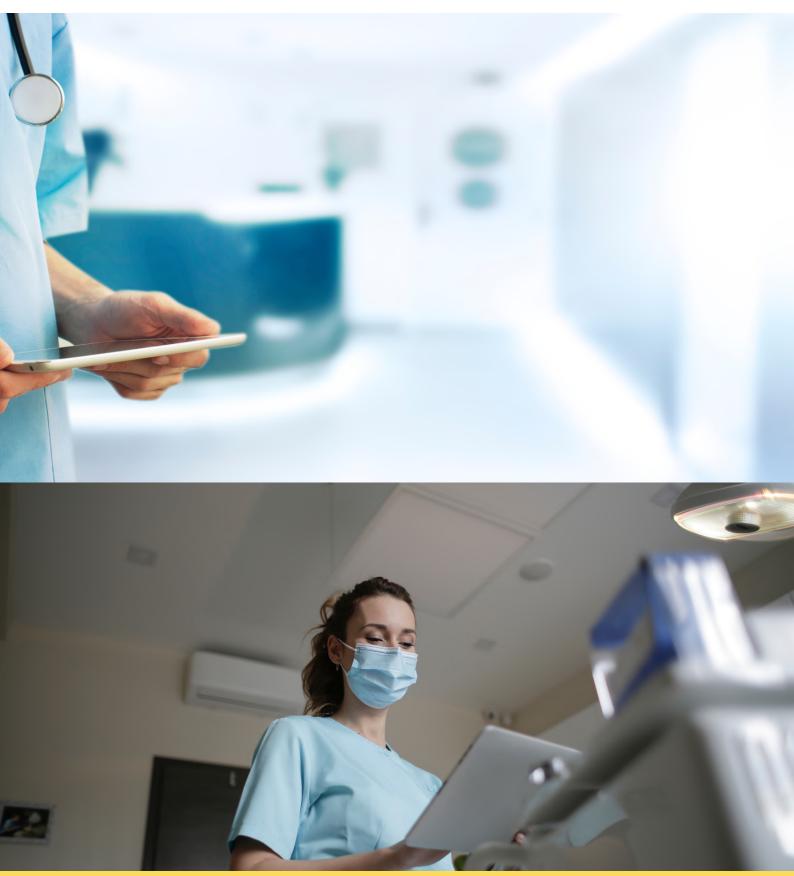- Drive to continue learning throughout career. — y/n
- Analytical ability. — y/n
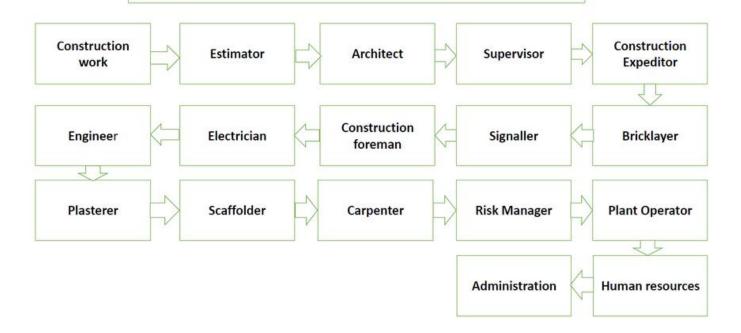
3

Work experience

- work experience placements. The placement could be a day or two, a week or fortnight or a few hours each week. It is worth remembering that while the NHS is tackling COVID-19 that you might find it more difficult to find them.
- volunteering. Volunteers work alongside staff doing worthwhile tasks. Although you're not paid, any expenses may be reimbursed. You don't have to volunteer full time. It could be a one-off project or a weekly commitment that you could fit around your work or studies. It could form part of your gap year either in the UK or overseas. You can also sign-up as an NHS volunteer and help us tackle COVID-19 on the GoodSam website.
- paid part- or full-time work. Any paid experience in the right sort of environment can be valuable, particularly if you receive training. NHS Jobs currently has a list of vacancies specifically to help the NHS tackle COVID-19.
- a supported internship. Supported internships (such as with Project Choice) provide a mix of work placements and study days at college, usually for people aged between 16 and 24
- other ways in which you can gain relevant experience include caring for a friend or relative who is sick or disabled

Potential Employees

There are opportunities to work in hospitals, GP surgeries, clinics, nursing and residential homes, occupational health services, voluntary organisations, the pharmaceutical industry, or in the military.

Construction work

Construction work	→	Estimator	→	Architect	→	Supervisor	→	Construction Expeditor

Engineer	←	Electrician	←	Construction foreman	←	Signaller	←	Bricklayer

Plasterer	→	Scaffolder	→	Carpenter	→	Risk Manager	→	Plant Operator

Administration	←	Human resources

What qualifications do you need?

If you want to become a construction labourer you would need CSCS (Green) Labourer card. This card is imperative for you to get on-site to show that you have knowledge of health and safety on a construction site.

To obtain the card, you need to complete the GQA CSCS Course, Test and Card. Alternatively, you can:

- Attend and pass a recognised UK health and safety in construction qualification. The route you can take is the CITB Health & Safety Awareness,
- Pass the CITB Health, Safety and Environment test at your local Pearson Vue test centre,
- Contact CITB or CSCS and pay for your card.

A Level 2 NVQ will help you show competency in the field, such as Construction Operations. The NVQ covers all general aspects of building and construction. The Level 1 Certificate in Construction Skills would be an excellent place to start in college.

If you are interested in careers that require a higher degree,such as engineering or architechture you will need to complete a five year degree. To take a recognised degree you will need: five GCSEs A*- C including English, maths and science and three A levels. Some universities prefer a maths or a science subject.

What skills do you need?

- Communication   •y/n
- Problem solving   •y/n
- Self-belief   •y/n
- Self-management   •y/n
- Teamwork   •y/n
- Physical Strength   •y/n
- Building and Mechanical Knowledge •y/n
- Coordination   •y/n
- Listening skills   •y/n
- Decision making skills •y/n
- Organizational skills •y/n

4

Work experience

Some construction companies and job sites advertise work experience placements online or you may be able to find an opportunity through your school, college, training provider or university. Alternatively, you could arrange work experience yourself.

It's a good idea to research companies you'd like to work for. If you find an employer that doesn't already offer work experience, you could write them a formal email or cover letter to explain why you would like to apply for work experience, detailing your existing skills and those you'd like to develop.

You could apply to more than one company at a time to improve your chances, or help you gain experience with different employers.
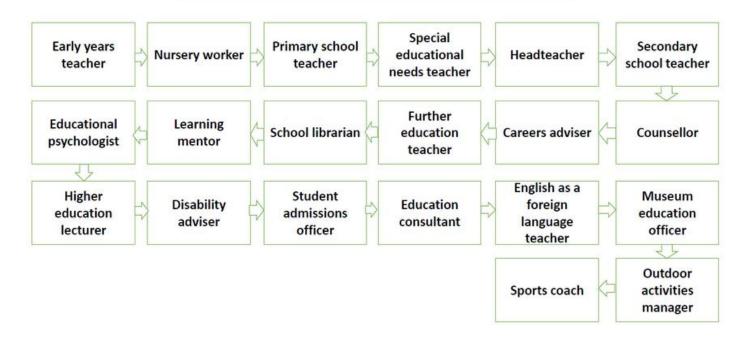
Potential Employees

The main areas of construction you can work on include:

- Housing (both public and private)
- Repair and maintenance
- Non-residential public property (including hospitals and schools)
- Industrial and commercial (such as factories)

Education

What qualifications do you need?

- Primary Education:

You'll usually need: 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English, maths and science. 2 to 3 A levels, or equivalent, a degree in any subject for a postgraduate course.

- Secondary Education:

You'll usually need: 4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths. 2 to 3 A levels, or equivalent, a degree in any subject for a postgraduate course.

- Higher Education:

You'll need to have completed a postgraduate master's or PhD qualification, or be working towards one. It's common to have had academic work published. You'll be expected to do a teaching qualification soon after you start. This is usually offered by your university and is done while working.

What skills do you need?

•Communication	•y/n
•Patience	•y/n
•Creativity	•y/n
•Enthusiasmsm	•y/n
•Confidence	•y/n
•Dedication	•y/n
•Conflict resolution	•y/n
•Organisation	•y/n
•Leadership	•y/n
•Adaptability	•y/n
•Subject knowledge	•y/n
•Good sense of humour	•y/n

3

Work experience

- School or college work experience placement

Usually 1 or 2 weeks in year 10, 11 or 12. School or college staff may help to organise it or you might have to fix it up yourself.

- Placements on work-related courses

Courses like T-Levels, BTECs and some degrees include work experience as part of the course. It might be one day a week over a few months or full time for a few weeks. You may have a placement officer or tutor who can help you to find work experience during your course.

- A traineeship

A traineeship is a course with work experience that gets you ready for work or an apprenticeship. It can last up to 12 months.

- Work shadowing

 A chance to watch someone doing a job for a day or a few days. You could do this to find out about a new job. If you're in a job, you could use it to explore opportunities for personal development or promotion within your company. It gives you an idea of what might be involved in a job rather than hands-on experience

- Internships

 Paid periods of work experience lasting around 2 to 3 months in the summer. Mostly aimed at undergraduates and newly qualified graduates with some opportunities for school leavers. You can get information from your university careers service. There may be internship schemes dedicated to students at your university.

- Year placements

 This is a paid year in the workplace as part of a higher education course. You apply for these in the same way as graduate jobs. University careers services can help you to find opportunities relevant to your course.

- Insight events

 Usually organised by companies or careers organisations -you spend a day or a few days finding out about a specific sector such as finance, law or IT. It could include networking, career presentations and hands-on activities.

- Gap year and year abroad experience

 Gap year and work abroad experiences can be organised by commercial organisations and charities or something that you set up for yourself.

- Virtual work experience

 Sites like Accenture's Skills to Succeed Academy and Barclays Lifeskills can help you to develop skills to deal with situations in the workplace, without having to go out on a placement. FutureLearn has a virtual work experience course for exploring the work of a vet. You can search online for other online work experience, virtual internships and insight-into-work opportunities.

Potential Employees

The most common places for teachers to work, include: State primary schools and secondary schools. Academies. Private schools.