



YES: Youth Engagement in Society

ERASMUS + KA2 PROJECT



GUIDELINES FOR IMPLEMENTATION

PART B #EMPOWER



Erasmus+

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INDEX

ENGAGE

0. GROUNDING	5
1. SELF-CONFIDENCE	6
2. SELF-DETERMINATION & RESILIENCE	21
3. MANAGING FEELINGS	35
	50

EMPOWER

4. CITIZENSHIP	63
5. INTERCULTURAL DIALOGUE	64
6. RELATIONSHIP & LEADERSHIP	79
	93

CONNECT

7. SOCIAL ENTREPRENEURSHIP & CREATIVITY	120
8. PLANNING & PROBLEM-SOLVING	121
9. COMMUNICATION	133
10. CONNECTING THE DOTS	146
	160

INTRODUCTION

Welcome!

Research shows that Young People Not in Education, Employment or Training (NEET) are more likely to become marginalized and to suffer from poverty, social exclusion, crime and mental/physical health problems, while at a macro-economic level they represent a considerable loss in terms of unused productive capacity and a considerable cost in terms of welfare payments. In fact, low self-esteem and self-confidence, typically present in this target, seems to be linked with increased isolation and lack of belonging, what contributes to the perpetuation of this cycle of decreased motivation to assume an active role in the community and increased social exclusion. This project aims to increase NEETs' Social Inclusion and promote Active Citizenship, by developing key competences in Youth NEET and train youth workers to address better to NEETs' needs, namely: the need to break the cycle of isolation/social exclusion; lack of motivation to become an active citizen; lack of self-awareness of their passions/talents and, even, the low self-esteem and lack of key-skills that are required to take an initiative and build an action plan to concretize it.

The main goal of the program is to support NEETs in acquiring and developing basic skills and key competences, in order to foster social inclusion, active citizenship and socio-educational/personal development.

We adapted the 3 areas of action of the EU Youth Strategy 2019-2027 (Engage, Empower and Connect) to develop the 3 Sections of our "YES: Youth Engagement in Society" program.





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**ENCOURAGING YOUNG
PEOPLE TO TAKE
CHARGE OF THEIR LIVES.**

4 | CITIZENSHIP

AIM & OUTCOMES

The aim of this module is to give knowledge to youth about the fundamental values and rights of the European Union and at the same time inspire them with ideas on how can they be active citizens, both at a local, national and international level.

The objectives are:

- Identifying and learning about human rights and EU values through practical exercises
- Understanding the benefits of living in a democratic society
- Reflecting about society and how to be more engaged in it
- Get input about sustainable development.

The expected outcomes are:

- Increased awareness of the importance of citizenship
- Improved participation and involvement in the society
- Commitment towards a more sustainable lifestyle.

Becoming aware of the importance and implications of citizenship will certainly inspire youngsters to take action and to take advantage of the opportunities of EU citizenship.

SUB-TOPICS

4.1 | Human rights

4.2 | Eu values

4.3 | Active citizenship and volunteering

4.4 | Sustainable development

DURATION

6-7 hours



COMPETENCES DO BE DEVELOPED

KNOWLEDGE

The participant will improve their knowledge of:

- European values and the fundamental human rights
- Democracy and the importance to vote
- How to be an active citizen
- Possibilities to improve the society through social entrepreneurship
- Sustainability and the sustainable development goals

SKILLS

- Critical thinking
- Ability to take action
- Cultural Understanding
- Democratic skills
- Argumentation skills
- Awareness
- Respecting differences
- Personal commitment

ATTITUDES

- Feel a European citizen
- Active engagement in the society
- Respectfulness and tolerance
- A planet-friendly lifestyle

ASSESSMENT GUIDANCE

In the beginning of the process is important to introduce the topic and sub-topics by an open space for discussion and brainstorming about the concepts and their importance in general. The objective is mapping the group and start to establish a healthy learning environment and strong alliance between the participants and with the facilitator.

A fundamental role in the evaluation of this module is the observation of the participants by the facilitator.

At the end of the module the facilitator will have to possibility to estimate the result through the observation of the participants' reactions to the activities, their active participation in discussions and their ideas. If the facilitator assesses that the participants increased their awareness of the importance of citizenship and improved their participation and involvement in the society, then the aim of the module has been reached.

To give young people a quick and useful introduction to the European Union we suggest the use of this quiz: https://europa.eu/learning-corner/quiz_en



4.1 | HUMAN RIGHTS

THEORETICAL CONTEXT

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law.

Two of the key values of human rights are **human dignity and equality**, and many other can be derived from these two fundamental ones, helping to define more precisely how in practice people and societies should co-exist. For example:

Freedom: because the human will is an important part of human dignity. To be forced to do something against our will demeans the human spirit.

Respect for others: because a lack of respect for someone fails to appreciate their individuality and essential dignity.

Non-discrimination: because equality in human dignity means we should not judge people's rights and opportunities on the basis of their characteristics.

Tolerance: because intolerance indicates a lack of respect for difference; and equality does not signify uniformity.

Justice: because people equal in their humanity deserve fair treatment.

Responsibility: because respecting the rights of others entails responsibility for one's actions and exerting effort for the realisation of the rights of one and all.

RESOURCES

- <https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights>
- <https://www.coe.int/en/web/compass/what-are-human-rights->

4.2 | EU VALUES

THEORETICAL CONTEXT

The Article 2 in the Treaty on European Union and the treaty on the functioning of the European Union recite: “The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail”.

The EU values are common to the EU countries in a society in which inclusion, tolerance, justice, solidarity and non-discrimination prevail. These values are an integral part of our European way of life:

Human dignity

Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.

Freedom

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

Democracy

The functioning of the EU is founded on representative democracy. Being a European citizen also means enjoying political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as candidate and to vote in their country of residence, or in their country of origin.

Equality

Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957. Although inequalities still exist, the EU has made significant progress.

Rule of law

The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice which judgements have to be respected by all.

Human rights

Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and or the right to get access to justice.

RESOURCES

- https://europa.eu/european-union/about-eu/eu-in-brief_en
- Treaty on European Union and the treaty on the functioning of the European Union: <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12016ME/TXT&from=EN>
- Charter of fundamental rights of the European Union: <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12016P/TXT&from=EN>



4.3 | ACTIVE CITIZENSHIP AND VOLUNTEERING

THEORETICAL CONTEXT

Active citizenship means people getting involved in their communities and democracy at all levels from local to national and global. An active citizen promotes the quality of life in a community through both political and non-political process developing a combination of knowledge, skills, values and motivation to work to make a difference in the society.

All EU citizen have the right to influence the rules and to active participate in the democracy, to better know how to do this it might be useful to read about the European Passport to Active Citizenship. It is a quickguide for active citizenship and participatory democracy in Europe published by the European Economic and Social Committee (EESC) and designed to assist EU citizens with information and tools about how to be an active citizen.

Examples of active citizenship include voting, volunteering, donating and recycling.

Volunteering is a great way of being an active citizen by contributing to local communities at home or abroad. Volunteering also provides important learning opportunities, because involvement in voluntary activities can provide youth with new skills and competences that can even improve their employability. Volunteering plays an important role in sectors as varied and diverse as education, youth, culture, sport, environment, health, social care, consumer protection, humanitarian aid, development policy, research, equal opportunities and external relations.

Volunteering create also a lifelong impact on youth through:

- Promotion of a healthy lifestyle, empathy and good choices
- Enhanced psychological and intellectual development
- Increased self-esteem and responsibility
- Interest in learning and applying new material
- New social skills
- Improved physical and mental health; lower rates of depression
- And greater life satisfaction.

RESOURCES

- <https://www.coe.int/en/web/compass/citizenship-and-participation>
- European Passport to Active Citizenship: <https://op.europa.eu/en/publication-detail/-/publication/e8eabd57-6d05-11e5-9317-01aa75ed71a1>
- Opportunity of volunteering in Europe: https://europa.eu/youth/solidarity_en
- About positive outcomes of youth volunteering:
<https://pj.news.chass.ncsu.edu/2018/01/15/youth-volunteerism-a-key-to-creating-lifelong-change/>

4.4 | SUSTAINABLE DEVELOPMENT

THEORETICAL CONTEXT

The concept of sustainable development was described in 1987 by the Bruntland Commission Report as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Report of the World Commission on Environment and Development: Our Common Future).

For nearly 20 years, sustainable development has been one of the fundamental objectives of the European Union and of the UN. In 2015 all UN Member States adopted the 17 Sustainable Development Goals (SDGs) as part of the 2030 Agenda for Sustainable Development, which set out a 15-year plan to achieve the Goals. The Sustainable Development Goals are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet.

The SDGs consider the three dimensions of sustainable development: the economic, social and environmental. They provide concrete objectives for the next 15 years, focused on:

- human dignity
- regional and global stability
- a healthy planet
- fair and resilient societies
- prosperous economies.

Today, progress is being made in many places, but, overall, action to meet the Goals is not yet advancing at the speed or scale required. It is needed a major involvement of everybody, starting from individuals.

RESOURCES

- Report of the World Commission on Environment and Development: Our Common Future: <https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>
- <https://www.un.org/sustainabledevelopment/>
- <https://sdgs.un.org/goals>
- The EU approach to sustainable development: https://ec.europa.eu/info/strategy/international-strategies/sustainable-development-goals/eu-approach-sustainable-development_en

PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	A step forward
SUB-TOPIC(s)	1. 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 and Situation and events' paper
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. 2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else. 3. Invite them to sit down (preferably on the floor) and to read their role card. 4. Now ask them to begin to get into role. 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 you do in your holidays? What excites you and what are you afraid of? 5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line) 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. Otherwise, they should stay where they are and not move. 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 role before debriefing in plenary.
DEBRIEFING/ EVALUATION	<p>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.</p> <ol style="list-style-type: none"> 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 were being ignored? 4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion) 5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like? 6. Does the exercise mirror society in some way? How? 7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them? 8. What first steps could be taken to address the inequalities in society?
TIPS FOR TRAINERS	If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements. In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can. The power of this activity lies in the impact of actually seeing the distance increasing between the participants,

especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles. During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

Role cards

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

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use site on the Internet without fear of censorship.

ACTIVITY #2 A)	
TITLE	4 CORNERS – Values
SUB-TOPIC(s)	1. Human Rights 2. EU Values
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. 4 signs, each designed by one of the following answers: Agree, Disagree, Neither agree or disagree, No opinion.
INSTRUCTIONS	Identify a topic and create 5-10 statements that can be answered with: Agree, Disagree, Neither agree or disagree, No opinion. Post the signs with the 4 possible answers one in each corner of the room. Read aloud one statement and give time to the participants to respond by moving to one of the corners. Members of each response group discuss their choices in their corner and choose a spokesperson to summarize their discussion and presents the group's thoughts to the others. 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 TRAINERS	<p>Introduce the following to the participants before starting the exercise:</p> <p>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.</p> <p>Examples of statements:</p> <ul style="list-style-type: none"> -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)	3. 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 4 signs, each designed by: 1, 2, 3 and “Open corner”
INSTRUCTIONS	Post the 4 signs in each corner of the room. Read aloud one question and give time to the participants to respond by moving to one of the corners. Members of each response group discuss their choices in their corner and choose a spokesperson to summarize their discussion and presents the group's thoughts to the others. Give people the possibility to move to another corner if they want and then move on to the next question.
DEBRIEFING/ EVALUATION	After the exercise have an open discussion and give more information about opportunities to be a volunteer locally and internationally.
TIPS FOR TRAINERS	

1. What do you think about our society and the way the world look like today?

I like it, I don't see the need of any big changes.

I think the world is broken, I would like it to be different in many ways.

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?

Free labour.

Helping and contributing in a good way to society.

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...?

I would pick it up and throw it in the nearest trash.

I would not pick it up because it is not my responsibility.

I would like to pick it up, but it feels a little embarrassing.

- Open corner

4. Why should I volunteer?

There are others who need my help and I want to feel that I am doing something meaningful.

To gain new experience and knowledge.

To change something in my life.

- Open corner

5. If I would become a volunteer, I would prefer to ..?

Go abroad, work in a developing country and help out in a critical situation.

Contribute with my help in the local community, where I live.

Go abroad in Europe and help other communities.

- Open corner

ACTIVITY #3	
TITLE	EU FUNDAMENTAL RIGHTS
SUB-TOPIC(s)	1. Human rights 2. EU values
OBJECTIVE(s)	Learn more about the Charter of Fundamental Rights of European Union. Improve European citizenship and the knowledge about European Union.
TIME	About 1 or 2 hours depending on the number of teams and participants' knowledge about European Union
MATERIALS & PREPARATION	Charter of Fundamental Rights of European Union (https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en) Cards with images/fundamental rights Board/wall to put each pair: image-fundamental right (YES_Annex_M4_A3)
INSTRUCTIONS	<ul style="list-style-type: none"> · Facilitator must start the game by explaining what Charter of Fundamental Rights of European Union is and how is divided; · Facilitator must give 1 image / 1 fundamental right per each participant; · In 5 minutes participants must find their pair. If they have an image they must find the correct fundamental right and vice-versa; · Put each correct pair in the board/wall and start the discussion about each fundamental right: what it means?, is it important nowadays in EU?, is it accomplished in EU?... · In the end divide the fundamental rights by 5 pillars of the Charter (dignity, freedoms, equality, solidarity, justice and citizen's rights).
DEBRIEFING/ EVALUATION	What have you learned in this activity and why it is important to know the fundamental rights of EU?
TIPS FOR TRAINERS	This activity can be adapted depending on the number of participants; Is possible to choose different images for each fundamental right; There are not all fundamental rights in the game. If you go the original document - Charter of Fundamental Rights of European Union – you will find other fundamental rights that are also important. Just choose those which are more appropriate for the group development.

ACTIVITY #4	
TITLE	ELECTIONEERING
SUB-TOPIC(s)	2. EU values 3. 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	An open space, a long wall and 2 chairs Card (A4) and coloured pens to make the signs Sticky tape Small cards and pens for making notes (optional) Make two signs, "agree" and "disagree", and tape them one at either end of a long wall. Make sure there is enough space along the wall for people to form a straight line. Place two chairs in the centre of the room, about 50cms apart, and with space around them for people to move about. Select one statement from the suggestions below, or find your own.
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Point out the two signs at either end of the wall, and explain that you are going to read out a statement, with which they may agree to a greater or lesser extent. 2. Read out your selected statement. 3. Tell people to position themselves along the wall between the two signs according to "how much" they agree or disagree: if they agree or disagree totally they should stand at one of the ends; otherwise they should stand somewhere between the two points. 4. When people have positioned themselves along the line, invite the two at the furthest extremes to occupy the two chairs in the centre of the room. Everyone else should now gather around the chairs, positioning themselves behind the person whose view they agree with "most"; or occupying a position in the centre if they are undecided.

	<p>5. Give each of the people sitting in the chairs one minute to state their reasons for agreeing or disagreeing with the original statement. No one should interrupt or assist them. Everyone should listen in silence.</p> <p>6. At the end of the minute, ask the others in the group to move 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 to prepare arguments supporting their position and to select a different speaker to present these arguments.</p> <p>7. At the end of the ten minutes, call the groups back and invite the two new speakers to occupy the two chairs with their "supporters" around them.</p> <p>8. Give these speakers three minutes each to deliver their arguments, at the end of which time, supporters for one or the other side may change position and move to the opposite group if the opposite side's arguments have been convincing.</p> <p>9. 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.</p> <p>10. Bring everyone together for the debriefing.</p> <p>Statements for discussion:</p> <ul style="list-style-type: none"> • 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. • Neo-fascist parties should be banned. • Extremists should be banned from speaking in public. • Voting should be an obligation. • It's not worth voting for representatives to sit on the school council, because the council only discusses and makes recommendations; it can't make binding decisions.
DEBRIEFING/ EVALUATION	<p>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.</p> <ul style="list-style-type: none"> • 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 democratic society? • Should all opinions be tolerated in a democracy? • How did it feel to be represented in the discussions by someone else and, conversely, how did it feel to be the spokesperson and to have to convey the opinion of your supporters? • How does it feel to be represented in political life at local and national level? Or in participants' organisations or associations (or in the class at school)? • Which human rights have been at stake in this activity?
TIPS FOR TRAINERS	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>You may want to allow the speakers to have a postcard-sized piece of paper with brief notes on to remind them of the different arguments, and to be able to refer to while speaking.</p> <p>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?</p>
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ACTIVITY #5	
TITLE	TAKE ACTION!
SUB-TOPIC(s)	4. 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	<p>A computer and a projector.</p> <p>Posters with the SDGs (as many as the small groups you will create) (download here: https://www.un.org/development/desa/dspd/2015/10/un-adopts-new-global-goals-for-people-and-planet-by-2030/sdg-poster/).</p> <p>The Go goals board game (download here: https://go-goals.org/ or digital version here: https://www.bookwidgets.com/play/QKUJZZ)</p> <p>If needed, print out the "the Lazy person checklist" (digital version here: https://www.bookwidgets.com/play/NKY279)</p>
INSTRUCTIONS	<p>Present to the participants the Sustainable Development Goals (we suggest to use this video https://youtu.be/OXTBYMfZyrM) and start an open discussion. Ask them if they heard about them before and give more information about for example how were they created and their purpose.</p> <p>To make the youth more comfortable with the SDGs make them sit in small groups and read together all the 17 goals. After that make them test their knowledge through the Go goals board game for about 20-30 minutes (you can adjust the rules of the game depending on the target group).</p> <p>And now is time to act! Show to the groups "the Lazy person checklist". Make each group read all the actions and each individual will have to choose a minimum of 5 actions to carry out, possibly from different levels of the check list.</p>
DEBRIEFING/ EVALUATION	<p>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.</p> <p>If possible, have a follow up after some weeks to see if the participant still keep their commitment.</p>
TIPS FOR TRAINERS	Help the participant realize how easy can they make a difference and have an impact on their future and on the future of the planet.

RESOURCES

- 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.salto-youth.net/downloads/toolbox_tool_download-file-1269/One%20day%20around%20European%20Citizenship.pdf
- Activity 4: <https://www.coe.int/en/web/compass/electioneering>
- Activity 5: 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 6: 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/>



5 | INTERCULTURAL DIALOGUE

AIM & OUTCOMES

The main aim of this module is to provide participants with an increased awareness of cultural identity and intercultural dialogue.

The learning objectives of this module are:

- To promote common European values.
- Foster social integration.
- Enhance intercultural understanding and a sense of belonging to the community.
- Prevent violent radicalization.

The expected outcomes are:

- Increased awareness of the importance of cultural valorization.
- Knowledge of strategies to promote intercultural diversity

In a nutshell, we believe that it is crucial for youngsters to learn how to be more tolerant, aware of cultural identities, and value diversity.

SUB-TOPICS

- 5.1 | Stereotypes, Prejudices, and Discrimination
- 5.2 | Understanding and respecting Diversity
- 5.3 | Intercultural Dialogue and Mediation
- 5.4 | Methodologies to bring cultures together

DURATION

4-6 hours



COMPETENCES DO BE DEVELOPED

KNOWLEDGE

- Intercultural Diversity
- Deepen knowledge regarding different cultural values, beliefs, and perceptions.
- Understand the concept of multiculturalism.

SKILLS

- Intercultural Dialogue
- Be able to accept the difference and similarities

ATTITUDES

- Accept different cultures
- Find new ways of communication
- Increase the feeling of being accepted and understood
- Eliminate racist behaviors
- Empathy and tolerance
- Open to new things

ASSESSMENT GUIDANCE

First, we want to make sure that participants understand what is culture and how this can be translated into different things in our society. Participants will have to come up with the positive things and the negatives things of culture and write them down on posts and stick them on the wall.

After the realization of the module participants will be in a position to understand the importance of cultural awareness and respect each other's ideas and opinions. the activities are based on the thematic of building trust between cultures, intercultural dialogue, and understanding.

In the end, participants will share their experience on reflection groups by writing down improvements they saw in their skills and knowledge on post it. they will share the experience with the rest of the group as by listening to themselves the improvement they did, they will be more aware of the skills they earned.



5.1 | STEREOTYPES, PREJUDICES AND DISCRIMINATION

THEORETICAL CONTEXT

Stereotypes, prejudice, and discrimination are understood as related but different concepts.

Stereotypes are regarded as the most cognitive component and often occurs without conscious awareness, whereas prejudice is the affective component of stereotyping and discrimination is one of the behavioural components of prejudicial reactions.

Prejudice and stereotyping are generally considered to be the product of adaptive processes that simplify an otherwise complex world so that people can devote more cognitive resources to other tasks. However, despite any cognitively adaptive function they may serve, using these mental shortcuts when making decisions about other individuals can have serious negative ramifications.

Check this short [video](#)!

Let's have a closer look to the topic...

What are Stereotypes?

Stereotypes are beliefs about people based on their membership in a particular group, and is something that we believe to be true about a particular group of people. By stereotyping we infer that a person has a full range of characteristics and abilities that we assume all members of that group have. We may get these ideas from our own experience, people in our family, the people we know, the groups we belong to, what we see or read in the news or on social media and maybe even from movies. We all stereotype people we meet to some extent, because of these experiences and expectations. When we see people we automatically look for something familiar about them that we can relate to. The use of stereotypes is a major way in which we simplify our social world; since they reduce the amount of processing (i.e. thinking) we have to do when we meet a new person. It makes us feel comfortable.

The Stability of Stereotypes

Stereotypes are not easily changed, for the following reasons:

- When people encounter instances that disconfirm their stereotypes of a particular group, they tend to assume that those instances are atypical subtypes of the group. Example: Ben stereotypes gay men as being unathletic. When he meets Al, an athletic gay man, he assumes that Al is not a typical representative of gay people.

- People's perceptions are influenced by their expectations. Example: Liz has a stereotype of elderly people as mentally unstable. When she sees an elderly woman sitting on a park bench alone, talking out loud, she thinks that the woman is talking to herself because she is unstable. Liz fails to notice that the woman is actually talking on a cell phone.
- People selectively recall instances that confirm their stereotypes and forget about disconfirming instances. Example: Paul has a stereotype of Latin Americans as academically unmotivated. As evidence for his belief, he cites instances when some of his Latin American classmates failed to read required class material. He fails to recall all the times his Latin American classmates did complete their assignments.

Functions of Stereotypes	Dangers of Stereotypes
<p>Stereotypes have several important functions:</p> <ul style="list-style-type: none"> • They allow people to quickly process new information about an event or person. • They organize people's past experiences. • They help people to meaningfully assess differences between individuals and groups. • They help people to make predictions about other people's behaviour. 	<p>Stereotypes can lead to distortions of reality for several reasons:</p> <ul style="list-style-type: none"> • They cause people to exaggerate differences among groups. • They lead people to focus selectively on information that agrees with the stereotype and ignore information that disagrees with it. • They tend to make people see other groups as overly homogenous, even though people can easily see that the groups they belong to are heterogeneous.

Stereotyping can help us relate to others in our world but it can also lead to Prejudice...

What are prejudices?

The classic definition of prejudice is the one put forth by the famous Harvard psychologist, Gordon Allport, who published *The Nature of Prejudice* in 1954: "Prejudice is an antipathy based on faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group or an individual of that group".

Prejudice is a faulty and inflexible generalization precisely because it's purely arbitrary, not subject to change, and usually develops prior to any actual real contact with the object of the prejudice. It's the same as passing judgment on someone before you've ever met them.

As most people today use the word(s), "prejudice" refers to a negative or hostile attitude toward another social group, usually racially defined. "Discrimination", on the other hand, refers to an unfavourable action, behaviour, outcome, or treatment. The distinction is simple: prejudice is a thought or attitude; discrimination is the expression of that thought or attitude. However, prejudice does not automatically lead to discrimination.

Recognising prejudice

- As soon as you hear people making comments like, all men, all people of one race, all girls, all boys, all people of a particular religion, all people with one ear bigger than the other, or

whatever, then you can tell that there is some prejudice there. How can anyone know all people who...? If you catch yourself saying stuff like that, then think! This is the first step to combat Prejudice!

Prejudice and Discrimination

If prejudice describes attitudes and opinions, discrimination refers to actual behaviour towards another group or individual. Discrimination can be seen in practices that disqualify members of one group from opportunities open to others. Discrimination is an action which is an unfair treatment directed against someone. It can be based on many characteristics: age, sex, height, weight, skin colour, clothing, speech, income, education, marital status, sexual orientation, disease, disability, religion and politics.

Check this short [video](#)

We live in a time where we quickly put people in boxes. Maybe we have more in common than what we think?

RESOURCES

- <http://ec.europa.eu/eurostat/documents/3217494/7566774/KS-EZ-16-001-EN-N.pdf/ac04885c-cfff-4f9c-9f30-c9337ba929aa>
- Poverty and social exclusion - Employment, Social Affairs & Inclusion - European Commission (europa.eu)
- The Promotion of Social Inclusion (publishing.service.gov.uk)
- Prejudice and Stereotyping - Psychology - Oxford Bibliographies
- <https://www.coe.int/en/web/compass/discrimination-and-intolerance>
- <https://en.unesco.org/themes/fostering-rights-inclusion>



5.2 | UNDERSTANDING AND RESPECTING DIVERSITY

THEORETICAL CONTEXT

Diversity in the context of this programme refers to differences of all kinds. Some types of diversity are more obvious than others, such as ethnicity, religion, culture and language. But diversity goes wider. It also refers to different (dis)abilities, educational levels, social backgrounds, economic situations and health issues, between others.

A growing number of neighbourhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations, etc. For these reasons, today's youngsters are more likely to face the challenges of interacting and working with people different from themselves. The ability to relate well to all types of people is a skill that is becoming increasingly important. Understanding, accepting, and valuing diverse backgrounds can help the youngsters to make a difference in this ever-changing society.

Diversity not only assumes that all individuals are unique, i.e., different, but that difference is indeed added-value.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

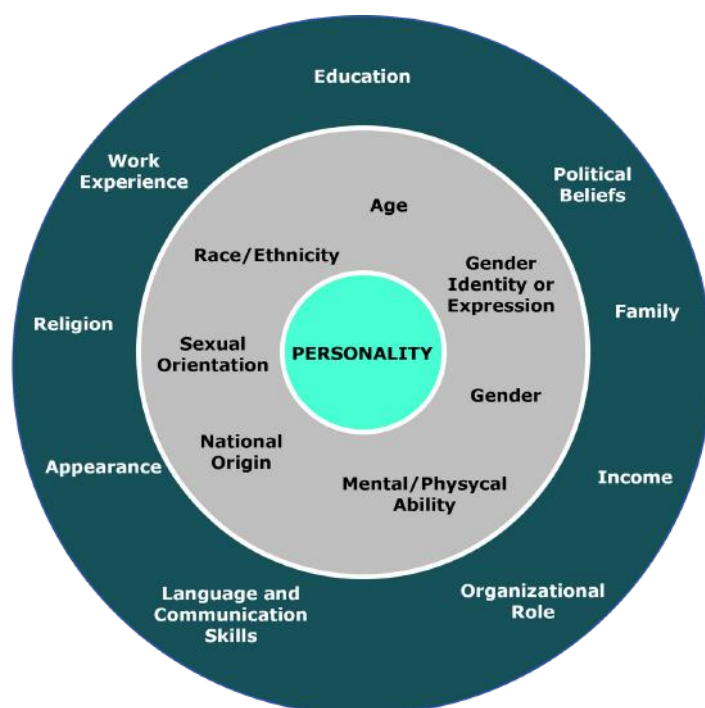
While inclusion of everyone ensures that all people can take part, the focus on diversity ensures that everybody can take part on their own terms, recognizing the value of differences in norms, beliefs, attitudes and life experience.

How does Diversity look like?

Diversity is not just about our external appearance. Some types of diversity are more obvious than others, such as ethnicity, religion, culture and language. But diversity goes wider. It also refers to different (dis)abilities, educational levels, social backgrounds, economic situations and health issues, between others. I'm sure that you can think of lots more differences that all add to the diversity of human beings in our world.

Dimensions of Diversity

The "Dimensions of Diversity" wheel shows the complexity of the diversity filters through which all of us process stimuli and information. That in turn leads to the assumptions that we make (usually about the behaviours of other people), which ultimately drive our own behaviours, which in turn have an impact on others.



1. **Personality:** This includes an individual's likes and dislikes, values, and beliefs. Personality is shaped early in life and is both influenced by, and influences, the other two layers throughout one's lifetime and career choices.

2. **Internal dimensions:** These include aspects of diversity over which we have no control (though "physical ability" can change over time due to choices we make to be active or not, or in cases of illness or accidents). This dimension is the layer in which many divisions between and among people exist and which forms the core of many diversity efforts. These dimensions include the first things we see in other people, such as race or gender and on which we make many assumptions and base judgments.

3. **External dimensions:** These include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles. This layer often determines, in part, with whom we develop friendships and what we do for work. This layer also tells us much about whom we like to be with.

RESOURCES

- <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
- <https://fra.europa.eu/en/publication/2015/promoting-respect-and-diversity-combating-intolerance-and-hate>
- https://www.salto-youth.net/downloads/4-17-2201/SALTO%20booklet_new.pdf

5.3 | INTERCULTURAL DIALOGUE AND MEDIATION

THEORETICAL CONTEXT

Social education is one of the structures in mediation and dialogue education. The model of intercultural dialogue should be one of the main subjects of universities, non-governmental organizations, and elementary schools. One of the most important strategical steps of intercultural dialogue is based on intercultural education, therefore this mechanism should be an important factor in an intercultural education system.

There is a great need for communication pioneers who will conduct the intercultural dialogue projects, from elementary school up to university level. It is essential for students to be aware of what intercultural dialogue is and how they can change their way of thinking and look at things in a different way. In order to accept the people around us, and be able to build strong partnerships we have to be aware of the intercultural dialogue, and how we can work on that in order to Achieve a desirable result on that partnership.

It is essential when you want to start mediation training, is to form a consensus and create an intercultural model. Creating common communication coed will help people from around the world to understand them, because you create a strategy that is understood in any culture and to develop creative strategies upon these codes in mediation training.

Like traffic signs in a foreign language, the fine print can be indecipherable, but the red or green background gives hints of whether to speed or slow”(Love, Haley,2011,p.114).

There is a list of some of the communication codes that trainers of mediation and intercultural dialogue use.

- Universal values of humanity.
- most powerful symbols should be picked to emphasize on the sensibility of the situation.
- Cultures should run mutual communication campaigns in order to express their respects to mutual griefs.
- Suitable communication channels should be created and emotions should be expressed in appropriate communication platforms.
- A teaching communication language should be used to stop the same mistakes from happening.
- A future-oriented frame should be created.
- With other nations' and people's sincere support and reactions, an intercultural consensus should be maintained.

RESOURCES

- https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf
- Haynes, J.M.,Haynes,G.L.,Fong,L. S.(2004). Mediation: Positive Conflict Management. New York: State University of New York Press.

5.4 | METODOLOGIES TO BRING CULTURES TOGETHER

THEORETICAL CONTEXT

Working effectively across cultures takes a lot of personal effort to achieve. Organizations and individuals who are working with people from different cultures and in intercultural environments and work with projects together must be aware that they need to find an effective way to collaborate despite the cultural differences and background they come from. Few steps to follow for individuals and organizations are as follows.

1. Start by getting information on other cultures, through books, videos, and personal stories of colleagues. It is important to understand the impact of some stereotypes and preconceptions you might have and consider your responses on different situations.
2. Be objective. Find different ways of approach when comes to sensitive subjects or more general when working on a project together. Do you often say the same thing with different words?
3. Adapt your way of thinking. A cross-cultural environment has the ability to change. Therefore you need to be ready to adapt your language and approach and to carefully make assumptions about people and situations.
4. Stay Curious. This is the number one guidance on motivating you to never stop learning and expanding your knowledge. If some behaviors are weird for you, wonder why, and look for questions. At the end of the day, you will understand a lot more and a pattern when working together.
5. Empathize. In order to understand others, you need to listen and find a common ground where you will sympathize with the person in front of you and understand what made them think the way they do. You do not necessarily need to agree, you can agree that you disagree and it's worthwhile to take the steps towards understanding.
6. Understanding takes time. Be patient when it comes to understanding the other person, you both need to have a common ground, and step by step, conversation through conversation many obstacles will be removed away. And new cultural situations will shine.
7. crossing cultural borders can be exhausting. Humor can help you get through some difficult times and situations. Understanding the other is not an easy job, all it takes is effort, time, understanding, and of course humor

RESOURCES

- https://us.sagepub.com/sites/default/files/upm-assets/9423_book_item_9423.pdf
- <https://www.ricsrecruit.com/article/work-effectively-across-cultures>

PROPOSED ACTIVITIES

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 minutes
MATERIALS & PREPARATION	Task paper, Paper, Pen
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Give a copy of the following task sheet for each participant. Give them a piece of paper and a pen 2. Participants need to think from which cultures they come from and write it down on the paper, then they exchange it with another participant 3. You give the task paper and they follow the instructions 4. They have to write the answers based on the other participant's culture based on the knowledge they have 5. Students answer the questions individually 6. In a circle, we share the task sheets with the rest of the group and discuss the results 7. Are the things we believe for one culture really exist? How do other people think of us? <p>If participants are from the same cultural background, the facilitator can create a set of roles and distribute them among the participants, and then they will answer the questions based on the roles they are given. for ex. give a variety of nationalities, occupation status, migrant, refugee status.</p>
DEBRIEFING/ EVALUATION	Discuss the differences in the answers, Are they based on Stereotypes/pre-conceptions/assumptions? How do we face multiculturalism?
TIPS FOR TRAINERS	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. Stereotypes, Prejudices, and Discrimination 2. Understanding and respecting Diversity
OBJECTIVE(s)	Understanding the concepts of tolerance", "discrimination", "Racism", "Inequality"
TIME	60 minutes
MATERIALS & PREPARATION	Pens, Markers, Paper, Glue, Newspaper, Decorative objects
INSTRUCTIONS	<p>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?</p> <p>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. - Each group will have up to 5 minutes to showcase their creation to the rest of the group.</p>
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 TRAINERS	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	Human Library
SUB-TOPIC(s)	2. Understanding and respecting Diversity 4. Methodologies to bring cultures together
OBJECTIVE(s)	<p>Raising awareness about the existence and the need to combat prejudices, stigma, and stereotypes</p> <p>Clarifying existing misconceptions about others</p> <p>Developing authentic communication skills</p> <p>Cultivating empathy and respect for others / accepting human diversity</p> <p>Self-awareness and self-exploration</p> <p>Cultivating the attitude of reacting against human rights violation.</p>
TIME	60 minutes
MATERIALS & PREPARATION	<p>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</p> <p>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.</p>

INSTRUCTIONS	<p>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.</p> <ol style="list-style-type: none"> 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
DEBRIEFING/ EVALUATION	<p>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?</p>
TIPS FOR TRAINERS	Mention the quote " Do not judge a book by its cover"

ACTIVITY #4	
TITLE	Identity
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Stereotypes, Prejudices, and Discrimination 3. Intercultural Dialogue and Mediation
OBJECTIVE(s)	<p>Stereotypes and discrimination of everyday life Understand culture awareness To develop respect for other cultures Promote communication with other cultures</p>
TIME	60 minutes
MATERIALS & PREPARATION	<p>Labels : People coming from: Cyprus, Ghana, France, England, USA Romania, Bulgaria, Turkey, Italy, Norway</p> <p>Chairs (optional), Bell, Pen, Paper</p>
INSTRUCTIONS	<p>Split the group into two groups, make two circles, circle A will be inside facing circle B. Participants standing in Circle B will rotate clockwise with the sound of the bell every 2 minutes. Group A will not move just listen to what group B has to say. Circle A will have labels on their head, they won't know what their label is, they will have to write down all the information they receive from Circle B. Until the end of the activity, no one will have to expose the identity of the other. Circle B should express their feelings based on the nationality they see on the person who is sitting in the group A. it can be any type of information but always based on how they feel for this person coming from this specific nationality based on their experience or things they have heard.</p>
DEBRIEFING/ EVALUATION	<p>Gather the group in a circle and without revealing their roles make questions: How was the activity? How did Circle feel? Were any conflicting opinions about your role? How did that make you feel? Did the opinion of the circle B affect you? Was it hard for circle B to express their feeling and opinion about the labels of circle A?</p>
TIPS FOR TRAINERS	Facilitators should always remind participants that this is an exercise and a safe space. Any personal opinions about any nationality, the facilitator should point out that the is a stereotypical way of thinking and t does not characterize the whole nation.

ACTIVITY #5	
TITLE	The World Café
SUB-TOPIC(s)	4. 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 minutes
MATERIALS & PREPARATION	Tables, chairs, large papers, and writing material for each table
INSTRUCTIONS	<p>The World Café requires a set of tables and chairs just like in any other café. 4 to 5 people should sit at each table. 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 table, 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 tables freely, except for one person, who should stay at the table 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 H O w many people involved: minimum 12, no maximum. Target: you can use this technique with any age group. Where: This method requires a large space with room for several tables. Materials Required: Tables, chairs, large papers, and writing material for each table. Anita Silva Methods 31 previous conversation before starting a new round. The next rounds follow the same pattern and always a new person is asked to stay in the table as a table host while others move individually to any other table. 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.</p>
DEBRIEFING/ EVALUATION	<p>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?</p>
TIPS FOR TRAINERS	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	Where do you stand?
SUB-TOPIC(s)	3. Intercultural Dialogue and Mediation 4. Methodologies to bring cultures together
OBJECTIVE(s)	To understand participation To develop listening skills To listen to other opinions To develop skills for discussion and reasoning
TIME	30 minutes
MATERIALS & PREPARATION	Statements, traffic lights (printouts of I Agree/I don't know/I disagree) (refer to material section), duct tape
INSTRUCTIONS	<p>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.</p> <p>(Please adjust the statements according to the context of the school and the sensitivities of the area)</p> <p>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.</p>
DEBRIEFING/ EVALUATION	<p>How did you find the activity?</p> <p>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?</p> <p>Is it ok for people to change their opinions or shall we stick to one opinion?</p> <p>Were there any statements more complicated than others?</p> <p>Were there statements for which you are still unsure?</p> <p>Would you like to talk more about some issues?</p> <p>Did you learn anything new from this activity? What is that?</p>
TIPS FOR TRAINERS	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.

RESOURCES

- https://www.skillsyouneed.com/ips/what-is-communication.html?fbclid=IwAR3dyr6_u202l63fnVHltrTyKiDWrz61Ca6Nw6a1p4-9707J4-IXvgIIQnE
- <http://www.theworldcafe.com/>
- <https://www.humak.fi/wp-content/uploads/2019/10/developing-youth-work-innovation-e-handbook-futurelabs.pdf>
- <https://www.igi-global.com/dictionary/cultural-awareness/6366>

6 | RELATIONSHIP & LEADERSHIP

AIM & OUTCOMES

This training module focuses on developing the skills youth will need to build and sustain social (and professional) relationships and managing a team.

The learning objectives of this module are:

- Developing awareness of their own strengths and weaknesses as a leader.
- Learning to leverage their strengths and control their weaknesses when they lead a team or project.
- Learning to manage relationships with their team members through proven coaching, mentoring, and conflict resolution techniques.
- Mastering goal-setting and planning methods designed to set them and their team up for success.
- Learn how to set up a creative environment for their team, and how to motivate each team member to reach his or her potential.

The learning outcomes are:

- Exercises to build positive, non-judgemental relationships with the others
- Tips on how to create safe, motivating and inclusive working environments for individuals and groups
- Activities to support the competence and confidence development of young people.

Helping young people develop leadership competencies makes them better able to solve community problems and it is set to enhance their civic participation.



SUB-TOPICS

- 6.1 | Teamwork
- 6.2 | Motivating others
- 6.3 | Conflict Management
- 6.4 | Empathy
- 6.5 | Interpersonal skills
- 6.6 | Leadership

DURATION

6 hours

COMPETENCES DO BE DEVELOPED

KNOWLEDGE

- Interests, concerns and needs of young people
- Group dynamics, diversity backgrounds and challenges of young people
- Conflict
- Teamwork, learning in teams

SKILLS

- Democratic leadership, active listening
- Motivating young people, coaching, feedback, creativity, inclusive educational approaches, group management, facilitation, debriefing, problem solving, mediation and conflict transformation
- Coaching, empathy, communication, feedback
- Facilitation, communication, debriefing
- Facilitation, active listening, conflict transformation, mediation, dealing with unexpected situations
- Democratic leadership, active listening, process management, group management,
- Evaluation, co-operation, communication, partnership-building

ATTITUDES

- Curiosity, empathy, self-awareness, confidentiality
- Willingness to experiment, support for young people taking the lead, acceptance of the positive potential of conflict
- Responsible risk-taking
- Empathy, tolerance of ambiguity, self-awareness, emotional stability, sensitivity, distance from social roles, clarity on one's own values
- Openness to be challenged, readiness to challenge others, orientation towards the common good, respect for others
- Trust, openness to the views of others, self-management, adaptation to unforeseen changes
- Personal initiative, openness to constructive criticism

ASSESSMENT GUIDANCE

Before the implementation of the training, it is important to implement a pre-assessment activity: this assessment is composed of questions to help define participant current leadership competencies. They have to rate themselves in terms of the degree to which they think they

think they possess the attribute or perform the leadership skill. It is not a test. There is no right or wrong answer. Participants don't have to answer in terms of how they would like to see themselves, what they should be doing, or how they think others view them. Instead, it is important to be realistic and honest with themselves.

After they have completed the assessment, they can go back and place a check beside the categories they will include in the Personal Development Plan and work on for this program.

The purpose of this self- assessment tool is to help them think about the many skills and attributes of leadership, the ones they already possess, and the ones they would like to develop. There is no way that any one person can master all of these, even in a lifetime.

After the activities, the strategy to assess the developed competences is based on Self-Assessment: a series of statements and reflective questions that offer insight into your leadership style to help you identify your strengths and opportunities for growth.

It is possible also to use other non formal assessment tools, aimed at helping participants articulating what they have learnt and what competences they still need to develop, and reflecting on the importance of acknowledging what they do not know.

The last step in the self-assessment is aimed at contextualizing one's relationship and leadership skills in being an active citizen: the youth worker can facilitate individual or group reflection on how this set of skills translates into management and collaboration within a team (of volunteers), and in the development of the sense of belonging to a community.

Self-assessment exercise:

Self-Assessment Statements	Rating
1. In a discussion, I can see areas of agreement among differing opinions.	1 2 3
2. I lead by example, not just by words.	1 2 3
3. I notice good work and I give staff positive feedback.	1 2 3
4. I recognize the value of humor in the workplace.	1 2 3
5. I have a vision of where the agency/center/project I lead is going and can communicate it to others.	1 2 3
6. When something is not going right for one of my staff members, I take the time to help them think it through and develop an approach to solving it.	1 2 3
7. I am comfortable telling others when I don't know the answer to a particular question.	1 2 3
8. I make sure we celebrate as a team when we meet milestones.	1 2 3
9. I have ways of handling the pressures of my position that allow me to think and strategize even in the midst of crisis.	1 2 3
10. I focus the work of the agency/center/project I lead around the children and families we serve.	1 2 3

11. I make sure people know that it is safe to share their opinions and to say what they really think and feel.	1	2	3
12. I encourage people to let me know what they need in order to work well and, whenever possible, ensure that they get it.	1	2	3
13. I gather input from others and involve staff in decision-making. I devolve decision-making whenever appropriate.	1	2	3
14. I make opportunities to stay current about issues in the field.	1	2	3
15. I think before I act.	1	2	3
16. I meet regularly with the staff who report to me.	1	2	3
17. I solicit feedback from my staff about my own performance.	1	2	3
18. I have a mentor or supervisor in the organization.	1	2	3

If your responses were mostly:

Ones: Reflective supervision may be new to you or your organization. Consider attending an external training session on reflective supervision and relationship-based organizations. You also may wish to do some independent reading on reflective supervision. See articles in the ZERO TO THREE Journal for additional resources.

Twos: Reflective supervision is not entirely new to you, but you may be hesitant to fully implement it in practice. Beginning with the areas you marked as “ones,” work with your supervisor to identify experiences that will help you build your skills and use them with confidence. Consider attending workshops or conferences on the subject.

Threes: You are comfortable using reflective supervision with your staff and have integrated many facets of this approach into your daily work. You can expand your knowledge and continue growing by identifying your next challenges, for example: develop your own training session on reflective supervision, mentor a colleague, and continue to take external classes and conferences.



6.1 | TEAMWORK

THEORETICAL CONTEXT

Teamwork is generally understood as the willingness of a group of people to work together to achieve a common aim. A team exists when individual strengths and skills are combined with teamwork, in the pursuit of a common direction or cause, in order to produce meaningful results for the team members and the organisation. A team combines individual strengths with a shared commitment to performance, it's not just about getting on well together.

Teamwork is absolutely fundamental for teams to work effectively. Only when the skills and strengths of individual team members are joined with shared goals, and a focus on collective performance, will you start to see the benefits of a team at work.



A relevant aspect of teamwork is building relationship among team members: the concept of relationship provides the analytical and operational framework through which the relational paradigm reveals itself, may be studied, and is put into practice. This concept gives hands and voice to the process of continuous interaction in political, social, and economic life. It is both a framework for analysis and an instrument of change.

Relationship is the cumulative experience of interacting. In interaction each individual internalizes as a whole human being— rather than just intellectualizing—the complexity of other whole persons and groups. Each enters the flow of a multilevel process of interaction, not just acting and reacting rationally.

Referring to YES training programme, being able to work together as a team is one of the greatest assets - volunteering as a team takes teamwork to a whole new level. The benefits are practically endless. It is not only helping others, but also knowing oneself to improve as a person. Giving back gives the opportunity to help change in a community and work for something great, while also strengthening self-esteem.

RESOURCES

- Developing a Teamwork Definition: <https://the-happy-manager.com/tips/teamwork-definition/>
- Benefits of Teamwork: Why Teamwork? <https://the-happy-manager.com/tips/benefits-of-teamwork/>

6.2 | MOTIVATING OTHERS

THEORETICAL CONTEXT

Motivated people advance further and faster in their careers, earn more money, are more productive, experience more satisfying relationships and are happier than less motivated people. So it is important to be motivated and to learn how to motivate the others.

Motivation is a skill that can be nurtured and developed in oneself and others, leaders still play a vital role. The next advance needed in today's organizations is to develop motivation into a strategic leadership capacity.

Through this competency or skill, it is possible for leaders to enhance the commitment of other workers/group members and enable them to work towards achieving the common goal the organization has set them.

Motivation comes from the Latin word "moving". You must be able to move, you must be moved, you must let yourself be moved in order to move others.

It has something to do with trust, acceptance, encouragement and a little talent in enthusiasm and motivation.

If you cannot manage to build up a trusting relationship, then you will not be able to motivate all members of your group.

Some motivational factors which youth can apply:



Strictly related to Motivation, Leadership concept refers to the process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more organized and logical meaning Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skills.

Good leaders develop through a never ending process of self-study, education, training, and experience. A dedicated leader inspires his workers into higher levels of teamwork, there are certain things that an effective and dedicated leader must be, know, and, do. These do not come naturally, but are acquired through continual work and study.

As result of the empowerment process, the young active citizen promotes the quality of life in a community developing a combination of knowledge, skills, values and motivation to work to make a difference in the society.

RESOURCES

- Leadership and Motivation: The Fifty-fifty Rule and the Eight Key Principles, John Eric Adair: <https://books.google.it/books?hl=it&lr=&id=Bnyp602iJkcC&oi=fnd&pg=PR11&dq=motivating+others+leadership&ots=kkfsFbIVRP&sig=HIKxUbshluPudDdlOj2lgI8yCLU#v=onepage&q=motivating%20others%20leadership&f=false>
- Motivation in youth work: <http://www.youthwork-practice.com/youthworker-training/motivation.html>



6.3 | MANAGING CONFLICT

THEORETICAL CONTEXT

Conflict is normal, and even a healthy, part of relationships.

Leaders must act responsibly to be respected. Leadership is not a popularity contest; it is a serious responsibility that primarily involves developing and guiding the full potential in people, teams and the organization at-large. An important part in the process of developing potential is knowing how to see conflict and when to seize the opportunity within the conflict before healthy tension turns into overly disruptive chaos.

If conflict is an inescapable part of life, then young people, whatever their background, need to be given the chance to discover and develop ways to find the opportunity as well as the dangers in the conflicts in their lives. In any conflict, there is the potential for growth and positive change.

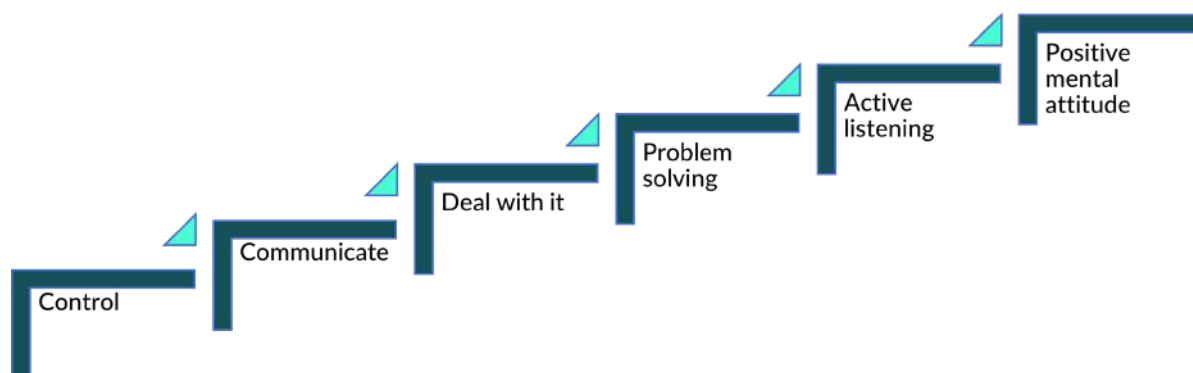
Conflict is not necessarily destructive if handled properly. It can become a valuable tool in building up skills and personal strengths: when acknowledged and explored in a safe environment, it can provide powerful coping and management techniques, building on the premise that everyone – and their feelings – deserve respect. Viewed in this light, the management of conflict can be seen as inextricably bound up in the earlier topics covered: self-esteem and trust.

Managing conflict in a team – in work, college or in a friendship group – means learning how to work with different people.

Conflict can be a small difference of opinion or a full-blown argument. The team leader may naturally take the lead in managing conflict but it is important that all team members know how to resolve conflict and that everyone can recognise positive and negative behaviours that might make a situation worse.

Conflict itself isn't always a bad thing. Differing opinions bring about fresh thinking and allow us all to develop our working styles. The real problems come from handling conflict badly.

So how do we get it right?



The aim of exploring how to manage conflict is to understand the sources of conflict and allow powerful emotions to flourish into a sense of empowerment, more positive human relationships and an enhanced sense of personal worth.

The youth workers' role is to be open, non-judgemental, accepting and positive, and careful trustees of young people's growing vulnerability and openness. They should help the participants to recognise that confronting conflict is daring, exciting and challenging.

RESOURCES

- How To Manage Conflict In A Team – Do's And Don't's:
<https://www.youthemployment.org.uk/young-prof-article/managing-conflict-team/>
- Conflict Management Skills Needed in Youth Work: <https://yipa.org/conflict-management-youth-work/>
- Conflict resolution skills: <https://www.edcc.edu/counseling/documents/Conflict.pdf>
- The big book of conflict resolution games - Mary Scannell
<https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>



6.4 | EMPATHY

THEORETICAL CONTEXT

In its simplest form, empathy is the ability to recognize emotions in others, and to understand other people's perspectives on a situation. At its most developed, empathy enables you to use that insight to improve someone else's mood and to support them through challenging situations. Empathy is often confused with sympathy, but they are not the same thing. Sympathy is a feeling of concern for someone, and a sense that they could be happier. Unlike empathy, sympathy doesn't involve shared perspective or emotions.

According to influential psychologist Daniel Goleman, empathy is one of the five key components of emotional intelligence – a vital leadership skill. It develops through three stages: cognitive empathy, emotional empathy and compassionate empathy.

Cognitive Empathy	is the ability to understand what another person might be thinking or feeling. It need not involve any emotional engagement by the observer. Cognitive empathy is a mostly rational, intellectual, and emotionally neutral ability.
Emotional Empathy	is the ability to share the feelings of another person, and so to understand that person on a deeper level. It's sometimes called "affective empathy" because it affects or changes you. It's not just a matter of knowing how someone feels, but of creating genuine rapport with them. Anyone leading a team will benefit from developing at least some emotional empathy. It helps to build trust between leaders and team members, and to develop honesty and openness. But empathy is most valuable when it's combined with action .
Compassionate Empathy	is the most active form of empathy. It involves not only having concern for another person, and sharing their emotional pain, but also taking practical steps to reduce it.

To use empathy effectively, you need to put aside your own viewpoint and see things from the other person's perspective. Then, you can recognize behaviour that appears at first sight to be over emotional, stubborn, or unreasonable as simply a reaction based on a person's prior knowledge and experiences. Empathy enables you to know if the people you're trying to reach are actually reached. It allows to predict the effect decisions and actions will have on core audiences and strategize accordingly. Without empathy, it isn't possible to build a team or nurture a new generation of leaders. It isn't possible to inspire followers or elicit loyalty.

RESOURCES

- 8 Key Skills of Empathy, by Jesse Lahey: <https://engagingleader.com/8-key-skills-of-empathy/>
- Empathy, a key element in interpersonal relationships, European Youth Portal: https://europa.eu/youth/es/article/66/33625_en
- 5 Tips for Empathy-Building in Youth, Center for Healthy Minds University of Wisconsin – Madison: <https://centerhealthyminds.org/join-the-movement/5-tips-for-empathy-building-in-teens>
- Empathy Is An Essential Leadership Skill - Prudy Gourguechon <https://www.forbes.com/sites/prudygourguechon/2017/12/26/empathy-is-an-essential-leadership-skill-and-theres-nothing-soft-about-it/>

6.5 | INTERPERSONAL SKILLS

THEORETICAL CONTEXT

Human beings seek connection with others. It's one of the most primary drives we have. Healthy relationships will enhance your life, they will increase your sense of worth and belonging and will help you to stretch and grow.



The keys to healthy relationships are:

1. **Mutual respect**

Mutual respect is where both people treat each other in a thoughtful, considerate and courteous way. This means that you appreciate each other's opinions, values and wishes. Mutual respect happens when both parties make an effort to not only understand these opinions, values and wishes, but to take them into account when making decisions.

Mutual respect is about holding each other up, supporting one another and looking to build up the positives in the other person.

2. **Empathy**

Empathy is about being able to put yourself in someone else's shoes, and understand where they are coming from. It is key to positive relationships.

3. **Two-way communication**

When you tell the person something, make sure that your message is received and understood. And when you listen to the other person, make sure you listen and understand what they are saying.

4. **Accepting and celebrating differences**

We're not all the same, and what makes us different can be the glue that binds relationships together. What you offer the relationship, and what they offer, may be different qualities. But you both bring something to the table. Try to appreciate what makes someone else unique, and practice empathy towards them.

5. Sharing your needs

If you need something or want something, ask for it. You will find that people are much more attentive to your needs if you simply ask for things. The added benefit is that you get your needs and wants met without having a fight over them. Regarding the other person, clearly and kindly explain that if they want or need something, you are more than happy to help, you just need to know what their want or need is.

6. Appreciation

It's important in any relationship that there is mutual appreciation. Complement the person, and thank them regularly. Acknowledge their achievements and show gratitude when they do something for you.

This set of interpersonal skills play a crucial role in the relation between the young volunteer, his/her peers in the team and the beneficiaries of volunteerism, in terms of reciprocity.

RESOURCES

- Leadership and Motivation: The Fifty-fifty Rule and the Eight Key Principles, John Eric Adair: <https://books.google.it/books?hl=it&lr=&id=Bnyp602iJkcC&oi=fnd&pg=PR11&dq=motivating+others+leadership&ots=kkfsFbIVRP&sig=HIKxUbshluPudDdIOj2lgl8yCLU#v=onepage&q=motivating%20others%20leadership&f=false>
- Motivation in youth work: <http://www.youthwork-practice.com/youthworker-training/motivation.html>



6.6 | LEADERSHIP

THEORETICAL CONTEXT

When working in a group, it is important to have a common goal around which group members can unite. This is something on which all group members can agree and which they all desire to work towards to. When leaders find that they have particularly strong-willed group members who seem to dominate the conversations, or several group members who do not seem to get along, communication can often be the key to resolving the conflict. While leadership styles may vary depending on the person and the situation, it is always important for leaders to remember their role in the group.

How to lead for Team Inclusion?

What are the ways to insure full participation/ inclusion/ contribution of team members? How does the team members insure the involvement of a passive and uninterested team member?

Every group consist of different individuals with different personalities, background and values. Some group members are more active than others, some contribute more than others, and some are more motivated than others. To ensure a viable and effective team, the group must make sure that every team member participates, contributes and feels as part of the team, by providing:

- **Motivation:** is perhaps the most important factor to ensure effective inclusion of team member. The foundation of recognition and motivation is that people need and want acceptance, approval and appreciation.
- **Build Confidence:** A team duty is to notice and take steps to improve the behaviour of each member. The team should be able to identify their strengths as a team.
- **Ensure collaborative climate:** the group's ability to effectively collaborate, share data and insight in open and positive climate will affect the degree of participation of its members. Non-judgmental attitude void of team politics is an essential ingredient to building such climate in a group. In addition, a team should be able to establish open and direct relationships.

RESOURCES

- **Leadership and Motivation: The Fifty-fifty Rule and the Eight Key Principles**, John Eric Adair: <https://books.google.it/books?hl=it&lr=&id=Bnyp602iJkcC&oi=fnd&pg=PR11&dq=motivating+others+leadership&ots=kksFbIVRP&sig=HIKxUbshluPudDdIOj2lgl8yCLU#v=onepage&q=motivating%20others%20leadership&f=false>

PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Box Buddy
SUB-TOPIC(s)	2. Motivating others
OBJECTIVE(s)	To teach people co-operation skills and to motivate them to build their team spirit.
TIME	30 minutes
MATERIALS & PREPARATION	Papers, pens, box
INSTRUCTIONS	<p>Each person in group gets given a number (1,2,3,4 etc) on a piece of paper, they write their number on the paper and then hand it back to the trainer.</p> <p>The trainer goes to another room and randomly puts each number into different boxes.</p> <p>The participants take it in turns to go into the box room and have to find their number paper by looking in boxes one at a time. But they only get to look in half the boxes and can only make a plan with the others before entering the box room.</p> <p>After they leave the room, they are not allowed to meet the team.</p>
DEBRIEFING/ EVALUATION	Discussions at the end, debate about the importance of having a common strategy (and a division of tasks, according to a spirit of collaboration) to achieve the result, in a team.
TIPS FOR TRAINERS	<p>For the final discussion the trainer can use questions like:</p> <p>Did you all find your number?</p> <p>Do you understand the maths?</p>

ACTIVITY #2	
TITLE	Toaster, Washing machine & Hoover
SUB-TOPIC(s)	2. Motivating others
OBJECTIVE(s)	To energize participants and to motivate them to get more involved in the activities.
TIME	5 minutes
MATERIALS & PREPARATION	
INSTRUCTIONS	<p>Group starts in a circle. Leader goes round circle making each person a „toaster, washing machine or hoover, they then have to get into groups of three with similarly named members of the group. They then go to their groups and do the mimes as the leader calls them out increasingly quickly.</p> <ol style="list-style-type: none"> 1. Washing machine mime is 2 people create a window by linking their hands and the third person puts their head in the frame and moves it around like washing. 2. Toaster mime is 2 people linking hands facing each other and the middle person stands in the linked hands and jumps up and down. 3. Hoover is a wheel barrow with 2 different people holding their legs.
DEBRIEFING/ EVALUATION	<p>Discussions: Did you enjoy it? Do you feel more energized? Are you more prepared to continue working?</p> <p>Reflection: importance of a positive and energetic mood in a team.</p>
TIPS FOR TRAINERS	

ACTIVITY #3	
TITLE	Catch and motivate
SUB-TOPIC(s)	2. Motivating others
OBJECTIVE(s)	Energize the group and find things that motivate people to do something.
TIME	20 minutes
MATERIALS & PREPARATION	
INSTRUCTIONS	<p>The players should be standing in a circle with their arms crossed.</p> <p>The person in the centre will throw the ball to someone in the circle.</p> <p>They will either say, "Motivate" or "Don't Motivate". If they say "Motivate", the player should catch the ball and say something that motivates people (for example money, appreciation and so on).</p> <p>If they say "Don't Motivate" , the player should not catch the ball and say a thing that does not motivate people (for example screaming or criticizing them).</p> <p>If a player does not answer to the question quickly or misses the ball or does the wrong, then he is out.</p>
DEBRIEFING/ EVALUATION	<p>Debriefing: Was it hard? Did you identify easily motivating factors where you were put under pressure?</p> <p>How motivation can influence the decision to be active citizen and engage directly in the community.</p>
TIPS FOR TRAINERS	

ACTIVITY #4	
TITLE	My story
SUB-TOPIC(s)	2. Motivating others
OBJECTIVE(s)	Put participants (volunteers) face to face to their target audiences in order to help them see the results of their work and to help them feel more motivated about what they are doing.
TIME	20 minutes
MATERIALS & PREPARATION	
INSTRUCTIONS	<p>Split the group into two: one will be the beneficiaries and the other the volunteers. The beneficiaries will have to think about how volunteers help them by doing this activity and to write a note to one of the volunteers and say thank you. In pairs beneficiaries exchange messages and discuss.</p>
DEBRIEFING/ EVALUATION	<p>How did you feel? Did you feel your work was appreciated? Did you feel valued?</p> <p>Discussion about the reciprocity in the relationship between giver and receiver.</p>
TIPS FOR TRAINERS	

ACTIVITY #5	
TITLE	Journal Tower Challenge
SUB-TOPIC(s)	1. Teamwork
OBJECTIVE(s)	The team will practice the design process that includes thinking, doing, prototyping, and iteration. This last point, iteration, may be the most important. Creativity and team building are one of the most important outcomes. The goal is to create a teamwork experience that can be debriefed along various angles, such as roles in a team, or what it takes to innovate.
TIME	30 minutes
MATERIALS & PREPARATION	Pieces of journal, one yard of string, one yard of tape
INSTRUCTIONS	To team is given a handful of supplies to work with – journal, tape, and string – and given 18 minutes to build the tallest possible tower. All the materials are on the table and after dividing the team they start to work for 18 minutes.
DEBRIEFING/ EVALUATION	<p>After the challenge is finished, move on with the debriefing discussion (you may use the leading questions from the attached ppt):</p> <p>Show debriefing questions and instruct to:</p> <ol style="list-style-type: none"> 1) Reflect alone (5 mins) 2) Sharing within team (10 mins) 3) Triad discussions with extra questions about roles (3*3 mins) <p>Debriefing questions:</p> <p>For personal reflection:</p> <ul style="list-style-type: none"> What was the strategy of the team? What was my role in the team? What worked well in my team? What would I improve next time in my team's work? <p>For sharing within the team:</p> <ul style="list-style-type: none"> What worked well in my team? What would I improve next time in my team's work? <p>For triad discussion:</p> <ul style="list-style-type: none"> What are the advantageous aspects of your role? (that you usually take) What are the disadvantageous aspects of your role? (that you usually take) <p>What learning would you take away from this exercise?</p>
TIPS FOR TRAINERS	<p>Before starting the challenge, make sure that there is a table set up with materials for each team. Create teams of four participants, explain the task below and run the challenge.</p> <p>Emphasise the following details of the instructions:</p> <p>Build the Tallest Freestanding Structure: The winning team is the one that has the tallest structure measured from the table top surface. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.</p> <p>Use as Much or as Little of the Kit: The team can use as many or as few of the journal paper, as much or as little of the string or tape. The team cannot use anything else.</p> <p>Break up the Paper, String or Tape: Teams are free to cut the paper, cut up the tape and string to create new structures.</p> <p>The Challenge Lasts 18 minutes: Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.</p> <p>Ensure Everyone Understands the Rules: Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.</p> <p>After the clock runs out, ask everyone in the room to sit down so everyone can see the structures. Measure the structures and announce the winning team.</p>

ACTIVITY #6	
TITLE	Lego Serious play workshop
SUB-TOPIC(s)	1. Teamwork 2. Motivating others
OBJECTIVE(s)	<p>The workshop is consequently outlined as an active learning experience, that aims at a deep, reasoned and conscious knowledge on the individual and group decision-making process. To "think concretely" means to use object's handling in order to build and organise, in a coherent way, imaginations and creative ideas that humans hold on an abstract level, thus making them tangible and applicable to daily challenges.</p> <p>Construction and deconstruction are considered two instinctive activities of man's resilience, unceasingly oriented to the investigation of more efficient solutions to his problems. An LSP workshop is a path that restores the central position of the individual and engages him in a journey of self and world discovery through basic methodologies both individual and cooperative.</p> <p>This restored centrality of the human being, materialised in a renewed attention to both individual stories and time to narrate them, is considered a pleasant and valuable addendum by the most participants.</p> <p>These workshops have produced remarkable results, effective not only for the team's work, but also for the personal life of the participants, regarding motivation, renewed enthusiasm towards new challenges, delineation of refreshed goals.</p>
TIME	6 hours
MATERIALS & PREPARATION	<p>LEGO and DUPLO bricks: nowadays these materials are very common and easy to find, but also cheap and reusable. Consisting of modular basic units, that allows them to create uncountable and original solutions.</p> <p>In comparison with the expression tool represented by the drawing technique, the LSP method is not only cheaper but it also presents an important difference. As they are common modular basic units, they can be arranged in an infinite number of different ways to create original solutions. This produces a shift in the focus from the mere aesthetics and from competitive and selfish dynamics to a process more centralised on the generation of meanings.</p>
INSTRUCTIONS	<p>A LSP workshop starts with the so-called skills building activities: they are enabling activities that serve to create the best conditions for an active, proactive, mature and beneficial work, in which every participant can feel involved and capable. To implement these activities, specific Starter Kits are used. They are assembled ad hoc in relation to the workshop's distinctive objective. The plan usually includes three activities, each appropriate to cultivate one peculiar ability:</p> <p>Tallest tower building: the team's task is to build the tallest tower, each according to his abilities. This stage has different purposes: everyone is required to creatively express themselves and to share their own point of view, no one can be exonerated; the value lies in the diversity among all the proposals and in the enhancement of their inventiveness and originality.</p> <p>Creation of meanings: participants are required to produce an artefact chosen among different proposals and then to transform it into a metaphor connected to a peculiar feature of their job. This activity is useful to develop the ability to give sense to the built models.</p> <p>Creation of stories: at this point, participants must manifest the meaning of their metaphor, as it brings in meaning only if shared. To do this, they need to compose a story and to be able to narrate it.</p> <p>After the skills building process, there is the LSP workshop's core process. This is theoretically articulated in a series of 4 steps:</p> <p>Pose the question. The facilitator asks an open question to create the right setting to bring out personal and original solutions.</p> <p>Construction. The answer to the introductory question is made explicit by the building of a 3D model. This building stage starts as an individual task and must be performed in a silent environment ("talk less, do more"). Afterwards, a group building activity can be proposed; in this case it becomes an exercise of comparison, cooperation, communication and negotiation between participants.</p> <p>Sharing. In this step, every player must produce and narrate a personal and original story about the model he created. The action of naming all the elements of the model, that was irrationally composed "trusting the hands", clarifies meanings that were ambiguous and obscure. For this purpose, it is mandatory to give everyone the needed time to express themselves depending on their necessities and their speed.</p>

	<p>Reflection. During this phase, the interaction among participants takes place in a question-answer modality. Questions acquire a particular significance because they consent to redefine the meaning of the model's parts, re-reading the story from a different perspective and giving to the "model's builder" a different interpretation of his narrative.</p> <p>The core process contains a series of "Application Techniques", identified as AT. The entire series is made of 7 steps. The LSP workshop's project can include all of them or just a part, in order to articulate the best sequence, shaped on the company's needs.</p> <p>The 7 AT are:</p> <p>Building individual models (AT1): this first step is more focused on the appreciation of the individual researches instead of the client's final aim. It's usually a "warming up" step, designed to increase the participants' awareness on the topic that will be approached during the LSP workshop.</p> <p>Building shared models (AT2): individual models in this stage are dismantled in order to assemble a new configuration, this time in a cooperative way with the team. In this new design every participant must bring the most important element of his own model.</p> <p>Creating a landscape (AT3): this step, unlike the AT2, aims at the construction of a complex landscape in which the individual models should integrate among them. This landscape must represent a meaningful scenario. The decision to proceed to the implementation of AT2 or AT3 doesn't have to be made randomly but should be strictly connected to the workshop's objectives. The AT2 must be chosen when there is the need to integrate the personal models into a new one based on a different topic. The choice of the AT3 is preferable when the aim is to enhance every individual point of view and its relations with the others within the team.</p> <p>Making connections (AT4): in this phase meaningful connections are made among the models of the AT3 landscape and they can be on two different levels: individual-individual or individual-team.</p> <p>Building a system (AT5): this step is performed when a network among all the models in the landscape is required.</p> <p>Playing emergence and decisions (AT6): the facilitator selects some unpredictable scenery. The participants must analyse and determine the impact that they would produce on the model, in terms of location, amount, and degree. At this point the facilitator jumps in and starts asking direct and pressing questions to every participant, concerning what, how and why to react to the scenario. The general aim is to bring out the guiding principles that lead the decision-making process. This stage may have a strong emotional effect of the participant and it may lead to impatience and intolerance reactions. The facilitator must stay focused and must not succumb, but he should be instead able to keep pressing the players without disrespect. It's necessary, after this phase, to take a break in order to give everyone the proper time to rebalance the emotions.</p> <p>Extracting simple guiding principles (AT7): in this final step, every participant must select a guiding principle and must build a model based on it. Later, the guiding principles that obtain more preferences (a maximum of 6) will become the basic principles of the self-organised team. It's important that they are simple, clear, concrete and unambiguous. These principles will guide the team when it will face an unpredicted or a complex event, allowing it to find a shared solution. The participants, after the cooperatively selection of one of these principles, will assemble a final model that will embody it.</p>
DEBRIEFING/ EVALUATION	<p>The LSP workshop ends with a request from the facilitator to the participants: to outline a series of actions (one or more) that, acting on the built model, can concretely activate its improvement.</p> <p>In the group reflection the facilitator can support the discussion about:</p> <ul style="list-style-type: none"> The point of view of the individual The contribution that the point of view / ideas of others can make to my project The evolution of an idea towards solutions shared by a team The relevance of shared planning in a team
TIPS FOR TRAINERS	<p>The indispensable character of an LSP workshop is the facilitator, even though he is actively involved only for the 1% of the experience. The most part must be performed by the participants, the very active players of the learning process. In the LSP workshop there are no observers involved.</p>

	<p>The facilitator's one and only task is literally to facilitate: he can't be a therapist, he can't give feedbacks to participants; it also very important that he prevents them from interpreting their own models and from connecting these models to defined personalities.</p> <p>An important duty of the facilitator is to make the most out of the negativity moments that participant will experience during the activities; these moments should be approached as occasions to reflect and opportunities to restart.</p> <p>There are specific stages of the workshop during which the facilitator's role is particularly critical. During the "Pose the question" phase, the facilitator may inset a series of variables in order to converge the problem on the company's purpose.</p> <p>It is very important to give to the participants a fixed amount of time for the building activities, so they are pressured to focus their attention without wasting energies.</p> <p>During the sharing of the personal stories, the facilitator has a very sensitive mission. He must enhance and protect every narration, recognising the needed time to everyone, and providing a listening environment that is silent, respectful and non-judgemental. In this stage of the LSP workshop, is essential to create the right conditions not to impede the "hands-brain flow" (Montessori).</p> <p>To conduct the step AT6, the facilitator needs to be highly trained to manage the participant's reactions that can be of boredom or irritation; the main effort is to find a balance between the insistence of the questions and the respect that must be given at all times.</p> <p>In the step AT7, the facilitator should be able to explain the importance of the guiding principles for the team work, mainly in relation to the fact that they were the results of a shared and conscious journey, an adventure in which everyone has been personally involved with himself and with the others.</p>
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ACTIVITY #7	
TITLE	Animal Assisted Intervention
SUB-TOPIC(s)	1. Teamwork 4. Empathy
OBJECTIVE(s)	<p>To contribute to the emotional development in recreational, fun ways that are meant to bond the group and create that special connection between beneficiaries.</p> <p>It provides alternative opportunities to experience companionship, which helped them process their relational issues and improve competencies; enhances social awareness and develops alternative approaches toward social situations; offers chance to learn valuable employment skills and how to care for other beings and to develop trust, responsibility, empathy, teamwork.</p> <p>At the same time it provides emotional benefits and improved self-esteem that is derived from caring for, trusting, and in some cases, loving another living being, and development of healthy emotion regulation (learn to know themselves better and understand how their actions are perceived by another being).</p>
TIME	2 hours
MATERIALS & PREPARATION	<p>Everything needed for the sessions: grooming tools, post-its, painting, carrot-stick & western rope, vaulting pad and vaulting belt, emotion-balls (10 sponge balls painted with various emotions: happy, sad, proud, angry, disappointed, etc.), mantle for the horse (made of white material), finger paint, post-its, pens, permanent markers, agility parcou, mantle for the dog (made of white material), finger paint.</p> <p>Horses or dogs</p>
INSTRUCTIONS	<ul style="list-style-type: none"> - Every exercise/ activity described step-by-step - Starting ritual: grooming the animal/ preparing for work <p>Intervention:</p> <ul style="list-style-type: none"> - demonstrating the starting ritual: grooming the horse, being aware of its behavior - splitting the main group into smaller groups (teams) of no more than 6 members each – all teams have to groom one horse, while learning to follow indications, sharing with each other grooming tools, dividing tasks (each team member waits for his/her turn to act) - short leading exercise: leading the horse through attitude, exercise a firm but non aggressive leading mode - first experience on the horseback: everyone gets a short horseback ride (experiencing the feeling of acceptance, of being well cared and sustained) - ending ritual: giving treats to the horse, putting the equipment of, bringing the horses back to the barn/home (learning to say "thank you" for the collaboration, learning to thank trough words, gestures, and treats).

DEBRIEFING/ EVALUATION	<ul style="list-style-type: none"> - Giving feed-back - Eventually proposing activities for the next session - Questions and answers - Having a snack/ coffee/ juice together - Free discussions about relationship and emotions (comparison between animals and human relationships)
TIPS FOR TRAINERS	<p>This activity is tailored for animal assisted interventions using horses and dogs.</p> <p>In order to build an efficient session, the youth worker should always be aware of the main objectives. For example: respecting the rules, developing empathy, etc.</p> <p>It should be better to start the workshop with an ice-breaking activity aimed at building / rebuilding the group, and to give everyone the opportunity to say something important for him/ her or something about him/her. Check also YES_Annex_M6_A7</p>

ACTIVITY #8	
TITLE	LETTER TO AN ALIEN : CONFLICT IS...?
SUB-TOPIC(s)	3. Conflict Management
OBJECTIVE(s)	<p>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; The goal is to create a teamwork experience that can be debriefed along various angles, such as roles in a team, or what it takes to innovate.</p>
TIME	35 minutes
MATERIALS & PREPARATION	Large sheet of paper, Pens
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Divide a large sheet of paper into columns, each headed by a letter of the alphabet. For the purposes of this exercise choose letters A to H. 2. 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). A nominated scribe can write down the words as they are called out, or each individual participant can simply add them to the chart. There is no debate or questioning at this stage about why certain words have been chosen. (5 minutes) 3. Once the chart 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) 4. Participants split into pairs or groups of three 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) 5. Mixing participants into new groups of four or five, 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 tableaux, involving everyone in the presentation. Extra time will be needed if a presentation is to be prepared. (10 minutes).
DEBRIEFING/ EVALUATION	<p>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).</p>
TIPS FOR TRAINERS	

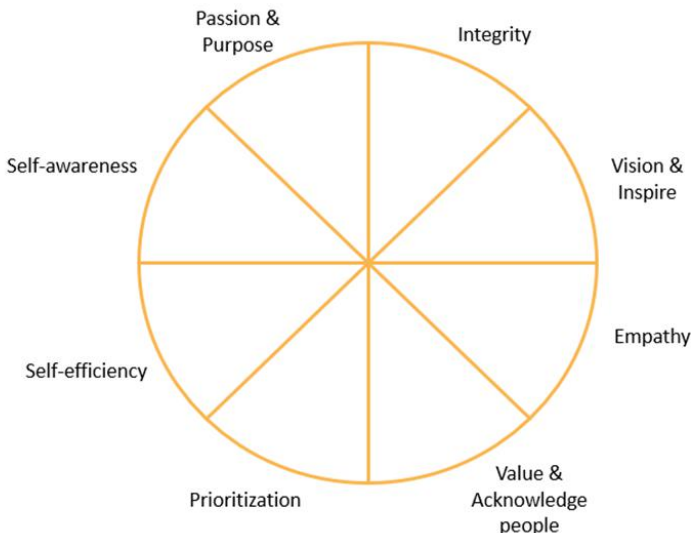
ACTIVITY #9	
TITLE	Debate vs Dialogue Conflict Management Activity
SUB-TOPIC(s)	3. Conflict Management
OBJECTIVE(s)	The aim is to 'win' over the other person by finding faults in the other person's position. A dialogue instead is about understanding and cooperation. The aim of the dialogue is to reach mutual understanding while valuing the strengths of the other person's position.
TIME	20 minutes
MATERIALS & PREPARATION	
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Ask the participants to work in pairs. 2. Ask each pair to stand facing each other and hold out one of their fists and say together: "Nothing, something, anything!" Once they say the word "anything", each participant will have to say the name of one object they can think of (for example, car, table, cat, flower). 3. Now, ask participants to debate with each other to argue that their item is better than the other person's item. 4. Give them about 3 minutes to debate. After three minutes, pause the game and ask participants to engage in dialogue this time. This means asking each other questions about their items, listening to the answers and coming to an agreement between them. Allow them about 5 minutes for this. 5. At the end of the exercise, start a discussion with the whole class. 6. Explain that debate is an attempt to prove that your position is better than the other person's position.
DEBRIEFING/ EVALUATION	Participants are invited to reflect individually on their experience and share their ideas with the group.
TIPS FOR TRAINERS	<p>Questions you can ask to start the discussion might include:</p> <p>How did you feel about each situation (debate vs dialogue)?</p> <p>How did you react to each situation?</p> <p>How would you behave in real conflict situations?</p> <p>How did things change when you switched from debate to dialogue?</p> <p>Is it difficult to listen when somebody disagrees with you? Why? How did you come to an agreement?</p> <p>Managing conflict is a key skill in a team, in order to ensure a positive and constructive working climate.</p>

ACTIVITY #10	
TITLE	The Positive Definitions
SUB-TOPIC(s)	3. Conflict Management
OBJECTIVE(s)	The aim of this activity is to try to find positive ways to define the meaning of conflict management and resolution. Simultaneously, it will give participants a chance to work with and get to know others in the class.
TIME	20-30 minutes
MATERIALS & PREPARATION	Large marker pens and large sheets of paper
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Separate participants into groups of 4 or 5 and give them a large marker pen and a large sheet of paper. 2. Inform the teams that they must answer the 3 questions: How would you define conflict management? What negative problems might be caused by conflict in the workplace? What positive outcomes can result from conflict in the workplace? 3. Ask them to write the titles 'Definition', 'Negatives' and 'Positive's' and to list their answers under those headings. 4. The teams should agree with their team members what they consider the definition of conflict management is, before writing it on their sheet of paper. 5. After the allotted time is up, have one person from each group, say aloud to the class, what their definition and positives and negatives were, that they listed. 6. These sheets of paper can be taped to a board or somewhere in the classroom. to be viewed during the training.

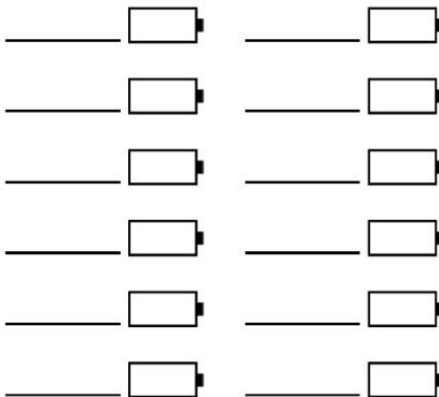
DEBRIEFING/ EVALUATION	Participants are invited to reflect individually on their experience and share their ideas with the group.
TIPS FOR TRAINERS	the 'The Positive Definitions Game' above gets people working in teams from the start and fits in with the course title itself so this is quite a good starting activity.

ACTIVITY #11	
TITLE	Leadership Envelopes
SUB-TOPIC(s)	6. Leadership
OBJECTIVE(s)	To explore everyday applications of leadership principles. This activity helps groups to translate abstract leadership principles into practical on-the-job behaviours. Participants work in groups to come up with real-life application of leadership principles. The groups take multiple rounds to build upon the ideas of each other, and in the end, evaluate the best ideas to identify the most useful behaviours.
TIME	30-40 minutes
MATERIALS & PREPARATION	Five leadership-principles envelopes. Write a leadership principle on the front of each envelope. Response cards. Four index cards for each team Timer Whistle
INSTRUCTIONS	<p>ROOM SETUP Tables arranged in a roughly circular format with chairs around each table.</p> <p>FLOW Organize the participants. Divide the participants into four teams of three to seven members. Teams should be approximately the same size.</p> <p>Brief the participants. Review the five leadership principles. Explain to participants that the activity requires them to translate these principles into everyday on-the-job behaviours.</p> <p>Distribute the supplies. Give one leadership-principle envelope and four index cards to each team.</p> <p>Conduct the first round. Ask team members to discuss the leadership principle on the envelope they received, and to identify how this principle can be applied to on-the-job decisions and behaviours. Tell team members to write short sentences describing these application examples on an index card. Announce a time limit of 3 minutes and encourage the teams to work rapidly. Explain that the teams' response cards will eventually be evaluated in terms of both the number and the quality of the examples.</p> <p>Conclude the first round. After 3 minutes, blow the whistle to announce the end of the first round. Ask each team to place its response card (the index card with its application examples) inside the envelope and pass the envelope, unsealed, to the next team. Instruct the teams not to open the envelope they receive.</p> <p>Conduct the second round. Ask teams to review the leadership principle on the envelope they received, but not to look at the application examples on the response card inside. Tell the teams to repeat the earlier procedure and list the application examples of this principle on a new response card. After 3 minutes, blow the whistle and ask teams to place the response card inside the envelope and pass it to the next team.</p> <p>Conduct more rounds. Conduct two more rounds of the game using the same procedure.</p> <p>Conduct the evaluation round. Start the fifth round just as you did the previous rounds. However, tell teams that they do not have to write any more application examples. Instead, teams must evaluate the four response cards inside the envelope. They do this by reviewing the individual examples on each response card and then comparing the overall merits of the cards with each other. Teams have 100 points to distribute among the four response cards to indicate each card's relative merit. Announce a suitable time limit for this evaluation activity.</p>

	<p>Present the results. At the end of the time limit, check on the teams to ensure they have completed their task and have recorded on each response card the number of points awarded. Select a team at random to present its evaluation results. Ask the team to announce the leadership principle on the envelope and read the application examples on each card, beginning with the card that received the least number of points. The team should progress from one card to the next in an ascending order of the number of points. After reading all four cards, the team should announce how it distributed the 100 points and briefly explain the criteria used for distributing the points.</p> <p>Determining the Winner. Instruct teams to place all the response cards on a table at the front of the room; then call for each team to collect its cards. Ask teams to add up the points on their cards to determine their total score. Invite the members of each team to announce their total scores. Identify and congratulate the team with the highest score.</p>
DEBRIEFING/ EVALUATION	<p>Conduct a debriefing discussion to add value to the activity. Here are some suggested questions: What are the interesting patterns among the application examples? Can you find similarities among application examples related to different leadership principles? What leadership principle was the most difficult one for you to come up with suitable application examples? The easiest one? Why? Reflect on a probable situation (volunteering project in the local community). Which leadership principles application idea could you implement immediately?</p>
TIPS FOR TRAINERS	<p>VARIATIONS</p> <p>More teams than envelopes? Prepare a duplicate set of the leadership-principle envelopes in the same sequence as the original set. Distribute the envelopes from the original set first and as many of the duplicates as there are teams.</p> <p>More envelopes than teams? Select a smaller set of envelopes with the more important principles. Introduce the other leadership principles during the debriefing session and discuss application examples.</p> <p>Too few participants? Conduct this activity as an individual game: Give a leadership-principles envelope to each participant and ask him or her to write application examples on response cards and to work through the steps.</p> <p>Not enough time? Stop the activity after the second round. Ask teams to pass the envelopes one more time and proceed immediately to the evaluation round. Skip the presentation of results and have teams pick up their response cards and add up their score points.</p> <p>Ample time? Give more time for writing the response cards and for evaluating them.</p> <p>Don't like the competition? Instead of asking teams to evaluate the response cards, have them prepare a consolidated list of leadership application ideas from different cards. Ask each team to write its consolidated list on a flip chart and present it to the rest of the teams.</p> <p>Sample for the leadership-principles envelopes:</p> <p>During a recent session, we used the following five principles taken from James M. Kouzes and Barry Z. Posner's <i>The Leadership Challenge</i> (Jossey-Bass Publishers, 1995):</p> <ul style="list-style-type: none"> Challenge the process Inspire a shared vision Enable others to act Model the way Encourage the heart.

ACTIVITY #12	
TITLE	Leadership Pizza
SUB-TOPIC(s)	6. Leadership
OBJECTIVE(s)	<p>To offer a self-assessment framework for people to first identify what skills, attributes and attitudes they find important for effective leadership, and then assess their own development and initiate goal setting.</p> <p>This exercise can help people to reflect on the different dimensions of what skills and attitudes they need in order to be a good leader.</p>
TIME	2 hours
MATERIALS & PREPARATION	<p>Online whiteboard tool</p> 
INSTRUCTIONS	<ol style="list-style-type: none"> 1. You start the exercise by presenting the model of the Leadership Pizza: It is a reflection and self-assessment tool where you think about the most important skills and attitudes that you need to master in order to be a great leader. 2. You may present your own version of the leadership pizza to demonstrate an example. Emphasise that your version is just an example, and they should think about what is important for leadership in their own perspective. 3. Assign time for participants to prepare their own set of important leadership skills and attributes, and ask them to draw a pizza shape and label the slices with the items they listed. 4. At this point, you may ask people to share their drawings with the group and explain which labels have they chosen. You may discuss certain decisions and identify common patterns in the group's perception of a good leader. 5. Ask participants to assess themselves on a scale of 1 to 10 for each slice. (10 is the edge of the slice, 1 is the core of the pizza). This self-assessment should serve as a baseline for setting up their own personal goals for leadership development. The areas where they find them weaker should receive more focus in their future development.
DEBRIEFING/ EVALUATION	Encourage people to set a follow-up action within a few months of time to revisit their Leadership Pizza. They should re-assess themselves, celebrate their development and refine their next goals.
TIPS FOR TRAINERS	<p>Pick an online whiteboard tool that allows to use a large, zoomable canvas (e.g. Mural or Miro). Users can either draw their leadership pizza on paper and upload an image into the whiteboard or draw it digitally.</p> <p>In the reflection step, invite users to navigate to the image of the person speaking in the whiteboard.</p> <p>If you don't have an online whiteboard tool, you can use Slack or Google docs to share and comment on the created images.</p> <p>If using video conferencing software alone, invite the participants to share their screen and show their digital image, or hold up their physical drawing for the group to see.</p>

	<p>Variations:</p> <ul style="list-style-type: none"> • Instead of asking participants to create their own Leadership Pizza, you present a ready-made framework that shows the leadership dimensions you want people to reflect on and conduct their self-assessment. This option offers an easy way of comparing self-assessment results between people. (While the original version has the benefit for every individual to express their own priorities in leadership.) <p>Examples: Example dimensions for a Leadership Pizza (as illustrated on the cover image): Integrity Vision & Inspire Empathy Value & Acknowledge People Passion & Purpose Self-awareness Self-efficiency Prioritization</p>
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ACTIVITY #13	
TITLE	Trust Battery
SUB-TOPIC(s)	6. Leadership
OBJECTIVE(s)	<p>Increase awareness on the level of trust people have with their team members. Help leaders and team members to understand in which workplace relations they need to work on.</p> <p>The adoption of this concept helps to assess work relations with greater clarity. By measuring the charge on the trust battery, we have the context to frame any potential conflict. A low trust battery is the core of many personal disputes at work. When the battery is drained, things quickly get judged harshly.</p> <p>A trust battery is a summary of all interactions to date. If you want to recharge the battery, you have to do different things in the future. Only new actions and new attitudes count.</p> <p>A trust battery is personal: Bob may be at 85% with Alice, and 40% with Jim. While Alice may be at 25% with Bob and 60% with Jim.</p> <p>So the point of this exercise is to give you and your team an honest assessment about what is your trust battery with other people on the team.</p>
TIME	40-50 minutes
MATERIALS & PREPARATION	<p style="text-align: center;">Trust Battery worksheet</p> <p style="text-align: center;"><small>If each of your colleagues had a trust battery to indicate the level of trust your place towards them in your workplace, what would their indicator show? Write each colleague's name on the lines and then mark the level of charge your trust battery has towards them. If you prefer, you may assign a percentage to make the result more visual.</small></p> <div style="text-align: center;">  </div>
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Explain the concept of trust battery to your participants 2. Hand out the trust battery worksheets and ask people to write the name of their co-workers on the sheets. 3. Give a few minutes for everyone to reflect and fill in the trust battery worksheets based on the interactions they had with each person in the past: How much charged is your trust battery towards this person?

	4. Ask participants to reflect on how they may improve the relationship with those people where they.
DEBRIEFING/ EVALUATION	<p>Debrief the exercise with the following questions:</p> <p>Why did you place some people's trust battery lower than others?</p> <p>Are there relationships where you perceive that your mutual trust batteries are at different levels of charge?</p> <p>What actions can you apply to improve on a low trust battery?</p> <p>Thinking to active citizenship projects, as a leader or a colleague, what can you do to help your colleagues to succeed in charging their trust batteries?</p>
TIPS FOR TRAINERS	<p>Variations</p> <ol style="list-style-type: none"> 1. You may use this exercise alone as an individual reflection activity to understand which workplace relationships you need to focus on more. 2. You may use an advanced version of this exercise in a team where team members share their 'trust battery' assessments with each other, per pair. <p>If you allow the trust battery assessments to be shared, you need to have team members who are entirely open to honest and harsh feedback. And you as the facilitator of the activity must be prepared to deal with the potential tension in the dynamic in the group. Once you let the genie out of the bottle, you can't let the group dissolve, but encourage a constructive conversation on how people can improve their 'trust bank' in the eyes of their colleagues, one-by-one.</p>

ACTIVITY #14	
TITLE	Feedback: Start, Stop, Continue
SUB-TOPIC(s)	1. Teamwork 6. Leadership
OBJECTIVE(s)	<p>To support groups to build trust and openness and for individuals to gain self-awareness and insight.</p> <p>Feedback exercises aim to support groups to build trust and openness and for individuals to gain self-awareness and insight. Feedback exercises should always be conducted with thoughtfulness and high awareness of group dynamics. This is an exercise for groups or teams that have worked together for some time and are familiar with giving and receiving feedback. It uses the words "stop", "start" and "continue" to guide the feedback messages.</p>
TIME	20 minutes
MATERIALS & PREPARATION	Post it, Markers/Pens
INSTRUCTIONS	<p>Step 1: Work in a small team or organize a larger group into groups of around 4 to 6 participants. Groups should have spent significant time working together and have a range of shared experiences to draw from when giving feedback.</p> <p>Step 2: Give the instructions: "Write on a paper the name of the person you are addressing in your group. Complete the two sentences for that person. Use the principles for effective feedback. Sign it with your name." Tell participants that they should reflect on each of the three prompts (Start, Stop, Continue), but they do not have to use all three if they cannot think of relevant feedback. "To ____: Something I would like you to START doing is... Something I would like you to STOP doing is... Something I would like you to CONTINUE doing is... Signed ____."</p> <p>Step 3: Implement the activity: In each smaller group, each participant completes the above sentences using one post-it for each participant in the group. Once all participants in a group are done writing, they deliver the feedback, one-by-one, verbally, handing the post-it note to its addressee afterward.</p>
DEBRIEFING/ EVALUATION	Group discussion: Regular, effective feedback is one of the most important ingredients in building constructive relationships and thriving teams. Openness creates trust and trust creates more openness.
TIPS FOR TRAINERS	

RESOURCES

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