yeco
schools

Toolkit of youth work for organising (eco) *community projects* as a methodology to prevent *school dropout*

The Project

Youth-led ECO community projects for prevention of school drop-outs on youth funded by the Agência Nacional para a gestão do programa Juventude em Acção, the Portuguese National Agency for the management of the Erasmus+ Youth in Action programme.

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Summary of the project

School dropout is considered to be a serious problem in Europe, and it is caused by poverty, emigration but also different social factors that deprive young people to have experiential learning and positive environment in their schools. Even though there are many updates in the system of education and laws that are enforced to help the situation and reduce the dropout rate, the phenomenon is still quite present especially in some regions and rural areas. School environment is still not considered fully attractive for young people, on the contrary it can be a potential space for bullying, peer-violence, and similarly does not focus on providing continuously activities that foster social inclusion of youngsters.

The idea of having youth involved in social and environmental projects in their community through the engagement and support of their schools, especially in regions where school dropout rate is high, is the main motivation for this project to be implemented and receive adequate funding. School dropout rate as a phenomenon still is quite present in our countries despite the efforts of governments in adopting new laws and regulations for more innovative and practical approaches to education, as well as despite the efforts by the teachers to provide quality learning to their students.

The school dropout rate can be increased due to many factors such as poverty, emigration, bullying in schools, lack of social interactions and inclusion within the school environment, lack of critical thinking development among youngsters in schools, lack of ability to accept the presence of other cultures and embrace diversity, and related causes. Listing all these reasons that cause increase or stagnation of school dropout rates, it can be concluded that there is an urgent need to offer effective long-term solutions that offer attractive, interactive, inclusive and motivational school environment for all youngsters in the partner organisations' countries and throughout Europe in order to support the 2030 EU target in having a below than 9% of school dropout rate.

Non-formal education principles have been embraced by a high number of youngsters throughout Europe and globe, as well as considered highly attractive and practical. On the other hand, the formal education institutions do not necessarily contain interactive spaces and activities for their students. Youth work and NFE methods have resulted in being motivational and bringing interaction, embracing diversity among young people. Although there are different programmes provided through the non-formal education programmes, there is still a big gap on connecting and cooperating between youth workers and school teachers that can lead to fruitful results and prevention of school dropout through the combination of formal and non-formal education methods, as well as through the exchanging of practices, support in processes and stimulating youngsters in becoming active citizens.

This project uses an innovative approach with various activities, involvement of associate partners from different sectors, including schools to address the needs of youngsters, with the main aim to provide a solution which is considered attractive and useful for the community and environment at the same time and promote the inclusion and diversity in education, youth work and local communities.

THE SPECIFIC OBJECTIVES OF THE PROJECT ARE:

- Empowering youngsters in organising (eco) community projects and strengthening their competences for life through innovative toolkit and online course on initiating and implementing activities within green community service and learning programmes;
- Empowering youth workers' capacities in collaborating with schools on reducing the school dropout rates through developing community service and learning programmes for young students (mainstream and at risk) – through innovative curriculum;

- Exchange good practices among 4 European countries with different realities regarding school dropout rates and the active citizenship of youth in communities and increase partnership on multiplication of the project results Europe wide.

PROJECT ACTIVITIES ARE:

- A1 – Project Management
- Key meeting – kick–off – online
- O1 Toolkit of youth work for organising (eco) community projects as a methodology to prevent school dropout
- O2 Online course for youngsters on step–by–step in organising (eco) community projects
- Key meeting – mid–term – online
- O3 Curriculum for educating youth workers in collaboration with schools/teachers on reducing the school dropout rates through developing community service and learning programmes for young students.
- Local/national training courses
- National conference – PT
- National conference – HR
- National conference – IT
- International conference – RS
- Key meeting – Evaluation meeting

Introduction and structure of the toolkit

The Toolkit of youth work for organising (eco) community projects is created and designed as a methodology to prevent school dropout. It is specifically designed as an innovative material with practical workshops and recommendations for youth workers to use in their work with young people. The toolkit aims to provide youth workers and teachers with a comprehensive set of non-formal education workshops and tools to support young people in developing the competences required to organise eco community projects. The toolkit is designed to have incorporated the motivation aspect of youngsters in developing eco community projects in their hometowns, as well as mentoring process for their proper guidance.

The toolkit will be comprised of non-formal education workshops, independent from each other and good to be used periodically. It will be useful for both youth workers, as well as formal education staff / teachers who want to multiply those workshops in their schools, or in cooperation with youth work organisations in their communities.

In specific, the structure of the toolkit consists of two main parts. The first part consists of the introduction part with recommendations on how to organise NFE workshops for youngsters in general, on how to recruit and motivate youngsters at risk of school dropout to attend the workshops and how to mentor them afterwards in order for those youngsters to actually implement eco community projects and later use their personal development from those projects for their academic/school learning objectives. The second part consists of 20 workshops and tools useful for youth workers (and teachers) when developing youngsters' competences for organising (eco) community projects within green community service and learning programmes. There, the first 10 workshops are designed around topics of environmental aspects and the second set of 10 workshops is designed for relevant competences' development of young people. The list of the topics presented in the workshops is as follows: Eco-friendly upcycling; Energy efficiency; Green transport; Environmental art; Sustainable tourism; Waste management; Green building; Eco-friendly business; Sustainable living; Sustainable gardening; Leadership and teamwork skills; Project management and planning; Communication and presentation skills; Fundraising and budgeting for community projects; Creative and inclusive problem solving; Conflict resolution and negotiating skills; Time management and prioritisation; Social media and marketing for community projects; Advocacy and lobbying skills for (eco) community projects; Inclusion and intercultural learning in community projects.

Each workshop includes certain interactive activities, games, role-play, icebreakers, and discussions relevant to the development of the aimed skills and knowledge.

Part 1

Concepts and Recommendations

Importance of NFE for youth development

Non-Formal Education (NFE) is an innovative, learner-centred approach to education that enhances the formal education system by providing young people with meaningful and applicable learning experiences. NFE provides flexible and adaptable learning options that may be tailored to each learner's interests and learning preferences. When it comes to the development of creativity, critical thinking, effective communication, teamwork, leadership, problem-solving skills and in overall interpersonal skills, the NFE is the right approach and method for young people, as well as for adults and children. The NFE methods and activities are also positive towards embracing diversity, fostering inclusion, and increase the motivation of those who participate.

Furthermore, through its curriculum and methods, NFE equips young people for civic involvement by helping them develop the values and abilities required for active citizenship. The career and professional development is another aspect of NFE's importance for young people's development, as it provides them with practical skills and experiences needed to quickly adapt to the job they pursue. This includes also the obtaining of digital skills, leadership programmes, teamwork activities, and more.

How to organise NFE workshops for youngsters at risk of school dropout

There are different NFE methods and approaches to consider when organising NFE workshops for youngsters at risk of school dropout. Below are shown several steps and approach that should be taken into account when organising NFE workshops.

- **STEP 1: UNDERSTANDING THE AUDIENCE:**

It important to know and understand the interests, challenges and background of youngsters who are at risk of school dropout. For this reason, a contact and conversation with teachers, parents, or other relevant individuals/representatives of these institutions is a must in order to design the workshops according to the needs of young people.

- **STEP 2: DESIGNING THE WORKSHOP CONTENT:**

- After knowing the above mentioned aspects, the workshop content comes as a second step. This step is highly connected to the first step as it should be designed according to the needs of young people and aiming to address these challenges, following the solution to it. Also, workshops should be designed to develop key life skills and competences of young people.

- **STEP 3: CREATING A SUPPORTIVE ENVIRONMENT:**

The learning environment should be inclusive and support towards youngsters. The following rules should be highlighted:
  - Promoting respect and inclusivity;
  - Integrate teambuilding activities and icebreakers to foster a sense of community;
  - Integrate collaboration activities and promoting peer-to-peer learning;
  - Adapting to the needs and learning of participants, as well as their feedback and suggestions.

- **STEP 4: PRACTICAL AND INTERACTIVE LEARNING**

The utilisation of digital tools and platform is essential, along with the interactive and practical activities. This can include initiatives such as creating a community garden or other small activities that allow participants to practice their learning in an immediate period.

- **STEP 5: MENTORSHIP AND FOLLOW-UP**

The last step that support the work and long-term impact of these activities and efforts is the mentorship programme. This is a must to support participants individually while maintaining the impact in the community as they maintain the active engagement of these youngsters. The follow-up sessions similarly tackle these aspects and help participants to review their progress, complete additional activities and maintain engagement, as well as refresh their skills.

Besides these steps, it is important that youth workers are in constant communication and cooperate with relevant stakeholders in the community to support the empowerment of young people and share/exchange expertise and experience among each other. Lastly, the evaluation and feedback of the workshops is a crucial part of each workshop that help improving the quality and addressing the needs of youngsters in a long-term period of time.

Recruitment and motivation strategies for youngsters at risk of school dropout

The school dropout phenomenon is influenced by a various factors, some of them being the social and economic disbalance, bullying, the lack of support from family, academic struggles and so on. Students from disadvantaged backgrounds may face additional challenges, such as limited access to resources, inadequate educational support, and societal pressures. Understanding these factors is crucial for developing targeted interventions to address the root causes of school dropout. Recruiting and motivating youngsters who are at risk of dropping out of school establishes a unique set of challenges because these youngsters often face barriers that discourage them from participating in traditional and non-traditional educational settings. Nonetheless, there are existing aspects to consider in a strategic way that can help overcoming these challenges.

The first aspect is to ensure effective recruitment, therefore to successfully identify the young people who are at risk of school dropout. The collaboration with schools, community centres, social services and relevant institutions can support this aspect. The second aspect is to ensure digital visibility and presence where young people are mostly found nowadays such as TikTok, Instagram, and other social media platforms. These platforms offer the possibility to share engaging content and can be used to reach out to youngsters with useful information and promotional materials on the workshop opportunities.

It is essential that local influencers and famous and respected figures are contacted and invited to collaborate. Their role as ambassadors for this programme is essential.

Provision of awards, celebrations, certificates is another tool which is considered powerful in motivating at-risk youths to join and remain in NFE programmes. It also important that the content of the workshops is designed according to the interests of participants and their experiences. The trainers should adapt the programme according to their needs, objectives and learning goals.

Another motivation strategy is the creation and maintenance of supportive relationships with the participants in order to ensure long term impact and inspiration for them. This aspect can be achieved through interactive methods and activities with their peers such as group work, role-play, creative expression activities, and so on. The one-on-one sessions are also helpful and essential to be organised in order to receive more sensitive information related to the youngsters' concerns and progress.

The last aspect is the feedback between youth workers/trainers and young people in order to track and record their progress, suggest adaptations in the programme so that they are actively involved and motivated.

Raoult, D. (2023). Addressing the issue of school dropout: Empowering students for success.
www.eduscires.com. https://doi.org/10.22521/JESR.2023.13.1.06

Mentoring youth to implement (eco) community projects and use personal development for academic/school learning objectives

Mentoring youngsters in eco-community projects is a transformative experience that bridges practical involvement with academic and personal development. The role of a mentor is a complexed one, including the provision of expertise, support, and goal-setting assistance. Their role is also in learning about addressing environmental issues, pursuing project management for eco-community projects, being able to community effectively, knowing how to solve conflicts and so on. Most importantly, mentors are the continuous support for young people/mentees in the whole process and follow up activities.

Step-by-step mentorship programme for Eco-Community projects

- **STEP 1: MENTOR TRAINING AND ORIENTATION**

The first step of the mentoring process includes an adequate training for mentors so that they are fully equipped with the skills, knowledge, attitudes to support young people in developing eco-community projects/initiatives. The training should consist of learning on effective communication, conflict resolution, psychology of adolescents, project management of eco-community projects, and so on.

- **STEP 2: YOUTH RECRUITMENT AND ASSESSMENT**

The second step is about close collaboration with schools, the community centres and other relevant institutions to help finding the right candidates that will be the participants of this process.

- **STEP 3: GOAL SETTING AND PROJECT PLANNING**

After the recruitment and selection process, the mentor and mentee gather to talk about the needs the young person/mentee wants to address in his/her community. Based on this discussion they develop clear and realistic goals and plan the project/initiative. The goals and objectives, and project should also align with the professional development of the young person, and skills he/she wants to develop.

- **STEP 4: PROJECT IMPLEMENTATION**

After the recruitment and selection process, the mentor and mentee gather to talk about the needs the young person/mentee wants to address in his/her community. Based on this discussion they develop clear and realistic goals and plan the project/initiative. The goals and objectives, and project should also align with the professional development of the young person, and skills he/she wants to develop.

- **STEP 5: REFLECTION AND ADJUSTMENT**

The mentor should ensure that the mentee has regular sessions to reflect on the learning gained from the mentorship process and the project. This will help to adjust the mentorship process accordingly.

- **STEP 6: DOCUMENTATION AND PRESENTATION**

During the whole mentorship process, the mentor should advise the mentee to document their journey in a way to write and report all the challenges encountered and the discovery of the solutions. These reports/presentations can also be shared among peers or educators, as well as among the community members, to support their presentation and communication skills' development.
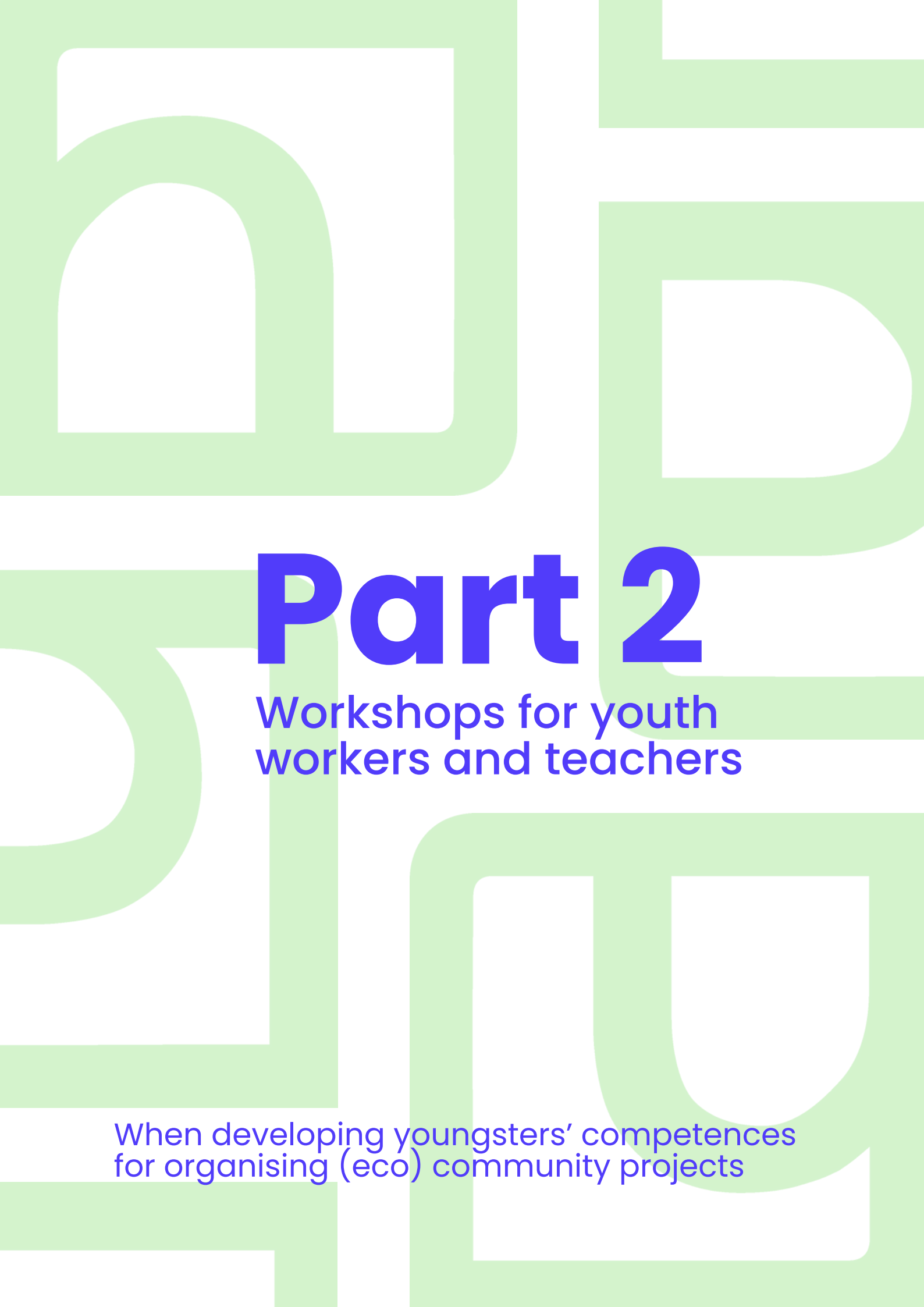
- **STEP 7: EVALUATION AND FEEDBACK**

Evaluation and feedback are crucial aspects to be done, including different stakeholders, participants, school staff, community members and mentors. The feedback on the process and evaluation at the end of the process is very important to review the work done, its impact on the young people, as well as for reviewing the objectives set.

- **STEP 9: CONTINUATION AND FOLLOW-UP**

Finally, the programme should ensure the sustainability of the project's impact and the continued development of the participants by planning follow-up activities or future projects. Additional resources and further mentorship opportunities should be offered and provided to those participants who wish to continue their engagement with eco-community initiatives or pursue advanced studies in related fields.

Part 2

Workshops for youth workers and teachers

When developing youngsters' competences for organising (eco) community projects

When less is more – The 5R principle

(i) **Workshop Title:** When less is more – The 5R principle

(clock) **Duration:** 160 minutes with a break included

(pen) **Background:** The beauty of the 5R principle is that it can be implemented everywhere and by everyone. Before we rely on the Recycle principle, which usually is the first we think of, without considering that is actually represents a complex process involving individuals, public services and factories, every individual, but also organisations, institutions and businesses could do a big environmental contribution by applying the other 4 principles first: Refuse, Reduce, Reuse and Repurpose. In this workshop we will take a look at how the 5R principles can be applied on a personal level and how in the schools and local youth organisations. Personal habits and waste production will be analysed through the prism of the 5R principles, and each participant will create a list of new habits to be adopted in the future.

(flag) **Aim of the workshop:** Applying new habits for waste reduction through the application of the 5R principle.

> **Objectives:**
> - Provide youth with a comprehensive understanding of the 5R principles and their significance in promoting sustainable living practices.
> - Increase awareness among youth about the environmental impact of their consumption habits and waste production, emphasising the importance of adopting eco-friendly practices.
> - Encourage youth to reflect on their own consumption patterns and waste generation, identifying areas where they can incorporate the 5R principles to minimise their environmental footprint.
> - Explore practical applications of the 5R principles in daily life, including ways to implement them at home, in schools, and within local youth organisations.
> - Facilitate discussions and activities that foster collaboration among participants, encouraging them to share ideas, experiences, and best practices for embracing sustainable living.

(gear) **Competence addressed:** Analytical skills; Communication; Critical thinking; Creative thinking; Team work; Citizenship competence.

(bulb) **Methodology and methods:** Energiser; Theoretical input; Analysis; Group work; Presentation; Discussion.

(pin) **Workshop flow:**

I. Energiser introduction of the topic (10 minutes)

Starting a workshop with an energiser is always good, no matter if the participants know each other or not. It helps to create a relaxed atmosphere and to introduce the topic of the workshop in a playful way. The youth worker invites the participants to stand up and create a circle and introduces the "Catch the finger" energiser.

All participants stand in a big circle. Each participant extends their arms so that they can easily touch the hand of the one next to them.

Everyone turns their left palm to face upwards at shoulder height of the person next to them. Everyone turns the index finger of their right hand to face downwards and places it on the hand of the participant to their right. Make sure the roles of the left and right hands are clearly explained. The left hand represents the wish/need for a product, while the right hand represents habits for waste reduction. At your command, everyone attempts to grab the finger of the person left to them and avoid their own finger being grabbed by the person at the right. Play several rounds. After all participants have experienced themselves how difficult it is to get a needed/desired product and at the same time apply habits for personal waste reduction, draw the attention of the participants to the fact that achieving the balance between these two opposites is a learning process and requires analysis of your own habits and exploring production cycles and their environmental impact.

II. What is in your waste bin? (30 minutes)

After the energiser the youth worker divides the participants into small groups of 3–4 participants and asks them to sit at one of the prepared tables with working materials. Each group gets a flipchart paper on which a big waste bin is drawn and markers in different colours. Their task is to think about all the waste they have produced in the last 2–4 weeks and "throw" it in the waste bin. They can agree on using different colours of markers for different types of waste – food packaging, organic and food waste, clothes, electronical waste, etc. The youth worker should stimulate them with questions and help them to recall all the waste they as individuals have produced in the given time frame and write it on the paper. Some of the questions could be the following:

- What are the last 5 things you bought and what type of waste is related to that product?
- If you think about your last several meals – did you eat all of it or did you throw away a part of it?
- Did you throw away some clothes or shoes recently?
- Did you throw away some electronical devices recently? Or is something of the electronical devices you have broken?

Since they work in small groups, by the end of this part of the session the waste bin should be quite full. Now the youth worker asks the participants to do a quick analysis of the types of waste and mark on the paper which type is the most frequent in their bin.

III. Theoretical input – The 5R principle (30 minutes)

Before the youth worker gives theoretical input on the 5R principles, he/she should reflect quickly on the waste bins of all the groups and draw the most important conclusions. During the presentation of the 5R principles the youth worker should make connections between the theory and the content of the waste bins of the groups. This theoretical input can be given in the form of a PowerPoint presentation or in the form of posters with the following content:

- Definition of the 5R principle and its benefits;
- Explanation of all 5R principles;
- Examples of behaviour/actions related to each of the 5R principles.

The youth worker should, from time to time, check with the participants if they understand the presented content and if they have any questions.

After the theoretical input the youth worker announces a short 15 minutes break (or longer if participants need it).

IV. Analyse your waste bin and create a list of good habits (45 minutes)

After the theoretical input, the youth worker asks the groups to go back to their waste bin and analyse its content now through the prism of the 5R principles. To help the participants to do the analysis, the following questions can be written on a flipchart paper:

- Was everything I have used/bought/accepted really necessary? Could I have avoided/refused some of it?
- What is the most common waste I produce? Can I reduce it?

- Can some of the items I consider to be waste be used again? Can I reuse them? How much of my waste are single use items?
- Can some of the items I consider to be waste be used in a different way? Can I repurpose them?
- How much of my waste can actually enter the recycling process?

In order to achieve the goal of the workshop, based on the theoretical input and the waste analysis, participants should create a list of new habits in order to reduce their waste production. They should write down as many habits they can think of for each of the 5R principles. At the end of this part of the workshop they agree on who and how they will present their list of habits to the other groups.

V. Presentation and discussion (30 minutes)

Each group presents their list of new habits and hangs the paper on the wall so that everyone can see it. At the end of the presentations the youth worker states the total number of different habits the participants listed and congratulates them. Before the youth worker closes the workshop, he/she invites the participants to choose at least one habit from each category that they will start to apply from now on. The youth worker can choose as well or share with the group which of the habits he/she is already applying in everyday life or can add some that were not listed by the participants.

To finalise the workshop the youth worker facilitates a short discussion in which participants can share which habits they have chosen from the list and why. At this point participants can share their main impression of the workshops and the topic presented, as well as why they think it is important to be aware of your own waste production.

Materials needed: Flipchart papers with waste bins drawn on them, flipchart papers for the list of habits, markers in different colours, 5R principles presentation (PowerPoint or poster).

Background documents and further reading:

- **The 5R of waste management**
https://www.norcalcompactors.net/5rs-of-waste-management/

- **The 5Rs of Zero Waste**
https://www.youtube.com/watch?v=SoX5qBpdnII

Recommendations for future youth workers multiplying this workshop:
- Youth workers should be familiar with the 5R principles and prior to the workshop do an analysis of their own habits related to waste production. This will help them to facilitate the workshop, as well as help the participants to understand the difference between actions they have full control over and actions that require an organised advocacy approach (e.g. to refuse buying packaged fresh fruit in the supermarket and instead buying it on the green market is an action everyone has 100% control over, on the other hand, it is unlikely that the producers/retailers will reduce or stop using packaging of fresh fruit without an organised advocacy approach (on local/national/international level) and this is an action a person can take part it, but it is not fully in their control).
- Youth workers should be familiar with the social and economic background of the participants in order to avoid any judgments from their side towards the participants related to their habits, but also to be able to facilitate discussions if any judgements come from the side of the participants. Social and economic factors very strongly influence habits, they do not justify them, but having this in mind it will be easier for the youth workers to avoid any conflict situations.

Energy Efficiency Initiatives

ⓘ **Workshop Title:** Energy Efficiency Initiatives

🕐 **Duration:** 165 minutes with a break included

✎ **Background:** All spheres of modern society are energy dependent – transportation, housing, production of goods, waste management, medicine, education, food production and so on. Energy production, including all known sources of energy, is tightly connected to economy, politics, society and the environment. One way of reducing the negative impact of our modern energy dependence is by applying energy efficient practices. It implies the use of less energy to perform the same task or produce the same result. For example, energy–efficient homes and buildings use less energy to heat, cool, and run appliances and electronics, which has a positive impact on the environment and the reduction of energy costs of the inhabitants. This workshop will be focused on exploring the different energy sources on a global level and energy efficient practices on local levels, as well on daily habits we can apply in order to reduce our own energy consumption.

🗫 **Aim of the workshop:** To educate participants on the importance of energy efficiency and how to implement energy–saving practices within communities.

> **Objectives:**
> - Explore different energy sources on a global scale, including traditional and renewable sources, and examine their respective impacts on the economy, politics, society, and the environment.
> - Educate youth about the importance of energy efficiency in reducing the negative impact of energy dependency.
> - Emphasise the role of individuals and communities in reducing energy consumption and promoting sustainability.
> - Engage youth in identifying and discussing everyday habits and taking concrete steps towards reducing their own energy consumption and promoting energy efficiency in their personal lives.

⚙ **Competence addressed:** Digital literacy; Analytical skills; Self–reflection, self–evaluation; Team work; Critical thinking; Citizenship competence.

💡 **Methodology and methods:** Research and analysis; Theoretical input; Video screening; Group work; Individual work; Presentation; Discussion.

○ **Workshop flow:**

I. Energiser introduction of the topic (15 minutes)

Youth workers should start the workshop with an energiser which will relax the participants, but also allow them to introduce the topic. One of the possibilities is "The orbit" energiser in which participants represent electrons and nuclei of atoms. It requires free space for walking/running and can be done indoors or outdoors.

The youth worker invites the group to stand in a circle. Each participant needs to choose another person from the group without letting anyone else know who it is. When the youth worker gives

the signal to start, all participants try to run around the person they have chosen – the target person will still not know they have been chosen. Once each participant has orbited the chosen person three times everyone can stop running. Next round will be a bit more demanding. Now each participant should choose two persons and try to orbit around them. The youth worker gives the signal to start. Once the goal is accomplished the participants can stop running. In order to demonstrate how more work requires more energy, the youth worker introduces the third round. Now each participant should choose three other persons and try to orbit around them. After everyone did the big orbit they can stop running. When the group calms down a bit the youth worker introduces the topic of the workshops and relates it to the energiser. For living beings the source of energy is food. The entire production chain of food depends on other sources of energy needed for agriculture, transportation, packaging, processing of food, distribution in shops/markets, etc. Where is all that energy coming from and how are we related to it.

II. Our world in data – research and present (45 minutes)

The youth worker divides the participants into small groups of 3-4 persons. Each group gets one or two tasks (depending on the number of small groups) – to find specific data about the world population, energy production/consumption, about greenhouse gas emotions, plastic production and similar on the online scientific database *Our world in data* – ourworldindata.org/
Here are some examples:
- What was the global population number and the one in Europe 30 years before you were born, the year you were born and what is it nowadays? https://ourworldindata.org/grapher/world-population-by-world-regions-post-1820
- What area of agricultural land per capita was available 20 years before you were born, the year of your birth and 10 years after the year you were born?
https://ourworldindata.org/grapher/total-agricultural-land-use-per-person
- What was the world's carbon dioxide emission per capita in the year your parents were born, the year you were born, and 5 years ago? https://ourworldindata.org/grapher/annual-co-emissions-by-region
- What was the cumulative world plastic production in the year your parents were born, the year you were born, and 5 years ago? https://ourworldindata.org/grapher/global-plastics-production
- What was the coal production in China and in the US in the year your parents were born and the year you were born? https://ourworldindata.org/grapher/coal-production-by-country
- How many people inhabited urban areas in the year your parents were born, the year you were born, and how is it nowadays? https://ourworldindata.org/grapher/urban-and-rural-population?time=1960..2021

During the research the youth worker has to be available to help the groups if needed. Each group finds the data, signs them on a piece of paper together with the topic (e.g. world population, plastic production…) and agrees on who will shortly present them to the other groups. One by one the groups read the task they got and the data they found and stick the paper on the wall. By the end of the presentations all papers are lined up on the wall and the researched data are visible to everyone.
The youth worker draws main conclusions based on the data and correlations between them.

III. Theoretical input, video screening and discussion (30 minutes)

In order to clarify a bit the data that the participants have researched and to put them in a broader context, the youth worker introduces 2 short educational videos related to energy production and consumption. After each video, that provides the participants with facts and figures on how energy is produced and how much resources it requires, he/she leads a short discussion to see if participants understood the content and if they have any questions. Links to the videos are available in the section "Background documents and further reading".

The main objective of this part of the workshop is to introduce energy sources and renewable energy sources, as well as their correlation to greenhouse gas emissions and the impact on the environment.

After the theoretical input the youth worker announces a short 15 minutes break (or longer if participants need it).

IV. Energy efficiency self-evaluation (40 minutes)

In order to avoid the "ecophobia" effect – being overwhelmed by the dimension of environmental problems related to energy production/consumption the youth worker now has to scale it down and define with the participants what they can do in their homes/schools/communities when it comes to wise and rational energy consumption. He/she introduces the concept of energy efficiency – performing the same task or producing the same result by using less energy – and proposes to focus on energy efficiency in housing and energy efficient usage of electronical devices.

The youth worker introduces a questionnaire with two sections – one is related to housing and the other to personal habits on usage of electronical devices. During the workshop participants individually fill in the section on personal habits, discuss the results shortly and together as a group come up with suggestions how they can become more energy efficient. During the discussion the youth worker should refer to the data from the videos and the database used at the beginning of the workshop, and he/she should clearly explain to the participants that every one of us contributes to the global picture.

V. Energy efficiency detectives and wrap-up (20 minutes)

In order to avoid the "ecophobia" effect – being overwhelmed by the dimension of environmental problems related to energy production/consumption the youth worker now has to scale it down and define with the participants what they can do in their homes/schools/communities when it comes to wise and rational energy consumption. He/she introduces the concept of energy efficiency – performing the same task or producing the same result by using less energy – and proposes to focus on energy efficiency in housing and energy efficient usage of electronical devices.

The youth worker introduces a questionnaire with two sections – one is related to housing and the other to personal habits on usage of electronical devices. During the workshop participants individually fill in the section on personal habits, discuss the results shortly and together as a group come up with suggestions how they can become more energy efficient. During the discussion the youth worker should refer to the data from the videos and the database used at the beginning of the workshop, and he/she should clearly explain to the participants that every one of us contributes to the global picture.

Materials needed: a big enough working space in to divide the participants in several smaller working groups, mobile phones, tablets or laptops for the research work (one device per group), internet connection, projector, flipchart papers, papers, markers, printed questionnaires on energy efficiency for each participant, pens.

Background documents and further reading:

- **Our world in data**
https://ourworldindata.org/
- **How much electricity does it take to power the world?**
https://www.ted.com/talks/ted_ed_how_much_electricity_does_it_take_to_power_the_world

- **How much land does it take to power the world?**
https://www.ted.com/talks/ted_ed_how_much_land_does_it_take_to_power_the_world?

Recommendations for future youth workers multiplying this workshop:
- Youth workers should prepare all needed materials in advance and get familiar with the data participants will work with in the first part of the workshop in order to be able to point out the correlations between them and give additional explanations.
- Internet connection and electronical devices are necessary for this workshop and before proposing the workshop youth workers should make sure they have all required materials in the working space.
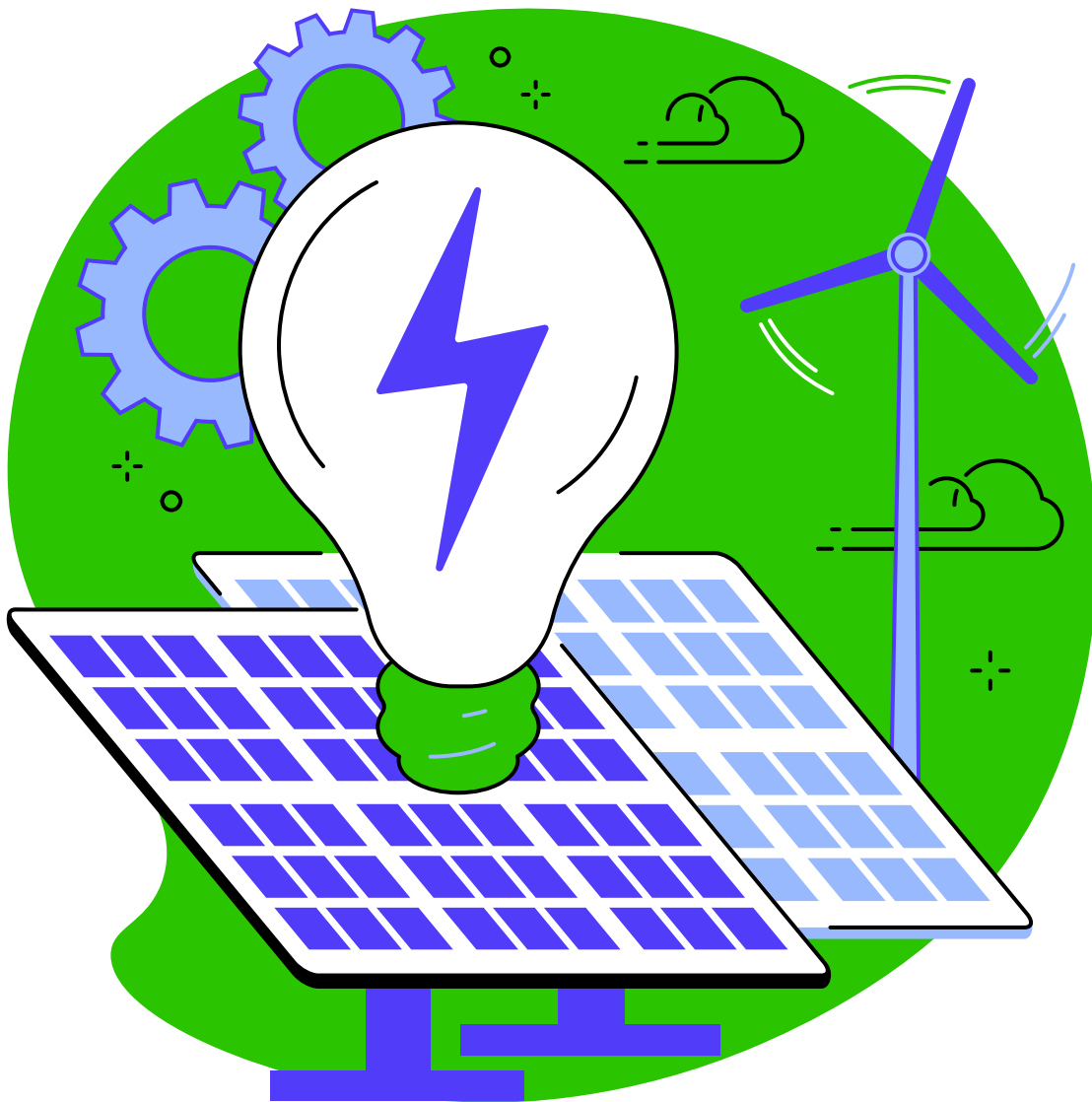
Green Transport Campaign

ⓘ **Workshop Title:** Green Transport Campaign

🕐 **Duration:** 210 minutes with a break included

✎ **Background:** Sustainable transportation offers numerous benefits, with one of the most prominent being the significant reduction of a nation's environmental footprint. Public transportation stands out as a prime example of sustainable transit, particularly in densely populated urban regions. It represents a swifter, safer, and more accessible means of moving large numbers of individuals, boasting higher efficiency and emitting fewer pollutants per passenger mile compared to single-occupancy vehicles. Additionally, it contributes to diminishing the overall volume of cars on roadways, the need for parking spaces, and thus leaves more space for creating green areas in cities. Youth and transport are closely connected because young people often require greater access to transport to participate in activities such as education, employment and leisure. Unfortunately, their mobility needs, travel behaviours and expectations are rarely considered and even less integrated into transport policy. In this workshop participants can create a model city with the ideal green transport system tailored for their needs and think about how they could present it among their peers.

🏆 **Aim of the workshop:** To promote sustainable transportation options among youth for reducing carbon footprints and highlight the role of campaigns on this matter.

Objectives:
- Educate youth about the concept of sustainable transportation and its benefits, particularly in reducing impact on the environment and health.
- Examine additional benefits of public transportation, such as reducing the volume of cars on roadways, minimising the need for parking spaces, and creating opportunities for green spaces in cities.
- Facilitate creative thinking and problem-solving skills among youth as they conceptualise and design a model city with an ideal green transport system.
- Encourage youth to think about how they can present their model city and green transport system concept effectively to their peers, fostering peer engagement and advocacy for sustainable transportation.

⚙ **Competence addressed:** Creative thinking; Problem solving; Digital literacy; Team work; Communication; Presentation skills; Citizenship competence.

💡 **Methodology and methods:** Energiser; Group work; Presentation; Discussion.

Workshop flow:
I. Energiser introduction of the topic (15 minutes)

In order to introduce the topic and to find out the attitude of the group regarding green transportation, the youth worker proposes the "I stand for" energiser. He invites the participants to stand in the middle of the working room and indicates that one corner of the room is the

"I agree" corner, while the opposite corner is the "I don't agree" corner. He/she reads a statement, and participants walk to the appropriate corner depending on whether they agree or disagree with the statement read. After each statement the youth worker should ask 2–3 participants to shortly explain their stand point.

Statements should be related to different aspects of green transportation in general (health, environment, citizenship, etc.), but also to the mobility issues of their town/city.

For example:

- Transportation in general has a major impact only on air pollution, not on other environmental aspects.
- Today, transport emissions represent around 25% of the EU's total GHG emissions.
- The public transportation system in my town/city is sufficient for all my mobility needs.
- My town/city has a safe and well organised bicycle mobility system.
- I don't feel safe to use the bicycle as a means of transport.
- The ratio of the area under greenery and parking in my city is equal.
- A sustainable transportation system improves people's health and well–being.
- I could give suggestions on how the transportation system in my town/city could be improved and adjusted more to the needs of young people.

The youth worker has to check all facts and figures related to the statements that are going to be used. For the general statements the website of the European Environmental Agency, section on Transportation and mobility, is highly recommended (link can be found in the section Background documents and further reading). Beside general statements, very specific statements related to the local realities can be added. It is important that the youth worker is aware that the aim of this activity is not to check the knowledge of the participants, but to get to know their opinion on this topic. However, after each statement the youth worker has to back up the statement with some checked facts and figures (except for the statements that refer to how participants feel about something).

II. Green transport according to our needs – mapping the city (45 minutes)

Using the input participants gave during the energiser, the youth worker introduces the next activity. Depending on the number of participants, he/she can form several smaller groups if needed, making sure that the groups have maximum 6 members. Each group gets the same materials: a big printed black and white map of their own town/city (format B2 or bigger) and markers. After the participants have taken a look at the map, the youth worker gives them the instructions to:

1. Mark on the map all locations to which they go on a weekly basis – school, home, friends, relatives, leisure time locations, etc. Everyone from the group should mark on the map with a marker all the important locations.
2. Discuss in the group about how they get from one location to the other (for example: mostly by foot, public transport, parents/guardians have to take me by car, bicycle, car sharing with a friend, etc.) and to write down notes in order to see which type of mobility is the most common and frequent.
3. List all the problems they encounter related to their mobility (ex. buses being late or overcrowded, too much traffic, not safe for bicyclists, etc.).
4. Choose one day of the week when they travel the most and to calculate how many km they travel.

For the last task Google maps can be used. In case participants do not have at least one mobile phone per group, the youth worker has to provide a tablet or computer to them, as well as an internet connection.

In case the group is split into smaller working groups, they should all shortly show their maps and share with the others results from tasks 2, 3 and 4 – most common and frequent means of transport, most frequent problem they encounter and number kilometres they make on the chosen day.

III. Green transport according to our needs – creating the perfect green transportation system on our map (60 minutes)

Now comes the creative part of the workshop. By using the same map with all the marked locations, participants have the opportunity to create their town/city with a perfect mobility system tailored to their needs and safety. With different colours and symbols they should mark on the map how they would like to move around the town/city, where would they add more green spaces, where would they remove a parking lot/garage, which means of transport would they like to use and similar. The youth worker should guide them with questions and motivate them to think out of the box. It is very important that he/she doesn't give them ideas or solutions, the participants should feel free to put on the map whatever they desire and not to be afraid to also propose some "seemingly silly ideas" (just to give an example: a skateboard highway in the city).

By the end of this part of the workshop, in case participants were split into several smaller working groups, the youth worker asks all groups to decide how they want to present their work. In case the group was small, and everyone worked together, there will be no presentation, but the youth worker will directly start the discussion.

After the theoretical input the youth worker announces a short 15 minutes break (or longer if participants need it).

IV. Presentations (45 minutes)

All groups prepared their presentations, and the youth worker asks who would like to present first. Each group has approximately 10 minutes for the presentation, after which some minutes will be dedicated to questions and feedback from the others.

V. Discussion and good practice examples (30 minutes)

After all presentations are done, the youth worker sums up the results, gives feedback and facilitates the discussion by asking the following questions:
- Was it hard to create a perfect and green mobility system that supports your needs?
- Was there something, and if yes what, that was blocking you during the creative process?
- Were you surprised by the number of kilometres you make in a day?
- Would you actively participate in a green transport campaign if someone would organise it?
- Do you think that your friend would like the perfect and green mobility system you have created?
- How would you present it to them?

At this point the youth worker stresses the importance of awareness rising and education about sustainable transportation since it can significantly lead to the reduction of greenhouse gasses, it can improve people's health and wellbeing, improve the conditions in the local environment and lead to economic benefits as well.

At the end of the workshop youth workers could share some good practice examples related to green transportation, for example the most bike friendly cities in Europe, or some local examples.

Materials needed: Flipchart papers, pens, markers, printed maps, tablets or computers, internet connection.

Background documents and further reading:

- **European Environment Agency, Transport and mobility**
https://www.eea.europa.eu/en
- **Bike Hike Adventure: Cycling Europe: The 5 Most Bike-Friendly Cities in 2023**
https://www.bikehike.com/blog/cycle-friendly-european-cities

Recommendations for future youth workers multiplying this workshop:
- If all participants are from the same town/city the respective map should be printed. If it is a mixed group, it is suggested to use a random map (none of the towns/cities participants are from) and the youth worker needs to adapt the mapping part of the workshop. He/she should prepare the map in advance and mark important locations on it, and the participants will continue to work with the given information.

Environmental Art Creations

ⓘ **Workshop Title:** Environmental Art Creations

🕐 **Duration:** 270 minutes with a break included

✎ **Background:** The role of art in addressing environmental issues is multifaceted. Art possesses a unique capacity to stir emotions, ignite dialogue, and establish a deep rapport between people and the natural world. It serves as a powerful tool for raising awareness, nurturing emotional bonds, and inspiring action to combat the challenges posed by the global environmental crisis. In this workshop, art as a tool for addressing local environmental problems will be discussed and a creative process will be initiated.

🏆 **Aim of the workshop:** To learn how art can be used for raising awareness on environmental issues and how it can inspire community action.

Objectives:
- Educate youth about the intersection of art and environmental advocacy.
- Explore different forms of artistic expression (e.g., visual arts, performance art, literature) and their potential impact on raising awareness about environmental issues.
- Foster discussions on how art can inspire action and influence policy decisions related to environmental conservation and sustainability.
- Encourage youth to brainstorm and develop creative projects or initiatives that utilise art to address specific environmental challenges in their communities.
- Inspire a sense of empowerment and agency among youth by highlighting the role that individuals can play.

⚙ **Competence addressed:** Observation; Attention to detail; Creative and critical thinking; Self-expression; Literacy; Specific skills related to different types of art; Planning and time management.

⚙ **Methodology and methods:** Energiser; Brainstorming; Individual work; Team work; Artistic work; Presentation; Discussion.

Workshop flow:
I. Energiser and introduction of the topic (10 minutes)

The workshop starts with a funny running energiser to activate everyone, but most importantly, to make everyone laugh and get the creative juices running. If possible, the energiser should be done outdoors, or in a big room (tables and chairs have to be moved to the wall). The youth worker sticks three pieces of masking tape to everyone's shirt, and then explains that the aim is to get rid of all your pieces of tape and stick them onto somebody else. Sounds easy, but… everybody else is also trying to stick their pieces of tape on to you too, so… run! Before the youth worker gives the starting sign, he/she can say that the pieces of tape represent some problems the participants want to get rid of and give them to someone else to solve them. After the youth worker gave the

starting sign the running starts and everyone is trying to get rid of his/her problem. After a while the youth worker gives the sign to stop the game and call the participants to gather in a circle. He/she asks the participants who managed to get rid of his/her problems, who collected a lot of other people problems, was it easier to get rid of them or to get some of them sticked on your back? The youth worker concludes the energiser with the fact that problems don't disappear if we ignore them, problems have to be addressed, analysed and solved!

II. Brainstorming on local environmental problems (20 minutes)

If the energiser was done outdoors, now is the time to get back in and start the brainstorming process. The youth worker invites participants to sit in a big circle and start thinking about environmental problems they have noticed in their community/quarter/city and that they would like to address. Prior to the workshop, the youth worker prepared a flipchart paper with the basic rules of brainstorming, in case some of the participants are not familiar with this method. Content of the flipchart paper can be the following, and the youth worker shortly explains each rule:

- The more ideas the better (in this case the number of environmental problems detected in your community that you would like to see resolved);
- Stay focused on the topic (environmental problems in your community, the focus should stay on them, although they are often tightly related to social problems);
- No criticism (all proposals need to be written down on a flipchart paper without analysing or criticising them, even if they, at the first glance seem to be too big, like for example: air pollution).
- Encourage wild ideas (brilliant ideas can seem to be a bit silly at first, but this is a safe judgement free space to present them);
- Build on the ideas of others (working together and building on the ideas of others can create smart solutions).

Brainstorming session can get very emotional and energetic, and it is important that the youth worker has experience in facilitating them. Basic rules of brainstorming and how to run a session can be found in the section Background documents and further reading.

III. Starting the creative process (30 minutes)

After having listed the main environmental problems that bothers the participants, it is time that each participant chooses the type of art he/she would like to use for addressing an environmental issue. Maybe some participants are already engaged in some kind of art, and it will be easy for them to decide how they will continue to work. However, among the participants there may be those who are not sure how to best express themselves artistically, and the trainer offers them a range of possibilities. This can be done through a short PowerPoint presentation showing different options such as: photography, video, posters, murals, performances, music, poetry, etc., followed by a concrete example of a song, poem, poster, performance, etc. The youth worker should ask the participants if they know some examples or if they follow some artists that are engaged with environmental issues. If some participants are already engaged in some art they can show their art work to the others.

By the end of this part of the workshop all participants have chosen a preferred type of art and have expressed their wish to work alone or in a group. Now the youth worker can propose two options: the group can choose one environmental problem from the list and work on it by using different artistic approaches. In this way, the concern for the same problem will be expressed in different artistic ways. The other option is that everyone chooses a different problem from the list. This should be a group decision. When everyone has chosen the problem and the type of art, they need to think about what materials they will need for further work and check with the youth worker if that can be provided.

IV. Creative individual/group work (120 minutes)

The next two hours will be dedicated to creative work. Participants will work individually, in pairs or in small groups and depending on the art type they chose, they can either continue working in the same space or go outdoors. The youth worker should be available during the creative work in case some participants need help, advice or some additional materials. He/she informs the participants that everyone has to be back in plenary latest in 90 minutes (in case they go outdoors) and that they will have 30 minutes to finalise the artwork or to prepare the draft of the artwork for presenting it to the others.

After two hours of creative work the youth worker prepares snacks and drinks and invites everyone to a 30 minutes "creation break" before they start with the presentations.

V. Presentations and discussion (45 minutes)

Even if not all artworks are finished, the youth worker invites everyone to present what they were working on and to share their experience. He/she explains that creative work sometimes needs time and that nobody should feel bad if they did not finish what they have planned in the given time. After each presentation participants are supported by a big applause and others can ask questions or give feedback.

VI. Wrap up and follow up (15 minutes)

In order to conclude this workshop the youth worker starts a short discussion by asking the following questions:
- How did you like the creative work?
- Did you manage to express what you wanted through your artwork?
- Will you continue to work on your art work?
- Did you get some other ideas during the creative process?

If participants express that they will continue to work on their artwork or start working on a new idea, the youth worker should show interest in seeing the result.

Materials needed: outdoor space or a big room for the energiser, flipchart papers, markers, smartphones, laptops, internet connection, magazines, scissors, papers in different colours, glue and other materials the youth worker might find useful for the creative part of the workshop.

Background documents and further reading:
- **7 ground rules of brainstorming:** https://www.mural.co/blog/brainstorming-rules
- **How to facilitate a brainstorming session:** https://www.mural.co/blog/run-a-brainstorming-session

Recommendations for future youth workers multiplying this workshop:
- For this workshop, youth workers should prepare a wide range of materials and tools for the creative work in order to support the participants in the best possible way. This can be materials for creating a poster, a short performance, laptops with programs for graphic design, suggestions for mobile phone applications for editing photos or video, etc.
- It is important that the youth worker prepares concrete examples for the different art types to inspire the participants and awaken their creativity.
- The time frame proposed for this workshop is for a group of 10–12 participants and it can be changed according to the needs of the group (a bigger group will need more time for the presentation part of the workshop). If more time is needed the youth workers should think about a lunch break instead of just a short snack break. The exact timing should be communicated to the participants before the workshop.

Sustainable Tourism Practices

ⓘ **Workshop Title:** Sustainable Tourism Practices

🕐 **Duration:** 195 minutes with a break included

✎ **Background:** The tourism industry is one of the fastest growing industries in the world, and despite its huge contribution to the touristic countries, it has a huge global environmental impact as well. The same impact could be felt locally during the pandemic when national tourism destinations became overcrowded due to international travel restrictions. Like in other sectors the need for sustainable practices exists in the tourism sector as well and is known under different names such as sustainable tourism, green tourism or ecotourism. In this workshop participants will explore the sustainable tourism practices and discuss their influence on different aspects of life – economic, social, environmental and cultural aspects.

🗨 **Aim of the workshop:** To learn about the principles of sustainable tourism and how communities can engage in eco-friendly tourism practices.

> **Objectives:**
> - Educate youth about the significant environmental impact of the tourism industry on a global scale, including its contribution to pollution, resource depletion, and habitat destruction.
> - Introduce youth to the concept of sustainable tourism and the importance of implementing sustainable practices in the tourism sector to mitigate its negative impacts.
> - Discuss how sustainable tourism can contribute to local economies, preserve natural resources, promote social equity, and protect cultural heritage.

⚙ **Competence addressed:** Analytical skills; Communication; Critical thinking; Problem solving; Team work; Presentation skills; Citizenship competence.

⚙ **Methodology and methods:** Energiser; Theoretical input; Group work; Presentation; Discussion.

📍 **Workshop flow:**
I. Energiser and introduction of the topic (15 minutes)

The energiser will be, at the same time, used to activate the group and to divide it into several smaller working groups. The youth worker has to prepare small papers, one paper per participant, and write on each paper one of the following words: airplane, train, bicycle and car (there can be less or more words, depending on the total number of participants). All the papers are folded and put in a box and mixed well. Now he/she invites the participants to draw one paper from the box and to read what is written on it without showing it to the others. When everyone has read the word from the paper the youth worker invites the participants to form groups without talking to the others but only by imitating the word from the paper. After all participants have found their group, the youth worker asks them which of the means of transportation they find sustainable/not sustainable and uses it to introduce the topic of the workshop.

II. Theoretical input (45 minutes)

To ensure that the participants understand the basic terms of sustainable tourism, which they will need for the group work, the youth worker gives a short presentation to explain the basics of sustainable tourism. The presentation should include the following:
- Definition of sustainable tourism;
- Environmental, Social and Cultural/Educational pillar of sustainable tourism;
- Impact on the local environment;
- Impact on the social and cultural aspect of the community;
- Impact on the local economy;
- Examples of sustainable tourism;
- Ecotourism or Greenwashing?

Participants can ask questions and clarifications during the presentation, and, if they have some experience with sustainable tourism, share it with the group.

III. Group work (60 minutes)

After the theoretical input, the youth worker invites the participants to do a deep dive into 4 segments of sustainable tourism. They will continue to work in 4 small groups.
The topics they have to discuss are the following:
- *Group 1:* What are the environmental concerns of sustainable tourism?
- *Group 2:* What is the social impact of sustainable tourism?
- *Group 3:* How does sustainable tourism impact cultural heritage?
- *Group 4:* What are the economic benefits of locals from sustainable tourism?

Each group gets flipchart papers and markers for taking notes and preparing a short presentation for the other groups. Participants can use their mobile phones and search for facts and examples related to their topic. They agree how they want to present the findings – by choosing one representative or do it together as a group.
The youth worker has to be available during the group work and go from one group to the other to check if participants have questions or need some clarification.

Before the presentations, the youth worker announces a short 15 minutes break (or longer if participants express the need for it).

IV. Presentation (40 minutes)

The youth worker invites the working groups to set up the room as a plenary in order to present their results. When the room is set, the first group starts with the presentation. Each group has up to 7 minutes to present the results, after which other groups can ask questions or give comments. The youth worker invites the participants to carefully listen to the presentations and think about how these different segments are interconnected and how they influence each other.

V. Discussion and wrap-up (20 minutes)

After all presentations are done, the youth worker starts a discussion with the focus on how these 4 segments are interconnected and leads the participants through the discussion by asking the following questions:
- Was the concept of sustainable tourism new to you?
- Was it hard to find answers to your question?
- How are the environmental and social aspects of sustainable tourism connected?
- What is the connection between the social and the economic aspect?
- Why do you think sustainable tourism is considering cultural heritage as important?
- How could youth be involved in sustainable tourism offers?

Materials needed: Paper, pens, a little box for the energiser, flipchart paper, markers, internet connections, projector.

Background documents and further reading:

- **Uniting Youth for Ecotourism**
https://yeenet.eu/wp-content/uploads/2018/11/Uniting-youth-for-ecotourism-publication.pdf
- **Sustainable Tourism Practices**
https://enterclimate.com/blog/sustainable-tourism-practices/

Recommendations for future youth workers multiplying this workshop:
- If there are some local or national examples of sustainable tourism practices the youth workers should share them with the participants, or if possible even invite individuals being actively involved in those practices as guest speakers.

Do we eat our waste?

ⓘ **Workshop Title:** Do we eat our waste?

🕐 **Duration:** 255 minutes with a break included

✎ **Background:** When we throw away our waste, especially if we separated it into different garbage bins, we like to think it is taken care of in the best possible way for our environment. We like to think that wecdid our part and now we expect the public waste services and responsible authorities to do their part. Unfortunately, waste management is not very efficient in many countries, including well developed ones as well. Most of the waste produced globally ends up in illegal landfills, rivers, lakes and oceans where it slowly degrades. Various research from the past 50 years shows that the plastic waste in time decays and turns into micro and nano plastic which nowadays can be found literally everywhere – in the soil, in the water, in the air, in our food, and even in our bodies! In other words, our plastic waste, after a certain amount of time, ends up back on our plates!
This workshop will allow participants to explore the problem of microplastic, to analyse which type of plastic waste contributes to it the most and to explore ways how they can reduce their plastic footprint.

🏆 **Aim of the workshop:** To understand the consequences of mismanagement of waste on the example of microplastic and to learn about effective waste reduction practices.

Objectives:
- Educate youth about the inefficiencies and challenges in waste management systems globally, including the prevalence of illegal landfills and pollution of natural water bodies with waste.
- Increase awareness among youth about the long-term impact of plastic waste on the environment, particularly its degradation into microplastics.
- Analyse the different types of plastic waste that contribute to the formation of microplastics.
- Encourage youth to reflect on their consumption habits and identify areas where they can make conscious choices to reduce their plastic footprint, by exploring alternatives to single-use plastics.

⚙ **Competence addressed:** Analytical skills; Digital literacy; Critical thinking; Communication; Presentation skills; Team work; Citizenship competence.

⚙ **Methodology and methods:** Energiser; Analysis; Theoretical input; Video screening; Group work; Presentation; Discussion.

Workshop flow:
I. Energiser and introduction of the topic (30 minutes)

In order to introduce the topic of the workshop, the youth workers introduce the energiser "Sustainable Scavenger Hunt" which is done in small groups of 3–4 participants. When the groups are formed, each gets a list of items or tasks related to plastic waste and plastic waste reduction.

For example: reusable water bottle, recycling bins, single use plastic item, improperly disposed plastic waste, a product with polyester in it, an example of an animal being endangered by plastic waste, etc. The youth worker sets a time limit for the scavenger hunt, such as 15-20 minutes, depending on the available time and the number of items on the list. Participants will then scatter to search for the items on the list. They can take photos or videos of themselves with each item they find to document their progress, or if possibly take the item with them. After the time limit is up, everyone comes back to the working rooms and reviews the found items. The youth worker facilitates the discussion, makes sure that each item is briefly covered and asks the participants about its relevance to sustainability and plastic waste reduction.

II. Our world in data – plastic waste (45 minutes)

The youth worker invites the participants to sit down and announces that they will continue to work in small groups. In order to better understand how serious the global plastic waste problem is, each group gets one or two tasks (depending on the number of small groups) – to find specific data related to plastic production and plastic waste disposal on the online scientific database Our world in data – ourworldindata.org/
Here are some examples:
- What was the global plastic production in the year your parents were born, the year you were born, and 5 years ago? https://ourworldindata.org/grapher/global-plastics-production
- What is the difference in the representation of waste disposal methods in the USA, China and Europe? https://ourworldindata.org/grapher/plastic-fate
- Which countries have the highest amount of mismanaged plastic waste in the world? https://ourworldindata.org/grapher/plastic-waste-mismanaged
- Which country had the highest increase of recycling plastic between year 2000 and 2019? https://ourworldindata.org/grapher/share-plastic-waste-recycled
- Which is the share of plastic waste being recycled, landfilled, incinerated and mismanaged in Europe in the year 2000 and 2019? https://ourworldindata.org/grapher/share-plastic-fate?time=2019..latest&country=~OWID_EUR
- How much did the plastic waste accumulation in rivers and lakes increase between 2000 and 2019 in Europe, USA and China?

During the research the youth worker has to be available to help the groups if needed. Each group finds the data, signs them on a piece of paper together with the topic (e.g. global plastic production, plastic waste accumulation in rivers and lakes…) and agrees on who will shortly present them to the other groups. One by one group reads the task they got and the data they found and sticks the paper on the wall. By the end of the presentations all papers are lined up on the wall and the researched data are visible to everyone.
The youth worker draws main conclusions based on the data and correlations between them.

III. Theoretical input and video screening (45 minutes)

In order to better understand how serious the plastic production and plastic usage is, and how our everyday lives are connected to various types of plastic, the youth worker shows to the participants the graph "Global primary plastic production by industrial sector from 1990 to 2019", from the Our world in data platform (https://ourworldindata.org/grapher/plastic-production-by-sector). He/she draws their attention to the increase in each sector, but especially the Packaging sector, which has the highest increase. Based on this data and the data participants explored and presented, the youth worker draws conclusions and correlations between global population growths, global consumption growth, and growth of global waste production and disposal. The environmental problems related to plastic waste that we can see are polluted ecosystems, waste mismanagement that leads to greenhouse gas emissions and various animal species being directly threatened by plastic waste (for example birds, sea turtles, fish, etc.).

But in the last several decades, there is an invisible problem related to plastic waste – the microplastic pollution of water, air and soil. Now the youth worker asks the participants if they have heard about this problem and explains the term microplastic and the influence it has on the environment and humans' health. The following graph will show the participants that various types of polymers (colloquially called also types of plastic) used for the production of various plastic products contribute to the microplastic problem. At the end of this part of the workshops, a short video about how much microplastic we consume with our food is screened.

After the theoretical input the youth worker announces a 30 minutes' break.

IV. Which polymer is in my product? (45 minutes)

Now the participants split once more into the small working groups and sit at a table. Each group gets 2 plastic products with labels and their task is to analyse which polymers they contain. They should carefully read the product label and write down the type/types of polymers it contains. The products could be for example: shampoo bottle, wet wipes, water bottle, plastic cutlery, mascara, can of paint, etc. If they find only the abbreviations of the polymers on the labels, they can use their mobile phones to find the full name of the polymer. After that, they should check if they can find the labels on their clothes and check if their clothes contain some polymers. Today scientists estimate that textiles produce 35% of the microplastic pollution in the world's oceans (in the form of synthetic microfibers), which would make textiles the largest known source of marine microplastic pollution[2].

V. How can we reduce our microplastic footprint (45 minutes)

Just like there are different ways of producing microplastic, which participants explored until now in the workshop, there are a lot of ways to reduce it, and this is exactly what they will explore in the continuation of the workshop. The entire group now works together and makes a list of ways how they can reduce their microplastic footprint. While the participants discuss and give suggestions, the youth worker writes them down on a flipchart paper.
He/she advises them to think about different aspects of their life:
- clothing – buying and maintaining it;
- body care products;
- food – consumption and preparation;
- cleaning the house;
- replace single use products with reusable products.

VI. Discussion and wrap-up (15 minutes)

To wrap-up the workshop and motivate the participants to apply the listed actions for reducing microplastic pollution, the youth worker facilitates the final discussion by asking the following questions:
- Were you surprised by some of the data you discovered today?
- What was the biggest surprise of the day?
- Do you think it will be easy to apply the listed actions?
- Do you think your peers know about this problem?

Materials needed: scavenger hunt list for each group, mobile phones, tablets or laptops for the research work (one device per group), internet connection, projector, flipchart papers, papers, markers, various products with polymers (number depends on the number of participants; shampoo bottle, wet wipes, water bottle, plastic cutlery, mascara, can of paint, etc.).

[2]IUCN, Primary microplastics in the Oceans,
https://portals.iucn.org/library/sites/library/files/documents/2017-002-En.pdf

Background documents and further reading:

- **Earth Has a Hidden Plastic Problem—Scientists Are Hunting It Down** https://www.scientificamerican.com/article/microplastics-earth-has-a-hidden-plastic-problem-mdash-scientists-are-hunting-it-down/
- **From Fish to Humans, A Microplastic Invasion May Be Taking a Toll** https://www.scientificamerican.com/article/from-fish-to-humans-a-microplastic-invasion-may-be-taking-a-toll/
- **Easy Ways to Reduce Microplastic Pollution & Consumption In Your Daily Life** https://www.perchenergy.com/blog/lifestyle/reduce-microplastic-pollution-consumption
- **How much plastic do we eat in a week?** https://wwf.panda.org/wwf_news/?348337/Revealed-plastic-ingestion-by-people-could-be-equating-to-a-credit-card-a-week
- **Impact of plastic pollution in the oceans on marine species, biodiversity and ecosystems** https://wwfint.awsassets.panda.org/downloads/wwf_impacts_of_plastic_pollution_on_biodiversity.pdf
- **Your plastic diet** https://www.youtube.com/watch?v=xiuxHvAaZ2M
- **Our world in data – Plastic pollution** https://ourworldindata.org/plastic-pollution

Recommendations for future youth workers multiplying this workshop:

- Youth workers should prepare all needed materials in advance and get familiar with the data participants will work with in the first part of the workshop in order to be able to point out the correlations between them and give additional explanations.
- Internet connection and electronical devices are necessary for this workshop and before proposing the workshop youth workers should make sure they have all required materials in the working space.

Green Building Basics

ⓘ **Workshop Title:** Green Building Basics

🕐 **Duration:** 260 minutes with a break included

✎ **Background:** Naturally built homes use local, minimally processed, abundant and/or renewable natural materials. They are designed to suit their climate and geography, to efficiently use energy, water, and other resources, providing a modest shelter that can last for many centuries. Ideally they, and the way they are lived in, are in balance and harmony with the environment. In this workshop participants will learn about natural materials and natural building techniques which provided homes to people for millennia and discuss with building experts how these techniques could be used to decrease the negative impact of conventional building approaches.

🏳 **Aim of the workshop:** To create space for discussion on the concept of green building and explore good practices.

Objectives:
- Educate youth about the principles of natural building and the use of local natural materials.
- Familiarise youth with traditional building techniques that have been used by communities for millennia to construct naturally built homes.
- Discuss the importance of efficiently using energy, water, and other resources in building design and construction.

⚙ **Competence addressed:** Critical and creative thinking; Practical skills; Cooperation; Communication; Citizenship competence.

⚙ **Methodology and methods:** Energiser; Theoretical input; Group work; Presentation; Discussion.

Workshop flow:

I. Energiser and introduction of the topic (20 minutes)

To introduce the topic of the workshop, the youth worker and the invited expert for natural building, prepare 15-20 samples of different materials and place them in the middle of the circle of chairs. Then they ask the participants to divide the samples into 3 different categories: materials used in conventional building, materials used in natural building and materials never used in building. Participants can talk to each other while they are dividing the samples into 3 groups according to the categories, but they cannot talk to the expert, not even if they cannot recognise the material. When all samples are rearranged, the expert reflects on their work and introduces the topic of the workshop.

II. Theoretical input by the expert for natural building (60 minutes)

The workshop continues with a theoretical input on natural building techniques and natural

materials. For this the expert prepares a PowerPoint presentation with basic principles of natural building and examples for different building techniques.

III. Group work – building a model house (120 minutes)

Since natural building is a practical skill, the next 2 hours will be dedicated to building a model house out of natural materials. While the expert prepares the materials (clay, straw, branches, etc.) and tools and places them on a big table, from where the participants will take them to their working station, the youth worker divides the participant into smaller working groups with 3-4 persons. This can be done by using a short sentence, for example "I love mud". The participants all stand in a circle and each of them has to say out loud only one word from the sentence. One participant starts with the word "I", then the one standing on the left-hand side says "love", the next "mud", and the next starts again with "I". The group repeats the sentence so many times until everyone says one word out loud. Then they divide into groups "I", "love" and "mud". Depending on the number of participants the sentence will maybe have to be longer.

All groups get to their working stations and the expert gives them instructions. Their task is to build a model house by using natural materials available on the table. Each group can decide which and how many different materials to use and how to design their house. During the theoretical input they saw various examples of natural house design, so now they can make up their own design. During this practical work participants can ask questions and suggestions from the expert who will give them guidance through the entire process. In the end each group should name their house and think about a short presentation.

IV. Presentations and wrap-up (60 minutes)

Since natural building is a practical skill, the next 2 hours will be dedicated to building a model house out of natural materials. While the expert prepares the materials (clay, straw, branches, etc.) and tools and places them on a big table, from where the participants will take them to their working station, the youth worker divides the participant into smaller working groups with 3-4 persons. This can be done by using a short sentence, for example "I love mud". The participants all stand in a circle and each of them has to say out loud only one word from the sentence. One participant starts with the word "I", then the one standing on the left-hand side says "love", the next "mud", and the next starts again with "I". The group repeats the sentence so many times until everyone says one word out loud. Then they divide into groups "I", "love" and "mud". Depending on the number of participants the sentence will maybe have to be longer.

All groups get to their working stations and the expert gives them instructions. Their task is to build a model house by using natural materials available on the table. Each group can decide which and how many different materials to use and how to design their house. During the theoretical input they saw various examples of natural house design, so now they can make up their own design. During this practical work participants can ask questions and suggestions from the expert who will give them guidance through the entire process. In the end each group should name their house and think about a short presentation.

Materials needed: Papers, pens, flipchart papers, markers, materials for the practical work need to be agreed with the invited expert, computer, projector, internet connection.

Background documents and further reading:

- **Green Buildings**
https://greenbuildingcanada.ca/green-building-guide/

- **Building with Nature in Mind**
https://www.gaiakosovo.org/2020/02/02/building-with-nature-in-mind-publication-posters/
- **Natural Building around the World**
http://naturalhomes.org/naturalhomes.htm

Recommendations for future youth workers multiplying this workshop:
- Youth workers should organise this workshop in cooperation with a natural building expert or organisation specialised in that topic. Timing needed materials and the size of the group should be discussed in advance.
- It is highly suggested to organise a study visit to a natural building in the surrounding area after the workshop, as a follow up activity for interested participants.

Launching Eco-Friendly Businesses

ⓘ **Workshop Title:** Launching Eco-Friendly Businesses

🕐 **Duration:** 210 minutes with a break included

✏️ **Background:** An eco-friendly business operates in a sustainable manner, it is causing minimal damage to the environment, uses local renewable resources whenever possible, monitors its carbon footprint, seeks to minimise any negative impact on the environment and the community and has a strong social commitment. More and more small businesses and start-ups are developing sustainable business models in order to increase their positive social and environmental impact. In this workshop participants will learn about the principles of eco-friendly businesses by analysing local good practice examples and how their business plan can be economically successful, socially responsible and environmentally friendly. In order to carry out the workshop in the proposed way, 3 youth workers will be needed for the group work related to the case studies.

💬 **Aim of the workshop:** To create space for discussion on the concept of green building and explore good practices.

Objectives:
- Introduce youth to the core principles and practices of eco-friendly businesses, emphasising the importance of sustainability, minimal environmental impact, and social responsibility.
- Foster critical thinking when developing eco-friendly business ideas and encourage creative solutions to environmental challenges.
- Facilitate networking opportunities for youth to connect with like-minded peers, mentors, and professionals in the eco-friendly business space, fostering collaboration and exchange of ideas.

⚙️ **Competence addressed:** Team work; Analytical skills; Communication; Creative thinking; Critical thinking; Citizenship competence.

⚙️ **Methodology and methods:** Energiser; Group work; Case studies; Brainstorming; Discussion.

○ **Workshop flow:**

I. Energiser and introduction of the topic (15 minutes)

The youth worker greets the participants and introduces the "Pink toe" energiser for a funny start of the workshop. The youth worker explains that he/she will say out loud a body part and a colour and that the task of the participants is to find an object of that colour in the room and touch it with the chosen body part. For example, if he/she calls out "grey elbow", participants need to find something grey in the room and put their elbow on. To spark it up a bit, a time limit can be proposed, or a limit to the number of people that can touch the same object. Some combination of body part and colour will be easy to do, but some will require creative thinking in order to match those two in the given time. The youth worker should combine easy tasks with challenging ones and keep the two most challenging for the end of the energiser (this depends greatly on what he/she will find in the working space).

After several rounds and the last two challenging tasks, the youth worker refers to the creative solutions participants showed and explains that sometimes common things need to be seen from a different perspective in order to come to an innovative solution. Eco-friendly businesses need this kind of creative and critical thinking in order to find the harmony between economics, society and environment.

II. Case study – Eco-friendly business (60 minutes)

For this part of the workshop, participants will assume the role of prospective donors seeking an eco-friendly start-up to financially support, while the youth workers present the 3 ideas. The participants split into 3 smaller groups, and each group goes to one of the pitching stations. After 15 minutes each group goes to the next station, and after the next 15 minutes they go to the third station. In this way all participants will hear all 3 pitches and will be able to compare them. Each of them gets an evaluation sheet with 3 columns in which they need to make notes that will help them to choose one of the start-ups. The columns are: economical aspect → profit; social aspect → people; environmental aspect → planet.

Prior to the workshop the youth workers need to choose 3 examples of eco-friendly businesses and prepare a pitch based on the 3 evaluation aspects. Within 45 minutes they will present their eco-friendly business idea to all 3 small working groups, i.e. to the prospective donors. They have to make sure that within the 15 minutes they leave a bit of time for participants to ask questions.

After participants have heard all 3 business ideas they take a look at their notes and compare them, make additional notes or talk to other participants if needed, and choose the business idea they like the most. The youth worker checks if everyone made a decision and invites the participants to the brainstorming session.

Idea 1 – *name of the idea*		
Economical aspect → profit	**Social aspect → people**	**Environmental aspect → planet**
What makes this idea sustainable?		

Idea 2 – *name of the idea*		
Economical aspect → profit	**Economical aspect → profit**	**Economical aspect → profit**
What makes this idea sustainable?		

Idea 3 – *name of the idea*		
Economical aspect → profit	**Economical aspect → profit**	**Economical aspect → profit**
What makes this idea sustainable?		

III. Brainstorming about eco-friendly start-ups for schools and youth clubs (45 minutes)

Having heard about 3 eco-friendly businesses and having evaluated them within the 3 aspects, the participants are invited to a brainstorming session about what kind of eco-friendly start-ups they could organise in their school or youth centre. The youth worker explains the rules of brainstorming in case that some of the participants are not familiar with the method (more details on brainstorming rules can be found in the workshop "Environmental Art Creations").

During the brainstorming session the youth worker takes notes and writes down on a flipchart paper all ideas that the participants propose. He/she encourages them to "think outside the box", to propose unusual ideas and to try to come up with as many ideas as possible.

When participants run out of ideas the youth worker invites them to vote and to choose 3 ideas they would like to develop further. Each participant takes a marker and puts a dot next to 3 ideas. At the end the 3 ideas with the most dots are chosen, written on a separate flipchart paper and developed further. At this point the youth worker can decide, together with the participants, if they will work all together on the 3 ideas or split again into 3 working groups and each group works further on one idea.

After the brainstorming session the youth worker announces a short 15 minutes break (or longer if participants need it).

IV. Developing the 3 start-up ideas (60 minutes)

Further development of the 3 ideas can continue in one big group or in 3 small groups. Whichever mode of work the group chooses it is important that they are guided by the following questions (Qs can be written on a flipchart paper, printed on a paper for each group or screened from a computer):

- What is our idea?
- Why is this idea important to us?
- What environmental problem is this idea tackling?
- Whose support will we need to realise it?
- What resources do we need (material and human)?
- What are our main activities?

Each idea is developed on a separate flipchart paper on which the answers will be written. If the work continued in 3 small working groups, the youth workers would need to dedicate some additional time to the presentations of the developed ideas. Each group should have 10 minutes to present their idea and to receive questions from the other participants. If all participants worked together in one group, the youth worker could do a quick summing up of the developed ideas and continue with the final discussion.

V. Discussion and wrap-up (15 minutes)

The youth worker congratulates the participants on their creative work and facilitates a short discussion that will lead to the final conclusions of the workshop. The questions could be as follows:

- How did you feel in the role of the donor?
- Was it easy to choose one of the presented ideas?
- How did you like the brainstorming session?
- Would you like to implement the idea you developed?

Materials needed: Papers, pens, evaluation forms, flipchart paper, markers.

Background documents and further reading:

- **Sustainable Business Models** https://ecocation.org/sustainable-business-models/

- **Becoming an environmentally friendly business** https://www.business.qld.gov.au/running-business/environment/environmentally-friendly
- **Eko kurir, Novi Sad, Serbia** https://ekokurir.rs/
- **Biciklinika, Osijek, Croatia** https://www.youtube.com/watch?app=desktop&v=RQlHdgXNUTI
- **Plantiverse, Roma, Italy** https://www.plantiverse.it/
- **Planetiers, Lisboa, Portugal** https://www.planetiers.com/
- **Maria Granel, Lisboa, Portugal** https://www.mariagranel.com/
- **7 ground rules of brainstorming** https://www.mural.co/blog/brainstorming-rules

Recommendations for future youth workers multiplying this workshop:

- Youth workers need to find good practice examples from their countries for the second part of the workshop "Case studies – getting to know eco-friendly businesses" and prepare a short pitch for each example considering the basic principles of sustainable business models. This workshop requires the involvement of 3 youth workers for the Case studies part, and each of them has to be familiar with the Case study he/she will present.
- The youth worker has to take into consideration that the participants will want to continue to work on their idea and to find a way to implement it. A follow up workshop might be needed, or support for the youth group in realising their idea. This as well might include cooperation with the school.

Sustainable Living Practices

(i) **Workshop Title:** Sustainable Living Practices

(clock) **Duration:** 180 minutes with a break included

(pen) **Background:** Sustainable practices can be applied on various levels – individual, group, organisation, community or institution. On all levels a change in usual behaviour has to happen, and that is often a long and complex process. Sometimes, although we know our choices are not sustainable, we find it hard to change them. It is especially hard if you are alone in it and have no support from others. But if a group of people works together and agrees to adopt sustainable practices, they can support and motivate each other, and it makes the entire behaviour change process easier and long lasting. In this workshop participants will have the opportunity to explore how the sustainability principles Reuse, Repurpose, Reduce and Refuse can be applied on the community level and how they can be the drive of that change.

(speaker) **Aim of the workshop:** To explore and discuss daily habits and practices which contribute to a sustainable lifestyle.

Objectives:
- Introduce youth to the sustainability principles of Reuse, Repurpose, Reduce, and Refuse, and discuss how these principles can be applied at the community level to promote sustainable practices and reduce environmental impact.
- Educate youth about the concept of sustainability and how it can be applied at different levels, from individual to institutional.
- Emphasise the role of group support and collaboration in facilitating behaviour change towards sustainability.
- Explore potential opportunities for implementing sustainable practices at the community level.
- Empower participants to become drivers of change within their communities by advocating for and implementing sustainable practices.

(gear) **Competence addressed:** Communication; Collaboration; Creative thinking; Problem solving; Organisational skills; Citizenship competence.

(gear) **Methodology and methods:** Energiser; Theoretical input; Group work; Discussion.

Workshop flow:

I. Energiser and introduction of the topic (15 minutes)

The youth worker invites the participants to stand up and introduces a simple "Stop and Go" energiser. On the command GO of the youth worker, everyone starts to walk around the room, and on the command STOP, everyone stops and stays standing in one spot. The youth worker repeats the commands several times changing the rhythm from slow to fast. After a while, he/she announces that the meaning of the commands will change and that now GO means to stop, and

STOP means start walking. Now the youth worker repeats the commands several times and observes how easy or hard it is for the participants to follow them and to react in the agreed way. After several good laughs, the group gathers in a big circle and the youth worker stresses the fact that sometimes it is not easy to stop doing things the way we are used to. And it is the same with changing our habits. Sometimes, although we know our choices are not sustainable, we find it hard to change them. It is especially hard if you are alone in it and have no support from others. But if a group of people works together and agrees to adopt sustainable practices, they can support each other, and it makes the entire behaviour change process easier and long lasting.

II. Theoretical input – The 5R principle (30 minutes)

Before the practical part of the workshop starts, it is important that the youth worker gives a short presentation on the 5R principle, with a strong focus on the first 4 principles – Reuse, Repurpose, Refuse and Reduce. This theoretical input should have the following content:
- Definition of the 5R principle and its benefits;
- Explanation of all 5R principles;
- Examples of behaviour/actions related to each of the 5R principles.

During the presentations, the youth worker should make sure that participants understood the presented content and ask them to give examples of sustainable actions for the Reuse, Repurpose, Refuse and Reduce principles. All given examples should be written on a flipchart paper by the youth worker. In case participants struggle with giving examples the youth worker should present some.

III. Give a second life to your stuff (45 minutes)

The flipchart papers with proposed sustainable actions for the Reuse, Repurpose, Refuse and Reduce principles should be visible in the working space since they will guide the participants in the upcoming work. Based on the actions listed on the flipchart papers, participants now have to think about items that they can associate with those actions, for example items that they have at home but are not using anymore or using them very rarely. To help them with this task the youth worker asks them to make a mental clean-up of their room/closet/basement. They should mentally go through all their clothes, books, games, sport equipment, jewellery, etc., and add the items they don't use anymore to the list. Most probably it will turn out that the majority of the items are in a perfectly good state, and could, for example, be bartered for something else.

At this point the youth worker asks the participants if they would like to organise a "second hand barter" and give a second life to these valuable items they have listed. He further explains that through this action 4 out of 5R principles can be tackled: Reuse cos a lot of items will be reused by other persons (clothes, books, games); Repurpose cos some items might be used in a different way by people that will take them (old clothes for making new items such as bags or decorative items); Refuse cos by taking a second hand item we refuse to buy new items and Reduce cos by exchanging the items we have we reduce the amount of things we buy and in that way we reduce the amount of waste we produce. All these actions are done by individuals, but since they are done in an organised way, an entire community can get involved in it. In this way concrete actions are taken which further promote sustainable living practices.

Before the planning workshop starts, the youth worker announces a 15 minutes break (or longer if participants express the need for it).

IV. Planning a barter in the school/youth centre (60 minutes)

The youth worker now supports the participants to make an action plan and discuss every step of the "second hand barter". For this he/she uses a template with the following content:
- When will the action be organised
- Where will the action be organised
- How long will the action last

- How many participants can take part
- How and where to we announce the action
- Whose support do we need to implement the action
- Which resources do we need for the implementation
- Do we need to establish some rules for the participants of the action

The youth worker leads them step by step through the template and asks participants to take notes on flipchart papers. In this way participants will together outline specific steps they can take to promote sustainability within their communities.

V. Discussion and wrap-up (15 minutes)

To close the workshop the youth worker starts a short discussion on how working together as a group can provide mutual support, motivation, and accountability, making the behaviour change towards a sustainable lifestyle easier and more sustainable.

Materials needed: Flipchart papers, markers, papers, pens.

Background documents and further reading:

- **The 5R of waste management** https://www.norcalcompactors.net/5rs-of-waste-management/
- **The 5Rs of Zero Waste** https://www.youtube.com/watch?v=SoX5qBpdnlI

Recommendations for future youth workers multiplying this workshop:
- Youth workers have to be familiar with the 5R principles and prepare examples of sustainable actions related to them in advance in case participants struggle with giving examples.
- The probability that this workshop will require a follow up activity is moderately high. Youth workers have to make sure that they can provide a space for organising a "second hand barter" in case the participants get very enthusiastic to organise it. It could be organised in the youth centre, or in the school (this has to be checked with the teachers and/or the school principal).
- Youth workers should be familiar with the social and economic background of the participants in order to avoid any judgments from their side towards the participants related to their habits, but also to be able to facilitate discussions if any judgements come from the side of the participants. Social and economic factors very strongly influence habits, they do not justify them, but having this in mind it will be easier for the youth workers to avoid any conflict situations.

Sustainable Gardening Techniques

ⓘ **Workshop Title:** Sustainable Gardening Techniques

🕐 **Duration:** 215 minutes with a break included

✎ **Background:** Growing your own aromatic and medicinal herbs, vegetables and fruits in urban areas has a lot of benefits not only for one's health and wellbeing but helps the local biodiversity as well. A small scale garden, which can count several pots on the terrace or raised beds in the yard, brings people and nature closer. These miniature green islands in urban areas create a network of green corridors for pollinators, various species of insects that provide us with the service of pollinating vegetable and fruit plants. Approximately 80% of wild plants and 75% of the most important crops depend on pollination by animals[3]. Every third bite of food we eat depends on pollinators. In this workshop participants will explore different gardening possibilities and its benefits for their wellbeing and the local biodiversity.

🏆 **Aim of the workshop:** To promote gardening practices that support biodiversity and local production of medical/aromatic herbs and food.

Objectives:
- Educate youth about the multiple benefits of gardening, including improved health and wellbeing, as well as the positive impact on local biodiversity.
- Educate youth about the role of urban gardens in supporting local biodiversity, particularly in creating green corridors for pollinators and other beneficial insects.
- Introduce various urban gardening techniques suitable for small-scale spaces.
- Foster a sense of environmental stewardship among youth by encouraging responsible gardening practices that prioritise sustainability, resource conservation, and minimal environmental impact.

⚙ **Competence addressed:** Research; Team work; Communication; Organisational skills; Problem solving; Digital literacy; Citizenship competence.

⚙ **Methodology and methods:** Energiser; Research; Group work; Presentation; Discussion.

○ **Workshop flow:**

I. Energiser and introduction of the topic (20 minutes)

The youth worker invited the participants to stand up and form a big circle. He/she introduces the "Evolution" energiser by presenting 5 species: amoeba, snail, fish, wild cat and human. For each species participants have to come up with a movement and repeat it several times, so that everyone memorises all 5 movements. When the youth worker is sure that everyone is familiar with the movements, he/she announces that the only way to evolve from one species to the other (always in the same order: amoeba – snail – fish – wild cat – human) is to play Rock – Paper – Scissors. The entire group starts as amoebas, and they have to work their way up on the

[3]Top 10 facts about bees https://www.wwf.org.uk/learn/fascinating-facts/bees

evolutionary scale. Only participants that are the same species can play Rock – Paper – Scissors (e.g. amoeba with another amoeba, fish with another fish). The winner evolves to the next level, while the loser remains at the same level, and they both look for the same species to continue to play Rock – Paper – Scissors. Participants should not talk to each other but recognise their species only by the agreed moves. When the majority of participants become humans the youth worker explains that this is not really how evolution works, that one species transforms into another, but what is characteristic for evolution is that very strong connections between species are formed and that all species are connected and depend on each other in different ways – through the food chain, through pollination and spreading seeds, they share the same habitat, they are shelters to other species, etc. In this workshop the process of pollination will be emphasised – interdependence between plants and insects.

II. Find the right gardening technique for your space (45 minutes)

The youth worker needs to prepare 3 working stations on which participants will explore 3 different gardening techniques. In order to split the participants into 3 groups, the youth worker invites them to draw an item from a flower pot that will lead them to the right station (for example: leaves in 3 different colours/shapes or 3 different types of seeds). Each group will need flipchart papers, markers and at least one mobile phone or a computer for the research. A stable internet connection needs to be secured as well. During the research the groups need to make notes and start to draft a short presentation for the other participants.
The following 3 gardening techniques will be explored:
Group 1: Flower pots on the terrace
Group 2: Small scale vertical gardens
Group 3: Raised bed in the yard
The task of each group is to find out what resources and conditions are needed to start with the specific gardening technique. The following question will guide them through the research.
- Which conditions are needed for this technique?
- How much space is needed?
- What types of materials are needed?
- Which tools are needed?
- Which period of the year is the best to start with this technique?
- Estimate how much time is needed to set it up.

The youth worker visits all the groups and checks from time to time if they need some help.

III. Find the right plants for your space (45 minutes)

After participants have collected information about which resources and conditions are needed, they need to find out which species of herbs/veggies/fruits are the most suitable ones. Also for this part of the research the participants get a set of questions to guide them:
- How many sunlight hours has the chosen location for the garden?
- Which herbs are the right ones for those conditions?
- In which month do they need to be planted?
- How long does the germination take?
- When can they be harvested?
- Can seeds be collected for the next season?
- How much watering do they require?
- Are they one year herbs or perennials?
- Do they need to be cut in autumn?
- Do they propagate vegetatively?

Participants can choose 2–3 different herbs and explore them more into detail to get an idea what are the different aspects to be considered.

After the brainstorming session the youth worker announces a short 15 minutes break (or longer if participants need it).

IV. Presentation and discussion (45 minutes)

When participants gather after the break the youth worker announces that each group will now shortly present their work to the others. In 10 minutes they should present the main findings of their research, after which participants from the other groups can ask questions and give comments.

After all 3 presentations the youth worker starts a short discussion by asking the following questions:

- What are the advantages and disadvantages of the 3 presented gardening techniques?
- How demanding are they?
- What are the benefits for the local biodiversity?
- What are the benefits for the gardeners?

V. Drafting and action plan and wrap-up (45 minutes)

The discussion will help participants to get a complete picture of how demanding and useful each of the gardening techniques are, and based on all the information gathered, the participants can now make a sketch of an action plan. It should contain all needed information, such as, when to start, which resources are needed, how to maintain it and how many people need to be involved in the action.

Before closing the workshop the youth worker should take a look at all 3 action plans and ask participants if they will start their own little garden?

Materials needed: Papers with animal drawings for the energiser, flipchart papers, markers, papers, pens, mobile phones or computers, internet connection, flower pot with items for dividing the participants into working groups.

Background documents and further reading:

- **What is urban horticulture?** https://www.iberdrola.com/social-commitment/what-is-urban-gardening
- **5 Benefits of growing your own herbs** https://mylittlegreengarden.com/5-benefits-of-growing-your-own-herbs/
- **5 Benefits of starting an herb garden** https://www.theseedcollection.com.au/blog/5-Benefits-of-Starting-an-Herb-Garden
- **How to get the most from a small garden** https://www.treehugger.com/get-most-sustainable-small-garden-5097612

Recommendations for future youth workers multiplying this workshop:

- The probability that this workshop will require a follow up activity is moderately high. Participants might be interested in hands-on learning experiences and practical skills development in gardening, including planting, watering, fertilising, and pest management techniques suitable for urban environments. Youth workers should check where participants can acquire these skills or consider organising additional workshops with practical work.
- Youth workers could provide books and guides for gardening. If this is not possible a stable internet connection is important since all the research will be done online.

Leadership and teamwork in eco-projects

ⓘ **Workshop Title:** Leadership and teamwork in eco-projects

🕐 **Duration:** 240 minutes with a break included

✎ **Background:** Teamwork and leadership are crucial elements in eco-project implementation. It starts with an idea, but getting to the set objectives and envisioned changes in the environment and the community requires a lot of work, planning, decision making and defining roles and responsibilities of the team members. In this workshop participants will have the opportunity to learn about different leadership styles, to experience team decision making through a cooperative game and do a self-evaluation of their own skills and competences.

🏁 **Aim of the workshop:** To strengthen leadership and teamwork skills within the context of eco-community projects.

> **Objectives:**
> - Educate youth about the critical role of teamwork and leadership in the successful implementation of eco-projects.
> - Introduce youth to various leadership styles and discuss its characteristics, strengths and weaknesses.
> - Provide youth with opportunities to experience and practice team decision-making processes through a cooperative game.
> - Facilitate self-evaluation exercises for assessing their own skills and competences and areas of growth in leadership and teamwork.

⚙ **Competence addressed:** Communication; Collaboration; Active listening; Critical thinking;

⚙ **Methodology and methods:** Cooperation game; Theoretical input; Self-evaluation; Discussion.

📍 **Workshop flow:**
I. Cooperation game – Team building (30 minutes)

For the beginning of this workshop the youth worker proposes the Pen, Ball, Bottle team building game (link to the detailed instructions can be found in the section - Background documents and further reading). This game can be played whether the participants know each other or not. After the game the youth worker should point out the importance of team work, the fact that people bring a different set of knowledge and skills into the team and that for some persons it comes more naturally to take over the role of the leader.

II. Team work and Leadership styles (45 minutes)

To make sure that everyone in the group has the same understanding of the terms "teamwork" and "leadership" the youth worker asks the participants to define it together. He/she writes the participants' suggestions on a flipchart paper.

Then the youth worker presents 5 styles of leadership and discusses with the participants the advantages and disadvantages of each style. For this 5 flipchart papers are used with the name of the leadership style and the advantages and disadvantages columns. The youth worker hands out 10 papers with short statements which present either an advantage or a disadvantage and asks the participants to match it with a leadership style. Participants can talk and discuss each of the statements briefly before sticking it on one of the flipchart papers. After that the youth workers starts to add other statements to the flipcharts. Some of them he/she can read out loud and ask the participants to which style to add them. When all statements are added the youth worker can ask the following questions:

– Do you have some experience with these leadership styles?
– Which of these 5 leaders would you like to have in the team?
– Do you recognise yourself in one of them?

III. Qualities and competencies of leaders (45 minutes)

Based on the discussed advantages and disadvantages of different leadership styles, participants now get the task to create the perfect leader. Post-it notes and pens are handed out to them, and they have to write down as many as possible qualities and competences they would like to see in a leader. They should write down one quality/competence per post-it and stick it on the silhouette of a person. The drawing of the silhouette should be gender neutral. At the beginning it will be easy for the participants to suggest qualities and competences. When the youth worker notices that they are running out of ideas he/she should ask questions and lead them to the missing ones. At the end the youth worker can add some as well.

Observing the "perfect leader" the youth worker poses the question:

- How likely is it for one person to have all these qualities and competences?

At this point the youth worker announces a short 15 minutes break (or longer if participants need it).

IV. Cooperation game – Decision making (45 minutes)

The workshop continues with another cooperative game, this time related to decision making in a team and emphasises the importance of effective communication, collaboration, and consensus-building in achieving common goals (link to the detailed instructions can be found in the section – Background documents and further reading). This game demonstrates that decision making is often not an easy process, but it is necessary in order to take action. It is similar when implementing an eco-project. I order to achieve the set objectives of the project the team needs to plan, to make decisions, to take actions and at the end to evaluate the entire process of the project implementation. It is a constant learning process of which (self)reflection and (self)evaluation is an important segment. Becoming a good leader, just like becoming a good team member, requires a lot of learning, improvement of skills and competences and courage to jump into experiences even when not feeling 100% ready for it.

V. Wheel of competences – self-evaluation (45 minutes)

The youth worker invites the participants to a self-evaluation activity and hands out papers and pens. In order to do the "Wheel of competences" everyone needs to draw a circle on the paper and then divide it according to the number of competences they would like to evaluate. Each slice of the circle represents one competence. The middle of the circle represents a low level of the competence, while the edge represents a high level. The youth worker can draw participants'

attention to the post-it notes on which they have earlier written down skill and competences, it can serve as a reminder and help them to choose. He/she should advise them to choose at least 5, but not more than 8 for this exercise. After everyone has chosen and written down the competences they should start colouring each of the fields of the circle. The higher the level of the competence is, the more of the field will be coloured, starting from the middle of the circle.

When everyone is finished, the youth worker ask the participants to show their "Wheel of competences" and guide a discussion by asking the following questions:

- Where would you like to improve?
- How can you do that?

At this point the youth worker can suggest concrete actions for improving the competences, such as thematic workshops, online courses, books, etc.

VI. Wrap-up (15 minutes)

To wrap-up the workshop the youth worker proposes to play the Pen, Ball, Bottle game one more time and check if now they can do it faster than at the beginning of the workshop. The youth worker reminds the participants one more time that skill and competence development is a process that requires dedication and time.

Materials needed: Pens for all participants, 1 tennis ball, 4 plastic bottles, A4 papers, colouring pens, flipchart papers, markers, post-its.

Background documents and further reading:

- **Team building games – Pen Ball Bottle** https://www.youtube.com/watch?v=S12Oa8zZDVI&list=PLKTUgUOnJEBzOhAjRlubQMmSyhOg5okSv&ind ex=48
- **Team building games – Decision making** https://www.youtube.com/watch?v=RIYxBdNxi-A&list=PLKTUgUOnJEBzOhAjRlubQMmSyhOg5okSv&index=14
- **5 Benefits of starting an herb garden** https://www.theseedcollection.com.au/blog/5-Benefits-of-Starting-an-Herb-Garden
- **How to be a leader in an environmental organisation** https://yeenet.eu/wp-content/uploads/2019/03/How_to_be_a_leader_in_an_environmental_organisation.pdf

Recommendations for future youth workers multiplying this workshop:

- The youth workers should pay attention at the beginning of the workshop if participants understand the terms "skills" and "competences" and explain them if needed by giving examples.
- Cooperation games can get very energetic and have a moderate conflict potential, so youth workers should have experience in conflict solving and facilitating cooperation games – this especially applies to the Decision making game.

Project management and planning for eco-initiatives

ⓘ **Workshop Title:** Project management and planning for eco-initiatives

🕐 **Duration:** 210 minutes with a break included

✎ **Background:** Project management is the process of planning, organising, coordinating, and evaluating a project efficiently throughout its phases, from the initial idea, through planning, execution to achieving the set objectives and ultimately seeing the envisioned change in the environment/society. Although each project is unique, it is possible to find some general similarities between them. In this workshop participants will have the opportunity to get familiar with the structure of a project and useful tools for its implementation.

🗩 **Aim of the workshop:** To equip participants with knowledge on project management tools and techniques relevant to eco-projects.

> **Objectives:**
> - Educate youth about the basics of project management, including the processes of planning, organising, coordinating, and evaluating a project efficiently from conception to completion.
> - Help youth understand the importance of setting clear and achievable project objectives that align with the desired changes in the environment or society.
> - Familiarise youth with useful tools and techniques for project planning through the process of drafting a project plan.

⚙ **Competence addressed:** Communication and collaboration; Problem solving; Critical and creative thinking; Citizenship competence.

⚙ **Methodology and methods:** Cooperation game; Theoretical input; Group work; Discussion.

● **Workshop flow:**
I. Team building game (20 minutes)

In order to introduce the topic of the workshop, the youth worker proposes the Forming shapes game (link to the detailed instructions can be found in the section - Background documents and further reading).

This game can be played whether the participants know each other or not. After the game the youth worker should point out the importance of teamwork in project planning and implementation since it is a very dynamic process which often requires adaptation and fast decision making.

II. Brainstorming ideas for an eco-project (20 minutes)

In order to guide the participants through the entire project management cycle, the youth worker asks them for environmental topics they are interested in. Using a concrete environmental topic/problem participants are interested in will make it easier to guide them through different project cycle phases and engage them in drafting various segments of a project plan. In case that the youth workers have already organised some of the thematic workshops from this Toolkit (workshops 1–10) they can propose those topics. All proposed topics in this brainstorming session should be written on a flipchart paper and then the group chooses one which they will use for further work. The youth worker explains the rules of brainstorming in case that some of the participants are not familiar with the method (more details on brainstorming rules can be found in the workshop "Environmental Art Creations").

III. Introduction into the Project management cycle (30 minutes)

Having chosen the environmental topic, the youth worker briefly introduces the structure of a project and that they will, in the next 2 hours, go step-by-step through all the phases and get familiar with various tools used in project management. For this part of the workshops the youth worker can use a PowerPoint presentation or flipchart papers.

During the introduction the youth worker has to be sure that the participants understand the contact presented and ask for their inputs (if he/she knows that some participants already have some experience).

IV. Drafting a project plan (120 minutes)

After the introduction, the youth worker divides the participants into several smaller working groups up to 5 participants. Each group sits at their working station with all needed materials. This part of the workshop will be a combination of theoretical input given by the youth worker and practical group work done by the participants. The aim is to draft one common project plan step-by-step. After each part of theoretical input given by the youth worker the groups will do a practical exercise. The youth worker will collect the results from each group and combine them into one project plan template (this can be done with flipchart papers or in a digital form). The exact timing for each step needs to be done by the youth worker and it will require a moderate level of flexibility, since it depends on the experience of the participants and how actively they get involved.

- Step 1: Defining the aim and objectives of the project – What change we want to see at the end of the project?

Each group discusses and writes down the change they want to achieve. Then they share it with the other groups and the youth worker defines out of their input the aim of the project. After that, he/she shows them how to define objectives of a project and explains the difference between the Aim and the Objectives, and the SMART method for defining objectives.

- Step 2: Planning activities and resources (material and human) for the project – What do we want to do and what do we need for that?

In order to achieve the set objectives activities and resources have to be planned. Now each group uses the Activity and Resources template and starts to fill it in. It is enough that they write down 2–3 activities and think about all the needed resources to implement them. The groups share their results, and the youth worker integrates the input into the common project plan template.

- Step 3: Timeframe of the project plan – When do we need to do what?

Having defined several activities, participants now need to define the timeframe for them by using a Gantt chart. The youth worker explains why this tool is useful in project planning and implementation. The groups share their results, and the youth worker integrates the input into the common project plan template.

- <u>Step 4: Implementation and monitoring – What do we need to monitor during the implementation?</u>

In this part of the workshop the youth worker explains the importance of monitoring and setting indicators. Since this is quite a difficult task, the groups don't get to work on it alone, but the youth worker leads them through the process of defining indicators and shows them examples of good and badly defined indicators. Then they all together define indicators for the activities they put in the common project plan. The youth worker briefly explains the importance of adaptive management and its connection to monitoring.

- <u>Step 5: Evaluation of the project – What went well and what could be done better?</u>

Last step of the project cycle is the evaluation of the project, which is based on the monitoring data. At this point the youth worker explains the importance of evaluation and shows different methods of doing it. In order to give a practical example of doing an evaluation the youth worker announces that now participant will do the evaluation of the workshop.

In this part of the workshops a break of 20 minutes should be planned by the youth worker. The exact timing depends on the energy level of the group.

V. Wrap-up (20 minutes)

To close the workshop the youth worker sums up the main points of the workshop and asks participants the following questions:

– Which step of the project cycle did you like the most?
– Which step of the project cycle did you find hard?
– Which step was for you the easiest to understand?
– Would you like to be part of a project team?

Materials needed: Flipchart papers, A4 papers, pens, markers, project plan templates, Gantt chart templates, computer, projector.

Background documents and further reading:

- **Team building games – Forming shapes** https://www.youtube.com/watch?v=i2G5sCGSqiE&list=PLKTUgUOnJEBzOhAjRlubQMmSyhOg5okSv&index=4
- **How to be a leader in an environmental organisation** https://yeenet.eu/wp-content/uploads/2019/03/How_to_be_a_leader_in_an_environmental_organisation.pdf

Recommendations for future youth workers multiplying this workshop:

- Youth workers need to be familiar with project management and be able to shape participants' inputs into the right shape and use it for the common project plan that is being developed during the workshop. If they don't feel comfortable with the proposed approach, they can skip the brainstorming part of the workshop and directly propose a topic for which they have already drafted a project plan and use it as an example for the proposed group exercises.
- It is suggested to use a funny way of dividing participants into working groups, since the workshop requires mental effort, and it will help participants to relax. If needed a short energiser can be done if participants get tired.

Effective communication and presentation skills

ⓘ **Workshop Title:** Effective communication and presentation skills

🕐 **Duration:** 190 minutes

✎ **Background:** Effective communication involves the clear and efficient exchange of information, ideas, and feelings. It is rooted in the ability to transmit messages in a way that is easily understood by others while also being able to listen and understand the communication coming from others. On the other hand, presentation skills are a subset of communication skills that specifically deal with one´s ability to present information effectively to an audience. This workshop is designed to cover these two concepts and further explore into their relationship with a focus on developing community projects. The workshop also covers the 7Cs of communication to enhance participants' learning and understanding in the topic.

🗩 **Aim of the workshop:** To learn about and highlight the importance of effective communication and presentation skills when implementing community projects and engaging diverse audiences.

Objectives:
- To learn about the concept of effective communication;
- To explore the 7Cs of effective communication;
- To understand the concept of presentation skills and its relationship with effective communication;
- To use group discussion and research to further explore the importance of effective communication and presentation skills in community projects;
- To create space for teamwork and communication.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Presentation skills; Research skills; Analytical skills; Communication; Citizenship competence; Critical thinking.

⚙ **Methodology and methods:** Theoretical Input; Group discussion; Research; Presentations and Discussion.

Workshop flow:

I. Introduction to the workshop (5 minutes)

The trainer introduces participants to the workshop and highlights its key objectives, while inviting everyone to share their motivation to participate.

II. Theoretical input: 7Cs for effective communication (20 minutes)

The trainer starts this workshop with a theoretical input on the concept of effective communication. The input also includes the introduction of 7Cs that stand for: clear, concise, concrete, correct, coherent, complete, and courteous.

III. Group discussion (35 minutes)

After the input on effective communication, the trainer invites participants to form 4 small groups. in these groups they have to use the next 20 minutes to discuss the following question:

- What is the relationship between effective communication and presentation skills?

They use 20 minutes to discuss and then 10 minutes to share in the plenary the outcomes of their discussion.

IV. Research (60 minutes)

The trainer invites participants to remain in their groups for another bigger task. In the next 60 minutes, they need to do a research related to the given question/topic by the trainer. After that, they need to present the obtained research information. The questions/topics are:

- What are some useful tips on public speaking: body language, voice modulation, and visual aids.
- Exploring key elements of a compelling an eco-message (clarity, emotion, urgency).
- What can be potential techniques for adapting communication styles to different cultural and social contexts?
- Overview of digital tools that can enhance communication (social media, video, blogs).

V. Presentations and discussion (70 minutes)

After the research task, all groups gather on the plenary to present the information they have obtained in their topic. The trainer gives each group 10 minutes to present, followed by another 5-10 minutes of questions and comments by other participants.

Materials needed: Flipchart papers, post-it papers, markers, pencils and pens, laptop, projector, prepared flipchart papers with questions, a laptop per group for the research.

Background documents and further reading:

- **MindTools | Home. (n.d.).** https://www.mindtools.com/a5xap8q/the-7-cs-of-communication
- **Communication and presentation skills – Developing your skills – University of Bradford. (n.d.). University of Bradford.n** https://www.bradford.ac.uk/careers/develop-skills/communication/

Recommendations for future youth workers multiplying this workshop:
- For this activity the trainer should be flexible with time – if participants need more time to complete the research process they should be allowed.
- The youth worker should have well-knowledge in the topic in order to give additional information on the research questions when participants present their work.

Fundraising Strategies for Community Projects

ⓘ **Workshop Title:** Fundraising Strategies for Community Projects

🕐 **Duration:** 170 minutes

✎ **Background:** The fundraising process is a critical component to successfully launch and sustain community projects. While there are various sources of funding, and diverse ways of strategies, it is still challenging among activists, youth project leaders, schools, and other relevant entities or individuals to secure funding and implement certain community projects. Knowing these challenges and recognising the need, the workshop is designed specifically to provide participants the chance to discuss, share, and learn about the fundraising strategies, the importance of getting funds for their projects and so on. The workshop includes also theoretical input from the trainer with practical examples on existing fundraising methods/sources in the places where participants live.

🏆 **Aim of the workshop:** To equip participants with knowledge on effective fundraising techniques and methods for eco-community projects.

Objectives:
- To create space for brainstorming on the existing fundraising sources;
- To learn about various effective sources and strategies of funding;
- To use teamwork and discussion for exploring creative approaches for fundraising.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Team work; Analytical skills; Communication; Creative thinking; Entrepreneurial competence; Literacy competence; Critical thinking.

⚙ **Methodology and methods:** Brainstorming; Theoretical input; Silent floor brainstorming and group work; Presentations and discussion.

Workshop flow:

I. Introduction to the workshop (5 minutes)

The workshop starts with an official welcoming from the trainer and introduction to the objectives, agenda and contribution of participants. The trainer invites participants to introduce themselves and share the motivation to participate in the workshop.

II. Brainstorming ideas for an eco-project (20 minutes)

The trainer invites participants to a brainstorming session as a starting activity for the workshop.

He/she asks the question "How can you seek funds for your community project?". Participants use the following 15 minutes to think about the question and share their knowledge/opinions. The trainer writes in the flipchart paper the key words coming from participants.

III. Theoretical input funding sources for community projects (30 minutes)

The workshop continues with a theoretical input session. The input is related to various funding sources that are available for community projects such as:

- Community project funding sources: Government grants, Non-profit organisations, Corporate Social Responsibility (CSR) Programs, Community Foundations
- Funding resources for community projects: Crowdfunding platforms, Local businesses and chambers of commerce, educational institutions, international aid and development agencies, online grant databases and directories, community fundraising events

IV. Silent floor brainstorming: Fundraising ideas for community projects (60 minutes)

The trainer introduces the method of silent brainstorming to participants. They are instructed that in the next 30 minutes, they have to walk around silently and add their thoughts or expand on the ideas on each paper that is on the floor. More specifically, their task is to give ideas on how the fundraising ideas titled in the large papers can be exploited. Large papers with different fundraising ideas are spread across the floor containing one of the following titles:

- Community cookbook
- DIY workshops
- Neighbourhood yard sale
- Art exhibition and sale
- Personalised brick campaign
- Themed dinner parties

V. Preparation of final papers and Presentations (60 minutes)

The trainer invites participants to join one of the papers, according to the level of their contribution or their liking. After having a balanced number of participants for each paper/group, the trainer gives participants 15 minutes to summarise the input from the participants' contribution and prepare a presentation. Then, each group has 5 minutes to present the summary of their paper. The presentation follows by a Q&A session and concluded by the trainer afterwards.

Materials needed: Flipchart papers, post-it papers, markers, pencils and pens, laptop, projector.

Background documents and further reading:

- **Brookes, A. (2023, October 13). The Complete Guide to Community Fundraising – easyfundraising. Easyfundraising Blog.** https://www.easyfundraising.org.uk/blog/the-complete-guide-to-community-fundraising-strategies-ideas-and-best-practices/
- **Seoadmin. (2024, January 12). Fundraising ideas for community projects – 2021 Commend Successful community project fundraising. Vatican Group Association.** https://vaticangroupassociation.org/fundraising-ideas-for-community-projects/

Recommendations for future youth workers multiplying this workshop:
- In the theoretical framework and input session, the trainer should also include practical examples and existing programmes in the national level for fundraising. This is important as it supports the learning of participants and provides them with useful tools/information needed for their future initiatives.

Creative and inclusive problem solving skills in eco-projects

ⓘ **Workshop Title:** Creative and inclusive problem solving skills in eco-projects

🕐 **Duration:** 180 minutes

✎ **Background:** Challenges in community and environmental challenges continue to impact the whole globe. There is a high need for innovative and sustainable solutions that engage community members directly as well as a need to educate young students in being part of such initiatives. This workshop is designed to empower participants with creative and inclusive problem-solving skills specifically designed for eco-projects. By focusing on a structured approach to identifying and addressing community environmental issues, the workshop introduces the SCAMPER method—a proven technique for developing creativity in problem-solving processes. Participants will have the chance to go through individual, group work and discussion in identifying a common issue to address, while getting the trainer's input on the above mentioned technique. The SCAMPER method will be used to explore innovative ways to transform these issues into actionable and impactful eco-projects.

🏳 **Aim of the workshop:** To foster creative and inclusive approaches to solving challenges in eco-community projects.

Objectives:
- To encourage self-reflection and critical thinking of participants towards community issues that concern them;
- To learn about creative and inclusive problem-solving skills and their relevance in eco-projects;
- To introduce participants with SCAMPER technique;
- To create space for teamwork and discussion on addressing community issues and exploring solutions.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Teamwork; Analytical skills; Communication; Creative and critical thinking.

⚙ **Methodology and methods:** Self-reflection; Small group work; Theoretical input; Presentations and discussion.

Workshop flow:
I. Introduction to the workshop (5 minutes)

The trainer introduces participants to the workshop and highlights its key objectives, while inviting everyone to share their motivation to participate.

PART 2: WORKSHOPS FOR YOUTH WORKERS AND TEACHERS

II. Self-Reflection Activity (15 minutes)

After the introduction, participants are invited to use the next 10-15 minutes and reflect individually on a community or environmental issue that concerns them and especially focusing on why this issue impacts them and their community. In this period of time, they write down in a post-it key words and thoughts.

III. Small Group Discussion (20 minutes)

The trainer divides participants into small groups and invites them to use the next 10 minutes to share the issues they've identified during their reflection. During the discussion, they are encouraged to also discuss the causes and potential impacts of these issues. After 10 minutes, each group is instructed to select one issue among the discussed ones, that they believe can be addressed through an eco-project. This issue will be the focus of their task on the next part of the workshop, and they use another 10 minutes to decide on this.

IV. Theoretical input: SCAMPER Method (15 minutes)

The trainer has prepared a detailed presentation on the SCAMPER method, which is a creative thinking technique that encourages innovative and lateral thinking. The input consists of explanations on each element of SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, and Reverse). The trainer also explains how this method can be relevant to eco-projects and community issues.

V. Small group work: Creative and inclusive problem solving skills in eco-projects by using SCAMPER (65 minutes)

Participants are instructed to work in their small groups on the chosen community issue from their previous activity. They are tasked to use the SCAMPER method to brainstorm and develop innovative solutions that are inclusive. The SCAMPER method is used to lead them towards transforming the chosen issue into an actionable eco-project, focusing on sustainability and community involvement. They use 45 minute for this group work, including preparation for presentations in the plenary afterwards.

VI. Presentations and discussion (60 minutes)

The trainer invites all groups to join the plenary for presenting their group work. Each group has 5-7 minutes for presenting, and then a brief Q&A session takes place. Then, a short discussion on the importance of creativity and community engagement in solving certain issues follows, facilitated by the trainer.

Materials needed: Flipchart papers, post-it papers, markers, pencils and pens, laptop, projector.

Background documents and further reading:

- **North, J. (2023, July 25). The SCAMPER technique for creative problem solving. The Big Bang Partnership.**
https://bigbangpartnership.co.uk/scamper/#:~:text=The%20SCAMPER%20technique%20is%20a, use%2C%20Eliminate%2C%20and%20Reverse

Conflict resolution and negotiation skills in community settings

ⓘ **Workshop Title:** Conflict resolution and negotiation skills in community settings

🕐 **Duration:** 240 minutes

✎ **Background:** The conflict resolution skills and negotiation skills in community projects are very crucial as these kind of activities gather people of different background and thus different opinions and interests may lead to arguments, debating, disagreements, and might end with a conflict. Participants have the chance to explore different conflict resolution strategies such as avoiding, competing, accommodating, collaborating, and compromising through role-play scenarios and through trainer's input. The key steps to resolve conflicts are also covered through theoretical input in this workshop as essential for community projects. The workshop focuses on defining essential negotiation skills that are needed in reaching agreements in community initiatives as well.

💬 **Aim of the workshop:** To learn and explore the essentials of conflict resolution and negotiation skills in addressing conflicts that may arise in community project settings through practical activities.

> **Objectives:**
> - To create space for learning and exploring key conflict resolution strategies;
> - To learn about conflict resolution steps;
> - To identify essential negotiation skills relevant to community projects;
> - To encourage teamwork and communication for effective community project implementation and conflict resolution;
> - To use creative expression for conflict resolution learning.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Teamwork; Citizenship competence; Analytical skills; Communication; Creative expression; Critical thinking.

💡 **Methodology and methods:** Work in pairs; Role play; Theoretical input; Small group work; Presentations and discussion.

Workshop flow:
I. Introduction to the workshop (5 minutes)

The workshop starts with a welcoming and introduction by the trainer on the topic, workshop and key objectives. Then participants are asked about their motivation to participate in the workshop and how is the topic relevant to their community projects/initiatives.

II. Discussion in Pairs (20 minutes)

The trainer invites participants to work in pairs with the person sitting next to them. Their task is to discuss potential or most common conflicts that can occur within their community projects. They use 10 minutes for this discussion, and then are invited to share the outcomes of the discussion in the plenary.

III. Role play: Conflict strategies I (60 minutes)

The trainer divides participants into small groups and give each group one a paper containing one of the following titles/terms: avoiding, competing, accommodating, collaborating, and compromising. The trainer explains that these are conflict strategies, and in their groups they have to explore and demonstrate them through a role play. In specific, they have 60 minutes to prepare a short role play (2–3 minutes) that illustrates how their assigned strategy can be used in a community project conflict. They can choose a conflict situation mentioned during the previous discussion as well.

IV. Role play: Conflict strategies II (35 minutes)

Participants join the plenary. They are invited to use 2–3 minutes to present their role play, while participants and the trainer give a feedback on which conflict strategy a particular group has chosen.

V. Theoretical input on conflict strategies and conflict resolution steps (30 minutes)

Once the role–play is over, the trainer starts with a session of theoretical input on the five conflict strategies: avoiding, competing, accommodating, collaborating, compromising. The input also includes the key steps in conflict resolution and essential negotiation skills introduced by Herrity (2024):
1. Acknowledge the conflict
2. Define the problem
3. Meet on neutral ground and let everyone have a say
4. Agree on a solution
5. Determine each side's role in the solution.

VI. Small group work on Negotiation skills (40 minutes)

After the input from the trainer, participants go back to their groups to do another task. In this activity they are tasked with defining certain negotiation skills, discussing their applications, and listing the benefits of these skills in community settings. They should also include in their work some explanations on how negotiation skills can be implemented practically in their projects. The trainer gives them 40 minutes for this task including preparation for presentations.

VII. Presentations and discussion (50 minutes)

Groups gather to present their work on negotiation skills. The trainer opens a Q&A session after each presentation. In the end, he/she gives a summary of the learning points deriving from the workshop and highlights the importance of learning and practicing conflict resolution and negotiation skills.

Materials needed: Flipchart papers, post–it papers, markers, pencils and pens, laptop, projector.

Background documents and further reading:

- **Herrity, J. (2024, April 9). 5 Conflict Resolution Strategies: Steps, Benefits and Tips. Indeed.** https://www.indeed.com/career-advice/career-development/conflict-resolution-strategies
- **Indeed Editorial Team. (2023, September 12). Mastering Negotiation Skills: Definitions, Benefits, and Examples. Indeed.** https://in.indeed.com/career-advice/career-development/negotiation-skills

Recommendations for future youth workers multiplying this workshop:
- The trainer should give enough space and time for participants to do the role-play exercise. This is essential for them to successfully explore and demonstrate the strategy given, as well as understand it themselves. He/she should also be available to all groups for help and support in case they encounter any challenges during the preparation.
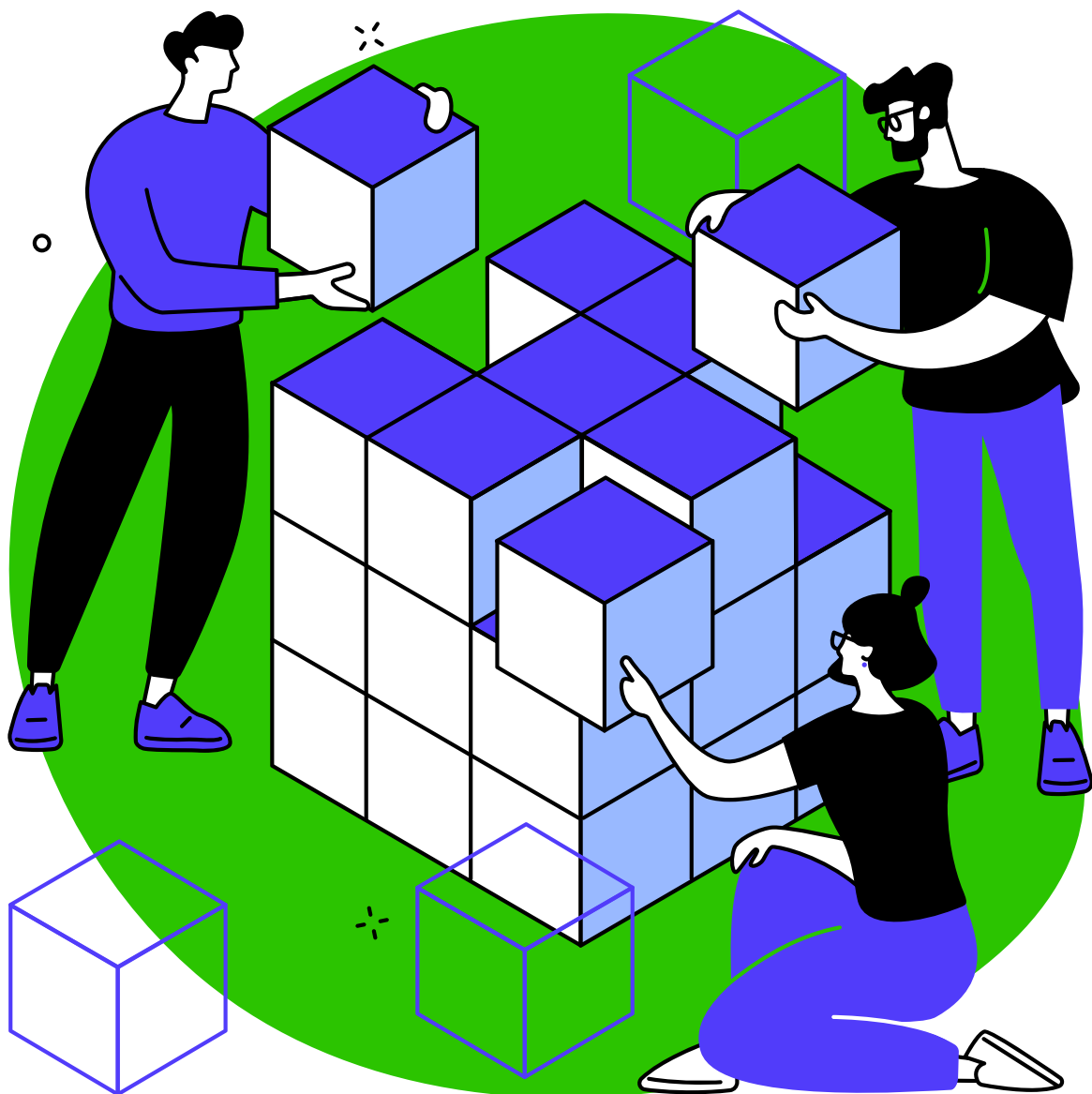
Time management and prioritisation for project success

ⓘ **Workshop Title:** Time management and prioritisation for project success

🕐 **Duration:** 130 minutes

✎ **Background:** Effective time management and prioritisation for project success are very crucial skills for anyone involved in project management, especially in community settings where resources are often limited. In this workshop participants have the chance to engage in interactive activities such as the 'Cup Stack Planning' exercise, which simulates the challenges of project management and the importance of prioritising tasks effectively. The focus on time management and prioritisation is further highlighted in brainstorming sessions, video screening and discussion, with the main aim to provide a practical understanding of how to assess and align project tasks according to urgency and importance. The activities are designed to show real-life project management scenarios and encourage participants to think critically and apply prioritisation techniques to ensure project success.

🏳 **Aim of the workshop:** To understand the role and importance of time management and prioritisation of tasks for efficient project implementation.

Objectives:
- To equip participants with essential time management and prioritisation skills that enhance their ability to plan, execute, and manage projects successfully through practical activities;
- To foster teamwork and communication for decision-making process among participants;
- To encourage critical thinking through practical activities;
- To create space for discussion and debriefing for future project management tasks based on activities implemented.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Teamwork; Analytical skills; Communication; Time management; Critical thinking.

⚙ **Methodology and methods:** Work in pairs; Role play; Theoretical input; Small group work; Presentations and discussion.

○ **Workshop flow:**

I. Introduction to the workshop (5 minutes)

The trainer introduces participants to the workshop and highlights its key objectives, while inviting everyone to share their motivation to participate.

II. Brainstorming (20 minutes)

The trainer opens a brainstorming session, asking participants the following question: What do you consider a priority in your life? Which are the tasks/obligations that you finish first when you wake up?
They use the next 15-20 minutes to share while the trainer writes in the flipchart key words.

III. Video screening: Key of successful project planning & scheduling (5 minutes)

The trainer screens a video related to Project planning and scheduling. He/she invites participants to take some post-its and while watching the video, to take notes on key tasks and processes mentioned in the video, related to the project planning and scheduling.
The video screened is the following:

- Project Management. (2022, November 28). Key of successful project planning & scheduling [Video]. YouTube. https://www.youtube.com/watch?v=nexdRE6Um7U

IV. Cup-stack planning activity and group work (30 minutes)

After the video screening, participants are invited to form small groups of 3-5 members. The trainer gives each group a set of paper cups and a marker. Each team receives a set of paper cups and a marker.
In addition to that, they are provided with task cards describing various project activities such as:

- Conduct market research
- Develop a marketing plan
- Create a budget
- Design a product prototype
- Plan a launch event
- Draft project proposal
- Perform risk analysis
- Develop a website
- Organise team meetings
- Hire staff
- Conduct a pilot test
- Evaluate feedback
- Adjust project plan
- Prepare final report
- Close project

Next, the trainer instructs them that the tasks for each group are the following:
1. Write one task on each cup, considering the weight of each task in terms of priority and time requirement.
2. Build a tower of cups on your table. The order in which you stack the cups should represent the logical sequence and priority of tasks in the project. The stability of the tower symbolises a well-structured project plan.
3. Time Challenge: you have a limited time to discuss, prioritise, and stack the cups. You have 15 minutes in total, and need to ensure the tower is stable.

After the instructions are given, groups start with work for 15 minutes.

V. Presentations (30 minutes)

The trainer invites each group to present their cup tower, and to explain the logic behind the order of tasks and discussing any challenges faced during the process.

VI. Discussion and debriefing (40 minutes)

The trainer invites all participants in the plenary for a discussion session about the strategies used, the importance of task prioritisation, and how this exercise relates to actual project management.

The following questions are used to discuss:

- What criteria did you use to determine the order of the tasks on your cups?
- How did your team decide on the placement of each task?
- Were there any disagreements, and how were they resolved?
- How did the available number of cups influence your decisions?
- What were the biggest challenges in building your cup tower?
- Were there any points where you had to rearrange your stack?

After this part, the trainer focuses more on the learning points and debriefing, facilitating the discussion process with the use of the following questions:

- What are the key learning points from this activity?
- How can the principles of task prioritisation and planning be applied to your current or upcoming projects?
- How did the tasks at the bottom of your tower impact the stability and success of your project structure?
- How did working under a time limit affect your decision-making process?
- What strategies might be useful for managing time effectively in real projects?
- Based on this activity, how will you approach similar tasks differently in the future?

Materials needed: Flipchart papers, post-it papers, markers, pencils and pens, laptop, projector, a set of paper cups for each group, a set of cards with project tasks written for each group.

Background documents and further reading:

- **Suslov, E. (2023, October 12). The Art of Balancing Time: Best practices for Time Management in Project Management. PPM Express.** https://ppm.express/blog/time-management-in-pm/

Recommendations for future youth workers multiplying this workshop:

- The trainer should observe the participants' level of knowledge on project management tasks and time management. If necessary, he/she should provide some theoretical input after the video screening activity.

Social Media and marketing for community projects

ⓘ **Workshop Title:** Social Media and marketing for community projects

🕐 **Duration:** 120 minutes

✎ **Background:** In today's digital age, the use of social media and marketing is crucial for the success of community projects and every project in general. This workshop is designed to give participants the chance in exploiting their talents and creativity to promote their initiatives through creative exercise. Participants will have the chance to engage in a practical activity on creating visual posters that capture the idea and values of their community projects. The creation of workshops follows with exhibition, further enhancing the marketing skills of participants to promote their creative work. Furthermore, this workshop offers participants the chance to discuss and explore how to utilise various social media platforms to maximise reach and impact, discuss the importance of marketing and social media for community projects.

🏳 **Aim of the workshop:** To explore the role and importance of social media platforms and marketing in promoting community projects through creative activity and discussion.

Objectives:
- To encourage creativity in marketing and social media content by engaging participants in a poster creation activity;
- To create opportunities for participants to share their marketing strategies and receive constructive feedback;
- To create space for discussion on marketing strategies relevant to community projects as well as highlight the importance of social media and marketing in today's digital era.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Presentation skills; Self-reflection; Analytical skills; Communication; Creative expression; Critical thinking.

⚙ **Methodology and methods:** Poster creation; Exhibition; Discussion.

○ **Workshop flow:**
I. Introduction to the workshop (5 minutes)

The trainer introduces participants to the workshop and highlights its key objectives, while inviting everyone to share their motivation to participate.

II. Poster creation activity (65 minutes)

The trainer asks participants if there is an initiative or project that they like, were involved, are currently involved or planning to do. Participants share their insights. After this short reflection, the trainer instructs participants that in this workshop they will have the chance to create a poster that represents the shared projects/initiatives they mentioned or any other that they like. He/she further explains that this activity serves as a visualisation tool, to concretely express the project's goals, benefits, and community impact. More specifically, when designing this poster, participants should think of it as a way to promote the project, so it can be a social media poster, or other visual content with marketing purposes. Participants are provided with materials such as markers, paper, newspapers and other crafts/materials to encourage creativity and engagement. They have 60 minutes to do their poster and should join afterwards the plenary for an exhibition.

III. Poster exhibition (20 minutes)

When all posters are completed, the trainer invites participants to display them on a wall or a chosen place by participants. Participants use 10–15 minutes to walk around and view each other's work.

IV. Group Discussion: The Importance of Social Media and Marketing (30 minutes)

After the exhibition, the trainer invites everyone in the plenary for a discussion on why effective marketing and the use of social media are crucial for the success of community projects. The following questions are used for discussion:

- How can social media help increase the visibility of our community projects? Can you give examples from what you saw in the posters?
- What types of content do you think are most effective in engaging the community on social media based on the projects you've seen today?
- What are some potential challenges we might face when using social media to promote our projects?
- Who is the target audience for your project, and how does your poster appeal to them?
- What specific actions do you hope to inspire with your project's social media post?
- How can we measure the success of our social media efforts for community projects?

Materials needed: Flipchart papers, post–it papers, markers, pencils and pens, laptop, projector, newspapers, coloured pencils, and other requested materials/crafts from participants.

Recommendations for future youth workers multiplying this workshop:
- As this activity is designed with practical activities and discussion, the trainer is recommended to share real-life examples or case studies of successful social media campaigns from similar community projects, in order to bring some existing good examples that foster participants' encouragement.

Advocacy and lobbying skills for (eco) community projects

ⓘ **Workshop Title:** Advocacy and lobbying skills for (eco) community projects

🕐 **Duration:** 220 minutes

✎ **Background:** This workshop is designed to support participants' skills development to effectively advocate for environmental and community initiatives. In this workshop participants have the chance to learn about the concept of advocacy and lobbying skills, and further explore practical tools for campaign development, from setting clear objectives and crafting messages to choosing strategic tactics for public engagement and direct lobbying. They will go through a simulation scenarios, engage in role of different stakeholders within a city/community, draft a campaign and further negotiate and pursue other groups in adopting the proposed campaign. This workshop aims to empower participants in becoming future community leaders and environmental advocates, to use their voices in addressing community problems, and make a long-term impact on their communities.

💬 **Aim of the workshop:** To create space for practical learning on advocacy and lobbying skills for community projects while integrating the negotiating process.

> **Objectives:**
> - To understand the basics of advocacy and lobbying in the context of eco-community projects;
> - To practice developing and presenting advocacy campaigns;
> - To create space for discussion and critical thinking;
> - To enhance participants' negotiation and lobbying skills.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Presentation skills; Analytical skills; Communication; Citizenship competence; Critical thinking.

⚙ **Methodology and methods:** Input; Campaign creation activity; Discussion; Reflection and feedback.

○ **Workshop flow:**

I. Introduction to the workshop, agenda and the topic (20 minutes)

The trainer introduces participants to the workshop and highlights its key objectives, while inviting everyone to share their motivation to participate. Then, he/she provides participants with and introduction to the topic, more specifically an input on the concept of advocacy and lobbying, highlighting their crucial role in promoting environmental and community changes. In addition to this, the trainer mentions that in every eco-community initiative there is different stakeholder presence and each other them has different interest, so the importance of strategic communication is essential in these processes.

Ɫeco

II. Advocacy and lobbying skills for eco community projects – Introduction to the task and group formation (15 minutes)

The trainer divides participants in 4 groups. Each group is given a card in which is written their stakeholder title. The stakeholder cards have the following titles: community members, business owners, local government officials, CSO representatives. Participants are informed that they have the card title represents their role in the community and they should work as a group in representing the interests and obligations of that role.

After forming the groups, the trainer introduces participants to the task: "As a group of diverse representatives, you have to work on a Campaign creation towards transforming an old abandoned building into an eco-centre for the city. You should work on developing specific needs, objectives, activity plans, lobbying messages and more, with your team members in the next 45 minutes according to your needs and role. After 45 minutes, there will be a presentation of campaigns, followed by a 90 minute meeting with other city representatives to discuss and agree on the campaign development."

III. Advocacy and lobbying skills for eco community projects – Group work (45 minutes)

All groups continue with their task for the next 45 minutes. The trainer remains available in case they need more clarifications or additional information.

IV. Advocacy and lobbying skills for eco community projects – Campaign Presentation (20 minutes)

All groups join the plenary to present their campaigns. The trainer gives each group 5 minutes to present their work. Each group highlights why their campaign is more suitable to address the community issue.

V. Advocacy and lobbying skills for eco community projects – stakeholders meeting and negotiation (90 minutes)

After the presentation, the trainer opens the floor for the meeting and negotiation session. he/she invites participants to use an understanding approach and effective communication in order to reach a common agreement on the creation of the campaign. The meeting lasts 90 minutes.

VI. Group reflection and feedback (30 minutes)

After the meeting, the trainer invites all participants to use 5 minutes and reflect on the strategies used for negotiating. After that, they share in the plenary and provide feedback on what was effective and what challenges they encountered. In the end, the trainer highlights the importance of the activity, by emphasising that the idea behind the whole activity was to stimulate the development of advocacy, lobbying and negotiation skills as they are highly needed for addressing community issues.

Materials needed: Flipchart papers, post-it papers, markers, pencils and pens, laptop, projector, prepared cards with role names.

Background documents and further reading:

- **AIPP. 2013. Training Manual on Advocacy, Lobbying and Negotiation Skills for Indigenous Peoples in Climate Change and REDD+. Asia Indigenous Peoples Pact: Chiang Mai, Thailand**

- **Antje. (2024, May 16). Lobbying and advocacy: Start here. The Commons.** https://commonslibrary.org/lobbying-and-advocacy-start-here/

Recommendations for future youth workers multiplying this workshop:
- It is important that participants feel safe and confident when undertaking a role in the activity. The trainer should be flexible in group division and allow space for switching groups is requested.
- During the meeting process, the trainer should not interfere in the discussion. In case that the communication between groups escalates to conflict, exclusion, or any form of discrimination, then the trainer should interfere and support to have a smooth process of negotiation.

Inclusion and Intercultural Learning in community projects

ⓘ **Workshop Title:** Inclusion and Intercultural Learning in community projects

🕐 **Duration:** 150 minutes

✎ **Background:** This community projects always involve diverse groups of individuals with different cultural backgrounds and perspectives. This workshop is designed to enhance participants' understanding and skills in fostering inclusion and intercultural learning within their community initiatives and to realise the positive aspects of it. In this workshop, participants will interact with each other through the World Café discussion format. They will have the chance to explore various questions on what it means to be inclusive, how to respectfully learn about different cultures, and the impact of diverse perspectives on project success.

🏳 **Aim of the workshop:** To promote inclusion and intercultural understanding within eco-community projects through interactive activities and discussion sessions.

Objectives:
- To understand the importance of inclusion and intercultural learning withing community projects;
- To highlight the importance of diversity and bringing different values in a project;
- To use interactive activities for fostering communication and teamwork among participants;
- To create space for discussion on the topic of inclusion and intercultural learning.

⚙ **Competence addressed:** Personal, social and learning to learn competence; Presentation skills; Analytical skills; Communication; Citizenship competence; Critical thinking.

⚙ **Methodology and methods:** Input; World café; Presentations and Discussion.

Workshop flow:

I. Introduction to the workshop, agenda and the topic (15 minutes)

The trainer introduces participants to the workshop and highlights its key objectives, while inviting everyone to share their motivation to participate. Then, he/she provides participants with and introduction to the topic, more specifically an input on the importance of exploring and enhance understanding of inclusion and intercultural learning within community projects.

II. World cafe (70 minutes)

The trainer divides participants in 5 small groups. each group is given a flipchart paper with one of the following titles/questions to work on:

- What does it mean to be inclusive in a team or group?
- How can we learn about different cultures in fun and respectful ways?
- Why is it important that everyone feels included in community projects?
- What can you do if you see someone being left out?
- How does understanding different perspectives make a project better?

The trainer explains that this activity will be organised using the method of World café, in which they initially start contributing for 15 minutes in their original question, and then swift to the other tables every 10 minutes to contribute to other questions as well. Another rule is that each group appoints a moderator, which is the person who will remain in the original table all the time to explain and present the existing input to upcoming guests. In the end, the groups join the initial table, and use the remaining 15 minutes to summarise the input and prepare for a presentation. The whole process lasts 70 minutes. Once explaining the instructions and task, participants continue to work and wait for the trainer's sign to switch to the other tables every 10 minutes.

III. Presentations and discussion (65 minutes)

After the world café process, all groups join the plenary to present the summary of their paper. The trainer gives each group 5 minutes to present followed by e Q&A session and comments. In the end, the trainer asks additional questions to reflect on the learning such as:
- What common themes emerged about inclusion and intercultural learning?
- What new insights were gained from hearing different perspectives?
- What specific actions can you commit to in order to foster inclusion and intercultural learning in your projects?

Materials needed: Flipchart papers, post-it papers, markers, pencils and pens, laptop, projector, prepared flipchart papers with questions, table for each group.

Recommendations for future youth workers multiplying this workshop:
- For this activity the trainer should be flexible with time in the last round where each group summarises the input, as well as in the presentation and discussion session.

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