



UComE Toolkit

How to activate the civic and political participation of youth?



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1. Introduction

1.1. About this toolkit

This toolkit has been designed within the frame of the Erasmus + KA2 project #UComE “. (Project number: 2021-1-NL02-KA220-YOU-000028784) A systematised and digitised approach for the reconstitution of community engagement in youth-orientated activities” project, funded by the Erasmus+ program of the European Union, during the period 2022-2024.

The project aims to activate the civic and political participation of youth after COVID19. During this time young people have been particularly vulnerable, neutered from all contact at a moment where they needed it most: during their personal and social development.

In this toolkit you will find workshop ideas, designs and useful existing platforms that are helpful for youth work. It is ideal for anyone seeking to optimise their work and achieve similar outcomes. Whether you're a youth worker, a young person with a project idea or a project manager this toolkit has something to offer. We're confident that this toolkit will prove to be of great value to your work . We invite you to explore our toolkit and discover the resources that can help you in this process.

1.2. The Partners

The consortium behind this toolkit comes from four different countries in Europe, all with great expertise in youth work in diverse ways.

ZID Theater – City Art & Performance Centre Is the project leader of UComE, a cultural organisation based in Amsterdam, The Netherlands. ZID produces the yearly international ExploreZ Festival, and interdisciplinary performances, and organises projects together with art professionals, urban talents, and citizens. ZID’s work is deeply rooted in the dynamics of the big city and transforms current themes into contemporary performances, and it has developed its own working methodology, that is applied in working with different target groups. Citizens In Power (CIP) is an independent non-profit, non-governmental organisation from Cyprus that addresses the needs and demands of people through their involvement in social and civic life, by simultaneously providing them with innovative material and free training related to a variety of fields, such as education (including on-line education), inclusion, entrepreneurship and business, culture, labor market, and lifelong learning. IASIS NGO is a non-governmental, non-profit organisation active in the field of Social Inclusion, Mental Health, and Deinstitutionalisation, which actively participates in the psychiatric reform promoted by the Ministry of Health and Social Solidarity and the European Union. Lastly, LogoPsyCom is a Belgian organisation with expertise in Specific learning disorders (SLD) which includes dyslexia, dyspraxia (or DCD), dyscalculia, etc. All the speech therapists are experts on the topic, and their expertise is often asked by several hospitals and university clinics.

You can find more about the project and partners here: <https://ucomeproject.eu/>

The approaches used with youth

All partners have a lot of experience with youth; however, each uses different methods and methodologies.

ZID Theatre methodology



For over 30 years, ZID Theatre has been developing and transforming its own working methods. Our mission is to break through and tear down the walls between people by means of theatre. For ZID, an inclusive approach is the drive to connect art and social issues. ZID works in various domains: art & culture, care, social entrepreneurs, education.

ZID Theatre has its own working method that transforms current social issues into artistic processes with professional artists and a broad group of participants from different target groups, which, in a joint process with the artists, leads to successful results and beautiful productions. An intercultural, intergenerational and interdisciplinary approach, carried out by competent teachers/ambassadors of this method. Through the multidisciplinary performances and projects ZID brings the world around us on the stage and lets the performers of various backgrounds shine.

ZID Theatre chooses to consciously work with intercultural groups of young people and invest in the methodology to allow young people from different backgrounds to work together in projects.

CIP methodology



Citizens In Power (CIP) promotes and creates synergies and collaborative frameworks between educational institutions, civil society organisations and the labor market, through the design and implementation of educational research, consultancy projects and practical training activities, aimed at fostering innovation and quality for the social development and economic progress of people at regional, national and European level.

At CIP, we understand that diversity is a natural and valuable aspect of modern societies. That's why our team is dedicated to empowering citizens with cutting-edge tools and comprehensive solutions to help them achieve their full potential in a sustainable way. We believe that social cohesion can be achieved through inclusive, equitable, and progressive societies, and we're proud to collaborate with top universities, NGOs, and civil society organisations across Europe and beyond to make this vision a reality.

Our tireless efforts are driven by a sincere interest in transforming communities for the better, and we're enthusiastic about the positive impact we can make together. We employ a variety of interdisciplinary approaches to achieve our goals, including the integration of both digital and traditional tools and methods of learning. By combining these various techniques, we are able to enhance the overall effectiveness of our processes and achieve superior results.

IASIS methodology



IASIS NGO has been active in the field of youth engagement and volunteerism for the past 18 years. CONNECT YOUR CITY is a network created by IASIS NGO consisting of Youth Centres for young people aged 16-30 years old. Its aim is to empower young people, and NEETS in general, through entertainment, education and pre-vocational training services. We currently operate six (6) Youth Centres, as well as one (1)

hostel for European Volunteers, who through the European Voluntary Service (EVS) program join and participate in our programs for six months.

Moreover, IASIS NGO has created a mobile application "CONNECT YOUR CITY Application" to create a movement and to be the link between volunteers and civil society organisations. The content of the actions varies and is based on the following 4 axes: Environment, Education-Awareness-Raising, Provision of material goods, humanitarian Aid. CONNECT YOUR CITY app was the main tool for recording the information, education, awareness, education, and support of the community, becoming a live platform for interaction between the digital and real world.

The organisation follows various approaches when it comes to youth engagement and activation such as the peer-to-peer methodology, where young people are encouraged to collaborate and consult their peers in various activities and initiatives undertaken within the network. In addition, organisations approach highlights the importance of giving youth solid vocational opportunities and that is why the recruitment of interns, volunteers and organisations enthusiast in general is a common practice of ours.

LOGOPSYCOM methodology



Logopsycom was initially created as a care company, specialised in learning disorders, among youngsters, especially in "Dys" (Dyspraxia, Dysphasia, Dyslexia, etc.), also called Specific Learning Disorders (SLD) and therefore always works on the accessibility of content.

To train young people we follow a comprehensive approach that combines theoretical knowledge, practical skills, and experiential learning. We frequently organise interactive workshop sessions where educators can learn about the principles and theories behind inclusive education.

We also provide practical training opportunities to allow participants to apply the concepts they have learned. This can involve working with real-world projects, conducting research, designing and implementing pilot programs, or creating educational resources using alternative methods and tools. We foster a collaborative learning environment that encourages creativity and a personalised approach.



2. How to create workshops from scratch related to different forms of community engagement

In this section of the toolkit, you will find as its title suggests, a groups of workshops, 18 in total, all made by the consortium that you will find inspiring and useful when approaching and working with youth.

Before a workshop is conducted, an icebreaker is highly recommended. This will help both the participants and trainers to achieve the goals of the workshop taken. A group of icebreakers has been selected to inspire the reader and practical youth worker.

2.1. Icebreaking games

Game 1: Two truths and a lie

Two Truths and a Lie can be used anywhere. To play, you simply ask each person to brainstorm three "facts" about themselves - two of the facts will be true, and one will be a lie. It is a fun and engaging game, and it can help participants learn things about one another, so they can begin forming deeper bonds from the beginning.

Game 2: Art contest

Put the names of the participants in a bowl so everyone must pick one of them randomly. They will have to make a portrait of that person in two minutes. Then they will present them, and people have to guess who it is. It is an easy way to create bonds and laugh.

Game 3: Find a person "who"

Make a list of questions to know people better. Give a document with all those questions to participants. In five minutes, they will have to speak with the rest and ask them so they can have at least one person per question. The participant that finishes first wins.

Create a set of questions that start as 'Find a person "who"...'

- **Speaks more than one language**
- **Loves reading**
- **Loves sports**
- **Has lived in a foreign country**
- **Hates horror movies**
- **Practices one specific sport**
- **Wakes up before 7 AM**
- **Is X meters tall**
- **Has a brother/sister**
- **Plays video games**
- **Likes drawing**

When the time is over, they can share what they have discovered and speak about their likes and dislikes.

Game 4: The Body Scan

To make the people who will be involved in the workshop more active and participative is convenient to ask them to move their body and check their voice.

To do so, the trainer will ask the participants to stand in a circle. There, the trainer will ask participants to scan their bodies from feet to the head by touching them with their hands. (Trainer will be guiding and giving feedback about participants' posture). After this, each person will make a movement that they like; first, they do it themselves, and then the rest of the participants follow. Finally, once all participants have done their move, they all jump and do some "crazy" moves to the ground and to integrate all the emotions in their bodies

3. The Workshops

3.1. Improvement of communication skills: verbal and non-verbal

- **Estimated Time/Duration:** 1h – 3h30
- **Short description and objectives of the workshop:** The workshop will present tools and dynamics to help young people improve their verbal and non-verbal skills. It will help them be better prepared to confront situations in school and when they enter adulthood. The objectives of the workshop are: to learn about verbal and non-verbal communication skills. Identifying their skills. To improve their skills and apply them in their life. Key learning outcomes: Knowledge: how to identify different types of verbal and non-verbal communication. Life skills: empathy, verbal communication, non-verbal communication, decoding. Creative skills: adaptability, patience, humour, listening.
- **Material:** computer, projector and if available, a big screen or wall to project on.
- **Minimum participants:** minimum 2, maximum 30.

Description of the procedure:

- **First part:** Introduction to communication. The workshop can start with a simple question: What is communication?
 - Listen to people's inputs and try to create a definition for communication
 - Do the quiz (available in annex 1) to learn extra information to complete the definition. -Establish a clear explanation of the differences between verbal and nonverbal.
- **Second part:** Picture description – what are they saying with their body language?
 - Select a wide variety of pictures and ask participants to describe them and reflect on what the gestures and postures transmit. For example, a person with her arms crossed, another rolling their eyes or making a gesture indicating 'you're crazy'.
- **Third part:** Practice
 - Present different feelings or emotions, and participants must only represent them using body language. Every participant must represent at least one.
 - Read out loud sentences with different intonations. For example, ask three participants to read the sentence 'I love a cup of coffee in the morning'; one should intonate it as happy, other ironically and other tired.
- **Fourth part:** Game: represent the situation or sentence
 - 1 person acts, and the rest of the group has to guess
 - Establish a set of rounds; every participant must participate at least once.
 - Every round, one participant must represent a situation, feeling or message only using body language or intonation, and the team members must guess.
 - The time is limited (45 sec or 1 min) to represent each feeling or message.
 - The team with more points wins.

Observations: This workshop will help young people to develop their communication skills to be better involved in their communities. These skills are key to developing their personalities and establishing relationships.

Variations: The parts can be done in one session or separated into different sessions according to the time available.

Second part: If the participants are from different countries, choose a wide variety of gestures (some different and some that are the same but have different meanings according to the culture) and ask them about the meanings. Examples can be taken from video 1 - [gestures around the world](https://www.youtube.com/watch?v=JCwyRn40fvk) (<https://www.youtube.com/watch?v=JCwyRn40fvk>) or video 2 - [Cultural differences and body language](https://www.youtube.com/watch?v=oTPZWpQ9pbA) (<https://www.youtube.com/watch?v=oTPZWpQ9pbA>).

3.2. Networking

- **Estimated Time/Duration:** 1h – 3h30
- **Short description and objectives of the workshop:** The workshop aims to teach about networking and provide good techniques and skills for successful and lasting networking relationships. The objectives of the workshop are to understand what networking is; to identify the right time and right people to network. Building lasting and fruitful relationships. Key learning outcomes: Knowledge: the positive side of networking and how to implement it in your life. Life skills: interpersonal communication, critical thinking, teamwork. Creative skills: adaptability, verbal and non-verbal communication, empathy.
- **Materials:** computer, projector and if available, a big screen or wall to project on.
- **Minimum participants:** minimum 2, maximum 30.

Description of the procedure:

The different parts of the workshops can be done in one session or divided into different sessions. They can be shorter or longer; it depends on the size of the group and the hours/days available to develop the activity. For example, for the third part of this workshop, you don't have to do all the games that are mentioned. If you want the workshop to be shorter, you can choose to only do one or two games.

- **First part:** Introduction of networking

Ask participants and debate around a set of questions: *What is networking? What is it useful for? Have you practiced networking before?*

- **Second part:** Networking game – BINGO

Give each participant a bingo template; make a card and divide it into cells with different questions or information and the name of the person to fill (ex: favourite animal/colour, shoe size, biggest fear, hometown, best skill, favourite store, favourite hobby, ideal job, one activity in your bucket list, studies, languages spoken, etc....). The template is in Annex.

They will have to fill it with their information first.

Then, in an established period of time, they have to find people with whom they think to share the same information. For example, someone that speaks two languages has to ask people to see which of them also speaks two languages. They have to fill all the cells in order to scream BINGO! Alternatively, if there isn't enough time, a specific amount of cells to be filled can be indicated to scream BINGO! For example, the first person that fills ten cells wins. The first person that says BINGO! wins.

After, discuss with them their answers and how useful it is for them to have the information they have gathered from other people. Example: Who would be the most beneficial connection on your grid? Why? / How might a "fun" connection like "favourite hobby" or "animal" help in your career development? / How might a connection like "best skill" or "languages spoken" can be helpful or beneficial in your personal life? / Can social media help us network? / Can our posts benefit or negatively affect our personal/professional career?

- **Third part:** Interpersonal communication and networking.

Explain that networking means establishing fruitful and beneficial relationships between people. The way we communicate, verbally and non-verbally, is significant. They have to produce messages when networking, but their body language also counts. They have to control everything to project a good image.

Choose one or various games where they will have to use their different communication skills, for example, "taboo", "telephone", or "lip reading liars". See annex for more.

- **Fourth part: Practice**

To put into practice what the participants learned through the games chosen during the third part, do a networking speed dating game. The goal here is to "learn how to make a basic introduction (smile,

look someone in the eyes, shake hands), and tell a new acquaintance a few things about yourself. Learn how to be a good listener and ask questions about someone else.” Find more information about how to play here <https://wordpressstorageaccount.blob.core.windows.net/wp-media/wp-content/uploads/sites/679/2018/08/SpeedNetworking-Lesson-Plan.pdf>.

- **Fifth part:** Networking on Social Media – Tips
 - Explain that social media play a vital role in personal and professional networking.
 - Ask them to list the social media they know and to classify them into categories: professional, type of job, personal, and kind of connections (for example, LinkedIn is very useful in economic business, but Instagram is more useful for artistic jobs).
 - Give tips on how to use them well. See in the Annex some examples.

Observations: Networking is necessary for personal and professional life. Knowing how to interact with people, behave according to the contexts and build good relationships will help young people to develop their skills and to create a better society.

Variations: The workshop is divided into different parts. They can either be done in one session or more, depending on the time and size of the group.

Trainers Tips: Find more inspiration about topics and questions in [Quizlet 1 \(https://quizlet.com/324536668/professional-networking-flash-cards/\)](https://quizlet.com/324536668/professional-networking-flash-cards/) or [Quizlet 2 \(https://quizlet.com/186178463/professional-networking-flash-cards/\)](https://quizlet.com/186178463/professional-networking-flash-cards/). For the third part inspiration can be taken from the workshop ‘Improving communication skills – verbal and non-verbal’. Also, a list of useful games can be found [here \(https://teambuilding.com/blog/communication-games\)](https://teambuilding.com/blog/communication-games).

At the end of this activity, don’t forget to debrief with the participants using a set of questions, so that they can reflect on what they have learned. For the fifth find more information in this [New York Times article \(https://www.nytimes.com/guides/business/social-media-for-career-and-business\)](https://www.nytimes.com/guides/business/social-media-for-career-and-business).

Examples of debriefing questions: *Which part of the game was easier or more difficult? Why? Which skills do you think were more necessary? Which skills do you need to develop? Which of those skills do you consider more important for networking?*



3.3. Youth awareness for Intercultural communication

- **Estimated Time/Duration:** 2h – 4h
- **Short description and objectives of the workshop:** The workshop aims to raise youth awareness of intercultural communication to develop their understanding and empathy towards people with different cultures and backgrounds. The objectives of the workshop are to understand cultural diversity. Understanding the necessity for mutual understanding and to building group communication strategies integrating different cultures and backgrounds. Key learning outcomes: Knowledge: how to work with groups and people from different cultures and enhance the collaboration among them. Life skills: empathy, cultural values, patience, awareness, cross-cultural communication, critical thinking, and tolerance. Creative skills: open-mindedness, adaptability, integrity, and conflict resolution.
- **Material:** computer, projector, and, if available, a big screen or a wall to project on. Papers, pencils, highlighters.
- **Minimum participants:** minimum 3, maximum 30.

Description of the procedure:

- **First part:** If the participants don't know each other or if it is the first time you are working with them, ask them to give a brief introduction about themselves. They must indicate their name, age, nationality, languages, and hobbies. It can be done through an icebreaker to make it more fun.
- **Second part:** definitions + quiz (different situations and possible answers).
Divide them into groups, trying to make them as diverse as possible (gender, age, nationality, etc.). Present key terms related to the topic and ask participants to match them with the correct definitions. These are some useful terms ([Source: Quizlet https://quizlet.com/89028727/cross-cultural-communication-quiz-1-flash-cards/](https://quizlet.com/89028727/cross-cultural-communication-quiz-1-flash-cards/)):
 - **Intercultural Communication** - Interaction between people whose cultural perceptions and symbol systems differ enough to alter the communication event.
 - **Intercultural Communication** - Interaction between people whose cultural perceptions and symbol systems differ enough to alter the communication event.
 - **Dominant Culture** - Characteristics of all cultures, and this collective people possess those instruments of power that allow it to set the broad societal agenda the majority of others will commonly follow.
 - **Co-Culture** - Groups or social communities exhibiting perceptions, values, beliefs, communicative behaviours, and social practices that are sufficiently different from other groups and communities and the dominant culture.
 - **Society** - Comprehensively organised human interactions, such as social structure, organisations, and institutions.
 - **Phases of culture shock** - Exhilaration, Disenchantment, Adjustment, Effective Functioning.
 - **Fundamentalism** - Timeless moral truths rooted in human nature.
 - **Relativism** - Deciding what is good and bad is not absolute but relative

After each group has worked together, they will have to present their results and compare them with the rest of the groups.

Introduce the quiz (two examples available on paper in the annex section). They will work in groups and write down their answers, and after, they will compare them with those from the rest of the groups.

- **Third part:** photos (description and opinion) – debate (is that right or wrong?)

Select photos of situations and people of different cultures and add a brief description of the situation (for example a person with his/her shoes in someone else's house – in some cultures, it is considered a lack of

respect whilst, in others, it is accepted). Ask teams to describe and discuss them to then present to the rest what are the conclusions they have. They can also write down the prejudices and the positive opinions people might have about the images.

Debate – participants will work individually: present various situations, habits, beliefs, and values and debate about them. For example, it is inappropriate to ask about your salary (in some countries, it is taboo, in others not).

- **Fourth part:** Conclusion – comment on their conclusion after the workshop/Things Learned

Questions: Do they know people from other cultures? What do they think of them? Do they have problems with them? How could we solve them? Do we understand that our culture makes us see the same thing/act in completely different ways and that there are many ways of interpreting the same situation? Did you know there were cold cultures and warm cultures? Did you know the specificities of each religion?

Provide small pieces of paper and ask participants to write their answers. Ask them to stick them to a wall or a poster created with that purpose.

When they have finished, read them out loud and ask who has written them and ask them to develop their opinion and create a debate asking the rest if they agree or not.

Observations: Youth engagement in communities has to take into account many aspects. Not only do youngsters have specific issues related to their age, but they also have different backgrounds and come from different cultures. To achieve good engagement in an intercultural community, cross-cultural communication and awareness are essential to developing empathy and understanding among young people. The youth will be better prepared as they will have a better view of interculturality and apply it in their daily lives, jobs, and relationships. Learning about this from a young age is essential to build better societies.

Variations: If participants are from different countries, it will be easier to comment and highlight cultural differences and points of view. The debate will be more organic as participants will be confronted with different situations, and their reactions will differ depending on their backgrounds. Suppose all participants are from the same city, region or country. In that case, questions can be focused on their personal background (family, habits, knowledge, regional treats/languages etc.) so they can learn how to respect and understand others. Once they have understood and put into practice their cultural skills among themselves, they can be presented with scenarios with people from other countries where they will have to apply what they have learned and analyse the situations.

Trainers Tips: Ask participants to introduce themselves and indicate their name, age, nationality, languages, and hobbies. This will serve as a starting point to develop the rest of the activities. Consider their backgrounds and beliefs to anticipate possible conflicts during the workshop and to try to make everyone feel at ease. During every step, ensure everyone can speak; inclusion and diversity of opinions will be key to making the activity more enriching.

3.4. Inclusion and youth sensitivity

- **Estimated Time/Duration:** 1h – 2h
- **Short description and objectives of the workshop:** The workshop aims to raise youth awareness of intercultural communication to develop empathy towards others and understand the need to be open-minded and respectful. To embrace and celebrate diversity so that difference becomes a positive source for learning rather than the cause of harmful competition and prejudice. The objectives of the workshop are to understanding diversity and its form, to learn about different realities and respecting them, to build diverse and equal spaces for everyone. Key learning outcomes: Knowledge: the need for diversity and its positive effects in societies. Life skills: empathy, understanding, cultural values, awareness. Creative skills: adaptability, patience, integrity, generosity.
- **Material:** computer, projector and, if available, a big screen, if not, a wall to project. Papers, pencils, highlighters.
- **Minimum participants:** minimum 10, maximum 30.

Description of the procedure:

- **First session/part:** introduction and initial views.

Ask every participant to introduce themselves, saying their name and explaining in 1 or 2 lines what they think is diversity. Discuss what diversity is. It can be done with the help of a video (for example: [What is diversity https://www.youtube.com/watch?v=HT9dtDSRDFA?](https://www.youtube.com/watch?v=HT9dtDSRDFA?)). More videos can be found [here https://diversity.social/diversity-inclusion-videos/](https://diversity.social/diversity-inclusion-videos/). A quiz can be also useful, there is one available in annex 2.

- **Second session/part:** Do you have prejudices?

Ask participants to write on a piece of paper assumptions they have from the rest of the participants and keep that for themselves until the end of the activity. Recreate an activity similar to this '[All that we share' https://www.youtube.com/watch?v=jD8tjhVO1Tc](https://www.youtube.com/watch?v=jD8tjhVO1Tc). Write the questions that are most appropriate for the age range of the participants and make them as varied as possible. A list of questions is available in annexe 1.

- **Third session/part:**

Ask participants to choose two or more people from the group, depending on the time and the size of the group, to read their assumptions about them and explain what they have discovered thanks to the game. After everyone has read theirs, ask every participant what they have disliked about some assumptions of what people had about them.

- **Fourth session/part:**

Watch a movie where diversity and inclusivity issues are discussed (For example, [Hors normes https://www.youtube.com/watch?v=gRLC6syOqDE](https://www.youtube.com/watch?v=gRLC6syOqDE) or [Campeones https://www.youtube.com/watch?v=qo_PDXou77c](https://www.youtube.com/watch?v=qo_PDXou77c)). Many movies discuss these topics from different perspectives; there is a list [here https://steptohealth.com/must-see-movies-about-diversity-and-inclusion/](https://steptohealth.com/must-see-movies-about-diversity-and-inclusion/).

Have a debate at the end, analysing it and sharing their views. Prepare a set of questions: What do you think about the movie? What diversity aspects are shown? How are they treated? Do you think they are well treated? Do you feel empathy with the protagonists/characters? What would you do in their situation? Did you know that kind of exclusion existed? What would you do if you find yourself in that kind of situation?

Observations: Raising awareness about the need for diverse, equal, and inclusive societies among youth is key to building better communities. Young people must be aware of that and understand that respecting and accepting other realities is key to evolution. Learning respectful values from a young age is essential to build better societies.

Variations: For more ideas on questions and topics, consult these resources: <http://www.inclusion-europe.eu/> and https://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf

Trainers Tips: Find inspiration and prompt questions in [quiz 1 https://app.quizalize.com/view/quiz/unit-2-equality-and-diversity-ae2ff54a-e67e-4a3e-8913-8b7a5d5c4d6b](https://app.quizalize.com/view/quiz/unit-2-equality-and-diversity-ae2ff54a-e67e-4a3e-8913-8b7a5d5c4d6b) or [quiz 2 https://quizizz.com/admin/quiz/5ccc0169475bf4001d21b3d2/equality-and-diversity](https://quizizz.com/admin/quiz/5ccc0169475bf4001d21b3d2/equality-and-diversity). Available in annex 2 – quiz about equality and diversity. The experience will be more interesting if the participants come from different backgrounds and have different skin colours, beliefs, habits, disabilities, etc. If they are not, dedicate a part of the workshop to show them people with other profiles, discuss their prejudices with them, and raise their awareness about the need to accept people who are different from them.

3.5. Working in Diversity

- **Estimated Time/Duration:** 1.30h
- **Short description and objectives of the workshop:** The workshop focuses on working with individuals or groups who have different perspectives. It aims to raise awareness regarding diversity issues and give learners a deeper understanding of people from different backgrounds. Through diversity activities, also referred to as DEI activities (diversity, equity, and inclusion), trainees will be able to establish a safe working environment, where diverse people are accepted and appreciated. This is vital in order to work efficiently and effectively, free of conflicts and tensions, which are frequently the outcome of incorrect and unnecessary assumptions. Throughout this workshop, we want to acknowledge that effects of privilege play a significant role in everyone's lives. Everyone we know is affected by circumstances we are unaware of. Empathy and respect must be prioritised in diverse environments. Furthermore, in order to engage, connect, and cooperate more successfully, it is essential to comprehend how to go past our assumptions and biases.
- **Material:** phones
- **Minimum number of participants:** 3

Description of the procedure:

- **Ice Breaking Activity**
Title: *"I am unique because..."*

The first activity is a brief warm-up to allow participants to get to know one another better. The purpose of it is to get the participants to reflect on what makes them unique— without, of course, being conceited. In this way, they can discover whether they share traits with others and start interesting discussions around them. The facilitator asks participants to form a circle and calls one volunteer to stand in the centre. Then, the one who volunteered states why he/she/they feels unique. If the statement holds true for other people as well, they are invited to the centre to talk about it. The statements may be humorous or refer to their social and culture identity. For example:

"I am unique because I don't like french fries"

"I am unique because I am a person with vision loss"

The facilitator must encourage all participants to take part in and express at least one statement for themselves. Try to limit the time to no more than 20 minutes. The trainees may also make a second statement in the circumstance of low attendance. The exercise can be done both inside and outside. Outside is more recommended.

- **Main Activity**
Title: *"I Am, But I Am Not"*

"I Am, But I Am Not" is a DEI activity that breaks down misconceptions and stereotypes by allowing individuals to report on how they identify themselves. Another benefit is that the exercise allows them to address the stereotypes behind these identifying factors. First off, the facilitator will initiate a brief discussion about DEI, what every letter stands for and its importance in our everyday life. Right after that, the trainer will part the people into 3 groups. Each group will be given one of the three words from the acronym (Diversity, Equity, and



Inclusion) to further discuss how to improve it in our local community.

After the DEI talk, the trainer will start with the “I Am, But I Am Not” activity. Each participant will be asked to digitally portray their sentences using the Free Logo site, to have a more creative approach to the whole process. Every trainee starts each sentence with the phrase “I Am”. In between they write the phrase “But, I Am Not”. The final phrase will read “I am, but I am not.” Participants are now encouraged to fill in the first blank with their choice of common identifiers, such as their race, religion, gender, etc., and the second with a common stereotype about that group which is not true of them (whether the stereotype is positive or negative). Some examples are:

“I am a social person, but I am not an extrovert.” “I am a woman, but I am not weak”.

Through the use of attractive fonts, colours, and even stickers, the facilitator can inspire participants to be more artistic. When participants finish the task, they can download their pictures and share them with the facilitator. Because the website “Free Logo” is included as the primary tool of the activity, participants must use any device (phone, laptop, etc.) with Internet access. The duration for the DEI discussion should not exceed 15 minutes and the sentence writing could be approximately 30 minutes.

- **Debriefing**

The debriefing section aims to analyse the statements in depth. The role of the trainer is to initiate an open discussion about stereotypes where participants feel safe to talk openly about them. The facilitator encourages them to present their pictures within the group, as well as, share the emotions and thoughts they had during the project. Some questions that the trainer may ask to promote discussion are:

- **What parts of this identity do you take the most joy or pride in?**
- **What do you wish people knew about this aspect of your identity?**
- **What might surprise people about how you relate to this part of your identity?**
- **How have these stereotypes affected you?**

Participants, one by one, will stand up to show the pictures in front of the others. They are welcome to ask questions too, to spark the discussion. After everyone has given their presentations, they can briefly summarise what they learned and earned from this activity. The duration of the debriefing process may not take more than 40 minutes.

Observations: Nowadays, people frequently work and collaborate with individuals from diverse backgrounds. To ensure the success of multicultural teamwork, youth workers need to be certain of the competencies required to succeed in a diverse environment. A DEI strategy is important and the activity underlies that. It is an essential aspect of building engaged and happy people. Youth organisations with strong DEI initiatives are more likely to have collaborations with higher levels of satisfaction, trust, and engagement.

The “I Am, But I Am Not” activity brings awareness about diversity and inclusivity. When we don't know the whole story, stereotypes can be used to judge or even demonise entire groups of people. The way to devalue stereotypes is by seeing and appreciating others for the individuals they are. By implementing the digital tool too, we help bring a modern and synchronised approach to the entire procedure.

Variations: In case the participants exceed the number of 20, it is advised to separate them into small groups, for the main activity. Each group can contain 2 to 3 trainees and they must decide on creating only 4 pictures per group.

Trainers Tips: The activity can be easily emotionally charged. The trainer must be aware to treat people with respect and kindness. Use appropriate terminology, inclusive and gender-neutral language to avoid any upsetting. For a better understanding, we encourage you to read [this article](https://www.un.org/en/gender-inclusive-language/guidelines.shtml). (<https://www.un.org/en/gender-inclusive-language/guidelines.shtml>)

Following the reflection, the group can promote what they learned in their local community. To raise awareness about diversity, it is suggested that you make a video and upload it on the Internet. Another option is to create a comic, a game, or a presentation.

3.6. Youth Leadership and Decision Making

- **Estimated Time/Duration:** 2h – 3h
- **Short description and objectives of the workshop:** The workshop focuses on youth leadership and decision making. Leadership is the act of inspiring a group of individuals to work together to achieve a common goal. Youth leadership development is the process of preparing young people to handle the difficulties of adolescence and maturity and reach their greatest potential. A young person must strive to develop the virtue and talent of leadership. The skill to make decisions is regarded as crucial in order to accomplish that. To make effective decisions as a leader, it may be useful to understand how decision-making skills can assist you in making tough choices. Through a couple of activities, we hope to help students comprehend the value of that skill and put it to use. This process will also teach learners how to think critically and creatively when solving problems and how to be aware of and in control of their emotions.
- **Material:** Short descriptions of the Leadership Styles Before the workshop starts, the trainer must print out the following descriptions on small pieces of paper. Autocratic Style: "Do as I say" Autocratic leaders tend to believe that they know more than others. They make all of the decisions with little input from the rest of the team.
- **Minimum participants:** 4

Description of the procedure:

The workshop consists of 2 main educational activities as well as an ice-breaking game. In the end, a debriefing part will follow along.

- **Ice Breaking Activity**

Title: *"Would You Rather"*

Would you rather is an entertaining game to kick off the workshop? Since the workshop's main topic is decision-making, it would be a fun idea to conduct a decision activity to set the ball rolling between the participants. The trainer must read aloud two statements that will lead to perplexity and confusion among the participants. Some examples are:

"Would you rather only have summer or winter for the rest of your life?" "Would you rather have a rewind button or a pause button on your life?"

The instructor should stand in the middle and ask participants to stand either left or right, forming a line, depending on their chosen statement. If they agree with the first statement, they will place themselves on the left side and if they agree with the second one, they will stand on the right. The activity can be performed both inside and outside and should not exceed 10 minutes.

- **Activity 1**

Title: *"The Marshmallow Challenge"*

The marshmallow challenge is an activity in which people compete to assemble the tallest standing structure. Challenges like this emphasise strong leadership dynamics in group collaboration, as well as improve problem-solving strategies and enhance innovation. To start with, the trainer is instructed to divide the group into teams of 3-6 people and assign randomly 1 to have an observation role. Each team should be seated at a table. The entire group should work in the same area, relatively close together. Following the separation, the trainer will distribute to each team 20 sticks of spaghetti, 1 meter of masking tape, 1 meter of string, and 1 marshmallow. The trainer must initiate the instructions. Using only the materials provided, the team must construct a tall tower capable of supporting a marshmallow on top. The game is won by the team who managed to construct the tallest tower. Finally, the trainer must assure that the challenge's goals and rules are clear and precise and answer any participants' questions. The duration of this challenge should be 15 minutes. It is suggested to set a timer and the trainer to announce every once in a while the remaining time. When the timer runs out, ask everyone in the room to take a seat so that everyone can see the structures.

- **Debriefing**

The activity's debriefing section allows participants to evaluate their performance. The trainer should encourage them to sit down and talk about their procedure. The observer should also assess the way their team worked. Introduce the following questions to participants to engage them more in the reflection process:

"How did you collaborate as a group?"

"What decisions did you make? What was the thought process behind them?"

"Who took charge of the group's leadership? Did you notice any qualities of leadership? What exactly were they?"

"What did you discover about yourself and your behaviour?"

This part of the activity could take about 20 minutes to complete.



- **Activity 2**

Title: "Leadership Styles - Role play" The second activity focuses deeper into the various leadership styles. The trainees will get educated about the 7 distinct leadership models through a role-playing activity. Understanding the different leadership strategies can help future leaders to become more effective, understand how and why they act in the ways that they do, as well as define when and where to change their approach.

The 7 leadership styles that will be discussed are the following: Autocratic, Authoritative, Pace-Setting, Democratic, Coaching, Affiliative, and Laissez-Faire. The aim of the activity is to perceive how different leadership styles affect the decision-making process. To begin with, the facilitator groups the participants into teams. The number of teams can vary between 2 and 7, depending on the total number of individuals. Following that, the trainer will randomly select a leader in each team who will be assigned to a leadership style. It is up to him/her/them to decide which ones. Brief descriptions of the leadership styles will be distributed to the leaders. All the teams will have to approach the same problem which is:

"Imagine you are colleagues in a youth-oriented organisation and you are encountering a communication problem that affects your productivity and puts the organisation at risk of downgrading. More specifically, you are very often dealing with tension when discussing with each other and you feel that you cannot understand each other. You need to find a solution that will prevent this from happening."

The trainees must define their decision-making process and present it through role-play. The entire group should work away from each other so both the indoors and the outdoors are suitable. The activity should not exceed 1 hour.

Observations: Leadership skills and abilities should be taught to youth and integrated into their daily lives. Decision making being one of them, plays an important role as it ensures organisational or business goals are achieved. The first activity, the Marshmallow Challenge, entails critical thinking, problem-solving abilities, and appropriate workplace communication, some of the key qualities of a leader. About the second activity, leadership style directs someone's actions as a leader. Understanding the

leadership style assists in becoming a better communicator. Knowing what approach to take to leadership can help in advance in career, increase success, and increase the success of those someone leads.

Variations: To make more challenging the “Marshmallow Challenge”, decrease it to 10 minutes. Additionally, the instructor could request that the participants complete a quiz to determine which leadership style best describes them. The quiz can be found in this link: <https://www.idealists.org/en/careers/quiz-leadership-style>.

Trainers Tips: The trainer must not forget to treat people with respect and kindness. Use appropriate terminology, inclusive and gender-neutral language to avoid any upsetting. For a better understanding, we suggest you read [this article](https://www.un.org/en/gender-inclusive-language/guidelines.shtml). (<https://www.un.org/en/gender-inclusive-language/guidelines.shtml>)

In the second activity, in the example, participants are allowed to think of any situation they want if it is important. If teams are more than 7, the facilitator is allowed to assign more teams to one leadership method.

3.7. Become a Social Entrepreneur

- **Estimated Time/Duration:** 2.30h
- **Short description and objectives of the workshop:** The workshop's focus is on entrepreneurship and innovation. However, it puts an emphasis on Social Innovation and Social Entrepreneurship, as its approach and objectives are to make a difference in the world. Social innovation is the process of designing and implementing viable solutions to difficult and often systemic social and environmental issues in terms of establishing social progress. In despite, Social Entrepreneurship is about transforming those innovative ideas into business opportunities. The participants will be trained in the fundamental social business strategies and methods that will enable them to succeed as social entrepreneurs. Social entrepreneurship is essential since it could lead to long-lasting and meaningful social change, which is crucial in today's society. Be it health, education, or environment. The fundamental principles of empathy, resilience, community, and leadership will be discussed with the trainees, who will also become aware of the problems the planet faces. Social entrepreneurs employ these principles to promote change on both small and large scales, even though they must be conscious of their profits to stay in business.
- **Material:** n/a
- **Minimum participants:** 4

Description of the procedure:

The workshop consists of one main educational activity as well as an ice-breaking game. In the end, a debriefing part will follow along.

- **Ice-Breaking Activity**

Title: *“Reverse Brainstorming”*

Reverse Brainstorming is a fun ice-breaking activity that aims in building entrepreneurial skills such as problem-solving and creative thinking, which are both considered very valuable. The goal is to discuss a problem and make it worst. The facilitator begins the activity by initiating a situation. An example problem that can be presented to trainees may be that they are working in a youth organisation and suddenly there is a power cut. Participants must come up with ideas that would make the situation worse, but for every worst idea, a solution to the problem must be found. Participants will be seated in a circle, and one by one will express their idea. The solution should be found by the whole group.

The activity can be performed both inside and outside and should not exceed the duration of 10 minutes.

- **Main Activity**

Title: *“Becoming a Social Entrepreneur”*

Social entrepreneurship is all about identifying social issues and implementing social change through the use of entrepreneurial ideas, practices, and methods.

In this workshop, the participants will be accounted with vital skills, tools, and knowledge in creating a sustainable business model plan for starting their own social entrepreneurial strategy.

The first part of the activity starts with the trainer grouping participants into teams. The number on each team can range between 7-10 depending on the attendance. Following that, the facilitator must give a brief presentation about the topic, and the instructions for the activity. It is suggested to prepare a ppt document with the definitions of social entrepreneurship and social innovation as well as a short explanation of the 9 categories in the Business Model Plan.

Right after this, the trainer should spark a group discussion about social, political, and environmental issues in their communities. This enables the development of ideas and potential answers for these challenges. A helpful practice here is creating a brainstorming wall, separating it into 3 categories for the 3 main issues.

Each team can take Post-It notes and write a word on each one that is directly related to the social issue and the plans to solve it. Then, stick those on the wall so everyone can see and take inspiration. The facilitator is advised to initiate small talk around the post-its. For the business plan, each group should decide on the issue or topic from the post-its to challenge through social entrepreneurship. It is important to implement social innovation in this procedure.

When the social entrepreneurship idea is found, the facilitator may instruct groups to start building a business model plan in order to initiate their vision. To create a successful one, teams must specify the audience which the problem will be solved for, define the issue, introduce key customers and the key problem, develop a strong value proposition and record key business resources. To form the business model plan, it is suggested to incorporate the digital tool "Miro", so electronic devices with internet access must be available. <https://miro.com/templates/business-model-canvas/> An in-depth guide on how to build one, is further analysed below.

Observations: Social entrepreneurship is a business strategy that focuses on changing the world. Being in business, for these enlightened innovators, means channeling their passion for problem-solving into goods and services that not only make a profit but also make a difference. Social entrepreneurship enables entrepreneurs to live their lives with meaning and connect with others on a deeper level. It also allows them to provide long-term happiness and inspiration to others. We are currently at a crucial moment in the world of social entrepreneurship. As social media brings social issues to the forefront of our consciousness, consumers and investors are more concerned than ever before about a company's product's purpose and the need for that product to have a positive impact. A company's mission and vision are more important than ever before for success

Trainers Tips: The instructor must remember to respect and be kind to everyone. To prevent any offending, use suitable terminology and inclusive, gender-neutral language. We advise you to read [this article](https://www.un.org/en/gender-inclusive-language/guidelines.shtml) for a better understanding. (<https://www.un.org/en/gender-inclusive-language/guidelines.shtml>)

3.8. External Communication Strategies

- **Estimated Time/Duration:** 2h
- **Short description and objectives of the workshop:** The workshop concentrates on communication strategy. A communication strategy is a business and advertising technique that enables firms to coordinate and create messages that are coherent and meaningful. The strategy describes the goal, the process for completing the tasks, and the expected outcomes while outlining the plan for communicating with a target audience. Participants will acquire a deeper knowledge of how to construct an external communication strategy. Building an effective external communication strategy is critical for exchanging information that will educate, inform, or entertain the people outside the firm, as well as have a vital impact on the organisations success. The aim of the training is for participants to gain an understanding of the importance of that skill and implement it as a good communication practice. Through this process, the ways to improve knowledge sharing, empower

employees, develop a feeling of belonging among staff members, and promote a sense of alignment with the company's overarching objectives will further get acknowledged.

- **Material:** n/a
- **Minimum participants:** 4

Description of the procedure:

The workshop consists of one main educational activity as well as an ice-breaking game. In the end, a debriefing part will follow along.

- **Ice Breaking Activity**

Title: *"Telephone"*

Telephone is an entertaining communication activity to start off the workshop. The trainer begins by arranging for the participants to line up, one next to the other. To initiate the game, the person who stands last must think of a word or phrase and whisper it only once into the ear of the following player. The listener attempts to accurately repeat the same word or phrase into the ear of the next player. The activity comes to an end when the person in front hears it and says it out loud. The goal is to get the message across perfectly.

The activity can be performed both inside and outside and should not exceed the duration of 10 minutes.

- **Activity 1**

Title: *"Building external communication strategies"*

An external communication strategy facilitates better communication organisations goals and visions. The aim of the workshop is to account the participants with vital skills, tools, and knowledge in creating an external communication strategy. To start with, the facilitator is instructed to give a brief presentation about the topic and the differences between internal and external communication strategies. Preparing a presentation in advance of the session is suggested to achieve this. Following that, the trainer must group participants into teams. The number can range between 3 - 6 depending on the participants. After that, the facilitator initiates the instructions for the activity. The rules are to create an external communication strategy for an organisation-related situation. To start with, the instructor assigns each team a case. Participants must build an external communication plan in order to initiate their vision.

The first step is for each group to define the outcome using the SMART analysis tool. It is suggested to incorporate the digital tool "Miro", so electronic devices with internet Access must be available

<https://miro.com/templates/smart-goals/>.

In the second step, the target audience must be acknowledged. External communications typically targets a broad audience, but within that, trainees must focus on the various groups to which they wish to speak. Following that, the voice's tone must be established, and, last but not least, identify the right channels and tactics to distribute the information. Before the session, it is essential to print the instructions as well as the organisation cases, onto small pieces of paper, and distribute them randomly among the trainees.

Assure that the workshop's goals and rules are clear and precise and all participants' questions are answered. Each team should be seated at a table. The entire group should work in the same area, but not relatively close together. The duration of this challenge should be 1 hour.

- **Debriefing**

The activity's debriefing section allows participants to evaluate and reflect on the communication strategy that they build. The facilitator encourages participants to stand up and present in front of the group their plan. To increase participant engagement, the trainer could present the following questions:

"Why do you think your strategy is efficient for communicating your vision?" "Did you learn something new? Do you believe these new methods or tools can benefit people in other aspects of their lives?"

"How do you feel? Is there something you would like to add?" The facilitator can initiate a discussion by including the opinions of the rest of the trainees too, by asking them what they would do differently. The debriefing part can range between 30 to 50 minutes in duration, depending on the number of participants.

- **Instructions**

1. Define **SMART** communication goals
SMART stands for *specific, measurable, attainable, relevant, and time-bound*.
 - a. **Specific**
Give answers to questions about your goals, the people you hope to influence or elicit a response from, and your current circumstances.
 - b. **Measurable**
Decide on observable criteria that will allow you to know if your goal has been achieved.
 - c. **Attainable**
Establish reasonable guidelines for your objectives and consider both your capabilities and the surrounding environment.
 - d. **Relevant**
Make sure your thoughts have a clear connection to your task.
 - e. **Time-bound**
Setting deadlines for your tasks and increasing your motivation.
2. Acknowledge the target audience
3. Establish voice tone
4. Identify the channels/ tactics

Cases

- I want to raise awareness of ways to encourage senior citizens to participate actively in civic life.
- My youth organisation conducts a 10-day youth exchange program. As the facilitator, I want to share its everyday outcomes within my local community.

We are planning a significant afforestation event for next month. It is crucial to rebound the burned land from the massive summer wildfires, and we hope to encourage many people to come.

Observations: External communication contributes to spreading the word about your organisation to as many individuals as you can. Is a great approach to convey your ideals and portray the finest possible picture to others. Especially for new youth organisation's, having these abilities and knowledge is necessary to become well-known fast among your target audience

Trainers Tips: The instructor must remember to respect and be kind to everyone. To prevent any offending, use suitable terminology and inclusive, gender- neutral language. We advise you to read [this article](#) for a better understanding. (<https://www.un.org/en/gender-inclusive-language/guidelines.shtml>) A great tool for external communication is [Linktree](#).

<https://linktr.ee/?gclid=Cj0KCQiA4OybBhCzARIsAlcfn9k77e1GBoBvgzXHK4d3p93VKNZ>

[YQ4ShshoVBnqMwj31yQ6q3e4kdncaAp3HEALw_wcB](https://linktr.ee/?gclid=Cj0KCQiA4OybBhCzARIsAlcfn9k77e1GBoBvgzXHK4d3p93VKNZYQ4ShshoVBnqMwj31yQ6q3e4kdncaAp3HEALw_wcB). It is suggested that organisations use it to connect their social media or their events when they want to promote them all together at once.

3.9. Political Engagement and active Participation

- **Estimated Time/Duration:** 120 minutes - 15 minutes (First Phase) + 15 minutes (Second Phase) + 90 minutes (Third Phase)
- **Short description and objectives of the workshop:** This workshop aims to activate young people and help them become politically engaged by teaching them how to create a podcast. Youth that listens to podcasts have seen a sharp increase lately and is identified by political marketers as a way of active citizenship (Statists, 2018). A youth organisation or a young person can be benefited from starting their own podcast, within which they can share their views on issues that affect them. Take, for example, #YouthCast and Step Forward, which are two Cypriot podcasts that are youth- related and

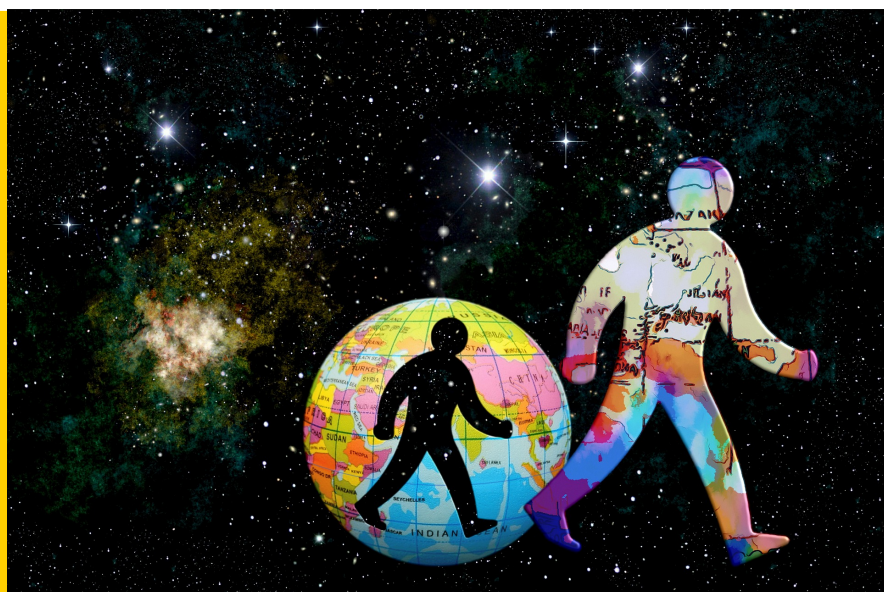
primarily led by youth. By participating in such processes, youth can develop various skills such as communication, organisation, decision-making, public-speaking, argumentation, and critical thinking. Therefore, making a podcast can help them in their personal growth and the development of differentiated skills.

- **Materials:** A quiet room with at least 3 tables and 6 chairs for the pairs to have their own space. The equipment that is needed are pens and papers for the Ice Breaking Activity and for the Third Phase, they can use their cellphones as recording devices. *It is optional to bring headphones that will be used as a microphone.*
- **Minimum participants:** 6

Description of the procedure:

This workshop is divided into Three Phases.

- The **First Phase** is a presentation by the trainer, including the basic podcasting techniques, methods of recording a podcast platforms that can be published, how to be promoted, and examples of youth-related podcasts.
- The **Second Phase** will be an **Ice Breaking Activity** that will help participants get to know each other better. The activity is named “10 things in common”, and participants will be split into pairs and will be handed a piece of paper by the workshop facilitator to write down 10 things they have in common (e.g. they like football). The groups will then proceed to the Third Phase.
- The **Third Phase** will be the main activity and it is **Podcast Making**. It will be a 10-minute podcast, pilot episode. A list of topics will be given by the trainer that is related to youth. Some of these topics can include, youth unemployment, youth digital skills, youth political participation, climate change, and youth perspective in international politics. During the Third Phase, the trainer will guide participants and assist them with potential questions or inquiries.



Observations: The idea of this workshop derives from the sharp increase of podcast listeners among youth. Encouraging youth to start their podcasts can push them into becoming active participants by informing themselves and expressing their opinions on matters that affect them directly or indirectly. The aforementioned topics under the above section can help them express their opinions and beliefs on youth-related matters. Especially for the given, topics that are associated to the youth. Also, it is argued that podcasts can motivate young people to become active citizens and develop participation and social interaction

(Smith et Al.,2021). Therefore, it is an innovative way of expressing their opinions online and knowing how many people view it. As a consequence, they will become more critical and have holistic perspectives for matters that affect them.

Trainers Tips: The trainer should be informed correctly about how podcasting works and what are the leading platforms. The trainer should inform participants about the equipment that they will need before the workshop. The trainer should ensure that teams are up to 2; if the participants cannot be divided into pairs, make teams of no more than 3. The trainer should be informed about the news/ current affairs that will be discussed in the podcasts to be able to answer any questions or participate the discussions.

3.10. Youth dialogue – Public Speaking Contest

- **Estimated Time/Duration:** 90 minutes
- **Short description and objectives of the workshop:** One of the most challenging activities one can encounter is public speaking. However, as our workshop name entails, Youth Dialogue requires youth to speak publicly about matters that affect them. This workshop contributes to the objective of driving youth to step forward and express their opinions in front of audiences or policymakers/political actors. The workshop is about making youth more confident in speaking in public. Public speaking advantages range from increased confidence to personal growth. These benefits can make a real and positive difference in young people's lives. Therefore, the objectives of the workshops are: Learn how to speak publicly Strengthen Oral Communication Skills The chosen main activity for this workshop is a Public Speaking Contest that will enable the readiness and critical thinking of the attendees. It has been selected because it requires more creative skills than debating exercises. The life skills that will be developed are Self Awareness, confident communication, problem-solving, and decision-making. The creative skills that will be developed are Critical and creative thinking, creative writing, and presentation skills.
- **Materials:** Pens, notepads. Optional: Smartphones/Tablets/Laptops and internet connection. Also, information will be given to the participants for the Public Speaking Contest topic, but they are free to use any other source they find.
- **Minimum participants:** 6

Description of the procedure:

The current workshop is divided into two phases.

- The **First Phase** is relatively short and consists of a presentation that will be delivered by the workshop facilitator. The presentation tries to highlight the benefits of public speaking. Also, it will include a real example of how important public speaking is. As a conclusion to the presentation, the 5 P's will be analysed shortly for participants to use in the Second Phase. The presentation will be based on the 5 main pillars of Public Speaking: Planning, Preparation, Practice, Performance, and Passion.
- The **Second Phase** will be the Public Speaking Contest. During this phase participants will have 30 minutes to prepare a dynamic speech on the topic that will be given to them by the trainer. For the current workshop, the issue that will be addressed is youth unemployment. The speech will be about 1-2 minutes long and should be as interactive and dynamic as possible. The remaining time of the workshop will be used for participants to deliver their speeches; at the end, they will all vote for the best speech and give feedback for improvement.

Observations: Public speaking is a skill commonly lacking in most youth but also many adults throughout their journeys for professional and personal advancement. Many young people are afraid to present something in class or in a public setting. This workshop aims to help them overcome this obstacle

Variations: This workshop can be accomplished with any topic that interests the target group. The topics that can be discussed in the future can be:

- **Youth Mental Health**
- **Youth in Sports**
- **Climate Chang**
- **Substances Abuse**
- **Education Inequality**
- **Any-other youth related topic**

Additionally, this workshop can be conducted with diverse audiences, such as higher education students or even secondary education students interested in the topics at hand.

Trainers tips: It must be kept in mind that this is not a debating exercise. Participants should refrain from responding to the arguments of others. When time pass, everyone stops writing their speech and needs to listen and take notes on each person's tactics and gather some positive lessons they can learn from each other. The starting line-up of speeches should be in alphabetical order.

3.11. Youth Media: how to connect with youth through new media channels

- **Estimated Time/Duration:** 90 minutes
- **Short description and objectives of the workshop:** The workshop aims to show how youth can utilise new media to create their news- providing channels through platforms they use daily. According to the PEW Research Centre, (2022), two platforms that are used vastly by young people are YouTube and TikTok. It can be identified that traditional media are distant from young people's interests, and a new innovative way needs to be found for them to get informed. If a youth organisation or youth worker creates its channel on these two platforms or any others which young people use (i.e. Instagram, Facebook), they can benefit by providing their views on youth-related problems or issues that affect society. It is important to note that millennials and Gen Z trust user- generated content (UGC) more than any other media type. Objectives of the workshop: Obtain skills to edit and create videos to post on multiple platforms. Understand how important it is to stay informed in order to remain an active citizen/ Provide youth perspectives on important social aspects of life/ Offer a comprehensive understanding to participants of the connection between fake news and UGC. The key learning outcome is the development of skills to create user-generated content to promote youth views, especially for topics that are related to youth. For example, youth unemployment, youth health and well-being, education, and climate crisis. They should be able to understand how UGC can assist them in becoming engaged in political life.
- **Materials:** Smartphones, Laptops, Pens, flip charts, markers, and paper to brainstorm their ideas and result in the final content. Before attending the workshop, it is important to inform participants to bring their laptops and/or smartphones.
- **Minimum participants:** 3

Description of the Activity:

The trainer will present why youth must publicly express, debate on, and discuss their views on various youth-related topics. The topic that is going to be used for the current workshop is climate change. It has been argued that youth seem to take climate change more seriously compared to other generations. Also, the presentation will contain a description of how to use digital tools to create UGC and organised more efficiently as a team. The trainer will present them with how the digital tools (Canva, Slack, Trello, and Google Drive) can help them organise as a team to achieve the best possible outcome. Additionally, through these digital tools participants should understand how to create more impact for the issue that they are delivering (in our workshop Climate change)

As the last point, the presentation will address how all this can be interconnected with youth entrepreneurship to tackle climate change.

Phase 2 –UGC video creation

- Duration 1 hour for participants to create UGC video (1 minute long). The digital tools that are going to be used are Open Shot, a free and friendly- use video editor, or common social media video editors -like the one found on TikTok or Instagram.

The trainer will need to prepare a list of climate change-related issues (lack of political will/Fridays for Future etc.) and give it to the participants, and the participants will have to create their video or content on their

smartphones or the trainer's laptop. They will need to create only 1 video in order to be able to understand how the procedure is held and how easy it is to be involved in citizen journalism.

Observations: The idea behind this workshop is that young people are not willing to read the news within the traditional media. As a result, they disengage from political life and become uninformed about issues that affect them. Also, within the scholarship, an emerging definition -the adult gaze- affects how youth are represented within the traditional media. Through this workshop, we seek to create new media participation methods through new technologies and innovative, more youth- friendly methods. It contributes to the project aims, as it involves youth directly in the spread of news. Therefore, they become active citizens and deepen democracy by representing contemporary challenges through their perspective.

Trainers tips: It is a pre-requisite for the trainer to have basic knowledge of UGC and the digital tools needed for this workshop. The trainer should always be aware of new digital tools that are discovered and how those could help UGC. Participants will better understand the visual aspect of UGC, so the trainer should present various visual UGC examples.

Digital tools that can be used are:

Trello: Create a board with lists, put deadlines, and categorise it into who is responsible for what.

Slack: The trainer can explain to the participants how useful Slack can be. They can create a multiple-channel chat where they will discuss everything in terms of their potential News-provider.

Google Drive: As a file-sharing platform, it can be used to upload draft articles and provide direct feedback with comments.

Canva: A graphic design platform that is used to create social media graphics and presentations that includes many free templates.

3.12. Engagement with Public Authorities and Policy Makers – SWOT

- **Estimated Time/Duration:** 70 minutes
- **Short description and objectives of the workshop:** This workshop seeks to make young people understand how important stakeholders are as political actors. The aim is to deepen the knowledge of youth on their empowerment and action to help their communities become more equitable. Before engaging with public authorities and policymakers, youth should have a safe environment where they can identify meaningful problems and promote their positions for resolving them. Public Authorities and/or Policy Makers often do not include young people in decision-making, creating problematic narratives, as the latter feel unrepresented. Therefore, this workshop will present ways in which youth can reverse this and generate social impact in the process. A starting point for young people and youth organisations to engage with public authorities is through their local communities. They can engage by envisioning, planning, and trying to improve the policies that affect them, such as deforestation or instalment of factories, by collaborating with all stakeholders. The workshop will try to identify which challenges will be faced during a potential collaboration with public authorities and what youth organisations should consider.
- **Materials:** Smartphones, Laptops, Pens, flip charts, markers, and paper to brainstorm their ideas and result in the final content. Before attending the workshop, it is important to inform participants to bring their laptops and/or smartphones.
- **Minimum Participants:** 5

Description of the Activity

The workshop is split into three phases. This workshop is divided into Three Phases.

- The **First Phase** will be an **Ice Breaking Activity** that will help participants get to know each other better. The activity is named “10 things in common”, and participants will be split into pairs and will be handed a piece of paper by the workshop facilitator to write down 10 things they have in common (e.g. they like football).

- The **Second Phase** is a 15-minute presentation by the workshop facilitator that will provide useful knowledge to the participants on how a youth organisation should work before collaborating with policymakers and political actors.
- The **Third Phase** will be a debriefing of what participants regard as the most important and essential factors in terms of engaging with public authorities. Also, a table will be created to collectively decide on the Strengths, Weaknesses, Opportunities, and Threats (SWOT), of a youth organisation collaborating with public authorities. After the SWOT analysis, there will be a role-playing activity. One group will take the role of the policymakers and political actors while the other group will take the role of a youth organisation. In this way the activity becomes more interactive and will help them to better understand what the SWOT analysis is about. The topic that they will be discussing or debating will be about Waste Management of the local community. The youth organisation will try to find new and innovative ways to manage street rubbish in a more sustainable manner. The purpose of that activity is to “convince” Public authorities that the community faces a serious issue, and they should start reacting it is too late.

Observations: Youth Organisations are important stakeholders, whose opinions and initiatives are often overlooked by policy-makers. By dismissing the issues that affect them and how these are to be addressed to show the actual impact of these decisions can generate resentment but most importantly, lead to unused human capital towards innovative solutions. Young people and youth organisations should find more persuasive and engaging ways for interacting with public authorities. Sometimes the latter feel that youth need more skills and knowledge, which results in not taking younger people's views seriously. Therefore, through this workshop we educate youth and youth organisations to use more engaging ways when they encounter rejection by the public authorities.

Trainer Tips: The trainer needs to ensure that every participant contributes equally and expresses their opinion. Ensure that everyone is treated equally with kindness and respect during the workshop. An example of this method was done by the Australian Youth Advisory Network and can be found [here](http://ayan.org.au/wp-content/uploads/2016/11/SJAA-SWOT-Analysis-Report_Nov-2016.pdf):

http://ayan.org.au/wp-content/uploads/2016/11/SJAA-SWOT-Analysis-Report_Nov-2016.pdf

3.13. Finding your talents and use them on youth participation

- **Estimated Time/Duration:** 30 minutes

- **Short description and objectives of the workshop:**
The workshop aims to help participants in having a clear picture of their talents, what they can further do with their strengths, how to use them, and what steps forward they can take by starting to think and presenting their qualities. Objective Overview: meta-awareness of someone's own strengths or talents and to boost confidence, positivity, soft skills such as being able to identify opportunities linked to personal strengths, setting goals and potentially decision making. Key learning



outcomes: Knowledge: what are your strengths and how to use them Life skills: decision making, self-awareness Creative skills: reflection, meta-awareness

- **Materials:** board, post it notes, pens. If you have no board, you can use some space on the floor instead.
- **Minimum Participants:** 3

Description of the procedure:

The trainer introduces the three themes of focus areas for the participants.

- **creativity**
- **practical skills**
- **collaborative skills**

The trainer asks the participants to write down three talents, or strong qualities of theirs on the post-it notes. Every participant gets 5 minutes to think, write and place the post-its on the three themes. For each theme, they need to add one post it note.

As a next step, each participant needs to explain to the group why they placed their post-its in the way they did and what is the relation with the themes. The participants reflect on their thinking process and get to work on the way they present their qualities.

Observations: Through this activity, the participant starts to think and visualise what his strengths are and the themes they could be a part of. They can also train pitching elements, as they need to work on-a small scale presentation. This helps youth to start thinking how to use their strengths and connect with others.

Variations: If materials are not available, or you wish some movement, the trainer can also ask the participant to place him or herself in the triangle in relation to the themes and saying what the quality or talent is. Then explain to the group and trainer why he stands there.

Trainer Tips: It's important that each participant has enough time to react and reflect. If the time is short, it can be extended. After this session, it is interesting that each participant takes photographs of their constellation with a mobile phone to help them remember, and to later look back on the training process. Questions for the participant could be: Why did you place your paper there? Could that talent also be placed at some other theme? Could, for example, your quality also be supportive, how?

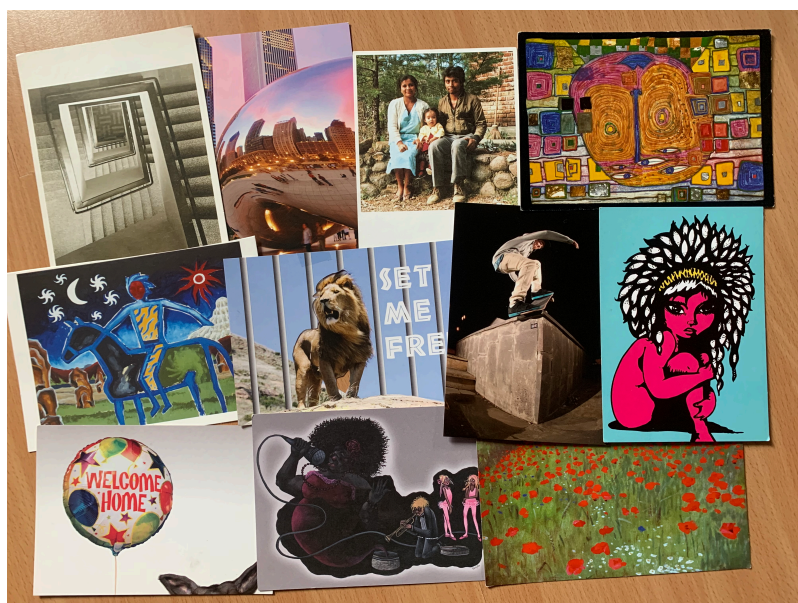
3.14. Creativity awareness

- **Estimated Time/Duration:** 40 minutes
- **Short description and objectives of the workshop:** The workshop aims to help participants to think outside of the box, to use creativity as a tool, to visualise concepts. Objectives overview: awareness of abstract concepts, problem-solving, positivity, managing anxiety, coping with uncertainty and decision making. Key learning outcomes:
Knowledge: how to navigate in new situations, how to approach complex topic
Life skills: decision making.
Creative skills: reflection, positivity, creative thinking
- **Materials:** n/a
- **Minimum Participants:** 3

Description of the procedure

The trainer introduces an abstract concept by saying one Word. For example "success".

The trainer asks the participants, one by one,



to take a position that reflects this Word. Any static position (like a sculpture) that comes into their mind when they hear the Word. The exercise starts with the first participant, then the second needs to complete the picture, the third the same and so on until they are all statues.

As a next step, each participant can say a Word that reflects their specific position or make a noise. We ask the participants to look at what each one has done so they can visualise new forms of this concept.

The trainer repeats the same process with other words, for example kindness, ideas, challenges, opportunities etc.

Observations: Through this activity, the participant starts to think and visualise how words and concepts that we are all familiar with, can take many shapes and forms. By seeing new suggestions, they can think outside of the box, enhance their creative thinking, and use this ability when new challenges arose. In addition, the fast pace of this exercise pushes the participants into making quick decisions. This allows them to dare more, to deal with fear or anxiety and to feel brave enough to take the next step.

Variations: It is possible to ask the participants to form the same word in a circle at the same time, instead of building a big picture together. Then the group can see how many new ideas and forms can come from the same word.

Trainer Tips: It's important that each participant has enough time to react and reflect. If the time is short, it can be extended. After this session, you can ask the participants to share impressions and thoughts about what they saw, how they felt, and what they can take with them.



3.15. Storytelling as a tool

• **Estimated Time/Duration:** 30 minutes – 2 hours

• **Short description and objectives of the workshop:** The workshop aims to help participants to create small scenes using

creativity, inspiration and develop a story. Objectives overview: Building soft skills such as ability to focus, concentration, active listening, participation, social skills and communication skills. This activity is perfect to discuss complicated or abstract issues and can be a safe environment to bring up social issues. Key learning outcomes: Knowledge: how to build a storyline Life skills: decision making, communication skills

- Creative skills: creative thinking, presentation skills
- **Materials:** images that can be either postcards, newspaper photos or even pictures out from magazines.
- **Minimum Participants:** 3

Description of the procedure:

The trainer asks the participants to choose three images each. After they all choose their preferred images, they find a place in the room where they can focus and work. Their task is to montage the three choices into one story. It is possible to build a story in form of words, choreography, or small scenes. The presentation can be a creative result base don the time and the choice of the participant. What is important is that they have clearly used all three pictures. As a next step, each participant needs to present their story to the group and show the cards they used as an inspiration of their story.

Observations: Through this activity, the participant starts to think and visualise what his strengths are and the themes they could be a part of. They can also train pitching elements, as they need to work on a small scale presentation. This helps youth to start thinking about how to use their strengths and connect with others.

Variations: It is also possible to ask participants to build a story as a group. For example, each participant can choose one card and then you group three people together. These three people have now three cards as a team and they can present a story as a team.

Trainer Tips: It's important that each participant feels this is a safe environment to create and present their story. It is also possible to build on this activity in the next sessions. The participants can continue on the same story and make a second part it. This can end up with a longer presentation. The trainer can also ask the participants to find or write text, and search props, which can make the presentation stronger.

3.16. Making a public presentation

- **Estimated Time/Duration:** 1-3h
- **Short description and objectives of the workshop:** The workshop aims to help participants to make a public presentation about a chosen theme. Objectives overview: Increasing awareness; knowledge on a specific topic; presentation skills; collaboration skills; active citizenship. Key learning outcomes: Knowledge: how to present to an audience, theme specific facts and information Life skills: decision making, communication skills, collaborative skills Creative skills: creative thinking
- **Materials:** pen and paper per participant
- **Minimum Participants:** 3

Description of the procedure:

The groups are divided into teams of 3 participants. The task is to create together a short act of 5 - 7 minutes that could be shown to the public. The themes are chosen by the trainer and given to the groups as an assignment.

The trainer asks the participants to choose with whom they want to work or uses a fun/engaging way to mix the group. The participants need to focus on making a short act - presentation for the public, based on the theme they were given. It is suggested that they try to focus on the discipline/areas they are good at; for example, if the group has a dancer or a Singer, they can use this in their presentation to engage the audience. Their small act needs to have a specific title, that the group needs to decide on as well. By coming up with a title, they automatically narrow down the framework for themselves and a theme they have to work on. They have 30 minutes to prepare.

After working for 30 minutes, the participants present the act for the first time to the rest of the group. At the end of all the presentations, a short discussion follows, with the whole group led by the trainer. The trainer can ask the participants the following questions: What did you like? What are the points for improvement?

After this, the participants get back to work to improve the act. This takes 15 - 20 minutes. After each presentation, the trainer asks if the participants who watched have any comments or suggestions for the presenters.

The presenters can take the comments for the next time if they want to continue working on these acts.

Observations: Through this activity, the participant starts to think and explore in depth a specific topic. They become more involved and directly connected to the theme. Using their creativity and collaboration skills, they present something for the audience to share their views on this topic and start a chain of thoughts or discussions around it. The acts can be shown to external audience after some sessions of practice and planning, or stay within the group to sparkle a discussion around social issues.

Variations: The trainer can either decide on topics in advance or give extra time to the group and ask them to decide on a theme they wish to work on.

Trainer Tips: The trainer can gain insight into the presentation skills and knowledge of social issues of the participants in a short time. This can be very beneficial for the group work.

4. Existing Softwares and Digital tools

4.1. The selection of software and digital tools

In today's digital era, there are various digital that can help us to management tasks or even complex projects. Ultimately, the key to selecting the right digital is to research existing tools and carefully consider the available options.

In this toolkit, we have selected some tools/ software that can support the users. This selection offers an introduction to each tool, an overview of the functions, and links for further research.

4.1.1. Google forms

Picture of the Logo:



Link to the Digital Tool : <https://docs.google.com/forms>

Description: Google Forms is a free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people. The application can be used both in your mobile or web browser—no special software required. Users get instant results as they come in. They can also summarise survey results briefly with charts and graphs.

To find out how Google forms is used, just click here:

https://support.google.com/a/users/answer/9302965?hl=en&ref_topic=9296604 There you will find the next sections:

- Creating the form
- Choose setting and preview it
- Send the form
- Analyse the response

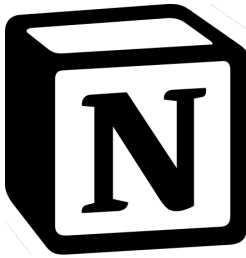
Recommendations (for youth participation processes)

Google forms it is one of the applications part of Google workspace. All these applications are for free as user applications, however if you want to have the more advanced experiences with them ,you can get different plans with different rates. In case you only want to use Google forms, we recommend you stay with the free version. A Google workspace plan it is interesting for things such as more space on your drive or personalised features in your email address, but not for Google forms

Other useful links:<https://www.youtube.com/watch?v=xyq4N0GC2bU>

4.1.2. Notion

Picture of the Logo:



Link to the Digital Tool :<https://www.notion.so/>

Description: Notion is a management software to create project management systems adapted to users' needs. Its features help team members create a tailor-made space to improve their efficiency by setting consistent processes that match their team's workflow. Users can create different templates for each project to help them approach problems with the same criteria. It includes a notes section to create discussion topics, and users can embed design apps such as Figma, envision designs, images, video and more.

Notion helps managers establish different processes, track every step, and highlight the different phases to keep track of deadlines.

The plans are quite affordable:

- Personal, which is free, and it's for personal use for individuals that want to organise their projects.
- Personal pro offers advanced options for users managing several projects.
- Team, useful for small and medium-sized teams who want to collaborate in the same workspace.

Enterprise, which is aimed at bigger organisations that need advanced settings to optimise the management of their teams.

Recommendations:

Notion can be very helpful for youth organisations starting to digitalise their processes. The plan 'team' will offer all the functionalities to adapt their workflow to the software and make the most of it. They can create a plan with their teams, tasks, objectives and overall organisation to choose the best template to customise.

How can youth organisations/workers use this tool?

Youth organisations can use this tool to work more effectively. Indeed, this tool gathers everything in one place: notes, files, collaborative documents, calendars, lists, tables, timelines, etc. It is very practical when working on a project alongside several people. Also, this tool sends notifications about the delays in the tasks without being very invasive,

which is good to remind young people what they have to do without being too insistent.

Other useful links:

Tutorial – Notion : <https://www.youtube.com/watch?v=aA7si7AmPkY> Getting started in Notion

https://www.youtube.com/watch?v=oTahLEX3NXo&list=PLzaYMdbJMZW0gYyfNhL0sHheU5_WR2YKE1

<https://www.notion.so/help/guides/a-project-management-system-for-your-design-team-th-at-connects-all-your-work>
<https://www.bardeen.ai/posts/notion-project-management>

4.1.3. Ganttproject

Picture of the Logo:



Link to the tool: <https://ganttpro.com/>

Description: GanttProject is a project management software Java based which can be downloaded for-free. It works with Microsoft Windows, Linux and Apple macOS operating systems. It features basic project management functions like a Gantt chart for project scheduling tasks and resource management using resource load charts. It has many reporting options, such as Microsoft Project, HTML, PDF, or spreadsheets. It helps teams to communicate effectively and keep all their documents in one workspace. The software allows delegating tasks to team members. It also helps to keep all files, communications and projects in one place. Its resource manager function shows which team members are available and who are overworked to collaborate and efficiently assign tasks. Users can also monitor the overall progress of projects with detailed reports in real-time.

Ganttpro is the most developed version of the software, and it has four plans:

- Basic, a fee paid per user, which is for small teams who want to have a clear overview of their current projects.
- Pro, also paid per user, which offers the majority of essential features to manage project effectively.
- Business, a fee paid by users, which is aimed at medium-size and bigger organisations which need a structured organisation to assign tasks and keep track-of projects.

Enterprise, an offer tailored to each organisation, depending on the features they want to include.

Recommendations: Small youth organisations can start using the free version and switch to the basic one if they want more advanced features yet basic. Medium-sized and bigger organisations will find more helpful features in the pro and business plan as they will be able to tailor the design and the charts to their needs to keep track of their projects and the work of every team member.

How can youth organisations/workers use this tool?

Youth organisations can use this digital tool to produce Gantt charts which give a visual representation of the timeline of each task of a project. This tool also enables an organisation to stock all files, communications, and projects in one place, which can be useful when working with young people.

Indeed, limiting the number of communication channels is easier, clearer, and more effective when working on a project with several people, especially young people. The fact that it also shows which team members are available and which ones are overworked is very practical. It allows the project manager to distribute the tasks more equally and fairly between the members of the organisation.

Other useful links: <https://www.youtube.com/watch?v=ZIEyU5fXnzA> <https://www.youtube.com/watch?v=V1FwzVXxiZM> <https://www.atlassian.com/agile/project-management/gantt-chart>

4.1.4. Asana

Picture of the Logo:



Link to the Digital Tool: <https://asana.com/>

Description: Asana is a workplace content management system (CMS) which allows teams to organise, collaborate, plan, and execute tasks. It is a web-based task management and collaboration tool to keep track of project and task progress, share files, comments, and notes, and track deadlines. It has been designed to help project management in big and small teams to optimise their organisation. The design of its interface is very user-friendly, and the calendar can be synchronised with the rest of the tasks. A member can create a new team, request to join other groups, and access public projects and tasks to the organisation.

The programme can be linked with other tools such as communication tools (Microsoft Teams or Slack), file-sharing platforms (Dropbox, Google Drive, One Drive), Content Management systems (Office 365, Box, Power BI), email (Gmail) or design tools (Adobe Creative Cloud).

There are four plans:

- Basic is free and offers basic features but is helpful for small teams that want to get started with project management.
- Premium is also aimed at smaller teams needing more advanced features.
- Business, which is helpful for bigger teams and companies that have several projects running at the same time.

Enterprise, which aims to help organisations that need additional security and control when managing their projects.

Recommendations: Youth organisations can start using the platform with the basic plan to get used to it and then decide if they want to switch depending on their needs. They can create a profile for every team member and build a section with the different projects and initiatives they are working on. The manager can assign tasks and other objectives with specific deadlines to every team member and track the progress.

How can youth organisations/workers use this tool?

Youth organisations can use this digital tool to distribute the different tasks of the project between its members so that each member knows what they have to do and when they need it to be done. When working with young people, this tool can be useful to keep them individually involved in the project and motivated. It shows them that every member has a role to play and that everyone contributes to the project. It is also very practical to keep an eye on the progress of the project.

Other useful links: https://www.youtube.com/watch?v=6na4wgTwJGw&list=PLJFG93oi0wJDMccrrEbbZha0v64J_o63K8

<https://academy.asana.com/series/video-tutorials-tips> <https://asana.com/guide/get-started/begin/quick-start> <https://asana.com/guide/examples/project-management/project-management> <https://www.hivedesk.com/blog/asana-project-management/>

4.1.5. Linktree

Picture of the Logo:



Link to the Digital Tool : https://linktr.ee/?gclid=Cj0KCQiA4OybBhCzARIsAlcfn9loJk1MmPkGq6B2ryrcJ-_I05-SjwRslFzX yx-9p9Y5WPonl5E8xYsaArPbEALw_wcB

Description: Linktree lets you create a personalised and customisable page that contains all of the important links you want to share with your audience. You can use Linktree to reveal everything you're sharing, everywhere you're sharing it, in a single location. It's a link-in-bio solution that works on Instagram, TikTok, Twitch, Facebook, YouTube, Twitter, LinkedIn, and other platforms. You can include this unique URL in your social media bios, email signatures, business cards, and everywhere else your fans, visitors, and clients might find you and get in touch with you. Linktree offers also, analytics, which you can use to see which links are generating the most clicks. Linktree is a freemium service: it is free, but also offers a 'Pro' subscription.

Recommendations: Linktree is recommended in external communication for promoting events, campaigns as well as, social media.

4.1.6. Freelogo

Picture of the Logo:



Link to the Digital Tool: <https://www.freelogodesign.org/>

Description: FreeLogoDesign is a free online software helping entrepreneurs, organisations, or businesses by giving them tools, to create professional logos easily and efficiently. Create a top-notch logo with the Free Logo Design Maker to serve as the cornerstone of business's brand identity. Develop a company across all platforms with a reliable and consistent brand. Use the logo on social media, websites, and promotional items. Display it there. The created logo can also be used to immediately produce personalised business cards. With merely need to print them out and distribute them to everyone.

FreeLogoDesign can be used by everyone since it is a user-friendly app. It consists of drag and drop options and the ability to edit the colours and the text of your image makes it even more accessible to people with little knowledge of technology and graphic designing.

Recommendations: Free Logo is recommended for creating the logo image of your organisation or business as well as promoting your idea through an image format.

4.1.7. Trello

Picture of the Logo:



Link to the Digital Tool : <https://trello.com/en>

Description: Trello is a simple and easy-to-use collaboration tool that enables you to organise projects and everything related to them into boards. This digital tool offers boards, cards, and lists for project management. Also, tasks can be allocated to group members within the tool, and the members get notified if something changes on the cards. It includes deadlines and connects with different digital tools such as Slack, Google Drive, etc. Trello has 40 million users worldwide.

Boards are the starting point and typically focus on an over-arching project, such as launching a new website, or process-based tasks, such as onboarding an employee. Within each board, several lists can be created to indicate the progress of a project; “to do,” “in progress,” and “done” lists are common examples. Individual cards within the lists hold information on a specific task and can be moved from list to list as needed (such as when a task is completed).

Trello has four versions. The Free version includes various features such as unlimited cards, up to 10 boards per Workspace, unlimited storage (100mb/file), etc. The most expensive version starts from \$17,50 for 50 users and includes an unlimited workspace, multi-board guests, public board management, etc. Overall, the free version of Trello is worth worthwhile and helpful for a project's organisational and communicational purposes.

Recommendations: Overall, what we recommend is that the free works fine. We have been using the free version and we did not encounter any problem so far. One important fact to note is that when posting something use @board to notify all members of group automatically.

Other useful links:

<https://www.simplilearn.com/tutorials/project-management-tutorial/what-is-trello> <https://www.youtube.com/watch?v=xky48zyl9iA>

<https://www.youtube.com/watch?v=6drUzoeHZkg>

4.1.8. Slack

Picture of the Logo:



Link to the Digital Tool : <https://slack.com/>

Description: Slack is the acronym for “Searchable Log of All Communication and Knowledge.”. Slack is a messaging app for businesses that connects people to the information they need. The innovative way Slack is based is the creation of multiple channels for different topics. For example, Slack can have a main channel for the general information shared, and, at the same time, a separate chat box (or channel) can be more specified. Also, you can create polls and share files and content very easily. In Slack, everyone in an organisation has access to the same shared and searchable information. When teams collaborate in channels, information can be shared with everyone at once, helping keep teams stay aligned and make decisions more quickly. The difference between Free and Paid Plans is crucial. The Free version has a 90-day history of messaging and 1:1 huddle and is limited to 10 tools of integrations. In the Paid version, the features are unlimited, plus there is a Workflow Builder, enhanced security and data protections, and specific compliance support. The pricing starts from €6,75 to €14.10 and it depends on how it will be billed, yearly or monthly.

Recommendations: While the free version is good (is the one we use), the paid version is suggested. Sometimes it gets annoying when you search for a message and cannot find it if the 90-days passed.

Other useful links: <https://www.youtube.com/watch?v=q19RtuCHt1Q> <https://www.youtube.com/watch?v=RRxQQxiM7AA>
<https://www.adaptavist.com/resources/how-to-use-slack-the-ultimate-beginners-guide>

5. The Designs

5.1. The selection of designs

In this chapter we are introducing our selection of designs for project design and management. We have curated a sample selection to help the readers to put an idea into action more efficiently and effectively. Our collection includes designs for creating a project, managing a project, communication and monitoring impact. These designs are intended to be customisable, allowing teams to adapt them to their specific needs and project requirements.

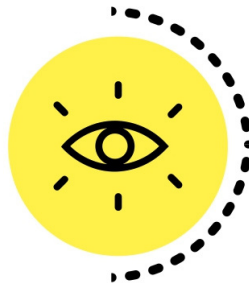
TIMELINE

DESIGN PROCESS

1

CONCEPT AND INITIATION

This is the first step in starting a new project. During this phase you establish why you are doing this project and what value it will deliver.



2

DEFINITION AND PLANNING

In this step you are addressing how to complete a project in a certain timeframe, what are the different stages it may have and the resources needed.



3

LAUNCH AND EXECUTION

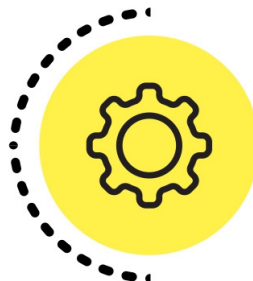
This phase of the project involved carrying out all the details and activities that you have set in the previous step. It includes a time planning, activities, communication and budget.



4

PERFORMANCE AND CONTROL

This step helps you measure different aspects of the project. Key questions include objectives met, costs, schedules and impact. This phase coincides with the execution phase of the project.



5

PROJECT CLOSE

This step finalises all project activities. You can now review quality, share results with stakeholders, focus on key learnings. Evaluation is the keystone!





PROJECT MANAGEMENT TIMELINE

01

Conception:

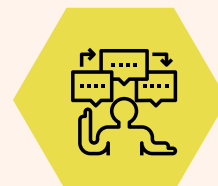
Do preliminary research, set the project outputs, and write your brief.



02

Planning:

Define team roles and responsibilities and determine deadlines and budgets.



03

Execution:

This step concerns budget, timeline, quality and meeting management. You also have to consider the resources and the internal reviews.



04

Control:

Check the time, scope and costs. You also need to adjust them if you need to.



05

Closure:

Evaluate the successes and failures of the projects and its management. Then, create your final project report and calculate its last budget.



DISSEMINATION & COMMUNICATION



GOALS & OBJECTIVES

Clearly outline measurable and realistic goals for the initiative that align with the organization's mission.

IDENTIFY TARGET AUDIENCE

Determine the primary and secondary target audience, considering their demographics, interests, and communication preferences.

CHOOSE EFFECTIVE CHANNELS

Select appropriate communication channels such as social media, websites, email newsletters, events, workshops, and local media outlets.

DEVELOP ENGAGING CONTENT

Create compelling content such as articles, videos, infographics, and success stories to effectively communicate key messages and engage the target audience

MONITOR AND ADAPT

Continuously evaluate the strategy's performance using metrics and feedback. Make necessary adjustments to optimize communication efforts and stay relevant.





Impact Assessment



●●● Inputs

01

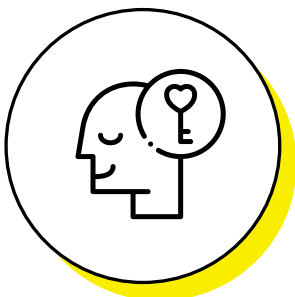
Financial, human and material resources used for the development of the project



●●● Activities

02

Action taken or work performed to reach a specific goal that was set during project planning phase



●●● Outputs

03

Products or services resulting from a project



●●● Outcomes

04

The likely or achieved short-term and medium-term effects of the intervention



●●● Impact

05

Positive or negative effect produced by a project, directly or indirectly, intended or unintended

6 Youthpass: A useful tool for youth in the European context

The Youthpass is a valuable tool developed by the European Commission that aims to recognise and validate the learning outcomes of young people engaged in non-formal and informal learning activities. In the context of the #UComE project, which focuses on the systematic and digitised approach for the reconstitution of community engagement in youth-oriented activities, the Youthpass plays a crucial role in documenting and showcasing the achievements of young participants.

Within the #UComE project, the Youthpass serves to acknowledge the skills, competencies, and personal growth that young people acquire through their active involvement in community engagement initiatives. It provides them with a formal recognition of their learning, which can be highly beneficial in a local context. In a local context, the Youthpass can be used as a tool to demonstrate the impact and value of youth engagement in community activities. It serves as evidence of the knowledge, skills, and experience gained by young participants, highlighting their contributions to community development and social cohesion.

By incorporating the Youthpass into the #UComE project's digitised approach, the process of documenting and sharing youth achievements becomes more accessible and efficient. Digitisation allows for seamless integration with online platforms and tools, enabling easy access to Youthpass records and facilitating the dissemination of young people's accomplishments within their communities. Moreover, the Youthpass can be utilised to enhance young people's employability prospects in the local context. It provides a recognised certification of their skills and competencies, which can be valuable when seeking employment or pursuing further education and training opportunities.

To create your own Youthpass, click here: <https://www.youthpass.eu/es/>

6.1. Findings on the learning, teaching, training in activity carried in Athens, Greece

During February the #UComE consortium and several youth workers, gathered for a week in Athens. The LTTA aimed to test and validate the tools within the UComE Toolkit through workshops and feedback sessions. The activity involved 11 staff members from Logopsycom, IASIS, CIP, and ZID, along with one external collaborator. The objectives were to assess the effectiveness of the tools, provide feedback for improvement, and explore their impact on participants' skills and abilities.

The LTTA began with an introductory day focused on getting to know each other and the scope of the activity. Energisers associated with the UComE Toolkit were used to engage participants. The following two days consisted of workshops presented by each organisation, allowing participants to test the tools and provide feedback. The preliminary version of the platform was also tested, and discussions were held regarding future steps and local activities. The final day involved evaluating the overall experience and identifying areas for improvement.



The findings from the workshops were positive. ZID's workshop on creating an oral presentation received praise for its storytelling technique and ability to engage young people. IASIS's workshop on decision-making was commended for enhancing participants' management skills and collaborative abilities. CIP's workshop on creating a podcast was well-received, as it provided a platform for youth expression and connection. Logopsycom's workshop on networking was highly regarded for its impact on youth involvement in the community.

In UComE activities emphasis is given to the evaluation and improvement process to enhance the impact of the project. For the consortium is important to continuously refine the tools, address the recommendations, and ensure the workshops effectively meet the needs and expectations of participants. The LTTA demonstrated the value of experiential learning and the positive impact it can have on participants' skills and engagement.

6.2. Lessons learned on local context



Lessons learned by CIP on the local training

To recruit participants for the project, two Local Training Sessions were conducted in Larnaca and Nicosia, Cyprus. Recruitment efforts involved issuing an open call on social media platforms and reaching out to stakeholders interested in the project's intellectual outputs. The first training session had two participants, while the second session was a true success, with 18 attendees. The diverse backgrounds of the participants made the sessions productive and enriching, offering unique perspectives on the project. The activities included a SWOT analysis using printed scenarios and a Podcast Activity discussing social issues in a podcast format. The engagement and

feedback from participants were highly positive, with some initially hesitant individuals gaining confidence through conversation.

Although the attendance at the first session in Larnaca was lower than expected, the project had an opportunity to showcase itself at a major fair in Nicosia during the second session. The guidebook and Toolkit received constructive and thoughtful feedback, emphasising the importance of accessibility and the need for resources in the Greek language. Workshops and practical activities in the Toolkit were well-received, being clear and highly valuable to participants. The Community Engagement Platform was praised for its user-friendliness and ability to foster collaboration among young individuals and organisations. Overall, the recruitment process successfully gathered a diverse group of participants. Their participation in the training sessions was fruitful, leading to productive discussions and positive feedback on the project's activities and resources.

Lessons learning by Logopsycom on the local training

Logopsycom created a training session of the materials created in the project among its staff. 15 project coordinators work on daily basis on projects that foster community engagement in different aspects of education, therefore the material made in UComE project is relevant for them for various reason. The diverse backgrounds of the team made the



sessions productive and enriching, offering unique perspectives on the project. The training session was divided in two parts. The first part focused on the general introduction of the project, its main goals and activities. Then we moved to practical aspects. The workshops and practical activities included in the toolkit were positively received, commended for their clarity and high value to the participants.

The sessions served as an introduction for our team members into the world of alternative methods in education and enabled them to have a better understanding of UComE's objectives.



The team discussed potential implementation of different activities from the toolkit into their daily work. They also offered feedback, suggestions and ideas for improvement which will be considered during the implementation of the project in future contexts.

Finally, because of the training session all project coordinators obtained basic knowledge of UComE's methodology that they can share with other professionals and youth workers in order to foster more inclusive and engaging education practices.

Lessons learning by ZID on the local training

ZID Theater organised a training for 21 youth workers on April 12 2023. The recruitment was a process of reaching out to our network of social partners and schools. The final group was formed by participants working mainly with youngsters. Many came from the new west part of the city of Amsterdam, where at this moment is a lot of focus on helping young people and people with problems.

The training was specifically designed to help the group of youth workers to develop their skills in using theater as a tool for engaging and empowering young people. The training was interactive and participatory, providing a range of techniques and exercises that allow youth workers to build their confidence and creativity to facilitate personal and social development. The material used in the training were tested and further developed within the UComE project.

During the training, the youth workers learned about a variety of topics related to young people, including storytelling, civil engagement, networking and leadership. They also explored different approaches to

address social issues and promote community engagement, as well as learning how to create safe and supportive environments for young people to express themselves creatively.

Overall, this training for youth workers was an excellent opportunity for them to enhance their skills in supporting the development and empowerment of young people. Through lifelong learning activities youth workers can help young people to develop their confidence, creativity, and sense of agency, while also promoting positive social change in their communities.

Colophon

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UCoME Toolkit – How to activate the civic and political participation of youth?

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Disclaimer

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Annexes

Annex – Quiz about communication Source: Quizziz – workshop Improvement of communication skills: verbal and non-verbal

- **Communication achieved using facial expressions, eye contact, movements, and gestures is**
 - A eye contact
 - B rate
 - C tone
 - D body language
- **Act of moving one's body parts, usually arms, hands, legs, as a means of expression**
 - A vocal distractions
 - B facial expressions
 - C fluency
 - D gestures
- **Communicating ideas and emotions non-verbally by changing one's face.**
 - A eye contact
 - B facial expressions
 - C gestures
 - D vocal variety
- **The following are all examples of cues: gestures, eye contact, posture, facial expressions, and physical appearance.**
 - A verbal
 - B environmental
 - C physical
 - D non-verbal
- **All are examples of communicating non-verbally expect...**
 - A gestures
 - B posture
 - C touch
 - D voice
- **Communication is always a way process.**
 - A one
 - B three
 - C four
 - D two
- **This type of communication is speaking to teachers and students.**
 - A non-verbal
 - B written
 - C body language
 - D oral
- **Which of the following are rules for good listening?**
 - A Stop Talking
 - B Remove distractions
 - C Put talker at ease
 - D All of the above
- **Of the following which is not a nonverbal communication?**
 - A Eye contact

- B Verbally talking
- C Nail biting
- D Arms Crossed
- **Communication is the process of sending and receiving messages**
 - A true
 - B False
- **Making eye contact is a form of body language**
 - A true
 - B false
- **The message is % spoken word**
 - A 55
 - B 6
 - C 38
 - D 7
- **The message is % body language**
 - A 6
 - B 7
 - C 55
 - D 38
- **The message is % tone of voice**
 - A 38
 - B 55
 - C 7
 - D 6
- **Types of nonverbal communication do NOT include**
 - A affection
 - B hostility
 - C contempt
 - D anger
- **Universally accepted emotions does NOT include**
 - A surprise
 - B disgust
 - C anger
 - D laziness
 - E happiness
- **Good eye contact does NOT mean**
 - A keeping communication open
 - B respect
 - C willingness to speak
 - D willingness to listen
- **Not having good eye contact generally does NOT mean**
 - A anxiety
 - B avoidance
 - C defencelessness
 - D disruption
- **Nonverbal communication**
 - A exchange of information using words
 - B sending and receiving wordless messages
- **Verbal communication**
 - A sending and receiving wordless messages
 - B exchange of information using words

- **Nonverbal communication is sending and receiving word messages**
 - A true
 - B false
- **What is Body Language?**
 - A speaking from your point of view
 - B The exchange of information through the use of words
 - C your words saying one thing but your body language saying another
 - D postures, gestures and facial expressions

Answers: 1 A - 2 A - 3 C - 4 D - 5 B - 6 B - 7C - 8C - 9C - 10 True - 11 true - 12A - 13C - 14B - 15D - 16C - 17D - 18D - 19A - 20B - 21 false - 22A

Annex – workshop networking

Game 1 - Telephone

Put participants in a line. Think about a word or a sentence. Tell it to the first person in the line, and he or she has to reproduce the same message to the next person. They can only use their voice; they can't make any gestures. When the message reaches the end of the line, ask the person to repeat it.

Game 2 – Taboo

Make a list of words in a selected topic, such as movies, animals, sports, books, characters, weather, colours, objects, social media or electronic devices. Write each of them on a piece of paper and fold them. Put them inside a container.

Divide participants into two or three different teams that will participate in turns. The game is done in three rounds, but you can select only one type of round. At every turn, they will have 30 seconds to represent/describe as many papers as possible.

- **First round:** 1 person in the team has to take one paper and describe what is written without mentioning the word, so her team has to guess. The person can't make any gestures; they can only use words. They can't pass to another paper until the team has guessed it. For example, the word is 'pencil', and the description could be 'object that we use to write and we can erase it with a rubber'. The round will end when they have described all the terms. The team with more papers wins.
- **Second round:** The dynamic is the same as in the same round, they have to describe the same terms, but this time they can only use a word. For example, the term rubber could be 'erase'. To make the round dynamic, they can pass the papers; they don't have to stick to the same one. The round will end when they have described all the terms. The team with more papers wins.
 - **Third round:** The dynamic is the same. The participants must collect as many papers as possible with the same terms. This time they can only use their body gestures to represent them, and they can't speak or make any noises. The round will end when they have described all the terms. The team with more papers wins.

Game 3 - Lip reading liars

The game consists of saying a sentence using the lips but without producing any sounds. Put one participant in front of the rest of the group. Tell him or her a sentence that he or she has to reproduce. The first person to guess it wins. Make some rounds, and the person who has guessed the most wins.

After, discuss with them what has been more important in each game (for example, in "telephone", words count more than in "taboo", where gestures and expressions play a more critical role). Then explain the need to develop all these skills and correctly use them when building fruitful and lasting relationships for networking. Don't hesitate to explain in detail: how is it linked to networking, why are these games useful to learn those skills?

Annex - workshop networking - examples

LinkedIn: This is a professional network. It is useful to create a profile and show the experience or studies that you have. It can be useful if you are looking for a job or an internship and to show your profile. Many organisations check it and it can be a good presentation if you want to collaborate with one organisation in particular. You can find people according to their studies or experiences. You can connect with them and send them a message to introduce yourself.

Twitter: It is great to comment on current topics and be informed about news. If you are looking for information or for people that work in a specific area. You can answer their tweet or send them a private message. If you are interested in what they post, you can follow them.

Instagram: Although TikTok has more users, Instagram is still very popular. You can be very creative and create an appealing profile. Think about an interesting bio and a theme to stick to. You can present what you do or your project in the form of pictures, collages, or reels. Reels are most popular nowadays, but they can be different from TikTok videos. It can be useful to find people that you are interested in and connect with them through messages. Don't forget to add hashtags to your posts (not too many, but good and relevant ones) so people can find them and start following you. If people send you questions, answer them. You can also create open questions or polls on stories where you can interact directly with your followers. You can classify your stories according to the thematics in your profile, so people can see them again after that have expired on the feed.

TikTok: The most popular tool nowadays. You can create short videos and reach a big audience. If they have a goal or if they want to promote something they are working on or a project they have created, they can create short videos to post. You can also follow people and speak with them through messages.

Facebook: Although it is less used by the youth, many organisations and public people have a profile and share their news. It could be a good networking tool as they can create a page if they have a project or activity and share their news. They can also follow other pages and interact and connect with people through messenger. They can create events and promote them and they can upload interactive content.

Annex – Quizzes workshop intercultural communication

Quiz 1 – Intercultural communication [Source: London School https://www.londonschool.com/lsc/resources/intercultural-quiz/](https://www.londonschool.com/lsc/resources/intercultural-quiz/)

- 1) Which of the following is considered poor etiquette in Japan?**
 - a) Offering a gift with two hands
 - b) Placing your chopsticks upright in your food
 - c) Taking off your shoes before entering someone's home
- 2) Which colour should you avoid wearing in Brazil?**
 - a) Red
 - b) Purple
 - c) Yellow
- 3) In India, what do vegetarian Hindus typically not eat?**
 - a) Meat, fish, seafood, eggs and any dairy products
 - b) Meat, fish, seafood
 - c) Meat, fish, seafood and eggs
- 4) In which country is the number 4 considered unlucky?**
 - a) China
 - b) Mexico
 - c) Iran
- 5) In which country does nodding the head up and down mean 'no' rather than 'yes'?**
 - a) Thailand
 - b) Russia
 - c) Bulgaria
- 6) Which of the following is not one of the five pillars of the Islamic religion?**
 - a) Puja
 - b) Ramadan
 - c) Haj

Answers:

1 b - It is considered very rude to place chopsticks vertically in your food as it symbolises an offering to the dead.

2 b - Together with black, purple is associated with mourning and is considered unlucky to wear unless you are attending a funeral.

3 c - 'Pure' vegetarianism in Hinduism includes not eating eggs, but dairy is acceptable.

4 a - The pronunciation of the number four in China is very similar to that of the word for death. You will notice in hotels that often there is no room 4, and lifts might not stop at level 4.

5 c - There are a number of theories, but nobody is quite sure why in Bulgaria, nodding the head up and down means 'no' and shaking the head from side to side means 'yes'. **6 a** - A Puja is a Hindu ritual commonly practiced in India.

7 b - Clock - In China, the word for clock sounds the same as 'the end' and is associated with time running out and death.

8 a - Rosh Hashanah is the Jewish New Year and usually takes place in September or October according to the lunar calendar.

9 b - Ethnocentrism is the way we see our own culture as central to reality and we judge other cultures as being

inferior or abnormal.

10 c- Humour can be a useful tool as long as you use it appropriately and don't make culturally insensitive jokes.

Quiz 2 – Cross-cultural communication Source: Quizizz <https://quizizz.com/admin/quiz/5ee21dc30ce084001ba71658/cross-cultural-communication>

1) Cross-cultural communication means

- a) The act of feeling of admiration for somebody
- b) Behaviour that shows that you respect somebody or something
- c) The communication between different group of culture and language something spoken, not written

2) Cross-cultural communication...

- a) Can help us understand only the people from our country.
- b) Can help us understand the differences that separate people from other cultures.
- c) Can't help us very much.
- d) Can't avoid culture shocks.

3) In India, shaking the head left and right means...

- a) Yes
- b) No
- c) Maybe
- d) None of them

4) In Brazil, showing the thumb held upwards, means everything "OK" and in France means...

- a) Yes
- b) Ok
- c) Number "one"
- d) no

5) In conversation with an Indian colleague, it is generally inappropriate to ask about his or her:

- a) Age
- b) Home region
- c) Marital status or plans
- d) None of them

6) Which of the following is considered as measure of one's credibility in Japan?

- a) Self-confidence
- b) Good character
- c) Verbal communication skills
- d) All of the above

7) What is generally the best way to influence an important decision in the Philippines?

- a) Through entertainment and gifts
- b) Persuade high-level management to get a top-down decision
- c) Build consensus among lower levels and get agreement from the bottom up

d) None of them.

8) In India, tilting one's head from side to side means:

a) I would like to say something

b) No

c) Hurry up

d) I am listening

9) In a high-context culture, people are expected to be direct, clear and explicit in their communication with others.

a) True

b) False

10) When we come in contact with people of different cultures, we sometimes experience psychological discomfort known as

a) Culture shock

b) Psychological

c) Culture of phobia

d) None of them

Answers: 1c-2a-3a-4c-5d-6b-7b-8d-9b -10a

Annex – Questions – workshop youth awareness for intercultural communication

- Who comes from a different country?
- Who speaks more than one language?
- Who has had a broken bone?
- Who is a single child?
- Who has brothers and sisters?
- Who has had to leave their country because of a conflict?
- Who has been in the hospital?
- Who has studied arts/sciences?
- Who has read more than 10 books this year?
- Who has tattoos?
- Who is the funniest/most responsible of the group of friends?
- Who likes to wake up early/late?
- Who likes manga/fantasy/sci-fi/sitcoms?



Annex – Quiz about equality and diversity

Source: Quizizz <https://quizizz.com/admin/quiz/5ccc0169475bf4001d21b3d2/equality-and-diversity>

- 1) **Values, beliefs, ideas and characteristics passed from one generation to the next:**
 - a) Culture
 - b) Assimilation
 - c) Customs
 - d) Ethnicity
- 2) **The process of assuming that everyone in the same ethnic, racial or cultural group act the same, share the same beliefs or attitudes: a particular group is the same:**
 - a) Ethnicity
 - b) Ethnocentric
 - c) Prejudice
 - d) stereotyping
- 3) **In regards to cultural diversity, healthcare worker's must learn to be:**
 - a) honest
 - b) hard workers
 - c) tolerant
 - d) professional
- 4) **What is diversity?**
 - a) Love
 - b) Variety
 - c) Hate
 - d) patience
- 5) **Is the definition of diversity?**
 - a) Happiness is being diverse.
 - b) The state of being diverse; variety.
 - c) The state of being happy.
 - d) There is no definition of diversity.
- 6) **The understanding that different people have different beliefs and customs is.**
 - a) Language
 - b) Culture
 - c) Belief
 - d) custom
- 7) **Which of these is not a protected characteristic?**
 - a) Age
 - b) Maternity
 - c) Hair colour
 - d) health

8) What is Prejudice?

- a) Judging someone based on a biased opinion.
- b) Judging someone by your own standards.

9) Employers are allowed to pay you less than your peers if you have a disability, because they have to make adjustments for you at work.

- a) True
- b) False

10) Equality and diversity in the workplace means...

- a) freedom from discrimination, offering equal opportunities to all and encouraging good working relationships.
- b) treating everyone the same despite differences in appearance, abilities and beliefs.

11) Unfair treatment of a person or group linked to the nine protected characteristics is called

- a) prejudice
- b) stereotype
- c) discrimination
- d) bias

12) What is Inclusion?

- a) Where people come together to work towards the same goal
- b) Everyone in the community should feel they play a part
- c) To rely on someone

Answers 1-a 2- d 3- c 4-b 5-b 6-b 7-c 8-a 9-b 10-a 11-c 12-b

Annex – Bingo template

Best skill:	Hidden talent:	Favourite film/ TV series:	Favourite store:	Language:
Me:	Me:	Me:	Me:	Me:
Name:	Name:	Name:	Name:	Name:

Shoe size:	Favourite colour:	Favourite sport:	Biggest fear:	Hometown:
Me:	Me:	Me:	Me:	Me:
Name:	Name:	Name:	Name:	Name:

Ideal job:	Studies:	Favourite hobby:	Nationality:	Social media (yes/no):
Me:	Me:	Me:	Me:	Me:
Name:	Name:	Name:	Name:	Name: