CALYPSO

COMMON ACTION FOR LEARNING,
YOUTH PARTICIPATION AND
SUSTAINABILITY WITHIN EU
ORGANIZATIONS

VIRTUAL TRAINING COURSE
22TH-30TH NOVEMBER 2021

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PROJECT DESCRIPTION

CALYPSO aimed to develop tools and working methods, among youth workers and trainers, to raise awareness on the importance of promoting sustainability and to make sensitization on Education for Sustainable Development – ESD.

Moreover, the project contributed to detect the links between sustainability and human beings, peace, equality and equity, resilience, urban and rural dimensions, thus addressing social justice-sensitive issues.

CALYPSO is a project realized within the Erasmus+ programs, including four actions:

TRAINING COURSE	ADVANCED PLANNING VISIT	YOUTH EXCHANGE 1	YOUTH EXCHANGE 2

MAIN TOPICS

TRAINING COURSE	YOUTH EXCHANGE 1	YOUTH EXCHANGE 2
Youth Work Methods Sustainability as tools to enhance Education for Sustainable Development among young people	Intercultural Learning Sustainability as tools to raise awareness among young people	Intercultural Learning Sustainability as tools to raise awareness among young people

METHODOLOGIES USED

The activities implemented during the training course were set within the **non-formal education context.**

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, "*Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places … where young people meet, for example, to undertake projects together ... Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.*"
From: https://www.coe.int/en/web/european-youth-foundation/definitions

Non-formal education should also be:

> - voluntary based
> - open and accessible to everyone
> - participatory
> - learner-oriented
> - based on active participation and exchange
> - based on experience and action
> - holistic and process-oriented
> - focused on skills and competences development

ONLINE

The training course was implemented in an online form. For this reason, the NFE activities have been conceived and specifically adapted for online learning.

Moreover, all along the educational process, we aimed to offer a variety of platforms to make the training more dynamic, introduce different tools and better meet the activities 'specific objectives.

PLATFORMS: while the meetings happened on Zoom, we used a Trello board to keep track of the outcomes of each activity. This way participants could also have an overview of where we were in the educational process as well, we could give transparency of each feedback, comment, preparatory work. Next to this we have decided to introduce two new platforms in average every day and to evaluate them with participants. See the list of platforms below:

Trello

Jamboard

Padlet

Mentimeter

Miro

Wonder

Storyboard

Prezi

Canva

In the NFE, the learning process grounds on **specific educational objectives**, previously identified, then monitored during the process and eventually, **modified according to the learners 'needs**

TIMING: due to the online form we have met the participants for 3,5-4 hours each day at the same time the training was longer (9 days), than the usual training courses in person to ensure that the objectives of the training could be met. Next to the 3-4 hours that we worked – mostly in smaller mixed groups, participants received preparation tasks each day. The tasks allowed them to go deeper in each topic and save time on certain tasks (like research of local realities, organizations, etc.)

GROUP DYNAMICS: we have found that, even if it was harder to keep the group together and work on group dynamics, it was possible to create a safe working environment and real connections between participants. To enhance this aspect, we introduced several rituals and outsourced several smaller tasks to participants.

One of these rituals was an introductory song we listened at the beginning of each day. Participants took responsibility to lead their own reflection groups and report back. For these discussions we offered them a different tool each day. Each of the groups had to prepare something for the next day: an energizer, a creative way to take a group picture, an idea to warm the heart of the others.

TIPS: we have found that it was more challenging to keep the attention of the group specially in a plenary format than during an in-person activity. To balance this, we have aimed to sing, dance, draw, watched videos, use objects, paper and pen they had next to them. As well we played a lot with our voice during presentations, and we tried to keep them as short as possible. We believe that having a concrete active task with the training in action, as well as the future youth exchanges as a concreted next step also, helped build a stronger commitment from participants.

LEARNING

In the Non-Formal Education we used in the training, **Learning** is articulated accordingly to a set of specific pillars:

- **Learning by doing approach**: specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- **Learner centred**: pedagogical approach centred on the person who is learning and based on the promotion of participatory processes
- **Life-long-learning-LLL approach**: human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- **Shared learning path**: among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts
- **Flexibility**: methods have to be re-adapted all along the process, taking into account the learning needs of the participants and of all the involved actors.

Personal empowerment
enhancement of the self-esteem and of the self-confidence

Horizontal interaction
among trainees and facilitators/trainers

Soft skills and key competences
analysis and recognition

LEARNING
in
KEY WORDS

Participative methods
permanent testing, development and upgrading

Exchange
of feelings, feedbacks, experiences and knowledge

Transmission
of knowledge and methods to other beneficiaries

Learning assessment
of individuals and groups

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in November 2021.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work framework, to promote Sustainability and Education for Sustainable development - ESD.

OPEN FORMAT: CALYPSO project and the Toolkit as part of it, are conceived as an "open format" that can be used with different shapes and duration and could be replicated in the involved partner countries and in new ones, not directly participating in the project.

Moreover, the Toolkit, thanks to its participative methodologies, can be used both for online and offline.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, by this we mean that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project.

For this reason, in case you will decide to pick some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

Moreover, the proposed activities have to be adapted for online or offline use.

THE VIRTUAL TRAINING COURSE

CALYPSO Virtual Training Course- VTC has a duration of 9 days, from the **22nd of November 2021 to the 30th of November 2021**. It was conceived to be a combination of individual tasks (in the morning) and group sessions (in the afternoon and informal time in the evening). The times are indicated in CET (Central European Time).

PREPARATORY- INDIVIDUAL TASKS: Individual tasks were assigned on a daily basis by the facilitators team. It was suggested to do the individual tasks in the morning, before the group session, but trainees could decide to do it at their own time and speed, as long as it is within the deadline assigned. The tasks were published on the Trello platform and were mostly reflection activities, individual tests and gathering of information for the following sessions.

TRAINING- GROUP SESSIONS: the group meetings were set on Zoom and Google Meet and took place every day between 15:00 and 19:00 CET, with a short break in the middle of the afternoon. The plenary sessions used interactive methodology and were followed by smaller REFLECTION GROUPS for the trainees to digest and reflect on their own learning process.

EVENING- INFORMAL TIME: After the group sessions, there was the chance to gather and enjoy a late session self organized by a team of participants from the group and facilitators. It was a free time activity, so participants could choose to participate or not according to the mood, level of energy and availability.

TRAINING LOGIC AND AGENDA: There are many ways to deliver training on the topic of Sustainability. Within this training, after much discussion and consideration among the facilitator team, it was decided to explore the topic at three different levels: individual, community and global levels. At each level, were elaborated different aspects/pillars of sustainability, namely social, economical and environmental aspects.
For more information on the training agenda, please see the next page.

TRAINING AGENDA

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
INTRODUCTION Introduce yourself! This is me Project and training agenda Presentation The garden Ten commandments	**INTRODUCTION to SUSTAINABILITY** Two truths and one lie Calypso – a whole new world Sustainability pillars	**SUSTAINABILITY and I** Do you have smelly feet? Needs and wants How big is my foot?	**SUSTAINABLE COMMUNITIES** Your community Sustainable communities Our futures	**AN INTERCONNECTED WORLD** A sustainable world An interconnected world Who pays the bill? Virtual cafeteria and gallery	**FACILITATION** Your learning styles Formal, informal and non-formal education We can be he/she/they Training in action preparation	**TRAINING in ACTION** Training in Action Implementation **WORKSHOP 1** we want green breath! **WORKSHOP 2** Be free, be different, be you!	**WORKSHOP 3** Calypso Lily Treasure Hunt **WORKSHOP 4** (1) Missed Call From Nature	**ADJOURNING and EVALUATION** Individual final evaluation Is it all? Youth voice matters! Once upon a time…

TOOLKIT

VIRTUAL TRAINING COURSE

INTRODUCTION

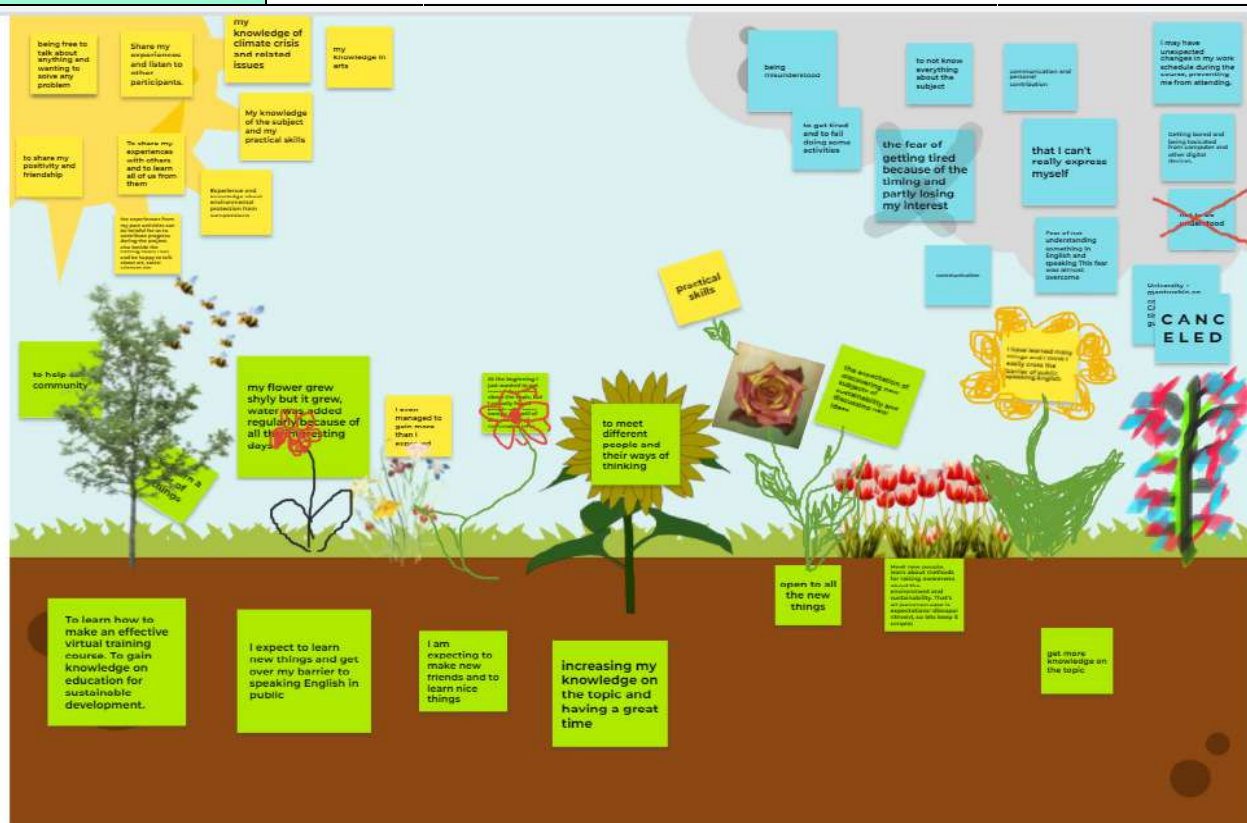| TITLE	INTRODUCE YOURSELF!
TOPIC/S	Getting to know each other
AIM	To break the ice and let participants start to share about themselves
TOOL TYPE	Preparatory work (individual)
DURATION	Self-paced preparation work
PLATFORM/S	Trello
DESCRIPTION	In preparation for our first session together, we invite everyone to start sharing a bit about themselves on Trello Platform's Introduction Task section. Instructions shared with the group: - Open a new card, write your name and save it - Click on your card and upload 3 photos that represent you the best (A photo of themselves or an image of something they like). The 3 pictures can show your interests or a specific aspect of your life, of your personal history or of your future ambitions. Be sure that one picture represents somehow your interest on the project topic, SUSTAINABILITY... we will use this for our very first activity! - Click on "upload" (on the right side) and attach the pictures - You can also write a caption on the photos, describing in a few sentences what they mean or introducing yourself, by typing in the description section. Participants are also invited and encouraged to read the introduction from other participants prior to the beginning of the course, if possible, to have the first idea of fellow participants of the training course.

TITLE	THIS IS ME
TOPIC/S	Getting to know each other
AIM	To break the ice and let participants start to share about themselves
TOOL TYPE	Presentation
DURATION	30/40 minutes
PLATFORM/S	Participants' shared photos on Trello, Zoom plenary room, screen sharing.

DESCRIPTION	The activity is run in two main steps:
	Step 1: Round of names and pronouns they want to be referred to with
	Participants share their name, their preferred pronouns and where they are from. Then, they are writing them on their username in Zoom (Julia, she/they/he….).
	Step 2: Introduce yourself with a picture
	Participants start to speak about themselves and why they decided to join this Training Course using one of the three pictures they have been asked to share on Trello.
	During each participant's presentation, other participants can also ask questions, if they want to, to get to know each other better.

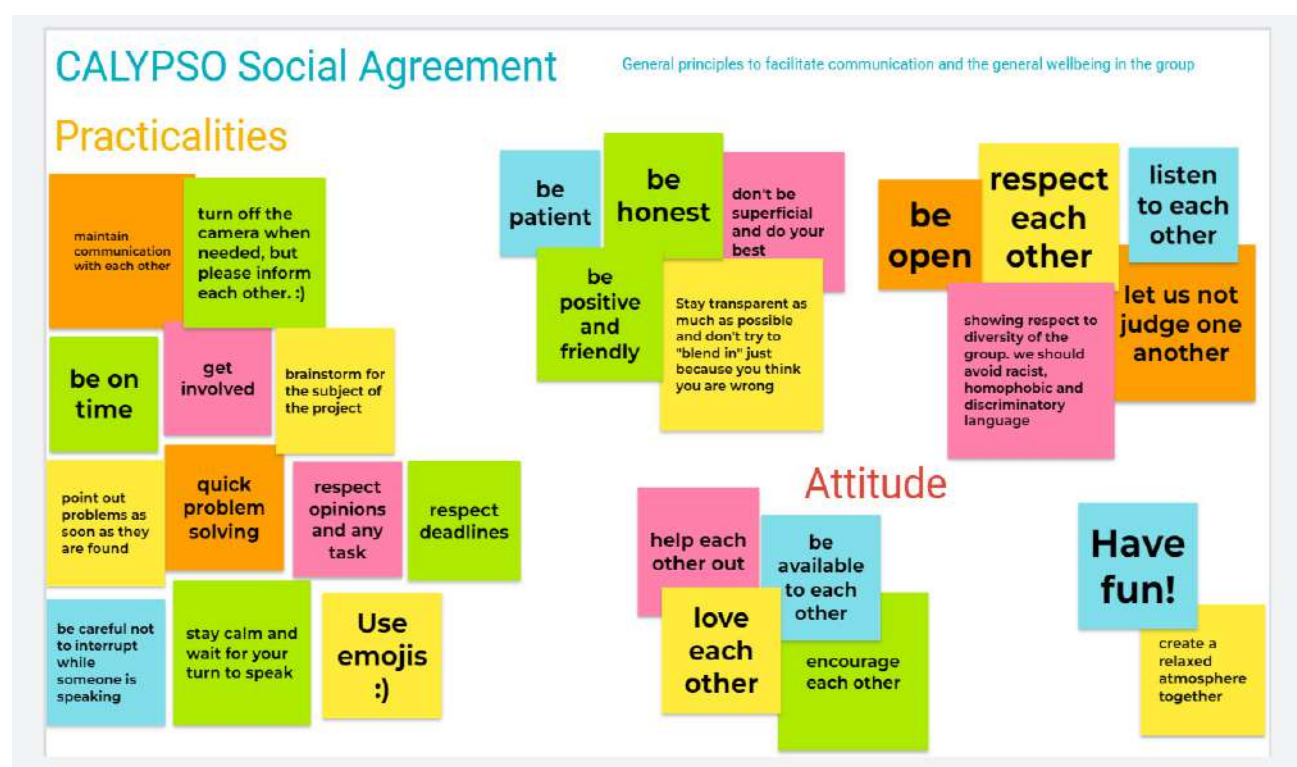|	
TITLE	**PROJECT AND TRAINING AGENDA PRESENTATION**
TOPIC/S	Project Presentation
AIM	● to set the context we'll be working with ● to provide some information about Calypso Project, this Training and some other logistical reminders.
TOOL TYPE	Presentation from Trainers
DURATION	15 minutes
PLATFORM/S	Zoom plenary room, Canva Presentation, Graphic Facilitation, screen sharing.
DESCRIPTION	The activity is run in three main steps:
	Step 1: **CALYPSO Project Introduction** (providing an overview of the whole project this training course is part of).
	Step 2: **Training Course Agenda Introduction** (providing an overview of the agenda for these 9 days: time schedule, themes, informal tasks…).
	Step 3: Logistical information for participants (Declaration of Participation).

TITLE	**THE GARDEN**
TOPIC/S	Expectations, Contributions, Fears
AIM	To share within the group the fears, contributions and expectations toward the virtual mobility
TOOL TYPE	Graphic facilitation

DURATION	30 minutes
PLATFORM/S	Garden template, Jamboard
DESCRIPTION	The activity is run in two main steps: **Step 1: Individual work** The activity starts at the individual level. Each one has some individual time to reflect and work on the same garden, which is a metaphor for this training. A garden is composed of many plants and flowers. That's the diversity we have in this group! In order for plants and flowers to grow, participants are invited to plant a SEED under the ground (Green sticky note on Jamboard), which will represent their EXPECTATIONS. Each of them should draw a seed, write their expectations and put it in the bottom part of the Jamboard template. The seeds need the SUNLIGHT to grow, which represents their personal CONTRIBUTIONS to the project (Yellow sticky note). Participants should write their contributions and position them around the Sun on the left-hand part of the template. Dark clouds may come to obstruct the seeds' growth. They represent the FEARS towards the Training, and participants should write them inside the clouds on the right-hand part of the template (Blue sticky notes). **Step 2: Summary and follow-up** When it seems the group is more or less done, facilitators cluster the different expectations, fears and contributions and share them with the whole group in plenary. Each day, participants, during reflection groups, can update the garden, making their seeds grow according to the satisfaction they had each day / with each session. Some days it can grow bigger, some days it can grow smaller. **Below the photo with the garden model.**

TITLE	TEN COMMANDMENTS
TOPIC/S	Social Agreement
AIM	To find general rules in order to facilitate communication and the general wellbeing in the group
TOOL TYPE	Discussion
DURATION	40 minutes
PLATFORM/S	Jamboard
DESCRIPTION	Participants are divided in small groups (5 to 7 people) and they are asked to reflect on the norms to respect in the following days in terms of communication, behaviours and attitudes. They are given 20 minutes to discuss and list 10 general rules on a Jamboard.

When the time is up, participants are gathering in Plenary and each group presents their norms. Facilitators, while the different groups are presenting their discussion, cluster their norms in order to create a final list of norms to be applied during the TC.

NOTE: If participants are not selecting it as a rule to follow, it can be useful that the facilitators introduce a silent language (sign gestures, Zoom reactions…) to use during the following days, so as to avoid having too many voices on camera. The main signs can be: YES/AGREE, NO/DISAGREE, I WANT TO SPEAK, I DIDN'T UNDERSTAND, TRANSLATE, PLEASE…. Participants can then vote for each sign proposed and propose another one.

In this session it is also possible to introduce the **tasks for the informal time** (optional), like evening activities, energizers, peer-to-peer care and inspiration… Leave it up to the group's motivation and creativeness.

Below the photo with the social agreement.

INTRODUCTION to SUSTAINABILITY

TITLE	TWO TRUTHS AND ONE LIE
TOPIC/S	Getting to know each other
AIM	To break the ice and let participants start to get to know about each other
TOOL TYPE	Preparatory work (individual)
DURATION	Self-paced preparation work
PLATFORM/S	Jamboard
DESCRIPTION	As preparation work for day 2 and in the spirit of getting to know each other a bit more, participants are invited to play 2 truths and 1 lie. Task was shared in Trello: **"1.** Please write three statements about yourselves on three sticky notes on google Jamboard. Two should be true and one should be a lie. https://Jamboard.google.com/d/1CBZbVtdPcSskexdfz6RiRC_Et4qWHoHj2D80Ert7hFA/viewer?f=0 **2.** Once you are done with your statements, please look at statements of other participants. Add a small circle next to the statement that you think is not true. If you are the first one who wrote the statements, please come back to the Jamboard later (before the afternoon session starts) and add your vote on the 'lying' statements from other participants. We will have a few minutes later during the day to go through the statements together." Facilitators make sure to have some time during the day to go through the statements and participants' guesses about each other's statements. This is the time for everyone to share and learn a bit more about each other. This can also be done in the beginning of the session as an ice-breaker or warm-up activity.

TITLE	CALYPSO – A WHOLE NEW WORLD
TOPIC/S	Team-work, Communication, Sustainability
AIM	• To help participants learn more about each other • To help participants learn to work and communicate with each other • To touch the basic concepts of Sustainability
TOOL TYPE	Simulation; Imagination

DURATION	90 minutes • Individual work (+ energizer): 10 minutes • Group discussion (+ activity presentation and group division): 30 minutes • Group preparation for presentation: 20 minutes • Group presentation: 5 minutes/each *2 = 10 minutes max. • Plenary discussion and agreement: 10 minutes • Debriefing: 10 minutes
PLATFORM/S	Markers, colour-pens, papers, laptop/computer or Smartphone with internet connection (from participants). Zoom for plenary and break-out rooms.
DESCRIPTION	This is a team-building exercise which also touches the basic ideas or concepts of sustainability. The exercise has three levels: individual, sub-group (two groups) and the whole group. Participants are led through the activity with a storyline. The facilitator plays the role of the story-teller/narrator and the moderator. Below is how it goes. (The italic text refers to the narration/story-line). The activity is run in different steps: **Step 1: Individual level** Facilitator starts the activity with a small energizer and the first level of the exercise by narrating a story: *It is another day of your life. You are sitting in your room, joining this online training. How is the weather at your place? Looks like a beautiful day, doesn't it? (Let participants briefly respond to this question). How do you feel? Tired? Sleepy? Let's move your arm and your body a little bit. I will read you a short story. Whenever you hear 'Left', move your body (arm, leg, head) to the left; whenever you hear 'Right', move your body to the right. Clear? Ok. Let's start.* Facilitator then read the story. See an example of the story at the end of the description. *How do you feel now? More awake and energetic? Good! But, there is bad news. A typhoon or a hurricane is coming. Earthquakes, Tsunamis are affecting other regions. The Earth is about to be destroyed. You are scared and you must flee the Earth before everything is covered in water, soil and fire. Before you go, you want to bring one item with you, as a memory of the Earth. What would you bring with you? Look around your room or your house and take one item with you. You have only 1 minute (maybe 2) to think and get the item.* Let the participants go search and get their items. Wait until everyone is finished. **Step 2: Sub-group level** Facilitator continues narrating the story. *Have you all got one item with you? Great! Now, out of your surprise, you find a spaceship outside of your house and fly to an unknown planet in the Solar system, which looks quite like the Earth million years ago. Here you meet other people who also had to flee the Earth. You must build a new community on this new planet together.* *The question is, how this community should look like. This you need to discuss and agree with your new planet-mates. You can reflect on the*

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following points:

1. *What are your roles in this community?*
2. *How do people interact with each other?*
3. *Where are you going to stay? How are you going to build your house?*
4. *What do you eat? How do you get your food?*
5. *How do you travel around?*
6. *How will you educate your children?*
7. *How will you take care of ill people?*
8. *What are the forms of entertainment?*
9. *What are the main industries?*
10. *What are the sources of energy you use?*
11. *How can you make use of the item you brought with you on this new planet? (make sure to integrate everyone's item into this new planet; if some group members brought similar items, make sure each item is used differently in the new planet.)*
12. *Any other special features or remarks?*

You have 20 minutes for discussion with your new planet-mates on how you want to build your community.

Once everyone is clear about what they need to do, have participants divided into two sub-groups. The two groups will have the discussion in two break-out rooms.
Paste the guiding questions of the group discussion in the chat so that the groups can refer to it if necessary.
Check the discussion progress from time to time and give extra 5 minutes if needed.
Once the group has a picture of their new community, ask them to prepare a presentation (of max. 5 minutes) on this community. They have 15 minutes for preparation.

Tips for presentation:
- be as creative as possible
- involve everyone
- use different methods/ ways to present (singing, dancing, rapping, drawing, mimic, story-telling, writing poems…)
- combine different ways in one presentation
- making use of every member's talent

Check the preparation progress from time to time and give extra 5 minutes if needed.
Once both groups are ready, have them return to plenary.

Step 3: Plenary
Facilitator continues narrating the story.
In fact, we are all on this new planet together. The planet is called CALYPSO!!! Our task now is to build a whole new world – one big community on this CALYPSO planet. How can we do this? Let's have two groups present their ideas of community and then build a CALYPSO community from there.
Each group presents their ideas of community (max. 5 minutes per group).
Then follows a quick discussion and agreement on how CALYPSO would look like. Think about what CALYPSO would represent: e.g. C=Capital…
Make sure someone takes note.
Once everyone finishes, have the basic principles/ideas of CALYPSO community read out loud (by several participants, one per each) and

	what CALYPSO represents. *Congratulations! You did it! With this sense of community, let's build a whole new and better world in CALYPSO!* **Step 4: Debriefing** 1. How did you feel during this activity? (One word per person) 2. What was the most challenging thing while doing this activity? 3. What did you enjoy the most through the activity? 4. Why did you decide to build the new community in that way? 5. Was it difficult to come up with an agreement on how to build the new community? 6. What did you see from this activity?/ What can we learn from this activity? **Below the Handout.**

Adaptation:

- This activity can easily be adapted to an off-line setting.
- The energizer in the beginning can be skipped or changed, depending on energy levels of participants and the setting of the venue.
- Depending on the size of the group, participants can work in small sub-groups before having the final session with everyone in plenary. If the group is two small (less than 10 people), the step with sub-groups can be skipped.

Story with Left and Right

"This is a story about Mr. and Mrs WRIGHT.

One evening they were baking cookies. Mrs. WRIGHT called from the kitchen, "Oh, no, there is no flour LEFT! You will need to go RIGHT out to the store."

"I can't believe you forgot to check the pantry," grumbled MR. WRIGHT. "You never get anything RIGHT!"

"Don't be difficult, dear," replied Mrs. WRIGHT. "It will only take twenty minutes if you come RIGHT back. Go to Fifty-first and Peoria, and turn LEFT at the stop sign. Then go to Sixty-first Street and turn RIGHT, and there it will be on your LEFT," declared Mrs. WRIGHT as her husband LEFT the house.

Mr. WRIGHT found the store and asked the clerk where he could find the flour. The clerk pointed and said, "Go to Aisle four and turn LEFT. The flour and sugar will be on your LEFT."

Mr. WRIGHT made his purchase and walked RIGHT out the door. He turned LEFT, but he couldn't remember where he had LEFT his car. Suddenly he remembered that he had driven Mrs. WRIGHT'S car and that his car was in the driveway at home RIGHT where he had LEFT it. He finally found the RIGHT car and put his purchase RIGHT inside.

Eventually, a weary Mr. WRIGHT found his way home. Mrs. WRIGHT had been waiting impatiently. "I thought you would be RIGHT back," she said. "I LEFT all the cookie ingredients on the kitchen counter, and the cats got into the milk. You'll just have to go RIGHT out again."

Mr. WRIGHT sighed. He had no energy LEFT. "I am going RIGHT to bed," he said. "Anyway, I need to go on a diet, so I might as well start RIGHT now. Isn't that RIGHT, dear?"

TITLE	SUSTAINABILITY PILLARS
TOPIC/S	Sustainability
AIM	• To introduce the basic principles and ideas of sustainability and define main pillars • To get a vision on sustainability and to see how is it interconnected from the wide perspective to the everyday dimension
TOOL TYPE	Presentation
DURATION	40 minutes
PLATFORM/S	Google Slides, screen sharing, Break out rooms
DESCRIPTION	**Setting**: Following up the previous activity, imagining our own Calypso planet, we're diving a step deeper into Sustainability. Starting from the groups' ideas about sustainability shared in the previous activity, we're building on exploring this model (pillars of sustainability: Social, Environmental, Economical). https://docs.google.com/presentation/d/1aMr0uCyUGZr27fZrCaNh0jiNARS9 GQCbk8bKpJTL_lY/edit?usp=sharing To explore this model, we'll divide the group into 3 smaller groups and in the smaller groups they'll have 3 scenarios to decide which aspects / pillars of sustainability are relevant to each. **EXAMPLE OF SCENARIOS:** **Group 1** 1. The Host organization decides to use "dumpster diving" (food close to expiration date for free) in the local supermarket to provide food for the Youth Exchange even if the municipality is concerned about health reasons. 2. A school receives a big piece of funding, yay! The board of directors received two proposals on how to use it: A) organizing a trip to plant many trees with students and the help of local volunteers; B) installing solar panels on the school's roof. The board decides on implementing option B. 3. Stephanie likes to eat meat for dinner every other night. **Group 2** 1. When going to the supermarket, John almost always buys fair-trade products from all around the world. 2. An NGO organizes a project with a special limitation about transport: the only people allowed to reach the country by plane have to live more than 2000km away. Those living closer than 2000Km away will have to use a bus or train (even if it is more expensive or if it takes longer). 3. Luisa is a group leader and wants to organize a farewell party for the youth exchange. She decides to buy Coca Cola because it is the cheaper drink available and can therefore provide more drinks for all the young people. **Group 3** 1. According to the new legislation, people are required to show their Covid

	Vaccination Certificate in order to attend the workshops and events organized in the local community centre.
	2. A foundation decides to build Social Housing (for folks with fewer opportunities) in a protected green area despite the protests of environmental local groups.
	3. During the free day of a Youth Exchange in Italy the participants organize a trip to Venice with a nice dinner in a restaurant. Some participants cannot afford the expenses and decide to make another group and go to another city, the leaders support this choice.
	After the activity its run the debriefing with the following questions:
	1. What were your cases?
	2. Which Sustainability pillar(s) do you think they relate to and why?

SUSTAINABILITY and I

TITLE	DO YOU HAVE SMELLY FEET?
TOPIC/S	Carbon Footprint, Sustainability, Lifestyle
AIM	To reflect on our own carbon footprint
TOOL TYPE	Preparatory work (individual)
DURATION	Self-paced preparation work
PLATFORM/S	Carbon Footprint Calculator (https://www.footprintcalculator.org/home/en, for example)
DESCRIPTION	As preparation work for Day 3 and in the spirit of getting to know more about Sustainability, participants are invited to calculate their ecological footprint. Task was shared with the group in Trello.

TITLE	NEEDS AND WANTS
TOPIC/S	Resources, Consumption, Waste
AIM	● To understand the difference between needs and wants ● To analyze the relationship between consumption and sustainability ● To be able to identify ways to reduce our environmental impact
TOOL TYPE	Simulation, Debate
DURATION	80 minutes: step 1: 5 minutes step 2: 30 minutes step 3: 20 minutes debriefing: 15-25 minutes
PLATFORM/S	"Needs and wants" cards; Jamboards or other platform where to share the cards
DESCRIPTION	The activity is run in different steps: **Step1: Individual work** Individually, participants receive a set of needs and wants. They will have 5 minutes to divide the cards into two main groups: 1) things you need to live a healthy life (needs); 2) things you do not necessarily need, but that might be nice to have (wants). **Step 2: Work in group** Ask participants to work now in small groups. They will have 15 minutes to share their personal reflection in the group and write down the main results in a table. On the left-hand there should be the needs that were

shared by everybody in the group, on the right-hand the wants shared by everybody in the group and in the middle the concepts which where disagreed by some:

Agreed needs	Possible needs/wants (disagreed needs/wants)	Agreed wants
eg.Water eg.Sunlight	eg.Electricity eg.Meat	eg.Books eg.TV

After, the groups share in plenary their results, and a general summary on a table is done.

In plenary we discuss the following questions:
- which cards were difficult to classify as either needs or wants? Why? - was there any disagreement in your group over how to classify cards?
- which cards were definitely needs, and which were definitely wants?

Step 3: Back in groups
After a short discussion, ask participants to go back into their groups and shuffle the cards again. This time they should divide them into two different groups:
1. things that end up being thrown away or wasted (at least in part)
2. things that are not thrown away or wasted.

Give them about 5 minutes to complete the task, plus about 10 minutes to have a general sharing in plenary, and then debrief the whole activity.

Step 4: Debriefing
Use a few of the questions from either section to debrief the activity.
Needs and Wants
- What is the difference between a "need" and a "want"?
- How did you differentiate between your wants and needs? Was it easy?
- Why do you think there was disagreement about how to classify the cards as needs or wants?
- How do you feel when your needs are not fulfilled? How do you feel when your wants are not fulfilled? What is the difference?
- Do you think your needs would have been different if you had lived 200 years ago?
- Are there people in the world who don't have their basic needs met? What about people in your **community**?
- Is there anything in the "want" column which is actually necessary for human existence - even if you didn't think it was a need for you?

Use this question as an opportunity to speak about the role that trees, flowers, insects, etc. play in sustaining life on earth.

About Waste:
- How easy did you find this part? What was difficult?
- Do you think we "throw away" some of the things nature provides - e.g. sunlight, water, trees? How could we make better use of these things (and why does it matter)?
- Do you ever recycle your own possessions? Do you ever use recycled possessions from other people? The earth is huge: does it

really matter if we throw things away or do not recycle properly?

NOTE: After this question, introduce the concept of Earth Overshoot Day and Ecological Footprint, as an introduction to the next activity

Below the Handout.

Security	Love	Being able to walk	Internet
Friends	Being able to talk	Meat	Trees
Insects	Jokes	Freedom	Bicycle
TV	Smartphone	Computer	Car
Fruit	Family	Birds	Bees
Sunlight	Water	Rain	Soil
Money	Bed	Flowers	Books
Entertainment	Food	Clothes	Electricity
Medicine	Radio	Air	Theatre
Toys	Shoes	Music	Soap
Paper	Heat	Vegetables	House

TITLE	HOW BIG IS MY FOOT?
TOPIC/S	Resources, Consumption, Waste
AIM	• To reflect on the impact our life choices have on the planet • To discuss the possible solution to apply in our daily life
TOOL TYPE	Debate
DURATION	60 minutes
PLATFORM/S	Link: https://www.un.org/sustainabledevelopment/takeaction/
DESCRIPTION	Participants had been previously asked as individual work to calculate their ecological footprint and visit the website at the link: Ecological Footprint Calculator . After a brief explanation on Earth Overshoot Day and Ecological Footprint (graphics), channelling the emotion and the information gathered from the website, participants are divided in smaller groups and they are asked, to reflect on things they can change in their lifestyle (in order to improve their ecological footprint), and things they cannot change (since they are systematic factors independent from the personal behaviour). **NOTE:** the key point of this activity is not to blame participants for their personal choices, but to reflect also on a political way on things that can be done. Each group is then asked to present the outcomes of their reflection through acting, choosing a style that is used in video (eg. news, advertisements, soap opera, influencers). They will have in total 40 minutes to discuss and prepare their presentation. After each group presents their Guide, the facilitators wrap up the different ideas shared and present "The Lazy Person's Guide to Saving the World" made by the UN, with some suggestions on how to be active even when being inactive.

SUSTAINABLE COMMUNITIES

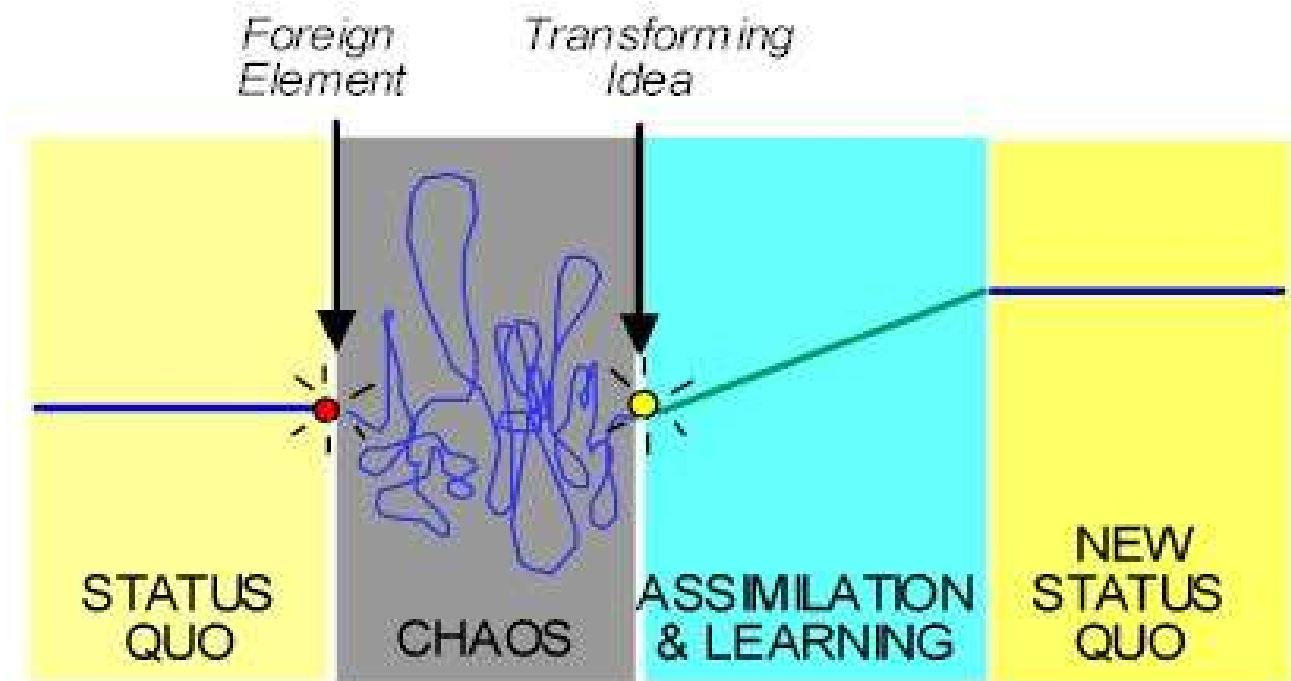| TITLE	YOUR COMMUNITY
TOPIC/S	Community, Sustainability, Lifestyle
AIM	to observe their communities through the lens of Sustainability
TOOL TYPE	Preparatory work (individual)
DURATION	Self-paced preparation work
PLATFORM/S	Trello
DESCRIPTION	As preparation work for Day 4 and in the spirit of getting to know more about Sustainability in their own communities, participants are invited to explore around them **What does sustainability look like in the community you're part of?** Your Community might be a place (where you live, study, ...) or a group (your family, your group of friends, your peers in class, your job mates...) where you feel at home, where you belong. 1) What good practices are there to promote sustainability in your community (Environmental, Social and Economical Sustainability)? Examples, campaigns, actions, places.... 2) To find out about these, you could ask people around you (interviewing your family, flat mates, neighbours....), you could go for a walk and explore around you as a Detective, you could do some research online,... 3) AND THEN? Bring your observations (bring photos, examples, notes....) to be shared with the group and inspire each other during our sessions!

TITLE	SUSTAINABLE COMMUNITIES
TOPIC/S	Sustainability communities
AIM	• To gain understanding on what sustainable community means for participants • To create a common working definition • To learn about each other's communities
TOOL TYPE	Group discussion and plenary
DURATION	45-60 minutes
PLATFORM/S	Participants: computers/laptops/Smartphone with internet connection Facilitators: Computers/ laptops with internet connection, Zoom platform

	and Wonder platform

DESCRIPTION	The activity is run in different steps:
	
	Step1: Preparation work for participants
	What does sustainability look like in the community/ies you're part of?
	If possible, share the interviews / research findings in Trello. Otherwise, come ready to share your findings.
	
	Step 2: Back into groups
	What does Sustainable Community mean to you?
	Dividing the group in 3 smaller groups (randomly, people that have not worked so often together so far, by T-shirt colour,...)
	
	In their smaller group, participants will be:
	● Sharing their findings from their interviews and research: *What does sustainability look like in your community /ies?*
	● From the examples shared, observe similarities, differences.. *Work together to create your own Definition of Sustainable Community*
	● Once you've got your very own definition, look for examples (at least 1) of sustainable communities according to your definition to share with the group: de-growth, transition towns, community garden, cohousing, zero waste, … (A small video or photos):
	  ○ https://transitionnetwork.org/about-the-movement/what-is-transition/
	  ○ https://degrowth.info/degrowth#
	  ○ https://www.npr.org/sections/parallels/2015/02/16/385528919/not-a-group-house-not-a-commune-europe-experiments-with-co-housing
	  ○ https://gen-europe.org/
	  ○ …
	Here there are diverse definitions of SUSTAINABLE COMMUNITY to provide food for thought if needed:
	
	● A sustainable community takes into account, and addresses, multiple human needs, not just one at the exclusion of all others. It is a place where people of diverse backgrounds and perspectives feel welcome and safe, where every group has a seat at the decision-making table, and where prosperity is shared. https://sustain.org/about/what-is-a-sustainable-community/
	● Communities able to create solutions together. They seek to nurture a caring culture, one focused on connection with self, others and nature. They are reclaiming the economy, sparking entrepreneurship, reimagining work, re-skilling themselves and weaving webs of connection and support. https://transitionnetwork.org/wp-content/uploads/2018/08/The-Essential-Guide-to-Doing-Transition-English-V1.2.pdf?pdf=essential-guide-to-transition-v-1
	● Sustainable systems that are durable and can last generations. A system that meets its own needs and doesn't produce waste.
	● Sustainable communities are successful, thriving and inclusive communities, urban and rural. Communities that will stand the test of time and in which people want to live.
	
	Step 3: Presenting in Plenary
	Each group will present the work they've done together: similarities and differences among their interviews, how that informed their definition. Examples of sustainable communities…

	Step 4: Closing Participants can briefly share their impression after this activity, what they have learned, what they will take with them.

TITLE	**OUR FUTURES**
TOPIC/S	Imagination, local environment, development, community
AIM	● To develop creativity, group work skills, co-operation and respect for others ● To develop skills necessary for participating in local democracy and development ● To exercise IMAGINATION!
TOOL TYPE	Group discussion, Miro design and plenary
DURATION	90 minutes
PLATFORM/S	● materials for a collage (folks taking photos from their communities, looking for photos online..), pictures or photographs of how the neighbourhood/town looked 10 or 20 years ago (optional); maps of where you live, both old and new maps (optional) ● Participants: computers/laptops/Smartphone with internet connection ● Facilitators: Computers/ laptops with internet connection, Zoom platform and Miro platform
DESCRIPTION	The activity is run in different steps: **Step1: A quick guide to Miro** For this activity, we'll be grouping by country, having the time to look at and dream about a shared community. Before splitting into smaller groups, we take the group in a small journey: "*We invite you to take a moment, close your eyes and get comfortable. We'd like you to imagine that we're 10 years into the future (2031). Thanks to the activism of the coming years, the positive change that rippled through society and the rapid shifting of minds, hearts and actions, in 2031 we live in communities where caring for one another, for those around us and those who'll come after us is the norm; where caring about nature, the resources at our disposal and the waste that we produce is part of our everyday life. Sustainable communities where individuals feel alive, connected and empowered*". (adaptation from podcast of Rob Hopkins, Transition Towns founder: https://www.robhopkins.net/podcast/) **Step 2: Small group work** In your smaller group, participants are encourage to use their imagination to do a collage about ● What does the future of your community look, sound, taste, smell like? What's possible if we take action? ● What are some of the aspects that you would need to change and how? What would you sustain?

Possible aspects you could take into consideration…

INFRASTRUCTURE (housing, urban planning, streets, common spaces - squares, playgrounds..-.
- NATURE (green spaces, biodiversity, ….)
- FOOD
- BUSINESS CHAIN (raw materials, production, waste management…)
- ECONOMY
- EDUCATION
- TRANSPORT
- EMPLOYMENT
- SOCIAL INCLUSION, DIVERSITY, ACCESSIBILITY
- GOVERNING SYSTEM (DECISION MAKING)
- ENTERTAINMENT
- FAMILY LIFE
- ….

When the work is done, ask each group in turn to present its plan and say where it got its ideas from and how it developed them.

Step 3: Sharing and debrief
This is the moment to find out about Sustainability in each other's places, good practices, what opportunities to improve there are…

If it seems relevant and there is time, a **Model of Change** (how Change happens) could be presented to conclude this section. For example, **_Virginia Satir_** developed a visual Model of Change for Individuals, Groups & Organisations During A Change Process.

Below the photo with the Satir Change Model.

The Satir Change Model

AN INTERCONNECTED WORLD

TITLE	A SUSTAINABLE WORLD
TOPIC/S	Global challenges, Sustainability, Good practices
AIM	to observe Sustainability at the global level
TOOL TYPE	Preparatory work (individual)
DURATION	Self-paced preparation world
PLATFORM/S	Trello
DESCRIPTION	As preparation work for Day 5 and in the spirit of getting to know more about Sustainability at the global scale, participants are invited to collect information on global sustainability challenges and good practices to address these challenges. *Enjoy searching! :)*

TITLE	AN INTERCONNECTED WORLD
TOPIC/S	Global sustainability challenges, Cooperation, Partnership for SDGs
AIM	● To reflect on the inter-connectivity of different communities and regions ● To reflect on the global impacts of different issues ● To realize the importance of cooperation and partnership in tackling those issues
TOOL TYPE	Simulation, Reflection
DURATION	60 minutes
PLATFORM/S	● Participants: papers, pens, computers/laptops/Smartphone with internet connection ● Facilitators: Computers/ laptops with internet connection, Zoom platform
DESCRIPTION	The activity is run in different steps: **Step 1: Assign roles to participants** Each participant receives a card with a role associated with a community in the world. Please see handout at the end of this activity for the role cards. (In the online version: facilitators can deliver the cards to participants through the private chat function or email, in case the online platform doesn't have the private chat function.)

Give participants about 1-2 minutes to reflect on this role and to try to put themselves into the role. Some guiding questions for the reflection can be:

- Where do you live? What does your community look like?
- What do you do every day?
- Who do you work with?
- What do you like about your work?
- What challenges might you face? ...

Step 2: Me and We or My community and our communities
Ask participants to stand up, if possible, with their cameras on. In this case, they are encouraged to stay in front of the camera and everyone can see them.

Alternative: some participants can't really move during the online session. To have an overview of their moves during this activity, the facilitator can use a white board function instead (for example, Google Jamboard or Miro), on which participants can present their moves with a symbol for their character. In case Jamboard or Miro is used, it is necessary to spend a few minutes to explain the board and what participants are supposed to do with it.
Participants will hear different statements or phrases referring to various issues. For each statement, they need to reflect on the question: *Would you be affected by this issue/event? and how or in which way?*
If they think they are positively affected, they move one small step forwards. If they think they are negatively affected, they move one small step backwards. If they think they are not affected at all, they just remain in their position.

Alternative in the case participants work with Jamboard or Miro: if they think they are positively affected, they move their symbol forwards. If they think they are negatively affected, they move their symbol backwards. If they think they are not affected at all, they leave their symbol in the current position. Logistically, it is important when designing the 'racing line' on Jamboard or Miro to have all 'characters' or 'roles' in the middle of the board or the 'racing field' so that everyone has room to move forward or backward. This way the difference between their moves after each round would be more visible.
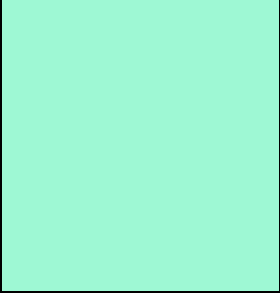The list of possible statements/events can be found at the end of this activity.

After all the statements have been read and the participants have all presented their moves, the facilitator can:

- give an overview of the race (how different characters have moved)
- ask participants to reveal their character and explain why they decided to move that way
- ask participants the second question: *Would you be able to solve those issues by yourselves?*

Step 3: Debriefing
- How did you feel through the activity?
- What have you noticed/learned from this activity?

Possible reflections:

	● One issue can affect many communities in different areas. ● Some issues might have positive impacts in some places and negative impacts in some others. ● Every person and every community is connected in a way. Many issues cannot be solved by a single person or a single community. They need to be addressed through partnership and cooperation. **Below the Handout.**

List of possible characters:

1.   The owner of a big coal mining company, e.g. Rio Tinto Company (Coal Mining company)
2.   A person living in the town by a big coal mining company
3.   The owner of the one of the biggest companies in the World (e.g. Amazon)
4.   A young person joining Fridays for Future in your town.
5.   A big influencer on social media with 10million followers
6.   Candidate from the Green party running for presidential elections in Austria
7.   Candidate from the Green party running for presidential elections in Burkina Faso
8.   An immigrant in Belarus coming from Afghanistan
9.   A soy farmer with a big open farm in Brazil collaborating with McDonalds
10.   A soy farmer who are able to produce organic products from Myanmar
11.   A young person in France who are unemployed due to Covid-19 pandemic

Tips: The roles should not contain many details in order to trigger participants' imagination and to 'play' with participants' stereotypes. The roles should cover different geographical areas and different ethnic groups.
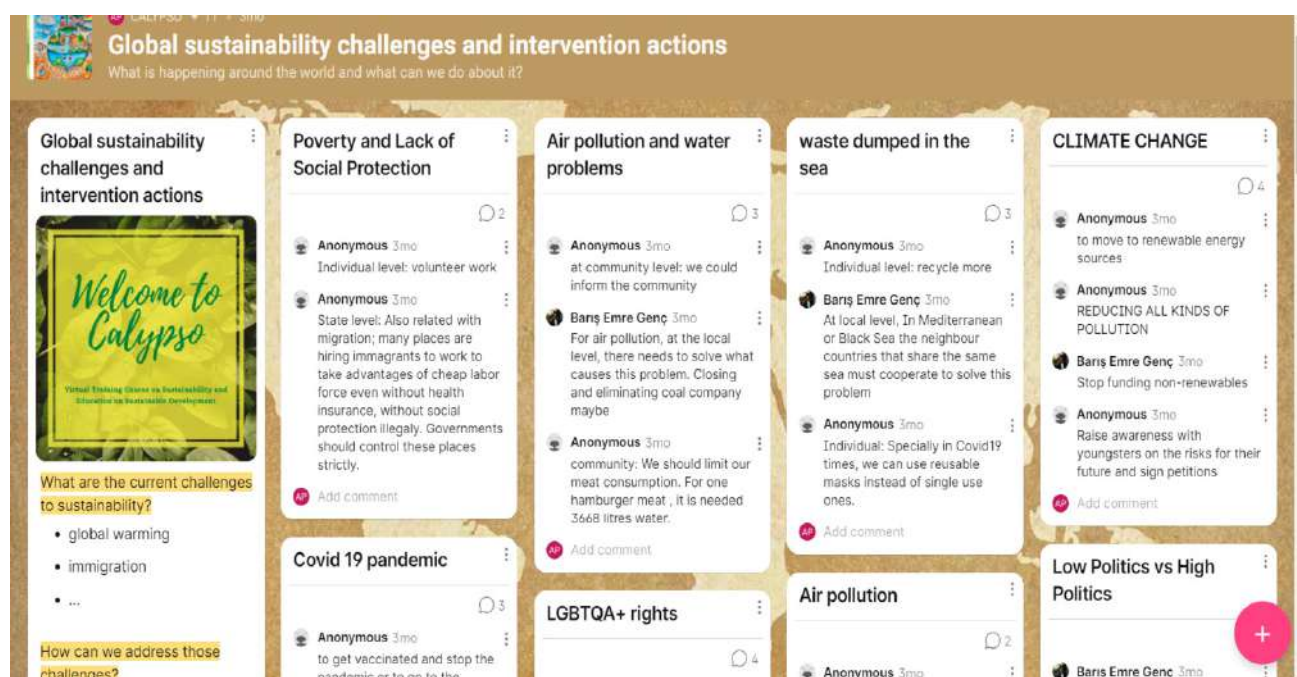
List of possible statements/events:

1.   The oil price is rising.
2.   Covid-19 pandemic
3.   The ice is melting in Antarctica
4.   The unrest situation in Afghanistan in 2021
5.   The US import-export tax scheme/policy
6.   The bushfire in Amazon
7.   G20 meeting in Italy
8.   Human rights movements on the raise
9.   The rise in global temperature
10.   Pride parades

TITLE	WHO PAYS THE BILL?
TOPIC/S	Climate Justice, Responsibility for Sustainability
AIM	• To reflect on the possible consequences of individual actions on other people and communities, even crossing the globe • To realise the importance of responsible behaviours and actions
TOOL TYPE	Discussion
DURATION	20-30 minutes
PLATFORM/S	• Participants: papers, pens, computers/laptops/Smartphone with internet connection • Facilitators: Computers/ laptops with internet connection, Zoom platform
DESCRIPTION	Watch a short film on Climate Justice - The Bill by Germanwatch https://www.youtube.com/watch?v=rWfb0VMCQHE This is one of the three winners of the Germanwatch screenplay competition about Climate Justice. In this four-minute movie produced by Peter Wedel the CO2 intensive lifestyle of an urban dweller (played by Benno Fürmann) is put in contrast to the people in developing countries which are affected most by Climate Change. The film was produced for the United Nations Climate Change conference 2009 in Copenhagen. This short film was recently nominated for the Viral Video Awards and has been presented at the Annual Conference of the German Council for Sustainable Development in Berlin. Discussion after watching: • What happened in this film? (describe what you hear and see) • What is the issue raised in this film? (interpretation of what you hear and see) • How do you understand this issue? What are your opinions) • How do you think this issue can be solved? (by whom, at which level…)

TITLE	VIRTUAL CAFETERIA AND GALLERY
TOPIC/S	Global Sustainability Challenges, Good Practices, SDGs
AIM	To exchange knowledge on global challenges and good practices to address these issues at different levels and scales
TOOL TYPE	Silent discussion, sharing
DURATION	45-60 minutes
PLATFORM/S	• Participants: computers/laptops/Smartphone with internet connection • Facilitators: Computers/ laptops with internet connection, Zoom

	platform and Padlet platform
DESCRIPTION	The activity is run in different steps: **Step 1: A quick guide to Padlet and how to add/share information** https://padlet.com/dashboard **Step 2: Global Challenges** ● Participants are asked to write down the global challenges that they know on Padlet; each challenge should be written in one box. They can add pictures or link to Youtube videos or an attachment to the topic. ● If they see some challenges written by other participants, they can add some comments or related information they know about these challenges. **Step 3: Actions and Good Practices** Participants read through all challenges. They can write down below each challenge what action (at different levels) should be done to address the issue. They can also refer to good practices that they know concerning this topic. **Step 4: The Gallery** Participants take time to look through all the challenges and recommended actions. They can note down what strikes them most or what they feel most interesting… **Step 5: Sharing in plenary** Participants can briefly share their impression after this activity, what they have learned, what they will take with them…. **Below the photo with the Example of this activity on Padlet.**

FACILITATION

TITLE	YOUR LEARNING STYLES
TOPIC/S	Education, learning
AIM	● To learn about Kolb's model of Learning ● To reflect on the own learning style
TOOL TYPE	Preparatory work (individual)
DURATION	Self-paced preparation world
PLATFORM/S	Trello
DESCRIPTION	There are many ways people are learning, and it is important to reflect on how we do it in order to help others learn. Find out about it, undergoing the Kolb Test! Kolb identified four learning styles which correspond to different stages of learning: Concrete experience (or "DO"), Reflective observation (or "OBSERVE"), Abstract conceptualization (or "THINK"), Active experimentation (or "PLAN"). The styles highlight conditions under which learners learn better. These styles are: 1 Assimilators, who learn better when presented with sound logical theories to consider 2 Convergers, who learn better when provided with practical applications of concepts and theories 3 Accommodators, who learn better when provided with "hands-on" experiences 4 Divergers, who learn better when allowed to observe and collect a wide range of information You can read more about it here: https://www.simplypsychology.org/learning-kolb.html And here you can find a link: where to do the test: https://www.eduolog.com/en/test/kolbs-learning-style-test/

TITLE	FORMAL, INFORMAL AND NON-FORMAL EDUCATION
TOPIC/S	Facilitation
AIM	To find out the main aspect of formal, non formal and informal education
TOOL TYPE	Debate
DURATION	30 minutes
PLATFORM/S	Zoom plenary, handout of sentences

DESCRIPTION	After a short presentation of the main pillars of Non-Formal education, and the similarities and differences with Formal and Informal education, participants are asked to define if the settings presented are fitting into Formal, Non Formal or Informal education. Once a statement is read, participants should express their position by showing their fingers: **1 for Formal, 2 for Non-Formal and 3 for Informal. 4. Not sure.** Once everybody expresses their opinion, space is left for them to express why they chose that setting. Handout of statements 1. I MEET A FRIEND IN THE SWIMMING-POOL AND SHE TEACHES ME HOW TO SWIM 2. I'M GOING TO MEET A FRIEND TO TALK ABOUT THE GENDER WORKSHOP IN WHICH SHE PARTICIPATED 3. WE ARE ORGANISING A WORKSHOP ABOUT RECYCLING IN A LOCAL COMMUNITY AND THE FACILITATOR IS PRESENTING A POWERPOINT 4. AT SCHOOL, STUDENTS PRESENT THEIR HOLIDAYS IN A CREATIVE WAY THEY CHOOSE. 5. I ATTENDED A LECTURE AT UNIVERSITY WHERE THE TEACHER MADE A PRESENTATION ON NON FORMAL EDUCATION. 6. WHILE PLAYING FOOTBALL WITH MY FRIENDS I LEARN ABOUT GROUP DYNAMICS. 7. I'M IN THE BAR WITH SOME PEOPLE FROM THE YOUTH EXCHANGE AND I LEARN HOW TO SAY "CHEERS" IN DIFFERENT LANGUAGES. 8. WE'RE ORGANISING A VOLUNTEERING ACTION DAY IN THE COMMUNITY AND WE PREPARE SOME NAME GAMES & ICEBREAKERS. At the end of the activity, facilitators can summarise the main characteristics of Non-Formal Education (NFE). **Below the photo with the characteristics.**

TITLE	WE CAN BE HE/SHE/THEY
TOPIC/S	Facilitation
AIM	To find out the does and don'ts of facilitation
TOOL TYPE	Debate, graphics
DURATION	40 minutes
PLATFORM/S	breakout rooms, plenary room, Jamboard
DESCRIPTION	The activity is run in different steps: **Step 1. Groups** Participants are divided in groups (same groups they'll be working with during the Training in Action) and they're given an empty Jamboard. They have to discuss within the group the facilitator's role, skills and qualities they see important and they have to give a graphic representation of the main outcomes. They're invited to add as well the skills / qualities that are NOT HELPFUL as facilitators (Each superhero has some dark sides to be acknowledged!). **Step 2. Presentation** Each group has a maximum amount of 5 minutes to present the work in plenary, It's left an extra time for questions and clarification requests. **NOTE:** this activity has to be considered preparatory for the "Training in Action".

TITLE	TRAINING IN ACTION PREPARATION
TOPIC/S	NFE Activity preparation for Youth Exchanges
AIM	● To introduce the Training in Action part of this Training Course ● To give the group a clear Task so they feel ready for it!
TOOL TYPE	Plenary and group work
DURATION	20 minutes
PLATFORM/S	plenary room
DESCRIPTION	The activity is run in different steps: **Step 1. Plenary presentation** In plenary the task is presented to the group, this is their time to be facilitators!:

- **WORKSHOP LENGTH**: 45minutes long
- **WORKSHOP STRUCTURE**: Explanation, Activity, Debrief
- **TARGET GROUP**: Young people
- **GENERAL AIM**: to raise awareness on Sustainability
- **TOPIC**: SUSTAINABILITY (finding inspiration in Padlet...)
- **ACTIVE PARTICIPATION** OF ALL TEAM MEMBERS (tasks division: time keeping, leading…)
- **CREATING A WORKSHOP PLAN** ([TOOLKIT TEMPLATE](#))
- **HAVING FUN!**

Step 2. Group Division
Dduring the group division it's important to try to have groups balanced according to the size (approximately all the group should have the same number of participants), genders and nationalities.

Step 3. Preparation
Participants divided in their groups work on the preparation of a short workshop of 45 minutes, using non formal education working methods.

NOTE: the methods tested and assessed could be afterward used during the Youth Exchanges taking place in Italy in Spring 2022.

TRAINING in ACTION

TITLE	**TRAINING IN ACTION IMPLEMENTATION**
TOPIC/S	NFE Activity preparation for Youth Exchanges
AIM	- To introduce the Training in Action part of this Training Course - To give the group a clear Task so they feel ready for it!
TOOL TYPE	Plenary
DURATION	20 minutes
PLATFORM/S	plenary room
DESCRIPTION	Each group has at disposal **45 minutes to run the workshop** (explanation, activity & debriefing) **+ 20 minutes for the feedback**. Below the example on how the group rotation is working: - group 1 (facilitator): 2 + 3 + 4 (participants) - group 2 (facilitator): 1 + 3 + 4 (participants) - group 3 (facilitator): 1 + 2 + 4 (participants) - group 4 (facilitator): 1 + 2 + 3 (participants) After each workshop it follows the session about **Feedback** (20 minutes) divided in three steps: - feedback from the group who facilitated the activities (how was it for you?) - feedback from the participants who participated in the activity; - feedback from the pool of trainers **NOTE**: participants should follow the predetermined structure of the **"Sandwich Model"** for giving feedback in plenary and in the provided Jamboard: - personal feelings about the workshop; - something to improve; - something good. **Below the photo with the Sandwich Model.**

WORKSHOP 1

TITLE	WE WANT GREEN BREATH!
TOPIC/S	Deforestation in the world
AIM	Raising awareness on deforestation and making the participant know what causes deforestation and what they can do to prevent deforestation individually
TOOL TYPE	Debate, discussion in small groups, quiz
DURATION	45 minutes
PLATFORM/S	kahoot.it platform videos on Youtube zoom for all workshop
DESCRIPTION	The activity is run in different steps: **Step 1. Brainstorming about deforestation** Participants are invited to share what words come to their mind when they hear deforestation. **Step 2: Video watching and discussion** Participants were invited to watch the following clip and then share their impressions about it. https://www.youtube.com/watch?v=b4eLTYUcj7k **Step 3: Kahoot quiz to learn more about deforestation** Participants were invited to join this Kahoot quiz using their mobile phone. See handout below for the list of the questions and answers. At the end of the quiz game, participants can discuss the results and watch the second video that relates to the topic.

https://www.youtube.com/watch?v=Ic-J6hcSKa8).

Step 4: Group discussion
Participants were divided into 3 smaller groups to answer to these questions:
1. What did you know before the workshop and what you know now about deforestation?
2. Find solutions to the problem and write them on Jamboard.

Step 5: Restitution in plenary.

Below the Handout.

HANDOUT – KAHOOT QUIZ

1. Where does the biggest deforestation take place?
1. the tropics zone (correct)
2. continental temperate zone
3. oceanic temperate zone
4. cold zone

2. Why are the forests cut down?
1. For firewood
2. To plant palm trees for making oil
3. For timber
4. To create more agricultural areas
5. To create transport infrastructure

   (Here all the options are correct.)

3. The negative effects of deforestation are: 3
1. destruction of the animal house
2. destruction of trees and vegetation
3. the amount of carbon dioxide is diminished
4. the climate has changed

   (Here all the options are correct.)

4. What could be the solutions to stop deforestation?
1. Awareness of the importance of the forest for life (correct)
2. Deforestation is beneficial (wrong)
3. Creating NGOs to fight to stop deforestation (correct)
4. Authorities to take action in this regard (imposition of fines) (correct)

5. Forests:
1. help in increasing the CO2 levels of the atmosphere.
   [Forest helps in maintaining the oxygen and temperature levels of the atmosphere.]
2. don't allow biodiversity
   [Forests help in sustainability by managing biodiversity]
3. are the cause of unemployment
   [provides nearly 1.6 billion people with employment benefits: source of raw material for many commercially important products such as paper, wood, and fabric.]
4. play a vital role in the water cycle (correct)
   [The water in the soil is absorbed by the plant's roots and the excess water is released into the atmosphere which helps in the occurrence of rainfall.]

6. Deforestation is caused by:
5. movement of animals
6. people's hate for green
7. population expansion (correct)

7. In 2019 in Australia, wildfires burned
1. 18 million acres

2. 46 million acres (correct)
3. 80 million acres
4. 200 million acres

8. Deforestation is the second leading cause of global warming in the world.
1. true (correct)
   Deforestation is the second leading cause of global warming worldwide, and it produces about 24% of global greenhouse gas emissions. Deforestation in the tropical rainforests contributes more carbon dioxide to the atmosphere than the sum of all cars and trucks that drive on the world's roads. (first is burning fossil fuel)
2. false

9. At the rate that deforestation is going at, how many years is it hypothesised that all the trees will completely vanish?
3. 10 years
4. 50 years
5. 100 years (correct)
6. 200 years

10. How many animals, plant and insect species are we losing each day due to deforestation?
1. 50
2. 80
3. 100
4. 130 (correct)
5. Due to their habitat being cut down these animals, plants and insects species will soon become extinct.

TITLE	BE FREE, BE DIFFERENT, BE YOU!
TOPIC/S	Cultural Discrimination, Social Sustainability
AIM	● To raise awareness on Social Sustainability and cultural discriminations ● To underline how cultures and practices can be changed from one country or community to another and how this is connected with the sustainability of cultures ● To highlight how discrimination can be eliminated and how to achieve cultural sustainability
TOOL TYPE	Discussion and debate in smaller groups, making trainees draw and put pictures/notes on activity page
DURATION	45 minutes
PLATFORM/S	Platforms: Google (Jamboard for 2 activities), Zoom for discussions and presentation, and Youtube video on the topic
DESCRIPTION	The activity is run in different steps: **Step 1: Introduction** We start with a basic introduction of ourselves and our topic. Then, open a video that highlights our topics: https://www.youtube.com/watch?v=gyIrvEZ2vXY **Step 2: Sharing and discussion on cultural traditions and practices** ● Google Jamboard will be used for the activity ● We want to expect everyone to share their or other countries' cultural habits, traditions, practices such as no shoes allowed in Turkish houses. Then they can discuss what is so typical or what is so different for them and their culture. (15 min). ● On the activity page, while trainees are mentioning the cultural habits, related pictures, notes, and images will be put on the activity page. **Step 3: Discussion on cultural discrimination** Participants were divided into 3 – 4 groups to discuss what cultural discrimination is, any situation they experience or witness in their country or community, and how to eliminate and put an end to cultural discrimination. (15 min) ● Google Jamboard will be used for the activity ● Trainees can draw, put pictures, or take notes on their group page to improve their ideas! (15 min) ● After that in the main room, they are expected to share their thoughts, outcomes, and ideas with us. (5-10 min)
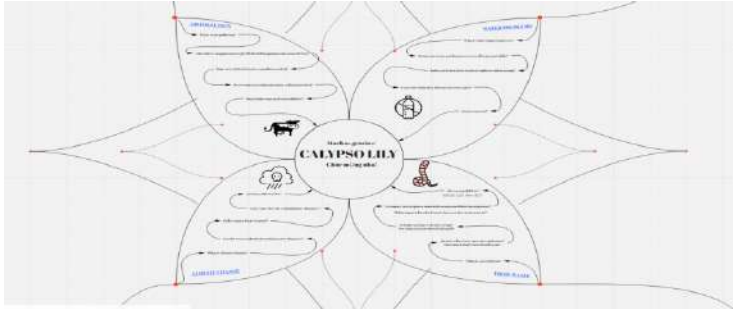
Step 4: Restitution in plenary
- Feedback

Q&A

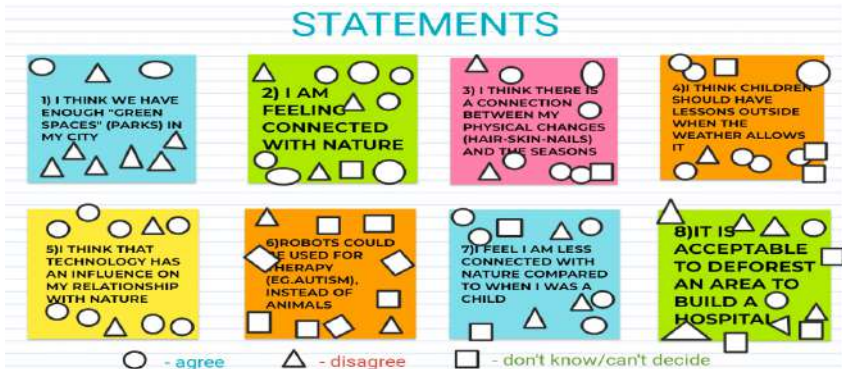| TITLE	CALYPSO LILY TREASURE HUNT
TOPIC/S	Air pollution, water problems, food waste and climate change
AIM	● To raise awareness on different aspect of environmental sustainability ● To reflect on possible solutions to world problems
TOOL TYPE	Interactive and graphic map, each group discuss about topic in their group
DURATION	45 minutes
PLATFORM/S	Miro - Interactive map Zoom - Groups and talking activities Link about topics - They are part of interactive map (Air pollution - https://www.nrdc.org/stories/air-pollution-everything-you-need-know Water problems - https://water.org/our-impact/water-crisis/ Food waste - https://foodprint.org/issues/the-problem-of-food-waste/ Climate change - https://climate.nasa.gov/) A4 format paper - For waterlily make
DESCRIPTION	The activity is run in different steps: **Step 1: Introduction** Introduction about the workshop, what we want to achieve and introducing activities. **Step 2: Rules about Calypso Lily Treasure Hunt** Participants were divided into 4 groups (transferring them into breakout rooms). All groups received the link to Miro. Each group will answer the questions about the topic we gave them, then write all answers on the sticky note, which is connected with a petal. **Step 3: Treasure Hunt begins!** Each group has a unique topic, linked to info about the exact topic and then the group will answer questions which are given on Miro. After all groups have finished, what they have created on Miro would look like this: **Step 4: Making paper water lilies!** Participants are instructed on how to make a paper water lily! This step

can be considered as a kind of energizer, which is in some way connected to the topic, or the metaphor of the topic (the water lily). Therefore, it should be done in a fun and interactive way. It doesn't matter if participants can't finish or can't make a perfect water lily. It is about having fun and communicating.

Note: In case no one from the facilitator team knows how to make a water lily, everyone can learn how to make one with this youtube clip: https://www.youtube.com/watch?v=jbgzMlQGqwo, or just simply skip this step.

Step 5: Restitution in plenary
Reflection moment, discussing each topic.

WORKSHOP 4

TITLE	(1) MISSED CALL FROM NATURE
TOPIC/S	Human-Nature relationship
AIM	- To reflect on the connection between humans and nature - To help participants understand their relationship with nature and motivate them to find new ways to improve it
TOOL TYPE	Reflection and debate
DURATION	45 minutes
PLATFORM/S	Jamboard
DESCRIPTION	The activity is run in different steps: **Step 1: Introducing the topic** Participants were invited to watch three images and share what those pictures mean to them. **Step 2: Energizer moment!** Participants were invited to read different statements on the Jamboard. They have to state their opinion towards the statements by putting a shape next to it showing if they agree, disagree or neutral. Before starting, it would be a good idea for the group to agree on the shapes they use to have a common way of expressing opinion.

Step 3: Group discussion
Participants were divided into three small groups and they had to choose two statements they wanted to discuss with their group mates. They'd have ten minutes to write/draw their answers or reflections on Jamboard.

Step 4: Sharing in plenary
Each group presented their work to everyone else.

Step 5: Debriefing
Participants were invited to answer to the following questions:
1. Are you going to change something in your relationship with nature and if so, what exactly are you going to change?
2. Have you developed different thoughts about this topic compared to before the activity?

ADJOURNING and EVALUATION

TITLE	INDIVIDUAL FINAL EVALUATION
TOPIC/S	Expectations, Final Evaluation
AIM	- To individually start the final evaluation of the project, reflecting about the different learning processes - To share feedbacks and comments - To create a free space for participants to make them express their feelings
TOOL TYPE	Preparatory work (individual)
DURATION	Self-paced preparation work
PLATFORM/S	Trello, Jamboard
DESCRIPTION	Please go on the Jamboard and undergo the different stations you will find. - STATION 1: Letter to my self- reflect on your personal learning from this last week together by posting a sticky note - STATION 2: Pizza party!- put the pineapple on each slice of the pizza! The closer the pineapple to the centre, the more you enjoyed the activities of that day! - STATION 3: Group dynamics- evaluate your journey in this TC by drawing the path you had in this days within the group - STATION 4: TiA- reflect on the Training in Action experience, and specifically what you learned about yourself and from the group and what you would like to improve from yourself and from the group work. - We kindly ask you also to take a look at the garden of expectations of day 1, and finalise some gardening! Did your flower bloom? Did your fears disappear?...

TITLE	IS IT ALL?
TOPIC/S	Adjourning
AIM	To have better understanding of the next steps of the project
TOOL TYPE	Group discussion, presenting information, Q&A
DURATION	30 minutes
PLATFORM/S	Presentation slides
DESCRIPTION	Introducing to participants what happens after this Training Course is finished.

Next steps of calypso - Erasmus+- Youthpass
- Admin work: Participant report; Youth pass
- Advance Planning Visit (online, February 2022)
- Youth exchanges (Italy, March & April 2022): attending as group leaders or participants.

Youthpass: https://www.youtube.com/watch?v=rnQWZKStM7c

TITLE	**YOUTH VOICE MATTERS!**
TOPIC/S	Evaluation
AIM	To go through their evaluation of this Training Course
TOOL TYPE	Graphic presentation, plenary discussion
DURATION	20 minutes
PLATFORM/S	Plenary room, Jamboard
DESCRIPTION	Participants were asked to provide their INDIVIDUAL EVALUATION (gallery on Jamboard) about different aspects of this training: ● **personal learning:** what are you taking away from this TC? What was particularly useful for you, what was challenging for you,...? **me as facilitator/with the other facilitators:** How was it to be a facilitator and work with your team? Opportunities, challenges, discoveries... **group dynamics:** we started as strangers on day 1 and we're on day 9: how has this journey been for you, learning from and with each other? Going through what's been shared in plenary, (patterns, observations..)

TITLE	**ONCE UPON A TIME…**
TOPIC/S	Evaluation
AIM	● To become aware about moments of learning and feelings on the whole Training Course ● To critically reflect on the experience during the 9 days
TOOL TYPE	Storytelling
DURATION	30 minutes
PLATFORM/S	Plenary room, objects from the room
DESCRIPTION	The activity is run in different steps:

	Step 1. Memories
	Inviting participants to take something that reminds them of the whole training course, the last 9 days together (a learning moment, a feeling..). One person starts telling the story. If it relates to someone else's point, if someone sees a connection, they can jump in and so on…
	Step 2. Sharing
	Sharing specific moments (AHA moment, a funny moment, surprising, emotional, inspiring…) from their overall experience.

From Calypso with Love ♥

Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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