



# ARTEMIS

**Awareness Raising Tools on  
Environment, Mobilization, Inclusion and  
Sustainability**

## **TOOLKIT OF THE TRAINING COURSE**

**21 - 27 SEPTEMBER 2023  
LA BUONA TERRA - PASSIGNANO SUL TRASIMENO  
(PG), ITALY**



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# PROJECT DESCRIPTION

**AIM:** ARTEMIS project aims to develop tools and working methods, among youth workers, educators and group leaders, to promote environmental sustainability through non-formal education.

**TARGET:** the project, foresees to empower activists, youth workers, educators, facilitators in the use of non-formal education techniques, to afterwards apply them on their local contest and at international level to raise youth awareness on sustainability

# PROJECT

**WHAT:** ARTEMIS project includes a set of combined actions: one international Training Course, two Preparatory Visits and two Youth Exchanges

The Training Course was conceived to boost participants' capacities, to share, test and upgrade methodologies and approaches for sustainability.

The Youth Exchanges had the main goal to raise youth awareness on sustainability.

**ARTEMIS is a project realized within the support of Erasmus+ programs, including:**

**1 TRAINING COURSE**  
September 2023

**2 PREPARTORY VISITS**  
October 2023

**2 YOUTH EXCHANGES**  
November 2023  
February 2024

# MAIN TOPICS

**ENVIRONMENTAL  
SUSTAINABILITY**



**ACTIVE  
PARTICIPATION**





# METHODOLOGIES USED

## NON FORMAL EDUCATION

The activities implemented during the training courses are set within the non-formal education framework.

*“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 be also:

- 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

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.

# LEARNING

**In the Non-Formal Education activities applied during the training, Learning was 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:** the pedagogical approach is centred on the person who is learning and based on the promotion of participatory processes

**Life-long-learning-LLL approach:** the approach grounds on the idea that human beings never stop learning and we all learn and acquire different competences and skills in different moments and spheres of our life

**Shared learning path:** promoted among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts

**Flexibility:** methods are re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors



**Horizontal interaction**  
among trainees,  
facilitators and  
trainers

**Soft skills and key  
competences**  
analysis and  
recognition

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

# KEY WORDS

**Participative  
methods**  
permanent testing,  
development and  
upgrading

**Transmission**  
of knowledge and  
methods to other  
beneficiaries

**Exchange**  
of feelings, feedbacks,  
experiences and knowledge

**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 September 2023.**

## ACTORS

the Toolkit is targeted 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 environmental sustainability.

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## FORMAT

ARTEMIS project and the Toolkit 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 in different setting and backgrounds.

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## 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.

# TRAINING AGENDA

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1

**NAME GAMES**  
Lucky Luke

**GETTING TO KNOW**  
Me through the nature

**EXPECTATIONS, CONTRIBUTIONS, FEARS**  
The garden

**TEAM BUILDING**  
Team building in different steps

2

**SUSTAINABILITY: WHAT AND WHY**  
Snowball on sustainability  
Relevant aspects related to sustainability

**TRAINING IN ACTION**  
Training in Action – presentation and preparation

3

**FACILITATION**  
Me and my body  
Me and my voice  
Facilitator role  
NFE methodology

**FEEDBACK**  
Sandwich model

**TRAINING IN ACTION – IMPLEMENTATION**  
Consumption

4

**TRAINING IN ACTION – IMPLEMENTATION**  
Practical action

**SUSTAINABILITY AND GLOBAL AWARENESS**  
Survival of the countries

**INTERCULTURAL LEARNING**  
Abigail

5

**TRAINING IN ACTION – IMPLEMENTATION**  
Group Dynamics

**TRAINING IN ACTION – IMPLEMENTATION**  
Communication on sustainability

6

**CONFLICT IN A GROUP**  
Conflict case studies and theatre

**TRAINING IN ACTION – IMPLEMENTATION**  
Food

7

**OPEN QUESTIONS ON WHAT IS THE NEXT**  
Group dynamics and role of facilitator

**LEARNING**  
Assessment of the Training in Action

**FINAL EVALUATION**  
The journey in different stations  
Circle of words

# ACTIVITIES INDEX

The Index of Activities is conceived to present the activities not in a chronological order but in alphabetic order, according to the topic addressed, including the reference page number.

## TOPIC ADDRESSED:

Group Dynamic - indicated with: GD

Sustainability: SU

Methodologies Testing and Upgrading - indicated with: TiA

Final Evaluation - indicated with: FE

ACTIVITIES	GD	SU	TiA	FE	PAGE
Abigail	X	X	X		37
Assessment of the Training in Action	X	X	X	X	54
Circle of words	X	X	X	X	57
Communication on sustainability		X	X		42
Conflict case studies and theatre	X		X		44
Consumption		X	X		31
Facilitator role			X		26
Food		X	X		49
Group Dynamics	X		X		40
Group dynamics and role of facilitator	X		X		52
Lucky Luke	X				12
Me and my body	X		X		24
Me and my voice	X		X		25
Me through the nature	X	X			13
NFE methodology			X		28
Practical action		X	X		32
Relevant aspects related to sustainability		X			21
Sandwich model			X		29
Snowball on sustainability	X	X			20
Survival of the countries	X	X			35
Team building in different steps	X				16
The garden	X	X			14
The journey in different stations	X	X	X	X	55
Training in Action - presentation and preparation	X	X	X		22







# **TOOLKIT OF THE TRAINING COURSE**

# NAME GAMES

<b>TITLE</b>	LUCKY LUKE
<b>TOPIC/S</b>	Name game
<b>AIM</b>	To learn each others' names
<b>TOOL TYPE</b>	Name game, ice breaker
<b>DURATION</b>	15 minutes
<b>MATERIAL</b>	/
<b>DESCRIPTION</b>	<p>Participants are standing in a circle and they are asked to say their name and the pronouns they prefer to be addressed with (he, she, they).</p> <p>After the round of name, the facilitator stands in the middle of the circle to explain the game. The person in the middle has to point another participant of the circle, saying his/her/their name. The person named has to quickly go down, while the two people on his/her/their left and right have to say, as fast as possible, the each others' names.</p> <p>The person who is too slow or does mistake, by telling a wrong name, goes in the middle and the game goes on.</p> <p>It is a game to remember the names and also to energize the group. So it is important that a quick rhythm is kept.</p>

# GETTING TO KNOW

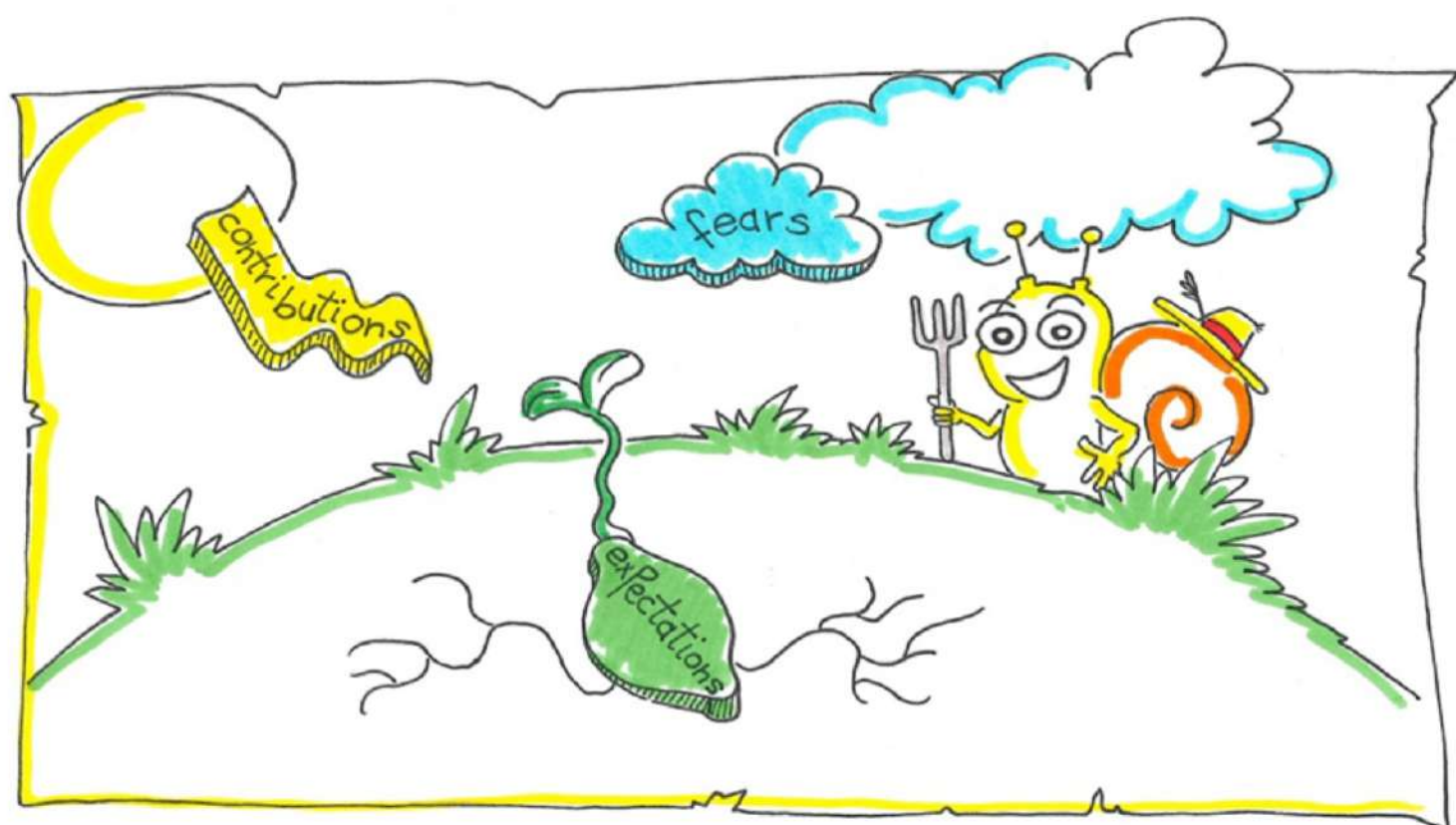
<b>TITLE</b>	ME THROUGH THE NATURE
<b>TOPIC/S</b>	Getting to know each others
<b>AIM</b>	To get to know each others throughout art
<b>TOOL TYPE</b>	Visual art, plenary
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	Round piece of wood (1 per person), glue for wood
<b>DESCRIPTION</b>	<p><b>Preparation:</b> before the training, each participant is previously asked to bring a leaf from their local neighbourhood. Trainers should prepare in advance pieces of wood, one per participants.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Individual work</b></p> <p>Each participant receives a piece of wood, previously prepared by facilitators and, using natural elements (leaf, stones, flowers etc.), they are asked to create a collage that represents themselves. They are left a time for individual work. They can be as much creative as they want, walking around and finding what they want to include to describe their personality.</p> <p><b>Step 2. Plenary presentation</b></p> <p>Once the preparation time it's over, participants are gathered in circle, sitting. One by one, they are invited to present themselves throughout their creation.</p>



# EXPECTATIONS, CONTRIBUTIONS, FEARS

<b>TITLE</b>	<b>THE GARDEN</b>
<b>TOPIC/S</b>	Expectations, fears and contributions towards the training course
<b>AIM</b>	To share within the group the expectations toward the training, the fears and the contributions that participants are thinking to bring
<b>TOOL TYPE</b>	Getting to know each other's
<b>DURATION</b>	30 minutes
<b>MATERIAL</b>	Flipchart, post-it, pens, markers
<b>DESCRIPTION</b>	<p><b>Preparation:</b> the facilitator has to prepare in advance the flipchart where there is the drawing of a garden, with grass, the sky and the sun.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Filling</b>  Participants receive 3 post-it with different shapes: one (with the shape of a seed) representing the expectations: they have to put it under/on the level of the grass. One (with the shape of a cloud) representing the fears: they have to put it on the sky. One (with the shape of a sun ray) representing the contributions toward the training: they have to put it on the sun.  They are given time to think about and then, to stick all the post-it on the flipchart.</p> <p><b>Step 2. Sharing</b>  The facilitator makes a recap in plenary of the main outcomes coming from the group. Participants are invited to comment, if they feel to.</p> <p><b>Variations:</b> this interactive tool, could be used for the whole duration of the training. Thus, at the end of every day, participants should go back on the Garden Model: starting from the seeds, they have to develop the drawing (e.g. roots, flower, plant ...) according to the development of their personal expectations. In the meantime, they can also move their fears or contributions according to their evaluation of the day.</p> <p><b>Handout below.</b></p>

# HANDOUT - THE GARDEN



# TEAM BUILDING

TITLE	TEAM BUILDING IN DIFFERENT STEPS
TOPIC/S	Team building and group dynamics
AIM	To make participants experiencing group cooperation, active listening and different ways to communicate
TOOL TYPE	Team building activity
DURATION	160 minutes
MATERIAL	Blindfolds (1 each participant), pens, papers, 2 ropes, A4 papers, Tuckman model
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Sensorial path</b> Possibly, this part should be ran outdoor. Participants are divided in pairs and it's explained that they will be guided in a sensorial path, where one participant in the pair will be blindfolded and the other one will be the guide. The roles, in a moment, will switch so that both the persons can experience the path. In each pair they are free to decide who is starting with the role of the guide and who is the blindfolded. The facilitator tells to the guide the area where they can guide their partner. After a while the facilitator tell when to switch the roles.</p> <p><b>Step 2. Things in common</b> Participants are gathered in smaller groups and they have 10 minutes to list as much things in common they have within the group. Ah the end, each group presents the list in plenary.</p> <p><b>Step 3. Chocolate river</b> Setting: the facilitator has to lay two ropes on the ground parallel to each other, about 20 feet apart.</p> <p>The activity includes the following steps:</p> <p><b>1. Instructions</b> Participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across.</p>



## DESCRIPTION

Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the large, fluffy marshmallows provided by the facilitator (such as carpet squares, poly spots, paper plates or an A4 paper). The facilitator, has to give participants about eight or nine pieces of paper, so that they have enough to get across with one or two left over.

The group is advised that this challenge isn't about physical abilities, but rather it is about communication. Unfortunately, the stream in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.

### 2. Activity

Participants start to play and they have to find their way to arrive on the other side of the river.

### 3. Debriefing

The debriefing is going to be about all the previous team building activities and not only on the last one, Chocolate river.

Below, the list of possible topics to be explored during the debriefing:

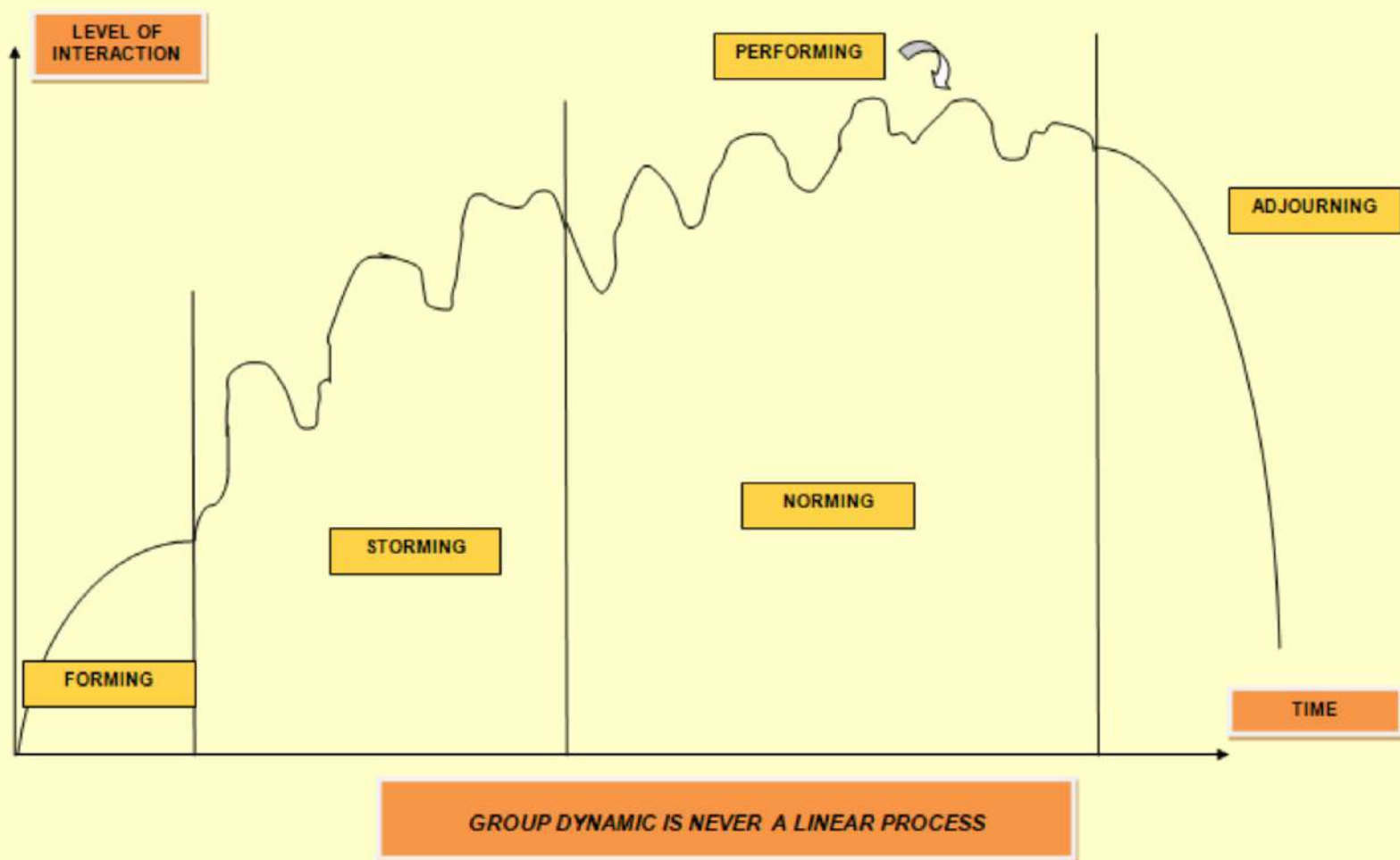
- Team Responsibility: did it matter if only a few of you made it across the river?
- Communication: was it important checking on the person behind you, before stepping into the next marshmallow?
- Individual Strengths and Weaknesses: what did you notice about that?

At the end of the debriefing it is presented the Tuckman model on group dynamics. At this stage there won't be a focus on the Role of the facilitator. It will be proposed during the workshop "Group Dynamics" run on the day 7.

**Handout below.**



# HANDOUT - TUCKMAN MODEL



# HANDOUT - TUCKMAN PHASES

## FORMING

People arrive and the group starts: in the beginning they might be shy, the discussions more superficial. They are trying to understand what is the project about and what are the objectives of the group.

**ROLE OF THE FACILITATOR:** in this moment there is the maximum of the work, the facilitator has to support the group in passing through this phase, has to facilitate the communication and make clear the objectives understanding.

## STORMING

People (now became group members) understand the objectives, they start to be comfortable and the individual personalities are starting to appear more evident. In the phase of adjustment for the group, frictions can happen.

**ROLE OF THE FACILITATOR:** in this moment there is much less work than in the first stage. The facilitator has to keep helping the communication, has to push the group to move forward and let the conflicts appear.

## NORMING

The objectives are now very clear to everybody. Each group member now knows what has to be done and what to do with the other people. In this stage, more the group members believe in what they are doing, more they are inside the process, more frictions can appear.

**ROLE OF THE FACILITATOR:** in this moment the facilitator is appearing less and less because there is also less work to be done.

## ADJOURNING

The work is starting to lose its efficiency because the objective has been achieved and the group members focus starts to be on the emotional separation. If the process is not well managed, the group will focus only on the emotional separation, forgetting the process itself and the objectives achieved.

**ROLE OF THE FACILITATOR:** a lot of work has to be done. The facilitator has to give maximum value, in front of the group members, to what has been done and make them ready for the emotional separation that will appear when the project is over.

## PERFORMING

In some precise tasks the group arrive to a level of autonomy and efficiency really high. The duration of the "performing" stage is very short. **ROLE OF THE FACILITATOR:** the facilitator has no role at this stage, that happens by chance. If the facilitator is searching to arrive at that stage, that stage won't ever arrive!

# SUSTAINABILITY: WHAT AND WHY

<b>TITLE</b>	<b>SNOWBALL ON SUSTAINABILITY</b>
<b>TOPIC/S</b>	Sustainability
<b>AIM</b>	To create a common ground and understanding on the topic of sustainability
<b>TOOL TYPE</b>	Snowball, plenary discussion
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	Paper, pens, markers, flipcharts
<b>DESCRIPTION</b>	<p>The workshop includes the following steps:</p> <p><b>Step 1. Individual work</b> Participants are asked to write down, individually, their own definition of sustainability.</p> <p><b>Step 2. In pairs</b> Participants are gathered in pairs and they have to share their own definition and then, to find an agreement on one single definition of sustainability, starting from the work done individually.</p> <p><b>Step 3. In groups</b> Pairs are gathered in groups and they have to share the definitions created in the previous step and then, to find an agreement on one single definition of sustainability, starting from the work done in pairs. Each group is provided with flipchart and markers to write or draw the final definition, to afterwards present it to the rest of the group.</p> <p><b>Step 4. Plenary</b> Each group is invited to share the work done. Participants are asked to find similarities or to share comments, if they were surprised by something.</p> <p><b>GENERAL REMARK:</b> the aim of this activity, is not to create the perfect definition, but to create a common ground of understanding on the topic, that will be further explored during the training.</p>

TITLE	RELEVANT ASPECTS RELATED TO SUSTAINABILITY
TOPIC/S	Issues related to sustainability
AIM	To ask the group to identify which are the main relevant aspects related to sustainability they are interested to work on during the training
TOOL TYPE	Group work, plenary discussion
DURATION	40 minutes
MATERIAL	Papers, pens
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. List of subjects</b> Participants are divided in groups. They are asked to create a list of minimum four aspects related to sustainability they are interested to work on during the training.</p> <p><b>Step 2. Lists presentation</b> Each group presents in plenary their list. Once every group done it, they are asked to comment on similarities and differences.</p> <p><b>GENERAL REMARK:</b> this activity is conceived to identify the main areas of interest related to the topic of sustainability that participants would have liked to explore during the training. In particular, from their work, the following aspects were selected to become afterwards the topics to be developed in the workshops for the Training in Action.</p> <p>At the end of the activity the following four aspects where selected:</p> <ul style="list-style-type: none"> <li>• Practical actions to promote sustainability</li> <li>• Communication on sustainability</li> <li>• Consumption and sustainability</li> <li>• Food and sustainability.</li> </ul>



# TRAINING IN ACTION

<b>TITLE</b>	<b>TRAINING IN ACTION - PRESENTATION AND PREPARATION</b>
<b>TOPIC/S</b>	Facilitation, sustainability
<b>AIM</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session is very important for the upcoming workshops creation.
<b>TOOL TYPE</b>	Plenary, group work
<b>DURATION</b>	180 minutes
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>DESCRIPTION</b>	<p>The workshop includes the following steps:</p> <p><b>Step 1. Presentation</b>  The facilitator introduces the session “Training in Action”, a space where participants, divided in groups, can create, test and assess non-formal education workshops to promote sustainability. The workshops have to be created for a target group of young people and could be implemented during the youth exchanges, follow up activities of the project and adapted to the local context of each participant.  Therefore, each group has to conceive, organize and implement a non-formal education workshop about sustainability of 90 minutes.</p> <p><b>Step 2. Groups creation</b>  From the previous activity, different topics related to sustainability were identified by the participants. It is added an extra aspect that is group dynamic. Now, participants are invited to create five groups of around 5 people each, choosing one of the topic of interest.  Participants are invited to create heterogeneous group mixed by nationality, gender, experiences.</p> <p>The topics are:</p> <ul style="list-style-type: none"> <li>• Practical actions to promote sustainability</li> <li>• Communication on sustainability</li> <li>• Consumption and sustainability</li> <li>• Food and sustainability</li> <li>• Group dynamic</li> </ul>

## DESCRIPTION

### Step 3. Preparation

Participants, divided in groups work on the preparation of a workshop with a duration of 90 minutes, using non-formal education tools. To each group is assigned a facilitator, that join the group giving the following tasks during the workshop preparation , to be run in chronological order:

- Internal sharing: who we are and how do we feel comfortable to work in team
- Role and responsibilities: group members are appointed with different tasks to be more focused on time management, learning objectives, group dynamics/atmosphere
- Group discussion: how to cover the subject
- Objectives: definition of the workshop specific learning objectives
- Workshop preparation: definition of tools and methods for each part of the workshop, answering the specific learning objectives set
- Logistic and practice: space identification, tasks and responsibilities division, materials, rehearsal of the workshop before to deliver it
- Fill in of the toolkit

# FACILITATION

<b>TITLE</b>	<b>ME AND MY BODY</b>
<b>TOPIC/S</b>	Body awareness
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To work on the group dynamics</li> <li>• To start building the trust within the team</li> <li>• To raise awareness on the use of the body when facilitating</li> </ul>
<b>TOOL TYPE</b>	Body movement workshop
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	A big workshop room
<b>DESCRIPTION</b>	<p>The workshop includes the following steps:</p> <p><b>Step 1. Entrance</b>  Participants are gathered in silence in front of the workshop room by a facilitator who introduces the activity, explaining them to enter one by one. Then, once inside, they will find other two facilitators in the room giving some instructions to follow. Then, participants enter one by one.</p> <p><b>Step 2. Movements</b>  Two facilitators are inside the workshop room, walking around in silence and keeping a neutral position. Once all the participants are inside the room, the facilitators start to guide the participants in the following steps:</p> <ul style="list-style-type: none"> <li>• Body scanner</li> <li>• Focus on the breathing</li> <li>• Neutral position</li> <li>• Different ways of walking: imagine to be heavy/light, small/big...</li> <li>• Different rhythms: slow, fast, faster...</li> <li>• While walking, short eye contact with different people</li> <li>• Keep eye contact in pairs, keep walking in the room</li> <li>• In pairs, guiding with hand the partner' movements</li> </ul> <p><b>GENERAL REMARK:</b> there is not a break between "Me and my body" workshop and "Me and my voice". Therefore, after this activity it is not ran a debriefing since it is linked to the next workshop "Me and my voice". At the end of it, it will be ran a debriefing covering both the workshops.</p>



<b>TITLE</b>	<b>ME AND MY VOICE</b>
<b>TOPIC/S</b>	Voice awareness
<b>AIM</b>	To raise awareness on the use of the voice when facilitating
<b>TOOL TYPE</b>	Use of the body and voice
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	A big workshop room
<b>DESCRIPTION</b>	<p>A series of exercises are proposed, to stimulate the reflection and to learn how to pay attention on the use of the voice when you are facilitating.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. The orchestra</b> All the participants stand in a circle. The facilitator is standing in the middle and divide the participants in “sections”, like in an orchestra. Each section has to repeat a part of a song, previously sang by the facilitator. All the section together complete the harmony. It can be played for a while increasing and decreasing the volume and the rhythm.</p> <p><b>Step 2. The line of voice</b> Participants are divided in two group and asked to stand in two like giving the back to the other team. In each team, one by one, participants move in front of their group and say a sentence they want, then the group has to repeat it right after. There are two rounds: one time it has to be whispered the sentence, one time it has to be shouted.</p> <p><b>Step 3. One voice in the middle</b> All the participants are gathered now in a circle. One by one, they go in the middle and they have to communicate a sentence (of the step 2) being sure that everybody in the team clearly understand it.</p> <p><b>Step 4. Debriefing</b> It follows the debriefing in plenary, including both the activities. Below some questions to be asked:</p> <ul style="list-style-type: none"> <li>• Recap in chronological order of the different steps of “Me and my body” and “Me and my voice” workshops</li> <li>• How did you feel during the workshops?</li> <li>• What surprised you (about the workshop, yourself, the others) the most?</li> <li>• Why do you think we did this activity?</li> </ul> <p>It follows a conclusion starting from the main outcomes of the participants and focusing on the role of the body and of the voice when we are facilitating.</p>



TITLE	FACILITATOR ROLE
TOPIC/S	Role and qualities of the facilitator
AIM	To reflect on the role a facilitator should have and on their qualities
TOOL TYPE	Work in group and plenary presentation
DURATION	45 minutes
MATERIAL	Handout with the facilitator model, markers
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Discussion and filling in</b>  Participants are divided in groups and receive the Handout with the facilitator model. They have to discuss within the group about the facilitator's role, skills and qualities and they have to give a graphic representation of the main outcomes. Furthermore, they have to include at the very bottom of the drawing what a facilitator should not do.</p> <p><b>Step 2. Presentation and discussion</b>  Each group has a maximum amount of 5 minutes to present the work in plenary. Then it's left extra time for questions and clarification requests.</p> <p><b>GENERAL REMARK:</b> this activity has to be considered preparatory for the "Training in Action"</p> <p><b>Handout below.</b></p>

# HANDOUT - FACILITATOR ROLE



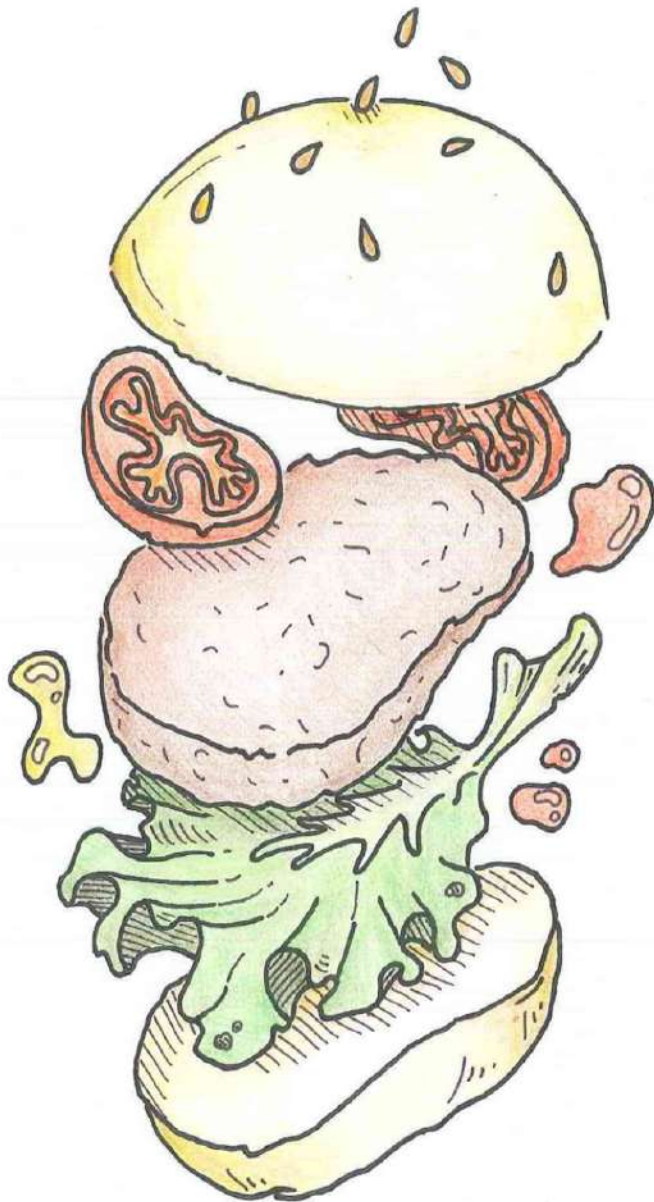
<b>TITLE</b>	<b>NFE METHODOLOGY</b>
<b>TOPIC/S</b>	Methodology, facilitation
<b>AIM</b>	To define key words to describe Non-Formal Education
<b>TOOL TYPE</b>	Brainstorming in plenary
<b>DURATION</b>	40 minutes
<b>MATERIAL</b>	A4 paper with the key word (one for each)
<b>DESCRIPTION</b>	<p>In plenary the facilitator introduces some key words related to the Non-Formal Education methodology used during the training course and that is going to be used during the Training in Action. For each word, the participants are invited to brainstorm in plenary, sharing what do they mean for them. Below the list of key words:</p> <ul style="list-style-type: none"> <li>• Active participation</li> <li>• Learning by doing</li> <li>• Evaluation</li> <li>• Co-creation</li> </ul> <p><b>GENERAL REMARK:</b> this activity has to be considered preparatory for the "Training in Action".</p>

# FEEDBACK

TITLE	SANDWICH MODEL
TOPIC/S	Feedback
AIM	To acknowledge how to give a constructive feedback to the other people
TOOL TYPE	Interactive presentation
DURATION	30 minutes
MATERIAL	Sandwich model handout
DESCRIPTION	<p>The session about feedbacks is run in plenary: this part is shaped to acknowledge how to give a positive feedback to the others after the end of the workshop. In fact, after realizing each workshop, extra 30 minutes are going to be allocated to give feedbacks about the activity organized.</p> <p>The Sandwich model is presented in plenary and then it's left extra time and space for participants to ask questions and clarifications.</p> <p>The main elements to be analysed in the model are:</p> <ul style="list-style-type: none"><li>• your feelings</li><li>• something to improve</li><li>• something good.</li></ul> <p><b>GENERAL REMARKS:</b> the focus is centred on “giving positive feedback”. Please bear in mind that all the questions might be quite personal and there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity allows to search for positive words for people we work with and encourage them to continue working and trying to improve all the time.</p> <p>Every time feedbacks are towards the activity, not personal feedbacks to individuals or participants are given.</p> <p>Also in this case, this activity has to be considered preparatory for the “Training in Action”.</p> <p><b>Handout below.</b></p>



# HANDOUT - SANDWICH MODEL



HOW I FEEL



SOMETHING  
TO IMPROVE



SOMETHING I  
LIKE



# TRAINING IN ACTION – IMPLEMENTATION

TITLE	CONSUMPTION
TOPIC/S	Consumption, Training in Action implementation
AIM	<ul style="list-style-type: none"> <li>To reflect about consumption and personal choices based on what we really need and what we want</li> <li>To understand different perspectives</li> </ul>
TOOL TYPE	Group discussion, plenary discussion
DURATION	90 minutes
MATERIAL	2 ropes, 4 papers, 2 personal objects from each participant (you can ask one the activity starts)
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Objects gathering</b> Participants are asked to collect two personal objects: one they brought because they really needed and the other because they wanted to bring, even though, they didn't really need. The facilitator has to specify that they will need to bring objects they are comfortable putting on the floor and that other people can touch.</p> <p><b>Step 2. Space preparation and object spreading</b> Once they are back, participants are asked to spread on the floor their objects. In the meantime, a facilitator positions one rope dividing the room in two, and each part is divided with another rope in two. The room has to be divided at the end in four parts. In each half, the facilitator puts 4 papers on the ground (one NEED and one WANT for each half).</p> <div> <div>NEED GROUP 1</div> <div>NEED GROUP 2</div> <div>WANT GROUP 1</div> <div>WANT GROUP 2</div> </div> <p><b>Step 3. Clustering objects in groups</b> Participants are divided in two groups: each group is asked to go to the other half of the room. They are asked to discuss and take a collective decision reflecting on which objects are a need and which ones are a want. Once they find an agreement they have to position each object in the corresponding place.</p> <p><b>Step 4. Plenary</b> Once they are done, the facilitator removes all the ropes and papers on the ground. Participants asked to recollect their two objects they brought and sit in a circle and everyone is invited to share which objects they brought and why. Moreover, some more questions are asked to guide the reflection:</p> <ul style="list-style-type: none"> <li>How did you make your individual choice? Which values did you take in consideration?</li> <li>How you did take the decision as a group? How did it change compared to before?</li> <li>What do you think is the link between what we need and what we want with consumption and sustainability?</li> </ul>



# TRAINING IN ACTION – IMPLEMENTATION

TITLE	PRACTICAL ACTION
TOPIC/S	Practical action, Training in Action implementation
AIM	<ul style="list-style-type: none"> <li>• To encourage concrete initiatives on sustainable thinking and actions</li> <li>• To promote active participation</li> </ul>
TOOL TYPE	Debate, group work, plenary
DURATION	90 minutes
MATERIAL	Scotch paper
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Moving debate</b>            Space preparation: before the beginning of the activity the facilitator has to divide the room into 6 different parts (you can use ropes or benches). In each part is put one paper where is written one of the following word: strongly agree, somewhat agree, agree, disagree, somewhat disagree, strongly disagree.</p> <p><b>Optional:</b> when the activity starts the facilitator can introduce two rules to the participants:</p> <ul style="list-style-type: none"> <li>• A gesture that will mean silence and attention</li> <li>• Since the game is a discussion game, to make the facilitation easier, it can be introduced this rule: if someone has an idea that they want to share they raise 1 hand, and if someone has a direct comment to someone else's opinion they raise both of their hands. Two hands will prioritise the person over one raised hand.</li> </ul> <p>The activity is explained to the participants:</p> <ul style="list-style-type: none"> <li>• It will be a debate in which the facilitator will read some statements</li> <li>• After each statements, participants will be asked to position themselves according their level of agreement (strongly agree, somewhat agree, agree, disagree, somewhat disagree, strongly disagree)</li> <li>• After everyone take a position, some participants are invited to share why they choose that position</li> </ul> <p>Then, the statements are read and the activity is run.</p> <p><b>GENERAL REMARK:</b> the statements in the handout have to be considered simple proposals. They can be modified and adapted to the aspects we want to explore in this activity. It is suggested to keep as last statement the n. 7 or 8 to create the link with the following step.</p> <p><b>Step 2. Active citizenship</b></p> <p><b>1. Common ground on active citizenship</b>            Participants are gathered in circle. The second part of the activity is introduced, explaining that it will explore the topic of active participation and active citizenship. Participants are invited to share their thoughts on the following quote:  <i>"Change can happen through us, and not only to us"</i></p>

## DESCRIPTION

Participants are asked to brainstorm on what they mean with "active citizenship". The facilitator can take note on a big flipchart to keep track of the different inputs. It follows a sum-up in plenary.

### **2. Concrete actions**

Some example of active citizenship actions on sustainability are shared (eg. the Hambach forest protests in Germany, Gezi Park protests in Turkey ect.). Participants are invited to share if they have any similar actions in their local context or abroad.

### **3. Concrete actions in groups**

Participants are divided in smaller groups and each group has to come up with 4 concrete actions on sustainability they do, they would like to do, they know someone (organizations, projects, collective, individuals) is doing.

### **Step 4. Sharing**

Each group share their list and it follows a short discussion in plenary about the example proposed.

**Handout below.**



# HANDOUT - STATEMENTS

**1. SUSTAINABILITY IS EXPENSIVE**

**2. PAPER IS BETTER THAN PLASTIC**

**3. WATER CANS ARE BETTER THAN WATER BOTTLES**

**4. I SUPPORT NUCLEAR POWER**

**5. CLOTHES ARE EASILY RECYCLED**

**6. LAB MADE MEAT IS BETTER FOR THE ENVIRONMENT THAN THE WILD ONE**

**7. INDIVIDUAL ACTIONS ARE THE MOST EFFECTIVE METHODS TO ACHIEVE  
SUSTAINABILITY**

**8. INDIVIDUAL ACTIONS DO NOT MAKE THE CHANGE ON THE GLOBAL SCHEME.**

# SUSTAINABILITY AND GLOBAL AWARENESS

<b>TITLE</b>	<b>SURVIVAL OF THE COUNTRIES</b>
<b>TOPIC/S</b>	Sustainability
<b>AIM</b>	To understand sustainability as product of a complex system that starts with personal and collective attitude on which are included economic relations, international relations, environment, history ...
<b>TOOL TYPE</b>	Simulation
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	Chairs (one for each participant), sticks (around 20 per participant), markers, flipcharts
<b>DESCRIPTION</b>	<p><b>Setting:</b> on the wall there is a flipchart with a table drawn, where one facilitator writes the results of each round, in each phase. Participants sit on chairs in circle, with their back to the inner part and looking outside the circle (not inside). The activity is played in 4 phases, and each phase has several rounds (for example 4 or 5).</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Instruction</b>  Participants are told the following instructions: <i>"Each of you is a country, please tell the name of the country you are (the name can be of an existing country or be invented). Your responsibility is to survive. You will close your eyes and we will throw these sticks to the floor, and when we say "now!" you can open your eyes and you have to go as fast as possible and take the sticks you need to survive. When we say "stop!" you won't be allowed to take any more sticks. You need 4 sticks to survive! If you don't get the 4 sticks, your country will die, and you won't be able to participate until the next phase".</i></p> <p><b>GENERAL REMARK:</b> participants can take more than 4 sticks if they want. The facilitator does not encourage nor discourage participants to do so ... and are not given more instructions than the previous ones. Despite that, the facilitator will adopt the tone of a contest, to stimulate their attitude.</p> <p><b>Step 2. Country names</b>  When the participants tell the country they represent, the facilitator writes it on the flipchart table.</p>

## DESCRIPTION

### Step 3. Phase 1 – game

Once instructions are told and sticks (around 20 per participant) are thrown on the floor (they are thrown unequally around the participants), participants hear "now" and they can go and get them. When the trainer says "stop!", it will be then time to count the results. One facilitator writes the results (sticks collected).

Those participants who have less than 4 sticks are eliminated, and the facilitator tells it with big grief. Those who took 4 are correct. And those with more than 4 are received with surprise and admiration ("Wow! They took that many!!" But it's never said that it is good or bad).

### Step 4. Phase 2 – game

After the results are communicated to the groups, all the sticks they have collected are taken (participants did not know it in advance). Only the sticks still on the floor remain. The new round, using only the sticks remained on the floor starts with the same rules of the previous one. After the trainer says "stops" it's counted how many countries have survived and how many died and it's taken note on the flipchart, as it was done before.

### Step 5. Phase 3 – game

The next phase starts, again with all the participants. It's explained that those taking more than 4, now will have an advantage: the trainer says a first "now!", and only they could go for the resources. Then, after few seconds, a second "now!" is said and the ones who survived with only 4 sticks in the previous round, can go as well for the resources. Different rounds are played and after the "stop!" is said, it's counted how many countries survived, how many died. It's taken note on the flipchart.

### Step 6. Phase 4 – game

The next phase starts, again with all participants. The rules are the same of the phase 3, but after each round the trainer throws again on the floor half of the sticks the participants took. Different rounds are played and after the "stop!" is said, it's counted how many countries survived, how many died. It's taken note on the flipchart.

### Step 7. Analysis and debriefing

Then, it's run in circle the analysis of the activity. Below some key questions that can be used as a general track for the analysis:

- What do you think about the results?
- There were enough sticks for everybody to survive?
- Why did you collect more sticks than necessary?
- Who do you think the facilitator symbolizes?
- What strategy did you use?
- Did you communicate during the game? If yes, with whom? And why?
- Can you identify any connections between the game and the real life?

**GENERAL REMARK:** according to the participants' answers, it can be added an extra question concerning the subject.



# INTERCULTURAL LEARNING

<b>TITLE</b>	ABIGAIL
<b>TOPIC/S</b>	Intercultural learning
<b>AIM</b>	<ul style="list-style-type: none"><li>• To explore different values and perspectives</li><li>• To deepen the prejudices and stereotypes and how they affect our way of reading the world</li></ul>
<b>TOOL TYPE</b>	Work individually, in groups and open discussion in plenary
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	Abigail story, paper, pens
<b>DESCRIPTION</b>	<p>Abigail's story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Reading and individual ranking</b> The facilitator read loud the story to the participants (in alternative, you can provide a printed version of Abigail story). Then, individually each participant has to make the ranking of characters, from the best to the worst.</p> <p><b>Step 2. Sharing and common list - pairs</b> Pairs are created, within each pair the individual lists have to be shared and discussed. They have to arrive to only one list on which both participants agree.</p> <p><b>Step 3. Sharing and common list - small groups</b> Smaller groups are created (gathering the pairs). Also in this phase, using the consensus, each group should arrive to a common list of characters, from the best to the worst.</p> <p><b>Step 4. Presenting the lists</b> Back in plenary, each group should read the character list and the facilitator keeps note on a flipchart.</p> <p><b>Step 5. Debriefing</b> It follows in plenary the debriefing, analysing the different lists' orders and the reasons that moved each group to create the order. The following key-questions could be asked:</p> <ul style="list-style-type: none"><li>• Was it easy or difficult and why?</li><li>• Was easier or more difficult to work individually, pairs, groups? Why?</li><li>• Did the ranking change in the different steps of the activity? If yes, why?</li><li>• According to what did you create your ranking?</li></ul> <p><b>Step 6. Model</b> At the end of the debriefing it is presented the model "From multicultural to intercultural". Extra space is left for questions, clarifications and extra feedbacks from the participants.</p> <p><b>Handouts below.</b></p>



# HANDOUT - ABIGAIL STORY

ONCE UPON A TIME THERE WAS A VERY BEAUTIFUL GIRL CALLED ABIGAIL, WHO WAS LIVING WITH HER MOTHER IN A SMALL VILLAGE.

ABIGAIL LOVED TOM, WHO WAS LIVING ON THE OTHER SIDE OF A RIVER, AND SHE WAS USING THE ONLY BRIDGE THAT WAS CROSSING THE WATER STREAM TO MEET HIM.

ONE NIGHT, A HUGE STORM FLOODED AND DESTROYED THE BRIDGE. ABIGAIL WAS REALLY SAD BECAUSE IT WOULD HAVE TAKEN MONTHS TO BUILD THE BRIDGE AGAIN.

ONE DAY ABIGAIL SAW A LITTLE BOAT TIED ON A LAP IN THE RIVER, SO SHE WENT TO SPEAK TO THE OWNER OF THE BOAT, SIMBAD. "COULD YOU PLEASE BRING ME TO THE OTHER SHORE OF THE RIVER?"

ABIGAIL DIDN'T KNOW THE MAN, HOWEVER HE SEEM TO UNDERSTAND THE PROBLEM AND WAS WILLING TO HELP. THE GIRL SMILED, BUT THEN SIMBAD SAID TO HER: "I BRING YOU THERE IF YOU SLEEP WITH ME".

ABIGAIL RUN AWAY CRYING. SHE WENT TO HER MOTHER TO ASK FOR ADVICE, BUT SHE DIDN'T GIVE ANY AND JUST TOLD HER TO DO WHAT SHE WAS THINKING WAS CORRECT.

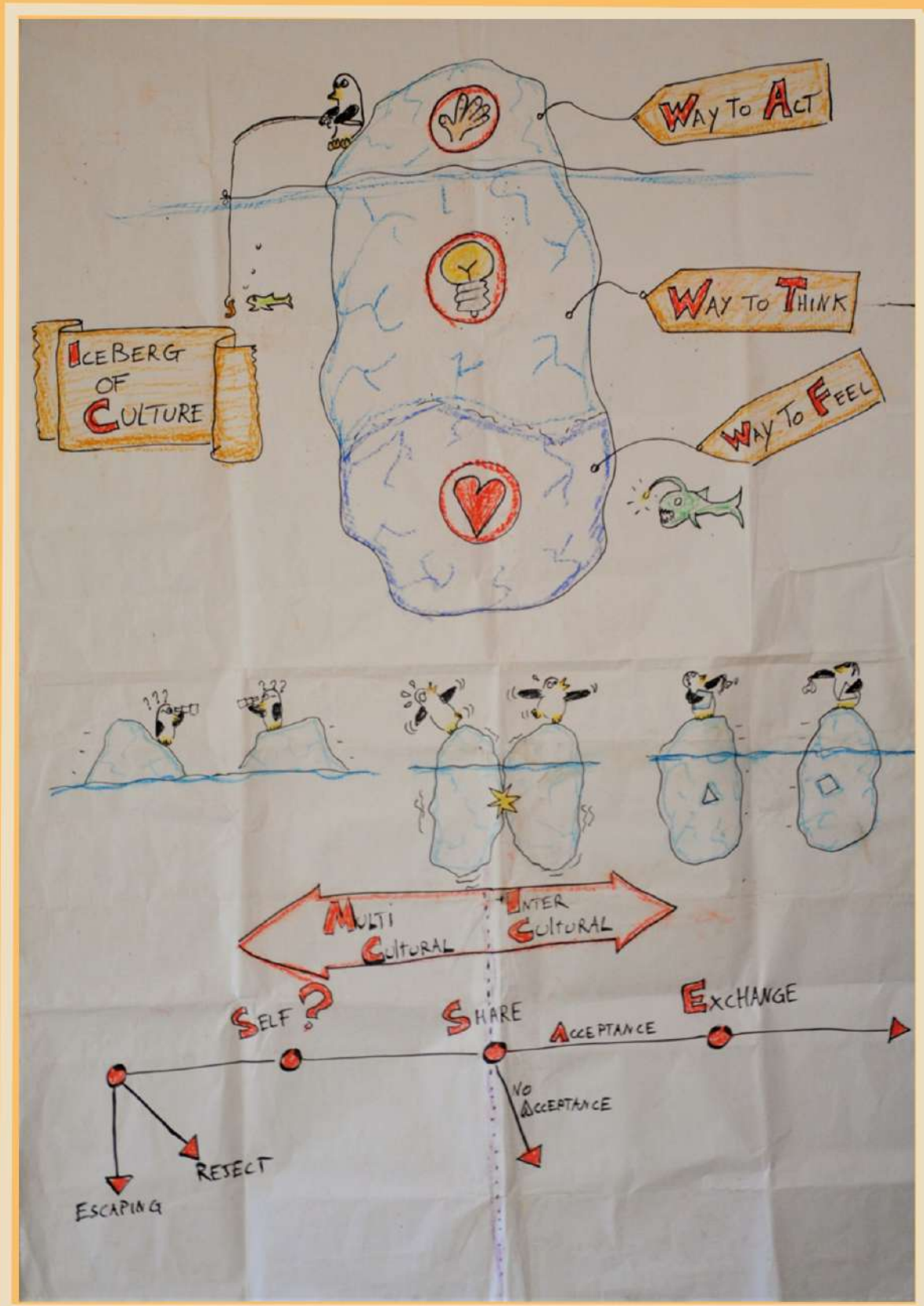
SO, SHE DECIDED TO FIND SIMBAD AND ACCEPTED HIS PROPOSAL. AFTER SHE SLEPT WITH HIM, HE BROUGHT HER TO THE OTHER SHORE.

WHEN SHE MET TOM SHE TOLD HIM EVERYTHING SHE DID IN ORDER TO MEET HIM, BUT HE BECAME VERY ANGRY AND SCREAMED TO HER: "YOU CHAETED ON ME!", THEN KICKED HER OUT OF HIS HOUSE.

ABGAIL RUN AWAY, WHEN SHE MET THE BEST FRIEND OF TOM, BOB, TO WHOM SHE EXPLAINED EVERYTHING SHE HAS PASSED THROUGH.

BOB GOT REALLY ANGRY BY THE BEHAVIOUR OF TOM AND PUNCHED HIM IN THE FACE. THEN, HE WENT TO LOOK FOR ABIGAIL.

# HANDOUT - FROM MULTICULTURAL TO INTERCULTURAL





# TRAINING IN ACTION – IMPLEMENTATION

<b>TITLE</b>	<b>GROUP DYNAMICS</b>
<b>TOPIC/S</b>	Group dynamics, Training in Action Implementation
<b>AIM</b>	To strengthen the group dynamics and the bond between people
<b>TOOL TYPE</b>	Group work with different tasks according the experiences the group lived through
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	<p><b>For the setting:</b> big workshop room, blankets, music, snacks, drinks.</p> <p><b>Station 1 Group logo:</b> flipchart, pencils, pens, markers, colours, colourful paper, scissors, glue.</p> <p><b>Station 2 Poem:</b> 5 A3 fixed together in one long line, pencils, pens, markers.</p> <p><b>Station 3 Song:</b> 5 A3 fixed together in one long line, pencils, pens, markers, music instruments (guitar, cajon, ukulele, etc.)</p> <p><b>Station 4 Recipe book:</b> A3 in a shape of book, markers.</p> <p><b>Station 5 Frustration:</b> papers of different colours, scissors, a jar for papers that should be kept, trash bin, if possible matches, lighter and safe space for burning, dart, boxing sack, musical instruments (drum, cajon), water.</p>
<b>DESCRIPTION</b>	<p><b>Setting:</b> before the activity, facilitators should create a comfortable informal space (eg. one big hall with fairy lights, blankets to seat comfortably on the floor, background music, snacks, drinks). The workshop includes the following steps:</p> <p><b>Step 1. Group division and introduction</b> The group is divided in 5 smaller teams. Participants are invited to choose their group. A possible method for group division is to ask 5 volunteers (group leaders) to come and choose another person for their group. This next person chooses one more and this way until the last person.</p> <p><b>The activity is presented saying that:</b></p> <ul style="list-style-type: none"> <li>• They can enjoy the evening game, go freely to the snacks and drinks table if they wish during the evening</li> <li>• There will be 5 stations where they will have to do a group task in 7 minutes. In each station there will be a facilitator explaining the task for guidance, clarifications, questions. Each group will pass through all the stations. The timing will be indicated by a song meaning "Time's up!": when they hear a song, they will have to move to the next station.</li> </ul> <p><b>Step 2. Different stations: let's do it!</b> Each group pass though the 5 stations that will be the following:</p> <ul style="list-style-type: none"> <li>• <b>Station 1 - Group logo:</b> participant will have to create a logo with the shape of a shield related to the venue where they are. Each group will have to decorate one part of the logo, that will be completed by the next group.</li> </ul>

## DESCRIPTION

- **Station 2 – Poem:** participants will have to write a poem related to the experiences they are living. Each group will write a sentence and the rest has to continue: the first will start, the following group can see only the one previous part of the poem, so there could be plot changes at the end.
- **Station 3 – Song:** each group will have to write 4 lines of a song inspired by the experience of the training. The first group had a total freedom to write to start, but the second had to rely on the part already written, and so on.
- **Station 4 – Recipe Book:** each group will have to create a creative recipe for an intercultural dish, part of a full meal. They can choose out of salad, soup, stew, desert, cocktail. The task offers the participant to reflect in groups on what they found unusual, funny, nice, irritating, weird, confusing, intriguing.
- **Station 5 – Frustration:** at the frustration corner all the uncomfortable thoughts and feelings that have come up during the time together in the group are being welcomed and offered a space of expression. Here it is an individual station, where the group members are not asked to create something together. Multiple options are proposed: they can express through writing, drawing, handcrafting, playing instruments, folding and ripping the paper. It must be clearly explained that the participants can choose what to do with their work. At all times, there should be a chance to leave the station and it is okay to not enter the station in the first place, even though encouragement might be offered. To leave the station there are multiple options to leave the frustration behind. Incense such as sage can be used to cleanse oneself. Also a bowl with lemon water and mint might be refreshing. Any ritual such as shaking off the experience can also serve as grounding tool.

### Step 3. Preparation of the performance

After participants visited all the stations, each group goes back to the first station and they have 10 minutes to prepare a final presentation of the group work.

### Step 4. Performance

The room gets shaped into amphitheatre and a stage.

After the beginning announced, the narrator starts telling the story, connecting all the pieces together and offering each group their moment of fame.



# TRAINING IN ACTION – IMPLEMENTATION

<b>TITLE</b>	<b>COMMUNICATION ON SUSTAINABILITY</b>
<b>TOPIC/S</b>	Communication, Training in Action Implementation
<b>AIM</b>	To raise awareness on communication tools and different ways of expression to promote sustainability
<b>TOOL TYPE</b>	Portraying different types of communication such as verbal and non-verbal communication, creative approach on marketing including social media
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	Flipcharts for the website template, pens, markers, coloured papers, paper
<b>DESCRIPTION</b>	<p>The workshop includes the following steps:</p> <p><b>Step 1. Telephone Game</b> Participants are walking in the space. To start the game, one of the facilitators will go to one participant and whisper a short phrase about sustainability, after that the facilitator should sit. The participant who received the phrase will have to find another walking participant, says the phrase and sits. The game goes like this until there is only one person standing, and this person will say the phrase to everyone. This game can be played for 3 rounds, so it's needed to think about 3 phrases about sustainability.</p> <p><b>Step 2. The Three Foreigners Game</b> Participants are divided in groups of 3 people: one being a drawer, the second being a mimicker and the third one being a guesser. The drawers receive a word from the facilitators about sustainability. After receiving the word, only the drawers need to draw the word for the mimicker. This, without the guessers seeing the word. Then, the mimickers will mimic the drawing to the guessers. When the guessers correctly guess the word, the round ends. After each round the players need to change the roles until everyone from the group plays all the roles.</p> <p><b>Step 3. Advertising Sustainability</b> Participants are divided in groups of 4-6 people. Each group has the task to create a website template on a flipchart and a pop-up advertisement (catchy video) to promote a message on sustainability. The website template should clearly describe the message, including: the name and the main title of the website, 3 impactful hashtags. For the pop-up advertisement, each group needs to create a short theatre sketch about sustainability. The act should be clear, market the website as catchy as it can and needs to acted in 1,5 minutes. Each group is left time to work on the website creation and the pop-up video. After that, each group is invited to gather and to present their work to the others. After each presentations participants can comment on what they saw and ask questions for clarification.</p>

## DESCRIPTION

### Step 4. Conclusion/Reflection

Participants are gathered in circle. In the final part of the workshop, one of the facilitators ask participants a couple of questions to discuss the whole topic in general. Possible questions that could be asked are:

- How can effective communication play a role in raising awareness about sustainability?
- Do you think there is a communication gap between experts and public when it comes to sustainability and how can we connect/bridge it?
- How can social media be used effectively to encourage and promote sustainability?

# CONFLICT IN A GROUP

<b>TITLE</b>	<b>CONFLICT CASE STUDIES AND THEATRE</b>
<b>TOPIC/S</b>	Conflict, Group dynamics, Facilitation
<b>AIM</b>	<ul style="list-style-type: none"> <li>• To analyse conflict situation related to group life, group dynamics</li> <li>• To reflect about possible strategies to manage the conflict situations</li> </ul>
<b>TOOL TYPE</b>	Group discussion, theatre
<b>DURATION</b>	180 minutes
<b>MATERIAL</b>	Conflict study case, costumes for theatre
<b>DESCRIPTION</b>	<p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction and group creation</b> Participants are divided in four groups and the facilitator explains that they are going to receive one study case on possible conflict situations it might happen during an international mobility project.</p> <p><b>Step 2. Analysis of the conflict study case</b> Each group has to read carefully the study case and identify the actors, the context, the conflict case.</p> <p><b>Step 3. Solutions</b> Each group has now to list as much solutions as possible they could propose to manage the conflict.</p> <p><b>Step 4. Preparation of the theatre sketch</b> Each group has to prepare a theatre sketch to represent the case study (only the conflict, NOT the solutions).</p> <p><b>Step 5. Presentation of the case study throughout theatre sketch</b> Participants are now gathered all together and they can sit in a semi-circle. Each group is invited, one by one, to show their case study throughout the theatre sketch. After each representation, the facilitator invites the group of actors to remain on the stage and the following questions are asked:</p> <ul style="list-style-type: none"> <li>• To the audience: What did you observe? What is the conflict about?</li> <li>• To the group of actors: Clarify and read the conflict case study</li> <li>• To the group of actors: Read the list of solutions</li> <li>• To the audience: Add any other possible solution (the audience can only make new proposals, not validating/invalidating the one proposed by the group).</li> </ul>

## DESCRIPTION

### **Step 6. De-rolling and Hodgson theory presentation**

Participants are invited to stand in a circle and to de-role, they can shake their body, breath in and out, make some sound with their voice in order to be back to themselves, pushing out any bad feelings and emotions they experience being in the character's shoes.

It follows a presentation of the Hodgson Theory model on different styles of managing conflict and some space is left for questions and comments.

**Handouts below.**



# HANDOUT - CASE STUDY

## CASE 1

YOU ARE GROUP LEADER IN A YOUTH EXCHANGE. SOME OF THE MALE PARTICIPANTS REFUSE TO TAKE PART IN THE DAILY MAINTENANCE TASKS TO TAKE CARE OF THE HOSTING PLACE. THEY AFFIRM THAT, TO TAKE CARE OF THE HOUSE, IS A TASK ONLY FOR WOMEN AND THEY CAN'T DO IT. THE REST OF THE GROUP STARTS BEING ANNOYED TOWARDS THEM BECAUSE FOR THEM IT IS UNFAIR.

## CASE 2

YOU ARE GROUP LEADER IN A YOUTH EXCHANGE. WHEN YOU DO THE GROUP DIVISION FOR A WORKSHOP, THE PARTICIPANTS A, B, C REFUSE TO BE IN THE SAME GROUP WITH D AND F BECAUSE OF THE COLOUR OF THEIR SKIN. THEY MAKE JOKES ABOUT IT AND THE REST OF THE GROUP NOTICE IT.

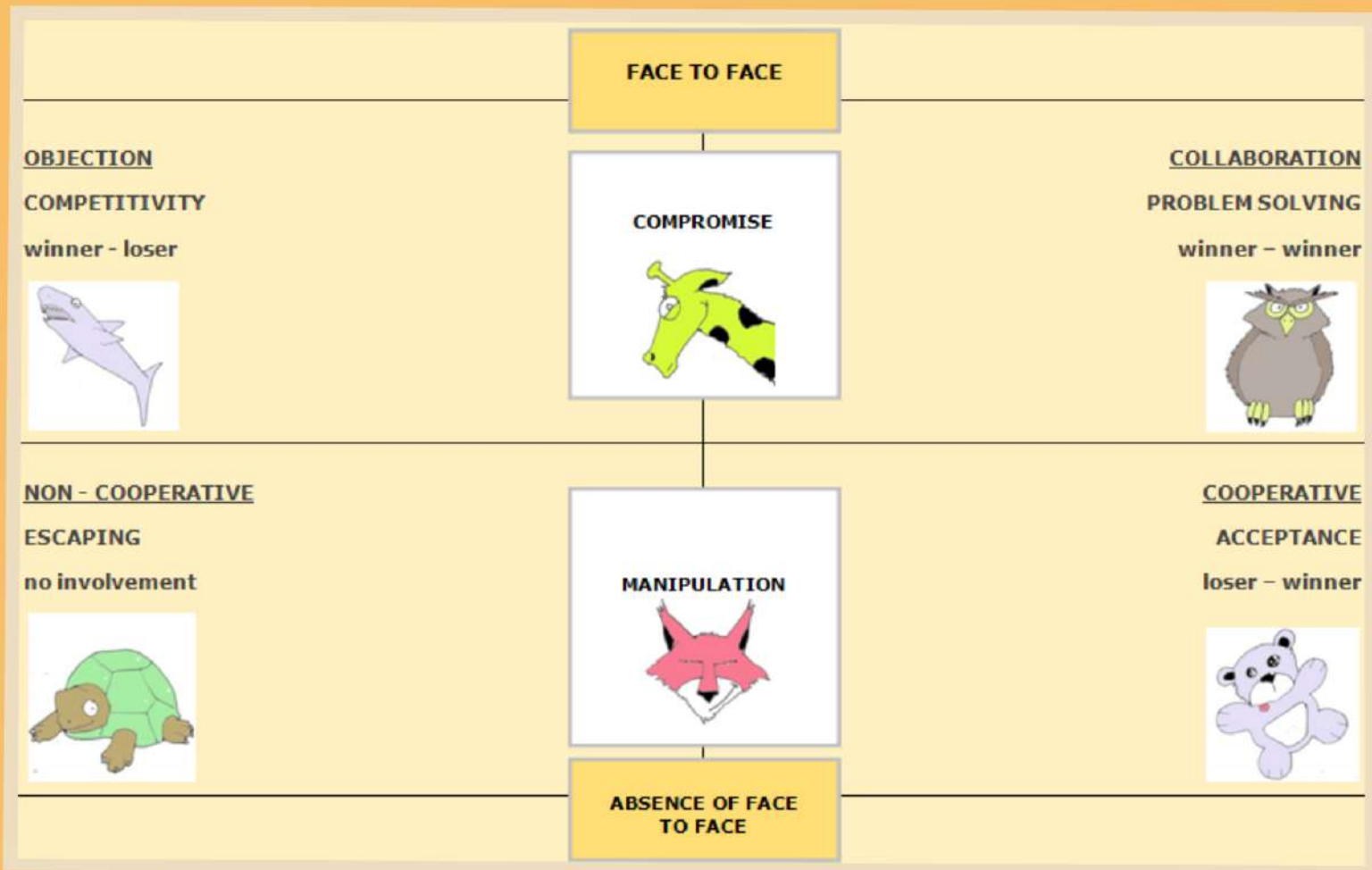
## CASE 3

PARTICIPANTS A, B, C, D ARE FROM THE SAME COUNTRIES. THEY OFTEN STICK TOGETHER AND SPEAK THEIR OWN LANGUAGE. DURING THE ACTIVITIES, THEY DON'T SPEAK A LOT, BUT OUTSIDE OF THE ACTIVITIES THEY OFTEN GATHER AND TALK WITH EACH OTHER IN THEIR NATIVE LANGUAGE. SOMETIMES THEY SPEAK LOUDLY AND LAUGH. OTHER PARTICIPANTS NOTICE THAT. SOME FEEL ANNOYED. SOME WANT TO JOIN THEM BUT THEY DON'T UNDERSTAND THEIR LANGUAGE.

## CASE 4

PARTICIPANTS A AND B MEET EACH OTHER FOR THE FIRST TIME AT THE YOUTH EXCHANGE. THEY GET ALONG QUICKLY AND OFTEN TALK WITH EACH OTHER. AFTER A FEW DAYS, PARTICIPANT A STARTS TO SHOW MORE AFFECTION TOWARDS PARTICIPANT B. B STARTS FEELING UNCOMFORTABLE BUT DOESN'T SAY ANYTHING. ONE NIGHT, WHEN THEY ARE ALONE, A TRIES TO KISS B. B PUSHES A AWAY AND LEAVES. THE NEXT DAY, PARTICIPANT C, WHO IS A FRIEND OF PARTICIPANT B, COMES TO YOU - THE GROUP LEADER - AND TELLS YOU ABOUT WHAT HAPPENED.

# HANDOUT - HODGSON THEORY





# HANDOUT - HODGSON THEORY

## DIFFERENT STYLES IN MANAGING CONFLICTS

SUCCESS IN TERMS OF CONFLICT MANAGEMENT REQUIRES FROM THE DIFFERENT ACTORS TO MAKE ENLIGHTENED DECISIONS. THE LIST BELOW CAN HELP YOU DECIDE ON WHAT KIND OF CONFLICT RESOLUTION YOU COULD USE (OR YOU TEND TO USE) IN ACCORDANCE WITH A GIVEN SITUATION. NEVERTHELESS, THE LIST SPECIFIES CLEARLY THAT IT IS NOT POSSIBLE TO ALWAYS HAVE THE SAME ANSWER TO EACH AND EVERY ISSUE. FOR INSTANCE, IF YOU OPT FOR A COOPERATIVE WAY TO PROCEED USING THE FACE TO FACE, YOU MIGHT LOSE YOUR TIME AND YOUR ENERGY IF THE MATTER IS TO HANDLE SMALL PROBLEMS THAT WOULD HAVE NEEDED ANOTHER APPROACH. AT THE SAME TIME, IF YOU ALWAYS USE APPROACHES OF NON-CONFRONTATION AND NON-COOPERATION, YOU WILL NEVER GET WHAT YOU AND THE OTHER ACTORS WITHIN THE CONFLICT WANT, BUT MOST OF ALL, WHAT THEY NEED.

### COLLABORATION: A COOPERATIVE FACE TO FACE STYLE

ADAPTED WHEN BOTH SIDES WANT TO FIND A SOLUTION AND WHEN THEY HAVE TO WORK TOGETHER TO SET UP AN ANSWER. IT IS A WAY TO PROCEED CLOSE TO THE WIN-WIN STRATEGY IN NEGOTIATION.

### CONTESTATION: A NON-COOPERATIVE FACE TO FACE STYLE

ADAPTED WHEN QUICK AND DECISIVE ACTIONS ARE NECESSARY (AN EMERGENCY FOR EXAMPLE).

### ACCEPTANCE: A COOPERATIVE STYLE, WITHOUT ANY FACE TO FACE

ADAPTED WHEN YOU NOTICE THAT YOU HAVE MADE A MISTAKE, WHEN THE ISSUE IS LESS IMPORTANT FOR YOU OR IN THE CASE WHERE YOU WANT TO MAKE A GOOD IMPRESSION ON THE OTHER SIDE'S AND/OR ON THE MEDIATORS.

### AVOIDANCE: A NON-COOPERATIVE STYLE, WITHOUT ANY FACE TO FACE

ADAPTED WHEN THE ISSUE IS WITHOUT ANY IMPORTANCE OR WHEN, EVEN IF THE MATTER IS RELEVANT FOR YOU, YOU "ESCAPE" THE POSSIBILITY TO APPROACH IT. YOU DO NOT HAVE MUCH POWER AND YOU DO NOT SEE ANY POSSIBILITY TO CHANGE THE SITUATION.

### COMPROMISE: A STYLE AT THE CROSSROAD BETWEEN THE OTHERS AND WHICH IMPLIES ALL OF THEIR ELEMENTS

THIS STYLE IS MODERATELY ASSERTIVE AND MODERATELY COOPERATIVE: THE GOAL IS TO FIND MIDDLE GROUND. THE COMPROMISING STYLE IS USED WITH ISSUES OF MODERATE IMPORTANCE AND/OR WHEN BOTH PARTIES ARE EQUALLY POWERFUL AND/OR EQUALLY COMMITTED TO OPPOSING VIEWS.

# TRAINING IN ACTION – IMPLEMENTATION

<b>TITLE</b>	<b>FOOD</b>
<b>TOPIC/S</b>	Training in Action Implementation, Food Production and Consumption
<b>AIM</b>	To raise awareness on sustainable food consumption and production
<b>TOOL TYPE</b>	Discussion
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	A 4 papers with the sentences written on it, paper with the agreement scale, papers for the menu's, pens, kitchen tools, blankets (one per group), tape, Infographics to give info for each statement, board
<b>DESCRIPTION</b>	<p>The workshop includes the following steps:</p> <p><b>Step 1. Energizer - Pizza massage</b>  The group is standing in a circle, facing each others' back. Each participant puts their hands on the shoulders of the participant in front, giving a soft massage. Participants are invited to communicate if the contact is fine.  Facilitator starts telling a story about the creation of a pizza, showing some movements and the group will massage each other' backs while imagining they are creating the pizza.  Story of pizza creation:  <i>"Since we are in Italy and everybody loves pizza we will do our own.  Let's start by massaging the dough.  After massaging it we need to spread the dough.  Now let's start putting the ingredients.  Something that can't be missing in our pizza is the tomato sauce, so put it on your pizza.  Now the cheese, what is the cheese you're using?  Very well, now let's put all the ingredients we like.  Pepperoni, oregano's, olives, pineapple ... "</i></p> <p><b>Step 2. Moving debate on food and sustainability</b>  Participants are divided in groups (using name of fruit: e.g. apple, orange ...) and the activity is introduced. Each group will receive a spoon, a knife, a fork.  The activity consists on a debate about food and sustainability. The facilitator will say some statements and participants will have to share if they agree (showing the spoon), if they are neutral (showing the fork), disagree (showing the knife).  After each statement, participants will have some time to discuss within their group. Then, they will have to show their opinion using the spoon, knife or fork. Then, each group will have the time to argument their position.</p> <p><b>GENERAL REMARK:</b> to help participants to remember the symbol of the object, facilitator can show a drawing and stick it on the wall, with a knife, a fork and a spoon to represent the scale of agreement.</p> <p><b>Step 3. Energizer - Fruit salad</b>  Participants are gathered again in circle and, standing, they will keep the same fruit name they had before in the group division for step 2.</p>



## DESCRIPTION

When the facilitator says a name of the "fruit", eg. apple, all people that are apples need to change places in the circle. The same is done several time with other fruits. Sometime the facilitator can say "fruit salad", in that case everyone needs to change places.

### Step 4. Sus-restaurant

New group are created. Each group has the task to create a sustainable menu (starter, first plate, dessert etc ...) taking into consideration the place they are, the season and all the aspects that for them are relevant to decide if a product is sustainable or not.

Participants have time to create their menu and to represent it on a flipchart.

After the creation of the menu, each group will have to present it to the rest of the group.

### Step 5. New - Try out - Already Do

To conclude the activity, facilitator will put on the wall 3 papers where is written: "What I learn", "What I already do (tips for other)" and "Something new I want to implement on my daily life".

The group will have to write the answers on sticky notes and put it on the paper.

After everybody has finished the writing part, three participants are asked to read loud the papers to the rest of the group.

It if left extra time for final comments and questions from participants.

**Handout below.**

# HANDOUT - STATEMENTS

**1) MY EATING HABITS INFLUENCE THE ENVIRONMENT!**

**2) FISH IS MORE SUSTAINABLE THAN MEAT!**

**3) MILK ALTERNATIVES ARE THE MOST SUSTAINABLE OPTIONS!**

**4) CONSUMING COFFEE AND CACAO IS BAD FOR THE ENVIRONMENT!**

**5) REGIONAL IS ALWAYS THE BEST OPTION!**

# OPEN QUESTIONS ON WHAT IS THE NEXT

TITLE	GROUP DYNAMICS AND ROLE OF FACILITATOR
TOPIC/S	Group dynamics, facilitation
AIM	To reflect on the role of the facilitator and the different tools to use in the different moment of the group dynamic
TOOL TYPE	Games, group discussion
DURATION	60 minutes
MATERIAL	Ball, cloth pegs, Tuckman model flipchart from the day 1
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Games and energizers</b></p> <p>The following games and energizer are proposed to the group:</p> <p><b>a) Pass the ball</b>            Participants are divided in two groups and they are asked to stand in two lines. It is a competition: the first of each line receives a ball from the facilitator and he/she/they has to pass the ball to the following member of the line till the last one without using the hands or the harms and without letting the ball falling on the ground. If the ball falls they have to start again. The competition is over when one group finish faster.</p> <p><b>b) Fight club</b>            Each participant receives three cloth pegs and he/she/they has to stick them on the clothes in visible points. Once they all have three, they have to be spread in the space and, when the music starts, they have to take as much cloth pegs is possible from the others and sticking them on their cloths.</p> <p><b>GENERAL REMARK:</b> make clear that they are not allowed to touch the body of the other participants, but they can touch only the cloth pegs.            The game stops when the music is stopped. The winner is the person with more cloth pegs.            Another round can be proposed, but this time the aim is to have less cloth pegs is possible. So, when the music starts, they have to stick as much as cloth pegs is possible to the others participants.            The game stops when the music is stopped. The winner is who has less cloth pegs.</p>

## DESCRIPTION

**GENERAL REMARK:** also for this round, make clear that they are not allowed to touch the body of the other participants, but they can touch only the cloth pegs.

### c) Princess and dragon

Participants are divided in groups of three and they have to create small chains/lines by holding each other harms. They have to be spread in the room creating a big circle.

In the middle of the circle, there will be two people: one of them representing a beautiful princess and the other a very dangerous dragon. The dragon has to catch the princess and the princess has to ran away.

To save herself the princess has to ran and join a chain by holding one harm of one of the person of the edge of the chain. The person on the opposite edge of the chain, has now to ran, becoming the dragon. The person who was previously the dragon now becomes the princess.

In case the princess is touched by the dragon, before to be safe, they will exchange roles: the princess becomes the dragon and the dragon the princess.

### Step 2. Back on the Tuckman model

The facilitator brings back the attention to the Tuckman model on the group dynamics, presented in the day 1 as a conclusion of the workshop "Team building in different steps". After the step 1 presented during this workshop, now it is proposed a step forward to analyse the group dynamic with a focus on the role of the facilitator and the tools and methodology that can be proposed in the different phases of the group life. The participants are asked to reflect on in which moment of a project they would proposed the games and energizers experiences, explaining why. It follows a discussion on other possible tools and ideas participants would like to implement during the different phases.



# LEARNING

TITLE	ASSESSMENT OF THE TRAINING IN ACTION
TOPIC/S	Learning
AIM	<ul style="list-style-type: none"> <li>• To assess the workshop of the Training in Action session</li> <li>• To evaluate the teamwork</li> <li>• To reflect on personal learning</li> </ul>
TOOL TYPE	Group discussion, plenary discussion
DURATION	60 minutes
MATERIAL	Sandwich model with feedback, paper, pens
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. In groups</b>            Participants are divided in the Training in Action groups. They are invited to read carefully all the feedback given by the participants, gathered after the Training in Action – workshop implementation and during the Sandwich Model (your feelings - something to improve - something good) session. After reading, they have to evaluate:</p> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Team work</li> <li>• Adaptation/modification/tips for a future use of the tool</li> </ul> <p><b>Step 2. Plenary restitution</b>            Each group presents to the plenary the main outcomes of the discussion.</p>

# FINAL EVALUATION

<b>TITLE</b>	<b>THE JOURNEY IN DIFFERENT STATIONS</b>
<b>TOPIC/S</b>	Final, overall evaluation of the project
<b>AIM</b>	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
<b>TOOL TYPE</b>	Artistic and interactive session, individual work
<b>DURATION</b>	60 minutes
<b>MATERIAL</b>	All the material needed to arrange the different spaces and settings (accordingly to our fantasy)
<b>DESCRIPTION</b>	<p><b>Setting:</b> we need a very big workshop room that can be divided into different spaces or different rooms or spaces outside (if there is good weather). In case we are going outside, we need to take care that the spaces are separated but not too distant. Soft music and good decorations are welcomed to create the atmosphere.</p> <p>One of the facilitator makes a short introduction on the activity' tasks. Participants have to enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something. Below, the list of the spaces:</p> <p><b>Space 1 - Methodology &amp; facilitation</b>  <u>Instruction:</u> write feedback on facilitation and about the methodology proposed during the training.  <u>Methodology:</u> one box to collect the papers and, close to it, some papers and pens.</p> <p><b>Space 2 - Food, logistics, venue</b>  <u>Instruction:</u> comment with post-it and messages how the food, logistics, accommodation was for you.  <u>Methodology:</u> a big pot to collect the messages and close to it, some papers and pens</p> <p><b>Space 3 - Learning</b>  <u>Instruction:</u> write on a piece of paper something that you learnt about yourself, something that you learnt from the group, something that you learnt about the topic.</p>

## DESCRIPTION

Methodology: a rope with cloth pegs to keep the papers (laundry style), close to it some papers, pens and more cloth pegs.

### **Space 4 - Nice messages to each other's**

Instruction: write nice messages to each other's

Methodology: on the table, one A4 paper with the name of each member of the group, some markers and pens.



<b>TITLE</b>	<b>CIRCLE OF WORDS</b>
<b>TOPIC/S</b>	Final, collective evaluation
<b>AIM</b>	To run the final, collective evaluation in plenary
<b>TOOL TYPE</b>	Evaluation tool
<b>DURATION</b>	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
<b>MATERIAL</b>	/
<b>DESCRIPTION</b>	<p><b>Setting:</b> participants are sitting in a circle in the workshop room and the facilitator is presenting the activity. Participants are invited to take the floor one by one, saying: “something to themselves” and “something to the group”.</p> <p><b>NOTE:</b> when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express.</p>









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