

SUNRISE

**NON FORMAL EDUCATION TO RAISE
AWARENESS ON SUSTAINABILITY AND
ACTIVE PARTICIPATION**

TOOLKIT OF THE TRAINING COURSE

05TH - 11TH OF FEBRUARY 2025

**LA BUONA TERRA, PASSIGNANO SUL TRASIMENO
(PG), ITALY**

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PROJECT DESCRIPTION

AIM

TO DEVELOP TOOLS AND WORKING METHODS, AMONG YOUTH WORKERS, EDUCATORS AND GROUP LEADERS, TO PROMOTE SUSTAINABILITY AMONG YOUNG PEOPLE, USING NON-FORMAL EDUCATION TECHNIQUES

TARGET

THE PROJECT, FORESEES TO EMPOWER YOUTH WORKERS AND YOUTH LEADERS IN THE USE OF NON-FORMAL EDUCATION TECHNIQUES AND APPROACHES, TO DEEPEN THE SUBJECT AND TO GET READY FOR THE YOUTH EXCHANGE

PROJECT

WHAT

SUNRISE PROJECT INCLUDES ONE INTERNATIONAL TRAINING COURSE, ONE PREPARATORY VISIT AND ONE YOUTH EXCHANGE.

THE TRAINING COURSE WAS CONCEIVED TO BOOST THE PARTICIPANTS' CAPACITIES, TO SHARE AND EXPERIMENT METHODOLOGIES AND APPROACHES, WITHIN NON-FORMAL EDUCATION, TO DEEPEN THE SUBJECT.

THE YOUTH EXCHANGE AIMED TO ALLOW PARTICIPANTS TO EXPERIMENT AN INTERCULTURAL LEARNING EXPERIENCE, FAVOURING THE EXCHANGE WITH OTHER PEERS FROM EUROPEAN COUNTRIES, RAISING AWARENESS ON SUSTAINABILITY AND FOOD CONSUMPTION, THROUGH NON-FORMAL EDUCATION TECHNIQUES.

WHEN

THE TRAINING COURSE WAS HELD BETWEEN THE 05TH AND THE 11TH FEBRUARY 2025

THE PREPARATORY VISIT WAS HELD BETWEEN THE 28TH AND THE 29TH MARCH 2025

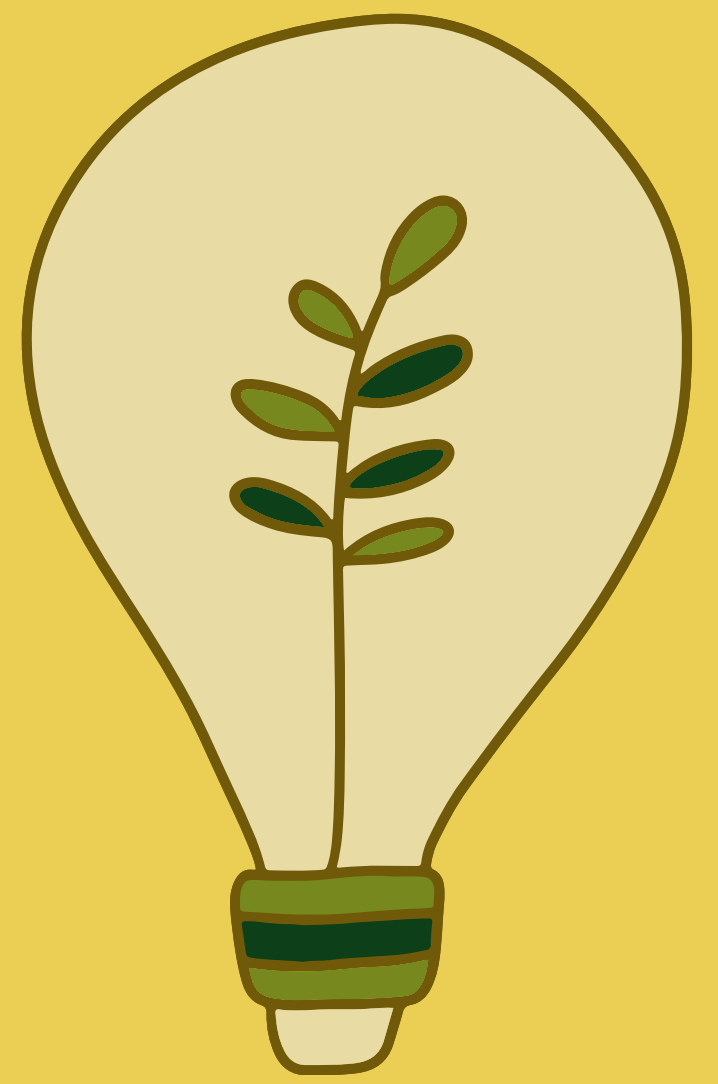
THE YOUTH EXCHANGE WAS HELD BETWEEN THE 05TH AND THE 12TH OF MAY 2025

HOW

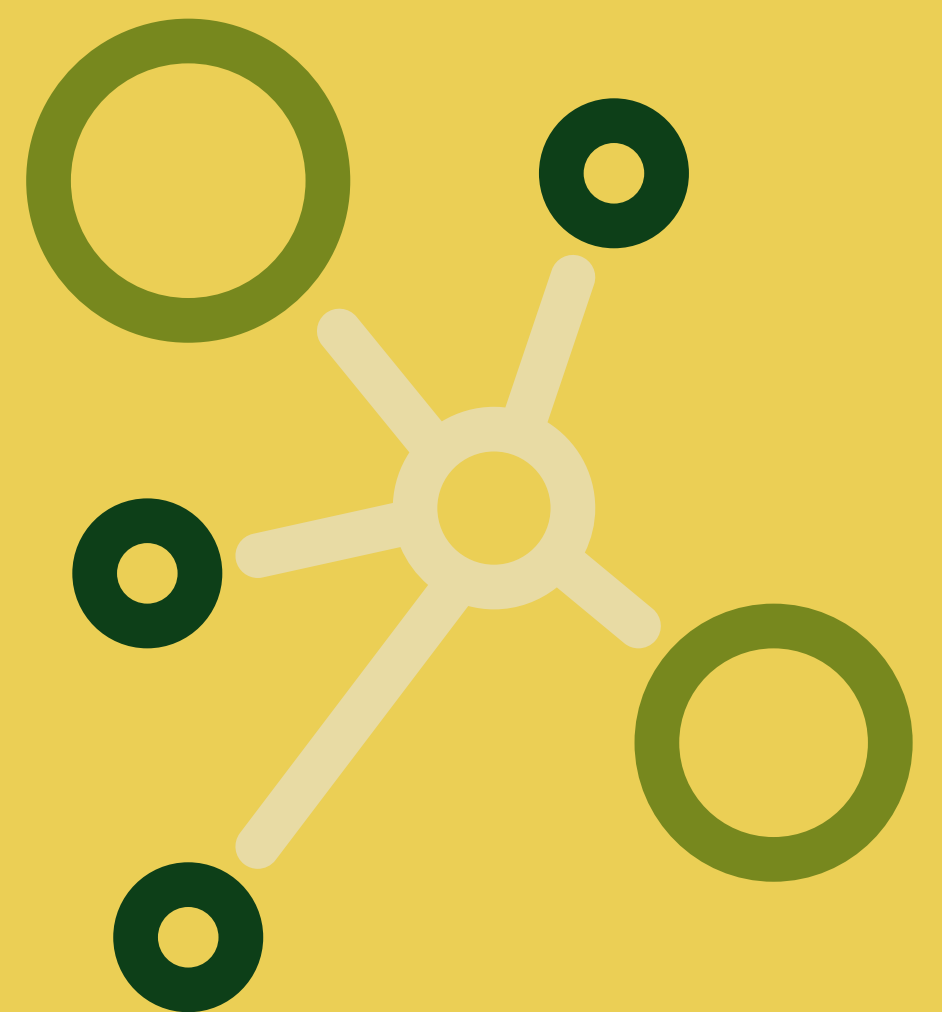
SUNRISE IS A PROJECT REALIZED WITH THE SUPPORT OF ERASMUS+ PROGRAMS

MAIN TOPICS

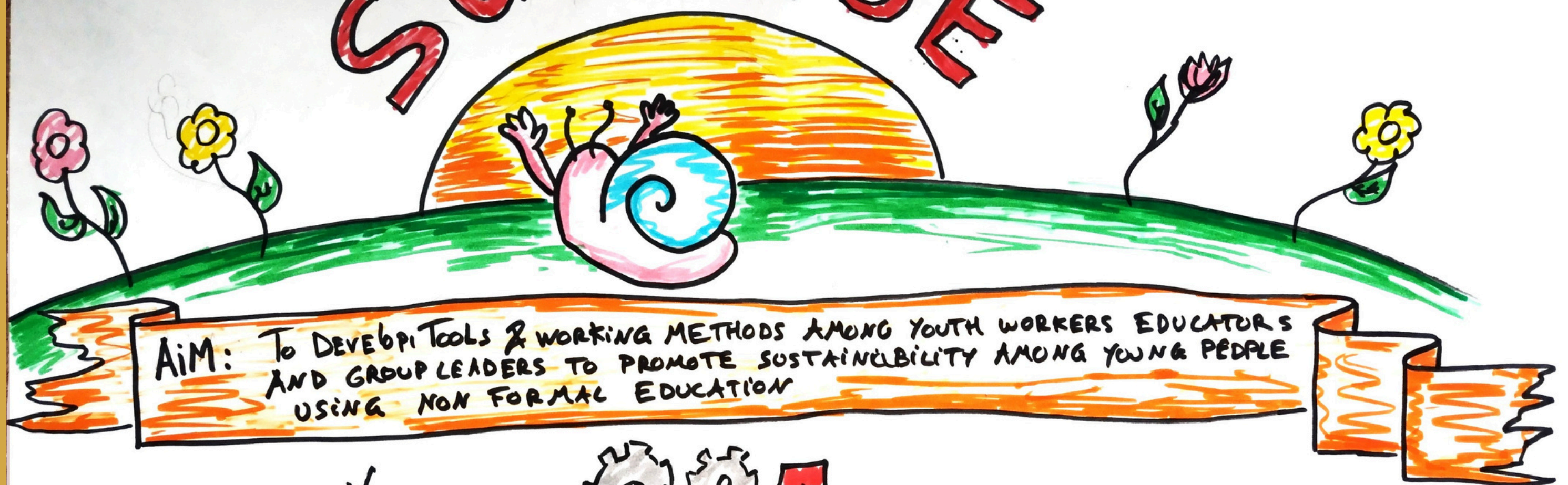
SUSTAINABILITY



ACTIVE PARTECIPATION



SUNRISE



FACILITATION



TOOLS & METHODS



SUSTAINABILITY



TRAINING
05-11 FEBRUARY
LA BUONA TERRA

YOUTH EXCHANGE
05-12 MAY
LA BUONA TERRA

ITALY
SERBIA
SPAIN
AUSTRIA

ONLINE

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](https://www.coe.int/en/web/european-youth-foundation/definitions)

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.

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
-

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

LIFE-LONG-LEARNING-LLL APPROACH

HUMAN BEINGS NEVER STOP LEARNING AND WE ALL LEARN AND ACQUIRE DIFFERENT COMPETENCES AND SKILLS IN DIFFERENT MOMENTS AND SPHERES OF OUR LIFE

LEARNER CENTRED

THE PEDAGOGICAL APPROACH IS CENTRED ON THE PERSON WHO IS LEARNING AND BASED ON THE PROMOTION OF PARTICIPATORY PROCESSES

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

KEY WORDS

PERSONAL EMPOWERMENT

ENHANCEMENT OF THE SELF-ESTEEM AND OF THE SELF-CONFIDENCE

HORIZONTAL INTERACTION

AMONG TRAINEES, FACILITATORS AND TRAINERS

PERMANENT EXCHANGE

OF FEELINGS, FEEDBACKS, EXPERIENCES AND KNOWLEDGE

PARTICIPATIVE METHODS

PERMANENT TESTING, DEVELOPMENT AND UPGRADING OF TOOLS AND APPROACHES

LEARNING ASSESSMENT

OF INDIVIDUALS AND GROUPS, THROUGHT PARTICIPATORY AND INTERACTIVE APPROACHES

SOFT SKILLS/KEY COMPETENCES

ANALYSIS AND RECOGNITION AT INDIVIDUAL AND AT GROUP LEVEL

TRANSMISSION/SHARING

OF THE KNOWLEDGE AND METHODS ACQUIRED TO OTHER HUMAN BEINGS, ONCE BACK HOME

HOW TO USE THE TOOLKIT

THE TOOLKIT AIMS TO SHOW THE ACTIVITIES RUN DURING THE TRAINING COURSE HELD IN FEBRUARY 2025

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 SUSTAINABILITY AND ACTIVISM

FORMAT

SUNRISE 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.

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

1

NAME GAMES Name and movement	CONSUMPTION & RESOURCES Survival of the countries
GETTING TO KNOW Speed Dating	COMMON GROUND 2 Cafeteria
TEAM BUILDING The square	CRITICAL THINKING Debate techniques
COMMON GROUND 1 Gallery	DO IT YOURSELF Soap workshop

2

3	4	5
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ANTROPOCENTRISM- BIOCENTRISM Sensorial path Arpentage	TRAINING in ACTION Preparation 1	TRAINING in ACTION Work in groups 2
ART-IVISM Scenarios	TRAINING in ACTION Work in groups 1 Preparation 2	WORKSHOP 1 Sustainable AI
		WORKSHOP 2 Eco Anxiety
		WORKSHOP 3 Eat the rich

6

WORKSHOP 4 Biodiversity Loss	LEARNING Facilitation and tools
WORKSHOP 5 Volunteering	FINAL EVALUATION Orchestra and silent recap
WORKSHOP 6 Environmental Justice	Stations
FACILITATION Improvisation	Circle of words

7

TRAINING AGENDA



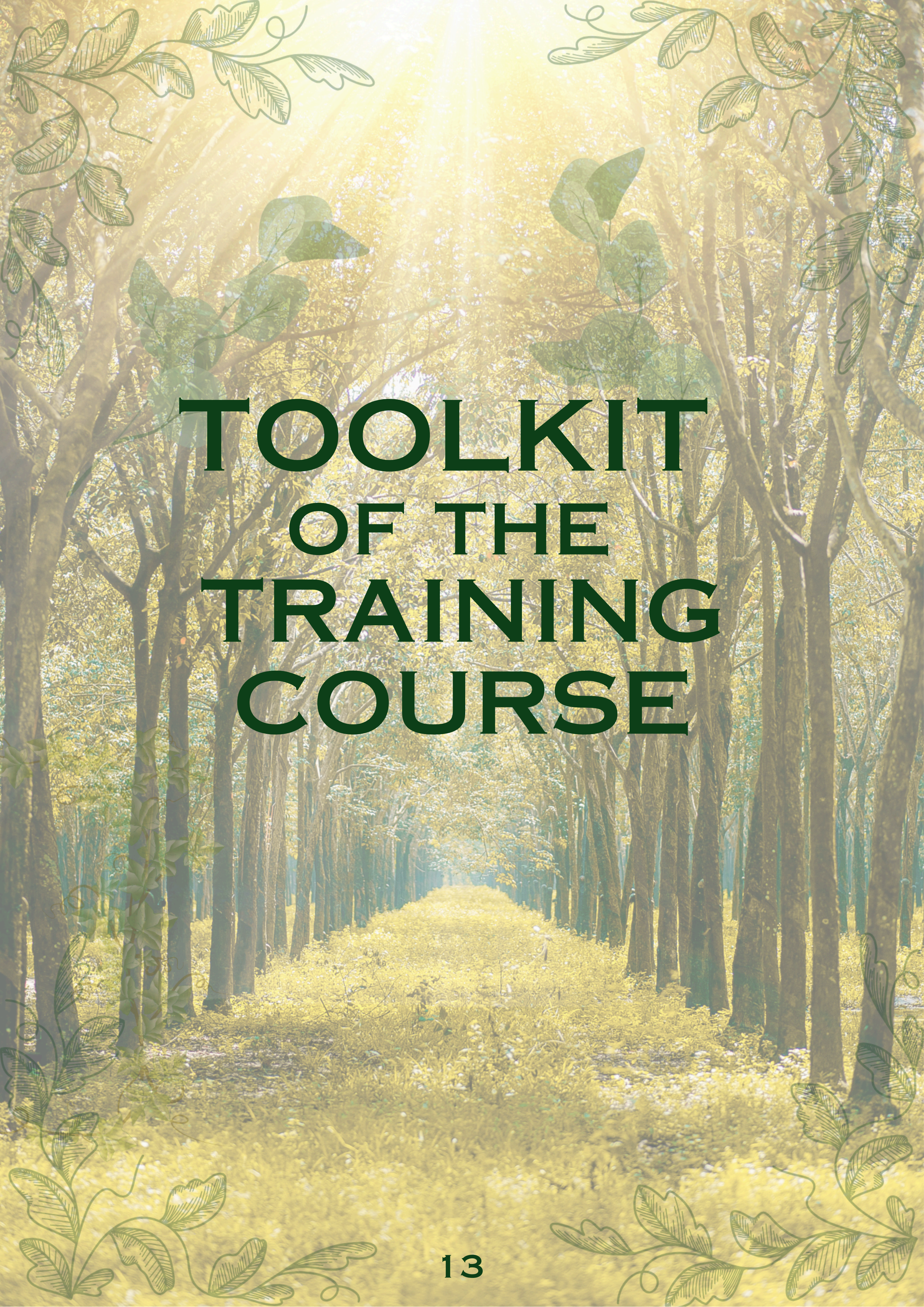
DAY 1	DAY 2 & 3	DAY 4	DAY 5 & 6	DAY 7
<ul style="list-style-type: none">GETTING TO KNOWPROJECTGROUP DYNAMICCOMMON GROUND	<ul style="list-style-type: none">EXPLORATION OF THE THEMATIC'S OF SUSTAINABILITY	<ul style="list-style-type: none">FACILITATIONTRAINING IN ACTION PREPARATION	<ul style="list-style-type: none">TRAINING IN ACTION IMPLEMENTATION 6 WORKSHOPS.	<ul style="list-style-type: none">LEARNINGFINAL EVALUATION

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**
ENVIRONMENT AND SUSTAINABILITY - INDICATED WITH: **ES**
METHODOS TESTING AND UPGRADING - INDICATED WITH: **TIA**
FINAL EVALUATION - INDICATED WITH: **FE**

ACTIVITIES	GD	ES	TIA	FE	PAGE
ARPENTAGE		X			39
CAFETERIA		X			28
CIRCLE OF WORDS	X	X	X	X	71
DEBATE TECHNIQUES		X	X		30
FACILITATION AND TOOLS			X	X	68
GALLERY		X			23
IMPROVISATION	X		X		66
NAME AND MOVEMENT	X				15
NON HUMANS ...	X	X			14
ORCHESTRA AND SILENT RECAP	X	X	X	X	69
PREPARATION 1		X	X		45
PREPARATION 2		X	X		48
SCENARIOS		X			41
SENSORIAL PATH		X	X		37
SOAP WORKSHOP		X			35
SPEED DATING	X	X			16
STATIONS	X	X	X	X	70
SURVIVAL OF THE COUNTRIES	X	X			25
THE SQUARE	X	X			18
TIA WORKSHOP: BIODIVERSITY LOSS		X	X		58
TIA WORKSHOP: EAT THE RICH	X	X	X		56
TIA WORKSHOP: ECO ANXIETY		X	X		54
TIA WORKSHOP: ENVIRONMENTAL JUSTICE		X	X		62
TIA WORKSHOP: SUSTAINABLE AI		X	X		51
TIA WORKSHOP: VOLUNTEERING		X	X		60
WORK IN GROUPS 1		X	X		47
WORK IN GROUPS 2		X	X		50

The background is a photograph of a sunlit forest path with tall, thin trees and a carpet of yellow leaves. The path leads into the distance, creating a sense of depth. The scene is bathed in warm, golden light, suggesting late afternoon or early morning. The corners of the page are decorated with stylized, hand-drawn green leafy branches that frame the central image.

TOOLKIT OF THE TRAINING COURSE

WELCOME CEREMONY

TITLE	NON HUMANS ...
TOPIC/S	Welcome ceremony
AIM	<ul style="list-style-type: none">• To welcome participants in the space of the training• To create the proper, warm atmosphere, to jointly start the training• To start reflecting upon the training’s subject
TOOL TYPE	Drawing activity
DURATION	30 minutes
MATERIAL	Papers, coloured markers, soft music
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Welcome and drawings Right after the arrival in the venue, participants are welcomed in the dining room. Here, tables are set in circle, there are chairs around and in the centre there is a small table with A4 papers and coloured markers. Soft music is played as background. Participants are welcomed in the space by the facilitators that invite them to take a piece of paper, the colours they want and to draw “something non human ...” they feel connected to. After each one has finalized the drawings, they are collected by the facilitators.</p> <p>Step 2. Presentation Then, during dinner time, it’s called a specific time to present the drawings. One participant, voluntarily, has to go to the centre of the room and pick up the drawing of someone else from the basket set on the table. The owner of the drawing then, should go to the centre and pick up another one. The activity follows in that way, till everyone has presented their drawings. Then, all the drawings are collected and brought in the workshop room and hanged out on a rope around a column (as a totem). They are going to be used at the end of the training as one of the stations for the final evaluation.</p>

NAME GAMES

TITLE	NAME AND MOVEMENT
TOPIC/S	Name games, ice breakers
AIM	To get to know each other's names
TOOL TYPE	Name games, ice breakers
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Name and movement Participants are gathered in circle and the facilitator explains that each person, one by one, has to say their name, adding a movement representing themselves (the movement should be also linked with the “non humans ...” drawing of the welcome ceremony run the evening of the day before). The activity is run in that way till everyone has said their name and shared their movement.</p> <p>Step 2. Name and movement - chorus Now once again, each person, one by one, has to say their name, adding a movement representing themselves (as above). But after the first person has said their name and movement, all the group repeat the name and the movement in a collective manner. The activity is run in that way till everyone has said their name and shared their movement.</p>

GETTING TO KNOW

TITLE	SPEED DATING
TOPIC/S	Getting to know each others
AIM	To get to know each other
TOOL TYPE	Speed dating, active listening
DURATION	60 minutes
MATERIAL	A4 white papers and coloured markers
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Presentation Participants are asked to stand in circle and the facilitator explains the activity. Each person has to take a piece A4 white paper and to draw a clock with 12 hours. Then, 5 minutes are allocated to book the appointments. For each hour an appointment with a different person has to be taken, so that in 12 hours, 12 people will be met.</p> <p>Step 2. Speed Dating Then, the facilitator says the time (e.g. now it's 1. p.m.): participants have to gather with the person of the appointment of 1. p.m. and to create a pair. The facilitator reads out loud the question. Then, three minutes are allocated to discuss the question within the pair. When the facilitator says “stop”, participants are back in the whole group, it's once again said the time (e.g. now it's 11.00 a.m.), new different pairs are created and the new question is read. The activity follows in that will till all the 12 questions are read and discussed by the pairs.</p> <p>Handout below.</p>

HANDOUT - SPEED DATING

1.WHAT IS THE FAVOURITE FOOD YOU LIKE TO COOK?
2.WHAT IS YOUR FAVOURITE OUTDOOR ACTIVITY?
3. IF YOU WERE A SEASON, WHICH ONE WOULD YOU HAVE BEEN, AND WHY?
4. WHY DID YOU CHOOSE YOUR “NON-HUMAN” ELEMENT (IN THE YESTERDAY DRAWING)?
5. AS A CHILD, WHICH WAS YOUR FAVOURITE GAME?
6. SHARE A JOB/HOBBY THAT YOU TRIED, BUT YOU WOULD NEVER GO BACK TO
7. SHARE A PLACE WHERE, AT SOME POINT IN YOUR LIFE, YOU WOULD LIKE TO LIVE IN
8. SHARE YOUR INNER TALENT
9. SING YOUR FAVOURITE SONG
10. IMITATE THE CHARACTER OF YOUR FAVOURITE CHARTOON
11. WHEN IT WAS THE LAST TIME YOU HAD A GUILTY PLEASURE?
12. IF YOU END UP IN A DESERT ISLAND, WHAT WOULD BE THE OBJECT (JUST 1), YOU WOUL BRING WITH YOU?

TEAM BUILDING	
TITLE	THE SQUARE
TOPIC/S	Team work, team building
AIM	To promote cooperation and team building among the group members
TOOL TYPE	Team building activity
DURATION	90 minutes
MATERIAL	Big outdoor space, 4 trees approximately in the form of a square and of equal distance from each others
DESCRIPTION	<p>Setting: facilitators have to identify, in advance, a space with four trees set on an equal distance from each other’s and to connect them with a rope, creating a square. The ropes between each tree are not set on the same level (lower, middle, higher ...). Facilitators have also to clean the surrounding space: the ground should be flat, without pieces of wood, stones or whatever might disturb participants during the activity.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>Participants are welcomed in the outdoor space of the activity and the facilitator runs the setting’s introduction: <i>“You are trapped inside the square and you need to escape. In order to do that, you need to find some rules to escape. In order to find the rules, you can ask 5 simple questions which can be answered only with a “yes” or a “no”. You have 30 minutes to escape.”</i></p> <p>IMPORTANT: before to start, the facilitator has to run a warning: participants are welcomed to challenge themselves but they are warmly encouraged to keep attention to safety and protection (of themselves and of the others). Moreover, if someone does not feel at all to cross or to be touched by the someone else while crossing, can step out.</p> <p>INTERNAL RULES FOR FACILITATORS:</p> <ol style="list-style-type: none"> 1. You cannot touch the rope 2. You cannot touch the trees 3. You have to cross over (and not under) the ropes 4. No more than 6 persons per side can cross 5. If any rule is broken, all the persons that have crossed, have to be back inside the square. <p>Step 2. Escaping</p> <p>The activity starts: in the first 15 minutes of activity, the group is allowed to talk. In the second 15 minutes, the group is not allowed to talk.</p>

DESCRIPTION

Step 3. Debriefing

At the end of the activity it’s run the debriefing in plenary.

Key-questions for the debriefing:

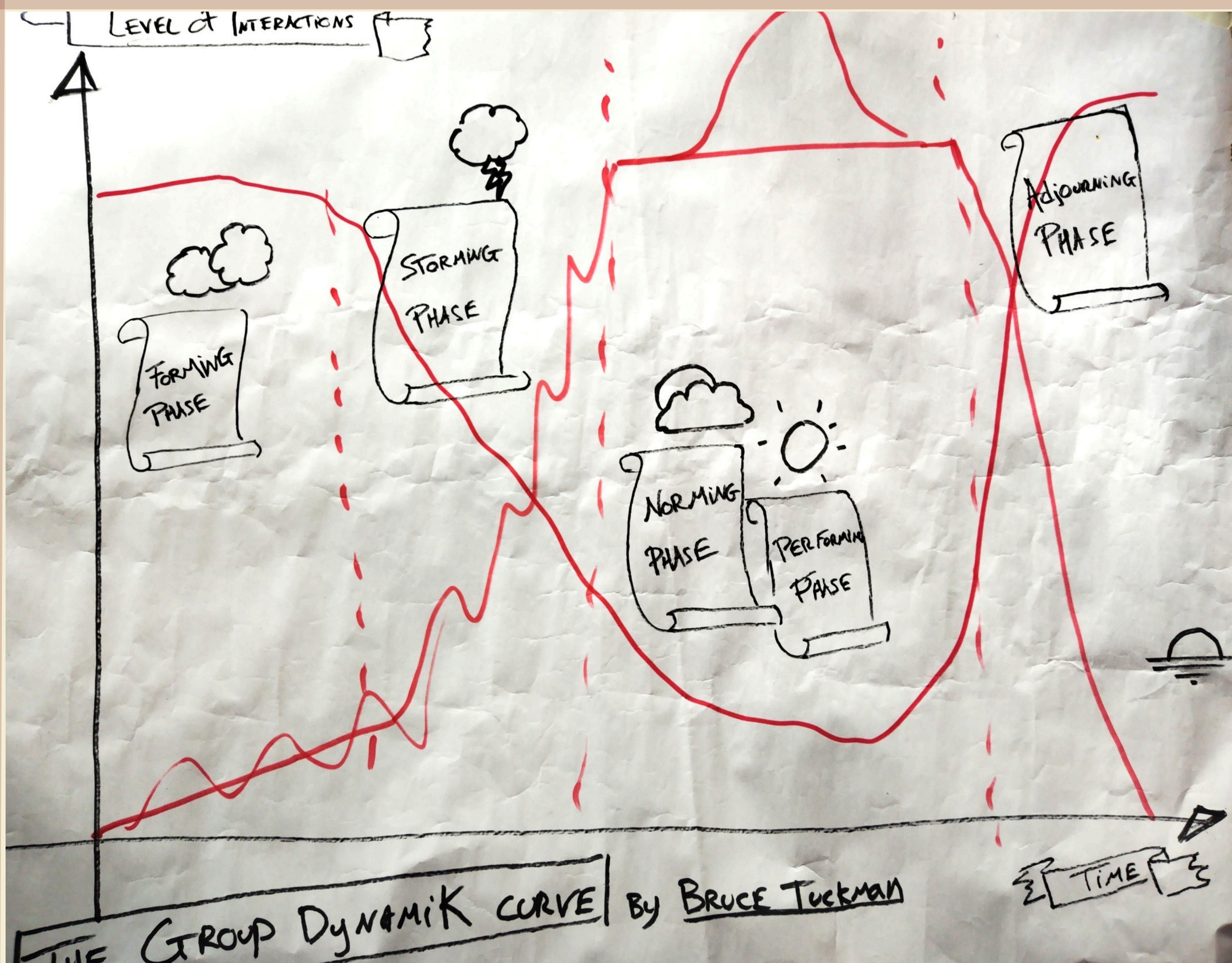
- Please share (in order): facts, feelings and interpretations
- What did you observe (in chronological order)?
- Share the most relevant feeling (one) you had during the activity
- What were the strategies you used?
- How was the decision making within the group?
- What is the learning concerning group dynamics you take with you, and which is important to keep as a group, all along the training?

Step 4. Tuckman model

The model concerning the different group stages is presented in plenary and extra space is left for questions and clarifications.

Handouts below.

HANDOUT-TUCKMAN MODEL



HANDOUT-TUCKMAN MODEL

STAGES OF GROUP DEVELOPMENT

THESE STAGES ARE COMMONLY KNOWN AS: FORMING, STORMING, NORMING, PERFORMING, AND ADJOURNING. TUCKMAN'S MODEL EXPLAINS THAT AS THE TEAM DEVELOPS MATURITY AND ABILITY, RELATIONSHIPS ESTABLISH, AND LEADERSHIP STYLE CHANGES TO MORE COLLABORATIVE OR SHARED LEADERSHIP.

IT IS IMPORTANT TO NOTE THAT, EACH GROUP IS DIFFERENT. SOME GROUPS MAY GO THROUGH ALL THESE STAGES, SOME MAY SKIP ONE OR TWO. SOME MAY GO BACK AND FORTH FROM ONE STAGE TO ANOTHER AND SO ON. IT IS STILL CRUCIAL FOR A FACILITATOR AND A GROUP LEADER TO UNDERSTAND THE COMMON PATTERNS OF GROUP DEVELOPMENT TO CHOOSE, ACCORDINGLY, THE APPROPRIATE METHODOLOGY/ACTIVITIES FOR THE GROUP.

FORMING

THE INITIAL FORMING STAGE IS THE PROCESS OF PUTTING THE STRUCTURE OF THE TEAM TOGETHER. TEAM MEMBERS FEEL AMBIGUOUS AND CONFLICT IS AVOIDED AT ALL COSTS DUE TO THE NEED TO BE ACCEPTED INTO THE GROUP. TO ADVANCE FROM THIS STAGE TO THE NEXT STAGE, EACH MEMBER MUST RELINQUISH THE COMFORT ZONE OF NON-THREATENING TOPICS AND RISK THE POSSIBILITY OF CONFLICT.

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 UNDERSTANDING OF THE OBJECTIVES.

STORMING

THIS STAGE BEGINS TO OCCUR AS THE PROCESS OF ORGANIZING TASKS AND PROCESSES, SURFACES INTERPERSONAL CONFLICTS. LEADERSHIP, POWER, AND STRUCTURAL ISSUES DOMINATE THIS STAGE. IN ORDER TO PROGRESS TO THE NEXT STAGE, GROUP MEMBERS MUST MOVE FROM A "TESTING AND PROVING" MENTALITY TO A “PROBLEM-SOLVING” MENTALITY. THE MOST IMPORTANT TRAIT IN HELPING TEAMS MOVING TO THE NEXT STAGE IS THE ABILITY OF TEAM MEMBERS TO LISTEN TO THEIR TEAM MATES AND TO TRY TO UNDERSTAND WHAT ARE THEY TRYING TO SAY.

ROLE OF THE FACILITATOR: IN THIS MOMENT THERE IS MUCH LESS WORK THAT 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

IN THIS STAGE, TEAM MEMBERS ARE CREATING NEW WAYS OF DOING AND BEING TOGETHER. AS THE GROUP DEVELOPS COHESION, LEADERSHIP CHANGES FROM ONE TO ANOTHER, WITH THE PERSPECTIVE OF A MORE SHARED LEADERSHIP. TEAM MEMBERS LEARN THEY HAVE TO TRUST ONE ANOTHER FOR SHARED LEADERSHIP TO BE EFFECTIVE.

THE MAJOR TASK FUNCTION OF THIS STAGE IS THE DATA FLOW BETWEEN GROUP MEMBERS: THEY SHARE FEELINGS AND IDEAS, SOLICIT AND GIVE FEEDBACK TO ONE ANOTHER, AND EXPLORE ACTIONS RELATED TO THE TASK. CREATIVITY IS HIGH. COLLABORATION EMERGES DURING THIS STAGE WHEN TEAM WORK, ETHIC AND SHARED LEADERSHIP IS UNDERSTOOD.

THE MAJOR DRAWBACK OF THE NORMING STAGE IS THAT MEMBERS MAY BEGIN TO FEAR THE INEVITABLE FUTURE BREAKUP OF THE TEAM AND THEY MAY RESIST CHANGE OF ANY SORT.

ROLE OF THE FACILITATOR: IN THIS MOMENT THE FACILITATOR IS APPEARING LESS AND LESS BECAUSE MORE ELEMENTS/TASKS/RESPONSIBILITIES STAY ON THE GROUP’S SHOULDERS.

PERFORMING

TRUE INTERDEPENDENCE IS THE NORM OF THIS STAGE OF GROUP DEVELOPMENT. THE TEAM IS FLEXIBLE AS INDIVIDUALS ADAPT TO MEET THE NEEDS OF OTHER TEAM MEMBERS. THIS IS A HIGHLY PRODUCTIVE STAGE BOTH PERSONALLY AND PROFESSIONALLY.

THE PERFORMING STAGE IS NOT REACHED BY ALL GROUPS. IF GROUP MEMBERS ARE ABLE TO EVOLVE TO THIS STAGE, THEIR CAPACITY, RANGE, AND DEPTH OF PERSONAL RELATIONS EXPAND TO TRUE INTERDEPENDENCE. IN THIS STAGE, PEOPLE CAN WORK INDEPENDENTLY, IN SUBGROUPS, OR AS A TOTAL UNIT WITH EQUAL COMPETENCIES.

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!

ADJOURNING

IN THIS STAGE TYPICALLY TEAM MEMBERS ARE READY TO LEAVE, CAUSING SIGNIFICANT CHANGE TO THE TEAM STRUCTURE, MEMBERSHIP, OR PURPOSE AND THE TEAM DURING THE LAST DAY(S) OF THE PROJECT. THEY EXPERIENCE CHANGE AND TRANSITION. WHILE THE GROUP CONTINUES TO PERFORM PRODUCTIVELY, THEY ALSO NEED TIME TO MANAGE THEIR FEELINGS OF TERMINATION AND TRANSITION.

THE FINAL STAGE, ADJOURNING, INVOLVES THE TERMINATION OF TASK AND THE DISENGAGEMENT FROM RELATIONSHIPS. A PLANNED CONCLUSION USUALLY INCLUDES RECOGNITION FOR PARTICIPATION, ACHIEVEMENT AND AN OPPORTUNITY FOR MEMBERS TO SAY PERSONAL GOODBYES. CONCLUDING A GROUP CAN CREATE SOME APPREHENSION – IN EFFECT, A MINOR CRISIS, WHICH NEEDS TO BE DEALT WITH A DELICATE AND THOUGHTFUL WAY.

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 TO MAKE THEM READY FOR THE EMOTIONAL SEPARATION THAT WILL APPEAR WHEN THE PROJECT IS OVER.

COMMON GROUND 1

TITLE	GALLERY
TOPIC/S	Me and nature
AIM	<ul style="list-style-type: none">• To encourage the reflection about what nature is for us and where we position ourselves in the nature• To start the work on the body, space and voice, preparatory for the Training in Action
TOOL TYPE	Visual tool, drawing and work with the body, the space and the voice
DURATION	90 minutes
MATERIAL	A4 white paper, tissue paper, coloured markers
DESCRIPTION	<p>Setting: the facilitator has to prepare in advance the space, decorating it as a gallery with flipcharts, graphics, images and photos. Moreover, the facilitator has to prepare one flipchart with the timeline with the major events within the history of sustainability and some quotes from famous actors involved in the process.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Reading and watching The facilitator presents the activity outside the workshop room participants are invited to enter to visit the gallery, to read the timeline and the quotes. If they want, they can also take notes.</p> <p>Step 2. Drawings Once participants finalized the visit to the gallery, the facilitator asks them to sit in a comfortable place in the workshop room. Each participant receives a white A4 paper. Markers of different colours are spread around the workshop room, inside different small baskets. Then, the facilitator explains that the task is the following: <i>“You need to represent, with a drawing, what nature is for you”</i>. Some time is allocated to finalize the task. When everyone has finished, the facilitator hands out to each participant another piece of paper, this time in tissue paper. Participants have to stick it on their previous drawing and this time the task is the following: <i>“You need to represent, with a drawing, yourself in the nature”</i>. Some time is allocated to finalize the task. When everyone has finished, the facilitator explains the next step.</p> <p>Step 3. Sharing Participants are then divided in two groups. The first group is asked to present their drawings. In order to do that, participants need to find a comfortable spot in the workshop room, and when the facilitator claps their hands, they have to take a position with their body, as if it is a statue.</p>

DESCRIPTION

When the facilitator passes and gently touches the should of a person, they have to show the drawings, keeping the position with their body and, with a sentence, presenting the drawing. Participants from the other group (the observers), can delicately move in the space to better see the different presentations. When everyone has presented, the facilitator claps once again the hands and participants can leave their statue position. Then, the participants of the second group are asked to present their drawings with the same technique of the previous group.

Step 4. Closure

Participants are gathered in circle. No debriefing is forecast and the facilitator closes the session simply thanking everyone and explaining that, for this day, the best way to close the afternoon workshop is with their drawings, body positions and voices.

CONSUMPTION & RESOURCES

TITLE	SURVIVAL OF THE COUNTRIES
TOPIC/S	Consumption and resources
AIM	To reflect on the impact of consumption and resources’ usage
TOOL TYPE	Simulation
DURATION	90 minutes
MATERIAL	Flipchart, markers, chairs or benches (enough for all participants) – in case there are not enough chairs or benches, participants can sit on the (clean) floor or on mattresses/blankets, sticks or clothes pegs (6 per participant), costumes (ideally formal clothes) for the facilitators
DESCRIPTION	<p>Setting: 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 (or on mattresses/blankets) in circle, back to the inner part and looking outside the circle (not inside).</p> <p>Ideally, the activity should be led by two facilitators – one being the “president” and one being the “assistant to the president”. Both the facilitators have to be properly dressed up to play their role.</p> <p>The activity is played in 3 phases, and each phase has 3 rounds.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Setting and group’ names</p> <p>The “president” is welcomed in the workshop room by the “president’s assistant” and tells participants: <i>“I’m the president. I’m here to teach you how to run your country. Each of you is a leader of a country, please tell the name of your country”</i> (the name can be a real name or invented). All the names are written on the flipchart by the president’s assistant.</p> <p>Step 2. Instructions</p> <p>After everyone has chosen a name, the “president” goes on: <i>“Your responsibility is to have your country surviving. You will close your eyes, my assistant will throw these sticks to the floor, and when I say “now!” you can open your eyes, you have to go as fast as possible and take the sticks you need to survive.</i></p>

DESCRIPTION

When I say “stop!” you won’t be allowed to take any more sticks. You need 2 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 round”.

NOTE: participants can take more than 4 sticks if they want. Facilitators don’t encourage nor discourage participants to do so ... and are not provided more instructions than the given ones. Despite this, the facilitators adopt the tone of a contest, to stimulate this attitude.

Step 3. Phase 1 – Game

Once instructions are told and sticks (6 per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants are asked to get them. When the president says *“stop!”*, it is then time to count the results. The assistant counts the sticks collected by participants and writes the results on the flipchart. The participants who have less than 4 sticks are eliminated, and the president tells it with big grief. Those who took 4 survive. 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. The game goes on for another two rounds, with the same rules and same procedures. At the end of the third round, the assistant reads the final results and announces how many countries survive and how many don’t. The president then asks if everyone is satisfied with the results. Usually, participants say no. And that is the reason to continue Phase 2 of the game.

Step 4. Phase 2 – Game

The game starts again. All the sticks have been collected again by the assistant. The president says: *“I will give you now a second chance to make your group survive. This time there is a new rule. Those who take more than 4 sticks in the first/previous round have an advantage. That means, they can start collecting the sticks in the next round a few seconds earlier than others.”*

The president asks everyone to close their eyes again and in the meantime the assistant put the sticks (intentionally unevenly) around the circle. The president then says *“now”* and after a few seconds *“stops”*. The results are recorded on the flipchart and announced to everyone, like the previous phase.

From the second round of this phase, those who take more than 4 in the previous round have the advantage (as explained above). The president says a first *“now!”*, and only they go for the sticks. Then, after few seconds, a second *“now!”* is said and the ones who only survived with 4 to the previous round, go as well for the resources.

Two more rounds are played and at the end of each round, the assistant announces the results to everyone. At the end of the third round, the president reads the final results and announces how many countries survive and how many don’t. The president then asks again if everyone is satisfied with the results. If participants still say no, the game continue to Phase 3.

Step 5. Phase 3 – Game

Phase 3 can be similar to Phase 2. Three rounds are played, following the same steps of the previous phases. At the end of the third round, the assistant reads the final results and announces how many countries survive and how many don’t. The president then asks again if everyone is satisfied with the results. If participants say ‘yes’, the president congratulates to everyone. If participants say ‘no’, the president says: *“Sorry, there are no more chance.”*

Step 6. De-Rolling

The facilitators then get out of the roles and ask everyone to turn their back so they can all sit in a circle facing each others. One of the facilitator then asks participants to get out of their role with small techniques (can be some deep breath in and breath out, the use of “magic words” ...), and invites everyone to the debriefing session.

DESCRIPTION

Step 7. Debriefing

Below, some guiding questions for the debriefing:

- What were the results in each phase? (How many groups have survived until the end? How many survived at least 2 phases? Any phase with all surviving?)
- Did anybody try to change behaviour between the different rounds? If yes, what happened then?
- Were there, at any moment, dynamics of cooperation?
- Which alternatives could have arisen? (collaboration-solidarity, communication, using common strategy...)
- Do you see any connection between this activity and the everyday life?What can we learn from this activity?

COMMON GROUND 2

TITLE	CAFETERIA
TOPIC/S	Food, Global north - Global south, Life styles, Raising awareness on environment/sustainability
AIM	To go more in depth on relevant topics, interconnected with the macro-subject of sustainability
TOOL TYPE	Group discussion
DURATION	90 minutes
MATERIAL	Flipcharts, markers, two separated spaces
DESCRIPTION	<p>Setting: for this activity it is suggested to have one big space at disposal with four tables and chairs around the table (of the number of participants and facilitators). In each table, is already prepared the flipchart with the subject to be discussed and some coloured markers for the facilitator to take note.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Presentation</p> <p>The facilitator presents the activity in plenary. It's explained that 4 subjects related to sustainability are going to be discussed in different rounds of 20 minutes each. In each round participants are free to chose the subject they are mostly interested to discuss. There will be 3 rounds of 20 minutes each: it means that participants could choose to discuss 3 among the 4 proposed topics. The topics have been picked up from the outcomes of the reflection groups of the previous day (participants were asked to propose new relevant subjects to be discussed during the training).</p> <p>In each table there is a facilitator taking note. The role of the facilitator is not to contribute to the discussion, but simply to take note of the major elements appeared, insuring that everyone is equally allowed to participate and to contribute.</p> <p>Step 2. Cafeteria</p> <p>The activity starts. The 4 subjects to be discussed are the following:</p> <ul style="list-style-type: none">• Food• Global north - Global south• Life styles• Raising awareness on environment/sustainability. <p>Three rounds of 20 minutes are played and in each round participants are free to chose their table/subject.</p>

DESCRIPTION

Step 3. Restitution

At the end of the activity, each facilitator has 3 minutes at disposal to run a synthetic recap in plenary of the major elements discussed in the 3 rounds. Extra time is left in case of questions (not to run extra discussions about the subjects, but in case there is something unclear from the facilitators’ presentations).

CRITICAL THINKING

TITLE	DEBATE TECHNIQUES
TOPIC/S	Critical thinking
AIM	<ul style="list-style-type: none">• To fine tune critical thinking towards issues interconnected with sustainability• To encourage participants to think out of the boxes, seeing/thinking from different perspectives
TOOL TYPE	Debates and group discussions techniques
DURATION	90 minutes
MATERIAL	Rope, dice, photos, paper and coloured markers
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Presentation</p> <p>The facilitator runs a short introduction to the group concerning the activity. It is simply said that two debates/discussion techniques are going to be explored. For the purpose, the group is divided in two smaller groups (of equal size), each one participating, simultaneously, to a debate activity. Each activity lasts 20 minutes. When time it's over, the groups rotate, joining the other activity.</p> <p>Step 2. Debates</p> <p>Activity 1 - Re-Moving Debate</p> <p>A neutrality line is created on the floor in the middle of the space at disposal, using the rope. According to the rules of moving debate, participants are invited to stand on the line and wait for the facilitator to read statements. Then, participants are invited to take position far from neutrality line according to their agreement/disagreement with the statement. While in the case of this activity, agreement/disagreement sides are decided each time AFTER participants positioned, casting the dice. Therefore, participants have to defend the position they find themselves in, independently from their real opinion. This helps recognizing the cultural models in society and to consider the opinion of "opponents". To reduce time consumption, 4 minutes' maximum can be assigned to discuss each statement.</p> <p>Activity 2 - Hungry Planet</p> <p>Participants are invited to enter the workshop room, where they find some photos spread on the floor. The facilitator invites them to have a look at the photos. Then, the facilitator reads some questions related to the photos and, after each question, participants are asked to place themselves in the space, according to their answer. After each positioning, participants can share why they chose this photo and why they took such a position in the space.</p>

DESCRIPTION

Then, after all the questions are over, participants are invited to make a collective ranking of the photos, from the most sustainable to the last sustainable one, commenting on the criteria they chose to make the ranking.

Step 3. Debriefing

At the end of the activity, the two groups are gathered in plenary for the debriefing. The debriefing starts with the question: *“Round of feelings - one phrase each person (who wants and feel)”*.

Then the facilitator introduces the **“Facilitator hat”**. The “Facilitator hat” is meant as a metaphor: it means that participants are asked to metaphorically “wear the shoes of the facilitator” to comment the activity. It includes the action of providing more technical feedback/comments, analyzing the purpose of the technique, its application, objectives and the way it was delivered. The “Facilitator hat” is very useful when afterwards participants are asked to facilitate sessions (e.g. during the Training in Action or during the youth exchange), to evaluate, in perspective, the purpose of the activities to be proposed to a group and the strengths and weakness of each technique.

For the purpose, it was presented the model below “Techniques Analysis” and participants, were asked to analysed the two debates techniques proposed.

Handouts below.

HANDOUT - STATEMENTS

RE-MOVING DEBATE

GLOBAL WARMING IS NOT A PRIORITY

WE NEED TO COMPROMISE OUR PRESENT, FOR THE BENEFIT OF THE
FUTURE GENERATIONS

SCIENCE IS THE SOLUTION

THE CHANGE WILL COME FROM CIVIL SOCIETY

WE NEED PUNITIVE REGULATIONS TO ENSURE SUSTAINABILITY

WE NEED TO ERADICATE THE PARADIGM OF PROGRESS

IN ORDER TO COPE WITH EXTREME PROBLEMATICS, WE NEED TO BE READY
FOR RADICAL SOLUTIONS

HAVING A CHILD IS NOT SUSTAINABLE

HANDOUT - HUNGRY

PLANET

WHICH PICTURES RESEMBLE THE MOST YOUR LIFESTYLE?

IN WHICH OF THIS FAMILIES WOULD YOU LIKE TO BELONG?

WHAT DO YOU THINK IS THE MOST BALANCED DIET?

WHAT DIET DO YOU THINK BRINGS MORE IMPACT ON THE PLANET?

WHAT DIET IS MORE SUSTAINABLE FROM THE HUMAN, ENVIRONMENTAL
AND CONSUMPTION PERSPECTIVE?

FROM THESE FAMILIES, WHICH ONE DO YOU THINK MIGHT BE CLOSER TO
YOUR REALITY?

HANDOUT - TECHNIQUES ANALYSIS

TECHNIQUE 1	
<p>TECHNIQUE NAME:</p> <p>TYPOLOGY: GROUP DISCUSSION/DEBATE</p> <p>PURPOSE (SPECIFIC OBJECTIVES/WHAT DO WE WANT TO ACHIEVE WITH):</p>	
STRENGHTS:	WEAKENESS:

DO IT YOURSELF	
TITLE	SOAP WORKSHOP
TOPIC/S	Do It Yourself
AIM	<ul style="list-style-type: none"> To share good practices in the home self-production of everyday usage materials To reflect on how we can get more independent from the market, producing by our own and recycling materials for these productions
TOOL TYPE	Practical workshop
DURATION	120 minutes
MATERIAL	3 liters of exhausted vegetable oil, 1,2 liters of distilled water, 600 gr of sodium hydroxide (caustic soda), natural flavors (orange peels, medicinal herbs, flowers, spices), two metal bowls, scales, skin protection devices (glasses, gloves and masks), spoons, electric blender, big wood soap mild for pouring the final mixture
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Presentation</p> <p>The facilitator starts with a brief introduction and a collective brainstorming about the characteristic and the properties of the handmade soap. Then, the three main steps of the activity are described: 1. Weight the ingredients; 2. Aromatization; 3. Mixing and finalization.</p> <p>Step 2. Groups creation</p> <p>After the steps’ description, each participant is asked to choose one step they are mostly interested to be involved in (according also to the challenges that each step concerns). By doing so, are created three different groups working simultaneously on the different tasks.</p> <ul style="list-style-type: none"> The mathematics team (weight the ingredients): this team has the challenge to calculate the right dosage of 3 lt of oil, knowing the recipe for 1 lt of oil: 0,4 lt of distilled water and 200 gr of caustic soda. The flavor team (aromatization): this team has the challenge to explore the surrounding and to find the natural flavors to aromatize the mixture. The brave team (mixing and finalization): this team has the challenge to collect the ingredients from the previous two groups, to mix them together, and to put in the moulds. This is the most delicate step, and participants have to be very careful and wear appropriate skin protection devices. <p>Step 3. Soap preparation</p> <p>The activity itself lasts in total 60 minutes. The three groups, despite their different tasks, have the possibility to gather altogether in the last step of the activity (mixing and finalization), in order to support the brave team and to be able to follow the finalization of the process.</p>

DESCRIPTION

At the end of the workshop, the soap is stored in a fresh ambient for two days. After that, it could be possible to cut it in small pieces and leave it for at least 3 months in a fresh ambient in order to dry completely and to expel the sodium hydroxide.

Step 4. Next steps

The idea is to have the soap ready within the end of the training (to have the soap solidified 3 days’ minimum are needed). In this way, the soap prepared and already cut into pieces, can be used at the end of the training, as one of the sport of the final evaluation (participants are asked to bring back home a piece of the soap they created).

ANTHROPOCENTRISM- BIOCENTRISM

TITLE	SENSORIAL PATH
TOPIC/S	Anthropocentrism and Biocentrism
AIM	To reflect about anthropocentrism and biocentrism, through a set of activities conceived to stimulate the senses and the bodies
TOOL TYPE	Sensorial path
DURATION	90 minutes
MATERIAL	Different natural objects for the sound (e.g. leaves for the wind), different smells and herbs, incenses, a small basket divided in two parts for the hot and cold water, towels, tisanes (each one in a different jars with the name), small bags to put the tisanes, cups and thermoses with hot water
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Entrance Participants are waiting outside the workshop room and the facilitator asks them to switch off their brain, to try to open up their senses, to enter inside in silence, finding a comfortable spot where to sit.</p> <p>Step 2. Sensorial experience When everybody is sitting inside the workshop room, the facilitator asks participants to take a big breath in and out and to close their eyes, when they feel ready to. Then a sensorial experience starts, proposing in the order:</p> <ul style="list-style-type: none">• Auditory: wind, leaves, rain• Smell: incense, herbs for tisanes• Tactile: soil, water <p>NOTE: as in every sensorial experience, facilitators have to create a proper, welcoming and careful space to welcome participants. In fact, we never know what could be the reactions of human beings in front of something less common or expected. The use of the voice should be calm and warm, the rhythms and intensity not too strong or accelerated. For the facilitator: when you make the group experimenting the different senses, always keep the eyes very open to check the reactions, and be ready to intervene. Also, when the different senses are stimulated, take care of not going too fast (otherwise it won't be possible experiment a sense) and/or too slow (otherwise for some persons it could be boring the "waiting time").</p>

DESCRIPTION

Step 3. Tisanes

When the sensorial experience is finalized, the facilitator, with a soft and calm voice, asks participants once again to breath in and out and to open their eyes when they feel ready to. Then, the table with the tisanes is presented and participants are informed that, taking their time and remaining in silence, they can join the table, have a look to the different tisanes, picking up one or combining more flavours and prepare their infusions. Some minutes are allocated for this part, also to leave participants the chance to taste their tisane without being in rush.

Steps 4. The blind and the driver

For this activity, the setting changes and participants are informed that they could explore and use the space outdoor. The facilitator explains they have to create pairs, one member being blindfolded and the other guiding. The driver has to guide the blindfolded person in the surrounding space, making them experimenting it. It has to be underlined the importance of the care and the attention towards the blindfolded person, the importance of finding a suitable way for the driver to keep the contact and to guide the person blindfolded, without being invasive. After some minutes it’s called the “stop!” and the pairs switch their role.

Step 5. Debriefing

At the end of the activity, participants are back inside the workshop room and it’s the debriefing with the following key questions:

- Share 1 word representing your feelings
- What did you notice/perceive in the first activity indoor?
- What did you notice/perceive in the second activity outdoor?
- What we did this workshop?

TITLE	ARPENTAGE
TOPIC/S	Anthropocentrism and Biocentrism
AIM	<ul style="list-style-type: none"> • To reflect about anthropocentrism and biocentrism, through an activity challenging the more cognitive part • To fine tune techniques for frontal restitution (use of voice, space, clarity in the information delivered, visual support)
TOOL TYPE	Work in group and frontal restitution
DURATION	120 minutes
MATERIAL	Articles, paper, flipcharts, pens and coloured markers
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>The facilitator runs a brief introduction on the technique of the Arpentage, explaining its historical roots, the purpose and then, it's left some extra space for questions or requests of clarification from the group. Then participants are divided in smaller groups.</p> <p>Step 2. Work in groups</p> <p>Each group member (approximately no more than 4/5 people per group), receives a different article to read in silence. Then, a discussion starts within each group, and the main elements of the articles are shared (they should not be “literally shared”, quoting some parts but re-interpreted by the readers). During the sharing, it has to be left space for questions and interactions among the readers.</p> <p>Step 3. Presentations</p> <p>Participants of each group have to prepare the frontal restitution of the major outcomes appeared during their discussion. The restitution should be frontal, using the voice, clear and understandable, but for the rest, each group is free to choose how to organize it. Then, back in plenary, each group has a maximum of 5 minutes at disposal for their presentation.</p> <p>Step 4. Debriefing</p> <p>Once the presentations are over, it starts the debriefing with the following key questions:</p> <ul style="list-style-type: none"> • What did you discuss in each group? • Can you highlight the most relevant elements? • How it was to read a printed piece of paper in an over-digitalized era? • How the presentations were structured? • How do we learn? • What do we have to take into account when we deliver an activity to a heterogeneous group? <p>Handout below.</p>

HANDOUT - ARPENTAGE

INFORMATION ON THE TECHNIQUE

THE "ARPENTAGE" IS A METHOD OF DISCOVERING A BOOK TOGETHER, IN THE PERSPECTIVE OF A CRITICAL APPROPRIATION OF THE TEXT, TO DEEPENING THE CONNECTIONS BETWEEN PRACTICE AND THEORY.

THIS TECHNIQUE CAN BE USED IN DIFFERENT CONTEXTS, SUCH AS IN AN EDUCATIONAL AND/OR SOCIAL SETTING, TO FOSTER COLLABORATION, ACTIVE PARTICIPATION AND CRITICAL REFLECTION. FURTHERMORE, THIS TECHNIQUE PROMOTES EMPATHY, ACTIVE LISTENING AND BUILDING A SENSE OF COMMUNITY AMONG THE PARTICIPANTS INVOLVED IN THE READING.

THE GOALS ARE:

- TO MAKE THE BOOK ACCESSIBLE TO EVERYONE, PROMOTING A "POPULAR READING"
- TO EXPERIENCE COOPERATIVE AND CRITICAL WORK
- TO CREATE A COMMON CULTURE AROUND A TOPIC AND A THEORETICAL KNOWLEDGE
- TO UNDERSTAND THAT NO KNOWLEDGE IS NEUTRAL, THAT EVERY POINT OF VIEW IS GROUNDED SOMEWHERE.

THE "ARPENTAGE" PROCESS GENERALLY INVOLVES THE FOLLOWING STAGES:

- TEXT SELECTION: THE GROUP CHOOSES THE TEXT TO ANALYZE, WHICH CAN BE A BOOK, AN ARTICLE, A POEM, OR ANY OTHER TYPE OF TEXT
- TEXT DIVISION INTO SECTIONS: THE TEXT IS DIVIDED INTO SECTIONS OF EQUAL SIZE, SO THAT EACH PARTICIPANT CAN READ ONE
- INDIVIDUAL READING AND NOTES: EACH PARTICIPANT READS THEIR OWN SECTION OF THE TEXT AND TAKES NOTES ON THEIR OWN REFLECTIONS, QUESTIONS OR CURIOSITIES
- SHARING AND COMPARISON: PARTICIPANTS GET TOGETHER TO SHARE THEIR ANNOTATIONS AND THE DISCUSSION ON THE TEXT STARTS. DURING THIS PHASE, THE PARTICIPANTS CAN DISCUSS WITH EACH OTHER, CLARIFY THEIR DOUBTS OR DEEPEN THEIR REFLECTIONS
- SUMMARY AND CONCLUSION: AT THE END OF THE DISCUSSION, THE GROUP CAN SUMMARIZE THE MAIN IDEAS THAT EMERGED AND DRAW CONCLUSIONS ON THE TOPIC COVERED BY THE TEXT.

ORIGIN OF THE TECHNIQUE: THE "ARPENTAGE" IS A METHOD OF COLLECTIVE READING COMING FROM THE WORKING-CLASS CULTURE (WORKERS' CIRCLE) THEN REUSED BY PRACTITIONERS OF MENTAL TRAINING AND RESISTANCE FIGHTERS DURING THE SECOND WORLD WAR (AROUND DUMAZEDIER). IT WAS THEN DISSEMINATED MORE WIDELY BY THE "PEUPLE ET CULTURE, A POPULAR EDUCATION MOVEMENT, FROM THE 1950s. MORE RECENTLY, JEAN CLAUDE LUCIEN (PEUPLE ET CULTURE NORMANDY) CONTINUED TO DEVELOP THIS METHOD. MORE RECENTLY, CHRISTOPHE CHIGOT (CREFAD-LYON) AND ANTHONY DUROY (AGORA PEUPLE ET CULTURE) TOOK IT UP IN A SLIGHTLY DIFFERENT FORM AND CONTENT.

ART-IVISM	
TITLE	SCENARIOS
TOPIC/S	Usually, you are supposed to choose a future case scenario and allow participants to write a story about it. It could be interesting to relate it to sustainability and climate change, but it could be linked to many other subjects
AIM	To connect participants, on a tight time, on the same subject and invite them to write in participatory way a free story on a common subject
TOOL TYPE	Storytelling
DURATION	105 minutes
MATERIAL	Papers and pens, scenario prepared
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Scenario Participants enter the workshop room and are asked to sit in circle. In the center, back to back, are sitting two facilitators. When everybody is inside sitting, the facilitators ask everyone to close their eyes and to keep the focus on what they are going to listen. One of the facilitator tells the scenario. After that part, participants are asked to open their eyes and the facilitator runs a presentation of the workshop and the different steps.</p> <p>Step 2. Introduction The scenario presented is the one related to a hypothetical future and participants are invited to create the future they want to see coming. In order to do that, groups of 3 people are created. Each group has to choose a member, who goes to the center of the circle, picking up from the hat, the main subject of the story they have to write.</p> <p>Step 3. Brainstorming It follows a brainstorming within the smaller groups with the purpose to define the main idea to be exploited. During the brainstorming characters and events have to be clearly defined.</p> <p>Step 4. Shared writing Within each group, the main text (concerning idea to be exploited) is divided into 3 parts (introduction, development and ending). Each participant takes one part and writes individually in their bubble. In this phase, each person has almost half an hour to further develop their piece of the story, according to the section (introduction, development and ending) received.</p> <p>Step 5. Combining sections of the story The group members gather and it starts a cross reading and rewriting of the different parts, with the purpose to make the whole text smooth.</p>

DESCRIPTION

Step 6. Reading circle

It follows the reading circle to share all the stories created. It would be very nice to create the proper atmosphere for this part, identifying a nice and quiet place in the middle of the nature for the reading. There could be also the option to let the groups choosing the space where they would like to have their reading (in this way, they could choose the space fitting the most with the atmosphere they want to be created).

Step 7. Debriefing

For the debriefing, once again, is proposed the “facilitator hat”. Therefore, the only question to be asked is the following: *“How to tackle sustainability/environmental issues with a group, without bring frustration, eco-anxiety and the feeling of being powerless towards the current global situation?”*

Handout below.

HANDOUT - SCENARIO

THEY WERE WALKING IN THE MIDDLE OF THE SUN.
THE WIND WAS HOWLING AND THE SEE WAS SHAKING FROM FAR AWAY.
THEY HAD NO IDEA WHERE THEY WERE GOING, THEY WERE SIMPLY WALKING, WITHOUT A PRECISE DIRECTION.
SUDDENLY, THEY STEPPED ON SOMETHING STRONG. UNDER THEIR FEET NOT THE SUN ANYMORE, BUT SOMETHING COLDER.
THEY STOPPED AND, CURIOUS, THEY DIGG.
A BOX, A BIG METAL BOX IN FRONT OF THEM. THEY FORCED IT UNTIL THEY OPENED IT, AND THEY FOUND INSIDE OBJECTS THEY HAVE NEVER SEEN BEFORE.
THEY TOOK ONE, THEY OPENED IT, SMELL OF PAPER, PAGES MOVING A BOOK. LETTERS THEY COULD NOT READ, BUT THEY WERE FASCINATED BY THE COLORS AND THE DRAWINGS.

A STORY SEEMED TO BE. A STORY OF SOMETHING HAPPENED BEFORE, SINCE THEY WERE NOT REMEMBERING THAT.
A STORY TELLING ABOUT OTHER HUMANS AS THEM, IN A DIFFERENT PERIOD. AND MOVING PAGE BY PAGE THEY UNDERSTOOD.
THERE WAS A MOMENT IN THE PAST WHERE HUMANS KNEW, AND THEY WERE PRETENDING MORE AND MORE TO KNOW.
THERE WAS A MOMENT THEY WERE PUTTING THEIR STORIES INSIDE BOOKS.
THERE WAS A MOMENT THEY WERE SHARING STORIES TO KEEP THEIR MEMORIES ALIVE.
THERE WAS A MOMENT WHERE THEY WERE PUTTING STORIES INSIDE MACHINES, AND TIME STARTED TO GO SO FAST ...
AND IT MOVED, MOVED, MOVED SO FAST UNTIL A DAY WHERE ALSO THE WIND MOVED, AND SAND COVERED THE GRASS, AND NATURAL ELEMENTS CHANGED THEIR FLOWS AND DIRECTIONS.
IN THAT MOMENT, MACHINES STOPPED. BOOKS DISAPPEARED AND JUST FEW WERE KEPT INSIDE THE BOXES. AND THEN ... SUDDENLY, HUMANS STOPPED SHARING STORIES.
TIME STOPPED!
MANY DAYS PASSED BY, THE SUN WENT UP, THE SUN WENT DOWN, AND THE NIGHT CAME, AND THE TIME RESTARTED TO FLOW LITTLE BY LITTLE.
SO, HERE THEY UNDERSTOOD. THERE WAS SOMETHING BEFORE, SOMETHING THEY DIDN'T KNOW.

THEY TOOK THE BOOKS IN THEIR HANDS, AND THEY CAME BACK IN THEIR COMMUNITY TO SHARE THE STORY, IN ORDER TO DISCOVER THE PAST AND TO LEARN FROM THAT IN THEIR PRESENT.
THEY WALKED BACK. THE WIND WAS HOWLING AND THE SEE WAS SHAKING.
THEY SEATED ALL TOGETHER, THEY OPENED THE BOOKS AND THEY MOVED THE PAGES, ONE BY ONE. LETTERS THEY COULD NOT READ, BUT THEY WERE FASCINATED BY THE COLORS AND THE DRAWINGS.
THE BOOKS WERE DESCRIBING A WORLD NOT EXITING ANYMORE. THE PAST WAS SO DIFFERENT FROM THE PRESENT.
THIS, SHOCKED THEM.

AND THEY WONDERED IF THEIR PRESENT WOULD BE SO DIFFERENT, IF COMPARED WITH THEIR FUTURE.
AND THERE, THEY CHOOSE.

THEY CHOOSE TO BECOME THEIR OWN BOOK, PROJECTING THE WORLD THEY WOULD LIKE TO COME. THEIR DESIRES, THEIR WISHES ...

AND THEY PUT THEIR DESIRES AND THEIR WISHES AS A GROUND FOR THIS FUTURE.

NOW, WRITE THE STORIES YOU WANT TO MAKE COME TRUE

STORIES WHERE THE WIND WILL HOWL AND THE SEE WILL SHAKE.

TRAINING IN ACTION	
TITLE	PREPARATION 1
TOPIC/S	Training in Action
AIM	<ul style="list-style-type: none"> To present the Training in Action, a session to make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it is extremely important, because allows participants to create, implement and asses the workshops proposed To identify the sub-topic to be developed inside the workshops
TOOL TYPE	Presentation, decision making techniques
DURATION	90 minutes
MATERIAL	Flipcharts, markers, papers, pens
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Presentation The facilitator runs in plenary a detailed presentation of what a “Training in Action” session is, sharing the main objectives, the pedagogical purpose, the different roles, the timing for preparation, delivering and evaluation of the new workshops.</p> <p>Step 2. Topics identification The “Rondo” activity is presented. This step includes the following sub-steps:</p> <p>2.1 Proposals Participants are asked to write in capital letters one or two specific topics/s or subject/s they would like to propose for the workshops. The proposals should come from each person without a discussion with the others. Participants are asked to leave space under each proposal.</p> <p>2.2. Sharing and commenting Then, the paper of each participant, has to be passed to the person on the right side. The person receiving the paper, has to read the proposals and choose if to agree (adding 1 tick to the proposal) or disagree (without adding a tick to the proposal).The paper pass then to the next person and so on, till it is back to the person who wrote the proposals.</p> <p>2.3. Summary The proposals are then read, specifying the score they received. The proposal receiving the highest score, will be used as subjects for the new 6 workshops to be created.</p> <p>2.4 Timing Participants are asked to choose, among the 6 workshops subjects, what will be the thematic workshops to be proposed during lunch time and during the evening time.</p>
45	

DESCRIPTION

In order to choose, the following techniques are used: positioning technique (lunch time) and voting technique using sticks (evening time).

Step 3. Groups creation

The 6 subjects are then written on 6 A4 papers, which are positioned in different spots of the room. Participants are invited to choose the subject they are interested to work on and are free to choose it according to their interests. The facilitator only shares the following general remarks:

- Try to create balanced groups in terms of number of persons
- Try to create balanced groups in terms of countries of origin
- Try to create balanced groups in terms of experiences and competences.

TITLE	WORK IN GROUPS 1
TOPIC/S	Training in Action’ workshops design
AIM	To conceive, organize and implement a workshop of 90 minutes. This session it is extremely important, because it allows participants to create,implement and asses the workshops proposed
TOOL TYPE	Group work
DURATION	180 minutes
MATERIAL	Flipcharts, papers, pens, markers, sticky notes
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Gathering The members of each group gather and the beginning of the session is used to briefly share their expectations towards the process of the Training in Action, also adding how they feel comfortable to work inside a team.</p> <p>Step 2. Research The second part of the session is dedicated to agree on a common understanding of the subject. This, in order to have everyone on the same page and to be sure to have the same level of understanding concerning the way/s to explore the subject. In this phase, the group members can also make researches on Internet or on other sources to better deepen some aspects of the subject they are going to tackle.</p>

TITLE	PREPARATION 2
TOPIC/S	Facilitation: why we do it, reasons behind, relation with ourselves, relation with the others, space perception, roles, styles and approaches
AIM	To reflect on the reasons that stands behind our decision to be facilitators, to better understand our relation with our body, the surrounding space, the other people, our styles and approaches
TOOL TYPE	Combination of individual/brain work, work with the body, work in couple, work in group, plenary
DURATION	90 minutes
MATERIAL	Music, a big workshop room, paper, pens
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction Participants are outside the workshop room, in silence and the facilitator runs a short introduction, asking everyone to keep the focus on themselves and to avoid talking. Then, participants are entering the workshop room and start walking inside the space.</p> <p>Step 2. Self-perception of the body During the free walking in the space, the facilitator gives different inputs on the different body parts to be focussed on (e.g. feet, legs, spine, head, breathing, rhythm). Moreover, it can be introduced a work about the different speeds and rhythms. Then, the facilitator asks everybody to find a “place” where they feel comfortable and to sit.</p> <p>Step 3. Facilitation form me Each person receives a piece of paper with the question (already written), “What does it means to you to be a facilitator?”. While thinking and answering the question, participants have to remain in silence. Optional: soft music as background.</p> <p>Step 4. Meeting with the others Participants are asked to stand up and to keep walking in the space and, when they meet someone, they can keep the eye contact till the moment they feel. Then, after a while, when they meet someone, they have to say “Hello my name is”. After a while, when they meet someone, they can add a soft physical contact. After a while they are asked to find a “place” where they feel comfortable and to sit.</p> <p>Step 5. Personal skills and challenges Each person is receiving a piece of paper, divided in two columns, each one with a different question (already written), “What are my skills and competences I bring to the process of facilitation?”, “What are my personal challenges I could encounter and I have to work on?” While thinking and answering the questions, participants have to remain in silence. Optional: soft music as background.</p> <p>Step 6. Weight balance Participants are asked to stand up and to keep walking in the space. When the facilitator claps the hands they have to meet the eyes of someone else and to create a pair with the person. Initially, the task for each pair is to keep moving in the space, still keeping the eyes’ contact.</p>

DESCRIPTION

Then, when the facilitator claps the hands they have to stop, keeping a neutral position (in this stage, the facilitator has to take some time to explain to the group, what a “neutral position” is). Then, each pair has to experiment different types of weight balance (e.g. hands contact, shoulders contact, backs contact, heads contact). When the facilitator claps the hands they have to stop, chose a spot in the workshop room and to sit.

NOTE: for the pairs creation, and the weight balance, it is better to have people of similar size (height and weight).

Step 7. Sharing in pairs

The members of each pair take some time to share what they felt during the workshop and the answers provided to the previous questions (“What does it means to you to be a facilitator?” - “What are my skills and competences I bring to the process of facilitation?” - “What are my personal challenges I could encounter and I have to work on?”).

Step 8. Debriefing

Back in plenary in the big circle, it’s run a debriefing about the activity (not about the answers individually answered and shared inside the pairs).

Key questions for the debriefing:

- I word to describe your feelings
- Technical recap of all the steps of the workshop
- How was to walk in the space being focussed only on yourself? (Step 2)
- How was to walk in the space meeting the others? (Step 4)
- How was the weight balance? (Step 6)
- Facilitator hat: why we did this activity?

TITLE	WORK IN GROUPS 2
TOPIC/S	Designing of the workshops of the Training in Action
AIM	To conceive, organize and implement a workshop of 90 minutes. This session it is extremely important, because it allows participants to create,implement and asses the workshops proposed
TOOL TYPE	Group work
DURATION	180 minutes
MATERIAL	Flipcharts, papers, pens, markers, sticky notes
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Toolkit presentation</p> <p>Participants are gathered in plenary and the facilitator runs the presentation of what a Toolkit is. The Toolkit template is presented and it is explained how to fill in the document, with the description of the workshop. The Toolkit template is shared in the online version. Therefore, each group has a copy to be filled in by the end of the Training in Action session.</p> <p>Step 2. Work in group</p> <p>Then, back in groups, the work to be finalized includes the following steps:</p> <ul style="list-style-type: none"> • Identification of the specific objectives • Definition of the workshop’s structure • Identification of the methods/tools to use • Breakdown of the time • Preparation of materials • Rehears.

WORKSHOP

TITLE	SUSTAINABLE AI
TOPIC/S	Artificial Intelligence
AIM	<ul style="list-style-type: none">• To raise awareness about sustainable AI• To share knowledge within the group about AI
TOOL TYPE	Moving debate and discussion techniques
DURATION	90 minutes <ul style="list-style-type: none">• Introduction: 30 minutes• Groups discussion – two groups: 25 minutes• Groups discussion – four groups: 25 minutes• Plenary restitution: 10 minutes
MATERIAL	Rope, papers, scissors, pens and tape
DESCRIPTION	<p>GENERAL INTRODUCTION: the workshop is divided in two major parts. The first one is about agreement/disagree on AI. It is run by tracking opinions about the use of AI, discussing about the topic and the possibility of AI being sustainable. The second part is a group discussion about a certain sub-topic related to AI, projecting how it might look like in the future.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Introduction The facilitator runs a small introduction about the topic, and presents the first activity to investigate knowledge and opinions about AI. On the ground, participants find a line and they have to step on it. If participants agreed on the question read by the facilitator, they have to make two steps forward, if they partially agreed on just one step, and if they don't, they stay still.</p> <p>Step 2. Groups discussion – two groups The facilitator checks the answers (from the previous activity) in order to see the participants' tendency to support AI or to be against. Then, participants are divided in two groups, according to the above mentioned criteria. The two groups have to discuss the following questions:</p> <ul style="list-style-type: none">• Do you think AI has an impact in your life? If so, is it positive or negative?• How do you use AI?• How can AI be more sustainable? <p>Step 3. Groups discussion – four groups The workshop continues, still focussed on AI, but with the projection towards the future. Therefore, 4 well-mixed groups (5-6 people each in order to guarantee diversity in opinions) are created.</p>

<div>DESCRIPTION</div>	<p>Each group is asked to identify one member to afterwards share the main ideas and insights discussed.</p> <p>The following topics have to be discussed within the groups (one topic per group):</p> <ul style="list-style-type: none"> • AI AT WORK • AI IN EDUCATION • AI IN HEALTH • AI IN PRIVATE LIFE <p>Step 4. Plenary restitution</p> <p>Then participants are finally gathered in circle and they are asked to share their opinions/outcomes from the groups’ discussion. In order to close the workshop, the facilitator asks participants if they encountered any contradictory positions/point of views in the group. The different feedbacks and opinions are listened and the workshop is closed with a special thanks to the group for the participation and the active involvement.</p> <p>Handout below.</p>
<div>TIPS</div>	<p>The questions of the Step 1. should be specific and the questions should be written down on a paper so that participants can clearly visualize them, not forgetting what is asked.</p>

HANDOUT - MOVING DEBATE

DO YOU USE AI?
SHOULD AI REPLACE HUMAN TEACHERS?
SHOULD AI BE ALLOWED TO TRACK EMOTIONS?
SHOULD AI ALLOW EMPLOYEES TO WORK ONLY 3 DAYS PER WEEK?
CAN AI BE THE BOSS OF THE COMPANY?
SHOULD AI COMPOSE ITS OWN MUSIC?
SHOULD AI CREATE NEW LANGUAGES?
SHOULD AI BE ALLOWED TO SAY NO TO HUMAN COMMANDS?
SHOULD AI MAKE DECISIONS WITHOUT HUMAN APPROVAL?
SHOULD AI NOT BE STOPPED IT IF BECOMES TOO SMART?
IS AI SUSTAINABLE?

WORKSHOP

TITLE	ECO-ANXIETY
TOPIC/S	Eco-anxiety
AIM	<ul style="list-style-type: none">• To connect participants with nature• To encourage individual reflection about roles in changing the current environmental situation• To facilitate emotional processing
TOOL TYPE	Gallery, sensory meditation, drawing as a form of expression
DURATION	90 minutes <ul style="list-style-type: none">• Introduction: 3 minutes• Gallery and exploring the space: 7 minutes• Meditation and music: 40 minutes• Drawing and Exhibition: 20 minutes• Debriefing: 20 minutes
MATERIAL	<ul style="list-style-type: none">• sound: music and speaker• gallery: pictures, articles, quotes related to eco-anxiety, environmental damages and positive changes• sensory part: natural elements to touch and smell (leaves, rocks, branches, herbs)• drawing part: 1 paper and 2 markers (different colours) per participant
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction The facilitator invites the group in a circle outside the workshop space and kindly asks everyone to try to prepare themselves (mentally, clearing their mind from thoughts and worries of the everyday life) before entering the workshop room. Moreover, the facilitator has to kindly remind participants that it's going to start an individual work.</p> <p>Step 2. Gallery and exploring the space Facilitators have placed the gallery material around the working space and in the background, putting calming music with natural sounds. Participants are welcomed in the workshop room, are left some time to explore and, when everyone is ready, the facilitator invites them to find their place inside space and to sit.</p> <p>Step 3. Meditation and music When all the participants have found their place, the facilitator asks them to close their eyes, when they are/feel ready. In the background, the music with nature sounds keeps playing. Then, when everyone is relaxed and concentrated, it starts the transition into traffic jam sounds.</p>

<div>DESCRIPTION</div>	<p>Participants are left some time to dive into the uncomfortable traffic jam sounds. The facilitator has to analyse the participants' behaviour. Then, after while, the music is turned to nature sounds again.</p> <p>When the sound changes back to nature, facilitators slowly start introducing the sensory elements, letting the participants touch and smell with their eyes closed.</p> <p>When everyone has experienced all the elements, the facilitator starts preparing the group for the second phase (lowering the music little by little and asking participants, whenever they are/feel ready, to open their eyes).</p> <p>GENERAL REMARK: facilitators should distribute papers and markers while the participants are still with their eyes closed.</p> <p>Step 4. Drawing and Exhibition</p> <p>The facilitator asks the participants to draw a local place in nature that is important to them and that could be in danger, using one of the colours.</p> <p>When they have drawn it, the facilitator asks them to draw themselves and the way to protect the place using the second colour.</p> <p>Then, participants are asked to show the drawings in the space and to observe the other's drawings.</p> <p>Step 5. Debriefing</p> <p>The facilitator invites participants to make a circle. The following questions can be asked for the debriefing:</p> <ul style="list-style-type: none"> • What happened during the activity? • How did you feel during the sensory part of the activity? • How did you feel during the drawing part? • What thoughts came into your mind? • Why do you think we did this activity?
<div>TIPS</div>	<ul style="list-style-type: none"> • With not yet sensitized groups, the first objective of the workshop can become: "To raise awareness of participants who are un-sensitized about the current environmental situation". • It is recommended not to do this activity in the early stages of group forming. • Depending on the target group, other awareness raising activities are recommended before this workshop. • This activity can also take place outdoor. • For the sensory part, facilitators can guide with some storytelling. • In the debriefing, the facilitator can invite the participants to present their drawings.

<div> <div>WORKSHOP</div> <div></div> </div>	
TITLE	EAT THE RICH
TOPIC/S	Power relations in capitalism
AIM	To playfully reflect on economic power relations in capitalism
TOOL TYPE	Role play game
DURATION	120 minutes <ul style="list-style-type: none"> • Introduction: 7 minutes • Entering, rules and roles: 10 minutes • Storytelling: 8 minutes • Game: 75 minutes • Debriefing: 20 minutes
MATERIAL	Cards and poster with role descriptions, pillow circle, candles, scary music, costumes, make-up
DESCRIPTION	<p>GENERAL INTRODUCTION: the workshop is an adaptation of the Mafia/Werewolf game. But in this case, the roles are different and participants are actors in a capitalist society (billionaires, crowd, risk business investor & risk business owner, private health insurance, eco-terrorist, corruption investigator, influencer, communist, Robin Hood).</p> <p>The workshop includes the following steps:</p> <p>Step 1. Introduction Participants are asked to form a circle and are welcomed by the facilitator, who informs them that they are entering the room and should be ready to stay inside for the next one hour and an half. Therefore they are asked, if they need, to go to the toilet before.</p> <p>Step 2. Entering, rules and roles The facilitator welcomes participants to Anarchipelago and asks them to enter the room. When everyone is sitting in circle, the rules are introduced and roles are distributed.</p> <p>Step 3. Storytelling The narrator 1 starts the story-telling (what happened before) and the narrator 2 narrates the night (what is happening and/or going to happen now). Day and night are moderated alternately.</p> <p>Step 4. Exclusions Dead people are introduced to new roles by Zombie leader. They crawl around in the night and whispering "Eat the richt" etc.</p> <p>Step 5. Closure When either all billionaires are dead or billionaires outnumber the crowd, the game ends.</p>

DESCRIPTION	<p>When it happens, the facilitator closes the circle and thanks all the participants.</p> <p>Step 6. Debriefing</p> <p>At the end of the activity, if time allows and the group is still energetic, the facilitator proposes the debriefing. The following key questions can be asked:</p> <ul style="list-style-type: none"> • What did you observe? • How did you feel? • What strategies did you use? • What strategies can be applied to decrease inequality in society? <p>NOTE: in case the group is more tired but it is still seen the need of a debriefing, it can be proposed as the very first activity of the following morning.</p>
TIPS	<ul style="list-style-type: none"> • Be strict when facilitating the story, everybody should point at someone and keep the atmosphere calm. • Present the roles graphically on the poster to make rules easier to understand. • Play one round without some roles to keep it easy at the beginning. If there is time for a second round, introduce new characters. • Roles can be distributed intentionally to specific group members, for example to involve some people more. • The dead might be distracting or too scary, keep it controlled, for example not standing up, no touching or screaming. Try to involve them in the game with other functions.

WORKSHOP

TITLE	BIODIVERSITY LOSS
TOPIC/S	Biodiversity loss - life circle
AIM	To raise awareness about the consequences of biodiversity loss
TOOL TYPE	Meditation, outdoor activity, gallery, video projection, drawing
DURATION	90 minutes <ul style="list-style-type: none">• Introduction: 3 minutes• Meditation: 10 minutes• Signal Transmission: 7 minutes• Walk: 10 minutes• Totem: 5 minutes• Moving gallery: 15 minutes• Collective drawing: 20 minutes• Debriefing: 20 minutes
MATERIAL	Natural elements brought by participants, mobile phone, Bluetooth speaker, laptop and projector for the video, papers and marks for drawing
DESCRIPTION	<p>Setting: if the weather allows, it would be nice to start the workshop outdoor. A proper setting has to be prepared in advance by facilitators: wood cut and chainsaw on the ground.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Introduction Participants are welcomed to the workshop and the facilitator asks them to bring a natural element before to begin the workshop. Then, the facilitator asks to form a circle.</p> <p>Step 2. Meditation Participants are asked to find a comfortable position. They can stand or sit or lay on the ground. Then, the facilitator asks them to close their eyes. It starts a guided meditation, where participants are asked to try to connect with the present moment and nature. Example for the guided meditation: <i>“We are in the forest ... we are the forest ... each and every one of us represents a different species. Think of your favourite flower, tree or animal. Think of its colours, smell, shape, anything that comes to mind”.</i></p> <p>Step 3. Signal Transmission After the guided meditation is over, the facilitator asks participants to open their eyes and to form a circle. They are asked to hold hands. The left hand facing the ground, the right hand facing the sky. Participants are asked to take a moment to feel the sensation of unity. The warmth.</p>

DESCRIPTION	<p>Then, participants are informed that a touch will be transmitted, person by person, and participants are asked once again to close their eyes.</p> <ul style="list-style-type: none"> • 1st Signal: with the left hand (free hand) the facilitator gently touches (caress) the left hand of the person on their right. The signal is spread. • 2nd Signal: participants are asked to open their eyes, to make one or two steps behind so that now they can hardly touch each other. The facilitator removes, in a less soft way, the left hand from the one of the person on their right side. Participants are asked to make one more step backwards, to close the eyes, and to feel the difference. They are asked to breath and relax. Then, it starts the chainsaw sound. <p>Step 4. Walk</p> <p>Participants are asked to walk to the workshop room, passing through a path across the nature. This step is conceived to have a relaxing walk and to reconnect with the nature.</p> <p>Step 5. Totem</p> <p>Before to enter the workshop room, participants are asked to bring their natural element and to leave it in the middle of the room around atotem-sanctuary. Then, participants enter the workshop room, follow the instructions and are asked to position themselves in a place they feel comfortable.</p> <p>Step 6. Video</p> <p>Before to project the video, the facilitator has to run a “Trigger warning”: participants have to be prepared for strong images. They are also informed that, if they want or feel the need, are free to go outside in whatever moment. Then the video is projected. After the projection, participants are kindly asked to breath in and to breath out, taking the proper time to relax and to get connected once again. Then, they are asked to gather in circle around their totem-sanctuary.</p> <p>Step 7. Moving gallery</p> <p>The facilitator shares pictures from the gallery that have a positive message. One by one, in the circle. Then, the facilitator, shares the natural elements brought there by participants, invites everybody to smell and touch all the elements, focussing on the sensations coming from the nature.</p> <p>Step 8. Collective drawing</p> <p>The facilitator places 4 big flipcharts on each corner of the room. Each one is about a different subject: Deforestation, Urbanization, Pollution, Extinction. Participants are invited to move around and to draw in all the flipcharts, comments/feedback/reflections/ideas. At the end it is forecast a short restitution in plenary of the major elements appeared in the flipcharts.</p> <p>Step 9. Debriefing</p> <p>For this activity, the debriefing is not mandatory. Therefore, we suggest facilitators to propose it or not according to what has happened during the workshop. In the case it’s going to be run, it would be useful and meaningful to start asking participants what they felt during the activity. Then, the facilitator has to be ready to adjust in real time the other questions to be asked (according to what has happened).</p>
TIPS	<ul style="list-style-type: none"> • Identify a suitable video: it should be pertinent for the discussion and the activity but it should not be too extreme, otherwise it could be counter-productive. • In any case, prepare participants before to watch for the video - TRIGGER WARNING!!! • Create always a security net, in case someone will be touched by the activity. • Ensure a smooth transition from the video to the drawing activity.

WORKSHOP

TITLE	VOLUNTEERING
TOPIC/S	Volunteering
AIM	<ul style="list-style-type: none">• To raise awareness on the importance of volunteering• To share personal experiences about volunteering
TOOL TYPE	Group discussion during lunch time
DURATION	120 minutes <ul style="list-style-type: none">• Introduction: 30 minutes• Meal: 50 minutes• Restitution: 20 minutes• Debriefing: 20 minutes
MATERIAL	<ul style="list-style-type: none">• Pens, paper (minimum 2 per table = 8), topics and description on paper• For the decoration: costumes, music, candles, menu (with the today's food written on), flowers, bottles
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>The facilitator gathers the group in a circle and divides them in 4 groups. In order to create the groups: the facilitator asks 4 people, randomly, to tell their favourite food. Then the food types are used to divide the group.</p> <p>Then, the facilitator explains the tasks of each team:</p> <ul style="list-style-type: none">• helping with the material preparation• arranging tables• bringing food• cleaning afterwards. <p>The teams are doing their tasks, following the instructions given by the facilitators.</p> <p>Step 2. Meal</p> <p>The facilitator welcomes participants to the lunch, presents the menu of the day and explains how participants are going to work, giving also the timetable.</p> <p>Each table receives a topic connected to the main topic “Volunteering” and additional description with guiding questions. Topics examples:</p> <ul style="list-style-type: none">• What is volunteering for you?• Personal/Social Benefits• Opportunities <p>Participants are free to eat while discussing at the same time and keeping notes on the papers located on their tables.</p> <p>The facilitators are moving from table to table, serving the participants and providing clarifications, if needed.</p>

<div>DESCRIPTION</div>	<div>Step 3. Restitution</div> <p>When the time is over, each group chooses one member to present the major outcomes of the table discussion in front of the others. Each group has 5 minutes for the presentation. After all the presentations are done, the facilitator closes the workshop with a special thanks to the group for the participation and the active involvement. Before to close the workshop, facilitators should decide if to forecast also a short debriefing with specific questions to finalise the subject’s covering or if it is fine to close with the restitutions.</p>
<div>TIPS</div>	<ul style="list-style-type: none"> • To run this activity, we suggest to have a minimum of 3 facilitators. • Before to start the workshop, facilitator should provide a specific explanation of the topic. • Facilitators can eat either before or after lunch, in order to be more focused on the team’s needs. • Facilitators can sit on a separate table or be all the time around the tables with the participants. • Facilitators can propose an introducing challenge in each group to make it more interactive (e.g. You can’tserve yourself, you can only use spoons....).

TITLE	ENVIRONMENTAL JUSTICE
TOPIC/S	Environmental Justice
AIM	<ul style="list-style-type: none">To raise awareness about the situation of climate migrantsTo show the injustice of the effects of global resources’ use
TOOL TYPE	Storytelling, Ginkana in different stations, Group discussion
DURATION	90 minutes <ul style="list-style-type: none">Introduction: 10 minutesGroup division, explanation and activity: 50 minutesYour wage: 10 minutesDebriefing: 20 minutes
MATERIAL	<ul style="list-style-type: none">Introduction: story, costumes (rich people), music and speakerGroup division and first hint: symbols for every family (maximum 4-5 people in each family). First piece of the mapChallenges: groups get the second piece of the map at each stopMemory game: memory cards with images of endangered animals or plants. Sounds of animals from nature. Add facts such as “<i>You were used to have elephants in your country, now you can come to see them in the Zoo</i>”. Remember to include references of any factsThe line game: images of different current situations. For example: an organised developed country emphasizing consumption/a polluted developing country. This is to make participants thinking about who emits and also about who suffers the consequences. Remember to include references of any factsQuiz: a quiz with precise facts about water and related to climate change, 10 questions maximum with 5 of them being harder and the other easier due to timing constraints. Remember to include references of any factsFilling in story: write a story about energy justice and fill in empty spaces with correct words. Remember to include references of any facts. Create an atmosphere where participants are challenged because they receive information that they do not know and they cannot get help from the facilitatorEnding & Gathering: speakers and signs for salariesAdditional decoration suggestions: facts about global production and consumption in the different activities or in the journeys spaces between them. For example: labels saying “made in (name of the participant’s imagined country) by (name of the sustainable country + Corp)”.
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>The facilitator brings the group to the gathering space and reads the story to make them understanding the setting and who they are.</p>

<div data-bbox="31 952 430 1003" data-label="Section-Header"> <h2>DESCRIPTION</h2> </div>	<p>Participants are asked to close their eyes during the story’s reading so that they can better focus.</p> <p>Step 2. Group division, explanation and activity</p> <p>The facilitator divides participants into smaller groups (4 groups) and gives the first piece of the map, explaining to the groups that they have to follow the map, joining station by station (there are 4 stations in total). At the end of each station, if the group has finalized the task proposed inside the station by the facilitator, receives the next piece of the map with the insights on how to move to the next station.</p> <p>NOTE: during the Step 2, while one of the facilitator is presenting the activity, the other facilitators taking care of the different stations, have to be in their spot before the participants arrival.</p> <p>Then, the facilitators in each station, have to precisely keep the time (10 minutes per group in each round, for a total amount of 4 rounds). This, to make sure there is not long waiting time for the new group arriving.</p> <p>Step 3. Your wage</p> <p>After the participants of the 4 groups have passed through the different stations and they have finalized the last activity, the facilitator giving the instructions accompanies them to the meeting point. Before the groups arrive, the spot has to be properly arranged: it has to be placed a “Welcome to OUR country” sign at the entrance, and 4 papers around the meeting spot, with 4 different hourly salaries, for example: 36,00 €/h, 22,00 €/h, 14,00€/h and 6,00 €/h.</p> <p>Groups should be placed around the room accordingly to their arrival time and this determines the salary they get when “entering the new country”. The last one gets the lowest salary. After this, the game ends.</p> <p>Step 4. Debriefing</p> <p>The facilitator invites participants to form a circle, to start the debriefing. When everyone sit, the facilitator starts asking everyone to take 1 minute of silence and to think about how they felt during the activity, and about what has happened during the workshop. After that part, the following key questions can be asked:</p> <ul style="list-style-type: none"> • How do you feel? • What has happened during the workshop? • What kind of thoughts came up in your mind during the workshop? • Why did we do this activity? <p>Handout below.</p>
<div data-bbox="31 2211 161 2261" data-label="Section-Header"> <h2>TIPS</h2> </div>	<ul style="list-style-type: none"> • Consider that to facilitate this workshop you need a total amount of 5 facilitators (one giving instructions and 4, each one facilitating a different station) • For the facilitator of each station: consider your role, who is the character you want to represent? Make sure to keep your role for the whole workshop. Also, check with the other facilitators what are the roles they are portraying, so that the different characters won’t overlap • Think well about the decorations of each station, the costumes you could use to further distinguish yourself as the rich and about the role you are going to play • Potential adjustments: if things are not going as initially planned or the workshop is taking too long, you could skip some questions of the debriefing or adjust them accordingly.

HANDOUT - STORYTELLING

INTRODUCTION - WHERE WE ARE AND WHO WE ARE

“OH, MY DEARS, MY POOR DEARS ... THANKS GOD WE WERE HERE. WE FOUND YOU NAVIGATING IN THE DANGEROUS AND POLLUTED WATERS THAT SURROUND OUR GREAT GREAT COUNTRY OF SUSTAINALAND, A GREAT NATION BASED ON THE PRINCIPLES OF DEVELOPMENT AND SUSTAINABILITY, NOT LIKE OTHER COUNTRIES ... THANKS TO OUR ADVANCED TECHNOLOGY, THAT YOU WOULD NOT UNDERSTAND, OUR DOCTORS EXAMINED THAT YOU ALL SUFFER FROM MEMORY LOSS. THANKS TO SOME RUDIMENTAL DOCUMENTS YOU HAD, WE DETERMINED THAT YOU COME FROM THE COUNTRY OF POORMENISTÁN. AN UNDEVELOPED COUNTRY WITHOUT CLASSIC MUSIC, CLEAN RIVERS OR PROTECTED ECOSYSTEMS”.

CONTEXT OF THE CATASTROPHE

“LAST WEEK, A HUGE CATASTROPHE OCCURRED IN YOUR HOMETOWN – A BIG FLOOD THAT YOU WEREN’T PREPARED FOR. THROUGH THE YEARS, DUE TO YOUR POOR MANAGEMENT OF RESOURCES AND INABILITY TO FIGHT CLIMATE CHANGE, YOU LOST YOUR RESILIENCE TO THIS KIND OF CATASTROPHE”.

OUR GENEROSITY

“AFTER MEETING, US, THE 4 RULERS OF SUSTAINALAND HAVE LONG DISCUSSED YOUR SITUATION AND OUR HEARTS ARE SO SO BIG AND YOUR SITUATION IS SO SO DRAMATIC THAT WE WILL OFFER YOU OUR HELP, BECAUSE YOU REALLY NEED US, LIKE ALWAYS. SO, WE WILL GIVE YOU THE OPPORTUNITY TO LIVE IN OUR COUNTRY. AREN’T WE SUCH NICE PEOPLE?”

CONDITIONS, CHALLENGES

“HOWEVER, WE DON’T WANT TO REPEAT YOUR FAILURES IN OUR GREAT GREAT COUNTRY OF SUSTAINALAND. TO DO SO, EVEN THOUGH WE ARE SUCH GOOD, CONSIDERATE, AND HELPFUL PEOPLE, WE HAVE TO MAKE SURE THAT THE PEOPLE WHO LIVE IN OUR ADVANCED, LITERATE, AND ECO-FRIENDLY NATION KNOW HOW TO BEHAVE AND WORK FOR NATURE. WE HAVE TO PROTECT IT FROM SAVAGES. THIS MEANS THAT YOU WILL HAVE TO DEMONSTRATE THAT YOU DESERVE TO BE IN OUR COUNTRY.

FOR THIS REASON, WE WILL DIVIDE YOU INTO FOUR GROUPS. YOUR GROUP WILL BE YOUR NEW FAMILY, AND YOU WILL HAVE TO GO THROUGH DIFFERENT CHALLENGES THAT YOU, AS A FAMILY, MUST OVERCOME IN ORDER TO GAIN A PLACE IN OUR COUNTRY. IF YOU DON’T SUCCEED IN EVERY CHALLENGE, WE WILL KINDLY KICK YOU OUT OF THE COUNTRY”.

HANDOUT - CHALLENGES

CHALLENGE 1: DESTRUCTION OF THE NATURAL ENVIRONMENT

"YOU DESTROYED YOUR MOUNTAINS TO EXTRACT THE RESOURCES WITHIN. BY DOING SO, YOU LOST THE NATURAL BARRIERS THAT PROTECTED YOUR LAND FROM HEAVY CLOUDS. AS A RESULT, THE RAIN WAS NOT EVENLY DISTRIBUTED ACROSS YOUR TERRITORY BUT INSTEAD FELL IN SPECIFIC AREAS, DAMAGING THE SOIL AND DESTROYING RIVERS AND LAKES."

CHALLENGE 2: INDUSTRIAL POLLUTION

"YOU BUILT HUGE FACTORIES WITH HIGHLY POLLUTING CHEMICAL PROCESSES, FILLING THE AIR AND RIVERS WITH MASSIVE AMOUNTS OF TOXINS AND INCREASING THE HEAT. CONSEQUENTLY, MORE WATER EVAPORATED FROM YOUR SEAS, FURTHER WORSENING THE EFFECTS OF CLIMATE CHANGE."

CHALLENGE 3: DEPENDENCE ON FOSSIL FUELS

"YOU RELIED ON FOSSIL FUELS WITHOUT MAKING THE TRANSITION TO RENEWABLE ENERGIES. BY THE TIME ALL FOSSIL FUELS WERE DEPLETED, YOUR SOCIETY HAD BECOME COMPLETELY DEPENDENT ON THEM. AS A RESULT, YOU FACED ENERGY SHORTAGES AND WERE UNABLE TO USE MACHINES TO TRANSPORT WATER TO OTHER AREAS WHERE IT WAS NEEDED."

CHALLENGE 4: DEVASTATION OF ECOSYSTEMS

"YOU DESTROYED YOUR FORESTS, SOLD YOUR ANIMALS, AND WEAKENED YOUR ECOSYSTEMS TO THE POINT THAT THEY DISAPPEARED ENTIRELY. AS A RESULT, YOUR LAND BECAME BARREN AND LIFELESS, UNABLE TO WITHSTAND EVEN THE SLIGHTEST RAINFALL."

FACILITATION	
TITLE	IMPROVISATION
TOPIC/S	Improvisation in facilitation
AIM	<ul style="list-style-type: none"> To practically experiment the importance of improvising when we are facilitating To fine tune the capacities to work with the body, movement and facial expression
TOOL TYPE	Improvisation technique
DURATION	90 minutes
MATERIAL	A big workshop room that can be divided in two spaces, big pieces of fabric to make the curtains
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Eye contact Participants are asked to stand up in circle and the facilitator explains that each person has to pick up another one, searching for the eye contact. After the eye contact took place, it has to be searched with someone else. The activity follows in that way, and then extra small elements of complexity can be added: e.g. when we have the eye contact, we could add a specific facial expressions, or to wink ...</p> <p>Step 2. Brontosaur Participants are still standing in circle and the facilitator introduces an object representing a brontosaur. The object has to be passed to someone else inside the circle with the following statement <i>“This is a brontosaur”</i>. The person receiving it should reply <i>“A what ...?”</i>. And the person passing has to say <i>“A brontosaur!!!!”</i>. Then, the person receiving it, should say <i>“Ahhhhhhh, a brontosaur!”</i> and to take the object. The activity follows in that way and, little by little, the facilitator can add extra challenges:</p> <ul style="list-style-type: none"> When we pass the object, we do it with a strong emotion. The person receiving it, answers with the same emotion When we pass the object, we do it with a strong emotion. The person receiving it, answers with a completely different emotion When we pass the object, we do it with a strong emotion. The person receiving it, answers choosing the type of emotion they want/feel More objects representing a brontosaur can be passed, so that in the same circle, we have different pairs interacting simultaneously. <p>Step 3. Proposals Now pairs are created and different rounds are played with the following tasks:</p> <ul style="list-style-type: none"> One person makes to the other a proposal (or more proposals). The other person answers always NO to the proposal/s One person makes to the other a proposal (or more proposals). The other person answers always YES to the proposal/s

DESCRIPTION

- One person makes to the other a proposal (or more proposals). The other person builds from that proposal/s till the point the two persons are mutually building from that, making the proposal growing more and more.

Step 4. Sketches

The facilitator asks participants to write on a small piece of paper the first key word popping up in their mind. All the pieces of paper are then folded and put inside an hat. Then, small groups of 3 people are created. The groups who want (one by one), can go on the stage and hide behind the curtains. Here, the facilitator arrives and asks them to pick up three words from the hat and to read them in silence. They have 30 seconds to create a sketch based on the 3 words and involving all the 3 group members. When the facilitator claps the hands and says “Go!” the group exits the curtain and starts the improvisation.

NOTE: being an improvisation it’s very important that the group has maximum 30 seconds to prepare it (more time we are allocating for the preparation and more the work on improvisation is invalidated). Moreover, the sketches should be short (it’s not possible to say in advance if they have to be 2 or 3 or 4 minutes, since we have no idea on what would be created, but participants need to be aware that, being an improvisation, it should be short and impacting). Last: when participants are on the stage improvising, they need to build from what is coming from the others (as it was experimented before in the last part of the Step 3).

The activity follows in that way till all the groups have performed their improvisation. Then, if time allows and participants are still interested in the challenge, the facilitator can add extra elements of complexity: e.g. calling 5 or 6 volunteers, they have to pick up 3 or 4 words and use them for their improvisation.

Step 5. Debriefing

The activity is closed in circle with only two questions, connected to the facilitator hat:

- Why we did this activity?
- Why, when we are facilitating, it’s important the improvisation, the body posture and the expressivity?

LEARNING

TITLE	FACILITATION AND TOOLS
TOPIC/S	Workshops’ feedbacks
AIM	To run an extended feedback session of the Training in Action workshops
TOOL TYPE	Work in group
DURATION	180 minutes
MATERIAL	Flipcharts, markers, coloured markers, papers, post-it and pens
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Feedbacks</p> <p>The facilitator explains how it is structured the activity, underlying that, in every process of facilitation and after the activity is delivered, it comes the moment of feedbacks (in terms of contents, methodologies, outcomes, learning achievements). Therefore, each group from the Training in Action has to choose a member for the role of scribe. The selection takes place using the technique of the “election without candidates”: the competences and skills of the scribe are presented and the group members vote within their team the person they believe fitting the most with the role. The person can accept the role or not. In that case a second round of voting takes place till the final identification of the scribe. It’s not possible to propose ourselves for the role. Then, 4 different rounds of 20 minutes each, are organized. The scribes remain in their spot, taking notes from the participants’ feedbacks. Participants are free to choose, for each 20 minutes round, the workshop they want to comment. It means that they could choose to comment 4 among the 5 workshops delivered (and in this phase, they cannot give feedbacks to their own workshop).</p> <p>Step 2. Back in groups</p> <p>Participants are back inside their Training in Action group, with the following tasks to be performed:</p> <ul style="list-style-type: none">• Feedbacks sharing: done from the scribe• Group internal evaluation: in terms of contents, methodologies, outcomes, learning achievements• Group internal evaluation: internal group dynamics, personal feelings and emotions• Toolkit finalization.

FINAL EVALUATION

TITLE	ORCHESTRA AND SILENT RECAP
TOPIC/S	Final evaluation
AIM	To get ready for the final evaluation
TOOL TYPE	Group work and individual journey
DURATION	30 minutes
MATERIAL	Ropes, pieces of paper with the drawings and the names of the major training’s activities
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Silent orchestra Participants are welcome in the outdoor space/garden (if weather allows) and asked to find a suitable spot for them, to stand up and to close their eyes. When the facilitator passes and touches gently a person on the forehead, the person should start to make soft sound, keeping it till the moment the facilitator touches once again their forehead. Therefore, we arrive to a point where all the participants are producing a sound, as in an orchestra, getting tuned among each others.</p> <p>Step 2. Silent journey Setting: facilitators have to prepare in advance the setting. It would be nice, if the weather allows, to have it in the nature (e.g. in the forest), creating a path which brings participants from the spot of the orchestra till the workshop room where the final evaluation is going to be run. The path is created using a rope, on it are stuck the drawings and the names of the different activities performed, during the training, in a chronological order.</p> <p>Participants are invited to move through the line, one by one, in silence and taking their individual time, to refresh the different activities performed and experimented during the training. The path ends in front of the workshop room, where the facilitators welcome participants inside.</p>

TITLE	STATIONS
TOPIC/S	Training course evaluation
AIM	To run an individual evaluation of different aspects of the experience
TOOL TYPE	Evaluation tool
DURATION	60 minutes
MATERIAL	All the materials needed to arrange the different spaces and settings
DESCRIPTION	<p>Setting: we need a 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. Every space has to be previously prepared with instructions and materials as it follows:</p> <p>Pool of trainers <u>Instruction:</u> write a message you would like to leave to the trainers and leave it inside the envelops <u>Methodology:</u> post boxes - one for each trainer (represented with envelopes) on the ground with pieces of paper and pens to write down the messages</p> <p>Accommodation and food <u>Instruction:</u> write messages to the hosting and the kitchen team <u>Methodology:</u> a pot representing food and accommodation and papers to leave comments and feedbacks. Moreover, a big piece of paper on the floor with the title “Kitchen poem”, where participants are asked to leave messages/feedbacks/comments to the kitchen team</p> <p>Leanings <u>Instruction:</u> write on a letter to yourself, to share the learning achieved all along the training course (about yourself, from the others, about the topic) <u>Methodology:</u> rope in tension between two parts of the wall, with pieces of paper hanged out with cloth pegs, on the ground pens to write the letters</p> <p>Way back learning <u>Instructions:</u> fill in the two flipcharts “The answers I found” and “The new questions appeared” <u>Methodology:</u> two flipcharts on the floor with the shape of two islands, and the question to be asked written on the top of each flipchart. On the ground pens and markers to answer.</p> <p>Personal journey <u>Instructions:</u> draw on the timeline your personal Tuckman curve of the experience <u>Methodology:</u> on the table, a big flipchart with the project timeline, markers and coloured pens</p> <p>Training specific objectives <u>Instruction:</u> make a symbol to express your level of satisfaction on the achievement of the objectives. Centre = very satisfied. Hedge = not satisfied. <u>Methodology:</u> target with a circle divided in three parts (one for each specific objective).</p>

TITLE	CIRCLE OF WORDS
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	Participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants are invited to take some time to reflect and share what they want/feel with the group. After the first individual moment, they are invited to take the floor one by one. The sharing is not compulsory. Therefore, everyone is asked to active listen what is said by the others but can speak only if they want/feel.





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