SAFESPACE4YOUTH
YOUTH COMMUNITY

# Train the Trainer Programme

## Lesson Plan

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# Table of Contents


Train the Trainer Programme ..... 3

Introduction ..... 3

Learning Outcomes Matrix ..... 4

Module 1: Introduction to Social Action ..... 6

Module 2: Fundamentals of Experiential Learning ..... 13

Module 3: Dynamic Facilitation and Youth Engagement ..... 26

Module 4: Social Impact and Reflection ..... 38

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# Train the Trainer Programme

## Introduction

The SafeSpace4Youth Train the Trainer Programme aims to build the skills and competences of youth professionals to facilitate and introduce social action as a valid methodology and approach for youth engagement. The programme is designed to equip youth workers with the necessary knowledge and skills to utilise the materials in the Social Action Toolkit, which will help them to deliver high-quality social action programmes at a local level.

The Social Action Toolkit is a comprehensive guide that examines what youth social action is, how it can benefit young people and communities, and how it supports employability skills development. The toolkit also features practical resources such as how-to guides, call to actions, project ideas and case studies, motivating promotional materials, advice for running Social Action Pitch Days, social action planning templates, and strategies for reward and recognition. The toolkit is aimed at youth professionals who are looking to build on existing provisions.

The Train the Trainer Programme will cover a range of topics, including an introduction to youth social action and the SS4Y Toolkit, the fundamentals of experiential learning, dynamic facilitation and youth engagement, social impact, and reflection. The programme is designed to be delivered over two days, with a total of 14 hours of training. The training will be delivered by experienced trainers who have a proven track record in facilitating youth engagement programs. The Train the Trainer Programme is an opportunity for youth professionals to enhance their skills and competences in facilitating youth engagement programs. The programme will equip them with the necessary knowledge and skills to deliver high-quality social action programs that will benefit young people and communities. The programme will also help them to build their confidence and capability in delivering experiential learning and dynamic facilitation.

The Train the Trainer Programme will enable youth professionals to become leaders in youth social action, supporting the local implementation of the Social Action Toolkit. This will help to build a culture of youth engagement, which is essential for the empowerment and development of young people. Through the programme, youth professionals will also have the opportunity to network with like-minded individuals and share best practices, enabling them to build their knowledge and skills further.

## Learning Outcomes Matrix

| **Train the Trainer Learning Outcomes** | |
|---|---|
| **Introduction to Youth Social Action and the SS4Y Toolkit** | • Understand the definition and benefits of youth social action<br>• Familiarise oneself with the SS4Y Toolkit and its components<br>• Develop the ability to identify potential social action projects and plan for their implementation<br>• Understand how youth social action can contribute to personal growth and community development |
| **Fundamentals of Experiential Learning** | • Understand the basic principles and theories of experiential learning<br>• Develop the ability to design and facilitate experiential learning activities<br>• Identify different types of experiential learning methods and their respective strengths and limitations<br>• Reflect on personal learning styles and how they impact |

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| | the design and facilitation of experiential learning activities |
| **Dynamic Facilitation and Youth Engagement** | • Develop skills in dynamic facilitation techniques, such as active listening, effective questioning, and group facilitation<br>• Understand the importance of youth engagement in decision-making processes and community development<br>• Learn strategies for engaging youth in meaningful ways that promote leadership and empowerment<br>• Develop an appreciation for the diversity of youth perspectives and experiences, and how they can contribute to successful facilitation and community action |
| **Social Impact and Reflection (Backslash)** | • Understand the concept of social impact and its relevance to community development and social change<br>• Learn methods for measuring and evaluating social impacts, such as data collection and analysis<br>• Develop skills in reflective practice and critical self-assessment<br>• Understand the importance of stakeholder engagement and collaboration in achieving meaningful social impact. |

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# Module 1: Introduction to Social Action

**Introduction to Social Action**

**Aim of the module:** The module "Introduction to Youth Social Action and the SS4Y Toolkit" aims to provide participants with a comprehensive understanding of youth social action and its benefits. Participants will become familiar with the components of the SS4Y Toolkit, enabling them to identify potential social action projects and effectively plan for their implementation. Additionally, the module highlights how youth social action contributes to personal growth and community development. By the end of the module, participants will be equipped with the knowledge and skills needed to engage in meaningful youth social action, using the resources provided by the SS4Y Toolkit.

**Learning outcomes of the module: Upon completion of this Module learners should be able to:**

| Knowledge | Skills | Attitudes |
|---|---|---|
| • **Understand the definition and purpose of social action.** | • **Identify different forms of social action and their impact on individuals and communities.** | • **Develop an understanding of the importance of youth engagement in social action.** |

**Module duration: 3.5 hours (F2F)**

**Preparation/ Materials/Equipment:**

To ensure a smooth and well-prepared session, the facilitator should take the following steps:

1. **Familiarise themselves with the lesson plan:** The facilitator should thoroughly review the lesson plan for the session, gaining a comprehensive understanding of the activities, objectives, and desired outcomes. This will allow them to confidently guide the participants through the session.

2. **Prepare necessary materials:** Before the session, the facilitator should ensure they have printed out all handouts, activity sheets, or any other materials required for the participants. Having these materials ready in advance will save time and ensure that participants can fully engage in the activities without delays.

3. **Determine the number of participants:** It is crucial for the facilitator to have an accurate count of the participants who will be attending the session. This information will help them make any necessary modifications or adaptations to the session plan, ensuring that it is tailored to the specific number of participants and promotes an inclusive learning environment.

By proactively preparing for the session, familiarising themselves with the lesson plan, and ensuring that all necessary materials are readily available, the facilitator can create a well-structured and organised learning experience for the participants.

**LESSON PLAN**

**Introduction to the topic: This lesson plan aims to deliver the session outline for Introduction to Social Action. This engaging lesson explores the fascinating realm of Youth Social Action and the SS4Y Toolkit. It features a series of dynamic activities carefully designed to support participants in their learning journey. By the culmination of this lesson, participants will acquire the following valuable insights:**

1. **Gain a comprehensive understanding of the definition and manifold benefits of youth social action.**
2. **Become well-versed in the intricacies of the SS4Y Toolkit, exploring its various components and functionalities.**
3. **Cultivate the capacity to discern potential social action projects and adeptly strategise for their successful implementation.**
4. **Grasp the profound impact that youth social action can have on personal growth and the holistic development of communities at large.**

| | Topics and Sub-topics/Learning activities | Duration (minutes) | Training methods | Materials/ Equipment Required | Handouts and Activity sheets |
|---|---|---|---|---|---|
| **1** | **<u>Unit 1 – Activity 1:</u> Icebreaker and assess the knowledge of the group**<br><br>**Ice-breaker- Two truths and a lie**<br>• The facilitator should begin this workshop with an ice-breaker activity called 'Two truths and a lie'. | 15 mins | Tutor Input<br><br>Group Activity<br><br>Group | Training venue with IT equipment including laptop and projector | Handout and Activity Sheet |

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| | • Each person should come up with three "facts" about themselves - two of the facts will be true, and one will be a lie. The rest of the group will guess which is the lie.<br><br>• The facilitator will continue the session by introducing the topic with a brief introduction. The facilitator will explain how a Train the Trainer Guide will provide the theory behind this Social Action Toolkit. The trainer will explain how youth professionals will use this Train the trainer guide when delivering the Social Action Toolkit when delivering this training to young people. | 20 mins | Discussion | Flipchart and markers<br><br>Sign-in sheet<br><br>Pens and note-taking materials for learners | |
| **2** | **<u>Unit 2 – Activity 1:</u> Case Study**<br><br>• **Step 1:** The facilitator will introduce the case study of 'One Young World' and its significance in the context of social activism and young people.<br>• The facilitator will highlight the organisation's mission, annual summit, training programs, and its success in empowering young leaders globally.<br><br>• **Step 2:** The facilitator will split participants into small groups and encourage them to discuss the strategies and approaches used by the 'One Young World' that impressed them the most. | 10 mins<br><br>15 mins | Tutor Input<br><br>Group Activities<br><br>Small Group discussion<br><br>Group Discussions | Training venue with IT equipment including laptop, internet, and projector<br><br>Flipchart and markers<br><br>Pens and note-taking | Handout and Activity Sheet |

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| | • The facilitator will ask group to share their findings with the rest of the group and facilitate a brief discussion on the different perspectives.<br><br>• **Step 3:** The facilitator will ask the participants to answer the following questions:<br><br>1. How might the strategies and approaches used by 'One Young World' be adapted and applied in your own work with young people?<br>2. How might you collaborate with other organisations or stakeholders to promote social change and activism among young people, as 'One Young World' has done?<br>3. What steps can you take to provide young people with the tools and resources they need to become effective agents of social change, as 'One Young World' has done through its training and support programs?<br>• The facilitator should allow participants some time for individual reflection, and then open up the discussion to hear their insights and ideas.<br><br>• **Step 4:** The facilitator will engage the participants in a brainstorming session on how the strategies and approaches used by 'One Young World' can be adapted or applied in their own work with young people. | 10 mins<br><br>20 mins | | materials for learners | |

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| | • The facilitator will encourage participants to think creatively and identify specific actions or initiatives they could implement.<br><br>• **Step 5:** The facilitator will discuss the importance of collaboration and partnerships in promoting social change and activism among young people, using 'One Young World' as an example.<br><br>• The facilitator will facilitate a discussion on how the participants can collaborate with other organisations or stakeholders to maximise their impact.<br><br>• **Step 6:** The facilitator will lead a conversation about the steps participants can take to provide young people with the tools and resources they need to become effective agents of social change.<br><br>• The facilitator should encourage them to share their ideas and experiences and facilitate a discussion on the challenges and potential solutions.<br><br>• **Step 7:** The facilitator will ask participants to explore the 'One Young World' website ad YouTube channel to gain a better understanding of how they engage young people. | 15 mins<br><br>15 mins<br><br>15 mins | | | |

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| | • The facilitator will then discuss any new insights or ideas that arise from participants exploration and encourage them to take note of successful engagement strategies.<br><br>• **Step 8:** The facilitator will finally summarise the main points discussed during the activity and highlight the key takeaways.<br><br>• **Step 9:** The facilitator will offer ongoing support to the participants and encourage them to ask any questions they may have.<br><br>**Break:**<br><br>• The facilitator will introduce a short break for participants before closing the session. | 10 mins<br><br>Ongoing<br><br>5 mins | | | |
| **3** | **Workshop Close and Evaluation**<br>The facilitator will summarise the day and the information covered:<br>• They will go around each participant and ask them to say one thing they enjoyed about the session.<br>• The facilitator will thank the group for their participation and will ask if there is anything anyone wants to say or clarify. | 15 mins | Tutor Input<br><br>Group Activities<br><br>Small Group discussion<br><br>Group Discussions | Training venue with IT equipment including laptop, internet, and projector | N/A |

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| | | | | Flipchart and markers<br><br>Pens and note-taking materials for learners | |

**Total Learning Hours: 3.5 hours**

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# Module 2: Fundamentals of Experiential Learning

| **Fundamentals of Experiential Learning** | | |
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| Aim of the module:<br>This lesson aims to introduce the principles of experiential learning to youth workers as well as engage them in activities that will enhance their facilitation skills. | | |
| Learning outcomes of the module: Upon completion of this Module learners should be able to: | | |
| Knowledge | **Skills** | **Attitudes** |
| • understand the basic principles and theories of experiential learning<br>• identify different types of experiential learning methods and their respective strengths and limitations | • design and facilitate experiential learning activities with youth | • reflect on personal learning styles and how they impact the design and facilitation of activities |
| Module duration: 3.5 hours (F2F) | | |
| Preparation/ Materials/Equipment:<br>• Training venue with IT equipment including laptop and projector<br>• Flipchart and markers<br>• Sign-in sheet<br>• Pens and note-taking materials for learners<br>• Post-it notes<br>• Activity sheets to guide the activities<br>• Handouts - printed for all participants<br>• PPT | | |

- Bell for time announcements (optional)

| LESSON PLAN | | | | | |
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| Introduction to the topic: This lesson plan aims to deliver the session outline for Fundamentals of Experiential Learning.<br><br>This lesson will discuss the principles and theories of experiential learning methods and engage participants in hands-on activities that will develop and enhance their ability to design and facilitate experiential learning activities. | | | | | |
| | **Topics and Sub-topics/Learning activities** | **Duration (minutes)** | **Training methods** | **Materials/ Equipment Required** | **Handouts and Activity sheets** |
| 1 | **<u>Workshop opening and introduction of the topic:</u>** | **40 min** | | | |

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| | a. Welcome the participants and introduce yourself.<br><br>b. Explain the objectives of the lesson and the importance of experiential learning and facilitation in training. Briefly introduce the timeline and style of activities during this workshop (discussions, hands-on activities, reflective writing and sharing)<br><br>c. Suggest group work agreements for creating safe space: e.g. no judgement, respectful speaking and listening, confidentiality<br><br>**Ice-breaker- Sharing a joyful memory**<br><br>The trainer will invite the participants to create dyads (pairing people sitting next to each other) and instruct them:<br><br>● Let each person think of a joyful memory of an event, experience from the last few days or weeks. Then taking turns each person should introduce themselves to their partner (name and where he/she is from) and share the joyful memory<br>● Encourage the participants to not interrupt each other, let one person speak and the other listen actively and then switch roles | (10 mins)<br><br>(20 mins) | Trainers Input<br><br>Group Activity | Training venue with IT equipment including laptop and projector<br><br>Flipchart and markers<br><br>Sign-in sheet<br><br>Pens and note-taking materials for learners<br><br>Bell for time announce | |

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| | • You can use a bell to announce time for starting, switching, and ending of the activity<br>• Also invite the participants to share only what they feel comfortable with (any sensitive or personal details are not necessary)<br>• Then invite everyone to share their name, where they come from and the joyful memory (in one or two sentences only) with the whole group<br><br>**Closing reflection after the Ice-breaker activity**<br><br>• The trainer shall thank everybody for sharing and can lead a short discussion about how it felt to share something joyful with others.<br>• The trainer can then point out that this activity was an example of experiential learning - learning about each other, learning to listen actively and noticing how sharing something joyful feels in the body and the mind. | (10 mins) | Group | ments (optional) | |

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| | | | Discussion | | |
| 2 | **<u>UNIT 1: Experiential Learning Overview</u>**<br><br>**Define experiential learning and its key principles**<br>● invite the participants to watch a short video about experiential learning<br>● then ask them what they think experiential learning is - you can take notes on the flipchart<br>● summarize what EL is (learning by doing, using real life experiences, using reflection activities…) and use PPT slides 1 - 6, that show the definition, explain the Kolb cycle, and show a few examples of EL methods<br>● allow participants to share their experiences or examples of experiential learning<br><br>**Activity 1: Exploring my learning style**<br>**Step 1:**<br>● Use PPT slide 6 to introduce the Kolb EL styles<br>● Note that everyone uses more than one learning style, usually it's a mix and as we personally and professionally grow, we develop various learning styles too<br><br>**Step 2:** | **45 min**<br><br>(15 min)<br><br>(35 min) | Video<br><br>Trainer's input - explanation of key terms<br><br>Discussion<br><br>Self-reflection and group activity | Projector, internet connection, PPT presentation<br><br>Flipchart and markers<br><br>Post-it notes and pens | Link to the ELT video:<br>https://youtu.be/0TeaFPSQsMY<br><br>Activity sheet A1.2<br><br>Handout 1 - Kolb EL styles |

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| | • Distribute handouts H1 - Kolb EL styles and give participants 5 min to read it and circle the learning style/styles that best match their personality<br>**Step 3:**<br>• Invite the participants to create dyads (pairing people sitting next to each other) and instruct them to share what learning styles they prefer and use in various scenarios with each other - use the sharing principles from the Ice-Breaker activity (active listening without interruption, no judgement)<br>• You can use the bell to announce the beginning, sharing switch and end of the activity<br>**Step 4:**<br>• While participants are sharing, write on a board or on one or more flipchart sheets the 9 learning styles (use the handout H1)<br>**Step 5:**<br>• After the end of the sharing activity, distribute post-it notes and invite each participant to write down his/her preferred learning styles on the pot-its (one learning style per one post-it note)<br>• Then encourage participants to stick the post-it notes on the board or flipchart sheets - under the relevant learning style title<br>**Step 6:**<br>• Open a reflection discussion about what the participants learned about themselves and their learning styles | | | | Link to more resources about EL principles: https://experientiallearninginstitute.org/resources/what-is-experiential-learning/ |

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| | • Encourage no-comparison and no judgement - everybody's unique style of learning is necessary for the diverse society and there are many various experiential learning activities that fit each learning style and their blend<br><br>**Closing of this unit**<br><br>• Summarize this unit by noting that there is a variety of experiential learning methods that serve various goals, settings and learning styles of the audience<br>• Explain that often the learning style also shows the person's preferred facilitation style.<br>• You can encourage the participants to use this concept in designing activities as facilitators - reflection on their own learning/facilitating styles and also having in mind the variety of learning styles of their audience | | Discussion | | |

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| | | (5 min) | Summarizing by the trainer | | |
| | **BREAK** | **15 min** | | | |
| 3 | **<u>UNIT 2: Designing Experiential Learning Activities</u>**<br><br>● Open this unit by explaining the objective: To provide participants with hands-on experience and exposure to three different experiential learning methods<br>○ Simulation/Role-playing activity<br>○ Case study<br>○ Reflective writing<br><br>● Scenario for all activities: "Balancing Academic and Personal Life in High School" | **90 min**<br><br>(5 min) | Introduction by the trainer | | |

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| | **Activity 2: Learning carousel**<br><br>**Step 1:**<br><br>● Set up two stations in the training room, each representing a different experiential learning method. Label each station clearly:<br>● **Station 1: Simulation/Role-Playing Activity: "The Wellbeing Squad"**<br>● **Station 2: Case study: "Juggling Priorities: The Tale of Alex"**<br>**Step 2:**<br><br>● Divide participants into two groups, with each group starting at a different station.<br>● Explain that participants will rotate between the two stations, spending a set amount of time at each one, and experiencing a different experiential learning method at each station.<br>● Assign a specific amount of time for each station - 15 min.<br>● Each group will spend 15 min at station 1 and then 15 min at station 2<br>● Use a timer to keep track of the time and signal (chime or bell) when it's time to switch stations.<br>**Step 3:**<br><br>● Provide a brief overview of each station's activity before participants start.<br>● Use the activity sheet A1 - Learning Carousel to facilitate the activities in the two stations<br>**Step 4:** | (45 min) | Group activity | Four flipchart papers and markers<br><br>Two flipchart papers or smaller signs to label two stations<br><br>Bell or chime to announce the time (optional) | Activity sheet A2.2<br><br>Handout H2 - print enough for each participant<br><br>Handout H3 - print enough for each participant |

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| | • After participants have rotated through both stations, reconvene the entire group and facilitate a debriefing session.<br>• Conduct a group discussion focusing on the following points:<br>  ○ Ask participants to share their overall experiences at each station and compare the different learning methods.<br>  ○ Encourage participants to discuss the strengths and limitations of each experiential learning method.<br>  ○ Facilitate a conversation on how the various methods impacted their learning and understanding of the training topic.<br><br>**Activity: Reflective writing**<br><br>**Step 1:**<br><br>• Invite everyone to use a notebook or a piece of paper and a pen. Explain to them that they will be writing their personal reflection on the topic of "Balancing Academic/work and Personal Life." | | | | |

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| | • At the end of the activity they will not need to share any personal information or mention the concrete issues or solutions they will write about.<br>• The final sharing will only involve reflection on the learning style and method<br>**Step 2:**<br>• Invite the participants to sit in silence for a few moments, tuning into their body and breath<br>• Then let them reflect on their wellbeing and work/academic and personal balance.<br>• Let them think of a particular issue they are facing in balancing work/personal life or their state of wellbeing<br>**Step 3:**<br>• Now let them write about the issue in a few sentences for about 2 min.<br>**Step 4:**<br>• Now let them write about the issue in one sentence only. Allow 2 min.<br>**Step 5:**<br>• Now let them draw a picture of the issue. Allow 2 min.<br>**Step 6:**<br>• Let them look at all the forms of expressing their issue and invite them to think of possible concrete solution and action plan. Allow 2 min.<br>**Step 7:** | (25 min) | Individual reflection activity | Notebook or papers and pens for each participant | Activity sheet A3.2 |

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| | • Let them write down a solution idea with a concrete action plan for the next few weeks (e.g. if someone is missing exercise in their lives, the action plan might be dedicating 30 min a day to walking).<br>• Encourage them to think of realistic action plans that can fit into their present lives.<br>• Allow 5 min.<br>**Step 8:**<br>• Facilitate a discussion about the learning method. Use questions like:<br>○ Was the writing easy for you?<br>○ Which part of the writing (more sentences, one sentence, drawing, creating action plan) was the most helpful for you?<br>○ Did you learn something new about yourself through this activity?<br>○ Do you think you can use this activity for other issues in your life?<br>○ Is this activity suitable for young people you work with?<br>**Reflection on the EL methods:**<br>• Facilitate a group discussion reflecting on the 3 EL methods from this unit. | | | | |

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| | • Encourage participants to discuss the strengths and limitations of each experiential learning method. Use a flipchart and write down the strengths and limitations of each method.<br>• Ask participants to share their overall experiences and compare the different learning methods.<br>• Facilitate a conversation on how the various methods impacted their learning and understanding of the topic chosen for this unit - "Balancing academic/work and personal life" | (15 min) | Discussion | Flipchart and markers | |
| 4 | **<u>Workshop Close and Evaluation</u>**<br><br>The trainer will summarise the day and the information covered<br><br>• They will go around each learner and ask them to say one thing they enjoyed about the session<br>• The trainer thanks the group for their participation and asks if there is anything anyone wants to say or clarify<br>• The trainer asks learners to fill out the feedback form | **20 mins** | Closing by the trainer | | |
| | Total Learning Hours: 3.5 hours | | | | |
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# Module 3: Dynamic Facilitation and Youth Engagement

**Dynamic Facilitation and Youth Engagement**

**Aim of the module:** The module on "Dynamic Facilitation and Youth Engagement" is designed to equip participants with the necessary skills and knowledge to engage youth effectively. Through this module, participants will develop dynamic facilitation techniques, including active listening, effective questioning, and group facilitation. They will understand the significance of youth engagement in decision-making processes and community development while learning strategies to promote leadership and empowerment among young individuals. Additionally, participants will gain an appreciation for the diverse perspectives and experiences that youth bring, recognising their valuable contributions to successful facilitation and community action. By the end of the module, participants will be well-prepared to engage youth meaningfully, fostering their development and creating positive change within their communities.

**Learning outcomes of the module: Upon completion of this Module learners should be able to:**

| Knowledge | Skills | Attitudes |
|---|---|---|
| • **Understand the importance of youth engagement in decision-making processes and community development.** | • **Develop skills in dynamic facilitation techniques, such as active listening, effective questioning, and group facilitation.** | • **Learn strategies for engaging youth in meaningful ways that promote leadership and empowerment.**<br>• **Develop an appreciation for the diversity of youth perspectives and experiences, and how they can contribute to successful facilitation and community action.** |

**Module duration: 3.5 hours (F2F)**

**Preparation/ Materials/Equipment:**

To ensure a smooth and well-prepared session, the facilitator should take the following steps:

1. Familiarise themselves with the lesson plan: The facilitator should thoroughly review the lesson plan for the session, gaining a comprehensive understanding of the activities, objectives, and desired outcomes. This will allow them to confidently guide the participants through the session.
2. Prepare necessary materials: Before the session, the facilitator should ensure they have printed out all handouts, activity sheets, or any other materials required for the participants. Having these materials ready in advance will save time and ensure that participants can fully engage in the activities without delays.
3. Determine the number of participants: It is crucial for the facilitator to have an accurate count of the participants who will be attending the session. This information will help them make any necessary modifications or adaptations to the session plan, ensuring that it is tailored to the specific number of participants and promotes an inclusive learning environment.

By proactively preparing for the session, familiarising themselves with the lesson plan, and ensuring that all necessary materials are readily available, the facilitator can create a well-structured and organised learning experience for the participants.

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**LESSON PLAN**

**Introduction to the topic: This lesson plan aims to deliver the session outline for Dynamic Facilitation and Youth Engagement. This lesson delves into the compelling subject of Dynamic Facilitation and Youth Engagement. It incorporates engaging activities designed to foster participants' understanding of the topic. By the conclusion of this lesson, participants will achieve the following learning outcomes:**

1. **Enhance their proficiency in dynamic facilitation techniques, including active listening, skilful questioning, and effective group facilitation.**
2. **Recognise the significance of involving youth in decision-making processes and community development.**
3. **Acquire strategies for engaging young people in meaningful ways that foster leadership and empowerment.**
4. **Develop a deep appreciation for the diverse perspectives and experiences of youth and comprehend how these elements contribute to successful facilitation and community action.**

| | **Topics and Sub-topics/Learning activities** | **Duration (minutes)** | **Training methods** | **Materials/ Equipment Required** | **Handouts and Activity sheets** |
|---|---|---|---|---|---|
| **1** | **<u>Unit 1 – Activity 1:</u> Icebreaker and assess the knowledge of the group**<br><br>**Ice-breaker- One Word** | (15 mins) | Tutor Input<br><br>Group | Training venue with IT equipment including | Handout and Activity Sheet |

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| | • The facilitator should begin this workshop with an ice-breaker activity called 'One Word'.<br>• The facilitator should ask each participant to say the first word they think of when they hear the topic of Dynamic Facilitation and Youth Engagement.<br>• The facilitator will continue the session by introducing the topic of Dynamic Facilitation and Youth engagement.<br>• The facilitator will then answer any questions that participants may have. | (20 mins)<br>(10 mins) | Activity<br>Group Discussion | laptop and projector<br>Flipchart and markers<br>Sign-in sheet<br>Pens and note-taking materials for learners | |
| **2** | **<u>Unit 2 – Activity 1:</u> Activity to show youth workers the importance of engaging with young people via social media**<br><br>**Make Your Own TikTok Video**<br><br>• **Step 1:** The facilitator will explain the purpose of the activity and the potential that TikTok has as a tool for social awareness and activism. | (5 mins) | Example:<br>Tutor Input<br>Group Activities | Training venue with IT equipment including laptop, internet, and projector | Activity Sheet |

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| | • The facilitator will then instruct participants to download TikTok from the app store if they have not already.<br><br>• **Step 2:** The facilitator will encourage participants to explore TikTok to familiarise themselves with the app.<br>• The facilitator will then instruct participants to browse different types of content and observe how others use TikTok.<br><br>• **Step 3:** The facilitator will guide participants in choosing a social cause they are passionate about and want to raise awareness for.<br>• The facilitator should emphasise the importance of research to gather relevant information about the cause.<br><br>• **Step 4:** The facilitator will instruct participants to think about the type of content they want to create on TikTok.<br>• The facilitator should encourage them to consider the message they want to convey and | (10 mins)<br><br>(5 mins) | Small Group discussion<br><br>Group Discussions | Flipchart and markers<br><br>Pens and note-taking materials for learners | |

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| | brainstorm ways to make it engaging and shareable.<br><br>• **Step 5:** The facilitator should allow participants time to create their TikTok content using the app's features like filters, effects, and sounds.<br>• The facilitator should be at hand to offered guidance and support as needed.<br><br>• **Step 6:** The facilitator will then explain the significance of hashtags and their role in making content more discoverable.<br>• The facilitator will instruct participants to use relevant hashtags related to their cause or create their own unique hashtags to create visibility.<br><br>• **Step 7:** The facilitators will then guide participants in sharing their TikTok videos on the platform and to other social media platforms such as Instagram, Twitter, and Facebook.<br>• The facilitator should encourage them to ask their friends to share the content, and tag others to expand their reach. | (10 mins)<br><br>(15 mins)<br><br>(5 mins) | | | |

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| | • **Step 8:** The facilitator will discuss the importance of engaging with followers through responding to comments and messages.<br>• The facilitator should encourage participants to actively interact with their followers and promote sharing of their content.<br>• **Step 9:** The facilitator will then highlight the benefits of collaborating with other TikTok users who share similar passions.<br>• The facilitator should then encourage participants to explore potential collaborations to reach a wider audience and create impactful content.<br>• **Step 10:** The facilitator will then discuss the significance of tracking key metrics such as views, likes, shares, and comments.<br>• The facilitator should then instruct participants to monitor the impact of their content and use the insights to refine their strategy over time. | (5 mins)<br><br>(5 mins) | | | |

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| | • **Step 11:** The facilitator will finish the activity by recapping the key points covered in the activity.<br>• The facilitator should encourage participants to continue using TikTok as a tool for social awareness and activism.<br>• The facilitator should be on hand to offer ongoing support and address any questions or concerns.<br><br>**<u>Break:</u>**<br><br>• The facilitator will introduce a short break for participants before the next activity.<br><br>**<u>Unit 2 – Activity 2:</u> Case Study Activity**<br><br>**Case Study: Engaging Youth Social Change – Learning from DoSomething.org**<br>• The facilitator will welcome participants back from their break and will introduce the next activity. | (5 mins)<br><br>(5 mins) | | | |

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| | • **Step 1:** The facilitator will introduce DoSomething.org as a successful example of a non-profit organisation that engages young people in social change.<br>• The facilitator will then highlight the organisation's mission, impact, and their focus on leveraging social media platforms to reach a wide audience of young people.<br>• **Step 2:** The facilitator will share key information about DoSomething.org's impact and successful campaigns such as "Teens for Jeans" initiative.<br>• The facilitator will discuss the factors contributing to their success, including their strong social media presence, well-organised campaigns, and sense of community.<br>• The facilitator will encourage participants to ask questions and share their thoughts on the presented information.<br>• **Step 3:** The facilitator will provide participants with the link to the article on social media activism.<br>• The facilitator will instruct participants to read the article individually, focusing on strategies for | (10 mins)<br>(30 mins) | | | N/A<br>Handout and Activity Sheet |

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| | leveraging social media to engage young people in social issues.<br><br>• **Step 4:** The facilitator will divide participants into small groups and provide them with the reflection questions related to leveraging social media, organising accessible campaigns, and fostering a sense of community.<br>• The facilitator should allow participants time to reflect individually on the questions and then discuss their insights and ideas within their group.<br>• The facilitator will facilitate a whole-group discussion to share key findings and strategies from each group.<br><br>• **Step 5:** The facilitator will then summarise the main points discussed during the session, emphasising the importance of leveraging social media, organising accessible campaigns, and fostering a sense of community.<br>• The facilitator will highlight the significance of DoSomething.org as a valuable resource for youth workers and facilitators. | (10 mins)<br><br>(15 mins) | | | |

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| | • The facilitator should encourage participants to explore DoSomething.org's website for further inspiration and resources. | (10 mins)<br><br>(15 mins) | | | |

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| | | (10 mins) | | | |
| **3** | **<u>Workshop Close and Evaluation</u>**<br>The facilitator will summarise the day and the information covered:<br>• They will go around each participant and ask them to say one thing they enjoyed about the session.<br>• The facilitator will thank the group for their participation and will ask if there is anything anyone wants to say or clarify. | (15 mins) | Tutor Input<br>Group Activities<br>Small Group discussion<br>Group Discussions | Training venue with IT equipment including laptop, internet, and projector<br>Flipchart and markers<br>Pens and note-taking | N/A |

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| | | | | materials for learners | |

**Total Learning Hours: 3.5 hours**

## Module 4: Social Impact and Reflection

| Social impact and Reflection | | |
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| Aim of the module:<br>This lesson aims to introduce the concept of social impact and its relevance to community development. We will also work on some methods for measuring and evaluating social impact and for critical self-evaluation. | | |
| Learning outcomes of the module: Upon completion of this Module learners should be able to: | | |
| Knowledge | **Skills** | **Attitudes** |
| • Understand the basic principles of social impact<br>• identify different methodologies for measuring and evaluating social impact | • Design and implementation of impact assessment and self-assessment methods | • reflect on how social impact affects community development and how youth can take action for social impact. |
| Module duration: 3.5 hours | | |
| Preparation/ Materials/Equipment: | | |

- Training venue with IT equipment including laptop and projector
- Tape and markers
- Blackboard or flipchart
- Coloured markers
- Cards or paper with pre-written examples of social impact actions

LESSON PLAN

Introduction to the topic:

The aim of this lesson is to provide a basic background on social impact and how it affects community development.

We will provide youth professionals with methodologies and dynamics of social impact assessment and self-evaluation of social projects with young people.

| | **Topics and Sub-topics/Learning activities** | **Duration (minutes)** | **Training methods** | **Materials/ Equipment Required** | **Handouts and Activity sheets** |
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| 1 | **<u>Introduction, icebreaker, and presentation:</u>** | **40 min** | | | |

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| | We will start the session with a couple of personal presentation dynamics and a reflection on the participants' expectations of the workshop. This will help us to get to know them better and to focus the dynamics and adapt them, if necessary, to the specific needs of the participants.<br><br>**Presentation dynamics 1: Map of connections**<br><br>With this dynamic, the participants will be able to get to know each other in a more personal way, which will generate an atmosphere of greater trust in which they can talk openly.<br><br>Use the activity sheet to prepare the material in advance and guide the activity.<br><br>**Presentation dynamics 2: Presentation of expectations**<br><br>Knowing the expectations of participants before starting a workshop is vital for a number of reasons: | (15 min)<br><br>(15 min) | Group dynamics<br><br>Group dynamics | Tape and markers<br><br>Blackboard or flipchart | A1.4 Map of connections<br><br>A2.4 Storm of expectations |

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| | • Tailoring the content<br>• Motivation and commitment<br>• Creating a positive atmosphere<br>• Identifying key issues<br>• Aligning objectives<br>• Avoiding frustration and disappointment<br>• Feedback and continuous improvement<br><br>Knowing participants' expectations prior to the start of a workshop is essential to creating a meaningful, personalised, and effective learning experience.<br><br>Use the activity sheet to prepare the material in advance and guide the activity.<br><br>**Explanation of the outline of the training programme:**<br><br>1. Definition and basic points on social impact<br>2. Methods of social impact assessment<br>3. Methods for self-assessment of social impact projects<br>4. Closing and evaluation of the workshop | | | Coloured markers. | |

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| | | (10 min) | | | |
| 2 | **<u>UNIT 1: Explanation of the concept of social impact</u>**<br><br>We will start with a dynamic for participants to define the concept of social impact for themselves using examples of social impact projects.<br><br>Follow the worksheets, you can use the examples of social action provided in handout 1 or generate your own examples.<br><br>Once they have generated their own definition, you can explain the official definition of the concept and expand on the information they have on social impact. | **45 min**<br><br>(20 min) | Group dynamics | Cards or paper with pre-written examples of social impact actions.<br><br>Presentation if necessary | A3.4 Social Impact in Action<br><br>H1. Examples of social impact |

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| | Use the content provided below to generate a presentation and explain everything to the group.<br><br>Allow a few minutes for questions and for participants to explain examples of their own or known examples of social impact.<br><br>*Definition:*<br><br>Social impact refers to the measurable and sustainable effect that an action or project has on society, whether at local, regional, or global level. This effect can be both positive and negative, but generally when we talk about "social impact" we refer to outcomes that benefit society and improve people's lives.<br><br>*Objectives:*<br><br>Social impact objectives vary depending on the type of initiative or project. Some common objectives include:<br><br>1. Improve the quality of life: Seek the well-being of people and communities by providing access to basic services, health, education, housing, etc.<br>2. Reduce poverty and inequality: Implement actions that contribute to reducing the gap | (15 min)<br><br>(10 min) | Theoretical explanation | | |

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| | between social groups, promoting equity and inclusion.<br>3. Protect the environment: Implement sustainable practices that reduce the negative impact on the environment and promote the conservation of natural resources.<br>4. Promote gender equality: Promote equal opportunities and eliminate gender discrimination in different areas.<br>5. Enhance local economic development: Promote economic growth and employment in disadvantaged communities.<br><br>*Target group:*<br><br>The social impact target group is made up of the people, communities or entities that directly benefit from the implemented actions. These may be vulnerable populations, marginalised communities, ethnic groups, people with disabilities, among others.<br><br>*Some examples of initiatives with social impact*:<br><br>1. Non-profit organisation that provides education and training to young people at risk of social exclusion to improve their job opportunities.<br>2. Sustainable agriculture project that works with rural communities to improve agricultural productivity and protect natural resources. | | | | |

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| | 3. Plastic waste collection and recycling initiative to reduce pollution and create jobs in coastal communities.<br><br>In conclusion, social impact refers to the positive and sustainable contribution that an action or project has on society. The objectives and target group may vary depending on the nature of the initiative, but ultimately the main objective is to improve the quality of life and promote general well-being. | | | | |
| | **BREAK** | **15 min** | | | |
| 3 | **<u>UNIT 2: Social impact assessment methods</u>**<br><br>In order to be able to measure the results of the impact generated by a social project, it is important to have previously generated the objectives and the measures of these objectives.<br><br>In order to plan an efficient measurement it is important to distinguish inputs, activities/outputs, outcomes, and impact. The distinction will help us to design the impact value chain. | **45 min** | | | |

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| | Definition of the elements of the impact value chain:<br><br>● **Inputs**: all resources, whether human or material, invested in the organisation's activities.<br>● **Activities**: the concrete actions, tasks and work carried out by the organisation to create outputs and outcomes and achieve its objectives.<br>● **Outputs**: the tangible products and services derived from the organisation's activities.<br>● **Results**: the changes, benefits, capacities developed, and other effects (both short and long term) derived from the organisation's activities.<br>● **Social Impact**: the attribution of an organisation's activities to broader, long-term outcomes.<br><br>We will generate with the participants a large-scale conceptual map containing these 5 definitions mentioned above.<br><br>Once they have generated the map, they will have to write indicators for each of the concepts, indicators with which to measure and evaluate the project. | | | | |

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| | Follow the activity sheet and generate evaluation indicators with the group.<br><br>During the last few minutes of the session you will explain to the participants some methods to collect useful information for impact assessment,<br><br>Use the content of handout 2 to explain some of the methodologies they can use. | (30 min)<br><br>(15 min) | Group dynamics<br><br>Theoretical explanation | Continuous paper and markers | A4.4 Generating indicators<br><br>H2 Methods of collecting information for impact assessment |
| 4 | **<u>UNIT 3: Self-assessment methods</u>**<br><br>Self-assessment is a method whereby we check our own level in a given task. It differs from other types of assessment that can cause confusion such as heteroassessment (carried out by another person, usually a superior) and co-assessment (in a group).<br><br>It is possible to carry out self-evaluations through different resources. They are an elementary tool to face a challenge with confidence. If they are to be effective, | **45 min** | | | |

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| | introspection is necessary in order to draw the right conclusions and act accordingly.<br><br>Regular self-assessment in the workplace is a good habit to get into. Some organisations ask their employees to carry out self-assessments on a regular basis, while in others it is up to the initiative of the employees.<br><br>Although in the social field projects are usually carried out by volunteers, this does not mean that self-evaluation should not be done.<br><br>During the implementation of a project and teamwork, it is necessary to reflect on our strengths and weaknesses in order to strengthen our competences and to remedy our shortcomings. A reasoned prior diagnosis of the situation is a basic step in problem solving.<br><br>During the first minutes of the session we will explain some methods of self-evaluation.<br>• Questionnaire-based self-assessment: Questionnaires are a common form of self-assessment, where people answer questions about their performance, attitudes, skills, or knowledge on a rating scale (e.g. from 1 to 5). | | | | |

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| | • Written self-reflection: This consists of keeping a diary or notebook in which periodic reflections on personal or professional progress are written. In this method, the person can write down their achievements, challenges, learning experiences and future goals.<br>• 360-degree evaluation: This method involves obtaining feedback not only from oneself, but also from colleagues, supervisors, and subordinates. The idea is to get a holistic view of performance and the perception others have of the individual.<br>• Competency-based self-assessment: In this method, the individual assesses him/herself against the specific competencies or skills required for his/her area of work or professional development.<br><br>It is important to remember that self-assessment should be honest and objective. It should also be used as a tool for personal growth and development, identifying opportunities for improvement and working on them proactively.<br><br>At the end of the session we will put into practice the 360 degree self-assessment methodology, follow the session sheet A5.4 to dynamise the process. | (15 min)<br><br>(30 min) | Group dynamics | Evaluation questionnaires<br><br>Pens | A5.4 Feedback 360 |

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| | Reserve a few minutes to answer any questions or doubts that may arise. | | | | |
| 5 | **<u>Workshop Close and Evaluation</u>**<br><br>To close the session you will do the dynamic called "Learning Star".<br><br>The aim of this dynamic is to summarise the key learnings of the workshop and to encourage reflection on their applicability in the participants' personal or professional lives.<br><br>We will need cards or coloured paper, markers, tape (optional).<br><br>**Preparation:** | **20 mins** | Group dynamics | Cards or coloured paper.<br>Markers.<br>Tape | |

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| | Prepare coloured star-shaped cards for each workshop participant. If you don't have star cards, you can cut star-shaped paper and decorate it with markers or stickers.<br><br>**How to develop the exercise:**<br>● Introduction:<br>Invite participants to gather in a space where they can be comfortable and have visibility of each other.<br>Explain that they will do a closing activity to summarise the most valuable learnings from the workshop and reflect on how to apply them in the future.<br>● Learning Star:<br>Hand out a star-shaped card to each participant and a marker.<br>Ask participants to take a few minutes to reflect on the most significant learnings from the workshop and write one or two short statements on each point of the star. Each point of the star will represent a key learning.<br>● Small group sharing:<br>Divide participants into small groups (ideally 3-5 people per group).<br>Ask each participant to share their key learning with the rest of the group. During this activity, other group | | | | |

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| | members can ask questions, provide feedback, or share how they also identified those learnings.<br><br>● Presentation to the whole group:<br>After each participant has shared in their group, invite the groups to present a summary of the key learnings they discussed.<br><br>A representative from each group can share the most salient findings in front of the whole group.<br><br>Individual reflection:<br><br>Conclude the exercise by inviting participants to take a moment to reflect individually on how they will apply these learnings in their personal or professional lives. They can write their reflections on the back of their star card or on an additional piece of paper.<br><br>● Closing:<br>Close the workshop by thanking participants for their participation and reflection during the activity. Encourage everyone to take their learning star with them as a tangible reminder of the knowledge gained and future goals.<br><br>This concluding dynamic helps to consolidate the learning from the workshop and encourages reflection on how participants can apply this knowledge in their | | | | |

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| | daily lives. It also promotes interaction and collaborative learning among participants. | | | | |
| Total Learning Hours: 3.5 hours | | | | | |

# SAFESPACE4YOUTH

YOUTH COMMUNITY

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