



Train the Trainer Programme

Activity Sheets & Supporting Materials



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Module 1: Introduction to Social Action

Activity Sheet M1.1

Module Title	Introduction to Social Action		
Unit Title	Unit 1 – Activity 1: Icebreaker and assess the knowledge of the group		
Activity Title	Icebreaker: Two truths and a lie	Activity Code	A1.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	15 mins	Learning Outcome	<ul style="list-style-type: none"> Develop interpersonal connections
Aim of activity	The aim of this activity is to create a relaxed and welcoming atmosphere among the participants, encourage active participation and engagement, and to foster connections and to allow participants to get to know each other better.		
Materials Required for Activity	<ul style="list-style-type: none"> Handout 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> Step 1: Divide the participants into smaller groups of 3 to 5 people, depending on the total number of participants. Step 2: Explain the rules of the game: Each participant will take turns sharing two truths and one lie about themselves. Step 3: Emphasise that the truths should be believable, while the lie should be plausible to make the game more challenging. Step 4: Encourage participants to be creative and avoid obvious giveaways. 		





	<ul style="list-style-type: none">● Step 5: Allow each participant a few minutes to think about their statements.● Step 6: Once everyone is ready, start with one participant who will share their statements with the group.● Step 7: After sharing the statements, ask the other participants to guess which statement they believe is a lie.● Step 8: Give each participant a chance to share their statements and let the group discuss and guess for each person.● Step 9: After everyone has shared their statements and guesses have been made, reveal the lie for each participant.● Step 10: Create a casual and supportive atmosphere for participants to share the reasoning behind their guesses and to learn more about each other.● Step 11: Encourage participants to ask follow-up questions or share related stories to facilitate conversation and connections.● Step 12: Conclude the activity by expressing gratitude to the participants for their openness and participation.
Handout	<ul style="list-style-type: none">● N/A



Activity Sheet M1.2

Module Title	Introduction to Social Action		
Unit Title	Unit 2 – Activity 2: Case Study		
Activity Title	Case Study – One Young World	Activity Code	A2.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face (can also be completed as self-directed)
Duration of Activity	110 mins	Learning Outcome	<ul style="list-style-type: none"> Analyse and evaluate strategies and approaches
Aim of activity	This activity aims to have participants critically analyse the strategies and approaches used by One Young World in engaging young people for social change, and to inspire participants to apply these strategies in their own work.		
Materials Required for Activity	<ul style="list-style-type: none"> Case Study Handout 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> Step 1: Introduce the case study of ‘One Young World’ and its significance in social activism and engaging young people. Highlight the organisation’s mission, annual summit, training programs, and its success in empowering young leaders globally. Step 2: Divide participants into small group, where participants will discuss the strategies and approached used by ‘One Young World’ that impressed them the most. Each group will share their findings with the rest of the group. Facilitate a brief discussion on different perspectives. Step 3: Participants will answer the questions provided in the handout. Allow participants time for individual reflection before opening up the discussion to hear their insights and ideas. 		

	<ul style="list-style-type: none"> ● Step 4: Participants will engage 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. Encourage participants to think creatively and identify specific actions or initiatives they could implement. ● 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. Facilitate a discussion on how participants can collaborate with other organisations or stakeholders to maximise their impact. ● 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. Encourage participants to share their ideas and experiences and facilitate a discussion on the challenges and potential solutions. ● Step 7: Participants will explore the 'One Young World' website and YouTube channel to gain a better understanding of how they engage young people. The facilitator should highlight to participants to take note of successful engagement strategies. ● Step 8: The facilitator will summarise the main points discussed during the activity and highlight the key takeaways. ● Step 9: The facilitator will offer ongoing support to the participants and encourage them to ask any questions they may have. <p>NB: The facilitator should adapt the activity to the available time and the specific needs of the participants, ensuring active participation and engagement throughout the session.</p>
<p>Handout</p>	<ul style="list-style-type: none"> ● Module 1: Handout 1 (H1.1) – <i>One Young World</i> (Case Study)

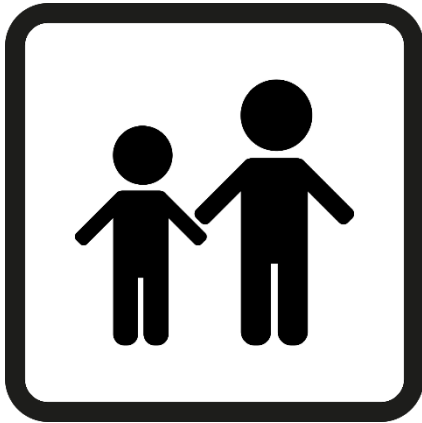


Module 1: Additional Materials

Handout 1 (H1.1):

Case Study Worksheet

One Young World



One Young World has been successful in inspiring young people to do social good by providing them with a platform to connect, learn, and collaborate. The organisation has helped to create a global community of young leaders who are committed to making a difference in the world. By empowering young people to take action on the issues that matter most to them, One Young World is helping to create a more just and sustainable future for all. In addition to its annual summit, One Young World runs a number of other programs and initiatives that encourage young people to get involved in social causes. For example, the organisation has launched a series of online campaigns to raise awareness about issues such as mental health, gender equality, and sustainable development. It also provides funding and support to young entrepreneurs who are working on innovative solutions to social problems.

As the most international youth conference in the world, One Young World offers a unique chance to connect and network with over 2,000 young leaders from 190+ different countries. You'll have the chance to learn from your peers, share your own initiatives, and even collaborate on new projects. Young people gain lifelong access to a community of over 15,000 individuals. Being a part of this community, young people will have access to funding opportunities, educational resources, mentorship, and speaking engagements. The in-house community team will remain in touch with young people, keeping them up to date on opportunities to boost their platform and maximize the impact they can have on the world.

One Young World has been successful for several reasons:

- **Focus on young people:** One Young World's focus on empowering young people has allowed them to tap into the passion, creativity, and energy of youth. By providing young people with the tools, resources, and support they need to create positive change.
- **Global network:** One Young World has built a global network of young leaders from over 190 countries. This network provides a diverse range of perspectives, ideas, and experiences, which are essential for tackling complex social issues on a global scale.
- **Collaborative approach:** One Young World takes a collaborative approach to social change, emphasizing the importance of partnerships, alliances, and networks. This approach has enabled One Young World to leverage the resources and expertise of a wide range of stakeholders, including governments, NGOs, and businesses.

- Comprehensive support: One Young World provides comprehensive support to young leaders, including training, mentoring, and funding opportunities. This support helps young leaders develop the skills and knowledge they need to create sustainable social impact.



Q1. How might the strategies and approaches used by 'One Young World' be adapted and applied in your own work with young people?

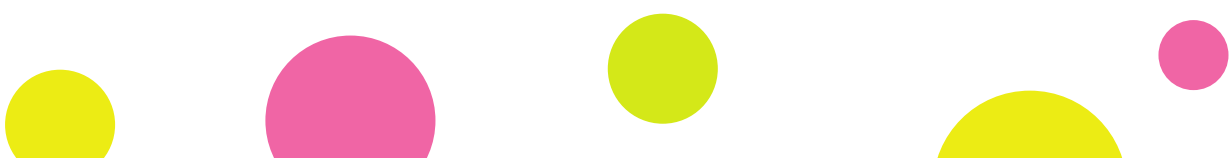
Q2. How might you collaborate with other organisations or stakeholders to promote social change and activism among young people, as 'One Young World' has done?

Q3. 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?



Website Link: www.oneyoungworld.com

YouTube Link: <https://www.youtube.com/@OneYoungWorld>



Module 2: Fundamentals of Experiential Learning

Activity Sheet M2.1

Module Title	M2: Fundamentals of Experiential Learning		
Unit Title	U1: Experiential Learning Overview		
Activity Title	Exploring my learning style	Activity Code	A1.2
Type of resource	Activity sheets (AS)	Type of learning	Face to Face
Duration of Activity	35 min	Learning Outcome	Familiarization with Kolb 9 Learning Styles
Aim of activity	The participants will familiarize themselves with the Kolb 9 Learning styles and explore their own unique mix of learning styles.		
Materials Required for Activity	<ul style="list-style-type: none"> • Projector, internet connection, PPT presentation • Flipchart and markers • Post-it notes and pens • Handout 1 - Kolb EL styles • Bell or chime to announce time (optional) 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <p>Step 1:</p> <ul style="list-style-type: none"> • Use PPT slide 6 to introduce the Kolb EL styles • 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 <p>Step 2:</p> <ul style="list-style-type: none"> • 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 <p>Step 3:</p> <ul style="list-style-type: none"> • 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 		

	<ul style="list-style-type: none">- use the sharing principles from the Ice-Breaker activity (active listening without interruption, no judgement)• You can use the bell to announce the beginning, sharing switch and end of the activity <p>Step 4:</p> <ul style="list-style-type: none">• While participants are sharing, write on a board or on one or more flipchart sheets the 9 learning styles (use the handout H1) <p>Step 5:</p> <ul style="list-style-type: none">• 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)• Then encourage participants to stick the post-it notes on the board or flipchart sheets - under the relevant learning style title <p>Step 6:</p> <ul style="list-style-type: none">• Open a reflection discussion about what the participants learned about themselves and their learning styles• 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
Handout	<ul style="list-style-type: none">• Handout 2 (H2.1) - Kolb EL styles• PPT - Kolb EL styles slide 6: PowerPoint Slides (background information): https://drive.google.com/drive/folders/1NtpXfGKO1PNzJogBkYEflWOUR-xb4-aO?usp=sharing



Activity Sheet M2.2

Module Title	M2: Fundamentals of Experiential Learning		
Unit Title	U2: Designing Experiential Learning Activities		
Activity Title	Learning Carousel	Activity Code	A2.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	45 min	Learning Outcome	Direct experience of three different EL methods, understanding their strengths and limitations and the designing process.
Aim of activity	Participants will be exposed to hands-on experience of three different experiential learning methods and explore the designing styles.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Handout H2 - print enough for each participant ● Handout H3 - print enough for each participant ● Four flipchart papers and markers ● Two flipchart papers or smaller signs to label two stations ● Bell or chime to announce the time (optional) 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <p>Step 1:</p> <ul style="list-style-type: none"> ● Set up two stations in the training room, each representing a different experiential learning method. Label each station clearly (you can use pieces of paper or flipchart sheets and tape them to the wall or furniture at the station area): <ul style="list-style-type: none"> ○ Station 1: Simulation/Role-Playing Activity: "The Wellbeing Squad" ○ Station 2: Case study: "Juggling Priorities: The Tale of Alex" 		

- Divide participants into two groups, with each group starting at a different station.
- 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.
- Assign a specific amount of time for each station - 15 min.
- Each group will spend 15 min at station 1 and then 15 min at station 2
- Use a timer to keep track of the time and signal (chime or bell) when it's time to switch stations.

Step 3:

- Provide a brief overview of each station's activity before participants start.
- Use the handouts H2 and H3 I to facilitate the activities in the two stations
- Let the participants know that you will announce the start of the 15 min round, the end of it and the new round as the groups switch stations (you may use a bell or chime and a timer)

Station 1: Simulation/Role-Playing Activity

Title: "The Wellbeing Squad"

- Prepare enough printouts of the script for all participants - Handout 2 (H2.2)
- Invite the participants in this group to read the script and split the roles. If there are more people than the roles, let the people who don't want to have a role, observe. Or you can invite the participants to create more roles/more friends and improvise with lines to fit the script
- Encourage all participants to engage in the role-play activity and if needed let them be creative and adjust the lines.

Station 2: Case Study Analysis

Title: "Juggling Priorities: The Tale of Alex"

- Prepare enough printouts of the case study for all participants - Handout 3 (H2.3)
- Give the group four sheets of flip-chart paper and markers
- Invite them to read the case study and write down their ideas on the sheets as per the handout (answering three questions and suggesting strategies)



	<p>Step 4:</p> <ul style="list-style-type: none">● After participants have rotated through both stations, reconvene the entire group and facilitate a debriefing session.● Conduct a group discussion focusing on the following points:<ul style="list-style-type: none">○ Ask participants to share their overall experiences at each station and compare the different learning methods.○ Encourage participants to discuss the strengths and limitations of each experiential learning method.○ Facilitate a conversation on how the various methods impacted their learning and understanding of the training topic.
<p>Handout</p>	<ul style="list-style-type: none">● Module 2: Handout (H2.2) - Simulation/Role play● Module 2: Handout (H2.3) - Case Study Analysis



Activity Sheet M2.3

Module Title	M2: Fundamentals of Experiential Learning		
Unit Title	U2: Designing Experiential Learning Activities		
Activity Title	Reflective writing	Activity Code	A3.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	25 min	Learning Outcome	In this unit participants will gain direct experience of three different EL methods, understanding their strengths and limitations and the designing process.
Aim of activity	In this unit participants will be exposed to hands-on experience of three different experiential learning methods and explore the designing styles.		
Materials Required for Activity	<ul style="list-style-type: none"> • Every participant should have a notebook or a piece of paper and a pen • Bell or chime to announce the time (optional) 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <p>Step 1:</p> <ul style="list-style-type: none"> • 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." • 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. • The final sharing will only involve reflection on the learning style and method 		

Step 2:

- Invite the participants to sit in silence for a few moments, tuning into their body and breath
- Then let them reflect on their wellbeing and work/academic and personal balance.
- Let them think of a particular issue they are facing in balancing work/personal life or their state of wellbeing

Step 3:

- Now let them write about the issue in a few sentences for about 2 min.

Step 4:

- Now let them write about the issue in one sentence only. Allow 2 min.

Step 5:

- Now let them draw a picture of the issue. Allow 2 min.

Step 6:

- Let them look at all the forms of expressing their issue and invite them to think of a possible concrete solution and action plan. Allow 2 min.

Step 7:

- 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).
- Encourage them to think of realistic action plans that can fit into their present lives.
- Allow 5 min.

Step 8:

- Facilitate a discussion about the learning method. Use questions like:
 - Was the writing easy for you?
 - Which part of the writing (more sentences, one sentence, drawing, creating action plan) was the most helpful for you?



	<ul style="list-style-type: none">○ Did you learn something new about yourself through this activity?○ Do you think you can use this activity for other issues in your life?○ Is this activity suitable for young people you work with?
Handout	<ul style="list-style-type: none">• N/A



Module 2: Additional Materials

Handout 1 (H2.1):

MODULE 2:

Fundamentals of Experiential Learning

(H1) Handout 1: Kolb Experiential Learning Styles

Experiencing: When using the Experiencing style, you are engaged, connected, warm and intuitive. You excel in teamwork and establish trusting relationships with others. You are comfortable with emotional expression.

Imagining: When using the Imagining style, you are caring, trusting, empathetic and creative. You demonstrate self-awareness and empathy for others. You are comfortable in ambiguous situations, and you enjoy helping others, generating new ideas and creating a vision for the future.

Reflecting: When using the Reflecting style, you are patient, careful and reserved, allowing others to take centre stage. You listen with an open mind and gather information from a variety of sources. You are able to view issues from many perspectives and identify underlying problems and issues.

Analysing: When using the Analysing style, you are structured, methodical, and precise. You plan ahead to minimize mistakes, integrate information to get the full picture, and use critical thinking to understand situations. You are methodical as you analyse details and data.

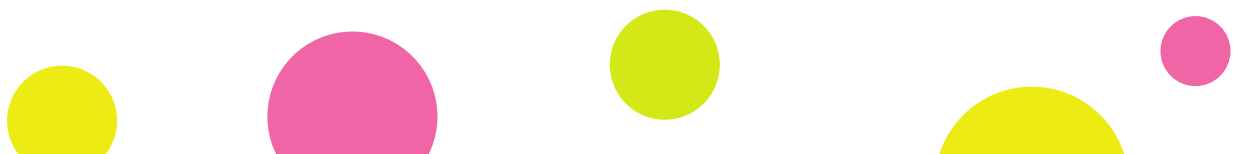
Thinking: When using the Thinking style, you are sceptical, structured, linear, and controlled. You use quantitative tools to analyse problems and frame arguments with logic. You know how to communicate ideas effectively and make independent judgments.

Deciding: When using the Deciding style, you are realistic, accountable, and direct. You find practical solutions to problems and set performance goals. You are able to commit to one focus.

Acting: When using the Acting style, you are on time, assertive, achievement-oriented and courageous. You commit to goals and objectives and find ways to accomplish them under a deadline. You are able to implement plans with limited resources.

Initiating: When using the Initiating style, you are outgoing, spontaneous, and able to shrug off losses or “failure” in Favor of trying again. You actively seize opportunities and participate without holding back.

Balancing: When using the Balancing style, you identify blind spots in a situation and bridge differences between people. You are resourceful and can adapt to shifting priorities.





Handout 2 (H2.2):

MODULE 2:

Fundamentals of Experiential Learning

(H2) Handout 2: Role-playing station: "The Wellbeing Squad"

Scenario: "Balancing Academic and Personal Life in High School"

Title: "The Wellbeing Squad"

Characters:

- Alex - Student
- Jamie - Friend 1
- Taylor - Friend 2
- Narrator



Setting: High school courtyard

Script:

Narrator: (Addressing the audience) Meet Alex, a high school student determined to excel in academics and extracurricular activities. However, Alex has been neglecting their own well-being. Let's see how their friends, Jamie, and Taylor, come to the rescue to help find the right balance.

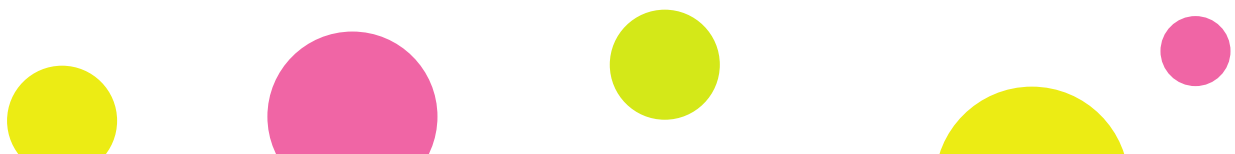
(As the skit begins, Alex is sitting on a bench in the school courtyard, looking overwhelmed with textbooks and assignments.)

Jamie: (Entering the courtyard) Hey, Alex! Ready for our after-school hangout?

Alex: (Looking stressed) Oh, hey, Jamie. I wish I could, but I have so much to study and finish today.

Taylor: (Entering the courtyard) Hey, Alex. What's up?

Jamie: Alex is drowning in homework again. They need a break but won't take one.





Taylor: (Concerned) You've been pushing yourself too hard, Alex. Remember, life is not just about grades and achievements.

Alex: I know, but I want to do well in everything.

Jamie: We get it, but you're more than your accomplishments.

Taylor: Taking care of yourself is essential. Let's help Alex find a way to balance academics and personal life.

Alex: (Feeling torn) It's just that my parents expect so much from me.

Jamie: We all want you to succeed, but we also want you to be happy and healthy.

Taylor: How about we make a study schedule that allows for breaks and relaxation time?

Jamie: Yeah, and we can join study groups to share the workload and study more efficiently.

Alex: (Considering) That might work.

Taylor: And during breaks, we can do fun activities together to recharge.

Jamie: You deserve to enjoy high school too, not just stress over it.

Alex: (Feeling relieved) Alright, let's give it a shot.

Narrator: (Addressing the audience) With the support of Jamie and Taylor, Alex learns the importance of finding a balance between academics and personal life. The "Wellbeing Squad" helps each other thrive in both studies and leisure.

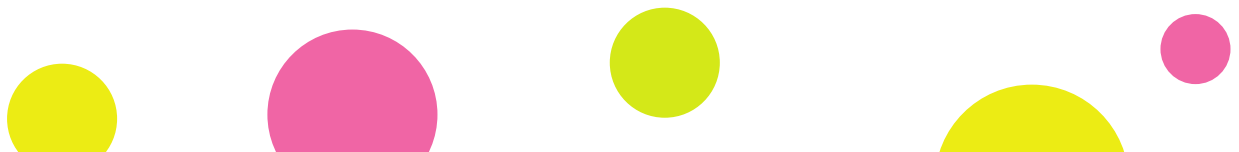




(As the skit ends, the friends walk away together, looking more united and supportive.)

***Notes for the facilitator:**

In this version, the friends play a crucial role in helping Alex prioritize their wellbeing and manage their time effectively. The focus is on peer support and understanding, which can be relatable and impactful for high school students facing similar challenges. As always, encourage the actors to make the characters relatable and bring their own personalities into the performance to make it more engaging for the audience.



Handout 3 (H2.3):

MODULE 2:

Fundamentals of Experiential Learning

(H3) Handout 3: Case study: "Juggling Priorities: The Tale of Alex"

Scenario: "Balancing Academic and Personal Life in High School"

Title: "Juggling Priorities: The Tale of Alex"

Step 1: Read the case study to the group

Alex is a high-achieving high school student. They are involved in multiple extracurricular activities, excel in academics, and aspire to attend a top university. Alex's schedule is filled with classes, club meetings, sports practices, and volunteer work. Additionally, they have taken on leadership roles in some of these activities.

Lately, Alex has been feeling overwhelmed and stressed. They struggle to find time for personal activities, hobbies, and spending quality time with family and friends. Sleep is often compromised, and free time feels like a luxury. Alex's parents and teachers praise their dedication, but internally, Alex is torn between wanting to succeed and wanting to relax.

Step 2: Brainstorm and write answers to following questions

Use 3 empty flip-chart sheets. Invite the members of the group to brainstorm and write down their ideas/answers to following questions:

- What are the main challenges Alex is facing in balancing their academic and personal life?
- How do you think these challenges are affecting Alex's overall wellbeing?
- What advice would you give to Alex to help them find a better balance?

Step 3: List of practical strategies

- Use 1 empty flip-chart sheet. Invite the members of the group to brainstorm and write down a list of practical strategies that high school students can implement to balance their academic and personal life.
- Include time management techniques, setting boundaries, seeking support from friends and family, and prioritizing self-care activities.

Notes for the facilitator:

This case study activity allows high school students to delve into real-life challenges faced by their peers and collaboratively explore strategies for managing a balanced and fulfilling lifestyle. By using this concrete case study, students can gain valuable insights into their own wellbeing and develop practical approaches to improve their daily routines.

Module 3: Dynamic Facilitation and Youth Engagement

Activity Sheet M3.1

Module Title	Dynamic Facilitation and Youth Engagement		
Unit Title	Icebreaker and assess the knowledge of the group		
Activity Title	One Word	Activity Code	A1.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	15 mins	Learning Outcome	<ul style="list-style-type: none"> Explore different perspectives and interpretations related to the topic
Aim of activity	The aim of this activity is to engage participants and introduce the topic of Dynamic Facilitation and Youth engagement in a fun and interactive way.		
Materials Required for Activity	<ul style="list-style-type: none"> Whiteboard or flip chart Markers or pens Timer Handouts Writing materials for participants 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> Step 1: Begin the session by explaining the purpose of the icebreaker activity, which is to encourage participants to express their thoughts and ideas using just one word. The facilitator should highlight that this activity is designed to be quick and allows participants to share their initial thoughts on the topic. Step 2: The facilitator should write the topic of 'Dynamic Facilitation and Youth Engagement' on the whiteboard or flipchart for all the participants to see. 		

- **Step 3:** The facilitator should then split participants into small groups of 3-5 people, depending on the total number of participants. The facilitator should encourage participants to introduce themselves to their group members if they are not already familiar with one another.
- **Step 4:** The facilitator will instruct each group to come up with one word that best represents or relates to the topic of Dynamic Facilitation and Youth Engagement. The facilitator will set a timer for 2 minutes to allow groups to brainstorm and discuss their ideas. The facilitator should encourage participants to consider different perspectives and interpretations of the topic.
- **Step 5:** After the brainstorming time is up, the facilitator will invite each group to share their chosen word with the rest of the participants. As each group shares their word, the facilitator will write on the whiteboard or flipchart, creating a collective compilation of words related to the topic. The facilitator should encourage participants to briefly explain why they chose their word, fostering a brief discussion and exploration of different perspectives.
- **Step 6:** The facilitator will then lead a discussion based on the compiled words and the insights shared by participants. The facilitator should ask open-ended questions to encourage participants to reflect on the variety of words and perspectives.
- The facilitator will then facilitate a conversation on the connections and commonalities among the chosen words.
- **Step 7:** The facilitator will summarise the key points discussed during the activity, highlighting the diverse perspectives and ideas represented by the different words. The facilitator should then relate the activity back to the session's topic, emphasising how a single word can open up multiple avenues for discussion and exploration.

NB: The facilitator should adapt the activity duration and group size based on the available time and the number of participants. Encourage a respectful and inclusive environment where participants feel comfortable sharing their chosen words and insights.



Handout

- Module 3: Handout 1 (H3.1): *Icebreaker: One Word*



Activity Sheet M3.2

Module Title	Dynamic Facilitation and Youth Engagement		
Unit Title	Activity to show youth workers the importance of engaging with young people via social media		
Activity Title	Make Your Own TikTok Video	Activity Code	A2.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	80 mins	Learning Outcome	<ul style="list-style-type: none"> Understand the potential of TikTok as a platform for raising awareness for social causes and engaging with a wider audience.
Aim of activity	The aim of this activity is to guide participants in using TikTok as a platform to raise awareness for a social cause and engage a wider audience.		
Materials Required for Activity	<ul style="list-style-type: none"> Mobile device Internet Access Writing materials for participants Handouts 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> Step 1: The facilitator will begin by explaining the purpose of the activity and the potential of TikTok as a tool for social awareness and activism. The facilitator should then instruct participants to download TikTok from the app store if they do not already have the app on their device. Step 2: The facilitator should encourage participants to explore TikTok and familiarise themselves with app. The facilitator should then instruct the participants to browse different types of content and observe how others use TikTok. The facilitator should recommend watching 		

[SpunOut.ie](https://www.spunout.ie) and [DoSomething.org](https://www.dosomething.org) videos to see examples of engaging social issue content on TikTok.

- **Step 3:** The facilitator will then guide participants in choosing a social cause they are passionate about and want to raise awareness for. The facilitator should emphasise the importance of research to gather relevant information about the cause.
- **Step 4:** The facilitator will instruct participants to think about the type of content they want to create on TikTok. The facilitator should encourage participants to consider the message they want to convey and brainstorm ways to make it engaging and shareable.
- **Step 5:** The facilitator should allow participants time to create their TikTok content using the app's features like filters, effects, and sounds.
- **Step 6:** The facilitator will explain the significance of hashtags and their role in making content more discoverable. The facilitator will instruct participants to use relevant hashtags related to their cause or create their own unique hashtags to increase visibility.
- **Step 7:** The facilitator should guide participants in sharing their TikTok videos on the app, and other social media platforms like Instagram, Facebook, and Twitter.
- **Step 8:** The facilitator will then discuss the importance of engaging with followers through responding to comments and messages. The facilitator should encourage participants to actively interact with their followers and promote sharing of their content.
- **Step 9:** The facilitator will then highlight the benefits of collaborating with other TikTok users who share similar passions. The facilitator should encourage participants to explore potential collaborators to reach a wider audience and create impactful content.
- **Step 10:** The facilitator should discuss the significance of tracking key metrics such as views, likes, shares, and comments. The facilitator should instruct participants to



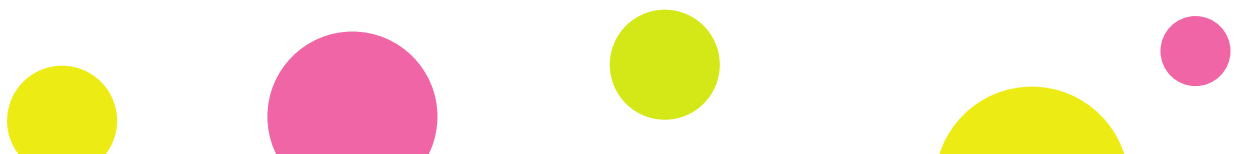
	<p>monitor the impact of their content and use the insights to refine their strategy over time.</p> <ul style="list-style-type: none">● Step 11: The facilitator should conclude the activity by recapping the key points covered in the activity. The facilitator should encourage participants to continue using TikTok as a tool for social awareness and activism and should offer ongoing support and address any questions or concerns.
Handout	Module 3: Handout 2 (H3.2): <i>Make your Own TikTok</i>



Activity Sheet M3.3

Module Title	Dynamic Facilitation and Youth Engagement		
Unit Title	Case Study Activity		
Activity Title	Case Study Activity: Engaging Youth Social Change – Learning from DoSomething.org	Activity Code	A2.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	60 mins	Learning Outcome	<ul style="list-style-type: none"> Explore strategies for leveraging social media to engage young people in social issues.
Aim of activity	The aim of this activity is to explore the successful strategies employed by DoSomething.org, a non-profit organisation that effectively engages young people in social change. By studying their approach, participants, including youth workers and facilitators, can gain insights and inspiration to engage and mobilise young people in their own social action projects.		
Materials Required for Activity	<ul style="list-style-type: none"> Computer or Mobile device Handouts with reflection questions 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> Step 1: The facilitator will begin by introducing DoSomething.org as a successful example of a non-profit organisation that engages young people in social change. The facilitator should highlight their mission, impact, and their focus on leveraging social media platforms to reach a wide audience of young people. 		

	<ul style="list-style-type: none"> ● Step 2: The facilitator should share key information about DoSomething.org’s impact and successful campaigns, such as “Teens for Jeans” initiative. The facilitator should discuss the factors contributing to their success, including their strong social media presence, well-organised campaigns, and sense of community. The facilitator should encourage participants to ask questions and share their thoughts on the presented information. ● Step 3: The facilitator should provide participants with the link to the articles on social media activism. The facilitator should instruct participants to read the article individually, focusing on strategies for leveraging social media to engage young people in social issues. ● 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. The facilitator should allow participants to reflect individually on the questions and then discuss their insights and ideas within their groups. The facilitator will then facilitate a whole-group discussion to share their key findings and strategies from each group. ● Step 5: The facilitator will conclude the activity by summarising the main points discussed throughout, emphasising the importance of leveraging social media, organising accessible campaigns, and fostering a sense of community. The facilitator should highlight the significance of DoSomething.org as a valuable resource for youth workers and facilitators and should encourage participants to explore DoSomething.org’s website for further inspiration and resources. <p>NB: The facilitator should adapt the activity to the specific needs and interests of the participants, ensuring active engagement and addressing any questions or concerns that arise.</p>
<p>Handout</p>	<p>Module 3: Handout 3 (H3.3) – <i>Engaging Youth Social Change – Learning from DoSomething.org</i></p>



Module 3: Additional Materials

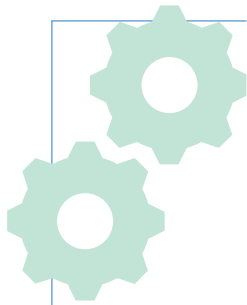
Handout 1 (H3.1)

Icebreaker: *One Word*



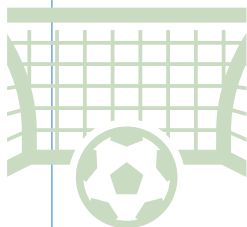
1) Aim of the Activity:

- The objective of the *One Word Activity* is to create a lighthearted and enjoyable introduction to the session. This will help participants ease into the topic in a relaxed and enjoyable manner.



2) How it Works:

- Participants can be grouped into smaller groups or pairs and tasked with brainstorming a single word that encapsulates a specific subject, such as Dynamic Facilitation and Youth Engagement.
- With a set time limit of 2 minutes, each group can share their chosen word, while the facilitator records and displays them on a whiteboard for all participants to observe.

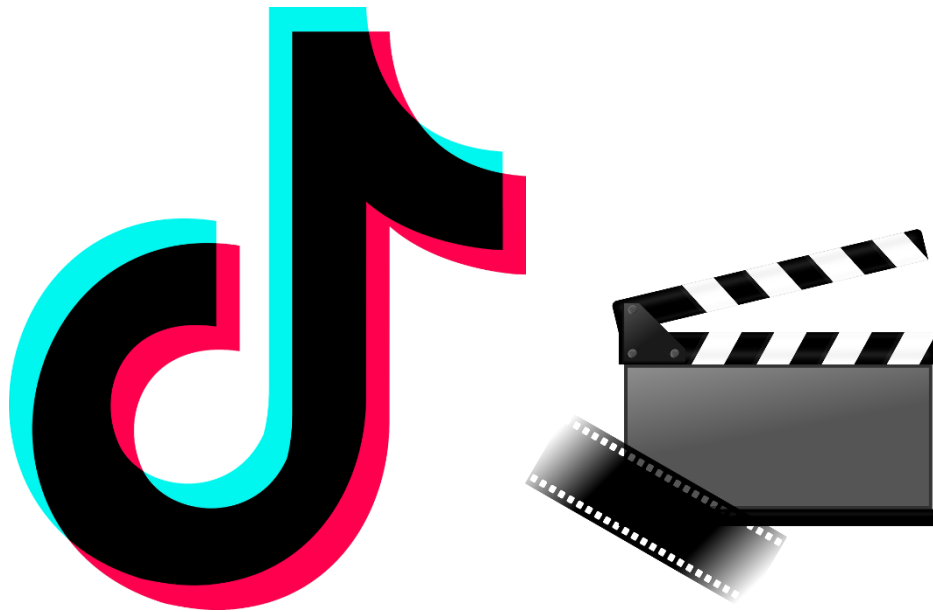


3) End Goal:

- The goal of this activity is to get participants thinking about how to use fact-checking tools to detect fake news ahead of the main activities within the session.



Handout 2 (H3.2)

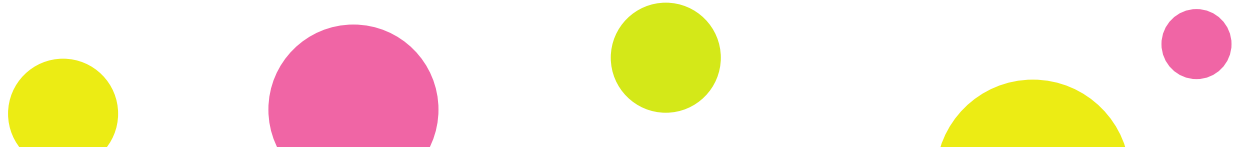


Make your own TikTok:



Apple
Store

Google
Play Store



Handout 3 (H3.3):

Case Study:

Engaging Youth Social Change – Learning from DoSomething.org

Read the following before answering the questions below:

<https://online.maryville.edu/blog/a-guide-to-social-media-activism>

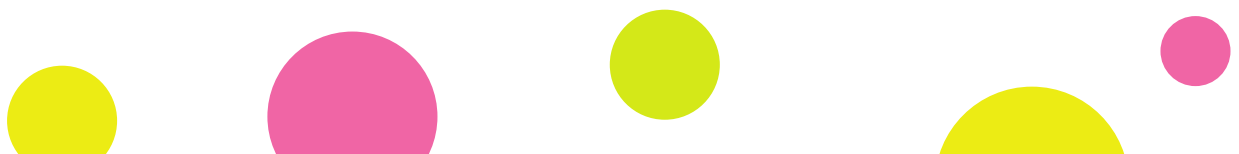
Q1. How can you leverage your social media presence to engage with young people and inspire them to take action on social issues?



Q2. In what ways can you organise and facilitate campaigns that are easy and accessible for young people to participate in, while still making a meaningful impact?



Q3. How can you create a sense of community among the young people you work with, and empower them to take ownership of the causes they care about? What resources and support can you provide to facilitate this process?



Module 4: Social Impact and Reflection

Activity Sheet M4.1

Module Title	M4: Social impact and reflection		
Unit Title	Introduction, icebreaker, and presentation:		
Activity Title	Map of connections	Activity Code	A1.4
Type of resource	Activity sheets (AS)	Type of learning	Face to Face
Duration of Activity	15 min	Learning Outcome	Presentation and self-knowledge of the participants
Aim of activity	<p>Enable participants to present themselves in a creative way and discover common interests with other group members.</p> <p>This dynamic not only helps the adults to get to know each other better but can also create a more positive and collaborative atmosphere for the rest of the workshop.</p>		
Materials Required for Activity	<ul style="list-style-type: none"> • Prepare a large area with enough space for participants to move around freely. • Tape or use markers to draw a large circle on the floor or on a wall. • Inside the circle, draw or place small cards with names of different topics or interests, e.g. music, sports, movies, travel, books, food, etc. 		
Step-by-step instructions	<ul style="list-style-type: none"> • Explanation: Gather the participants in the designated area and explain that they will be doing a dynamic to get to know each other better and find common interests. • Selection of topics: Ask participants to line up around the circle. Each person should choose a card with a topic that interests them, e.g. "music". • Connections: Once everyone has chosen a topic, start the exercise. Participants should move around the circle, introducing themselves and sharing information related to the topic they have chosen. For 		



	<p>example, if someone chose "music", they could mention their favourite band or the last concert they attended.</p> <ul style="list-style-type: none">● Find connections: As participants interact and share information, encourage those with similar interests to connect and group together. For example, if two people mention that they like the same sport, they can form a group within the circle.● Rotation: After a set amount of time (approximately 5-7 minutes), ask participants to move around the circle and select a new topic to discuss and share. In this way, each person will have the opportunity to connect with different members of the group.● Closing: At the end of the exercise, bring everyone together and encourage a group discussion about the connections formed, common interests, and any interesting discoveries made during the activity.
Handout	<ul style="list-style-type: none">● N/A



Activity Sheet M4.2

Module Title	M4: Social impact and reflection		
Unit Title	Introduction, icebreaker, and presentation:		
Activity Title	Storm of Expectations	Activity Code	A2.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	15 min	Learning Outcome	This will give a clear picture of what participants expect from the workshop and help facilitators adapt the content and activities to meet their needs.
Aim of activity	Identify participants' expectations and objectives prior to the start of the workshop.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Blackboard or flipchart ● Coloured markers. 		
Step-by-step instructions	<p>Introduction:</p> <p>Introduce the participants to the dynamics and explain that it is important to know their expectations in order to make the workshop more relevant and satisfying for everyone.</p> <p>Make sure to create a relaxed and trusting atmosphere where participants feel comfortable sharing their ideas.</p> <p>Brainstorming Expectations:</p> <ul style="list-style-type: none"> ● Individual question: ask each participant to take a piece of paper and write down three expectations or goals they wish to achieve during the workshop. These can be things they hope to learn, improve, or achieve. 		



	<ul style="list-style-type: none"> ● Small group sharing: Form groups of 3-5 people and ask participants to share their expectations with each other. Encourage active listening and respect for each other's ideas. ● Summary on the board: Invite a representative from each group to share the most salient expectations on the board. Record these expectations on the board or on flip charts using different colours to identify different themes. <p>Discussion and Prioritisation:</p> <ul style="list-style-type: none"> ● Analysis of expectations: Facilitate a group discussion on shared expectations. Ask participants if they feel represented by the stated expectations and if there are any other expectations they would like to add. ● Prioritisation: With the list of expectations on the board, invite participants to vote or point to the ones they feel are most important or relevant to them. This will help to identify the common expectations and those with the greatest consensus. <p>Closing:</p> <p>Thank participants for sharing their expectations and objectives.</p> <p>Emphasise that the workshop will be designed with these expectations in mind and that efforts will be made to cover the topics most relevant to the group.</p>
Handout	<ul style="list-style-type: none"> ● N/A





Activity Sheet M4.3

Module Title	M4: Social impact and reflection		
Unit Title	U1: Explanation of the concept of social impact		
Activity Title	Social Impact in Action	Activity Code	A3.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	30 min	Learning Outcome	This exercise allows participants to understand the concept of social impact through concrete examples and gives them the opportunity to interact and reflect on how actions can have a significant effect on society.
Aim of activity	To facilitate the understanding of the concept of social impact through practical examples and the active participation of participants.		
Materials Required for Activity	<ul style="list-style-type: none"> • Cards or paper with pre-written examples of social impact actions. 		
Step-by-step instructions	<p>Preparation:</p> <p>Prepare cards or paper with examples of actions, projects or initiatives that have a positive social impact. You can use real or invented examples, but it is important that they are easily understandable for the group. You can find some examples in document H1.</p> <p>Introduction:</p> <p>Briefly explain the concept of social impact and its importance for improving society in different aspects, such as quality of life, equality, environment, etc.</p>		





	<p>Exercise:</p> <p>Hand out a card or paper with an example of an action with social impact to each participant. Make sure everyone has a card, but they should not show it to others.</p> <p>Instructions:</p> <ol style="list-style-type: none">1. Ask participants to silently read their example and, in any order, they wish, share their example with the group.2. Presentation of examples: As participants share their examples, invite questions, comments, or reflections on the social impact of each action.3. Group discussion: After everyone has shared their examples, facilitate a group discussion on the common characteristics of actions with social impact and how these actions contribute to the well-being of society. <p>Final reflection:</p> <p>Conclude the exercise with a reflection on the importance of social impact actions and how each individual can contribute to positive change in their community.</p>
Handout	<ul style="list-style-type: none">● Module 4: Handout 1 (H4.1): <i>Examples of social impact</i>



Activity Sheet M4.4

Module Title	M4: Social impact and reflection		
Unit Title	UNIT 2: Social impact assessment methods		
Activity Title	Generating indicators	Activity Code	A4.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	30 min	Learning Outcome	Learn how to define and write evaluation indicators.
Aim of activity	Work as a team to define indicators and learn how to write them correctly.		
Materials Required for Activity	<ul style="list-style-type: none"> • Continuous paper • Markers 		
Step-by-step instructions	<p>All participants will generate a conceptual map with the terms:</p> <ol style="list-style-type: none"> 1. Inputs: all resources, whether human or material, invested in the organisation's activities. 2. Activities: the concrete actions, tasks and work carried out by the organisation to create outputs and outcomes and achieve its objectives. 3. Outputs: the tangible products and services derived from the organisation's activities. 4. Results: the changes, benefits, capacities developed, and other effects (both short and long term) derived from the organisation's activities. 5. Social Impact: the attribution of an organisation's activities to broader, long-term outcomes. 		



	<p>With the generated map we will divide the group into 5 different groups. Each group will have 10 minutes to generate at least 3 indicators for each of the following levels corresponding to each of the 5 terms.</p> <p>Levels of indicators:</p> <ul style="list-style-type: none">● Output: Operational indicators, useful for management. Outputs can themselves be measured and serve as indicators.● Outcome: Indicators that serve to determine whether a change occurs during the course of the project.● Impact: Indicators that describe changes in people's lives and development conditions at global, regional, national, and local levels. <p>They should take into account the characteristics of a good indicator, which are specific, measurable, achievable, and realistic.</p> <p>After 10 minutes, the groups will change terms and will have to read the indicators generated by the previous group to improve them if necessary or add new ones.</p>
Handout	<ul style="list-style-type: none">● N/A



Activity Sheet M4.5

Module Title	M4: Social impact and reflection		
Unit Title	UNIT 3: Self-assessment methods		
Activity Title	Feedback 360	Activity Code	A5.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	30 min	Learning Outcome	Learning how to apply 360° self-assessment
Aim of activity	Experience the 360 degree evaluation process and understand the importance of receiving feedback from different perspectives.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Evaluation questionnaires ● Pens 		
Step-by-step instructions	<p>Preparation:</p> <p>Prepare a questionnaire with evaluation questions about the performance or skills of the participants. The questions should cover different aspects relevant to the group, such as technical skills, communication, leadership, teamwork, among others.</p> <p>Make sure the questions are clearly formulated and allow for objective and constructive answers.</p> <p>Explanation:</p> <ul style="list-style-type: none"> ● Introduce the concept of 360-degree appraisal and explain that this type of appraisal involves feedback from multiple sources, such as colleagues, supervisors, and subordinates, to get a complete picture of a person's performance. 		

	<ul style="list-style-type: none">• Stresses the importance of receiving different perspectives to get a more accurate and balanced picture of each individual's skills and behaviours. <p>Dynamics:</p> <p>Give the questionnaire to each participant and ask them to complete it anonymously to evaluate their peers. You can provide enough time for everyone to answer the questions in a reflective manner.</p> <p><i>Collect responses:</i></p> <p>Collect all completed questionnaires and make sure to keep the responses confidential.</p> <p>Average the responses for each question and generate an individual feedback report for each participant.</p> <p><i>Feedback session:</i></p> <ul style="list-style-type: none">• Organise a group meeting to share the results of the 360 feedback with the participants. In this session, emphasise that the goal is learning and growth, not personal criticism.• Invite each participant to receive their feedback report in a constructive and open manner, highlighting both their strengths and identified areas for improvement.• Promotes an atmosphere of mutual respect and support during the feedback session, encouraging participants to ask questions, share their perspectives and propose actions for improvement. <p><i>Action plan:</i></p> <p>At the end of the session, motivate participants to create an individual action plan to work on the identified areas of improvement and strengthen their skills and competences.</p>
Handout	<ul style="list-style-type: none">• N/A



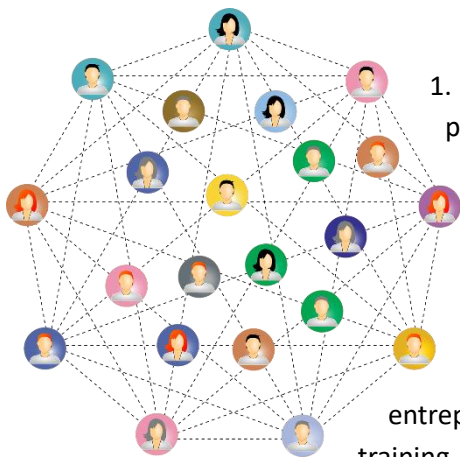
Module 4: Additional Materials

Handout 1 (H4.1):

MODULE 4:

Social impact and reflection

(H1) Handout 1: Examples of social impact



1. **Education in Rural Communities Programme:** A project that seeks to improve access to education in rural areas by providing educational resources, school infrastructure and training for teachers. The aim is to reduce the education gap and offer learning opportunities to children and young people who face difficulties in accessing quality education.
2. **Social Ventures:** Initiatives that promote entrepreneurship among vulnerable populations, offering training, financing, and mentoring to low-income people or groups in vulnerable situations. These social enterprises can be focused on employment generation, the production of sustainable goods or services and the improvement of the quality of life of the entrepreneurs and their communities.
3. **Environmental Conservation Projects:** Initiatives that seek to protect the environment and natural resources, such as reforestation, preservation of natural areas, reduction of carbon emissions and promotion of sustainable practices in sectors such as agriculture and industry.
4. **Access to Health Services:** Projects that improve access to health services in disadvantaged communities, whether through the construction of health centres, vaccination campaigns, disease prevention programmes or the training of local medical staff.
5. **Social and Labour Inclusion:** Initiatives that promote the social and labour inclusion of people with disabilities, migrants, refugees, or any group facing discrimination or barriers to full participation in society. These projects may include training programmes, adaptation of workspaces and awareness-raising in companies and communities.
6. **Sustainable Food Projects:** Initiatives that seek to combat food insecurity and promote more sustainable and nutritious food. These projects can include community gardens, food distribution programmes to communities in need and education on healthy eating habits.
7. **Renewable Energy in Isolated Communities:** Projects that implement renewable energy solutions, such as solar panels or wind turbines, in isolated communities that lack access to the electricity grid. These projects aim to improve the quality of life and reduce dependence on fossil fuels.
8. **Women's Empowerment Projects:** Initiatives that promote gender equality and the economic and social empowerment of women. These projects may include job skills training, access to micro-credit, promotion of women's leadership and campaigns against gender-based violence.

Handout 2 (H4.2):

MODULE 4:

Social impact and reflection

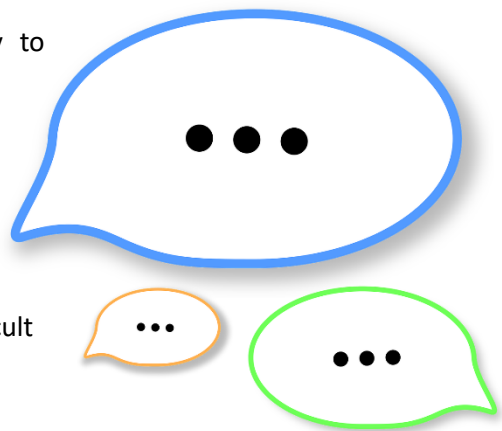
(H2) Handout 2: Methods of collecting information for impact assessment

Structured interviews based on questionnaires:

- After defining the indicators, you can start designing the structure of the questionnaire.
- In general, these are verbally administered questionnaires in which you run through a list of verbally administered questionnaires in which you go through a list of pre-determined list of questions, with little or no variation and with no room for supplementary or more elaborate questions.
- This type of interview is relatively quick and easy to manage.

Unstructured interviews:

- Unstructured interviews, an indirect way of indirect way of getting information from a person at the time.
- Usually time-consuming (often several hours) and difficult to (often several hours) and are difficult to manage.

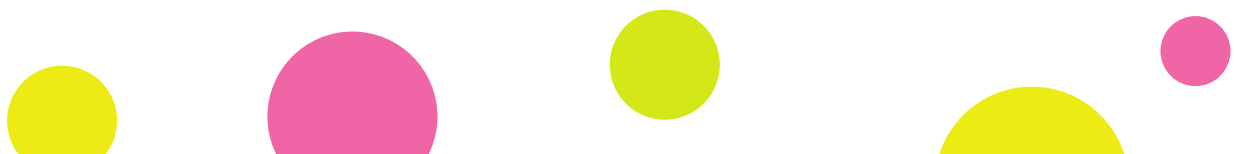


Semi-structured interviews:

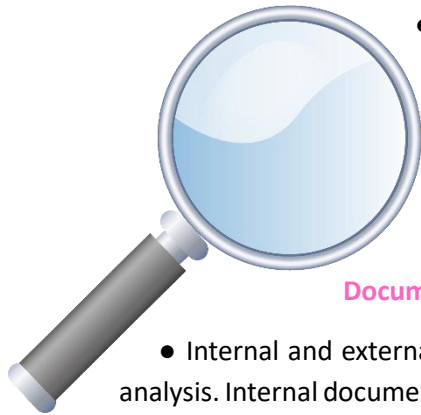
- They are made up of a number of key questions that help define the areas of exploration, but also allow the interviewer or interviewee to deviate with an idea or give a more detailed answer. detailed.
- They allow you to find and elaborate on information that is important to the participants and which may not have been taken into account by the research team. research team.

Reference group:

- Collective research that takes place in a group and focuses on a concentrate on a specific topic.
- It concentrates on the diversity and variety of the attitudes, experiences, and beliefs of the participants.
- It takes place in a relatively short period of time.



Participatory observation:



- Research that requires several well-defined but variable methods: informal interviews, direct observation informal interviews, direct observation, participation in the life of the group, collective discussions, analysis of personal documents provided by the group, or self-analysis.

Documentary research:

- Internal and external documentation contains important information for the impact analysis. Internal documents include drafts, reports, and design protocols. These documents provide information on the project's approach, its objectives results and modifications made during its development. It is also a good starting point for starting point for developing the questions for the evaluation process.
- External documents include studies, surveys, or statistics. They provide information particularly interesting for the needs of needs of environmental analysis (data on the size and importance of a on the size and importance of a phenomenon) and can serve as a reference.



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