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youthcouncils.eu

EDUCATION METHODOLOGY OF YOUTH PARLIAMENTS' AND COUNCILS' MEMBERS

YC2 - YOUTH COUNCILS YET COMING



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YC2 – introduction

We invite you to get to know and use the ready and proven scenarios of workshops for youth councilors.

We have prepared this guide because we feel that Youth Councils are a very important mechanism for increasing young people's interest and involvement in public affairs at the local level.

A Youth Council is a rural and urban institution that enables young people to participate in the decision-making process on youth matters. Adult councilors and officials often need the opportunity to consult their ideas of solutions to various problems with young addressees of the planned activities.



YC2 – introduction

The activity of the Youth Council is very important as it contributes to, e.g.:



increasing young people's interest in local politics, building the ability to take actions for the benefit of the local community,



developing dialogue between representatives of executive and municipal authorities and young people,



increasing the understanding of the needs and problems of the youth by local authorities, increasing the effectiveness of activities addressed to young people and carried out by local authorities,



familiarizing young people with the principles of local government operation.

YC2 – introduction

A Youth Council will work the more effectively the more competent its members are. Young people starting their adventure with Youth Councils often do not have enough experience and knowledge to meet the expectations of both their peers and adults who work with them.

Therefore, we are convinced that the key to good functioning of Youth Councils is to prepare new members for action and to systematically improve their competences during their term of office.

This guide contains several dozen descriptions of training blocks that allow you to strengthen the most important skills needed by youth councilors. Descriptions of training blocks have been prepared in such a way that facilitators, youth council coordinators and coaches could use them in their daily work with Youth Councils.

The selection of key competences for youth is the result of research carried out in our project and many years of experience of partner organizations in supporting Youth Councils.



YC2 – introduction

The training blocks were prepared by experienced coaches and Youth Councils facilitators from the Czech Republic, Poland and Slovakia.

We also conducted a pilot of these workshops with an international group of youth councilors in June 2021 in Cieszyn. We included the conclusions from the pilot in the final version of the content of educational activities.

We encourage you to use the training materials creatively and good luck in supporting young people's active citizenship!



YC2 – introduction

Thanks to Youth Council activity, boys and girls develop key civic skills and gain confidence that local public affairs are important and worthy of their attention.

A well-functioning Youth Council thus lays the foundations for active citizenship in the municipality.



Thanks to Youth Council, young residents learn:

- **Electing their representatives.** The YC elections can be an opportunity to practice the ability to reflect on common, local issues, define expectations towards representatives, and analyze the needs of the local community. Young inhabitants acquire not only the ability to vote, but also to recognize the interests of the community and to make informed choices in accordance with them. Understanding the importance of elections, voting skills and evaluating candidates' programs can become an important educational effect of a well-functioning YC. **We teach how to be a conscious voter.**
- **Co-deciding on matters of common interest.** Today's democracy gives citizens more and more opportunities to influence the decisions of authorities (from local to European). More and more social consultations, public debates and meetings with residents are organized. This is an important trend related to the changes in the role of citizens, whose task is no longer only to cast a vote on their representatives every four years, but also to actively participate between elections. **The local Youth Council is a great field for young people to exercise the decision-making process, participating in deciding on age-appropriate matters that are important to them.**



Thanks to Youth Council, young residents learn:

- **Being represented.** The YC's job is to teach young people what it means to be represented. So, it is important that the experience is positive. Therefore, it is necessary to ensure constant contact of youth councilors with their voters through, e.g.:
 - Duty hours of individual representatives
 - Regular, open meetings of the YC with students, concerning a specific issue, and at the same time may be an opportunity for young people to report their remarks and problems to the representatives.
 - Information boards in each school where all YC activities are clearly described and illustrated
 - and a fan page on Facebook.
- **Taking bottom-up action.** If we want our fellow citizens to take matters into their own hands in the future, to act for the benefit of their local, national and European community, young people must be taught how to act from the bottom up. YC can be a great place to practice being active, planning and executing your projects. To make it possible, it is necessary to teach cooperation, communication, taking responsibility for local events and activities for the benefit of the community.





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GENERAL DESCRIPTION OF THE BLOCK

COMMUNICATION AND PRESENTATION SKILLS

COMMUNICATION AND PRESENTATION SKILLS (1)

DESCRIPTION:

Communication and presentation are crucial for building relationships among members of the Youth Council and building relations with local politicians. The communication block offers several important options to be used and developed by a young person to support high quality work of the Youth Council.

KNOWLEDGE:

- Knows purpose of communication
- Knows rules of efficient communication

SKILLS:

- Knows how to handle a situation that requires practical communication skills
- Knows how to effectively provide feedback

ATTITUDE:

- Is eager to communicate with others

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	Preparing YC/YP members for effective communication through: <ul style="list-style-type: none"> • experience of communication in difficult conditions, • learning about the purpose of communication and the factors that influence it, • learning about the elements of interpersonal communication, • learning the rules of efficient listening, • learning the rules of formal e-mail and telephone communication, • learning the basic principles of visual presentation.
MATERIAL (that will be necessary to prepare the block)	flipchart + felt-tip pens A4 paper post-it notes, pen, 2 boxes made according to instructions multimedia projector + computer Reference material no. 1. Map of interpersonal communication Reference material no. 2 Structure of the conversation Reference material no. 3 Schulz von Thun's model of communication Reference material no. 4 Rules for writing formal e-mails Reference material no. 5 Rules for conducting formal telephone conversations
LENGTH IN MINUTES (how much time will be necessary for the block)	25 min. + 15 min. + 30 min. + 15 min. + 30 min. + 45 min. + 45 min. + 30 min.= 235 min.
SUMMARY (list of individual activities)	<ul style="list-style-type: none"> • Sender and receiver • Map of interpersonal communication • Receiver and sender • What does interpersonal communication consist of • Active listening • Formal communication by e-mail and telephone • Conversation with the municipal authorities • Presentation

Block 1.



~ 25 min	Sender and receiver
Goal	<ul style="list-style-type: none">• experience of communication in difficult conditions,
Materials/preparation	<p>Preparation: The facilitator draws or prints various simple drawings on A4 paper. They can use a variety of colors. The number of pictures is half the number of participants. They put pictures in opaque packages (e.g., folders).</p> <p>Materials:</p> <ul style="list-style-type: none">• A4 sheets with pictures - for half of the participants• A4 paper• folders- for half of the participants• hard pads• pencils/crayons
Activity	<p>I draw what I hear</p> <p>The facilitator divides the participants into pairs. One of the pair will receive a briefcase with a picture, and the other will receive a blank sheet of A4 paper, a hard pad, a pencil or colored pencils.</p> <p>The pair sits opposite each other, so they cannot look at each other's sheets.</p> <p>The participant who has a briefcase with a picture tells their partner what, where (what color) is in the picture he sees, he can also use gestures.</p> <p>The second person in the couple draws what they hear however they understand what the partner is describing or showing with gestures.</p> <p>Participants can talk, ask questions, but cannot see each other's pictures.</p> <p>(the entire activity can be carried out online if we divide participants into separate rooms)</p> <p>When the time assigned by the facilitator is over, participants compare their pictures in pairs.</p>

Block 1.



~ 25 min	Sender and receiver
Summary	<p>The facilitator conducts brainstorming and collects participants' opinions on the following topics:</p> <ul style="list-style-type: none">- what had positive or negative impact on similarity of the drawn picture to the original?- why are there differences in the drawn picture compared to the original? <p>The facilitator summarizes the conclusions, focusing on determining what impacted communication of the information during the drawing activity.</p>

Block 1.



~ 15 min	Map of interpersonal communication
Goal	<ul style="list-style-type: none">• Introduction to communication and its importance
Materials/preparation	<ul style="list-style-type: none">• post-it notes in two colors, pen• flipchart• Map of interpersonal communication – Reference material no 1
Activity	<p>The facilitator gives each participant 3 post-it notes of each color (6 in total). The task participants are asked to:</p> <ul style="list-style-type: none">- write one word on each post-it note of the first color - What does interpersonal communication mean for me?- on notes of second color - What is the importance of interpersonal communication for a member of the Youth Parliament/Youth Council (in case of online education, we can use Google jamboard). <p>After writing one-word ideas, the participants present them and stick them on the prepared flipchart.</p> <p>This is how, an "interpersonal communication map" will be created, which will then be used by the trainer to explain different concepts and purpose of interpersonal communication, its relevance to members of the YP/YC.</p>
Summary	To explain the basic concepts of communication, the facilitator may use Reference material no. 1. Map of communication

Block 2.

~ 30 min	ME - YOU, I speak – I listen
Goal	<ul style="list-style-type: none">• Understanding the mechanisms of interpersonal communication• Understanding the effects of factors that influence interpersonal communication
Materials/preparation	<p>Preparation: a / two boxes of different colors. Stick the words "Speaker" on the top of the first box and "Listener" on the top of the second box.</p> <p>On the side walls of the "Speaker" box, the inscriptions: 1st side: information 2nd side: information about yourself 3rd side: expressing attitude 4th side: challenge/expectation</p> <p>On the side walls of the "Listener" box, the inscriptions: 1st side: information 2nd side: information about yourself 3rd side: expressing attitude 4th side: challenge/expectation</p> <p>Materials:</p> <ul style="list-style-type: none">• 2 boxes,• paper, felt-tip pens• prepared cards with texts in accordance with the description of the activity• pencil/crayons• Reference material no. 3

Block 2.



~ 30 min

ME - YOU, I speak – I listen

Activity

Receiver and sender

The facilitator creates a group of 5 participants.

Each is given a piece of paper with a text prepared for each of them - the Speaker or one of the Listeners.

The task is to read the messages from the card: The Speaker will begin (I am walking), and the rest (Listeners) will read their messages one by one in response to what they have heard from the Speaker - it is important that everyone plays their part well - emphasized the content and the intention of the spoken message with intonation and gestures.

Other 2 participants are given two boxes: the "Speaker" box and the "Listener" box.

Their task is: after each answer of the listener from the group of 5, to put against each other sides of the boxes that mark the spoken and heard communicates.

The rest is to watch and listen.

Task for a group of 5:

At the meeting of the Youth Council, it is to be decided who would go to the meeting with the mayor.

One of the participants (the Speaker) says: "I am going."

The listeners react to this message in turns:

Listener 1 says, "Okay, okay" - now the boxes are set up

Listener 2 says, "Hmm, he's brave!" - boxes are now set up

Listener 3 says, "Does he think he's better than me?" - boxes are now set up

Listener 4 says, "Does he really expect me to accept this?" - now the boxes are set up

After this task, the facilitator will open a moderated discussion with the participants:

What did they talk about? How did the listeners react to the Speaker's message (I am walking)? Why?

Was this conversation beneficial? What?

Then, the facilitator uses the prepared boxes to explain how the 4 channels of information transfer (Speaker - Sender) and its reception (Listener - Recipient) work. – Reference material no. 3 Schulz van Thun's model of communication.

Block 2.



~ 30 min	ME - YOU, I speak – I listen
Summary	<p>The facilitator divides the participants into groups of 4. In each group, they are to create examples of situations that they have experienced or that may arise while working on the Youth Council, when the speakers and listeners send - receive a different angle of the message,</p> <p>After the time set by the facilitator, the participants share their results in the group. They discuss what can be done to avoid such pitfalls and to make communication effective</p>

Block 2.

~ 15 min	What does interpersonal communication consist of
Goal	<ul style="list-style-type: none">• Understanding elements of interpersonal communication
Materials/preparation	Flipchart + felt-tip pen
Activity	<p>The facilitator will brainstorm - ask the participants to say what influenced the communication between the participants in the previous activity.</p> <p>They put down the answers as one key word on a flipchart which is divided into 2 columns</p> <ul style="list-style-type: none">- responses that focus on verbal communication- responses related to non-verbal expression ... <p>The facilitator summarizes how the above factors affect the communication process and defines the basic types of communication.</p>
Summary	<p>3 elements of the received message:</p> <ul style="list-style-type: none">7% - what you say,38% - the way you speak55% - what you look like

Block 3.



~ 30 min	Active listening
Goal	<ul style="list-style-type: none">• Poznanie reguł efektywnego słuchania
Materials/preparation	A4 paper and pen for each participant
Activity	<p>Active listening</p> <p>The facilitator asks the participants to sit down and gives them pens and paper. They inform the participants that their task is to answer questions in a short time. During work, participants are not to talk or ask questions. They just write answers to questions they hear.</p> <p>Questions:</p> <ol style="list-style-type: none">1. Divide forty by half and add fifteen. What number did you get?2. In Scotland, is a man legally obligated to marry his widow's sister?3. What's correct in Slovak? Nine and five is thirteen or nine and five is thirteen?4. How many cubic meters of clay are there in a pit that is six meters long, three meters wide and one meter deep?5. Overseas vessels should be painted with twenty-five coats of paint. Which layer does it start with?6. Which of these animals are best seen in complete darkness: leopard, owl or bat?7. You have two coins in the Czech Republic, total of 30 Koronas. One of these two coins is 10 Koronas. What are the coins?8. How many animals of each kind did Moses take into his ark?9. Which mountain was the highest in the world until Mount Everest was discovered?10. The train departs London to Birmingham at 7:00 am. The road is 100 miles long. The train is going at 100 miles per hour. Also, at 7:00 am the train leaves London for Birmingham, the journey is the same length, the train travels at 50mph. Which train will be closer to London when they meet: the train from Birmingham or the train from London? <p>Once the facilitator is done reading and participants are done answering, correct answers are given. Facilitator asks the participants to mark the answers on their sheets that were correct.</p>

Block 3.

~ 30 min	Active listening
Activity	<ol style="list-style-type: none">1. The result is 95 because $40 / 0.5 = 80$, $80 + 15 = 95$2. No, because he's already dead.3. $9 + 5 = 14$4. There is no more clay in the pit5. From the first layer6. Nothing. You can't see anything in complete darkness.7. Twenty Koronas and ten Koronas.8. Moses took no animal onto the ark. It was Noah.9. Mount Everest (though not yet discovered)10. When they meet, they would both be the same distance from London <p>The facilitator asks the participants how many correct answers they got. They ask why they think so little.</p> <p>During the discussion after this exercise, the facilitator together with participants, indicate the reasons why not all of them answered correctly (experience shows that on average participants answer 4 out of 10 questions correctly). Based on these results, the facilitator summarizes everything that affects listening. Reasons for bad listening a / physical (hunger, overeating, hearing loss, alcohol, pain, fatigue, chemicals, noise, room acoustics, neon ...) b / psychological (personal problems, concentration, bias, lack of interest, difficult topic ...) c / bad habits (attachment, prejudices, gestures, voice melody ...)</p> <p>Out of 100 words spoken, I do not hear 30-40.</p>

Block 3.



~ 30 min	Active listening
Summary	<p data-bbox="459 295 861 319">How to support active listening in YC/YP</p> <p data-bbox="459 355 1421 380">The facilitator briefly summarizes the principles of active listening (preferably in a presentation):</p> <ul data-bbox="459 412 1151 729" style="list-style-type: none">- Speak and listen in the right proportions.- Maintain proper eye contact- Take notes- Do not complete statements for the speakers.- Don't try to go straight to the summary- React to what you hear- Avoid bias- Ask yourself - e.g., the control question: Did I understand it correctly?- Ask questions about the heart of the matter.- Be silent for a moment before you answer.- Use the method of quickly repeating what you heard

Block 4.



~ 45 min	Formal communication by e-mail and telephone
Goal	<ul style="list-style-type: none">• Learning the rules of formal e-mail and telephone communication,
Materials/preparation	<p>Preparation:</p> <ul style="list-style-type: none">• subjects of e-mails to the mayor on YC/YP matters - one for each group <p>Materials:</p> <ul style="list-style-type: none">• for each group, Reference material no. 4 “Rules for writing formal e-mails”• presentation with the content of the Reference Material No. 5 “Rules for conducting formal telephone conversations”• computer and projector

Block 4.



~ 45 min	Formal communication by e-mail and telephone
Activity	<p>Rules of formal online interpersonal communication (e-mail, telephone)</p> <p>The facilitator divides the participants into groups of 3-4. Each group is given a topic that they are to address the mayor with by e-mail (e.g., arranging a working meeting, comments on the draft Concept of work with youth, proposal for cooperation in creating an action plan, etc.).</p> <p>Groups have 15 minutes to complete the task - writing an e-mail to the mayor.</p> <p>After 15 minutes, the facilitator asks the groups to send each other (clockwise) the texts of the e-mails. After that the Reference material no 4 – Rules for writing formal e-mails is distributed to the groups and each group is asked to proofread the material using the Rules provided. Groups have 10 minutes for this.</p> <p>After that, proofread e-mails are returned to their authors who read the feedback they received from their peers.</p> <p>The facilitator asks if they agree with the comments they received and if writing such an e-mail was difficult. They ask participants' opinion on what are the possible consequences of not following the rules for writing e-mails in the work of YC/YP.</p> <p>The facilitator discusses the rules of conducting formal telephone conversations, showing the presentation - the content of the Reference Material No. 5 "Rules for conducting formal telephone conversations".</p>
Summary	<p>The facilitator emphasizes how important the rules of formal e-mail and telephone communication are and how much damage may be caused by non-compliance with such rules.</p>

Block 4.



~ 45 min	Structured conversation with local government
Goal	<ul style="list-style-type: none">• Learning the rules of conducting a conversation aimed at settling an important matter for YC/YP• Practicing the ability to conduct a structured conversation with decision-makers
Materials/preparation	Preparation: <ul style="list-style-type: none">- round or rectangular table for 5 people- cards-business cards with written functions to be placed in front of the conversation participants
Activity	Roleplay game – Meeting in a local government office: Task: The goal of the representatives of YC/YP is to negotiate the creation of a Youth Club in the city. They all sit down together at the mayor's table and have a meeting. They ask questions, talk about explanations. At the end of the meeting, they sum up what they have agreed for. They have 15 minutes for the meeting. The facilitator warns the participants that this session will be devoted to practicing the skills of members of YC/YP in talking to the decision-makers about youth issues. Facilitator encourages 5 people to volunteer to play assigned roles or organizes the drawing of roles. They ask the others to watch the conversation carefully and write down their comments. The facilitator agrees with the participants on the topic of the conversation - it should be a topic / matter resulting from the real needs of the youth of a given commune / city, e.g., establishing a Youth Club in the city.

Block 4.

~ 45 min	Structured conversation with local government
Activity	<p>The selected 5 participants play the roles of: mayor, 2 councilors and 2 representatives of the youth council. The facilitator presents to all the model structure of such a conversation (Reference material no. 2) - they draw it on a flipchart or display it on the screen - it will be a "cheat sheet" for the participants of the game.</p> <p>Task:</p> <p>The aim of the representatives of MR / PM is to negotiate the creation of a Youth Club in the city. They all sit down together at the mayor's table and have a conversation. They ask questions, talk about explanations. At the end of the meetings, they sum up what they agreed. They have 15 minutes for the interview</p>
Summary	<p>After the end of the role-playing game, the facilitator organizes discussion:</p> <ul style="list-style-type: none">• asks if the representatives of YC/YP, and then representatives of the city local government are satisfied with the result of the conversation what they are happy with and what are not• asks observers what they think could have been done differently to achieve a better result• asks the participants of the role-playing game whether it would be easy to apply these ideas - why yes/no• "disenchant" simulation participants - they no longer fulfill their roles• asks everyone if the conversation went according to the pattern - when yes and when not - what influenced it. <p>The facilitator emphasizes how important it is to prepare for such an interview in advance. Together with the participants, they write down ideas on a flipchart of what can be done in advance in preparation for the interview.</p>

Block 5.



~ 30 min	Presentation
Goal	<ul style="list-style-type: none">• Learning the basic principles of visual presentation
Materials/preparation	flipchart, projector PPT presentation

Block 5.

~ 30 min	Presentation
Activity	<p>Presentation</p> <p>The facilitator says that the members of YC/YP many times have to present something to others, e.g., representatives of municipal authorities - an idea for a place for young people, teenagers - how YC/YP works, etc. Such situations are important, because often achieving the goal depends on how the presentation goes.</p> <p>Therefore, you have to prepare for the presentation in various ways:</p> <ol style="list-style-type: none">1. the content of what you want to present,2. form appropriate to the topic and recipients,3. own appearance and behavior,4. the conditions under which the presentation will take place,5. relations with the audience <p>The facilitator presents important rules and tips - ideally, if with their behavior, aids, methods, they give an example of a good presentation - the practical use of the guidelines they communicate and/or the consequences of making mistakes</p> <p>Re: 1.</p> <ul style="list-style-type: none">• At the beginning of the presentation, introduce yourself and discuss your goals. Let your audience know how your presentation relates to their goals. Discuss fears and doubts you and your listeners may have. Tell them what they can expect from you and how you could contribute to their goals.• Be confident about your own materials, so that the presented format is properly adjusted to the interests and level of knowledge of the audience; so that it is not just an outline of the presentation.

Block 5.



~ 30 min	Presentation
Activity	<p>Re: 2.</p> <ul style="list-style-type: none">• The following rule applies: “It's better to see once than to hear many times” As much as 55% of the information that a person remembers is perceived visually. - the PP presentation cannot be visually boring (every slide is the same)• During the presentation, walk around the room - the movement will create physical closeness with the audience - if it is possible, because you may be limited, for example, by a microphone• If it is a longer presentation, change the methods of delivery (lecture, discussion, question-answers, film, slides, reading, etc.)• If you have notes in PP presentations, do not read directly from them, because it will confuse you more than help you (we read faster than we naturally speak). The audience doesn't know whether to read with you or listen to you.• When you write on flipcharts, use up to 7 lines of text per page and up to 7 words per line (7x7 rule). Use bright and clear colors, images and text. <p>Re: 3.</p> <ul style="list-style-type: none">• Come to the presentation before the audience arrives; be the last to leave.• Do not speak in a monotone voice. Use declination to emphasize focal points.• Don't put your hands in your pockets, don't lean on the podium.• Dress in something that gives you confidence, but is comfortable and will not surprise you• Speak loud enough and clearly enough for everyone to hear. <p>Re: 4.</p> <ul style="list-style-type: none">• Consider the time of day and time you are giving your presentation. The time of day may affect the recipients, e.g., after lunch, is the the so-called "graveyard shift" because the audience usually feels like napping rather than listening to a presentation.• Check in advance the room where the presentation will take place - is it light/dark, large/small, the presenter has a lot of space/little, etc.

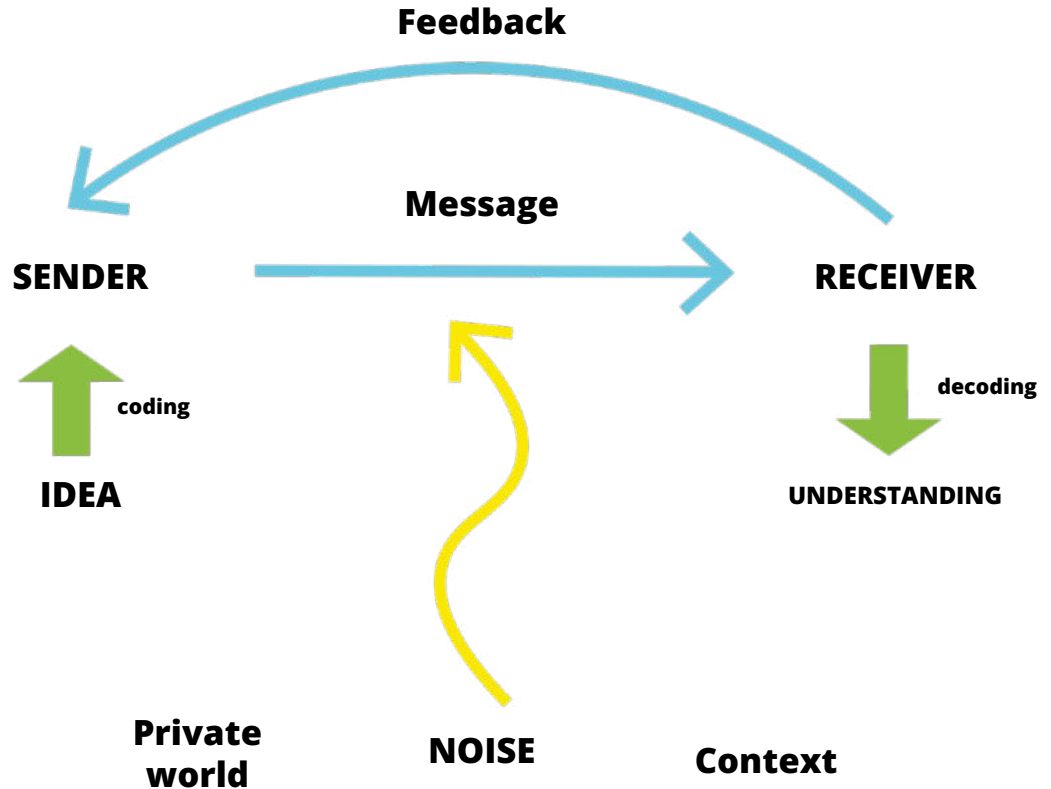
Block 5.

~ 30 min	Presentation
Activity	<p>Re: 5.</p> <ul style="list-style-type: none">Find out in advance who the audience will be, how big, whether they are people with whom you are in very formal relationships or someone you are close with.If you see an opportunity, talk to the audience ... NOT with visual aids (questions on slides). Don't stand between the visual aid and the audience.If possible, address specific participants by name or position.Listen carefully to comments and opinionsIf the person you select from the audience to speak/question goes too deeply into the topic, be prepared to take an alternative approach.Most practitioners say that if they practice their presentation in their head, the actual performance will take about 25 percent longer. Time also increases when using a flipchart or other visual aids.Remember - it's better to finish a little earlier than overtime.
Summary	<p>The facilitator distributes post-it notes to the participants and asks them to write down what they are afraid of when they are to present something on behalf of the YC/YP - one item on one note.</p> <p>Then, the facilitator organizes the fears into similar areas on a flipchart and, together with the participants, looks for ways to reduce fears, e.g.:</p> <ul style="list-style-type: none">it is worth making an important presentation in front of friends first.it can be agreed that you will conduct important presentations in a pair - then the two should establish and practice the division of roles, etc.

REFERENCE MATERIALS

Reference material no 1.

Map of interpersonal communication



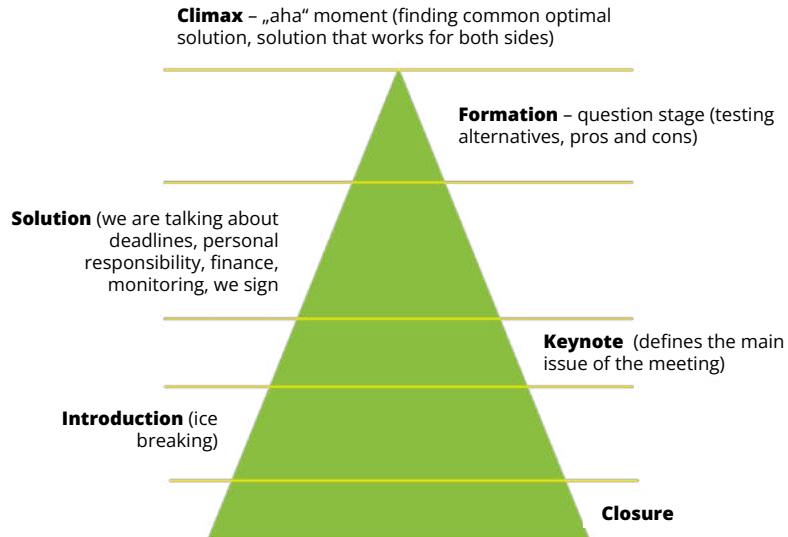
REFERENCE MATERIALS

Reference material no 2

Structure of a meeting

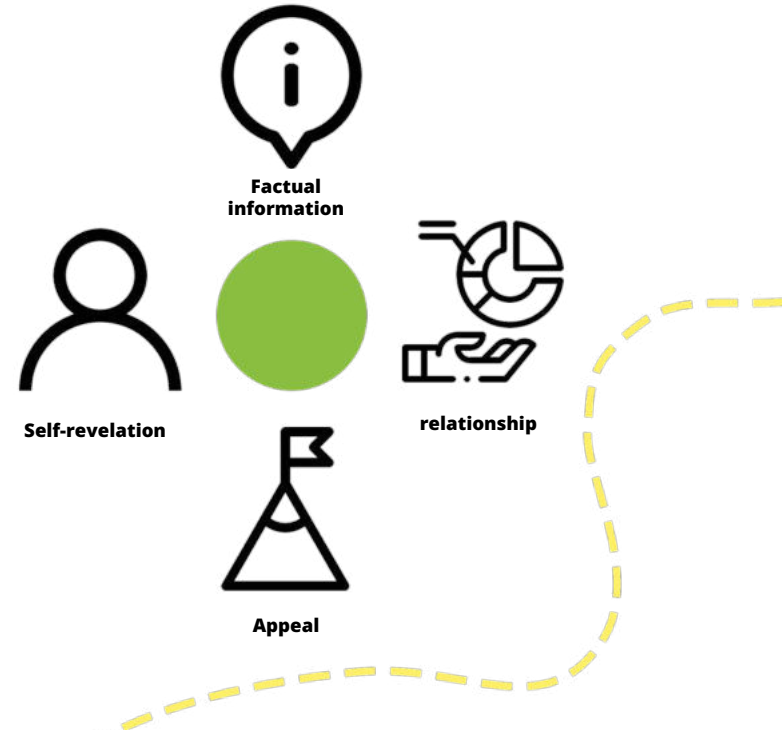
Structure of a meeting with local authorities

„never slam the door behind, because you never know when is the next time you will need to knock on it.“



Reference material no 3

Schulz von Thun's Communication Model



REFERENCE MATERIALS

Reference material no 4

~~Rules for writing formal e-mails~~

1. Don't forget the subject of the e-mail - it should be short and contain keywords or a word that characterizes the whole message.
2. E-mail should start with an introduction/header, followed by a comma, and then we continue the text in lowercase. We leave one blank line between the introduction and the continuation.
3. We express the content of the e-mail briefly and formally.
4. We avoid grammar errors, typos, etc.
5. We write in accordance with the rules of spelling.
6. At the end we put a word of official regards (sincerely).
7. Signature at the end- name and surname of the writer, function in YC/YP.



REFERENCE MATERIALS

Reference material no 5

Rules for conducting formal telephone conversations

1. Prepare some notes before making the phone call - summarize the main points you want to discuss with the other party.
2. In the beginning, always say hello and introduce the organization you are talking on behalf of and yourself.
3. When talking, keep a pen and paper handy so that you can take notes right away if needed. Write down the name of the caller (first and last name and institution) at the very beginning.
4. Concentrate on what the other person is saying and listen carefully. You can express your active listening with such words as e.g., "yes", "I understand".
5. During the conversation, try to speak clearly and understandably, rather slowly, loudly and confidently.
6. At the end of the important phone call, summarize the agreements: "Did I understand correctly if you intend to do this and this?"?
7. Finally, thank for someone's time (especially for long phone calls), e.g., "Thank you very much for your time and I look forward to further cooperation. Have a nice day, see you soon! "





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GENERAL DESCRIPTION OF THE BLOCK

TEAMWORK AND COLLABORATION SKILLS

Teamwork and Collaboration Skills (2)

DESCRIPTION:

Youth Councils/Youth Parliament are teams - they are a place of meeting of representatives of young people chosen by their communities and from then on, they have to work together, representing the interests of the youth. Both, the quality of the activities carried out and the ability to achieve the goals set by YC/YP depend on the ability to cooperate and deliver tasks together.

KNOWLEDGE:

- Knows the different roles in the team and understands the advantages of diversity
- Knows the methods of setting team goals and priorities and how to achieve them

SKILLS:

- Can use the positive aspects of each team role in order to achieve the desired results.
- Can give support to those who need it and ask for support from others.

ATTITUDE:

- Values and strives for teamwork
- Knows their role in YC/YP and completes other team members.
- Follows principles of teamwork during the implementation of YC's team projects.
- Does not leave the team without securing it - e.g., finding a replacement (responsibility)
- When working in YC/YP, puts the team's goals ahead of their own

Teamwork and Collaboration Skills

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	Preparation of YC/YP members for teamwork and cooperation in YC/YP by: <ul style="list-style-type: none"> growing the participants' knowledge of cooperation skills, experience of cooperation in specific conditions, experience of own activity in the assigned role, experience of the importance of diversity of roles in a team, reflecting on individual activities in difficult conditions, identifying factors that help teamwork and those that make it difficult, drawing conclusions for the YC/YP members teamwork.
MATERIAL (that will be necessary to prepare the block)	Flipchart + felt-tip pens Post-it notes Computer + projector ID tags with role names 2-3 identical sets of blocks or other materials necessary to build a building according to the pattern from Reference Material no 4 Reference Material. 1 - in the form of a presentation Reference Material No. 2 - printed Reference Material no. 3 - printed Reference Material No. 4 - printed for each Designer or a photo of another building made of bricks or other material, which we would provide to participants Reference Material no. 5 - printed for each participant – separately part 1 and part 2.
LENGTH IN MINUTES (how much time will be necessary for the block)	30 min. + 20 min. + 50 min. + 45 min. = 145 min
SUMMARY (list of individual activities)	<ul style="list-style-type: none"> Introduction to training Theoretical introduction "We Build Europe" Game Analysis of the activities of the Europe's Building Team How I perceive my role in a group - Team roles test according to M. Belbin

Block 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 30 min.	Introduction to the training
Goal	<ul style="list-style-type: none">• Introduction to the block, its purpose and assumptions
Materials/preparation	Flipchart + felt-tip pens Post-it notes
Activity	<p>Introductions of the participants and the facilitator. If needed, a short Icebreaker:</p> <p>Participants sit down next to someone they don't know and have 5 minutes to introduce themselves to each other. After 5 min. everyone sits in a circle and take turns saying what they have learned about the participant they talked to – they introduce him/her.</p> <p>The facilitator provides participants with information about the training: about the method of work (workshop method - empirical), the schedule of classes and the goals of the block.</p> <p>The facilitator distributes post-it notes (a few each) and asks the participants to write down their expectations towards the training – the notes are placed on a flipchart, where they are organized into similar thematic areas, and the facilitator refers to them: which will be satisfied during the training and which ones will not and why, and how else can they be satisfied.</p>
Summary	The facilitator points out that they have just experienced how getting to know each other breaks interpersonal barriers and enables better cooperation and joint learning.

Block 1.



~ 20 min.	Theoretical introduction
Goal	<ul style="list-style-type: none">• Growing participants' knowledge of cooperation skills
Materials/preparation	<ul style="list-style-type: none">• Flipchart + felt-tip pens• Reference material No. 1 + optionally a computer and a projector
Activity	<p>The facilitator asks the participants what, in their opinion, are the important qualities and skills of a person who is able to cooperate effectively. They add that they mean cooperation in the performance of team tasks, and not, for example, in social situations. They write down suggestions on a flipchart in the form of a mind map. It can also be done by one of the participants ..</p>
Summary	<p>The facilitator presents a description of the competences of the person who effectively cooperates, the "Team player" - Reference material no. 1 (They can show it in the form of a presentation) and together with the participants checks whether each aspect has been taken into account.</p> <p>They discuss its importance.</p>

"We build Europe" Game



~ 50 min	"We build Europe" Game
Goal	<ul style="list-style-type: none">• experience of cooperation in specific conditions,• experience of own activity in the assigned role,• experience of the importance of diversity of roles in a team
Materials/preparation	<p>Materials:</p> <p>Flipchart with task description and rules of the game</p> <p>Large plastic puzzles or blocks for building a castle - 1 set for 4-6 participants</p> <p>Strings to mark the boundaries of the construction site</p> <p>Building plan - a photo of arranged puzzles or a photo of a brick castle that the participants are to build.</p> <p>Blindfolds: approx. 10</p> <p>Reference Material no. 2. - Description of team roles in the game "We Build Europe" - printed for each team</p>

"We build Europe" Game



~ 50 min	"We build Europe" Game
Materials/preparation	<p>Reference Material no.3 - Description of the role of the Site Inspector - printed for each Inspector (there are as many of them as there will be Teams)</p> <p>Reference Material no. 4. - Building design - printed for each Designer</p> <p>A poster with a team scoring table</p> <p>Preparation:</p> <ul style="list-style-type: none">- depending on the number of teams, a few flipchart sheets are placed on the ground or on the table, which mark each of the places where the building will be erected.- the construction site of each Complex is separated from the rest of the area by a rope or in another visible way.- building materials (as many identical sets as there are sets) - the warehouse with building materials is best placed at a greater distance from the construction site (min. 50 m). When playing in a building, it is advisable to place it, for example, on a different floor, so that the participants have to overcome various difficulties - stairs, corridors, doors, etc.- ID tags with the names of 4 roles - several for each role <p>Type of activity:</p> <p>team task - inside the building (optionally outside)</p> <p>Logistics</p> <p>Number of players: 6-12 in one team</p> <p>Duration of the game: 30' - 45' (depending on group skills)</p> <p>Preparation time: 10 min</p> <p>Number of instructors needed for the training: 1</p> <p>Number of instructors required to play (minimum): 1</p> <p>Setting: ideally outdoors, can also be indoors</p>

"We build Europe" Game



~ 50 min	"We build Europe" Game
Activity	<p>"Building Europe" Game</p> <p>The facilitator makes an introduction to the game: they explain that since we live on one small continent and want to cooperate in many areas (EU), we have to build Europe together, although it is not always easy. In front of the participants, a game where a goal is to learn to achieve goals with your team and to understand and appreciate the diversity of people and roles in the team.</p> <p>The facilitator divides the group into several teams of 6-12 people. Apart from people in the teams, there must be 1-3 participants (as many as there are teams) who will act as Site Inspectors.</p> <p>The facilitator presents the task: As a team you are faced with a difficult task - building Europe according to the design in 40 minutes, where buildings and work must be of good quality. Therefore, you will be accompanied by an external Inspectors. The team must try to get the best grade - as many points as possible. Construction time is 40 minutes.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> - for each correctly placed/attached building element: +1 point - for each badly located/attached or not attached part and for the surplus part of the building that remained on the construction site after the construction deadline: -1 point

Team 1.		Team 2.		Team 3.
+	-	+	-	+
Σ		Σ		Σ

"We build Europe" Game



~ 50 min	"We build Europe" Game
Activity	<p>The facilitator describes how to perform each of the roles that are to be played in each team. Each team receives a printed description of all roles. It is the team members who determine how many people play particular roles in their team when setting the teamwork strategy. Team roles may change during construction works after reporting such a need to the Site Inspector.</p> <p>The facilitator reminds that at the beginning it is important to establish an action strategy and roles, but there is no separate time for that, participants need to use some of the 40 minutes intended for finishing the construction. If everything is clear, the facilitator starts the timer - the game begins.</p> <p>Please note! The facilitator may introduce various variants of the Game, e.g.:</p> <ul style="list-style-type: none"> - from the warehouse of building materials, the supplier can transfer materials on their head: a) all at once on one pile or b) individually. - Parts for 1 vendor track and see reaction to change. - During construction, shorten the deadline - pay attention to the reaction to "unauthorized" external intervention, etc. <p>After 40 minutes, the facilitator announces the end of construction works - regardless of the effect. Then, in accordance with the scoring rules, on the basis of information from the Inspectors, they place the scores of the Teams on the prepared flipchart:</p>

Team 1.		Team 2.		Team 3.
+	-	+	-	+
Σ		Σ		Σ

Analysis of Europe Building team's performance



~ 30 min	Analysis of Europe Building team's performance
Goal	<ul style="list-style-type: none">• reflecting on individual activities in difficult conditions,• identifying factors that help teamwork and those that make it difficult,• drawing conclusions for the YC/YP members teamwork.
Materials/preparation	Flipchart + felt-tip pens
Activity	<p>Analysis of the team's activities in difficult conditions</p> <p>The analysis is carried out by the Facilitator with the support of the Inspectors.</p> <p>The Facilitator conducts the analysis in turns:</p> <ul style="list-style-type: none">• asks Teams one by one: are they satisfied with the achieved result and are they satisfied with the course of work - after the responses, they provide the Teams with feedback on their work, communication process, construction - milestones, Inspectors add their observations.• asks participants if they are satisfied with their participation in the construction - asks them to think for a moment - what are they satisfied with and what not, what would they change in their actions? – Facilitators and Inspectors add their observations.

Analysis of Europe Building team's performance



~ 30 min	Analysis of Europe Building team's performance
Activity	<p>Now the facilitator relies on interesting moments of the teams' work during the game, e.g., when one team wins, but its members are upset and feeling bad, and maybe even ashamed of the "winning" result; or when the team loses and splits into two groups - the accusers and the accused of leading to a bad result.</p> <p>The facilitator uses such examples to show how important it is to take care of all 3 vertices of the triangle: PURPOSE - MEASURES - PEOPLE.</p> <p>They point out to participants that whenever the team neglects one of the triangle's vertices for a long time, the figure breaks down or cannot function effectively.</p> <p>Leaders try to find teams that were more goal-oriented in their behavior and show the advantages and disadvantages of this approach, and those that were more focused on the process and making everyone feel good (usually teams of girls and more socially oriented people) and - they were not so goal-oriented - and perhaps they did not achieve the goal within the allotted time.</p> <p>The facilitator asks the participants to find mechanisms that already help/will help them personally to maintain a balance in teamwork.</p>
Summary	<p>The facilitator asks the participants to propose recommendations for YC/YP members that will help them in sustainable teamwork - they write them down on a flipchart.</p>



Self-diagnosis on predisposition to particular team roles

~ 45 min	Self-diagnosis on predisposition to particular team roles
Goal	<ul style="list-style-type: none">• Learning Belbin's team roles• Learning one's own predispositions and limits in teamwork
Materials/preparation	<p>flipchart + felt-tip pens computer + projector Descriptions of roles according to M. Belbin - in the presentation Printed Reference Material no. 5 "How I perceive my role in the group - Team Roles Test according to M. Belbin" (diagram and descriptions of roles (part 2) to be printed and distributed separately) - 1 set for each participant</p>
Activity	<p>The Facilitator informs that now each participant is to fill out a test developed by Meredith Belbin, as a result of which they will learn an interesting classification of group roles and learn about their predispositions and limitations in their performance.</p> <p>The Facilitator distributes the printed tests (Reference Material no. 5 (Part 1). - asks to read the instruction, checks if everyone understands it.</p> <p>Participants complete the test. After everyone has finished their work - completing the test and evaluation table, the Facilitator distributes Part 2 of the Reference Material No. 5 - ask for the results achieved in each group role to be marked on the diagram. Then they display a presentation with descriptions of M. Belbin's group roles. After each role, the Facilitator asks who has high scores for that particular role.</p> <p>Finally, they point out that there are no definitely positive or negative roles in this classification - each has its own strengths and weaknesses.</p> <p>The Facilitator asks if the participants are surprised by their results and the results of their colleagues, why? They point out that hardly anyone is predisposed to a particular role, usually there are 2-3 of them in different proportions, as shown in the diagram. That is why each of us is different and plays the same role differently.</p>



Self-diagnosis on predisposition to particular team roles

~ 45 min	Self-diagnosis on predisposition to particular team roles
Summary	<p>The facilitator emphasizes that all roles are needed in the team - there is a wealth of the team in their multitude. Together with the participants, they write down the conclusions that result from this experience for the YC/YP's work.</p>

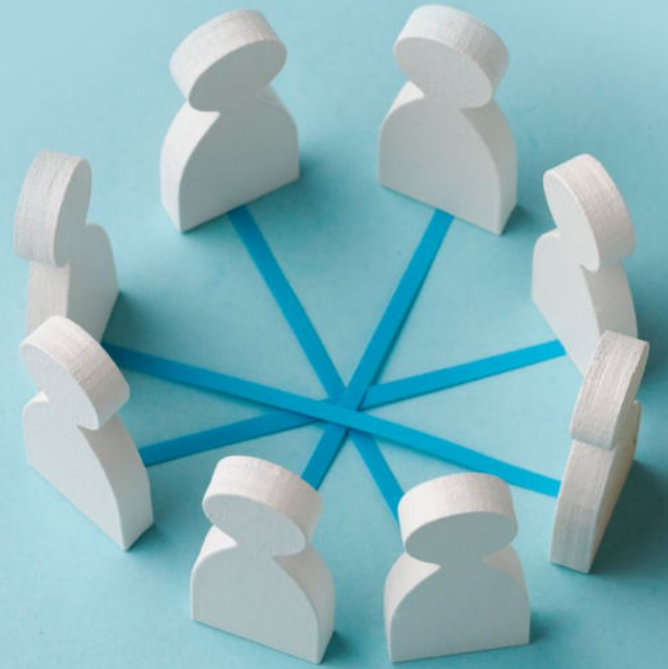
REFERENCE MATERIALS

Reference material no 1

Who a team player is

A team player is primarily a human being. They have the ability to perceive and feel others, even though it is not genetically given to them by blood kinship, or we have some other benefit from it. It is the capacity for empathy and caring for "strangers" in the team and awareness of their own role and its importance, as well as the ability to see the qualities and abilities of others.

The team player realizes that the goal is important, but the path to achieving it is equally important. In some cases, how the goal will be achieved, and with what inner sense of fulfillment, may even be more important than the goal itself. It is a person who understands the relationship and interdependence between the goal, the means to achieve it, and the people who implement it.



REFERENCE MATERIALS

Reference material no 2

Role descriptions for „We build Europe” Game

Building team

- *Supplier:* operates to move building materials from the warehouse to the construction site. The building material can only be worn on the head and only 1 part at a time. They cannot cross the construction site limits and throw building materials (from the head) onto the construction field (onto the floor/table). If the material rolls along the production line, the supplier has to pick it up, take it to the warehouse and bring it back again. If the building materials are touched by someone other than the constructor, the supplier must return this part to the warehouse.
- *Designer:* manages the construction, only they alone see the design of the building - what is to be built. Designer must not touch the building material. Designer can only move around the construction site.
- *Contractor:* the only one who can touch the building material on the construction site. They are blind - blindfolded.



REFERENCE MATERIALS

Reference material no 3

Construction Inspectors

They are not part of the construction teams. They are external auditors of quality and regulation compliance. Each of them has a construction site to inspect where they observe the construction process, progress of works, and compliance with regulations by the construction team. If the Team wishes to change roles, Inspector communicates it to the Facilitator.

Inspectors monitor the implementation of individual phases and the effect: joint goal setting, planning, waiting for feedback, implementation strategies, division of team roles, reactions to unexpected situations, sticking to time frames, providing information and general communication in the team during the implementation of the task, responding to errors and breakdowns (building material falls off the head when worn, someone other than the Constructor touches the material at the construction site), success, etc.



REFERENCE MATERIALS

Reference material no 4

Model of a block castle

Such a model - the design of the building is received only by the Designer (in each Team) - they must not show the design to anyone from the Team. It may be a different project - depending on what building materials one has at their disposal.



IDEA

Materiały pomocnicze

Materiał pomocniczy nr 5.

How I perceive my role in a group - Team roles test
according to M. Belbin

Part 1.

This questionnaire has a total of seven sections marked with Roman digits. In each section of the questionnaire, mark the statements that best describe you. You can tag one, two or more statements. The marked statements should then be scored using points so that in each section there are always 10 points (e.g., 3 + 3 + 4 or 5 + 5 or 10 or 2 + 2 + 2 + 2 + 2).



How I perceive my role in a group

Part 1.

I. In opinion, how can you help the team?

- a) I think that I can easily see new prospects and use them for team's benefit.
- b) I can work with different people.
- c) My natural skill is to generate new ideas.
- d) My ability is to motivate people to act. Whenever I can, I contribute with something valuable for the team.
- e) My ability to stick to the plan until the end is tightly related to my high efficiency at work
- f) I am ready to face being unpopular for a while, if it brings the necessary result in the end.
- g) Usually, I have a clear feeling what should be done in circumstances that I know well.
- h) I can suggest a reasonable idea or alternative option without being biased.

II. What are your weakness when working in a team, if there are any?

- a) I won't feel relaxed when our work meeting does not have a clear structure and is not managed well.
- b) I have a tendency to be too generous to those people who have reasonable opinion but never received proper attention.
- c) I have a tendency to be talkative when the group starts discussing new ideas.
- d) My objectivity makes it difficult for me to easily join my co-workers with enthusiasm.
- e) I might be seen as too energetic and authoritative person, especially if there's something that should be done.
- f) I find it hard to be at the front line of leadership: perhaps, I am too sensitive to the atmosphere in a team.
- g) I have a tendency to get carried away with the ideas that come to my mind. As a result, I can't follow the discussion.
- h) My co-workers want me to be less worried about details and the possible wrong choices and actions.



How I perceive my role in a group

Part 1.

III. When I am working on the project with other people:

- a) I have an ability to influence their opinions without pressure
- b) My typical vigilance helps me to prevent failures and mistakes that occur due to lack of attentiveness
- c) I am ready to demand people doing something in order to make sure we aren't wasting time and still follow our goals
- d) Other people can be sure that I will bring something unique and original
- e) I am always ready to support a great idea for the benefit of the team
- f) I'm looking for the most modern solutions and ideas
- g) I believe that others appreciate my ability to think straight.
- h) People can rely on me in the question of making sure all work gets done.

IV. My typical approach to teamwork is:

- a) I'm interested to learn my co-workers better.
- b) I have no problem in rejecting opinions of others and representing the minority.
- c) I'm capable of finding logical arguments to prove that some ideas are unreasonable.
- d) I just have a talent to start work, as soon as we make a plan.
- e) I have a tendency to avoid obvious things and suggest unusual ideas.
- f) I try to add perfection to every teamwork that I am part of.
- g) I'm ready to use valuable contacts outside the team.
- h) I'm interested in different points of view and am flexible when the decision has to be made.



How I perceive my role in a group

Part 1.

V. I am satisfied with my work because:

- a) I like to analyze different options, to compare ideas, to look for alternatives.
- b) I'm interested in finding the practical ways to solve the problems.
- c) I like to feel my responsibility for creating good working relations.
- d) I can make a strong influence when it comes to making decisions.
- e) I have opportunity to meet people who propose new experience.
- f) I can convince people to agree on doing the necessary actions.
- g) I feel best when I can fully devote my attention to a task.
- h) I like the area where I have to let my imagination free.

VI. If I was assigned a difficult task with a limited time and a group of unknown people to help:

- a) I would feel like a person who retreats into a corner in order to find a way out of labyrinth. Then, I would think on my behavior.
- b) I would be ready to work with a person who showed the most positive attitude, regardless of how hard to take they would be.
- c) I would find a way to divide the whole task into small pieces and assign each person to deal with a part of the whole task.
- d) My natural feeling of extreme necessity would ensure me that we could finish the work on time.
- e) I guess that I would keep my cool and ability to think straight.
- f) I would be still trying to achieve the goal despite the pressure.
- g) I would be ready to become a leader of the group, if they can't do the work on their own.
- h) I would suggest discussing the ideas and looking for new techniques in order to make progress.



How I perceive my role in a group

Part 1.

VII. When working in a team and thinking of the problems you have to deal with, you see that:

- a) I have a tendency to express my discontent if some people are slowing down the progress of our work.
- b) Perhaps, other people criticize me for my excessive analytical attitude and lack of intuition.
- c) My demand to ensure that the work is properly done can be followed by the actions.
- d) I tend to be bored easily and rely on one or two team members who can encourage and inspire me.
- e) I find it difficult to start working until the aims are unclear.
- f) Sometimes I'm not able to explain the complicated things that come to my mind.
- g) I realize that I want other people to do the tasks that I cannot perform.
- h) I have doubts to share my ideas if facing strong opposition.



Assessment

Rewrite the number of points from the test into the following table - enter the number of points you gave to the statements marked with letters. Then, in the column on the right, add up the points entered in each line and write the final results in the graph.

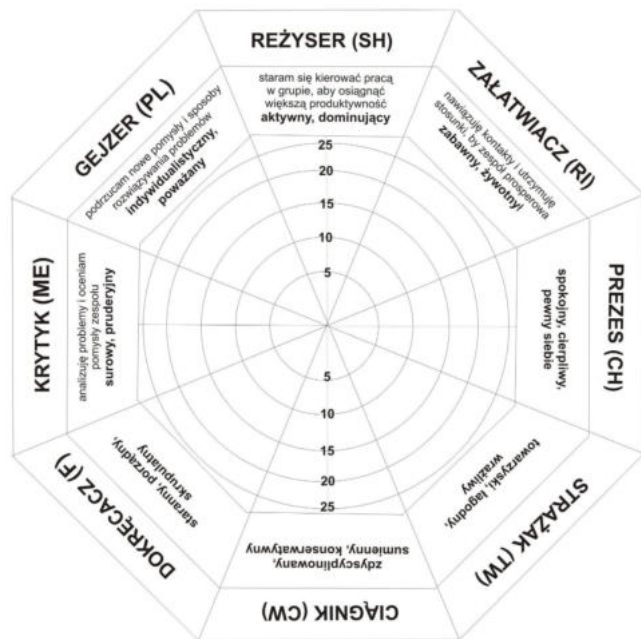
	I.	II.	III.	IV.	V.	VI.	VII.	Total
CH	d)	b)	a)	h)	f)	c)	g)	
SH	f)	e)	c)	b)	d)	g)	a)	
PL	c)	g)	d)	e)	h)	a)	f)	
ME	h)	d)	g)	c)	a)	e)	b)	
CW	g)	a)	h)	d)	b)	f)	e)	
RI	a)	c)	f)	g)	e)	h)	d)	
TW	b)	f)	e)	a)	c)	b)	h)	
F	e)	h)	b)	f)	g)	d)	c)	



How I perceive my role in a group

Part 2.

Now, **please mark** the points on the graph in the selection of the group workshops (numbers using the workshop workshop).



GRAPH:

REŻYSER (SH) ... SHAPER (SH) I try to manage teamwork to increase productivity **active, dominant**

ZAŁATWIACZ (RI) – RESOURCE INVESTIGATOR (RI) finds it easy to make and maintain contacts in order for the team to flourish **funny, energetic**

PREZES (CH) – COORDINATOR (CH) calm, patient, confident

STRAŻAK (TW) – TEAMWORKER (TW) – social, gentle, sensitive

CIĄGNIK (CW) – IMPLEMENTER (IMP) - disciplined, conscientious, conservative

DOKRĘCACZ (F) – COMPLETER FINISHER (CF) – thorough, solid, meticulous

KRYTYK (ME) – MONITOR EVALUATOR (ME) – I analyze issues and assess team's ideas **strict, prudish**

GEJZER (PL) – PLANT (PL) – I offer new ideas and solutions, **individualistic, respected**

Descriptions of roles in the team - M. Belbin

A project team is faced with a task of coming up with and implementing an activity based on the set goals. But how to complete the project team?

Based on his research at Administrative Staff College, Henley, R. M. Belbin has identified eight roles that must be part of a team in order for it to work effectively. These roles do not have to be fulfilled to the same extent, and they are not all needed at all times, but if one is missing, the team will not run as efficiently as it could. It doesn't mean that each team has to be made of eight people. Team members may play more than one role. Belbin also found that most people prefer two roles in a team. One more and one less. The above questionnaire describes the indicative scope of this preference. Preference does not necessarily mean ability. Another important conclusion from this study is that all roles have the same value. So, the team leaders do not have to take on a specific role, but rather ensure that all roles are well cast by the right people. Below is a description of individual types and roles in the team, which can be observed in a project team and used for more effective cooperation.



Descriptions of roles in the team - M. Belbin

RI (Resource Investigator)

Qualities: Stable dominant extrovert

RI is probably the most-liked member of the team. He is laid back, sociable, integrates easily, interested in everything. They react positively and enthusiastically but tend to lose interest quickly. RI often moves outside the group and brings information, ideas and external contacts. **Easily befriends and has tons of contacts. Very rarely show up at their workplace, and if they do, they are probably on the phone. They are traders, diplomats, liaisons, always researching new opportunities in a wide area.** Their ability to provide ideas and stimulate innovation through their activity leads to people mistaking them for an idea man, but they lack any distinct originality that is typical of PL. They are rather able to quickly recognize the meaning of new ideas. With no encouragement from other people, such as in individual work, RI easily loses interest, becomes bored, and becomes unproductive. As part of the team, they are a great improviser when under pressure, very active, but they turn off when the pressure is gone. There may be times when they do not fulfill the tasks they have taken on their shoulders in a short burst of enthusiasm. **Their broad scope and a multitude of outside interests can lead them – like in case of PL - to spend a lot of time dealing with secondary issues that they find interesting.** The meaning of their role is to prevent the team from stagnation and stiffening and keeping the team in touch with reality.



Descriptions of roles in the team - M. Belbin

SH (Shaper)

Qualities: Meticulous Dominant Extrovert

SH is full of nervous energy, open, emotional, impulsive and impatient, sometimes obnoxious and irritable. They enjoy competition and are happy to have a confrontation. **They often get angry, but they don't hold their anger very long. They are the most suspicious of the team, take offense easily and feel as if the others are plotting against them. Their mission is to give shape to team efforts. They give the team more of themselves than CO.** They try to make the discussions have some order, try to unify views, goals and practical reflections in one feasible project, and press for quick decisions and their implementation. **They exude confidence that often covers strong insecurity and self-doubt. They need to know the results in order to gain confidence. Their somewhat insistent efforts are always aimed at those goals that most of the time coincide with the goals of the team, but SH sees the team a lot more as an extension of themselves than CO does.** They demand action and demand it immediately. They are fond of competition, do not tolerate indiscipline, inaccuracies and unsystematic thinking. People outside the team probably think they are rough and surly. They also sometimes threaten people in the team to screw them up, they can create an unpleasant atmosphere in the team, but they keep moving things forward.



Descriptions of roles in the team - M. Belbin

ME (Monitor Evaluator)

Qualities: Highly intelligent stable introvert

In a well-balanced team, only ME and PL need a high IQ. Unlike PL, ME is a bit cool. They are rather serious and not very exciting. **Their contribution is prudent and objective analysis rather than creative ideas.** Doubtful that they will come up with an original proposal, they will sooner prevent the team from dealing with a project leading to a dead end. Despite the fact that they are more of a critic than a creator, they usually do not criticize unfoundedly, but only when they observe faults in a plan or in arguments. It is interesting that at the same time they are the least motivated member of the team. Excitement and euphoria just don't go with them. Lack of motivation is beneficial in their case, because personal involvement does not disturb or cloud their judgment. They adapt slowly, take their time to think things through, but their assessment is the most objective of the team. Their ability to digest, interpret and evaluate large parts of a complicated text, their ability to analyze problems and evaluate ideas and observations of others is very valuable. **They are sometimes tactless and disrespectful, which does not make them popular.** Can kill team's morale by criticizing at the wrong time. Although they are not proud and ambitious, they can compete especially with those whose abilities match their abilities, i.e., most often CO or PL. It is important that ME is sincere and open to changes, otherwise there is a danger that they will be too negative, and their criticism will outweigh the willingness to adopt new ideas. Although they are honest and verbal, they lack cheerfulness, warmth, imagination and directness. Nevertheless, they have a trait that makes them indispensable to the team: their judgment is rarely wrong.



Descriptions of roles in the team - M. Belbin

PL (Plant)

Qualities: Dominant, very intelligent, introvert

PL is a source of original ideas and proposals in a team. They are resourceful people. Others, of course, also have ideas, but their ideas excel in the originality and radicalness with which they deal with problems and obstacles. **They have the best imagination and intellectual abilities among the team members.** It is them who will most likely start looking for a completely new approach to the problem when the team gets stuck with no way out or bring a new look at already adopted lines of action. They are much more concerned with the big and fundamental things than with the details - and are indeed able to get lost in the details and make mistakes caused by carelessness. They are trusting and direct to an extent unknown to an introvert. They can also brim and attack other team members, especially when their ideas are being criticized. **The purpose of their criticism is most often to clear the field for their own ideas, and usually they soon come up with their own, opposite proposition.** The problem with PL is that they put too much creative energy into ideas that interest them but that are unrelated to the interests and goals of the team. They may find it hard to endure criticism of their own ideas, defend themselves too much, and sulk easily when the team rummages through their ideas or rejects them. They may actually turn off and refuse to participate further. Getting the best results out of them can be very laborious and may require a careful approach and negotiations - most often from the CO side. However, despite all these mistakes, PL is the person who gives the team a life-giving flame.



Descriptions of roles in the team - M. Belbin

CO (Coordinator)

Qualities: Stable dominant extrovert

They don't have to be the team leader, but they are best suited for the role. They are the person who leads the team and coordinates all efforts to achieve external goals and tasks.

They usually take a neutral position and are extremely determined. They can be predicted to have outstanding intelligence, but not particularly brilliant or otherwise creative intellect.

They are rarely the author of a very good idea. Character is more important for them: they have a structured approach based on internal discipline. They often possess what we call "charisma," but perhaps more accurately, one can speak of innate authority. They have a tendency to dominate, but in a natural and non-pushy way – they do not try to dominate. Instinctively, they trust people, unless it is completely evident that they are not trustworthy. They are completely devoid of jealousy. They see clearly the strengths and weaknesses of the individual team members and guides people to do their best. Realizes the need to use the combination of abilities of individual team members in the most effective way. This means that they are the person who determines the rights and obligations of others, who sees the gaps and tries to close them. **They can speak and listen well.**

Communication in both directions is easy for them, they are neither a babbler nor a man of few words. They are very careful listeners. CO formulates group goals and determines the work process. They select an issue for the team to deal with and prioritizes, but do not try to dominate the discussion. Their own contributions are formulated in the form of questions rather than statements or proposals. Listens, summarizes the team's opinions and views and expresses the feelings of the whole group. If a decision has to be made, they will decide firmly only after everyone has expressed their opinion.



Descriptions of roles in the team - M. Belbin

TW (Team Worker)

Qualities: Stable, non-dominant extrovert

TW is the most fragile member of the team. They are aware of the needs and **worries of others and are very sensitive to emotional tensions between group members. They have the greatest knowledge about the private life and family troubles of other team members.** They're nice, well-liked, don't stand out, they're the cement that keeps the team together. They are committed to the team as a whole (this does not mean, however, that in the event of a dispute, they would not join one of the groups) and supports the others. By nature, they prefer to build on the ideas of others rather than attack them and bring competing propositions. They are a good and willing listener. **Communicate well and quickly within the team and stimulate others to do so.** As a supporter of unity and order, they balance tensions and clashes that may arise under the influence of SH and PL, or ME. Above all, they do not like personal conflicts. They avoid conflicts and try to smooth them out among other members. When a team is under pressure or having problems, their empowerment, understanding, dedication and support are especially needed. Due to their indifference to competition and their desire for harmony, they may seem too soft and indecisive, but they become a constant force unifying the team. They are an exemplary member of the team, but under normal circumstances their contribution does not have to be too visible. Their contribution becomes obvious when they are not present - especially in times of stress and tension.



Descriptions of roles in the team - M. Belbin

IMPLEMENTER (IMP)

Qualities: stable, disciplined

IMP is a practical man, an organizer. They turn decisions and strategies into defined and manageable tasks that people can start working on. They are interested in what is feasible, and their main contribution is to transform team plans into a viable form. Find goals and carry them out systematically. Like CO, they have a strong character and a disciplined approach. **Their honesty, integrity and the trust they have for their colleagues are unusual. They don't give up easily.** Only a sudden change of plan may throw them off balance, they are unable to orientate in unstable, rapidly changing conditions. They need stable structures and always try to create them. When they receive a decision, they will create a schedule of activities, if they have a team of people at their disposal and a goal to achieve - they will create an organization chart. They work efficiently, systematically and methodically, but somewhat not very vigorously and do not react to dispelled speculative ideas that have no visible connection with a specific task. At the same time, they are usually very eager to modify his schedules and proposals and adjust them to the adopted plans and designated systems. IMP may be all too hungry for recognition in the team, which can be damaging if it manifests itself in the form of negative, non-constructive criticism of the proposals pushed by the rest of the team. **However, it is usually close to the collective point of gravity. When someone cannot remember what decision was made and what to do, they will learn it from IMP.**



Descriptions of roles in the team - M. Belbin

F (Completer Finisher)

Qualities: Meticulous introvert

F cares about what can go wrong. They will not sleep peacefully until they personally checked every detail and made sure that everything has been properly done and that nobody has forgotten anything. **F does not stand out within the team, but still maintains a sense of duty that they communicate to others and stimulate them to act.** They are cool-headed and have a strong character, they are impatient and intolerant of less responsible team members. If F has a sharply defined interest, it is harmony. They desperately meet deadlines and schedules. If they are not careful, they can become a demoralizing whim with a depressing effect on the rest of the team. They easily lose their understanding of general goals and gets bogged down in detail. Despite this, their tireless oversight is an important contribution.





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GENERAL DESCRIPTION OF THE BLOCK

LEADERSHIP SKILLS

Leadership skills (3)

DESCRIPTION:

Leadership competences, understood as the ability to make people want to cooperate with each other in order to achieve a common goal, are crucial for youth councilors. They allow for effective work within the Youth Council/Youth Parliament, inspire peers to work for the community and its common good, and finally involve young people in YC/YP projects.

KNOWLEDGE:

- Understands the role and tasks of the leader
- Knows their strengths and limitations as a leader

SKILLS:

- Can communicate the vision of change in a way that engages others
- Builds good relations with youth councilors - representatives of various interest groups in the community.
- Builds mutual trust and cooperation in the team he works with, including YC/YP
- Is able to share tasks and responsibilities
- Is effective, consistently implements the plan, achieves specific, planned effects
- Adapts the way of acting as a leader to his strengths and limitations

ATTITUDE:

- Appreciates the members of the YC/YP
- Is open to development – their own, YC/YP and local environment's
- Sees meaning in collective effort (cooperation)
- Consciously takes the role of a leader in appropriate situations

LEADERSHIP SKILLS

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	Preparing participants to act as a leader in YC/YP activities by: <ul style="list-style-type: none">• participants' understanding of what the role of a leader is,• participants' understanding of the essence and importance of leadership competences for the efficient functioning of the youth council/youth parliament,• becoming aware of the individual leadership competences of the participants,• drawing conclusions for further activities of the youth council,
MATERIAL (that will be necessary to prepare the block)	<ul style="list-style-type: none">• Reference Material No. 1 - graphic "Leadership areas"• flipchart• 3 x space for a "swamp" with dimensions of 10 m x 20 m• tape for marking the boundaries of swamps• 18 (3 x 6) throwing discs (frisbees)• 15 (3 x 5) tokens, e.g., cones
LENGTH IN MINUTES (how much time will be necessary for the block)	30 min. + 100 min. + 45 min.
SUMMARY (list of individual activities)	<ul style="list-style-type: none">• Who is the leader - group discussion• "Swamp" activity• "Footbridge" activity

Introduction: what does it mean to be a leader?

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.

~ 30 min.	Introduction: what does it mean to be a leader?
Goal	<ul style="list-style-type: none"> Participant's realization of who the leader is, whom he or she is voluntarily following Getting to know the definition and model of a social leader and the areas of leadership tasks Translating general definitions of leadership into the participant's experience
Materials/preparation	Materials: <ul style="list-style-type: none"> flipchart + felt-tip pens post-it notes Reference Material No. 1 Leadership areas - displayed on the screen or drawn on a flipchart.
Activity	<p>Who is the leader - discussion The facilitator introduces the topic by showing and explaining the diagram – Reference Material No.1 Leadership areas.</p> <p>Then the facilitator divides the participants into pairs and gives them the task: Tell each other about a person with whom you came into contact and considered them a leader. Tell what kind of situation and person it was. You have 5 minutes each for this.</p> <p>After 10 minutes, the facilitator splits the pairs and creates new teams of four, to which they communicate an instruction: Answer the questions together based on your experiences:</p> <ul style="list-style-type: none"> What was it about these people that made you recognize them as leaders? What was this person doing that you were ready to recognize them as a leader? <p>Write down your answers on post-it notes - each quality and behavior on a separate piece of paper. You have 10 minutes to do this.</p> <p>After the next 10 minutes, the facilitator collects suggestions from the groups and places cards on a flipchart - groups them into 4 areas, already entered.</p>

Introduction: what does it mean to be a leader?

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.

~ 30 min.	Introduction: what does it mean to be a leader?
Summary	In each area, the facilitator selects the 4 most important activities/behaviors/qualities in the discussion with the participants. If the group cannot decide on 4 items and justifies that the next one is equally important, there may be 5 of them.

"Swamp" Activity

~ 100 min	"Swamp" Activity
Goal	<ul style="list-style-type: none">• Developing participants' verbal and non-verbal communication skills• Experience by participants:<ul style="list-style-type: none">○ processes taking place in the group,○ a situation in which leadership qualities become apparent,○ difficult situations in which the goal can be achieved only through cooperation, planning and appropriate use of resources.
Materials/preparation	<p>Preparation:</p> <ul style="list-style-type: none">• outside the building, 3 x space for a "swamp" with dimensions of 10 x 20 m - the areas of "swamps" must be at a certain distance from each other, so that the groups do not have eye contact with each other and cannot hear each other.• a tape to mark the boundaries of three swamps.• 18 (3 groups x 6) throwing discs (frisbees).• 15 (3 groups x 5) tokens, e.g., cones.• Groups should consist of up to 12 people, the optimal ones are of 10-12 people <p>Please note! The leader must have 1-2 helpers (as many helpers and one leader in a team as there are groups and swamps) who will accompany the leader - one for each group. Their task is to remind the rules and observe the processes taking place in the group (according to the three levels described in the summary).</p>

"Swamp" Activity

~ 100 min	"Swamp" Activity
Activity	<p data-bbox="459 303 668 327">Field game "Swamp"</p> <p data-bbox="459 353 1006 377">The facilitator introduces the participants to the game:</p> <p data-bbox="459 404 1812 493">Each group is a company. Participants - its founders must come up with a name and purpose for it (e.g., earn a million dollars, invent a non-gasoline car). To achieve this goal, they will have to cross the swamp together. It symbolizes the difficulties that they may encounter on their way: from other companies, changes on the market or their own wrong decisions.</p> <p data-bbox="459 519 1161 543">The task of the group is to walk through the swamp's longer line (20 m).</p> <p data-bbox="459 570 581 594">Game rules:</p> <ul data-bbox="494 620 1812 976" style="list-style-type: none"><li data-bbox="494 620 1812 677">• The swamp is to be passed in complete silence. But each group has 5 tokens or other items that they pay for each minute of verbal communication (1 token - 1 minute) at any time they choose.<li data-bbox="494 685 1812 775">• plastic discs are necessary for the passage of the swamp - participants may only step on the discs when on the swamp; each group gets 6 plastic discs. When anyone touches the swamp, the whole group returns to the start (easier version - only the person who comes into contact with the swamp returns).<li data-bbox="494 784 1321 808">• All team members must get inside the swamp before anyone can get out of it.<li data-bbox="494 816 1437 840">• No bystanders may enter the swamp area, nor can anyone supply resources from the side.<li data-bbox="494 849 1812 906">• The team is responsible for checking the compliance of all its members with the rules (e.g., recording the fact that someone touched the ground).<li data-bbox="494 915 1812 976">• The group has 60 minutes. to complete the task. The game ends when everyone has gone through the swamp or the time is over.

"Swamp" Activity



~ 100 min	"Swamp" Activity
Summary	<p>The discussion of the exercise (about 30 minutes) should take place on three levels:</p> <p>(1) Leadership qualities:</p> <ul style="list-style-type: none">• who initially took responsibility and who did later?• how did these people steer the activities?• has there been any plan developed and has it been followed?• how was the decision made? did the members of the group communicate with each other or did one person decide for the group?• have any leadership traits or behaviors been revealed?• have the leaders fulfilled their role? <p>(2) Processes taking place in the group:</p> <ul style="list-style-type: none">• has there been an effort to involve everyone in the action?• was attention given to those who needed extra help?• has anyone "dropped out" of the group's activities and was this noticed by the group?• what happens if people are not involved in the ongoing process?• has the group been dominated by strong personalities and has it turned out to be good for the group? <p>(3) Communication:</p> <p>The point of the requirement of silence was to limit the possibilities of those who are verbally strong and allow for the emergence of different groups of leaders or single leaders.</p> <ul style="list-style-type: none">• has this procedure fulfilled its role?• how does it feel to be unable to speak?• what other means of communication replaced the voice and what consequences did this have for the group?• did using verbal communication for one minute help or harm the group, why? <p>Let students vent their frustrations and satisfaction, and then think about their causes together.</p>

How to involve others in cooperation and delivering goals?



~ 45 min	How to involve others in cooperation and delivering goals?
Goal	<ul style="list-style-type: none">• Participants' experience of cooperation and interdependence.• Participants' identification of what people need to be fully involved in the task.
Materials/preparation	<p>Materials: painter's tape stuck to the floor in the form of a ladder, in which the number of spaces between the steps is equal to the number of participants plus one (odd). An "X" made of tape is affixed to the middle field)</p> <p>Preparation: Participants: an even number of participants (up to 12 people) divided into two teams (or you can add one "baggage" to a smaller group, a suitcase that the team has to throw according to the same rules as passing an ordinary participant. An odd participant can also be an Observer who pays attention to communication in groups and the processes taking place in them.</p> <p>The trainer prepares a "footbridge" on which the participants will move (according to the drawing of the "footbridge" – Reference Material No. 2). The distances between the two "steps" should be such that one participant can easily fit between them.</p>

How to involve others in cooperation and delivering goals?



~ 45 min	How to involve others in cooperation and delivering goals?
Activity	<p>"Footbridge" Activity</p> <p>The facilitator divides the participants into two equal teams. The teams stand on the "footbridge" prepared on the floor facing each other, facing the center of the footbridge (X sign) and the other team, leaving one empty space (X sign) separating the teams.</p> <p>The instructor presents the goal of the task:</p> <p>The teams must switch places on the footbridge, the team on the right must move to the left and the team from the left to the right.</p> <p>Rules:</p> <ul style="list-style-type: none">- team members can only move forward (you cannot backtrack)- you can only move one space - to an empty space in front of you or bypassing one person to an empty space in front of you (you cannot pass two people in one move)- all the time during the exercise, everyone must stand on the footbridge - each on a separate field (you cannot go beyond the lines marked by the tape, two people cannot stand on one field)- when the team is "jammed" (it will not be able to move forward), people from the "forehead" of the teams go to the end, so everyone can (should) have the opportunity to stand at the beginning,- Teams can try to achieve the goal any number of times. <p>Solution - recommended course of action: after making a move, two people from the same team cannot be placed one behind the other without an empty space between them, or someone from the opposite team.</p> <p>The facilitator gives it to the participants only if they failed to complete the task in a set time.</p>

How to involve others in cooperation and delivering goals?



~ 45 min	How to involve others in cooperation and delivering goals?
Summary	<p>Discussing the game, the facilitator asks the participants the following questions:</p> <ul style="list-style-type: none">• how did you come to the solution - the way of crossing the footbridge?• was there a leader in this task? Who was it? How did they behave? What did they say that you felt would lead you to "crossing the footbridge"?• what helped you to cross the footbridge?• what made it difficult for you to complete the task?• was there a difficult/crisis moment? talk about it, what allowed you to overcome the crisis?

REFERENCE MATERIALS

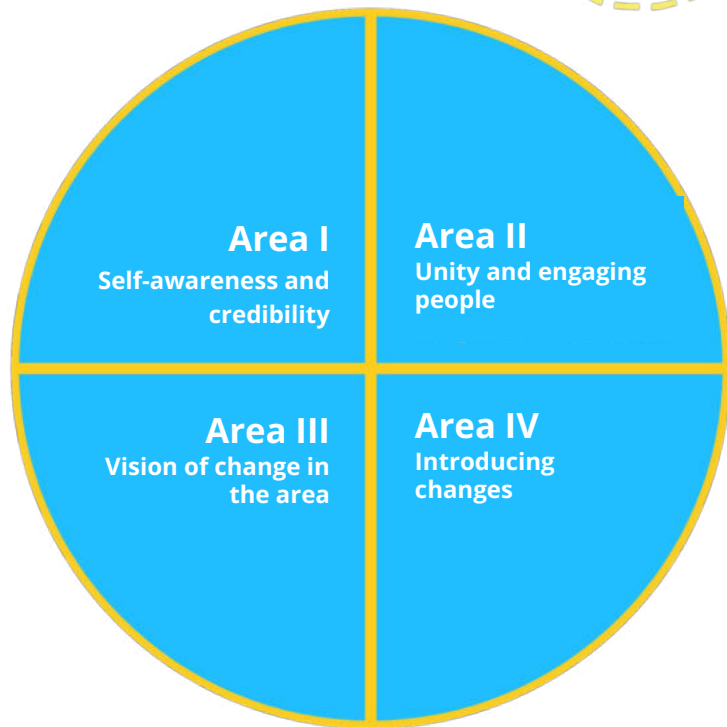
Reference Material No. 1

Leadership areas

The presented model of operation and development of a leader was developed by the School for Leaders Foundation based on the experience of working with social leaders in the Leaders Program of the Polish-American Freedom Foundation (<https://liderzy.pl/co-nas-inspikuje/>).

The experience of the School for Leaders Foundation shows that there is no universal model of leadership competences, nor a personal model - a set of personality traits common to all leaders. However, there are areas of action and development common to all leaders. For local leaders, the most important of them are:

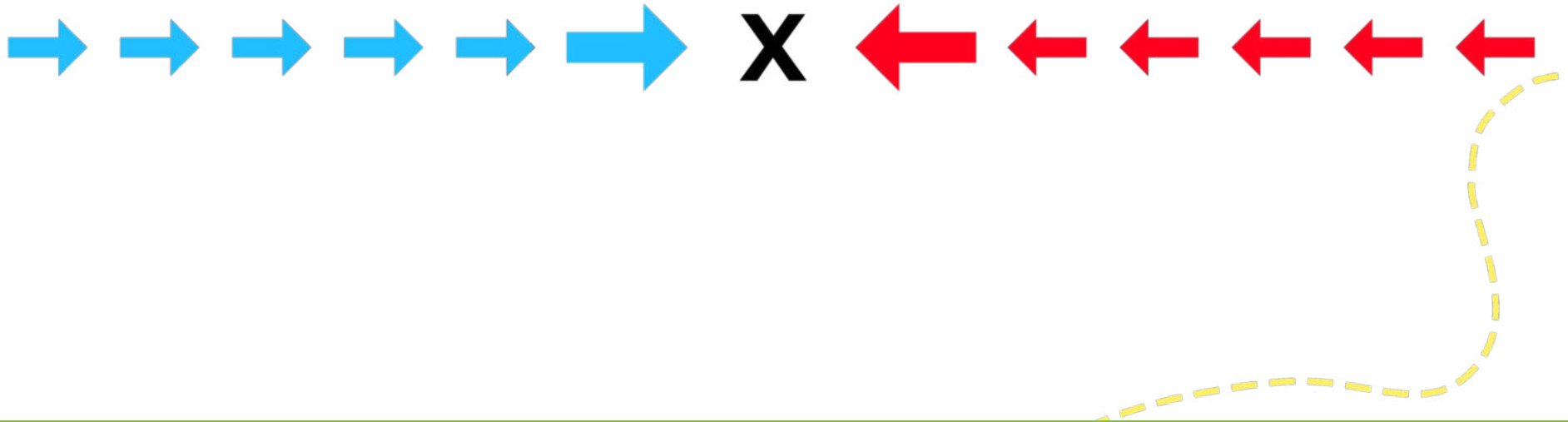
1. Credibility and self-awareness
2. Creating a vision of change in the area
3. Engaging and uniting people
4. Introducing changes in the area



REFERENCE MATERIALS

Reference Material No. 2

Footbridge scheme





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GENERAL DESCRIPTION OF THE BLOCK

UNDERSTANDING THE POSITION, ROLE AND RESPONSIBILITIES OF A YC/YP MEMBER

Understanding the position, role and responsibilities of a YC/YP member (4)

DESCRIPTION:

The ability to understand the position, role and duties of a YC/YP member will help their members to understand the activities that YC/YP faces and carry out those tasks adequately to the abilities of young people. It will enable the YC/YP members to fully identify with their role and act accordingly.

KNOWLEDGE:

- Knows the basic diagnostic tools
- Knows their role in the YC/YP team
- Knows the principles and rules (statute) of the functioning of the YC/YP

SKILLS:

- Able to self-diagnose what type/member of the group they are.
- Can adapt the role in the Youth Council/Youth Parliament to their type.
- Can choose an activity in YC tailored to their needs, so that they can act on their own motivation.
- Is able to apply the basic principles and rules (statutes) of the council's functioning
- Can choose, for self and others, such tasks that are consistent with the role of a member of the Council, and at the same time are in line with the needs and interests of a member of the Youth Council (YC)/Youth Parliament (YP)

ATTITUDE:

- Tries to establish a relationship with each of the YC/YP members
- Respects and appreciates the diversity of people and views in YC/YP

Understanding the position, role and responsibilities of a YC/YP member

GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Preparing participants to understand the position, role and responsibilities of a YC/YP member and act in accordance with them by:

- getting to know the role of a YC/YP member,
- getting to know your own abilities of fulfilling the role of a YC/YP member,
- getting to know the provisions of the YC/YP statute and their role in its activities,
- learning about the preferred ways of participation of YC/YP in public life.

MATERIAL

(that will be necessary to prepare the block)

A set of leadership statements to be discussed in pairs

- Resource material No. 1 What is leadership and what it is not
- A computer with Internet connection for each participant (for individual test) or test printed out for each participant and matrix for counting and analyzing the results and personality characteristics.
- The statute of the YC/YP that participants belong to or an exemplary statute of other YC/YP, divided into several thematic parts, which are printed in 2-3 copies each.
- Flipchart paper + felt-tip pens for each table
- Reference Material No. 2 Hart's Ladder of participation

16 personalities test

<https://www.16personalities.com/sk/bezplatny-test-osobnosti> - Slovak version

<https://www.16personalities.com/pl/darmowy-test-osobowosci> Polish version

<https://www.emiero.sk/> (also available in English, Check, Hungarian and Finnish)

Personality tests

http://www.psychotest.sk/index.php?test=test_osobnosti

<https://www.kvizy.eu/osobnostne-testy/online-eq-testy/mbti-test-osobnosti>

Understanding the position, role and responsibilities of a YC/YP member

LENGTH IN MINUTES

(how much time will be necessary for the block)

15 min.+30 min.+40 min.+45 min. = 130 min.

SUMMARY

(list of individual activities)

- Discussion about leadership
- Various resources - test
- World cafe - YC/YP statute
- „Ladder of participation” roleplay

Energizer

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 15 min.	Energizer
Goal	<ul style="list-style-type: none">• Participants formulating their own opinions on the role of a leader and discussing them• Getting to know each other better
Materials/preparation	<p>A set of leadership statements to be discussed in pairs Resource Material No. 1 - What leadership is/is no</p>
Activity	<p>Discussion about leadership</p> <p>The participants are divided into two groups and form two circles with an equal number of participants - one inside and one outside. Both wheels rotate simultaneously in opposite directions and stop at the instructor's command. Each participant in the outer circle will stop face to face with one participant in the inner circle - they will form pairs.</p> <p>The facilitator reads one statement and gives 60 seconds for a pairwise discussion over it. After a minute, the circles start to spin again, and the action is repeated with subsequent statements.</p>

Energizer

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 15 min.	Energizer
Activity	<p>Couple-debated statements:</p> <ul style="list-style-type: none">• Man must be born a leader; one cannot become a leader for external reasons.• Being a leader means being number 1.• Some people are leaders, others are followers.• There is one leader at the head of the organization, and they lead it all the time.• I can become a leader when I learn a few skills or read enough books.• Leaders are in the center of events. Other people are passive, apathetic, and without opinion.• Only a person with charisma can be a leader.• Being a leader means getting people to do what the leader expects them to do.• Developing leadership skills is a personal journey.• Being a leader comes from within the person.• Being a leader is part of being human.• The leader usually looks for us as we find the leader.• We are all leaders and performers.• Leadership can be shared
Summary	<p>The facilitator asks which statements were particularly controversial for the participants and why.</p> <p>After the discussion, the facilitator explains that many of these questions do not have one right answer - the answer may depend, for example, on the style of leadership adopted. There are many different definitions of leadership and it is worth knowing them, knowing your own resources, the group you work with and consciously choosing a style that fits these elements. Provides Reference Material No. 1, asks for reading and feedback.</p> <p>Facilitator explains that every YC/YP member needs leadership skills.</p>

PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY



~ 30 min	PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY
Goal	<ul style="list-style-type: none"> • Diagnosing one's personality traits that contribute or make it more difficult for them to work in a team (YC/YP) • Drawing conclusions from this knowledge that could be useful for team members (YC/YP)
Materials/preparation	<p>Computer with Internet connection for each participant (for individual test) or test printed out for each participant and matrix for counting and analyzing the results and personality characteristics.</p> <p>16 personalities test https://www.16personalities.com/sk/bezplatny-test-osobnosti - Slovak version https://www.16personalities.com/pl/darmowy-test-osobowosci Polish version https://www.emiero.sk/ (also available in English, Check, Hungarian and Finnish)</p> <p>Personality tests http://www.psychotest.sk/index.php?test=test_osobnosti https://www.kvizy.eu/osobnostne-testy/online-eq-testy/mbti-test-osobnosti</p>
Activity	<p>We have different resources - a test Team activity is based on the diversity of people, their qualities and characters. We have the ability to perform various types of psychological tests to check personality traits, which should be consciously used in one's activities at YC/YP.</p> <p>The facilitator encourages the participants to take the test of their choice (they all measure same), by means of which they can verify their personal conditions, learn about resources and limitations.</p>

PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY



~ 30 min	PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY
Activity	<p>After taking the test and getting to know the results and personality characteristics, the facilitator asks the participants to answer the following questions:</p> <ul style="list-style-type: none">• What type is my personality?• How do I perform my tasks?• What is my strength and what is my weakness? <p>If there are people with similar outcomes (personality types) in the group, they can work out answers together.</p> <p>Participants express themselves while briefly presenting their personality types. The types that no one represents are presented by the facilitator.</p>
Summary	<p>Discussion:</p> <p>Does such a variety of personality types (strengths and weaknesses) promote teamwork, why?</p> <p>The facilitator concludes: the diversity of the team is its strength, because these types complement each other. What is the conclusion of this for creating project teams, assigning work?</p>

YC/YP statute – understanding rules



~ 40 min	YC/YP statute – understanding rules
Goal	<ul style="list-style-type: none">• YC/YP members learning their statute and its meaning for their everyday work.
Materials/preparation	<ul style="list-style-type: none">• The statute of this YC/YP that participants belong to, or a sample statute of other YC/YP, divided into several thematic parts, which are printed in 2-3 copies each.• Flipchart paper + felt-tip pens for each table• Tables - a number equal to the number of fragments of the statutes

YC/YP statute – understanding rules



~ 40 min	YC/YP statute – understanding rules
Activity	<p>World cafe - Statute</p> <p>Tables set "in a cafe" in the number corresponding to the number of parts into which the statute was divided. There is one participant at each table - the guardian of that table, and on the table, there are cards with one fragment of the statute printed on it. The rest of the participants are divided into small groups - as many as there are tables.</p> <p>At a signal, each group at a different table begins to learn about a different fragment of the statute - formulates comments, questions, etc., which the table guardian writes down on the poster. After 10 minutes, the groups change tables (the guardians stay) and read the next fragment of the statute. They also read the remarks of the previous group and add their own. And so on until each group "goes through" all the tables. The rounds are getting shorter and shorter, because there are less and less things to be added.</p>
Summary	<p>The facilitator asks how the discussion was conducted, the guardians present conclusions, questions and reflections.</p> <p>The facilitator checks whether the individual articles of the statute, standards, and YC/YP rules have been properly understood. Why is it important to have rules?</p>

Roger A. Hart's Ladder of Participation



~ 45 min	Drabina partycypacji według Rogera A. Harta
cel	<ul style="list-style-type: none">• Getting to know the ways of participation in social life by the participants• Formulating conclusions regarding the participation of representative bodies (YC/YP) in public activities
materiały / przygotowanie	<ul style="list-style-type: none">• Reference Material No. 2 Roger A. Hart's Ladder of Participation – cut in pieces, every "step" separately• Presentation or a poster with „steps” of R.A. Hart's Ladder of Participation
Aktywności	<p>“Ladder of Participation” roleplay</p> <p>The facilitator presents the "steps" of participation from R. A. Hart's ladder.</p> <p>Then they divide the participants into 8 groups.</p> <p>Each group receives a description of one step of the participation ladder. Participants don't know who got what</p> <p>The role of the group is to develop and present a role-play in which the obtained “step” of participation is presented so that other groups can guess what kind of participation is meant.</p>
podsumowanie	<p>The facilitator asks the participants:</p> <ul style="list-style-type: none">- which steps of participation have they dealt with so far? Was it a good or bad experience, why?- What modes of participation should YC/YP prefer? In what situations?

REFERENCE MATERIALS

Reference Material No 1

What leadership is/is not

source: <https://www.lollydaskal.com/leadership/what-leadership-is-not/>

Leaders are made not born:

Leadership is a set of skills that can be learned by training, perception, practice and experience over time. Leadership learning is lifetime activity. Good leaders seek out development opportunities that will help them learn new skills.

Leadership is not about you.

It's about your followers, your employees, your team. The best leaders devote almost all their energy to inspiring and empowering others. Taking care of their people is a big part of being a leader.

Leadership is not about power.

Leadership naturally comes with power, but to lead people with character and engender trust isn't compatible with being primarily concerned with acquiring and using power. The most powerful leaders are those who earn trust and stay trustworthy.

Leadership is not about telling and controlling.

Leadership will always involve some degree of telling people what needs to get done. But the best way to make that happen is by helping others figure out what needs to be done on their own. It's about guiding, mentoring and coaching, not telling, controlling and micromanaging.



REFERENCE MATERIALS

Reference Material No 1

Leadership is not about doing everything yourself.

The best leaders know they can't meet their goals alone—they need the right people doing the right things. Leadership means delegating to the right people to get the job done right.

Leadership is not about doing all the talking.

Great leaders are almost always great communicators, but more importantly they're great listeners. They don't interrupt or talk over others; they listen more than they speak, and they know that the most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.

Leadership is not about always feeling confident.

Like everyone else, leaders don't always feel confident—they have uncertainty and doubts as we all do. Some people think of that as something to hide or bluff their way through, but leaders are strongest when they demonstrate transparency and vulnerability—traits that are equal to truth and courage. They may not always feel comfortable, but they're certainly not weak.

Leadership is not about having all the answers.

We may be comforted by the idea that a leader knows everything, but the truest leaders bring people together to find the answers through collaboration.



REFERENCE MATERIALS

Reference Material No 1

Leadership is not about demeaning others.

Leadership is not about demeaning others. You don't have to look very far to find someone in authority talking down to people who work hard, disrespecting people who make mistakes, or even bringing racism and other biases to their interactions with others. That behavior is never acceptable; it is unworthy of anyone who wants to be known as a leader. Leadership will always be focused on treating others with respect and reverence. Leaders don't alienate; they encourage.

Leadership is not about taking credit.

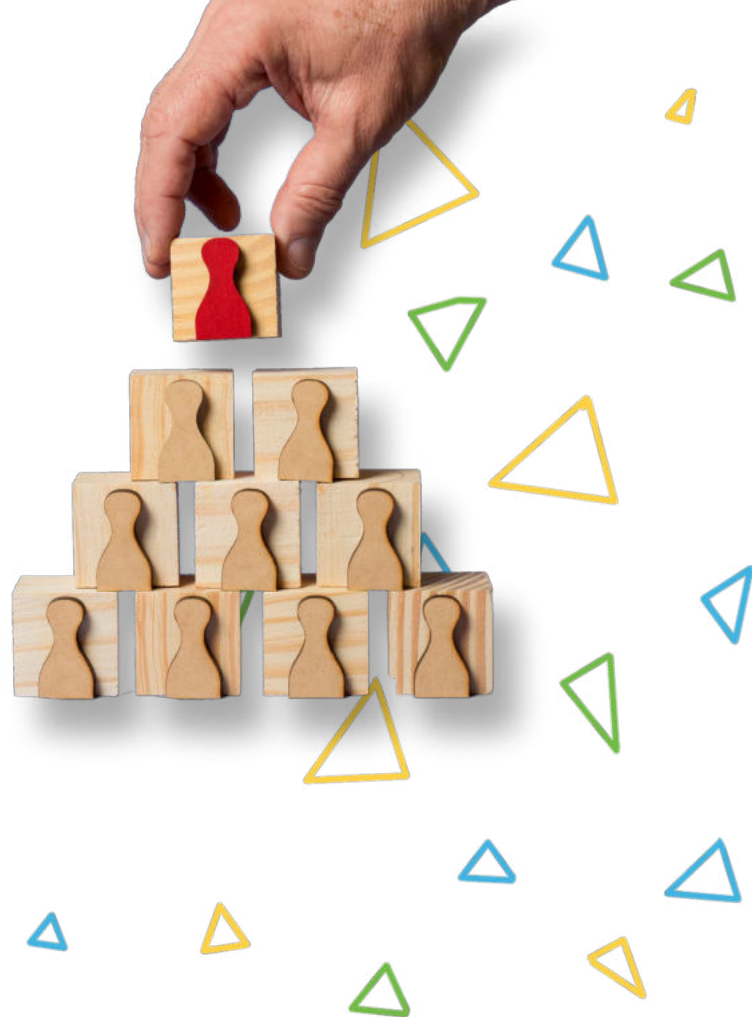
Successful leaders know nothing is achieved on its own; things happen when a group of people come together to make something work. Leaders should take a little more than their share of the blame when things go wrong, and a little less than their share of the credit when things go well.

Leadership is not about deflecting personal responsibility.

Leadership doesn't deflect accountability—if anything, it increases it. If it is to be, it is up to me. The moment you take responsibility is the moment you have stepped into your leadership.

Lead from Within:

There are many things that leadership isn't and many things that leadership is. It's up to us to become the kind of leader who chooses well.



REFERENCE MATERIALS

Reference Material No 2

Roger A. HART's Ladder of Participation

MANIPULATION



Adult-led activities involving young people, as they are told, without understanding their meaning. Young people are drawn to various "committees", "teams" under the pretext of their participation. In fact, in this process, adults and municipal/city authorities instruct and guide them on how they should behave or how they should express their needs. An example of such an approach could be the establishment of a youth forum, which has no legislative power and serves the representatives of the local authorities to convince their members of the correctness of their decisions and to use the statement "you were a member of the committee". No proposals from the youth are accepted.

DECORATION



Using young people as decorations on various occasions, during which the local government tries to create its own image that it cares about the quality of life of young people. In fact, however, they are not taking any systematic steps to fulfill it. An example is the use of representatives of the Youth Parliament, who are invited to official twin town meetings where youth policy is presented. Young people understand the importance of activities but are not in any way involved in them.

REFERENCE MATERIALS

Reference Material No 2

Roger A. HART's Ladder of Participation

TOKENISM (labeling)



Informing young people about their rights, duties and opportunities. Unfortunately, the flow of information is one-way - from the authorities to the youth and does not give young people the opportunity to express their opinions or comment on community decisions. A classic example is informing local community/city residents about new planned projects via public boards without the possibility of having a real impact on the result. Or the decision of the local government to build a sports field in the belief that young people rarely play sports, but without the possibility of commenting or influencing this proposal by young people.

CONSULTATION



An example of such a degree of participation is the invitation of the local government to submit comments on new proposals. Consultation is still considered a lower form of participation as citizens cannot influence what will happen with the results of the consultation. The degree of seriousness and participation at this level are quantified - how many responded to the survey, how many attended public debates, meetings, etc. As a result, often citizens "participate" but the next steps are beyond their reach.

REFERENCE MATERIALS

Reference Material No 2

Roger A. HART's Ladder of Participation



CONSULTED AND INFORMED

The local government invites young people to express their opinion on their new proposals. Following consultation, it informs young people of how their views and recommendations have been incorporated into new policies and decisions. In this way, young people know how their suggestions will be used and applied.



ADULT-INITIATED, SHARED DECISIONS WITH THE YOUTH

This is the highest level and form of participation that a local government can offer to young people in relation to its plans and proposals. Young people are not only consulted and informed about how their views will be taken into account, but appropriate tools are also available to enable young people to co-decide on individual proposals. Making joint decisions can take many forms - through official youth representatives (if consultations really took place earlier), in a referendum, via clubs and youth centers, etc.

REFERENCE MATERIALS

Reference Material No 2

Roger A. HART's Ladder of Participation

YOUTH-INITIATED AND DIRECTED



This step includes activities that are invented, prepared and conducted by the young people themselves, without the involvement of local government. The scale of this type of activity is large, although the involvement of local governments is minimal, but these can even be activities aimed at local government policy. Nevertheless, it is a high level of participation, as it assumes a high level of civic engagement of young people, the ability to organize and conduct activities to improve public life, and thus a great interest in public affairs.

YOUTH-INITIATED, SHARED DECISIONS WITH ADULTS



The highest level of participation assumes high activity of young people in communication with the local government, their interest in social events, and at the same time the ability to jointly propose solutions with representatives of local governments. Such an approach may mean a proposal of a group of young people for changes in the functioning of local government or a proposal to improve the quality of life of young people and, at the same time, their interest in taking joint responsibility for making decisions and implementing actions. Municipalities often expect this level of participation from young people, without realizing that this is the highest form of participation to which young people need to be led and which does not occur by chance or spontaneously.



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GENERAL DESCRIPTION OF THE BLOCK

ORGANIZATIONAL SKILLS

Organizational skills(5)

DESCRIPTION:

This session aims to encourage participants to develop organizational skills by helping to develop trust in others, the ability to take responsibility, being proactive and flexible in problem solving.

KNOWLEDGE:

Understands the importance of organizational structure, functions and impact on results and success.

Knows the differences between strategic planning, project management and organizing.

SKILLS:

Can delegate the performance of tasks, monitor progress and trust the executor

Looks for various solutions and variants of task implementation

Is able to work in a situation of limited resources (people, their abilities and skills, time, materials, finances, etc.)

Can identify and describe a problem and then solve it

ATTITUDE:

Proactivity, thanks to which one leads the activities of the Youth Council to success.

Openness to new challenges and readiness to take them up

Feeling satisfied with the ability to act

Organizational skills

GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Develop the ability to organize one's own and other YC/YP members' activities by:

- deepening the participants' knowledge of organizational skills,
- developing skills:
 - delegating tasks and monitoring the work of others,
 - joint search for solutions,
 - coping with resource constraints,
 - clearly formulate and solve problems.
- developing an attitude of trust towards other team members,
- increasing the participants' awareness of:
 - their individual characteristics (strengths and weaknesses) important for the development of organizational skills,
 - expressing them and functioning in practice

MATERIAL

(that will be necessary to prepare the block)

- 0.5-meter-long rope x number of participants,
- long rope for measuring the swamp surface (minimum 4 m long),
- a box to be placed in the middle of a swamp (a stone in the middle of a river or a trunk in a forest),
- treasure - a can with a prize (there may be candies),
- a bag with tools to pull the treasure out of the swamp: strings, skewer sticks, scissors, pencil, cups, 3 pieces of a 20 cm bike inner tube, 3 cords min. 10 m long, adhesive tape,
- blindfolds for a third of participants.

Organizational skills

LENGTH IN MINUTES

(how much time will be necessary for the block)

15 min. + 30 min. + 45 min. + 45 min. = 135 min

SUMMARY

(list of individual activities)

- Alphabetically on the rope - icebreaker
- Organizational skills - theoretical introduction
- The Game of Treasure - practical training
- Action analysis - discussion of the game

BLOCK 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 15 min.	Icebreaker
Goal	<ul style="list-style-type: none">• Participants get to know each other• Increasing the group's energy
Materials/preparation	0.5-meter-long rope x number of participants
Activity	<p>Alphabetically on the rope - icebreaker</p> <p>The facilitator puts the rope on the ground, the participants, at the facilitator's signal, stand on it in any order. From now on, they cannot get off the rope - both feet are to be on the rope.</p> <p>The facilitator informs that their task is to line up the whole group, but in the alphabetical order of the names - you determine the end at which the order begins (letter A).</p> <p>When changing the order of participants, no one is allowed to get off the rope (both feet of each should be on it). If someone "falls" off the rope, the group starts all over again. Participants are to help each other in achieving the final effect.</p>
Summary	<p>Facilitator's questions:</p> <ul style="list-style-type: none">• What helped the participants to achieve the effect? What bothered them?• What lessons can they draw for cooperation?

BLOCK 1.



~ 30 min	Organizational skills - theoretical introduction
Goal	<ul style="list-style-type: none">• deepening the participants' knowledge of organizational skills
Materials/preparation	<ul style="list-style-type: none">• Flipchart, felt-tip pens• Post-it notes• Reference Material No. 1
Activity	<p>Knowledge of organizational skills</p> <p>The facilitator introduces the participants to the goals of the block and outlines the schedule of the meetings. Informs about the use of an empirical/experimental method,</p> <p>The facilitator presents basic knowledge about organizational skills.</p> <p>At the beginning, they explain to participants the fundamental difference between strategic planning which is more of a picture of the values and changes that we would like to achieve, project management which shows the different phases and what has to be done and organizing which deals with the concrete realization of what is to be done. The facilitator shows participants an example of building a house: the strategy is to have your own house (desired change), for this you need a specific project of your dream house, according to which you will organize materials and various employees who will build it according to this project.</p> <p>The facilitator asks the participants to indicate on the basis of this example what the differences between the qualities and competences of a strategist, planner and organizer are and how it translates into their Youth Council.</p> <p>The facilitator asks the participants to formulate their expectations towards this training block and write them on post-it notes (each on a separate note) - collects them and sticks them on a flipchart.</p>

BLOCK 1.



~ 30 min	Organizational skills - theoretical introduction
Summary	<p>Then, the facilitator and the participants analyze the above-mentioned needs and discuss which of them are most needed in the work of YC/YP. They highlight them on a flipchart.</p> <p>The facilitator indicates which ones the participants will have the opportunity to develop during the next session.</p>

BLOCK 1.



~ 45 min	The Game of Treasure - practical training
Goal	<ul style="list-style-type: none"> • Developing skills: <ul style="list-style-type: none"> ○ delegating tasks and monitoring the work of others, ○ joint search for solutions, ○ coping with resource constraints, ○ clearly formulate and solve problems. • Developing an attitude of trust towards other team members,
Materials/preparation	<ul style="list-style-type: none"> • long rope for measuring the swamp surface (minimum 4 m long), • a box to be placed in the middle of a swamp (a stone in the middle of a river or a trunk in a forest), • treasure - a can with a prize (there may be candies), • a bag with tools to pull the treasure out of the swamp: strings, skewer sticks, scissors, pencil, cups, 3 pieces of a 20 cm bike inner tube, 3 cords min. 10 m long, adhesive tape, • blindfolds for a third of participants. <p>The facilitator prepares the area of the game: they mark the "swamp" (in the field or in the building), measuring a circle with a 4m long rope. Facilitator places a "stone" in the center of the circle and a can with a treasure on it (preparation time: 10 minutes).</p>
Activity	<p>Game of Treasure</p> <p>At the beginning of the meeting, the facilitator briefly repeats the features and skills of the "Organizer" and asks the participants to try to use the presented features in the game entitled the Treasure.</p> <p>Number of players: 6-12</p> <p>Number of facilitators needed to conduct the training: 1</p> <p>Number of facilitators required to play (minimum): 1</p> <p>Place of implementation: ideally outside, possibly in a large room indoors</p>

BLOCK 1.



~ 45 min	The Game of Treasure - practical training
Activity	<p>The facilitator takes the participants to the place of the "swamp" and introduces them to the legend of the treasure: participants are a team of treasure hunters, and their task is to take the treasure to the mainland from the swamp in no more than 40 minutes. No one is allowed to enter or lean into the swamp - it is full of crocodiles and poisonous snakes. Only the contents of the supplied gear bag can be used to collect the treasure.</p> <p>The facilitator divides the participants into 3 small, equal groups fulfilling different roles:</p> <ul style="list-style-type: none">- Leaders - they can see, speak and control the whole event, but they are not allowed to touch anyone or anything;- Navigators - they can see, cannot speak, but they can touch and direct Manipulators;- Manipulators - they cannot see (they have blindfolds over their eyes), they are the only ones who can touch the tools provided in the bag. <p>The facilitator gives a sign to start the activities and hands over the sack with tools - the group starts the activities. In the event of someone breaking the rules related to the role or crossing the border of the swamp (also leaning over it), the facilitator stops the game, restores everything to its original state and the participants start all over again.</p> <p>During the game, the facilitator observes participants' behavior:</p> <ul style="list-style-type: none">- records behaviors that are conducive to achieving the goal,- and those that disturb the group,- signs of cooperation and lack of cooperation,- way of communicating,- how they perform the assigned roles.
Summary	After the time is over (or after achieving the goal earlier), the facilitator starts discussing the game.

BLOCK 1.



~ 45 min	Action analysis - discussion of the game
Goal	<p>Increasing the participants' awareness of:</p> <ul style="list-style-type: none">• their individual characteristics (strengths and weaknesses) important for the development of organizational skills,• expressing them and functioning in practice
Materials/preparation	<ul style="list-style-type: none">• A4 Paper and pens for participants
Activity	<p>Action analysis - discussion of the game</p> <p>The facilitator begins by "disenchanted" the participants - they say that now they do not play their roles anymore but are back to being themselves.</p> <p>The facilitator first listens to the members of the three teams one by one - asks how they felt while playing their roles - what was easy for them, and what was difficult. The facilitator asks what, according to the participants, contributed to the achievement of the goal, what was the turning point. Discovers and describes the key moments leading to the successful (or not) organization of the game.</p> <p>Then they ask the participants to individually reflect on their participation in the game - are they satisfied with it, what they are happy with and what not. Participants write down on a piece of paper what they have done well and what they want to work on. Participants read what they wrote if they want to share it.</p> <p>At the end, the facilitator shares their observations and opinions on the participation of groups and participants in the game. They say how important it is to use conclusions from your own experience.</p>
Summary	summary, questions and general discussion about the block

REFERENCE MATERIALS

Reference Material No 1

Organizer's competences in YP/YC

The organizers are very important to any organization. In the implementation of each project, these are the people who directly monitor the implementation of individual needs and actively adjust work to the effective implementation of the goal.

These are people who have the ability to motivate others, see the goal in front of them all the time and have the ability to use the necessary resources to achieve it. Such members of the Youth Council are not afraid to take responsibility for the various processes of their activities. The organizer is energy in motion, ready to overcome all obstacles that stand in the way of success. However, if the organizer sees that reaching the goal would hurt the larger picture, they are able to take this into account. Consequently, they remain open and trusting with their team members at all times and are aware of their limitations as well as the limitations of other resources in the organization. **The organizer flexibly reacts to changes and is able to work with various variants of solutions.**





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GENERAL DESCRIPTION OF THE BLOCK

NETWORKING SKILLS

Networking skills (6)

DESCRIPTION:

The possibility of networking in the work of a member of the Youth Council (YC) or the Youth Parliament (YP) is equally important in the internal work of YC/YP members, as well as in contacts with the international environment. Networking makes it possible to combine information, knowledge and the skills of various people, e.g., YC/YP members and the creation of new bonds, learning from each other, the implementation of common goals. It is also important for YC/YP members to build relations with representatives of other organizations and institutions - they allow for a wide range of contacts and competencies as needed. It is also very important to have a possibility to network the groups of the youth that are represented by particular members of YC/YP.

MINDSET:

Related to the role of networker, which we want to awake in participants and encourage them to.

KNOWLEDGE:

Understands the role of networking for YC/YP operations
Knows their value and options and knows what they can offer to others
Knows working methods that contribute to networking

SKILLS:

Knows how to listen to and combine different topics and experiences.
Makes it safe for people to share their experience
Can moderate meeting and equalize the boldness/shyness of particular participants.
Knows how to deal with rejection (method of 100 rejections)
Can connect people in a functional network within one's team and in contacts with external partners.

ATTITUDE:

Proactively reveals strengths of youth council members
Sees resources that could be useful for YC/YP in every person and organization
Recognizes the power of networking

Networking skills

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	Preparation of YC/YP members for networking people, groups and organizations by: <ul style="list-style-type: none"> • enriching the participants' knowledge on networks and networking, • experience of necessary communication and cooperation with others. • gaining experience in involving various people and discovering their resources, • analysis of one's own and group activities conducive to and hindering the achievement of the goal by participants of the game, • identification of skills and attitudes important in the game that are key for the networking person, • formulation of conclusions important for the networker, • writing down the activities of the person building the network.
MATERIAL (that will be necessary to prepare the block)	Flipchart + felt-tip pens Pictures/photos/metaphorical cards (e.g., DIXIT) – slightly more than the number of participants Post-it notes Envelopes - one per participant Printed, cut sheets (25 pieces) with information for participants. A4 paper
LENGTH IN MINUTES (how much time will be necessary for the block)	15 min. + 30 min. + 45 min. + 45 min + 10 min. = 145 min.
SUMMARY (list of individual activities)	<ul style="list-style-type: none"> • Introduction, a brief Icebreaker • Theoretical introduction • Game: “24 pieces” • Analysis of the activities during the game • Summary of the networker's competences

Introduction, short icebreaker



~ 15 min.	Introduction, short icebreaker
Goal	<ul style="list-style-type: none">• Preparation of the participants to take part in the training.• Getting the participants to know each other.
Materials/preparation	Flipchart, felt-tip pens, Illustrations/photos/metaphoric cards (e.g., DIXIT) – slightly more than the number of participants
Activity	<ul style="list-style-type: none">• Getting to know each other, getting to know the facilitator• If need be, a short Icebreaker <p>The facilitator puts various photos/metaphorical cards/illustrations on the floor and asks the participants to choose one that somehow expresses how they feel now (or recently). Then each person describes their associations with their image and shares their mood.</p>
Summary	The facilitator indicates how important it is for networking to create conditions for people to get to know each other

Theoretical introduction



~ 30 min.	Theoretical introduction
Goal	<ul style="list-style-type: none">• Enriching the YC/YP members' on networks and networking
Materials/preparation	<ul style="list-style-type: none">• Flipchart, felt-tip pens,• Post-it notes
Activity	<p>The facilitator introduces the participants to a new block - informs about the method they will work with (workshop - experimental methods), introduces participants to the goals of the block and the schedule.</p> <p>The facilitator asks the participants what their personal expectations are from these classes and asks them to write them down on pieces of paper - one on one piece of paper. Then facilitator organizes the needs into similar areas and relates to them - says which will be met and which will not be met, and why.</p> <p>The facilitator discusses the competences of the networker using the Reference Material No. 1 Networker</p>
Summary	<p>The facilitator asks if the participants see themselves in this role, if they have the experience of connecting other people, and if so, talks with the participants about how that can be used in their work at YC/YP.</p>

24 pieces - Game



~ 45 min	24 pieces - Game
Goal	<ul style="list-style-type: none">• experience of necessary communication and cooperation with others by YC/YP members.• gaining experience in involving various people and discovering their resources.
Materials/preparation	<p>Materials: Envelopes - one per participant Printed, cut paper (25 pieces) with information for participants. Cards for each participant are to be put in an envelope. A4 paper Flipchart and felt-tip pens</p> <p>Preparation: Logistics: Number of participants: 10-24 Duration of the game: 30 minutes. Preparation time: 10 min. Number of instructors needed to prepare: 1 Number of instructors required for one game (minimum): 1 Environment: indoors</p>

24 pieces - Game



~ 45 min	24 pieces - Game
Activity	<p>24 Pieces Game</p> <p>The game is a variant of the Farmers or the ZIN Obelisk. No information is given in this game other than the quest and rules (below). Participants sit in a circle. The facilitator gives them cards with the task and says that they have 40 minutes to complete the task. The initial phase is very dramatic, because the facilitator doesn't say anything more, no questions, and at most repeats that all the necessary information is on the sheets. The facilitator has to resist pressure from participants who "don't know" what to do and will keep asking the facilitator what they are actually asking for. The facilitator has to keep repeating that they have 40 minutes to complete the task and he has already told them everything they need to do and what they need is on their cards. The facilitator observes the participants during the game - their behavior, roles taken, processes taking place in the group, the way to achieve the goal.</p> <p>The facilitator distributes the envelopes to the group (up to 24 people) of participants with information sheets. Each player has 1-2 pieces of information.</p> <p>Task for the group (written on a flipchart):</p> <ul style="list-style-type: none">-Find an answer to the question: In what order did John's group visit these countries? <p>Rules:</p> <ul style="list-style-type: none">- the player's task is to precisely answer questions asked by others, they can also ask questions- the player may not show or read information from their card to anyone
Summary	After 40 minutes, the facilitator stops the game (if the participants did not find a solution) or ends it earlier, when the participants quickly managed to find it.

Analysis of the activities during the game



~ 30 min	Analysis of the activities during the game
Goal	<ul style="list-style-type: none">• analysis of one's own and group activities conducive to and hindering the achievement of the goal by participants of the game,• identification of skills and attitudes important in the game that are key for the networking person,• formulation of conclusions important for the networker,
Materials/preparation	Flipchart, felt-tip pens,
Activity	<p>What the game has taught us - analysis The facilitator says that the participants will now discuss the game and draw conclusions from it for the person who connects people and organizations in the work of YC/YP.</p> <p>The facilitator guides the analysis according to the following points: -personal evaluation of participation in the game + feedback from other participants and the facilitator, -assessment of the team as a whole - statements of participants + information from the facilitator, - how easy/difficult it was for the participants to fulfill the role of a networker in times of stress and pressure related to the task, - what experience have they had of involving members who did not have important information to complete the task.</p>
Summary	<p>The facilitator summarizes the experience of the game: emphasizes how important it is to be able to put yourself in the shoes of others and use their potential to the full, not just resources that are obvious.</p> <p>The facilitator urges to discuss the ways to impede such an attitude and ways to limit it, and vice versa - to find mechanisms that support the competences we talked about. The facilitator writes down ideas on a flipchart in 2 columns.</p>

Summary of knowledge and the networker's competences and attitudes



~ 10 min	Summary of knowledge and the networker's competences and attitudes
cel	<ul style="list-style-type: none">• formulation of conclusions important for the networker,• writing down the activities of the person building the network.
materiały / przygotowanie	Flipchart, felt-tip pens, Post-it notes
Aktywności	<p>The facilitator asks the participants for their opinion on what important activities the networker performs, and what attitudes they should have.</p> <p>Lists the submitted proposals on 2 parts of the poster.</p> <p>Facilitator emphasizes the importance of attitudes, e.g., respect for the competences of each of the network participants allows them to be effectively involved and motivated to share their resources.</p>

REFERENCE MATERIALS

Reference Material No 1

Networker

Networker is a person who is deeply convinced that each person has some unique gifts that can be shared with others. They are open to each person and their uniqueness, actively discover and bring out the strengths and possibilities of the people with whom they come into contact, and proactively create and search for possible connections with other people and organizations. A networker can think and empathize with the qualities and needs of individuals and entire organizations, simplify these needs to comprehensible complete concepts and forms of expression, and in this simplicity combine them with other network links that either offer it themselves or have these possibilities, but do not yet deliver them at their full potential.



REFERENCE MATERIALS

Reference Material No 2

Info cards for players

You can only tell this information to others – you cannot show it!!!	Some information you received are irrelevant and will not help you to solve the task.	You can only tell this information to others – you cannot show it!!!	Having studied the maps, managers decided to exchange all rental cars for 4x4 ones.	You can only tell this information to others – you cannot show it!!!	Slovakia was the first country visited by Paul's group.
You can only tell this information to others – you cannot show it!!!	Before preparing the schedule, Pavla asked employees of tourist guide office for information.	You can only tell this information to others – you cannot show it!!!	During the trip, there were a lot of problems with communication and cultural misunderstandings.	You can only tell this information to others – you cannot show it!!!	Peter's group visited Hungary as the last one.
You can only tell this information to others – you cannot show it!!!	It was hard to decide which group was the best when it came to foreign languages.	You can only tell this information to others – you cannot show it!!!	Meteorologists forecasted a clear and humid day.	You can only tell this information to others – you cannot show it!!!	The group needs to answer the following question: "In which order did Peter's group visit chosen countries?" Your group has all the necessary information.

Materiały pomocnicze

Materiał pomocniczy nr 2

Karty z informacjami dla graczy

You can only tell this information to others – you cannot show it!!!	Pavla and Petra were happy how the groups handled the language and cultural barrier.	You can only tell this information to others – you cannot show it!!!	All four groups visited different countries at the same time and exchanged in the end of their trip to each.	You can only tell this information to others – you cannot show it!!!	Before exchanging the rental cars – it was proved they can't go on unpaved roads.
You can only tell this information to others – you cannot show it!!!	Paul met with Peter to discuss their trip plan, but it was Pavla who prepared the schedule.	You can only tell this information to others – you cannot show it!!!	During his trip, Paul visited the Czech Republic as the third country.	You can only tell this information to others – you cannot show it!!!	New dictionaries turned out not to be very useful in breaking the language barrier in particular countries.
You can only tell this information to others – you cannot show it!!!	All four IBM managers visited four countries in a different order.	You can only tell this information to others – you cannot show it!!!	Each IBM manager had their favorite country and prepared their trip plan to visit their favorite country as the first one.	You can only tell this information to others – you cannot show it!!!	IBM's training also talked about excursions to four countries, when participants divided into four groups lead by four managers.

Materiały pomocnicze

Materiał pomocniczy nr 2

Karty z informacjami dla graczy

You can only tell this information to others – you cannot show it!!!

Although Robert did not lead any of the groups, he significantly helped to solve a lot of issues that day.

You can only tell this information to others – you cannot show it!!!!

The group that got early for breakfast started their trip in Poland.

You can only tell this information to others – you cannot show it!!!

Pavla's group was not the last in the Czech Republic.

You can only tell this information to others – you cannot show it!!!

Pavla's group is the one that got up early for breakfast.

You can only tell this information to others – you cannot show it!!!!

Petra's group was in Poland before going to Slovakia.

You can only tell this information to others – you cannot show it!!!

Peter, Petra and Paul spend the first evening discussing the countries they visited and going through the maps.

You can only tell this information to others – you cannot show it!!!!

Preparing the schedule was difficult because Peter and Pavla wanted to start their trip in the same country.



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GENERAL DESCRIPTION OF THE BLOCK

THE ABILITY TO DESIGN AND MANAGE PROJECTS

The ability to design and manage projects (7)

DESCRIPTION:

It is important that the youth councilors, implementing their initiatives for the local community, act effectively, economically, in a planned manner, and for the right purpose. Therefore, the key competence of the youth councilors is to work using the project method. It will allow for a methodical implementation of the goals set by the youth councilors and which result from the diagnosis of local needs and problems. Young councilors, just starting their adventure in the council, usually do not have experience in planning and executing projects, therefore it is very important to develop this competence.

KNOWLEDGE:

- Understands how working by the project method differs from spontaneous activities
- Knows the most important steps in creating a project
- Knows various programs of the European Union that may be helpful in the implementation of youth council projects
- Understands the role of making mistakes and being ready to make corrections

SKILLS:

- Can formulate the most important points of the project: goals, activities, schedule, budget, partners
- Can share tasks,
- Is able to responsibly carry out the tasks entrusted to them as part of the project implementation
- Is able to give and receive feedback on the progress and quality of activities during progress of the project
- Can see risks and plan corrective actions
- Can create a map of resources needed for the implementation of the project - financial and other
- Can plan and take actions to obtain the necessary resources
- Is able to inform on an ongoing basis about the progress in the execution of the project
- Is able to write a short report on the delivery of the project

ATTITUDE:

- Appreciates the role of systematic planning of activities
- Is open to learning how to coordinate a project
- Is open to difficulties and challenges that arise in the course of work

Ability to draft projects and manage them

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	Preparing participants to create and manage projects by: <ul style="list-style-type: none">• identification of specific civic actions that they can take in their communities by participants,• participants learning about the most important issues that they must take into account when planning social activities,• participants developing ideas of what they really want to change in their community and how to do it,• development of an action plan for the project by the participants,
MATERIAL (that will be necessary to prepare the block)	Materials: flipchart + felt-tip pens A4 paper + pens, crayons, pencils for everyone Planning table - for each group (Reference material No. 1)
LENGTH IN MINUTES (how much time will be necessary for the block)	65 min. + 45 min. = 110 min.
SUMMARY (list of individual activities)	<ul style="list-style-type: none">• Important issues for young people - team work on projects• Detailed action plan - team work - continued

Important issues and tasks that need to be done



~ 65 min.	Important issues and tasks that need to be done
Goal	<ul style="list-style-type: none">• Participants identify specific civic activities that they can undertake in their communities
Materials/preparation	<p>This block can be implemented after diagnosing the needs of young people in the area. Then groups of participants work out projects for specific activities in relation to the diagnosed needs of young people, and not only their own wishes.</p> <p>Materials: flipchart + felt-tip pens</p> <p>A4 paper + pens, crayons, pencils for everyone</p>
Activity	<p>Important matters of the youth</p> <p>The facilitator asks the participants to individually consider the civic activities that they would like to take in their community. Ask for a symbolic representation of this action and to draw it on an A4 sheet. Participants have 7 minutes to do this.</p> <p>After this time, the participants show their cards and each one in turn talks about their own idea. Then, the facilitator asks the participants to arrange the cards into several sets that will gather similar ideas (here the criteria for similarity are not important). When the participants gather close to their ideas thus forming several groups, the facilitator gives them another task.</p>

Important issues and tasks that need to be done

~ 65 min.	Important issues and tasks that need to be done
Activity	<p>Now each group selects one of the collected ideas or generates a new, common idea for action inspired by their collection. The task of each group is to create a project by answering the following questions:</p> <ul style="list-style-type: none"> • What is your vision of the change that is to come? • Why is this change needed? • Who are the target audience for this change? • Who are the stakeholders of this change? • What events/actions/activities need to be carried out for the change to take place? • How long is the timeline on which you will locate these activities? • What resources (hardware, financial, human) are necessary for implementation? • What are the risks of the action? How will you minimize them? <p>The answers are presented by the group on the poster in a graphically legible manner. Groups have 30 minutes to complete the task.</p> <p>After half an hour, the groups hang their design posters on the wall and create a design gallery. There is a representative of a group next to their poster who talks about the project. The rest of the group walk around the room and learn about other ideas.</p>
Summary	<p>The facilitator asks how the participants like the ideas, whether they think they are realistic for YC/YP.</p> <p>Facilitator comments that it is important to start with small simple actions that will give the youth councilors a sense of influence/power and a basic experience in making social change.</p>

We make detailed action plans



~ 45 min	We make detailed action plans
Goal	<ul style="list-style-type: none">• Development of an action plan for the project by the participants.
Materials/preparation	Materials: <ul style="list-style-type: none">- A4 sheets- Planning table - for each group (Reference Material No. 1)
Activity	Detailed action plan <p>The facilitator asks the participants to come back to the general outline of the project they were working on (see: previous session) and to remember what the essence of their project is. They have 10 minutes for this.</p> <p>Then, participants in project groups carry out following task. They have 30 minutes to do this.</p> <p>In groups, they answer the following questions and write down the answers.</p> <ul style="list-style-type: none">• What needs to be done to achieve our goals (they note individual activities, steps)?• What will be needed - what resources: material (items)?• Where do we perform the action?• Who can help us? - a list of specific people <p>After writing down the answers, they create a detailed work plan, using the Planning Table - Reference Material No. 1 for this.</p>

We make detailed action plans



~ 45 min	We make detailed action plans
Summary	<p>The facilitator talks with the participants about how it was working for them. It is worth paying attention, e.g., to such issues:</p> <ul style="list-style-type: none">• Was it easy for them to isolate particular activities?• How were people selected for the implementation of particular activities?• Is the plan realistic? Do you see any threats? How can we answer them?• Where will it be possible to obtain the necessary resources? <p>After the discussion, the facilitator thanks the participants for the implementation of this task and emphasizes that on the one hand the plan is needed to achieve the intended goal, and on the other hand - it is worth being flexible and modifying the plan if any special circumstances arise during the activities.</p> <p>The plan also helps, after its implementation, to analyze the successes and difficulties of what could have been done differently.</p>

REFERENCE MATERIALS

Reference Material No. 1

Planning table

A hand is pointing towards the right side of the image, which has a green background with a dashed yellow line. The table is positioned in the lower-left area of the image.

Task	Deadline	Owner of the task	Necessary resources



Erasmus+

GENERAL DESCRIPTION OF THE BLOCK

ABILITY TO DIAGNOSE THE SITUATION AND NEEDS OF YOUNG PEOPLE IN LOCAL COMMUNITY

Ability to diagnose the situation and needs of young people in local community (7a)

DESCRIPTION:

Youth councilors should have competences enabling them to diagnose the situation and needs of young people in their local environment. The results of the diagnosis, in turn, should be the basis for designing and planning concrete actions of the youth councilors. This competence allows youth councilors to act effectively according to the real needs of different youth groups, and prevents the implementation of activities only according to the ideas or interests of youth councilors themselves.

Developing this competence also prepares youth councilors for further activity in public life, where any action should be based on diagnosis (evidence-based policy).

KNOWLEDGE:

- Understands the concept of diagnosis
- Knows and distinguishes basic research techniques and tools
- Knows the process of making a diagnosis

SKILLS:

- Creates basic research tools such as: questionnaire, group interview, in-depth interview
- Researches and analyzes basic existing data about the local community and the youth
- Creates basic reports
- Presents conclusions in a clear and convincing manner

ATTITUDE:

- Appreciates the role of diagnosis and sees it as an important part of a youth councilors' thorough work
- Is ready to ask questions, to broaden one's understanding of young people in different life circumstances who live in the community.
- Is open to learning different perspectives

Ability to diagnose the situation and needs of young people in local community

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	<p>Develop participants' skills in diagnosing young people's life circumstances and needs through:</p> <ul style="list-style-type: none">• shaping the participants' attitude of appreciating the diversity of the local community;• teaching participants about tools that can be used to map local needs;• familiarizing participants with the concept of community and the connections between the global community and the local community - one's own community;• developing in participants the ability to identify social development issues that need to be dealt with in a local community.
MATERIAL (that will be necessary to prepare the block)	<p>Materials:</p> <p>flipchart + felt-tip pens A4 paper lots of colored pens, crayons, pencils string + clips sheets of colored paper smartphones with cameras + cables for uploading to a computer computer + projector Reference Materials No 1 and 2</p>
LENGTH IN MINUTES (how much time will be necessary for the block)	<p>45 min. + 60 min. + 90 min. = 195 min.</p>
SUMMARY (list of individual activities)	<ul style="list-style-type: none">• Map of the local community• What kind of young people live in our local community• Diagnosis - process and methods

Map of the local community



~ 45 min.	Map of the local community
Goal	<ul style="list-style-type: none">• To make young people aware that they are important members of the local community, that the future of their community depends on them.• Getting to know the local social group - youth - by characterizing it
Materials/preparation	<p>Materials: flipchart + felt-tip pens A4 sheets Post-it notes in 2 colors Scotch tape</p> <p>Prepare: Large sheets of paper - this can be grey wrapping paper, or 4 sheets of flipchart paper glued together - as many as there are groups working.</p>
Activity	<p>Community map</p> <p>During this session participants create a joint map of their local community. If participants come from several localities, the facilitator divides them into smaller groups according to where they come from. It is important that this exercise is a mapping of a location known to the participants.</p> <p>The facilitator instructs the participants: Your task is to work together to make a giant map of your area on a large sheet of paper. The group draws a very rough geographical map with a pencil: roads, towns, hills, rivers, borders: whatever is appropriate for the scale of the area they are working in. Emphasize again that the map does not have to be accurate or detailed.</p>

Map of the local community



~ 45 min.	Map of the local community
Activity	<p>Now all members of the group use colors to add the points they think are important. Participants can draw a "legend" to describe the types of signs, e.g., schools, parks, etc. These are to include spaces/places/offers that are important from the point of view of young people.</p> <p>Participants have 20 minutes to make their maps.</p> <p>After the maps have been made, the facilitator asks the participants to write down on post-it notes some emotions or feelings they have about different parts of the area and also about different buildings and objects they have put on the map. They can be positive (one color of post-it notes) or negative (another color of post-it notes). Participants place these post-it notes on the map.</p> <p>The facilitator asks the participants to point out the places where they feel unsafe and the areas they do not have access to in their community. Facilitator asks if they can identify places related to problems or concerns of community members - if so, they mark them on the map.</p>
Summary	<p>The facilitator asks the participants for their reflections after this activity:</p> <ul style="list-style-type: none">• Does everyone see your community the same way?• What are the reasons for the differences in perception (e.g., age, place of residence, interests/Hobbies and interests)?• How can such maps be used in youth council activities? <p>The facilitator concludes by pointing out that it is very important in being a youth counselor to ask different members of the local community, different young people about their perceptions of different local issues, but also to be open to different views and experiences of other members of their community</p>

Young people – important residents of the municipality/city



~ 60 min	Young people – important residents of the municipality/city
Goal	<ul style="list-style-type: none">• Participants' realization that they are important members of the local community. - The future of their community depends on them;• participants' characterization of an important social group - the youth in their local community
Materials/preparation	<ul style="list-style-type: none">• Flipchart + felt-tip pens
Activity	<p>What kind of young people live in our local community?</p> <p>The facilitator asks the participants to sit in a circle and starts talking about young people in the municipalities where the participants live. Facilitator asks, do a lot of young people live in it? What is their age? Where do they live? Who do they live with? What do they look like? What are their interests? What is their economic situation? What are their most important problems (etc.)?</p> <p>Then, the facilitator divides the participants into groups of 2-3. Let each of them present the situation of young people in their municipality, answering one question from the following (the facilitator assigns the questions). The participants can use information on the Internet, contact people who can help them. There is about 20 minutes for this task (it depends on the number of questions).</p>

Young people – important residents of the municipality/city



~ 60 min	Young people – important residents of the municipality/city
Activity	<p>Questions:</p> <ul style="list-style-type: none">• How many young people live in our city/municipality?• What types of schools do young people attend and what do they learn there?• What do we know about their parents' education?• What financial situation do young people find themselves in?• How do young people currently use culture/sports?• Where can we meet young people?• What do they do in their spare time?• What are the most important issues the youth have to face?• Each group writes their answers on a flipchart and then presents them to the whole group. <p>Please note! The choice of questions depends on the creativity of the group and the facilitator, the above questions are only a hint. If the group is small, each small group can be given several questions, or the number of questions can be reduced. If the group is very large, you can assign a question to more than one group.</p>
Summary	<p>The presenter concludes: such a conversation and diagnosis are a prelude to social activities undertaken by youth councilors. Youth councilors should be "experts" on the situation of young people in their municipality/city. They should know basic facts and figures.</p>

Diagnosis - process and methods



~ 90 min	Diagnosis - process and methods
Goal	<ul style="list-style-type: none">Teaching the participants, the methods of conducting diagnosis of needs in the local community.
Materials/preparation	<p>Preparation:</p> <p>Examples of materials from local diagnoses: announcements, questionnaires, reports, etc.</p> <p>Materials:</p> <p>smartphones with cameras and the ability to upload photos to a computer</p> <p>computer + projector</p> <p>A4 paper</p> <p>string to hang in the classroom + colored sheets + paper clips</p> <p>Presentation entitled. "Methods of conducting diagnosis" - Reference Material No 1</p>
Activity	<p>How to conduct a diagnosis</p> <p>The facilitator invites the participants to discuss the purpose for which they think local diagnosis is conducted. Do they have any experience in this field? Have they done any research or participated in it as respondents?</p> <p>The facilitator sums up the discussion by presenting the meaning and role of diagnosis (Polish Facilitators are recommended the following publications: - Reference Material No 1)</p>

Diagnosis - process and methods



~ 90 min	Diagnosis - process and methods
Activity	<p data-bbox="459 303 1369 328">Using the presentation, the facilitator discusses several methods of conducting a diagnosis:</p> <ul data-bbox="494 336 751 514" style="list-style-type: none">• Survey• Research walk• "String"• Photo evaluation• Individual interview• Group interview <p data-bbox="459 554 1769 703">The facilitator then asks the participants to try out these methods. The group's task is to find out what the participants need and think about the space where this workshop takes place. What do they think about this space? how do they feel in this space? what helps and what hinders learning in this space? what could be changed? - these are examples of questions about this space, participants should come up with on their own.</p> <p data-bbox="459 710 1387 736">The facilitator divides the participants into 6 groups of same size. Each will try out one method.</p> <ul data-bbox="494 776 751 954" style="list-style-type: none">• Survey• Research walk• "String"• Photo evaluation• Individual interview• Group interview <p data-bbox="459 994 1410 1049">Each group should prepare questions for the respondents and research tools. The groups have 45 minutes to do this.</p>

Diagnosis - process and methods



~ 90 min	Diagnosis - process and methods
Activity	<p>Once the tools have been prepared, each group carries out their research, involving and inviting the other members to participate - giving answers. - They have 20 minutes to do this.</p> <p>Please note: we want participants to experience different research methods - both in the role of the researcher and the respondent..</p> <p>After this time, the groups come together again and check what information they have gained. Did they get answers to their questions?</p>
Summary	<p>The facilitator asks the participants to share their experiences. Facilitator asks what, in their opinion, can be investigated with particular methods. What do they see as advantages and disadvantages of particular methods.</p> <p>The facilitator concludes:</p> <p>When carrying out the diagnosis for the activities of the Youth Council, they should summarize it in a report, i.e., a collection of the most important results of the diagnosis. Such a report can be prepared in various forms - charts, comments, explanations.</p>

REFERENCE MATERIALS

Reference Material No 1

Methods of diagnosis – PowerPoint presentation



Methods of diagnosis



Diagnosis of young people's situation in various areas of community life

The diagnosis is preformed in order to increase confidence of Youth Councilors: they understand needs and issues of young people that they act for.

**Observing the principle of public activity is
a result of reliable data, not of an impulse.**

METHODS

Local Warsaw thanks to schools

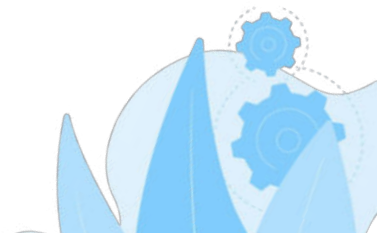


String



*Questions
on a string in
Płużnica*

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String

String with questions. Young people hung a string at the Tourist Office in Krynica Morska. They hung up questions for passers-by, residents and tourists. The questions concerned their needs and expectations related to sport and recreation in Krynica. People attached their answers, creating a list of proposed activities, suitable places, inspiration from other places.

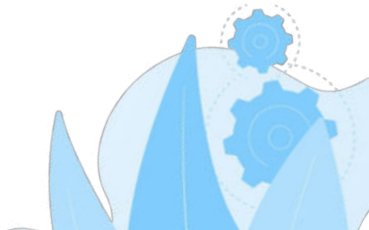
This method is very useful for various types of events, festivals and meetings with a large number of people. **It is important to designate a person responsible for animating this string, i.e.,** explaining why it is there, what the questions are about, and why the answers are collected.



Talking wall



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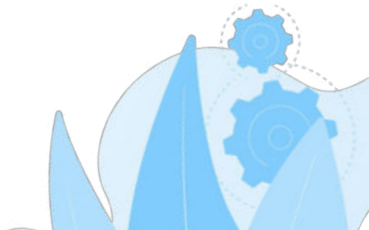


Talking wall

A similar method, often used in school corridors, is the talking wall. You attach a sheet of large gray or white paper to the wall (important, so that everyone has easy access to it). You put an inscription at the top: "Talking wall" and a question, That you want an answer for.

You can distribute 5-7 post-it notes to participants and ask them to write down their opinions on them, and then stick them to the poster.

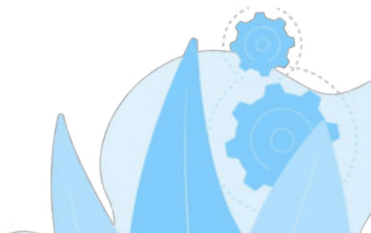
You can also ask to write directly on the paper "wall". With this method, it is also advisable to encourage the participants to make drawings.



Survey walk



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Survey walk

Another popular observation method is a survey walk. This is a field method of asking residents about their opinions on an issue - it is used primarily to study space. It is worth using it to understand how a group of residents perceives a given area.

Walks are also a great way to awaken the imagination about changes that can be introduced in a given area, gathering ideas for new solutions (e.g., new locations of benches, stops).

A survey walk is a technique that allows participants to be easily involved and to interact with them in a friendly atmosphere.

Survey walks were carried out in a Jordan's garden in Lisewo. The walks were organized by young people and were led by them. They invited their colleagues for these walks. All of them wondered what they liked and what was disturbing in the area. Importantly, the possible ways of developing this area were also discussed on the spot. One of the interesting proposals is to create tables with benches, where students could do their homework outdoors on warm days, while waiting for the bus (the park is located next to the bus stop).

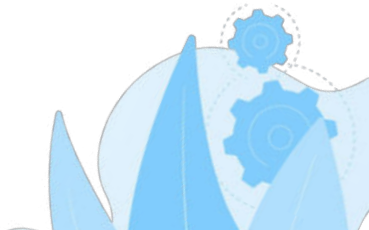


Photo evaluation



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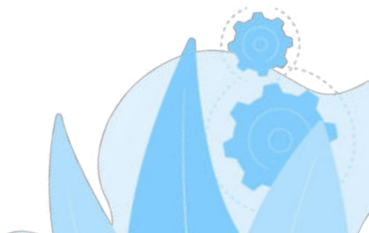


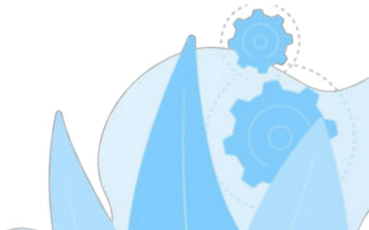
Photo evaluation

One of the methods worth recommending is Photo evaluation.

Various aspects of community life can be captured by telephone, camera or video camera. Pictures or videos carry different meanings than words or surveys.

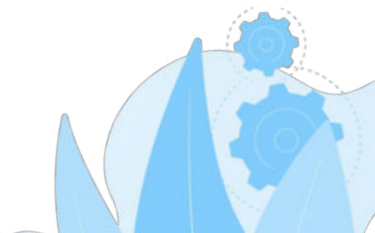
Young people using this method, have to work together and agree on what objects to choose to photograph, so they create a tiny community of researchers studying the place and looking at it from a different perspective.

It is worth noting that this is a method that may involve people who would not necessarily express themselves on the forum: instead of expressing their opinion out loud can show us something. Thanks to photos and videos, we show much more than by answering to narrowly defined questions.



[illegible]

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World cafe

Other methods reveal how you perceive and understand certain issues

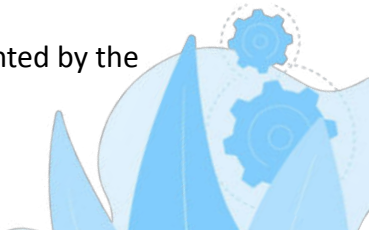
- their example is the world cafe, which allows you a deeper reflection on an important topic in a nice, cafe-like atmosphere.

Tables must be set up in a room, to provide space for discussion on various aspects of the case. Put sheets of paper on the tables and place one person taking care of the table and the topic next to them. There is a poster in the room with a topic of conversation that is visible to everyone, for example "Places for young people to spend their free time". On the sheets of paper lying on the tables, various themes are written down (different at each table), e.g., places to study, play sports, places worth recommending, places unfriendly for young people.

The participants are divided into as many groups as there are subtopic-tables.

Each group starts a discussion at one table per subtopic. The ideas in the discussion are written down on the poster by the table supervisor. After a defined period of time (the first round should last 8-10 minutes), the groups change the table and the subtopic once the facilitator asks them to. The subtopic-table supervisors do not change places and present conclusions from the previous round to new groups. The new group adds its opinions and ideas in the discussion. After the appointed time, the facilitator again gives the sign to change subtopic-tables. There are as many rounds as there are groups. Each subsequent round may be shorter as the number of opinions presented is gradually being exhausted.

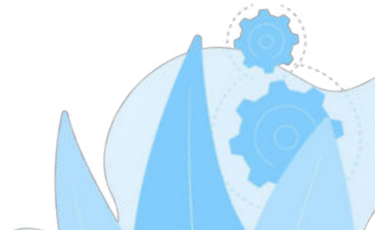
After the scheduled time has elapsed, the posters are filled with rich material full of opinions and ideas presented by the theme-table supervisors to the whole group.



Individual and group interviews



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Individual and group interviews

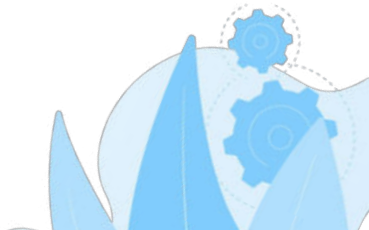
We encourage you to conduct interviews, i.e., conversations in which the facilitator asks questions and tries to find out what the views, opinions, needs and problems of the interviewee are. The interview can be conducted with one person (individual interview) or with a group of people (group interview).

If you are conducting a group interview, it is worth organizing a meeting with more people (8-12). At the beginning of the meeting, you should present the purpose and topic of the conversation: why the interview is being conducted, and that it will be anonymous (i.e., you will not reveal who presented particular views).

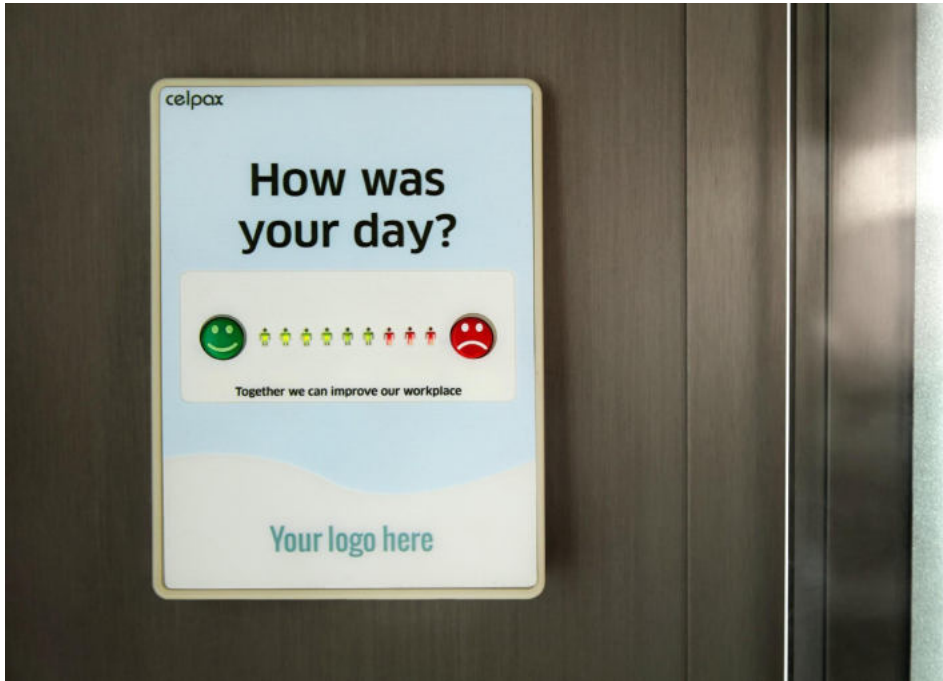
This conversation must have a plan! First, it's worth asking questions about the facts, i.e., something that can be checked. Later - questions about opinions, i.e., about what the interlocutors think about a given topic.

Questions must be such as to encourage full answers and comprehensive answers, i.e., open-ended questions. It is worth not to stop at the answers received immediately, but to elaborate the topic.

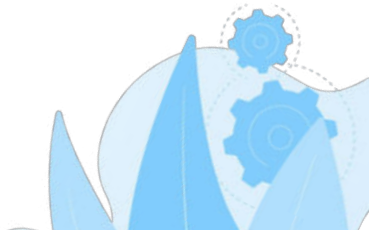
It is worth recording the interview, or at least making notes.



Survey



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Survey

A frequently used tool (used in 3 municipalities) is a survey, i.e., a list of questions. The participant of the diagnosis is to give their answers, hence you can find out what people think about the topic we have given and how many have such an opinion. When constructing the survey, it is important to explain in the introduction why we are asking someone to complete it and what is it for.

It is important not to ask too many questions. A person is able to stay focused only for a few minutes - it is worth limiting yourself to 10-15 questions. Therefore, in order not to create unnecessary questions, it is a must to consider what the obtained information will be used for.

However, it is difficult to offer all possible answers. It is likely that the respondent will like none of the proposed answers. If the responder does not get a chance to justify their answer, we often do not know why they chose it.

In response to these disadvantages of closed-ended questions (with ready-made answers), open-ended questions are asked to give the respondent the opportunity to provide their own answer. Thanks to this, you can get more information about the opinions of young people, their ideas and suggestions that, for example, did not occur to the person who created the survey.

But such questions require more attention and more time for the responder. It is difficult to compare these responses.

Usually, a combined variant is used, i.e., the possibility of expressing one's opinion is added to a closed question.

If you plan to do a survey, consider the online version of it. It is an ecological, economical and easier to use tool as it has a counting mechanism.

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DATA ANALYSIS

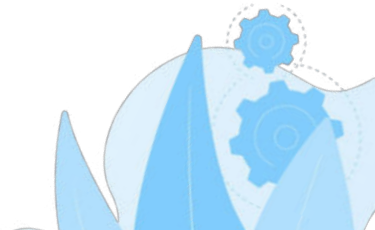
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Counting the results



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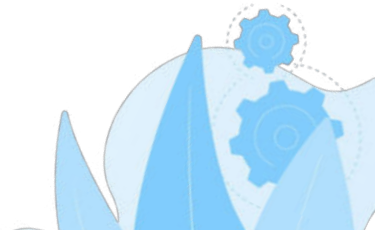


Counting the results

Analysis of materials and drawing conclusions.

After collecting the information using various methods and tools, it is necessary to analyze the data. It is worth organizing a meeting for this purpose, where young people involved in the diagnosis process work together to analyze the data.

We recommend a meeting instead of working alone, as it is quite a tedious part of the diagnosis and also not an easy one. Hence the cooperation, as well as the support of the facilitator-mentor, make it easier to prepare a thorough analysis.

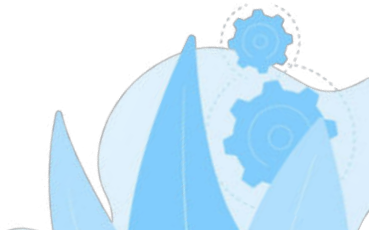


Your report

The final work on the diagnosis is the report - that is, the presentation of the conclusions of the study.

This can be done in the form of simple graphics on which the data is presented and, if you think it is right, - a comment on the data.

You can use the report in further activities of the Youth Council, justifying the need for its activities. It can also be used to justify the municipality council why they should support the activities of the Youth Council.





Erasmus+

GENERAL DESCRIPTION OF THE BLOCK

STRATEGIC PLANNING

Strategic planning (8)

DESCRIPTION:

Bodies representing young people usually have a term of office, that is, they are elected for a specific period of time. Long-term strategic planning is important for them both during a given term of the Youth Council (YC)/Youth Parliament (YP) and for the continuation of activities by representatives of the next term of office, because many goals cannot be achieved in 2-3 years. Each YC/YP member should know what goals are being pursued by YC/YP, what values guide the planned and implemented action, how goals have been set and how they will be implemented. They should participate in planning.

KNOWLEDGE:

Knows and understands the basic concepts related to strategic planning

Knows the structure of strategic plan

Knows the basic steps of strategic planning

SKILLS:

Can analyze the needs and the current state

Can work on the YC/YP strategic plan

ATTITUDE:

In the activities of YC/YP, is guided by the values set in YC/YP mission. When planning ad hoc activities, takes into account strategic and long-term goals

Is convinced of the benefits of strategic planning

Strategic planning

GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Preparation of YC/YP members to work on the YP/YC strategic plan and to act in accordance with it by:

- basic knowledge about strategic planning,
- experience of participating in the processes taking place in the group,
- developing verbal and non-verbal communication skills,
- experience of difficult situations in which the goal can only be achieved through cooperation, planning and appropriate use of funds,
- raising awareness of what information about the target group YC/YP needs and for what purpose,
- learning basic principles of creating a survey questionnaire,
- learning the principles and process of the SWOT analysis,
- getting to know the elements needed to prepare an action plan,
- learning about planning methods,
- acquiring the ability to plan time according to the criteria of importance and urgency,
- setting priorities for specific YC/YP activities,
- getting to know the elements needed to prepare an action plan,
- learning about planning methods.

MATERIAL

(that will be necessary to prepare the block)

Flipchart + felt-tip pens
Computer with internet + projector
Smartphone/tablet with internet for each participant
Colored paper
Pencils
A test prepared in the www.kahoot.it application
Reference Material No. 1 - Answers to test questions
Reference Material No.2 - Terms important in strategic planning (to be printed)
Reference Material No. 3 - Rules for creating a survey
Reference Material No. 4 - Eisenhower method

Umiejętność planowania strategicznego

LENGTH IN MINUTES

(how much time will be necessary for the block)

15 min. + 30 min. + 15 min. + 30 min. + 45 min. + 20 min. + 20 min. + 60 min. = **235 min.**

SUMMARY

(list of individual activities)

- What is strategic planning? - test
- Concepts important in strategic planning
- Target group analysis - what information do we need
- Target group analysis - what research tools we use
- SWOT analysis
- Creating a strategic plan
- Eisenhower matrix in planning

Block 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.

~ 15 min.	Strategic planning - introduction
Goal	<ul style="list-style-type: none"> Participants gaining basic knowledge about strategic planning
Materials/preparation	<p>Preparation:</p> <ul style="list-style-type: none"> Create the test in the Kahoot application www.kahoot.it <p>Questions for the test:</p> <ol style="list-style-type: none"> The basic tool of strategic planning is a strategic plan YES/NO The strategic plan includes a SWOT analysis YES/NO Planning is a process of single, successively taken steps, how to transform the YC/YP vision into a schedule of steps that are to be taken YES/NO Only the President of YC/YP is involved in the preparation of the strategic plan YES/NO SWOT analysis is a tool to identify strengths and weaknesses of the organization YES/NO SMART analysis is an analytical technique that uses setting specific goals in planning YES/NO The needs analysis is based on mapping the needs of the target group YES / NO Networking means finding out who has funds for activities YES/NO Strategic plan includes a goal for 3-5 years, a road map procedure, ways to achieve it, timing, human resources, other costs YES/NO Financial resources are needed to implement the plan YES/NO <p>Materials:</p> <ul style="list-style-type: none"> Reference Material No. 1 - Correct answers to the test + explanations A smartphone or computer connected to the Internet for each participant (or a pair of participants) Computer with Internet + projector and screen for the facilitator

Strategic planning - introduction

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 15 min.	Strategic planning - introduction
Activity	<p>What is strategic planning? - test</p> <p>The facilitator informs the participants that this session is intended to introduce them to the subject of the training. Therefore, based on the test (10 true/false questions), an entertaining introduction to the training will be provided. The result does not matter, because this is what we will learn.</p> <p>The facilitator may repeat the test at the end of the training to see what participants have learned.</p> <p>The facilitator gives the participants a link to the test, which they simultaneously display on the screen so that the participants can see the answers to the questions.</p>
Summary	<p>The facilitator summarizes the test - asks what turned out to be the most difficult. When explaining concepts, they can use Reference Material No. 1 Test Answers. They say that part of the training will be devoted to the topics covered in the test.</p>

Concepts important for strategic planning



~ 30 min	Concepts important for strategic planning
Goal	<ul style="list-style-type: none">• experience of participating in the processes taking place in the group,• developing verbal and non-verbal communication skills,• experience of difficult situations in which the goal can only be achieved through cooperation, planning and appropriate use of funds
Materials/preparation	<p>Preparation: Concepts important in strategic planning are printed in large letters on 8 A4 sheets - as many sets as there will be small groups. - Reference Material No. 2 On the next 8 A4 sheets their definitions - explanations - Reference Material No. 2.</p>
Activity	<p>Important concepts in strategic planning The facilitator divides the participants into groups of 3-5 people, and informs that in this part of the training they will focus on explaining the concepts related to strategic planning - it is important to understand them well.</p> <p>The facilitator gives each group two packets of A4 sheets:</p> <ul style="list-style-type: none">- with concepts related to strategic planning,- with explanations of these concepts. <p>The task of each group is to link the concepts with the correct explanations. Then, each group selects a representative who translates in the forum why each 'explanation' has been categorized into the concepts. What they mean to them and how they can work with these definitions. Other groups add their opinions/explanations. If necessary, the facilitator joins the explanation process or at the end adds important elements that were not mentioned.</p>

Concepts important for strategic planning



~ 30 min	Concepts important for strategic planning
Activity	<p>Mission of the Youth Council</p> <p>The next task for the groups is to write the YC/YP mission by answering the following questions:</p> <ul style="list-style-type: none">• What does YC do?• Why is YC doing this?• Who is it doing this for? <p>The groups present their answers on posters. There is a discussion about which of the items suit the participants best. Together, they create a mission - it can be one developed by a particular group or a compilation of selected fragments.</p> <p>Vision</p> <p>The facilitator concludes: we have a very important task behind us - the formulation of the YC/YP mission. Now you can imagine the YC/YP in e.g., 5-10 years and think what it should be like then, what you would expect from it. On this basis, we can prepare a YC/YP vision together.</p> <p>Together, they create the vision of YC/YP on the poster</p>
Summary	<p>The facilitator summarizes: the developed Mission and Vision will accompany the implementation of each YC/YP activity, each YC/YP member should know them.</p>

Target group analysis – what information do we need?

~ 15 min	Target group analysis – what information do we need?
Goal	<ul style="list-style-type: none"> • raising awareness of what information about the target group YC/YP needs and for what purpose,
Materials/preparation	<ul style="list-style-type: none"> • Post-it notes • flipchart + felt-tip pens
Activity	<p>Target group analysis</p> <p>At the beginning of the training, the facilitator asks - who is the target group of YC/YP activities? Together they define this group (e.g., young people aged 12-20)</p> <p>Now the facilitator brainstorms with the use of post-it notes - 3 per person. They ask participants the question "What information do we need about our target group?"</p> <p>On each of the 3 cards, participants will write 1 piece of information - 3 pieces of information they consider important (e.g., type of school, age, interests ...).</p> <p>Then the facilitator divides the flipchart in half:</p> <ul style="list-style-type: none"> - demographic data, - psychographic data. <p>(Note: Psychographic data specifically includes needs, interests, activities, attitudes, values).</p> <p>Then participants stick pieces of information on the appropriate half.</p> <p>The facilitator analyzes the cards and explains the difference between demography and psychography, and finally discusses with the participants: Which category of information is important for the Youth Council/Youth Parliament? Why? How and for what purpose can they be used?</p>

Target group analysis – what information do we need?



~ 15 min	Target group analysis – what information do we need?
podsumowanie	<p>The facilitator concludes: we have collected basic information about the target group. It is important to understand what information we have and what else we can get. On this basis, we can consider how we will create a strategic plan.</p>

Target group analysis – what research materials do we use?

~ 30 min	Target group analysis – what research materials do we use?
Goal	<ul style="list-style-type: none"> • Learning basic principles of creating a survey questionnaire.
Materials/preparation	<ul style="list-style-type: none"> • computer + projector • Flipchart + felt-tip pens • A4 paper
Activity	<p>At the beginning of the activity, the facilitator says that the most frequently used tool for the target group analysis is a survey. The facilitator divides the group into 2 smaller groups. The task of the 1st group is to write the rules for creating the survey. The task of the 2nd group is to write the most common mistakes when filling in the questionnaires. The participants are to use their own experience while working. Groups have 10 minutes to complete the task.</p> <p>Then the 1st and 2nd groups present their results.</p> <p>The facilitator completes and summarizes the rules for creating the survey (on the poster or in the presentation) - Reference Material no.3 Finally, the facilitator may mention other tools for target group analysis (focus groups, personal interviews,...) to increase the awareness of the participants. Participants will learn about them in the block entitled "Diagnosis/analysis"</p>
Summary	<ul style="list-style-type: none"> • The facilitator summarizes: the systemic examination of the situation and needs of the target group is the basis of YC/YP activities - these activities cannot be based on the intuition and opinions of YC/YP members

Block 2.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 45 min.	SWOT analysis
Goal	<ul style="list-style-type: none">• learning the principles and process of the SWOT analysis,
Materials/preparation	Post-it notes flipchart + felt-tip pens
Activity	<p>SWOT analysis</p> <p>The facilitator explains what the SWOT analysis is - it is a strategic planning tool used to assess the strengths, weaknesses, opportunities and threats of a given project or other situation in which the organization aims to achieve a specific goal. Includes monitoring of the organization's environment.</p> <p>The essence is therefore a future-oriented analysis of the immediate environment and the situation in the internal environment.</p> <p>SWOT means:</p> <p>S - STRENGTHS</p> <p>W - WEAKNESS</p> <p>O - OPPORTUNITIES</p> <p>T - THREATS</p> <p>SWOT analysis is a merge of two analyses: S - W and O - T.</p>

SWOT analysis

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 45 min.	SWOT analysis
Activity	<p>The positive factors include:</p> <ul style="list-style-type: none">• Strengths: in case of the Youth Parliament, this could be, for example:<ul style="list-style-type: none">○ strong membership base in terms of diversity and number of members○ effective communication with the city/municipality council○ own premises○ team members have different skills, such as working with graphic design programs ...○ a youth work concept has been developed in a given municipality/city• Opportunities (we cannot influence them; at the same time these have a positive effect on us) in case of the Youth Parliament, it could be:<ul style="list-style-type: none">○ a youth work concept has been adopted in the municipality/ city, in which goals for young people have been set.○ participation of a YP member in a meeting of the municipality/city council in the form of submitting proposals and representing the interests of young people in the municipality/city.○ there are young people in the municipality who want to give young people in the municipality/city the opportunity to spend time actively and in a meaningful way○ support from the city/municipality council

SWOT analysis

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 45 min.	SWOT analysis
Activity	<p>The negative factors include:</p> <ul style="list-style-type: none">Weaknesses: in case of the Youth Parliament, these could be:<ul style="list-style-type: none">weak membership base in the form of a small number and volatility of membersno meeting roomsineffective communication with the city/municipality councillack of support from the city/municipality councilThreats: (we have no direct influence on them, but at the same time they may have a negative impact on us) in case of the Youth Parliament, these could be:<ul style="list-style-type: none">we have been hit by an epidemic, so we are unable to implement the planned activities - (this can also be understood as the possibility of transferring YP activities to the online space and choosing other communication channels)lack of funds for the functioning of the YP or YP activities due to the reduction of the municipality/city budget. <p>The facilitator, together with the participants, conducts an exemplary SWOT analysis for a specific/model Youth Parliament.</p>

SWOT analysis

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.

~ 45 min.	SWOT analysis
Summary	<p>The facilitator concludes: you have learned about the possibilities offered by the SWOT analysis. It is a very useful tool for organizing teamwork and gathering different points of view.</p> <p>What made it difficult for you, is it difficult to realize your strengths and weaknesses?</p>

Creating a strategic plan



~ 20 min	Tworzenie strategicznego planu
Goal	<ul style="list-style-type: none">• Getting to know the elements needed to prepare an action plan,• Learning about planning methods,
Materials/preparation	Post-it notes flipchart + felt-tip pens posters from previous blocks: vision, mission, description of the target group, SWOT analysis
Activity	<p>The facilitator starts the classes by reminding us that we already have many elements needed to create a strategic plan of YC/YP activities: vision, mission, description of the target group, SWOT analysis.</p> <p>Then, the facilitator creates a model example of a YC/YP strategic plan on a flipchart, looking for answers to the questions with the participants:</p> <ol style="list-style-type: none">1. Where can we apply SWOT analysis?2. Where /In what area do we want to formulate the goal: measurable?3. How to get there? <ul style="list-style-type: none">• What do we want to do?• What do we have to do?• What are we able to do?
Summary	<p>The facilitator concludes: it was a practical exercise in creating a plan that we conducted together.</p> <p>We can consider what else is missing, what can be added, who can evaluate the plan for us?</p> <p>Have we used all the resources, information and methods we have learned?</p>

Block 3. Eisenhower Matrix used by the Youth Parliament

~ 20 min	Eisenhower Matrix used by the Youth Parliament
Goal	<ul style="list-style-type: none"> • Acquiring the ability to plan time according to the criteria of importance and urgency,
Materials/preparation	<ul style="list-style-type: none"> • Flipchart + felt-tip pens • A4 paper • Eisenhower Matrix – Reference Material No. 4
Activity	<p>The Eisenhower Matrix in planning</p> <p>The facilitator explains the Eisenhower time management matrix to the participants by means of an interactive lecture or presentation - they can use Reference Material No. 4</p> <p>The facilitator prepares topics - various tasks for the participants to perform, taking into account the target group. They can use the following examples of tasks:</p> <p>For example, plan:</p> <ul style="list-style-type: none"> • Teambuilding for your team • Workshops for young people • Discussion with guests from the municipality office • Presentation of YP activities <p>The facilitator divides the group into two teams.</p>

Eisenhower Matrix used by the Youth Parliament

~ 20 min	Eisenhower Matrix used by the Youth Parliament
Activity	<p>Their task will be to plan the schedule of an event:</p> <ul style="list-style-type: none">- first they make a list of tasks that need to be performed during the project, event,- then divide the list according to the Eisenhower Matrix (in relation to the target group). <p>After completing the work, teams present their schedules and justify their decisions, which may vary depending on how they prioritize.</p>
Summary	<p>The facilitator summarizes the groups by asking questions:</p> <ul style="list-style-type: none">• How did you work?• What was most difficult for you?• What decisions, which activities did you consider to be the most important, most needed, and which were less needed?• On what basis did you make your decisions?

Block 4. Fast and efficient Youth Parliament!

~ 60 min	Fast and efficient Youth Parliament!
Goal	<ul style="list-style-type: none"> • setting priorities for specific YC/YP activities,
Materials/preparation	<ul style="list-style-type: none"> • flipchart + felt-tip pens • post-it notes, • activities printed on cards – Reference Material No. 4 - for each participant • A4 paper + pen - for everyone • glue • Reference Material no. 5 - Eisenhower Matrix for time management
Activity	<p>Prioritize and make your YC/YP fast and effective at the same time!</p> <p>The facilitator explains that now the participants will learn to set priorities and sequence of actions. Each participant receives a printed copy of Reference Material No. 4 and is to work independently on the division and prioritization of the proposed activities of the Youth Parliament.</p> <p>After 10 minutes, each participant presents the sequence of activities sorted by priorities for their YC/YP and justifies their decisions.</p> <p>The facilitator now asks the participants to jointly select from the prepared tasks (Reference Material No. 4) tasks to be carried out for the next several months of YC/YP activity and to organize them into blocks according to the Eisenhower Matrix.</p>
Summary	<p>Finally, the facilitator introduces the method of determining the sequence of events/activities using various techniques, in printed form and electronically through printouts or online on a computer (stickers).</p>

REFERENCE MATERIALS

Reference Material No. 1

Answers to test questions

1. The basic tool of strategic planning is a strategic plan

YES - A strategic plan helps you establish a sequence of steps to achieve your goal

2. The strategic plan includes a SWOT analysis

YES - The name SWOT analysis comes from four English words - Strength, Weakness, Opportunity and Threat. That is, it analyzes the strengths and weaknesses of YC/YP as well as the opportunities that YC/YP has and the threats that affect it. Strengths and weaknesses represent the internal YC/YP environment, while opportunities and threats represent the influences from the external environment. SWOT analysis is most often used as a situational analysis in the context of strategic management. The author of the SWOT analysis is Albert Humphrey, who proposed it in the 1960s.



REFERENCE MATERIALS

Reference Material No. 1

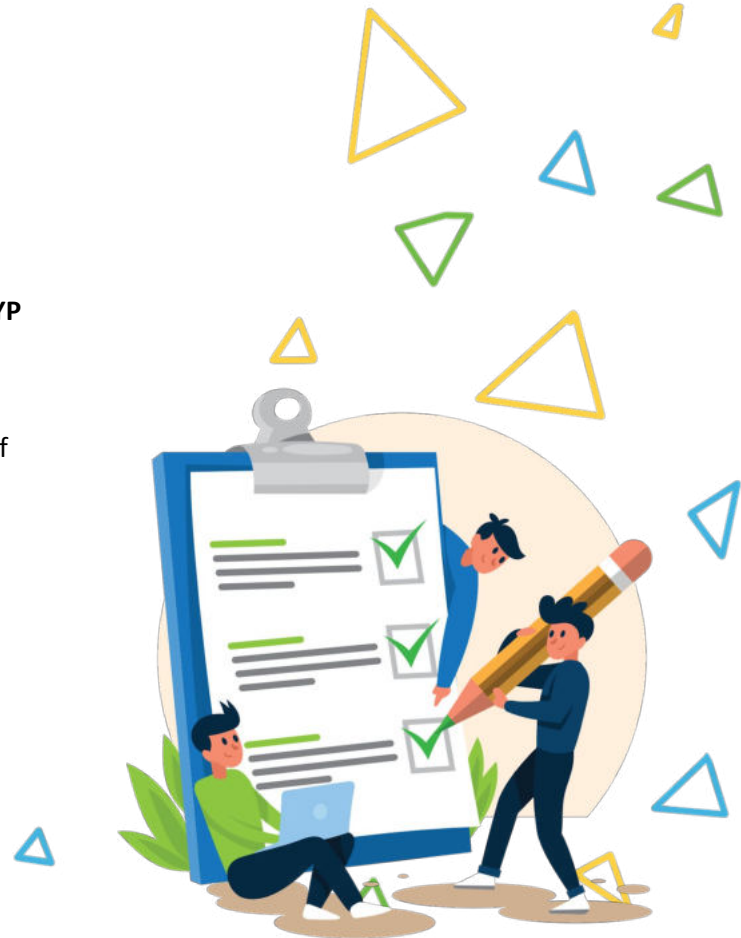
Answers to test questions

3. Planning is a process of single, successively taken steps, how to transform the YC / YP vision into a schedule of steps that are to be taken

YES - A plan is a term that refers to a set of intended activities by which a goal or a set of components of some system is to be achieved, or the intended target values of some performance indicators. We can also call it a system, schedule, program, concept.

4. Only the President of YC / YP is involved in the preparation of the strategic plan

NO - Everyone involved is part of the process of preparing the strategic plan.



REFERENCE MATERIALS

Reference Material No. 1

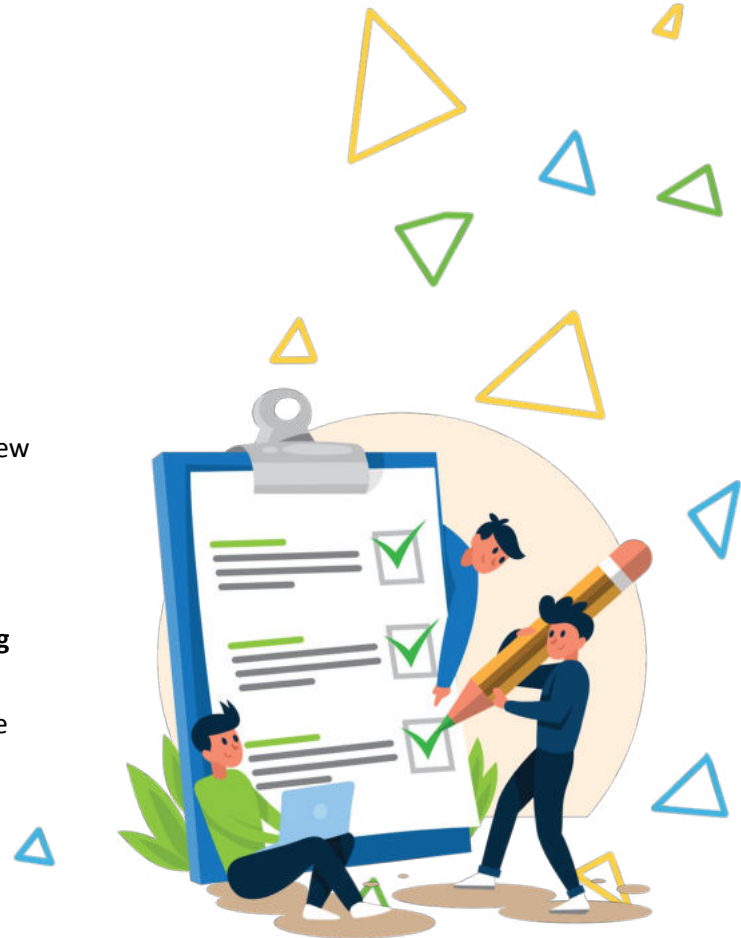
Answers to test questions

5. SWOT analysis is a tool to identify strengths and weaknesses of the organization

YES - SWOT analysis is a universal analytical technique aimed at assessing internal and external factors influencing the success of an organization or a specific project (e.g., a new product or service). Most often, the SWOT analysis is used as a situational analysis in strategic management.

6. SMART analysis is an analytical technique that uses setting specific goals in planning

YES - To achieve our goals or resolutions, it is recommended to set specific goals and the exact way we want to achieve them.



REFERENCE MATERIALS

Reference Material No. 1

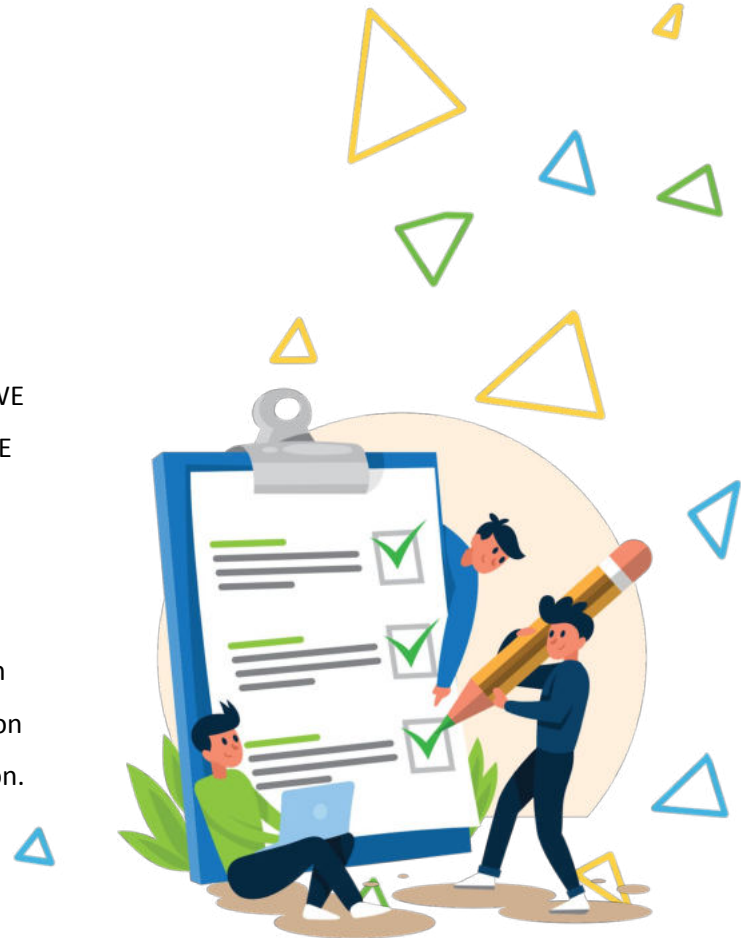
Answers to test questions

7. The needs analysis is based on mapping the needs of the target group

YES - It means collecting information about the current state - WHERE WE ARE, WHAT WE DO AND HOW WE DO IT, and collecting information about the desired state - WHERE WE WANT TO BE, WHAT THE STATE WILL BE AFTER COMPLETION OF THE PLAN

8. Networking means finding out who has funds for activities

NO - Networking - Networking is a social activity aimed at bringing people together with similar goals and tasks. Unity of ideas is not a requirement, but a common goal and vision encourage finding new solutions, activities and opportunities for meaningful cooperation.



REFERENCE MATERIALS

Reference Material No. 1

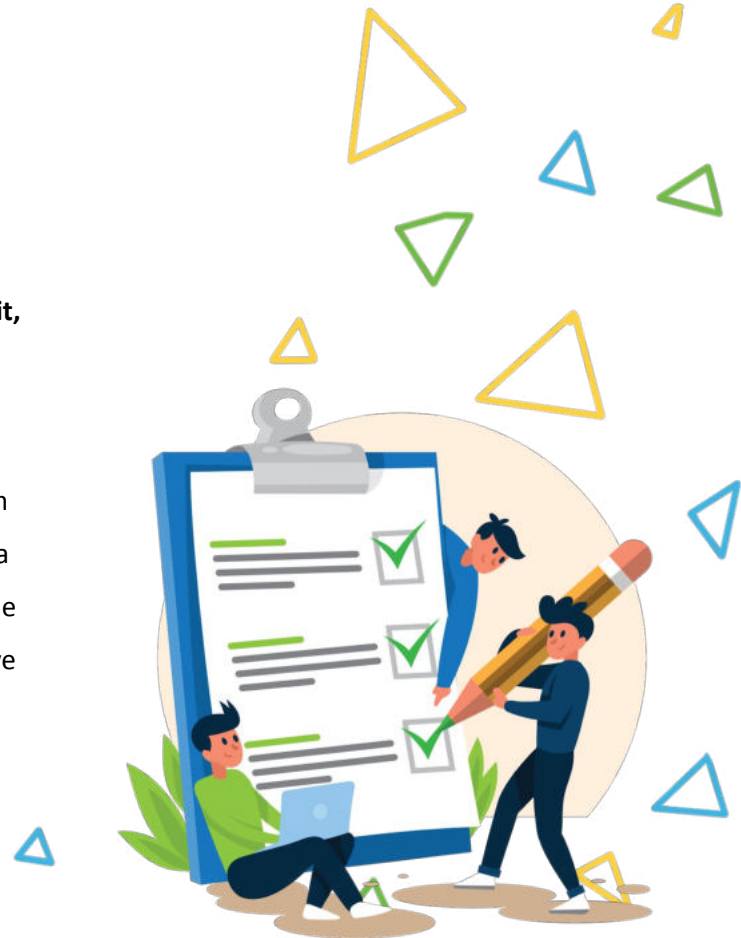
Answers to test questions

9. Strategic plan includes a goal for 3-5 years, a road map procedure, ways to achieve it, timing, human resources, other costs

YES - Strategic planning is the process of strategy definition or the process of preparing and using resources to implement the strategy. Strategic planning differs from long-term planning precisely in that it focuses on the external environment of the organization as a priority and prepares RM / PM to be competitive and successful in its environment in the long term. It includes a goal for 3-5 years, a procedure from where to go, ways to achieve it, time allocation, people, other costs

10. Financial resources are needed to implement the plan

NO - Not only financial, but also material and personal



REFERENCE MATERIALS

Reference Material No. 2

Important concepts in strategic planning



Needs analysis
focused on the
target group



**Condition
analysis**
focused on the
location of the
commune and city



Mission
the meaning of
the Youth Council



Vision
the idea of an
ideal future for
the Youth Council

REFERENCE MATERIALS

Reference Material No. 2

Important concepts in strategic planning



Plan

long term, short
term, action



Objectives

strategic,
long-term,
short-term



Resources

financial, material,
physical



Networking

people,
organizations,
institutions,
contacts,

REFERENCE MATERIALS

Reference Material No. 3

Rules for creating a survey

1. In one question, ask only about one thing.
2. The words used must be understandable to the target audience
3. The formulated question cannot be suggestive (cannot provide an answer)
4. The answer options in a question with a choice scale must be balanced in both directions - positive and negative as many.
5. The use of closed-ended questions simplifies questionnaire completion and evaluation
6. At least 1 open-ended question should be used, in which the respondent can explain their answer in more detail. The answer should not be obligatory.
7. Completing a survey should not take more than 10 minutes. The shorter the better.
8. The questionnaire should be anonymous (name optional)
9. The questionnaire should be tested before starting the survey process.
10. If you want to get as many answers as possible, consider motivating the respondents (e.g., prize for three randomly selected participants)



REFERENCE MATERIALS

Reference Material No. 4

Strategic planning of what the Youth Parliament is to achieve

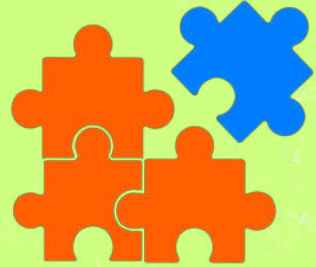
1. Researching the needs of young people in the municipality/city
2. Attend municipality/city council meetings
3. Presentation of advertising activities
4. To run premises such as a leisure club for young people.
5. Organization of workshops for young people
6. Discussions with guests
7. Discussions for young people
8. A proposition of your own activity adapted to your YP's character
9. Representing the interests of young people in the form of negotiations with the council or a trade union on (please specify)
10. Talk to the Municipality Council or the appropriate department of the office about the youth discount on the municipal swimming pool.
11. Teambuilding for YP members



REFERENCE MATERIALS

Reference Material No. 5

Eisenhower Matrix



Square 1 - important and urgent at the same time

Usually there are no problems with this square. It should be clear to everyone what they need to do immediately or as soon as possible. This includes a huge range of different activities that cannot be 'put off'. May be a preparation for meeting City Council/its members who check in one hour prior to arrival. Complete an article that is due the next day, pay the bills due today. It comes from the work environment. But there are many other areas.

One of them is, e.g., the family. We consider a crying child, traffic accident, an accident at home to be urgent and important at the same time, just the facts that do not "wait", but on the contrary, are becoming more urgent every minute. It may seem trivial, but this chaos in priorities is destructive to all of our actions. So, the first square says what to do now. It should be emphasized that from the important but not urgent square (II) we transfer certain facts to the important and urgent square (I) ourselves - e.g., completing an article or paying bills. It is important to pay the bills, it becomes urgent when we hold them at the last minute.

Square 2 - Important but not urgent

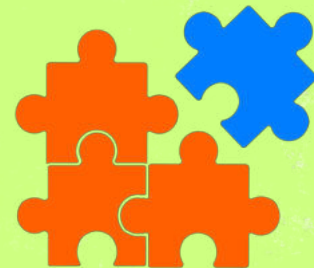
Problems can start in this square. There is a difference between the second and third square, but it takes wisdom to properly grasp both. Because under certain circumstances something that seems objectively irrelevant may become important, and vice versa, or that appears urgent, may become urgent, and vice versa. First of all, we should strive to "rank" each upcoming task - assess its importance and urgency. If we succeed, we can congratulate ourselves. It would be a success if we even thought about it, taking on some of our tasks in mind.

Another problem is whether to give priority to the tasks of the second or third square. Even under pressure, wisdom advises to focus on the second square, as there are tasks that can really change our lives for the better, but they take time and therefore need to be planned and focused on, even before they become urgent (as then some cannot be achieved anymore, at least not in a reasonable quality) - e.g., learning a foreign language ... This square is about deciding which tasks to devote as much time as possible

REFERENCE MATERIALS

Reference Material No. 5

Eisenhower Matrix



Square 3 – Not important but urgent

There are irrelevant (to us) but urgent facts in this quadrant. We can give the following tasks as an example: cleaning up after yourself, going to the cinema, answering to a discussion, etc. In YC's work it can be, e.g., constant beeping of text messages, e-mails, disturbing other activities, but also purchasing ink for a printer, designing a slogan for a company party poster, etc.

Square 4 – not important and not urgent

If something is neither important nor urgent, why should we do it? Sounds logical. Ideally, we do not plan to spend the day on unimportant and non-urgent activities. And that seems to be the root of the problem. These actions are ill-considered, unplanned, and unnecessary. They are often an escape from the responsibilities that we sometimes cover with the nice-sounding name of psychological hygiene (important, as opposed to unimportant things!). So, we should have at least one "free" hour to rest in our daily schedule.



Erasmus+

GENERAL DESCRIPTION OF THE BLOCK

EFFICIENT ADVOCACY SKILLS

Efficient advocacy skills (9)

DESCRIPTION:

Youth Councilors should have the competence to effectively represent the young people who have elected them to the Youth Council. It is important that Youth Councils are genuinely the voice of young people in situations where representatives of authorities and heads of key local institutions make decisions that are relevant to the situation of young people.

We see one of the most important tasks of youth councilors in advocacy and it fulfills the recommendations regarding youth policy, saying that all local policies should take into account the needs of young people. Advocacy activities are an opportunity to express these needs and participate in shaping public policies such as health, education, sport, transport, etc.

KNOWLEDGE:

Understands the concept of advocacy

Knows the structure of local institutions and key decision makers

Knows and understands the mechanisms of participatory governance, such as dialogue, consultation, co-decision

SKILLS:

Is able to formulate proposals, opinions (written and oral), which are presented to the representatives of the authorities

Can develop evidence-based and factual arguments

Can make a clear presentation of their arguments

Can talk in a friendly and assertive manner

Can actively listen to and understand the arguments of the interlocutor

ATTITUDE:

Is aware that their role is to represent the needs of young people

Is ready for dialogue with government representatives and is open to making agreements

Is determined, constructive and assertive in representing the views of young people

Efficient advocacy skills

GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Preparing participants for advocacy activities by:

- making them understand the concept of community and the relationship between local and global power and decision making;
- building their ability to identify key stakeholders of power in the local community;
- analyzing potential key partners of the Youth Council, especially identification of formal and informal centers and decision-makers.
- mapping the identified people and centers, understanding their goals and interests;
- developing skills to use knowledge about the goals and interests of potential YC/YP partners in order to gain their support for issues important for young people
- building their ability to select and formulate arguments.

MATERIAL

(that will be necessary to prepare the block)

Materials:

flipchart, felt-tip pens
post-it notes

Efficient advocacy skills

LENGTH IN MINUTES

(how much time will be necessary for the block)

45 min. + 60 min. + 60 min = **165 min.**

SUMMARY

(list of individual activities)

- Centers of influence and power - discussion
- Who should we cooperate with - mapping
- Strong arguments - group work

Block 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 45 min.	Centers of authority and influence in our community
Goal	<ul style="list-style-type: none">• Participants understand the concept of community and the relationship between local and global power and decision making;• Participants know how to identify key stakeholders of power in the local community;
Materials/preparation	Materials: flipchart, felt-tip pens post-it notes
Activity	<p>The facilitator starts with a short activity during which power will be mapped and examined - from local to global. For many groups, this activity works best when you allow the group to define its own headings for each ring of the circle (e.g., "tribe", "clan" instead of local).</p> <ol style="list-style-type: none">1. The facilitator starts by asking the group: Who has authority "locally" (or close to us)? Facilitator writes down each example given by the participants on a post-it note and places it in the center of the circle drawn on the poster.2. The facilitator draws another circle, external to the previous one, and asks: Who has the regional authority? Then, writes down each example again on a post-it note and places it in the larger ring.3. The facilitator draws another, even larger circle outside and asks: Who has the power in the country? and repeats the process.

Centers of authority and influence in our community

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.

~ 45 min.	Centers of authority and influence in our community
Activity	<p>4. The facilitator draws another circle outside the previous ones and asks: Who has the power in the whole world? - and repeats the process.</p> <p>After that, ask:</p> <ul style="list-style-type: none">- Are there any important people or institutions missing?- What about the people in the community - do the people generally have the power? Can you give examples?- How does the community influence the groups mentioned?
Summary	<p>The facilitator summarizes: he asks the participants to think about the nature of power and its influence on our lives and to share their reflections.</p>

Decision-makers: who is responsible for efficient advocacy of the youth councilors



~ 60 min	Decision-makers: who is responsible for efficient advocacy of the youth councilors
Goal	<ul style="list-style-type: none">• Participants' reflection on the key potential partners of the Youth Council, especially the identification of formal and informal centers and decision makers.• Participants map the identified people and centers, understanding their goals and interests.• Developing participants' skills to use knowledge about the goals and interests of potential YC/YP partners to gain their support for issues important to young people
Materials/preparation	Materials: Flipchart + felt-tip pens
Activity	<p>Who should we cooperate with? - mapping The facilitator starts the session by referring to the poster from the previous activity- indicating a list of decision-makers and influential people who operate in the local community, and whom various issues of young people depend on.</p> <p>The facilitator asks the participants to name influential people from the local community, whom the situation of young people depends on. A list is created using the brainstorming method. It is important that the list includes not only representatives of the government, but also informal authorities - influential people, representatives of various fields (business, culture, education, etc.).</p> <p>When the list is created, the facilitator assigns each participant with 3 votes. The task of each participant is to mark on the list those 3 people whom they consider to be of key importance for young people. After the votes are counted, the final list will be created - a ranking of people important for YC/YP activities.</p>

Decision-makers: who is responsible for efficient advocacy of the youth councilors

~ 60 min	Decision-makers: who is responsible for efficient advocacy of the youth councilors
Activity	<p>The facilitator divides the participants into groups so that they can deal with the most important people on the list. The task of each group is to prepare a profile of the assigned person and draw their portrait. They have 15 minutes to do it. They should work according to the following categories:</p> <ul style="list-style-type: none"> • first name and last name • age • interests • professional goals (from the point of view of the mission of the institution) • personal goals (what exactly is important for this person, interests, promises made in the election campaign) • in what areas of youth activity of the council can this person be helpful? • what is their workstyle? • where can you meet them, how to get through with our content? <p>The facilitator encourages participants to add other information from other categories, if they deem it important.</p> <p>The participants draw the person, placing their important attributes on the portrait. Then a gallery of portraits is created in the hall. Individual cases are discussed together - participants wonder with whom and in what situations it is worth cooperating.</p>
Summary	<p>The facilitator emphasizes how important it is for the youth councilors to know and understand the point of view of key partners with whom they will cooperate, representing the interests of young people.</p>

Strong arguments



~ 60 min	Strong arguments
Goal	<ul style="list-style-type: none">• Participants' reflection on what a "strong" argument means• Participants learning the ability to select and formulate arguments
Materials/preparation	<p>Materials:</p> <ul style="list-style-type: none">• Flipchart + felt-tip pens
Activity	<p>Strong arguments - group work</p> <p>The facilitator asks the participants to recall the most important postulates that they presented during the election campaign, or the matters that they would like to settle for young people as Youth Councilors.</p> <p>The facilitator writes down proposals for matters, issues and postulates on a flipchart.</p> <p>Then, the facilitator asks the participants to divide into 4 groups and for each group to choose a different matter that is important to them.</p> <p>Each group prepares a line of argumentation to convince decision-makers that it is worth settling a given matter and solving a given problem.</p>

Strong arguments



~ 60 min	Strong arguments
Activity	<p>Examples of supporting questions to develop advocacy arguments (participants can be encouraged to formulate other/subsequent questions):</p> <ul style="list-style-type: none">• What is the problem?• What evidence do we have of this problem? (here is a place to show data)• Why is it important?• Who is affected?• What are the possible/realistic ways of solving this problem, addressing the issue?• How much will it cost to fix the problem? How much will it cost if we fail to resolve it?• Who will benefit directly and indirectly from dealing with the matter or solving the problem?• What can we, as members of the youth council, give away to solve the problem? <p>Each group works out and writes down arguments. Groups have 30 minutes to do this.</p> <p>Then the groups are divided in half. Half of the group meets half of another group and presents their arguments. The other half are listening to the arguments of the other half of the other group during this time. After listening, the participants give feedback on what they liked about the argument and what is still worth working on.</p>
Summary	<p>The facilitator asks the participants how they have worked on the arguments. Facilitator emphasizes that their effectiveness as Youth Councilors will depend primarily on the strength of arguments and the ability to present them.</p>



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GENERAL DESCRIPTION OF THE BLOCK

DIGITAL AND ADMINISTRATION SKILLS

Digital and administration skills (11)

DESCRIPTION:

Digital and administration skills (working with media, social networks) will allow members of the Youth Parliament (YP) or Youth Council (YC) to work in the online space, create online campaigns. Young people will be able to use the information obtained in the Internet space for the purposes of YP and YC activities. The use of modern technologies, creativity, innovation and critical thinking, the ability to use data and services from the Internet will bring benefit to YP's activities.

KNOWLEDGE:

- Knows the basic principles of working with the media and their possibilities.
- Is oriented in the online space and the media system.
- Knows the basic principles of campaigns, information meetings and press releases.

SKILLS:

- Can communicate via social networks
- Can process information on the Internet, FB, Instagram

ATTITUDE:

- Critically thinks and analyzes media messages.
- Takes into account the mission of the Youth Parliament (YP) or the Youth Council (YC) when using media and working on the Internet

GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Preparation of YC/YP members for use media in their work by:

- getting to know important features of a good website,
- gaining by them knowledge about organizations and services important for the operation of YC/YP,
- gaining by them knowledge about the mechanisms increasing the reach of the website on the Internet,
- learning about the possibility of using visual elements in social media,
- developing the ability to critically analyze information from the Internet,
- developing the ability to select/formulate the most important information about YC/YP,
- learning useful tools for working on the Internet,
- learning the principles of creating press releases.

MATERIAL
(that will be necessary to prepare the block)

- computers/tablets/phones with internet connection - 1 per 2-3 people
- large photos from newspapers stuck on A4 sheets - the number of photos is equal to the number of participants, each is different
- A4 paper
- a pen for each participant
- a hard writing pad for each participant or tables where everyone can sit
- flipchart + felt-tip pens
- computer with a projector
- Reference Material No 1: A list of recommendations that increase the chances of finding our articles on the Internet
- Reference Material No 2: 10 rules for press releases

LENGTH IN MINUTES

(how much time will be necessary for the block)

$40 + 30 + 35 + 30 = 135$ minut

SUMMARY

(list of individual activities)

- Website analysis
- Message analysis
- What do we want to talk about? - individual task
- Critical analysis of the message
- How to increase the reach of a website

Block 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 40 min.	Websites useful for YC/YP- features of a good website
Goal	<ul style="list-style-type: none">• getting to know important features of a good website,• knowledge about organizations and services important for the operation of YC/YP,
Materials/preparation	Computer/ tablet/ phone with Internet connection - min. 4 pieces (2 for each group)
Activity	<p>Website analysis</p> <p>The facilitator divides the participants into two groups, gives them tasks and sets 20 minutes. for their implementation:</p> <p>Group no. 1 - task: finding websites of 3-5 civic organizations working for children and youth on the Internet.</p> <p>Group No. 2 - task: Internet search for 3-5 websites of companies offering services useful in YC/YP's work.</p> <p>Each group should answer questions about each of the pages presented:</p> <ul style="list-style-type: none">- What is the mission/goals of the organization/service company and how did they know it?- Is the information on the website consistent with the declared mission/purpose (if found)?- What could an organization/service company help them with, and did they find this information easily?

Websites useful for YC/YP- features of a good website

~ 40 min.	Websites useful for YC/YP- features of a good website
Activity	<p>After 20 min. groups present conclusions:</p> <ul style="list-style-type: none"> - What pages did they find and what information useful for YC/YP they managed to find? - Was it easy to find information about the mission/purpose of the service organization/company? Why? - Was the website consistent with the mission/purpose of the organization/service company? <p>During the presentation, the tutor writes down the most important conclusions on a flipchart in 2 columns:</p> <ul style="list-style-type: none"> - What makes it easy to find important information? - What to do to make the website consistent with the purpose/mission of the organization?
Summary	<p>Brief summary by the facilitator: it is important to remember about the mission of the organization and the purpose of the website when designing and building a website - remembering for whom and for what it is to be used.</p>

Creating a message, critical analysis



~ 30 min	Creating a message, critical analysis
Goal	<ul style="list-style-type: none">• learning about the possibility of using visual elements in social media,• developing the ability to critically analyze information from the Internet,
Materials/preparation	<ul style="list-style-type: none">• large photos from newspapers stuck on A4 sheets - the number of photos is equal to the number of participants, each is different• A4 paper• a pen for each participant• a hard writing pad for each participant or tables where everyone can sit
Activity	<p>Critical analysis of the message</p> <p>Participants sit in a circle at the tables or each with a writing pad/A4 block of paper in front of them. Everyone gets one photo from the magazine. The task of each participant is to add a comment under the photo or on the back of the sheet that could be used by him/her in social media under this photo.</p> <p>After writing a comment, participants give each other cards with photos clockwise. Under the next photo, they write their comment and so on until they return to the picture from which they started to pass on.</p> <p>After reading the comments on "their" photos, participants share their impressions - were the comments very different? Or was the photo selected differently and the comments changed its meaning?</p>

Creating a message, critical analysis



~ 30 min	Creating a message, critical analysis
Summary	<p>The facilitator will explain how the photo published on social media can be commented on, captioned or used otherwise. Draws attention to factors that may cause the image to be read inconsistently with the assumptions of the person publishing the photo. They draw attention to the need for a critical analysis of verbal and visual messages that we find on the Internet.</p>

Writing texts, building websites – providing information on the Internet in an efficient manner

~ 35 min	Writing texts, building websites – providing information on the Internet in an efficient manner
Goal	<ul style="list-style-type: none"> • gaining by them knowledge about the mechanisms increasing the reach of the website on the Internet, • developing the ability to select the most important information about YC/YP,
Materials/preparation	<p>A4 paper – one sheet per participant</p> <p>Pen for each participant</p> <p>Reference Material No 1: A list of recommendations that increase the chances of finding our articles on the Internet computer with Internet access</p> <p>Projector</p> <p>Flipchart + felt-tip pens</p>
Activity	<p>What do we want to talk about? - individual task</p> <p>The facilitator provides the participants with the content of the individual task:</p> <p>You have 3 minutes to present the necessary information about the organization – YP/YC (elevator method, speed date, escalator) so that the message attracts the listener!</p> <p>Prepare for this task: write down the basic information on an A4 sheet, and then select (highlight it) the information that needs to sound out. Tell them to yourself - are you on time?</p> <p>Summary: participants compare their records - we check what information about YC/YP was considered the most important - The facilitator writes them out on a flipchart. What picture of YC/YP is created? Does everyone agree with this selection of information?</p>

Writing texts, building websites – providing information on the Internet in an efficient manner

~ 35 min	Writing texts, building websites – providing information on the Internet in an efficient manner
Activity	<p>How to increase the reach of a website</p> <p>At the beginning, the facilitator may ask the participants 2 questions (which of the participants will answer most accurately, may receive a prize):</p> <ul style="list-style-type: none"> - How many websites are there worldwide? (over 1.5 billion) - How many blog entries/articles are created every day? (over 2 million) <p>Facilitator's comment: if we do not want our site to be lost in the ocean of sites, we have to follow certain rules.</p> <p>An important element is the so-called SEO - search engine optimization (website positioning).</p> <p>Our website and the articles placed on it must meet certain standards in order for search engines to capture and display them in search results when one enters keywords.</p> <p>The facilitator places a list of recommendations on a flipchart (or displays on the screen) - which increases the searchability of our articles (Reference material No. 1) and discusses them.</p> <p>Discussion - What are the keywords for YC/YP and make YC/YP stand out? - The facilitator writes down the suggestions on a flipchart. Participants vote by e.g., by assigning 3 points between these proposals.</p>
Summary	<p>The facilitator then opens a website (e.g., https://ec.europa.eu/programmes/erasmus-plus/about_en) and discusses the list of recommendations with the participants explaining each one.</p>

Running a campaign

~ 30 min	Running a campaign, information meetings, preparing press releases, communication with the media
Goal	<ul style="list-style-type: none">• learning useful tools for working on the Internet,• learning the principles of creating press releases.
Materials/preparation	<ul style="list-style-type: none">• 10 rules for press releases (Reference Material No 2)• Computer with Internet access – one for every 2-3 participants• projector
Activity	<p>Basic tools for online work</p> <ul style="list-style-type: none">A. The facilitator presents the participants with various online systems in which they can create:B. questionnaires/surveys (Google forms - practical test)C. blogs (registration, preparation),D. podcasts. <p>After presenting each of the tools, the facilitator leaves time to work on them in small groups (2-3 people) with computers to learn about the tool and work out a trial product, e.g., a questionnaire examining the opinions of users of the YC/YP website; first information on the blog, which is to cover YC/YP activities, etc.</p>

Running a campaign



~ 30 min	Running a campaign, information meetings, preparing press releases, communication with the media
Activity	<p>Press Release</p> <p>The facilitator divides the participants into 2 groups:</p> <p>Group 1 is tasked with writing the 5 most important principles of good press releases, drawing on their own experience.</p> <p>Group 2 is to write a press release about the ongoing training.</p> <p>Then Group 1 presents the result of their work, and the facilitator completes/corrects the rules for writing press releases.</p> <p>Then Group 2 presents the prepared press release, and the participants and the facilitator compare it with the rules displayed on the screen.</p>
Summary	<ul style="list-style-type: none">• The facilitator summarizes the session: points out that the knowledge of online work tools and the ability to use them is one thing, and reflection on what, to whom and how we want to communicate to achieve the set goal - is the second group of skills. While in the first one we can support ourselves with specialists, no one will replace the members of YC/YP in reflecting on what they want to convey.



REFERENCE MATERIALS

Reference Material No 1

A list of recommendations that increase the chances of searching for our articles

(source: neopublic.sk)

Heading

It should be max. 50-60 characters. From a SEO point of view, this is the most important part of the text, so it should contain the keyword and describe what the article is about. It should also be written so that people want to click on it. In construction it is referred to as H1.

Subheadings

In the structure they are called H2, H3 ... They give the text a logical structure. They help Google better understand the text hierarchy.

Article length

The length of the article is also an important factor - it should not be too short or too long. It is important that it covers the topic, but that it does not bore the reader unnecessarily. Its range should be between 1,800 and 5,400 characters.



REFERENCE MATERIALS

Reference Material No 1

A list of recommendations that increase the chances of searching for our articles

(source: neopublic.sk)

Text

Sentences should be short. It would be ideal to imagine that we are reading a text on a mobile phone. It should be broken into paragraphs to make it easier to read. Bold the most important parts. Importantly, it should be easy to read for journalists and regular readers alike.

Paragraphs

Paragraph length cannot exceed 150 words. It should not be more than 5 lines long.

Cross-references

In the article, it is good to put links to our other content on the Internet (on the website) through internal links. There should be 3-4 of them. Links are important to Google because the search engine records what they refer to. For example, if internal links often lead to a single article or subpage, Google considers that article higher in the hierarchy. It is also positive to link to other sites. If you are creating a referral link from your website, the text it leads to should be related to the keywords in the target article.



REFERENCE MATERIALS

Reference Material No 1

A list of recommendations that increase the chances of searching for our articles

(source: neopublic.sk)

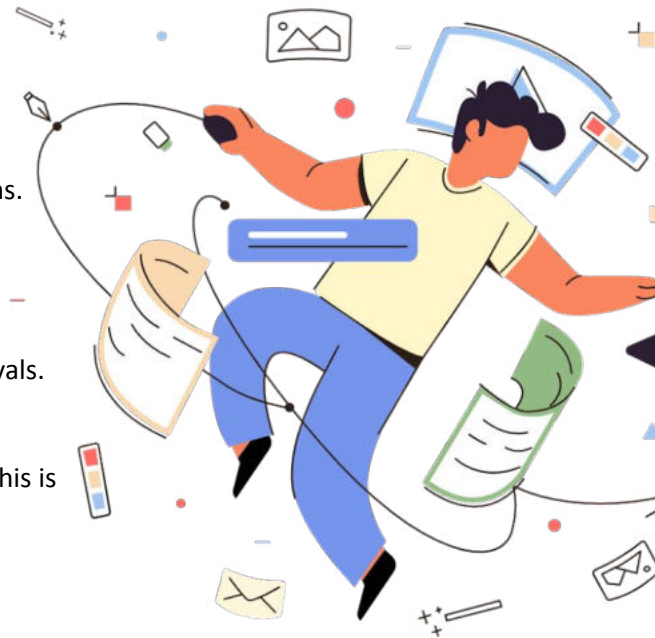
Images

This is not mandatory, but it is recommended that your site includes at least one photo, illustration, or a graph. It's best to take pictures yourself as you create new and original content. You can also use free or paid photo banks (Pixabay, Pexels, Unsplash...). Remember that many websites use these free images, so it is almost certain that they have already been used and will not be very important to SEO (Search Engine Optimization) - the website positioning process.

Call To Action (CTA) Elements

These are elements that call for some action, e.g., purchase, vote, sign-up. If you already have a reader on your website, it's worth taking advantage of. You can use call-to-action (CTA) elements to direct readers where it is important to your organization, e.g., follow our FB page, see the flyer, log in, order, etc.





REFERENCE MATERIALS

Reference Material No 2

11 rules for press releases

(source: <https://www.startupdonut.co.uk/>)



Be brief.

The ideal message is no more than one A4 page.



Use an interesting title.



Enter the date of the press release.



Provide the most important information in the first paragraph.

REFERENCE MATERIALS

Reference Material No 2

11 rules for press releases

(source: <https://www.startupdonut.co.uk/>)



Include a succinct quote.



Define the profile/background.



Make a note at the end of the report that briefly describes your organization and activities.



Attach a photo.
Do not put it directly in the text, but rather as a separate attachment.

REFERENCE MATERIALS

Reference Material No 2

11 rules for press releases

(source: <https://www.startupdonut.co.uk/>)



Avoid grammatical and spelling mistakes.



Send an e-mail to the selected contacts.



Remember that press releases can be modified by the media.



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GENERAL DESCRIPTION OF THE BLOCK

COACHING SKILLS – THE SAGE

Coaching skills – the Sage (12)

DESCRIPTION:

This block is for participants who want to develop basic coaching skills. A member of the Youth Council/Youth Parliament does not have to be a seasoned trainer - such skills are acquired and developed for a long time. However, they should have basic coaching skills because they will often be in a situation of transferring knowledge or skills to others: other members of YC/YP, young people from other representative bodies or representatives of cooperating organizations.

MINDSET: Related to the role of a sage who we want to awaken in the participants and to whom we want to encourage them

KNOWLEDGE:

The participant understands the importance of sharing information and knowledge
Knows different ways of sharing knowledge

SKILLS:

Can verbalize the benefits and importance of learning and development/involvement in the activities presented
Can develop the need for further education in other people
Can demonstrate their knowledge and skills to junior and novice members of YC/YP.
Can choose the methods of sharing knowledge depending on the goal, situation and specificity of learners

ATTITUDE:

Creates a safe environment in which people are willing and happy to develop,
Eagerly and constantly learns new things on their own
Accepts mistakes as an important part of the learning process and supports colleagues to experiment and develop freely
Willingly shares knowledge and skills with others

Coaching skills – the Sage

GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Prepare YC/YP members to transfer knowledge and skills to others by:

- orientation of the participants in the desired competences of a YC/YP member and the place of the training competences for that matter,
- experiencing learning skills in practice,
- developing the participants' awareness of their individual traits, their functioning in action,
- formulating rules that will help in sharing knowledge and experiences with other YC/YP members.

Please note! It is good that this training block should be the last one - it will allow you to summarize all the competences of a YC/YP member

MATERIAL

(that will be necessary to prepare the block)

Flipchart + felt-tip pen
Post-it notes
Computer + projector
Reference Material No. 1 „Trainer – the Sage“

LENGTH IN MINUTES

15 min. + 30 min. + 90 min. = 135 min.

SUMMARY

(list of individual activities)

- Participants get to know each other and warm up
- Coaching skills and their importance for a YC/YP member
- “Alien planet” Game

Introduction and icebreaker



~ 15 min.	Introduction and icebreaker
Goal	<ul style="list-style-type: none">• Participants get to know each other• Warm up before work
Activity	<p>Getting to know each other and warm up: 2 + 1</p> <p>Everyone sits in a circle. Each participant says 3 interesting information about themselves - 2 of them are true and 1 – not.</p> <p>The rest of the participants will try to guess which one is not true.</p>
Summary	<p>The facilitator concludes: Better knowledge of others allows us to cooperate better and achieve better results while working together.</p>

Theoretical introduction

~ 30 min	Theoretical introduction
Goal	<ul style="list-style-type: none"> orientation of the participants in the desired competences of a YC/YP member and the place of the training competences for that matter,
Materials/preparation	<p>Flipchart + felt-tip pen Post-it notes Computer + projector Reference Material No. 1 „Trainer – the Sage”</p>
Activity	<p>.Coaching competences and their role for the YC/YP member</p> <p>The facilitator presents the schedule and goals of this block, talks about the working and learning methods that will be used - workshop (empirical). Then facilitator asks the participants about their expectations towards this topic – asks them to write them down on small pieces of paper and stick them on a flipchart.</p> <p>The facilitator reminds the participants of the competences already discussed and developed during the training. On a flipchart, using the participants' prompts, facilitator creates a mind map of the competences of a YC/YP member. This map shows that competences are combined, have common parts, and are rarely used in isolation from others.</p> <p>The facilitator explains that without their effective sharing with subsequent members of YC/YP there is no learning and transfer of experience in the organization, and this causes the "freezing" of the Youth Council and the inability to develop it towards greater efficiency and functionality.</p> <p>The facilitator moves to coaching competences; discusses them with the help of Reference Material No. 1 "Trainer - Sage". The infographic is shown on the screen.</p>
Summary	<p>The facilitator asks the participants how they imagine performing the role of a trainer. What do they like about it and what they fear. Facilitator concludes that further activities will help allay the fears.</p>

Practice



~ 90 min	Practice
Goal	<ul style="list-style-type: none"> • experiencing learning skills in practice, • developing the participants' awareness of their individual traits, their functioning in action, • formulating rules that will help in sharing knowledge and experiences with other YC/YP members.
Materials/preparation	<ul style="list-style-type: none"> • 2 pieces of string to mark the start and finish (edge of the abyss), when working with 2 groups - 4 pieces of string • boards (wooden, plastic, cardboard plates of about 20x20 cm) - 1 less than the number of participants (in case of 2 groups - 2 less than the number of participants). • stopwatch • flipchart + felt-tip pens • post-it notes <p>Preparation:</p> <ul style="list-style-type: none"> • Number of players: 6-12 (in 1 group) • Duration of the game: 30-45 minutes. (depending on group skills) • Preparation time: 10 min • Number of facilitators needed to conduct the training: 1 • Number of facilitators required during the game (minimum): 1 person per group <p>Setting: ideally outside on a flat area, or inside the building - a designated rectangle of 8 x 10 m for each group</p>
Activity	<p>"Alien Planet" game</p> <p>The facilitator recalls the features and skills of the "trainer - sage" and asks the participants to try to use the acquired knowledge in practice during the game they are to play.</p> <p>If the group consists of more than 12 people, the facilitator divides it into two groups, and prepares a space to play for each.</p> <p>Then facilitator communicates the task for the participants.</p>

Practice



~ 90 min

Practice

Activity

Task:

You are on an alien planet and as a whole team you have to get from one side of the gulf to the other (crossing a designated rectangular field - 10 m). You can only use the "treadmill" method that was developed for this purpose by a research team on Earth. Walk as quickly as possible from one side of the gulf to the other with the whole team (no one can be left behind or lost).

Rules:

- You can only learn quickly from the mistakes you have made, there is no room for improvement or “rehearsing”.
- In the area of the abyss, no one (except the guards) may move, only when they are separated from it by a tile on which they stand.
- In the event of touching the edge of the abyss (the ground), the person falls - returns to the beginning of the journey.
- In the area of the abyss, the running plates will be lost irretrievably (fall into the abyss) if the plate is left untouched with any part of the human body, even just once.
- There are no plates other than the ones you get in the beginning.
- The maximum time for a group to cross the abyss is 45 minutes, including possibly time for the team to agree on the strategy and the course of the task.

After explaining the rules (it is worth writing them down on a poster or displaying them on the screen), the facilitator checks if everything is clear and, after clarifying doubts, starts the stopwatch.

Please note! it is a very demanding team task that only about 30% of teams complete it in time. Participants are to be praised for their efforts, cooperation, and ideas, even if they fail to complete the task.

Practice



~ 90 min	Practice
Summary	<p>The facilitator conducts a thorough analysis of the game:.</p> <ul style="list-style-type: none">• personal assessment of participants - their role in the team, their behavior, cooperation, communication,• assessment of the functioning of the team as a whole - what helped them achieve their goal and what made it difficult <p>Then, the facilitator conducts an analysis of the learning method of the game participants - through reflection, you will learn to observe the effective practice of sharing experiences and learning from mistakes.</p> <p>Asks:</p> <ul style="list-style-type: none">• what contributed to learning?• and what made learning difficult? <p>The facilitator lists these factors in 2 columns on a flipchart. Asks if teams or individuals have adopted any strategies for learning, drawing conclusions from successes and failures.</p> <p>Then, the facilitator analyzes these factors together with the participants, referring to the situation of the trainer who is to teach something to others, to provide a good learning environment.</p> <p>The facilitator encourages to formulate rules that could help sharing knowledge and experiences to YC/YP members - writes them down on a flipchart.</p>

REFERENCE MATERIALS

Reference Material No 1

Trainer – the Sage

The Sage has no mere guesses that can be false, but only true knowledge, the Sage is right in all things. **The sage, however, always knows, recognizes the truth and never lies, always tells the truth.** The sage is infallible. Since the sage sees the truth as it is, they are free to communicate and share it. Since they are free from assumptions and prejudices, they can share everything freely and openly. The sage remains open all the time and therefore still learns and is able to pass on this appetite for knowledge and learning to others.



REFERENCE MATERIALS

Reference Material No 1

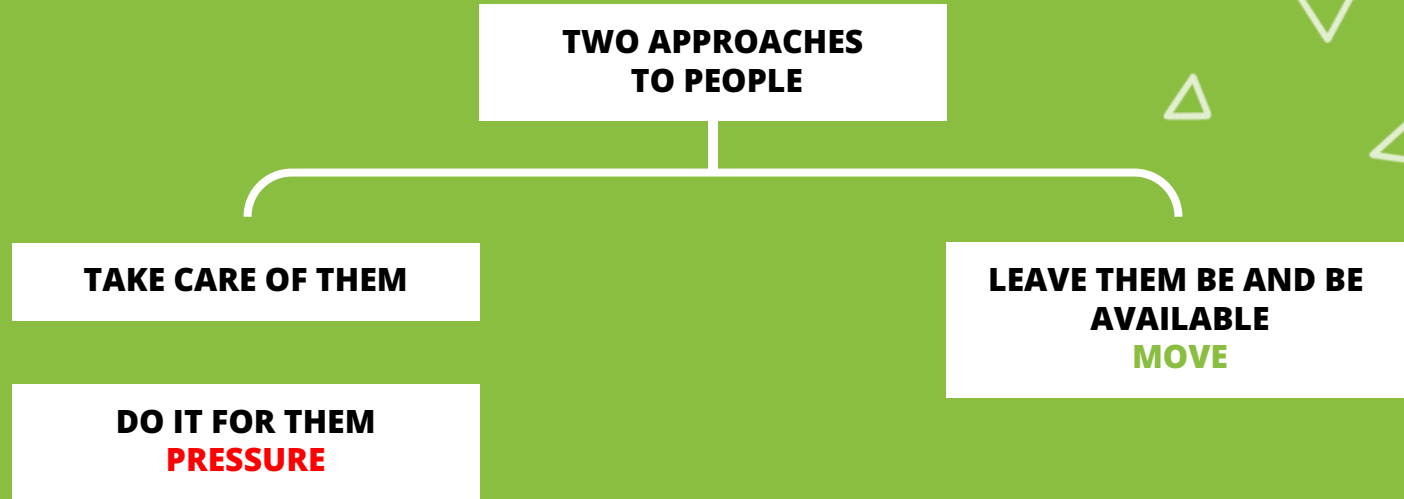
Trainer – the Sage



REFERENCE MATERIALS

Reference Material No 1

Trainer – the Sage





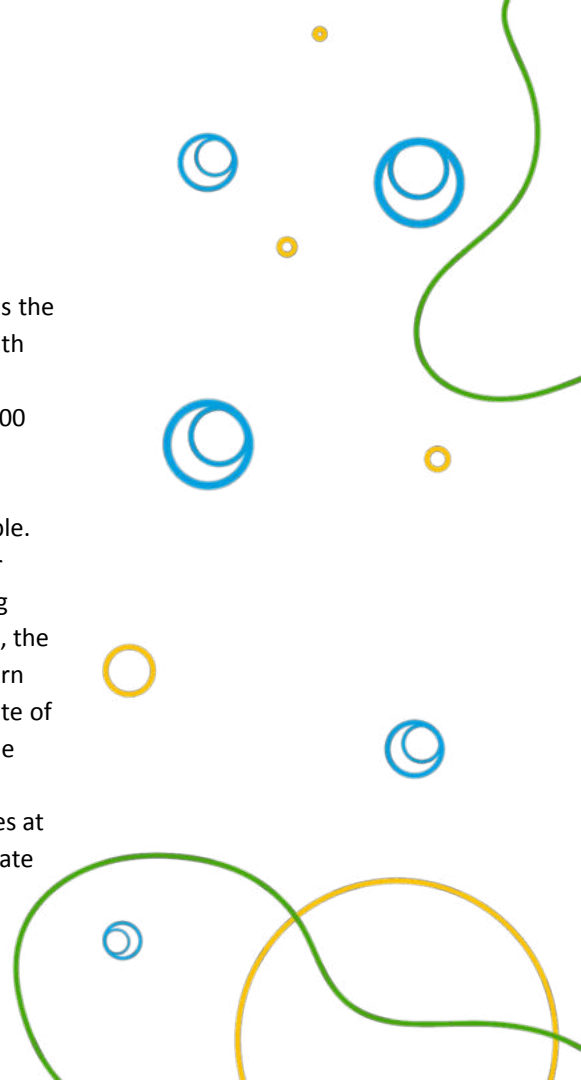
Erasmus+

DESCRIPTION OF PEOPLE

Description of people

Olga Napiontek

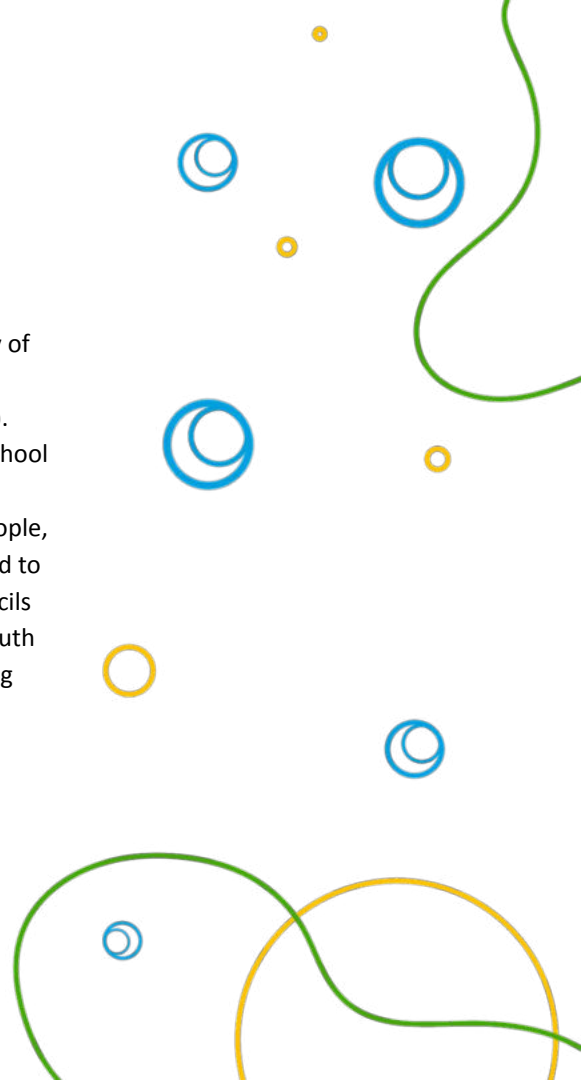
Co-founder and vice-president of the Civis Polonus Foundation, PhD in sociology. She believes that civic education is the heart of democracy and should be universal, therefore she has been running Civis Polonus since 2004. She deals with civic education in various ways: she is the author of research and articles in the field of civic education and civic dialogue, a trainer who designs and conducts workshops for teachers, librarians, officials and young people (over 900 training hours), the creator and manager of the Foundation's projects, enabling significant civic participation for children, youth and adults. The most important of them is the Youth Councils of Districts and Municipalities, under which, since 2004, we have been developing procedures for consulting local authorities' decisions with young people. Creates projects for better civic education in schools, especially student boards. She strengthens civic education for adults by developing consultation and co-decision making at the local level. For several years, she has been working with public libraries to strengthen their functions as places of education and gaining civic experience. In 2013-2015, the content manager in the system project "School of Cooperation. Students and Parents - the social capital of a modern school", led by the Ministry of National Education (www.szkolawspolpracy.pl). Previously, she worked at the Institute of Public Affairs, where she dealt with good governance, researching the first public consultations in Poland, and at the Foundation for the Development of Local Democracy. She studied sociology at the Institute of Sociology of the University of Warsaw and at the University of Bielefeld (thanks to the GFPS scholarship), she did her doctoral studies at the School of Social Sciences of the Polish Academy of Sciences and at the Institute of Social Studies. She is a graduate of the Human Rights School of the Helsinki Foundation for Human Rights.



Description of people

Joanna Pietrasik

Co-founder and president of the board of the Civis Polonus Foundation. She graduated from the Institute of International Relations (University of Warsaw) and the Institute of Ethnology and Cultural Anthropology (University of Warsaw). A graduate of the Human Rights School of the Helsinki Foundation, with the right to conduct educational activities in the field of human rights. A graduate of the School of Non-Governmental Organizations Trainers (STOP). Tutor in the "PAFF Leaders" Program (Program of the Polish-American Freedom Foundation implemented by the School for Leaders Association). Participant of the "International Visitor Leadership Program" leadership scholarship for innovation in youth work, organized by the US Department of State. In the last 15 years of her work with young people, in local communities, with authorities and schools: she has implemented over 80 civic education projects addressed to young people, dealing with the subject of civic participation of youth, including particular emphasis on Youth Councils of Municipalities and student boards as institutions of civic dialogue. Systematically supports the activities of 44 Youth Municipal Councils in Poland, working directly with youth councilors, training youth council supervisors and working with the authorities and management, building the readiness and openness of the authorities to cooperate and conduct dialogue with young people.



Description of people

Darina Čierniková

She has many years of experience in formal and non-formal education. In the field of non-formal education, since 2011, she has been the creator of methodologies and several accredited educational programs, and a lecturer for young leaders and youth workers. Her particular educational focus is soft skills, participation of young people and promotion of human rights. She is the director and project manager of the Project Management Office of the Youth Council in Žilina and the head of the Association of Regional Youth Councils. In Erasmus + programs she works as an application evaluator and project manager.

Martin Štůrek

He has been working with young people for over 15 years. As part of the activities of the Youth Council of the Žilina Region, he won experience in educating members and coordinators of student councils and youth parliaments, conducting discussion meetings of young people with representatives of local governments and preparing strategic documents on youth issues at the local level. He is a trainer and creator of the methodology of accredited educational programs: "Teacher in educational activities for the participation of young people" and the Leader of the Students Board.



Description of people

Marta Hanečáková

Director of a recreation center and president of the Association of Recreation Centers in Slovakia. Since 2010, she has been a tutor of the Youth Parliament of the city of Stará Ľubovňa. She actively participated in the preparation and creation of methodology for local governments focused on supporting work with young people at the local level. Since 2006, she has been intensively supporting youth and youth workers as a trainer of international youth exchanges, intercultural learning, volunteering and project management. She is a member of the inter-ministerial working group of the Ministry of Education, Science, Research and Sport of the Slovak Republic for state policy in the field of the youth. She participated in the preparation and development of the 2018 Youth Report.

Miloš Ďuratný

Young activist, member of the presidium of the Youth Council of the Žilina Region. He participates in projects that change the environment in which he lives for the better. In addition to working as an IT project manager, he participates as a trainer in developing skills and using available and one's knowledge. For over 10 years, he has been working as a volunteer, lecturer and organizer of educational activities in various youth voluntary organizations.



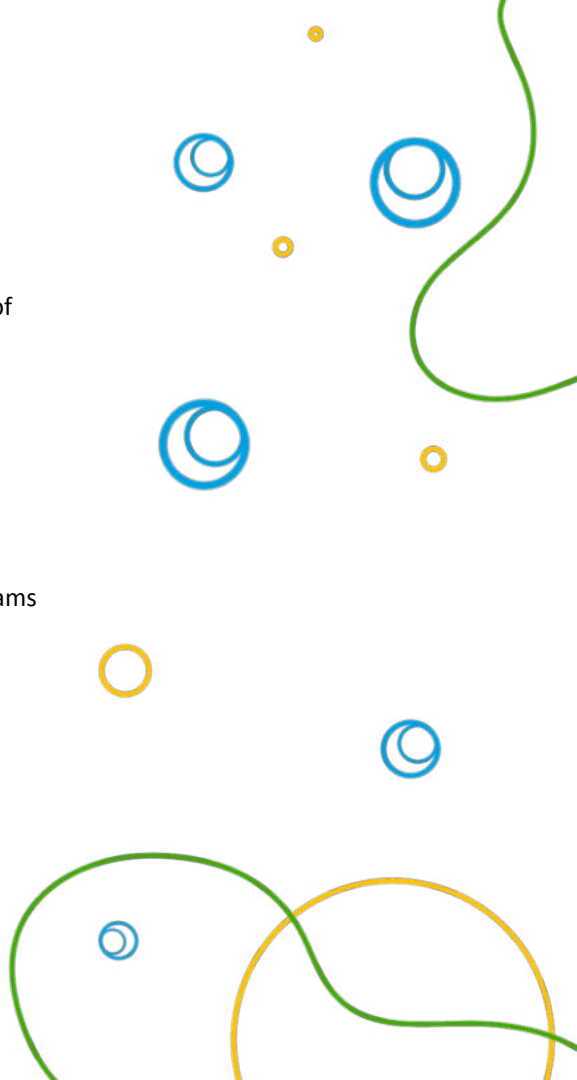
Description of people

Matúš Čiernik

A young man with extensive experience in working with young people. Strategic management specialist, graduate of Ladislav Hanus Social Education Programs and Nexteria Leadership Academy. He focuses on project management, communication, leadership and digital skills. He also gained experience during foreign internships. He excels in communication skills and the ability to work with people and motivate them.

Silvia Habovštiaková

A long-term project manager at the Žilina Local Government Office in the Interreg V-A PL-SK Poland-Slovakia programs in the years 2004-2006, 2007-2013 and 2014-2020. She also deals with the preparation of project plans, their implementation, supervising microprojects and the preparation of new 2021-2027 projects in the above-mentioned programs.



Description of people

Lukáš Kiswa

Implementer of many national and international projects in the science, investment and non-profit sectors. For over 10 years he has been working as a lecturer in soft and managerial skills, specializing in life coaching and holistic personality development. It is a great pleasure for him to accompany another person who discovers, develops and realizes their talents and gifts with which they enrich not only themselves, but also the entire community and the wider environment in which they participate.

Petr Krejčí

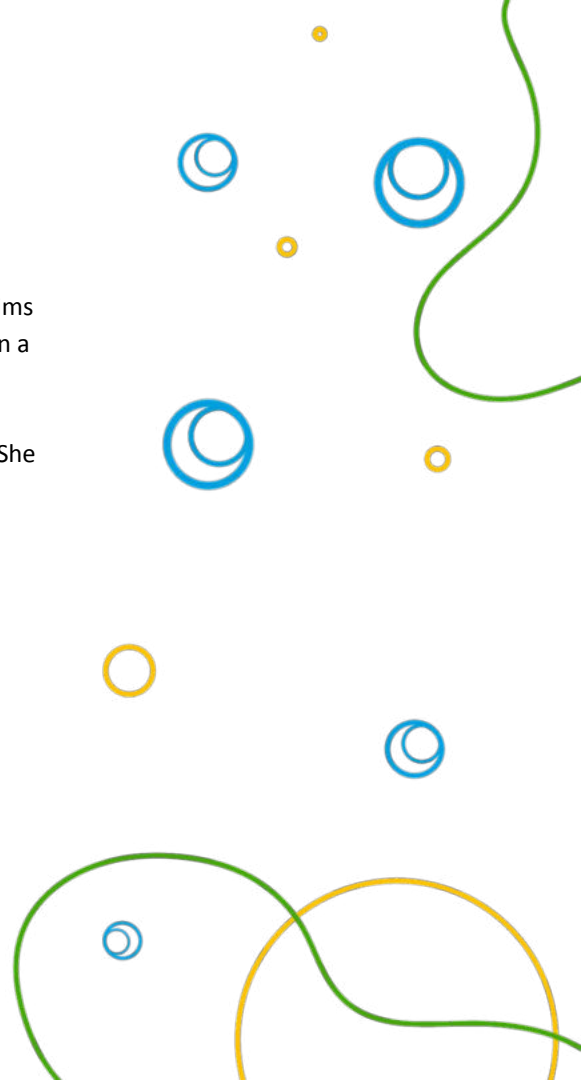
Evaluates projects and research focused on social enterprises, social innovation and youth councils in the Czech Republic, Slovakia and Poland. He also visited social enterprises through ERASMUS + in Wales, Romania and Ireland. He is the coordinator of the Entrepreneurship Clubs project. PhD student at the Faculty of Management in Karviná.



Description of people

Zuzana Palová

Currently, she is developing the non-profit organization Center for Support of Entrepreneurship and Labor, which aims to contribute to the development of the Moravian-Silesian region. She works with a target group of young people in a project incubator, where she supports them in creative thinking and creating small community projects. In her professional career, she gained experience in the field of social entrepreneurship, management of non-profit and non-governmental organizations, formal and non-formal education and setting up socially responsible companies. She is teaching several subjects at the University of Silesia in Opava, where she has published several professional publications on social innovation and social enterprises.





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PROJECT DESCRIPTION



Project description

2. ABOUT THE PROJECT

2.1 General information about the project

2.2 The main issues

2.3 Objectives of the project

2.4 Target groups

2.5 Expected intellectual results

2.6 Expected results of the project

2.7 Project partners

Project description

2.1 General information about the project

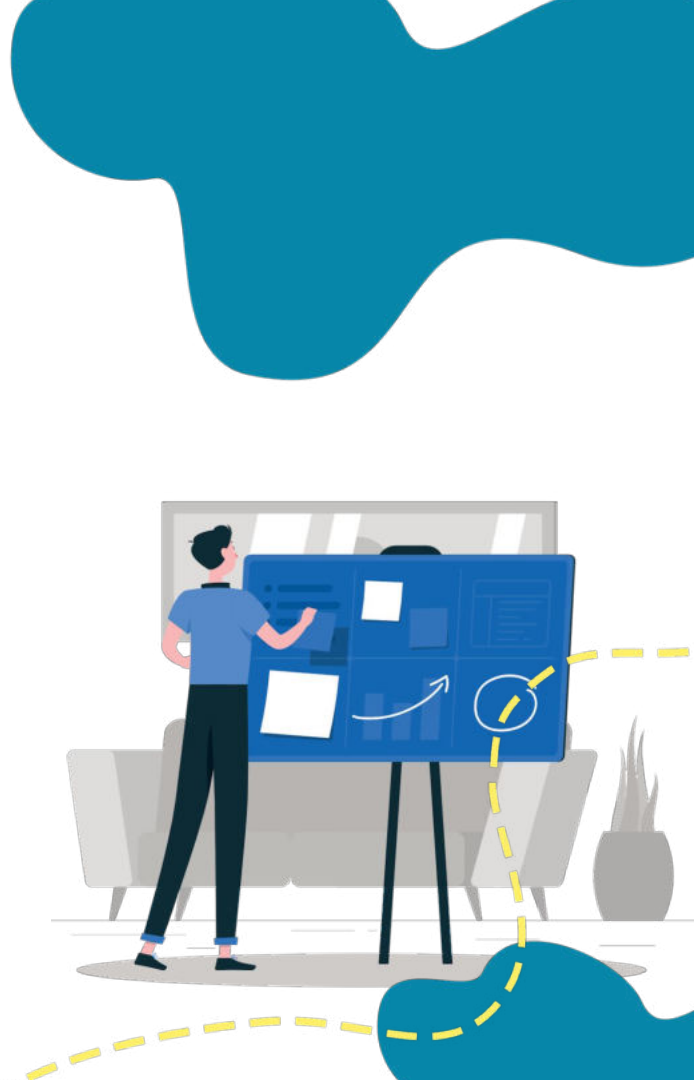
The YC2 - Youth Councils Yet Coming project was implemented thanks to the support of the ERASMUS + program for 2020-2022.

2.2 The main issues addressed by the project are:

- Members and coordinators of the Youth Councils do not have methodological support;
- The hard work of the Youth Councils is not appreciated in society;
- Youth Councils lack tools to exchange experiences and resources and to build their own specific network.

2.3 Objectives of the project

- Increasing methodological support for members and coordinators of the Youth Councils.
- Increasing the awareness of the public (city leaders, NGOs, decision makers) about the mission, role and activities of Youth Councils.
- Improve networking opportunities, exchange of resources and experiences between Youth Councils.



Project description

2.4 Target groups of the project

- The main target group of the project are the members of the Youth Councils - young people and their coordinators.
- The second target group are representatives of local authorities, NGOs promoting youth participation, and policy makers.

2.5 Expected intellectual results of the project

- Study on the Youth Councils;
- Methodology of training for members of the Youth Councils;
- A digital guide for Youth Councils and an online platform.

Project activities included training activities: pilot training for Youth Council members, a multiplier event and a concluding conference.



Project description

2.6 Expected results of the project

- **Users of the study** (local authorities, representatives of NGOs) will increase their awareness and knowledge of the Youth Councils, their mission, tasks and activities.
- **Youth Council coordinators and youth workers** will learn how to develop personal, professional and social competences of the Youth Council members. Participants of the Youth Council pilot training will improve their competences in the field of communication, teamwork and motivation.
- **Users of the Digital Handbook** (direct members of the Youth Councils or ad hoc guests) will be able to better understand the work of the Youth Councils.
- **Members of the Youth Councils** will have the opportunity to network with other Youth Councils and share their experiences

In the long term, this project is to contribute to greater recognition of the work of the Youth Councils, to greater participation and involvement of young people in the life of the local community and to increasing the effectiveness and quality of the Youth Councils' work.



Project description

2.7 Project partners:



**Local government of
Žilina (SK)**
www.zilinskazupa.sk



**Youth Council of
Žilina (SK)**
www.rmzk.sk



Petrklíč Help (CZ)
<https://petrklíchelp.cz>



**Fundacja Civis
Polonus (PL)**
<http://civispolonus.org.pl>

**Project YC2 is supported by the ERASMUS+ program
of the European Union**