ARTYB

Methodology for the education of youth workers in the field of entrepreneurship in the cultural and creative industry

ARTYB

Methodology for the education of youth workers
in the field of entrepreneurship in the cultural and creative industry

Authors:

Darina Čierniková • Peter Kantor • Zuzana Palová • Veronika Vasilová • Miroslav Žabenský
Zuzana Srogončíková Melicharová • Karina Grobarčíková • Alina Prochasek • Martina Gajdárová
Katarzyna Gattnar • Pavel Kantor

Organisations:

Rada mládeže Žilinského kraja (Slovakia)
www.rmzk.sk
•
Centrum pro podporu podnikání a zaměstnanosti, z.ú.
(Czech Republic)
www.centrumpropodnikani.cz
•
FUNDACJA LAJA (Poland)
www.laja.pl
•
Oravské kultúrne stredisko v Dolnom Kubíne (Slovakia)
www.okstredisko.sk
•
Žilinský samosprávny kraj (Slovakia)
www.zilinskazupa.sk
•
PaĽKO - Združenie priateľov ľudovej kultúry Oravy (Slovakia)

Graphic design:

Mária Mišovičová

Language modification:

Denisa Štureková
Ivana Gabrišová

Year of publication:
2022

ISBN:
978-80-570-4241-9

CONTENT

INTRODUCTION

You have just opened the ARTYB – methodology for training youth workers in the field of entrepreneurship in the cultural and creative industry.

We hope to offer inspiration, ideas, and encouragement on the path to educating young people to be entrepreneurial in the field of diverse culture and creativity.

The very name ARTYB carries the abbreviations such as ART, Y – youth, and B – business.

ARTYB – a methodology for training youth workers in the field of entrepreneurship in the cultural and creative industry, was developed within the project "One way = culture + youth + creativity" supported by the Erasmus+ KA2 Strategic Partnerships Programme.

The content of the methodology is based on the Report on the training needs of young people in the field of entrepreneurship in the cultural and creative industry, which was developed on the basis of a survey of needs in the participating countries: the Czech Republic, Slovakia, and Poland.

About the educational blocks

The educational blocks of the methodology are divided into two sections, developing the personal and professional competencies of young people. The blocks are designed so that the user can use them independently, that is why the attachments are attached to the respective blocks.

In this publication, you will find 32 individual educational blocks with their attachments.

The blocks were created by 11 experts in non-formal education and work in the cultural and creative industry from Slovakia, the Czech Republic, and Poland. The educational blocks were "tested" in two pilot trainings in Kroměříž and Katowice, which were attended by 22 youth workers.

On the following pages, you will find the final educational blocks that you can start using in your work with young people to develop their personal and professional competencies.

Communication I.
– Information and their use

Objectives of the block

- to express one's ways of communicating in ordinary social life (personal and professional)
- to get information on how the participants communicate in a group
- share ideas and suggestions in social life

Group

6–20 people

Material

For each participant:

- 1x sheet of A4 paper "Ask no questions and get information!"
- pens of different colors, minimum of 1 per participant
- paper with 20 squares that contain activities on the use of online communication, social media, promotion, etc.
- flipchart board and colored markers

Length in minutes

50 min.

Summary

Ask no questions and get information!

Instructions

Ask no questions and get information! – 50 min.

The trainer prepares the necessary handouts for the participants. Each participant shall receive a sheet of paper with the following instructions: The task is to obtain the signatures of other participants and fill them in the appropriate fields on the sheet according to the prescribed conditions. Participants cannot sign themselves on their respective sheets. The game ends when the first three participants obtain all necessary signatures and fill out the whole signature sheet. The trainer can also join the activity without being prompted by the participants.

The task is:

- to obtain signatures as quickly as possible
- to have each participant sign the provided sheet

Discussion:

Afterward, sit in a circle with the group and discuss the following questions:

- The difficulty of obtaining signatures – finding resources, how did they get them, was the process difficult?
- What exactly was difficult about the activity?
- Was it the verification of the fact that the signatures meet the requirements of the activity?
- What new things did they learn about others?
- Would they have assumed them?

Summary:

1. The trainer will write which three activities occurred most often on the flipchart. These activities had the most signatures.
2. Idea map – participants can indicate what they would add to the sheet, what other resources and information they use, how they find new resources, and how they communicate.

Attachments

Attachment 1: A sheet with 20 activities – Ask no questions and get information!

I read newspapers at least 1x a week	I am on Face-book/Instagram/ Twitter for more than 2 hours every day	I mostly shop online	I share my stories via Instagram
I like to listen to audiobooks in a foreign language	I write a blog and contribute in it at least once a month	I have experience with a hoax and have warned others	I like to watch foreign shows on Netflix
I have experience with paid adver-tising on online networks	I shoot my videos on YouTube or other channels	I like to buy books	I read online news daily
I do not check sources on social media	I sell things online	I am happy to donate my stuff	I like to take photos
I am registered in the local library network	I do not share my experiences and stories online	I have taken an online or face-to-face course in the last 12 months	I am checking the sources on Facebook to see if it is a hoax or the truth

Communication II. – Finding solutions and transferring information in challenging conditions

Objectives of the block

- look for ways to communicate within the team (verbally and non-verbally)
- be able to handle a difficult situation based on information
- express your opinion, persuade and communicate with others in a closed group
- to develop the ability to communicate and work in a group, convey information, formulate an opinion, present demands, to argue when completing a task in a team

Group

6–20 people

Material

- climbing rope/rope/string at least 2–4 meters in length
- pictures – various geometric shapes printed on A4 paper, 1 picture per group, namely for the "project engineer"
- scarves to tie the eyes of the "designers"
- A4 blank piece of paper and pen for the "observer"

Length in minutes

55 min.

Summary

Joint project – 55 min.

Instructions

Joint project – 55 min.

The trainer will prepare ropes/strings according to the number of groups participating in the activity. The trainer is to spread out said ropes in the room so that the groups do not interfere with each other. After the groups are divided, each group names its members into four positions/roles – project engineer, manager, designers, and observer. The trainer passes the patterns to the engineers and distributes them. Assigns managers the task of informing the group on what to do. He then stands the designers next to the prepared rope.

Project engineer – will be given the picture of the shape to be constructed with the rope. The only ones who can create this shape and use the rope are the designers. The engineer cannot communicate, he just holds the drawing of the shape to be created.

The manager must be at least 15 meters away from the designers. He must not get close to them. He can only communicate with them by phone.

The observer observes all positions – the communication, argumentation, the transmission of the communication, and group dynamics, and takes notes.

The designers are blindfolded with scarves. They do not leave the room. They do what they are told on the phone. The observer stands, walks around, and writes down everything he observed while the situation unfolds. They have 10–15 minutes to complete the task.

Discussion:

Afterward, sit in a circle with the group and discuss the following questions: What is the difficulty of the solution? What were their feelings? What was clear to them and what was not? What new things did they learn?

Observation:

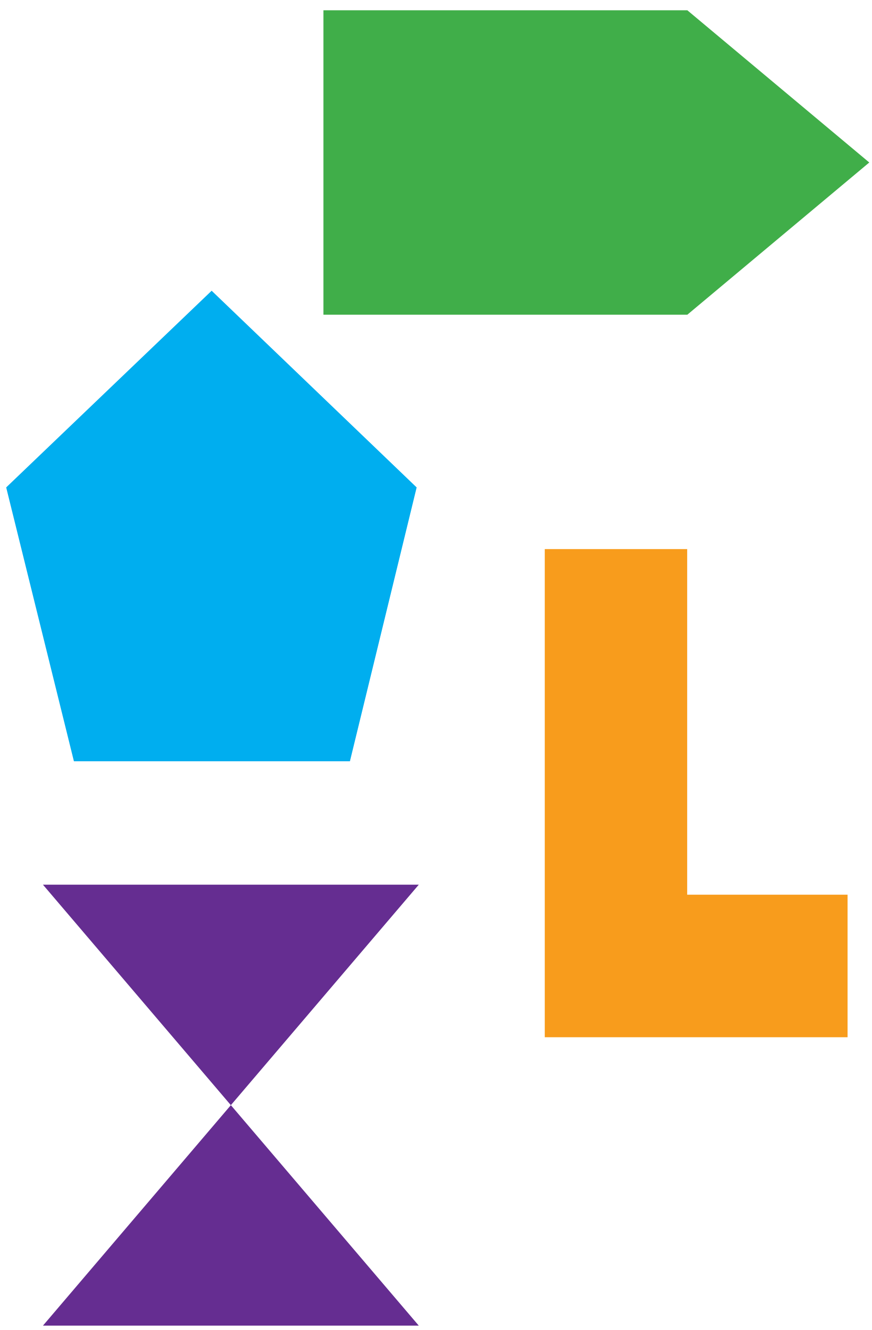
Then each observer of the group will be given space to briefly describe the status and process of solving the task in the team.

Summary:

The instructor will briefly summarize the activity. The groups will review the individual outcomes among themselves to see at what level the assignment has been completed.

Attachments

Attachment 2: Assignment for groups – Geometric shapes of the instructor's choice for different groups



Communication III. Non-verbal communication – Let's guess our emotions

Objectives of the block

- express your emotions
- based on a description, express the manifestations of non-verbal communication from the social life

Group

6–20 people

Material

For each team within the group:

- assignment – description of the emotions to be expressed in a group according to the number of participants

For each participant:

- 1x card/paper indicating the emotion that is to be expressed to the participants non-verbally

For the trainer:

- list of cards, cards with names of emotions
- text for the trainer
- areas (emotions from social, school, family, peer life)

Length in minutes

120 min.

Summary

Let's express our emotions – 100 min.

Instructions

Emotion without words – 60 min.

Discussion and feedback of the participants – 20 min. and peer sharing – 20 min.

The trainer hands out cards that depict particular emotions to each team. Each member of a team should have a card of their own. On each card will be an adjective. This adjective poses as an expression of a particular emotion. There will also be a brief real-life example of how the participant can express the emotion, which is a tool to simplify the explanation process to the team. The task of each group is to name the described emotions. This activity is a form of expressing oneself – pantomime.

The goal of each participant is to express the emotion non-verbally, to act it out without using any words. Each group has a goal to correctly guess and name the expressed emotion.

Discussion and peer sharing will last for about 20 to 30 minutes. In the discussion, participants should express how they guessed the emotions presented, how they affected them, what they would recommend, and how they perceived the emotions expressed without words. Peer sharing should be about describing situations, what they found is missing in the real-life examples, when they were able to read/describe the verbal situation, and when they found themselves in situations of different nature and incomprehensibility.

Participants' recommendations – what they would need to improve. Summary of knowledge from the trainer and handouts.

Communication IV. – Competent speaker (development of argumentation skills)

Objectives of the block

- develop critical thinking
- be able to defend an opinion
- develop argumentation skills

Group

12–20 people

Material

- 1x A4 sheet of paper with the topic for the group and the selected statement (choice according to the trainer, different social topics)
- stationery and clean flipchart paper for group notes – 3 key arguments
- flipchart board

Length in minutes

20 min. – work in 1 group; overall length according to the number of groups, minimum of 20 min. to 80 min.

Summary

Arguments that convince

Instructions

Arguments that convince

- Topic offer – the trainer will offer several topics from which the participants can choose one they want to discuss.
- Grouping – the trainer divides the participants into groups of 2 to 5 participants. They are then to draw 1 of 4 statements.
- Participants shall debate about the statement within groups and prepare arguments for and against the said statement. Group activity is planned for 5 minutes of discussion within the group.
- Presentation of viewpoints – individual groups present and defend the conclusions they came to.
- Whole group discussion – trainer discusses with all participants.

Discussion:

Afterward, the trainer is to sit down with the group and discuss the following questions:

- What arguments convinced the participants.
- What arguments shocked them.
- What form of an argument was acceptable/unacceptable to them.
- What was the key thing that persuaded them to identify with the arguments.
- Which of the presentations/defenses were interesting for them and why.

Summary:

The trainer lists three key argumentation techniques most frequently used by the participants on a flipchart. The trainer may also recommend some to the participants.

Attachments

Attachment: Sample topics and statements

Topic: „Zero-waste – positives and negatives – sustainability"

1. The zero-waste lifestyle is too expensive.
2. The zero-waste lifestyle is time-consuming.
3. People who reduce their waste are healthier.
4. One person still will not change anything.

Topic: Include bicycles as a school travel option and create space for bicycle racks for high schools/offices and other public places in the municipality/town

1. Cycling is a costly means for families.
2. Transportation by bicycle is time-consuming.
3. Cycling will contribute to students' physical and mental well-being.
4. Most will use the option of walking, driving, or taking public transport to school.

Topic: Tattoos are an expression of young people's creativity

1. More young people prefer tattoos than older adult individuals.
2. Tattoos compromise a person's ability to donate blood in the future and cause other health limitations.
3. When tattooing, young people consider their choices carefully (text translation, aesthetic designs) and choose a creative object.
4. Most tattoos on the body of youth have an artistic nature.

Note: The chosen topics are up to the trainer. He can change them according to the context of the training assignment and the interests of the participants. Topics can be about culture, sport, leisure activities, social issues, community issues, etc.

Communication V.
– Create and present your idea

Objectives of the block

- encourage creative thinking, and production of ideas
- know how to inspire yourself
- develop presentation skills
- express and share your opinion with others
- seek ideas for the local community and its development

Group

12–20 people

Material

- writing and office supplies, paper, flipchart board, magazines, and various tools for the implementation of ideas
- creative supplies
- they can use a mobile phone to create a video
- Wi-Fi connection

Length in minutes

80 min.

Summary

An eye-catching idea

Instructions

An eye-catching idea

Selection of a topic – 5 min.

The trainer will offer several topics to the participants, from which they will choose one that they want to develop and subsequently present.

Division into groups – 5 min.

The trainer divides the participants into the following groups:

- **Group of creatives** – 2 – 5 participants that choose an idea they want to develop and then present.
- **Group of experts/representatives** – 1 – 4 people – they will represent the public or civic sector, listen to all presentations, and ask questions to the creatives. They will evaluate and comment on the originality of the idea, the creative approach to the task, and the design of the solution.
- **Group of sponsors** – 1 – 4 people. They represent the business sector, listen to all presentations, and ask questions to the creatives. They evaluate and comment on the feasibility and practicality of the idea.
- **Group of facilitators** – 1 – 2 people according to the number of groups that are selected to observe the whole process of creation, work, and communication in the process of idea creation – the task at the end is to describe the overall work of the groups.
- **The role of the moderator** – One person for all groups. The moderator's task is to find out what ideas were chosen and moderate the presentation of the ideas, and the discussion with the groups after the idea presentations.

Work in groups – 30 min.

Creatives have 30 min. to create a presentation/work. They will choose a person to present the idea.

Idea presentation – 10 min.

Each group will present their idea (under a unique name) at the "Ideas Exchange" in front of a panel of experts and sponsors. Facilitators oversee the process and always observe.

Discussion and questions – 10 min.

Opportunity to discuss and ask questions about the idea from the experts and sponsors. The task of the group is to answer, explain, etc.

Other groups who have already presented or will be presenting can also ask questions as the "Group – Public".

Facilitation – 10 min.

After the presentation of all groups, the facilitator or facilitators have the space to briefly describe the process of the whole activity.

Closing discussion – 10 min.

Afterward, the trainer shall ask the following questions:

- How did they feel about the activity?
- What did they get out of it?
- How did they feel in the different roles?
- How did they make decisions?
- What was difficult for them?
- What was easy?
- How did they divide the roles?

Summary:

The trainer will list what was interesting in terms of creative approach, modes of persuasion, and presenting facts on the flipchart.

Attachments

Attachment: Suggestions for topic areas

Topic 1: Online newsletter/magazine for young people in the city (rationalize what it should contain, what it should look like, who it should be sent to, etc.)

Topic 2: Be mentally fit – an activity (proposal for a cultural and joint activity approx. 60–120 min.) involving young people, seniors, and disadvantaged groups in the city (outreach for cooperation, program)

Topic 3: Become a volunteer for 1 day. Promotion of volunteering in the city – involving young people and families/working parents – activity proposal for Saturday morning – time range 1–3 hours

Other topics are to be added by the trainer at their discretion – Note: The chosen topics are up to the trainer. He can change them according to the context of the training assignment and the interests of the participants. Topics can be about culture, sport, leisure activities, social issues, community issues, etc.

Basics of visual communication

Objectives of the block

- ability to design basic visuals for an event, project, or brand
- get familiar with freely available tools for creating graphics
- familiarize yourself with the basic principles of graphics

Group

6–20 people

Material

- a working computer with the programs mentioned in the activities installed and an internet connection

Length in minutes

190 min.

Summary

1. Creating a brand/event/project moodboard – 40 min.
2. The design of visual communication elements – 110 min.
3. Use of new visuals in social media – 40 min.

Instructions

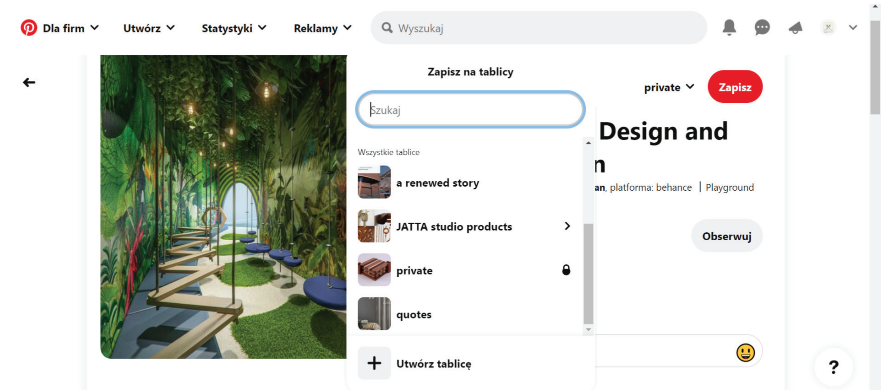
1. Creating a brand/event/project moodboard – 40 min.

The line between inspiration and copying is often thin. This exercise is designed to support the conscious process of creatively drawing inspiration and incorporating it into the creative process. Because we live in a dynamic world, full of talents and abilities, we must be able to draw inspiration in order to use our creativity. A helpful tool is a Moodboard, or inspiration board. It can be created analogically using a collage of newspapers and magazines or more modern and digitally using PINTEREST. Pinterest can be compared to a virtual corkboard, where users can pin interesting images or films linking to the original source on the internet. This portal allows users to organize their multimedia sources and arrange them into thematic boards. This simplifies the viewing and use of the stored visual material.

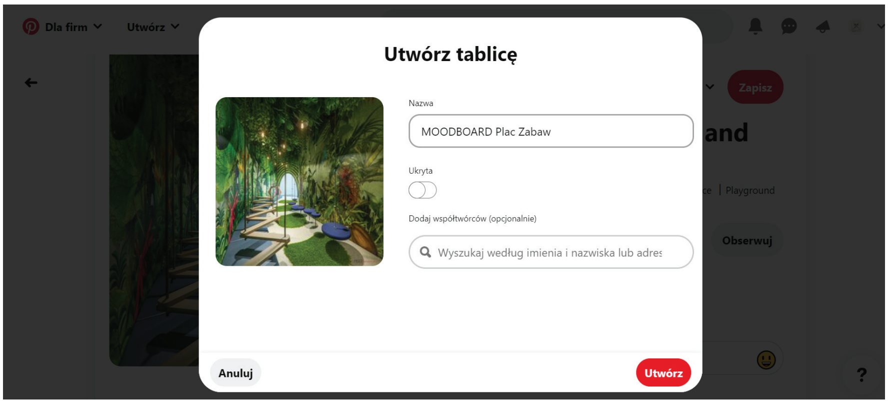
Because we want to keep up with the times and not contribute to deforestation:

- We will visit the website: www.pinterest.com.
- Then we shall create an account by entering an email and nickname.
- Once we have an account, we can create our first bulletin board, which we will call MOODBOARD .... (project/logo/idea name).
- By searching using keywords, we create the first board – for example, if we want to create a playground, we search with keywords such as a playground, jungle gym, design, toys, children's games, colour palettes, children's room, etc. Do not restrict yourself and explore, you are creating your own vision. Hint, you may discover more if you search in English, rather than your native laguage. If you are not sure about your English, use a translator: https://translate.google.com.

When you find an image, you like and are inspired by, select PIN IT! This button will save the image to your bulletin board.

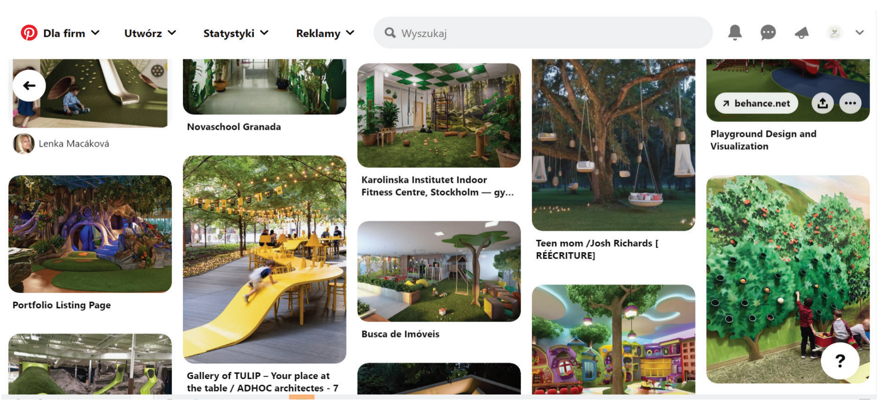


Click on the arrow next to the red Save button – you will see your existing bulletin boards next to the arrow, or you can select the option + create a bulletin board.

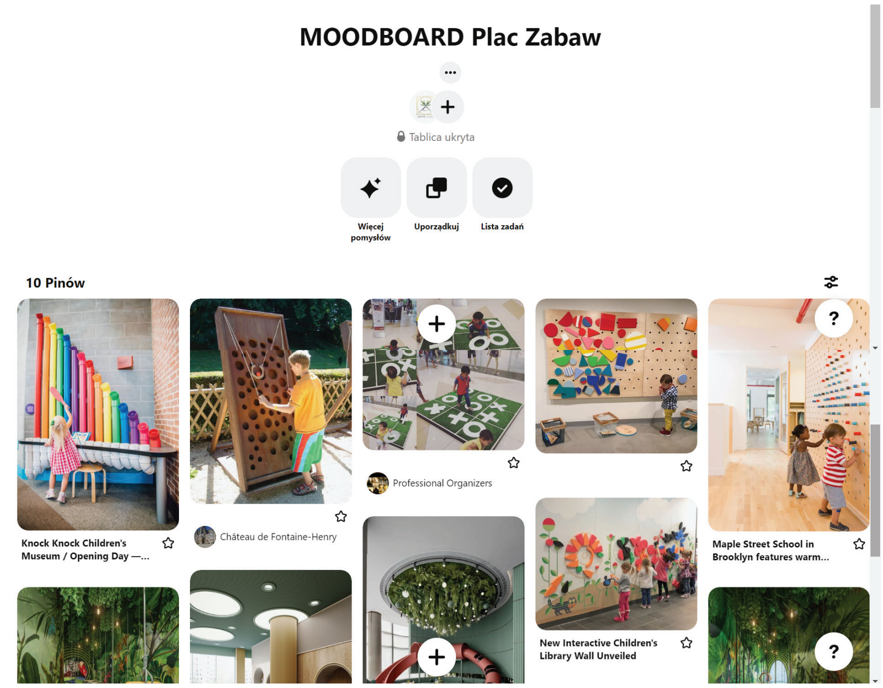


Now you can name your first bulletin board as MOODBOARD ....

Well done! The first step is done, now do not let yourself be held back, search and save images to the bulletin board you are creating. Each board can hold up to 100 000 pins. If you mark the Secret option while making, only you will see your board. Once our board is not empty, scroll down the page to find more inspiration.



In short, Pinterest is a wonderful place to organize your ideas.



When the bulletin board is finished, you can look at the final selected ideas, get inspired by other people's bulletin boards, and realize that there is nothing standing in the way of someone saving your idea one day.

2. The design of visual communication elements – 110 min.

What does the term "visual communication" really mean? It is the communication with the recipient through imagery, sharing information in a visual form. It is a field that has a lot in common with graphic design. At the same time, it is a field that is evolving very rapidly, using new media and tools.

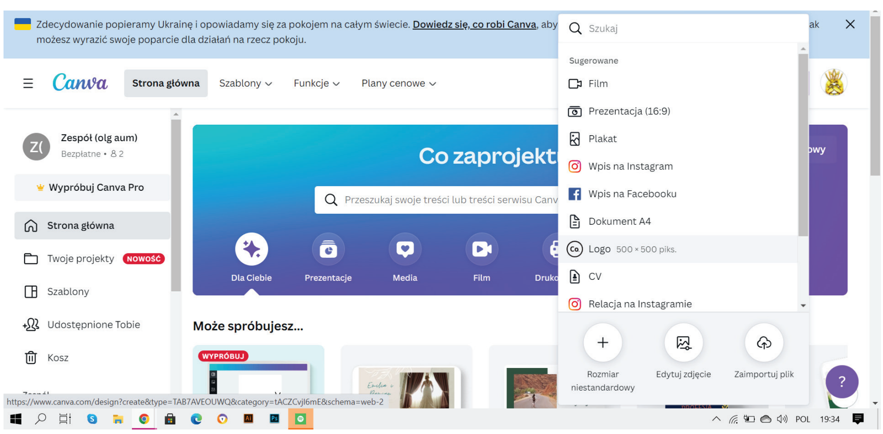
In this activity, we will create a simple visual with a title or a logotype and a banner that will also serve as an infographic.

There are many different design tools, more or less sophisticated, both paid and free.

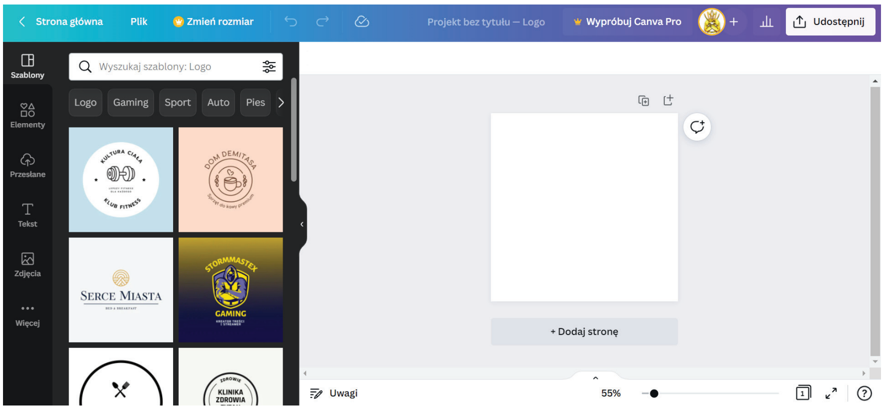
We will use a very popular tool that allows you to prepare various graphic elements and has a version that is free – we are talking about the **CANVA** platform.

To start creating simple visuals in Canva, we will create a free account in the portal. We can link Canva to an existing account on Facebook, Google, or register via email, all on the website: www.canva.com.

When we have access to the platform, click on Create design on the purple background and select LOGO from the drop-down bar.



This is what the screen should look like before we start creating:

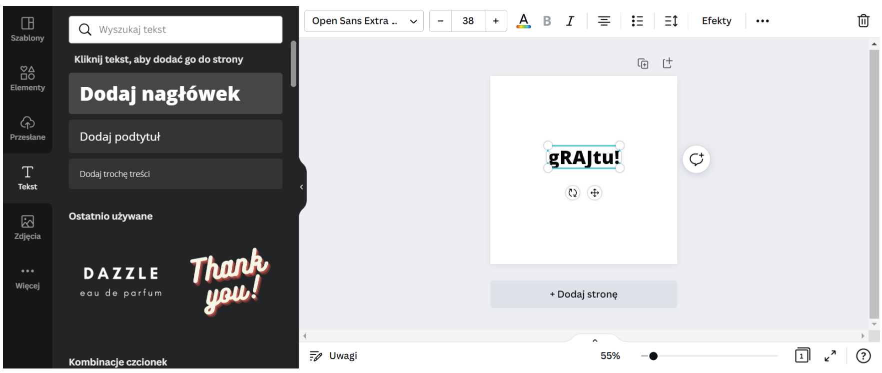


Before we start with the design, it is a good idea to draw a few designs by hand, write the title, and draw simple signs and symbols. In this activity, the MOOD-BOARD from the first part will serve as inspiration.

Once we have the title and vision, we can start designing.

Continuing with the playground example, we can try to create a logo for the slogan PlayHeaven – this is where children play, so it is like paradise for them. You can find a similar pun for your idea.

On the right side of the panel, you will find the option Text – Add a title, click on it!



Now we can adjust the colours, font type, and size, and add different elements and effects. Again, it all depends on our inspiration. But it is also good to keep in mind a few rules regarding logo design:

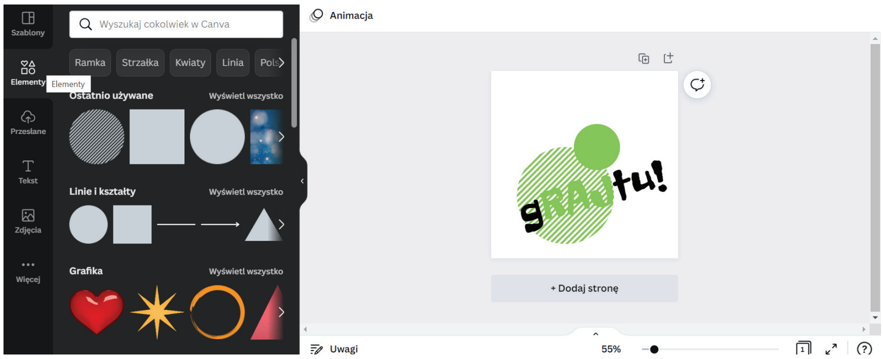
The message must be clear – the name and logo must be legible to the recipient and must correctly indicate what the recipient is supposed to associate the logo with.

Simplicity – the logo must not be complicated; a good design is a simple design. Take note that logos are often used in a very small format, so the less detail the better!

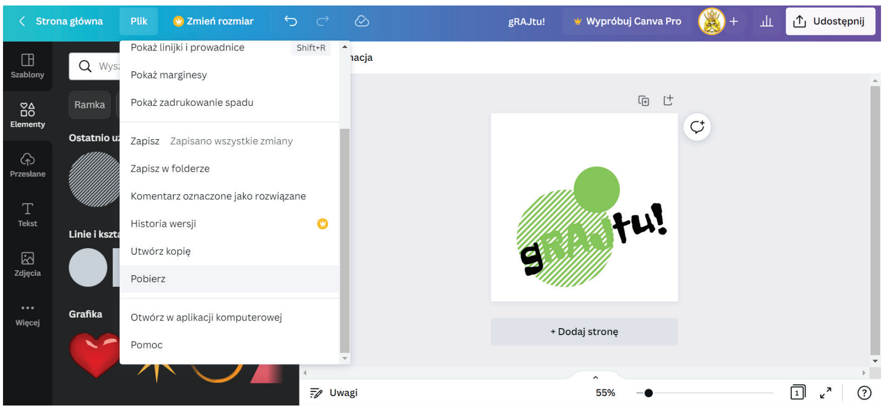
The sign or symbol must be universal. Imagine that your visual is used in many forms – on paper, as a stamp, billboard, internet ad, t-shirt, promotional items, etc. Do not design something for just one use, the logo must be able to adapt!

Above all, the visual must be easy to remember. Imagine that we live in a time when children can't tell what tree the leaf, they are holding in their hands is from, but they can name dozens of brands when they see the logo. But memorable does not always mean bursting with colour.

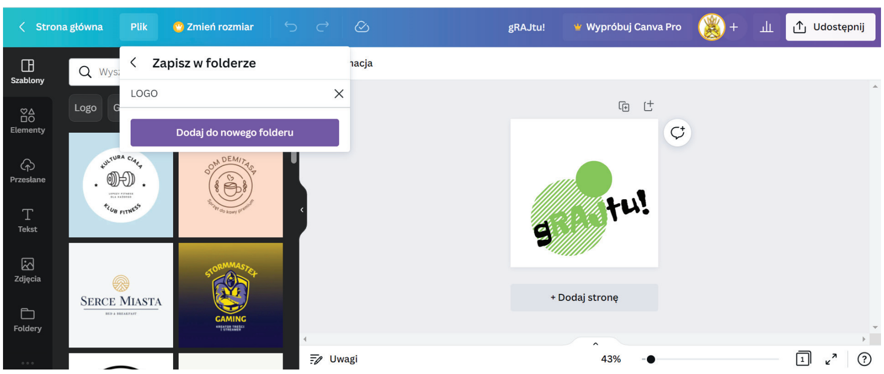
Once you are happy with the layout of your text, it is time for the next step. In the panel on the right-hand side, there is an Elements tab. Choose what fits into your design but beware of using elements with a crown in the non-paid version, these are only available without a watermark to paying members.



The logo from the example looks like this, it is based on the MOODBOARD. The recipient can deduct from it that it informs about having fun close to nature, the symbol of paradise relates to the innocent playfulness and joy of discovery. The pun is accentuated by the choice of colours. The resulting logo is playful, dynamic, and cool, just like the place it signifies. By clicking on the upper right corner on the Share button>Download you can save your logo. Please note, that in the free version we cannot download the logo in the transparent version.

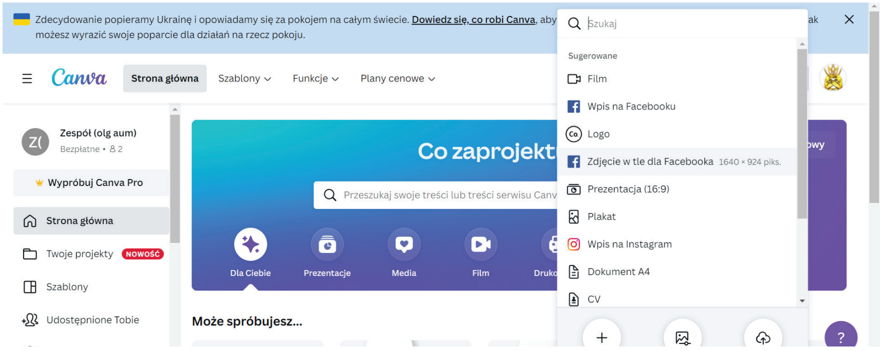


You can also save the visual directly in Canva, if you save it in a folder, you can use it for other projects.

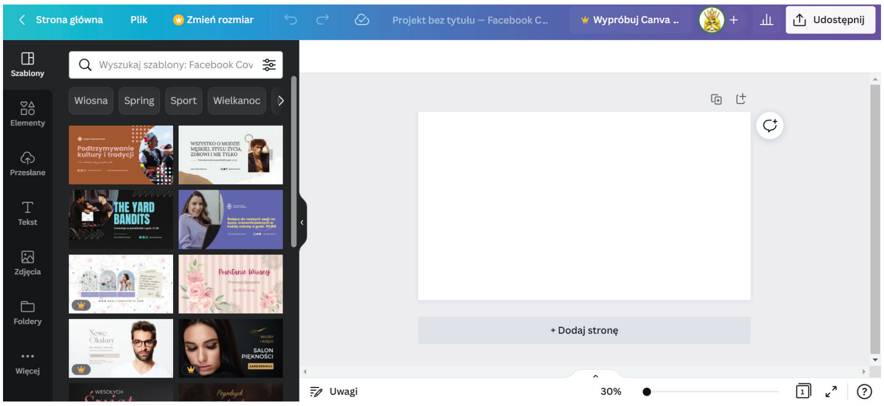


Our logo is ready for sharing!

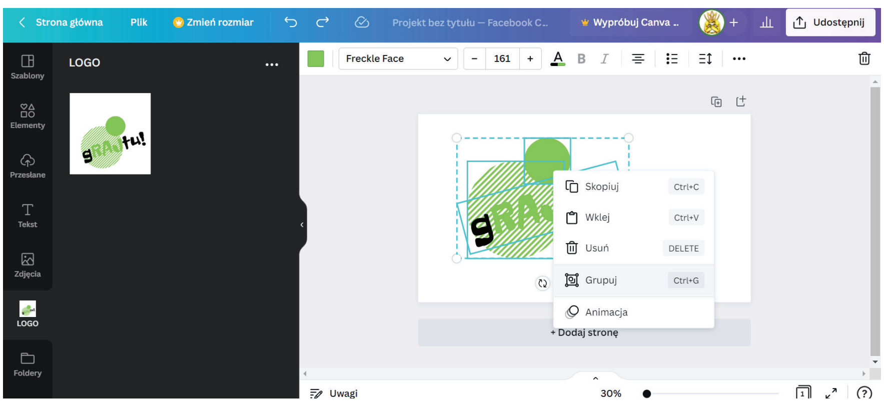
On the Canva platform, we again select the Create Design option and select the Facebook Home Photo option.



Our screen should look like this:

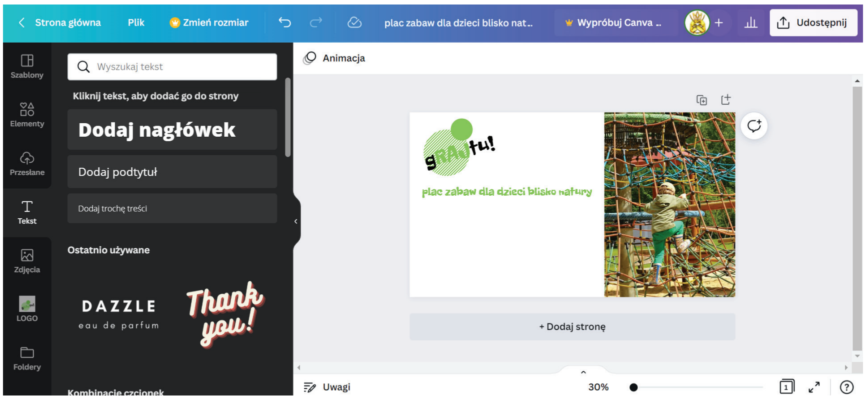


Add your logo. If you have not grouped its parts together yet, it's time to do so. By grouping the individual parts that make up the logo, it will be easier to transfer the entire logo as a single object. To achieve grouping, right-click and select GROUP.

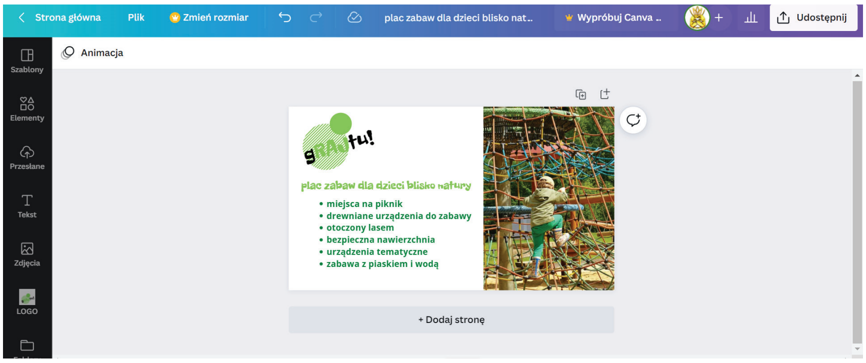


Shrink the inserted logo to fit the infographic and the rest of the information.

You can choose a background for your banner, and add a photo to the background – again, use only images and elements without a crown in the free version. Add informative text and remember the principle of the less the better. You can also add a motto.

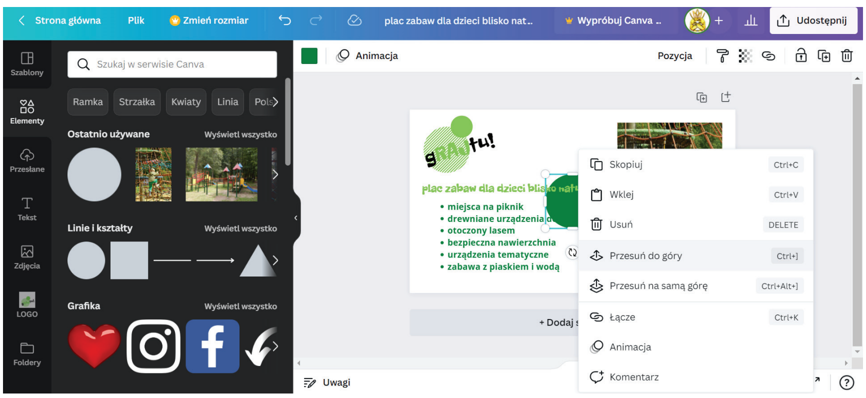


Add more relevant information to capture the recipient's attention and familiarize them with your chosen project or brand.

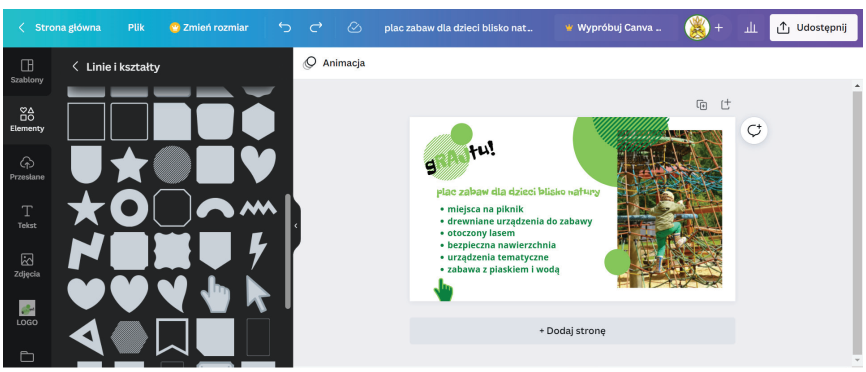


You can add graphic elements that repeat themes from the logo so that the photos used do not look boring.

The selected objects can be moved up and down in layers.



After adding the decorative elements, the banner can look something like this:

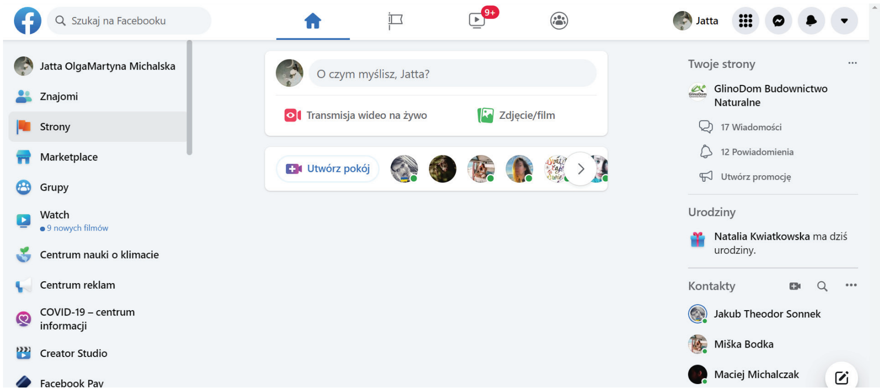


Remember not to overdo it with the number of elements and to keep the graphics legible.

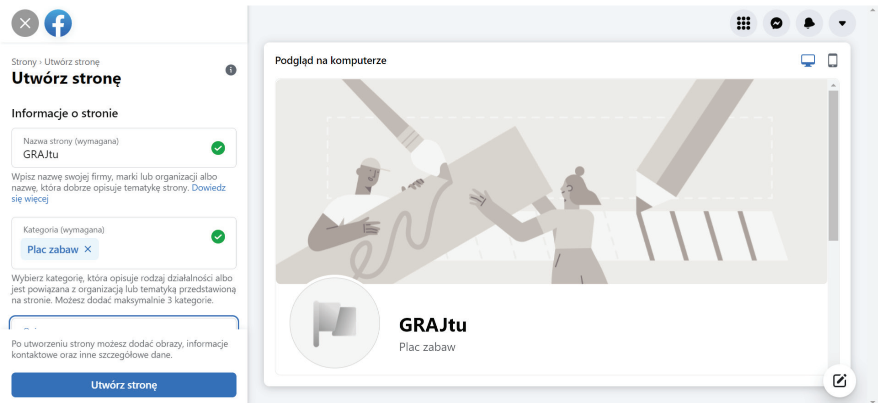
3. Use of new visuals in social media – 40 min.

The last part of the block is to create a Facebook page so that our project can attract potential subscribers and followers. For this purpose, we will create a Facebook profile or log into it: www.facebook.com

On the left side, select the option Pages – Create new page.

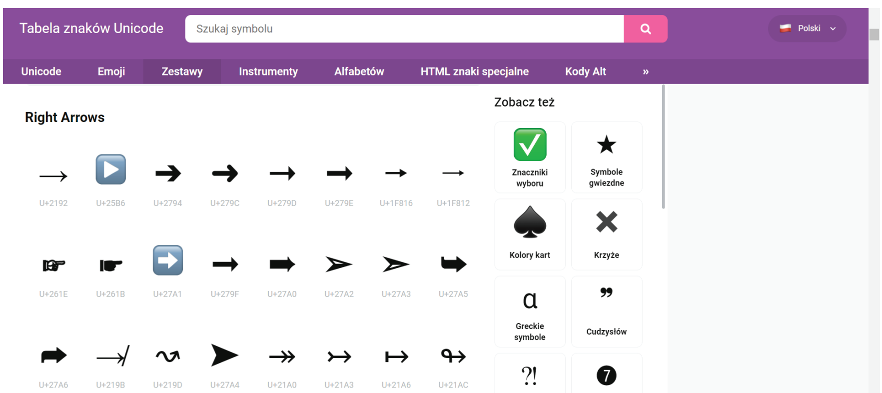


Enter the name of your page, a short description and choose which category your project falls into.



You can make your page description more attractive by using icons from the Unicode page: https://unicode-table.com.

Here you will find a rich selection of symbols and characters that you can insert into the description.



You can also improve the text with a text editor: https://yaytext.com/

After creating the new page, we can add our logo as the profile picture.

> We shall then set our infographic as the opening photo.

And the page is finished! Now you can use the tools mentioned above to create more content and share it on your page! You have definitely done a good job, and if you're not satisfied the first time, remember that the more attempts or mistakes you make, the better the result you can achieve!

An introduction to the motivation of young people

Objectives of the block

- to be able to understand the differences between internal and external motivation
- know the basic motivational factors
- become familiar with the use of motivation assumptions
- to be able to apply the assumptions of motivation in the creation process of activities
- to be able to apply Maslow's pyramid of needs in the design and implementation of activities for young people to promote motivation and creativity

Group

6–20 people

Material

- flipchart board, markers, post-it notes, cut-out paper fishes (in three colors), white office paper, cardboard, paper tape, toilet paper rolls, pens, paper notebooks, …

Length in minutes

200 min.

Summary

1. Introduction to motivation – 40 min.
2. Motivation prerequisites – 60 min.
3. Maslow's pyramid and fishes – 80 min.
4. Motivation process model – 20 min.

Instructions

1. Introduction to motivation (brainstorming) – 40 min.

In the initial brainstorming session, the trainer divides the paper on the flipchart into 2 columns. In the 1st column, he writes the following heading: "I am motivated". In the 2nd column, he writes the heading: "I am not motivated". He then prompts participants to share when do they feel to be motivated. As participants answer this question, the trainer writes participants' ideas and thoughts in the first column. Once the participants have nothing else to add, the trainer prompts them to name when do they not feel motivated and then proceeds to write their answers in the second column. From the above-named outcomes, the trainer will color-code which named motivations/demotivations are INTERNAL and which EXTERNAL motivators.

The trainer then hands out tiny post-it notes cut into stripes in 5 colors to the participants. 1. color will express "SUCCESS", 2. color "RECOGNITION", 3. color "INTEREST", 4. color "RESPONSIBILITY", 5. color "PROGRESS". The above names will also be written on the flipchart so that it is clear to the participants which color means what. Participants can proceed to the paper with the previously named motivators/demotivators and stick the post-its of the color they find fitting for the word.

After sticking all the post-it notes that the participants wanted to stick, the trainer will say that the above 5 factors are the basic motivators according to Herzberg.

2. Motivation prerequisites – 60 min.

For a participant to be a part of this activity, three prerequisites must be met:

- orientation (I understand, I comprehend)
- motivation (I want)
- abilities (I can)

The trainer writes these three prerequisites on a flipchart and divides the participants into two groups. The task is the same for both groups, but each has a different target group: You are a pair (or trio) of youth workers who must prepare an activity for 20 people. The activity should take about 45 minutes. It is a creative industry activity that aims to build a team while using creativity and originality. It is up to you how the activity will be run, what groups you will divide the participants into, and what tools/materials you will give them. When devising the activity, consider the prerequisites for taking part in the activity (listed on the flipchart). You have 25 minutes to prepare the activity. You will present the activity in the form of a 3-minute presentation, including answers to questions about what is needed to be done for your participants to understand what they need to do, want to do, and are able to do the activity. You can choose the presentation method.

The target groups are as follows:

- group 1 – children aged 8–12 years
- group 2 – young people aged 13–16 years

After the presentations of both groups, a short evaluation will take place in the form of giving feedback. In the first round, members of the first group will evaluate the presentation of the second group and then vice versa, focusing on the fulfillment of the prerequisites for participation in the activities. In the second round, each group will briefly comment on how they enjoyed working on the assignment in their group.

3. Maslow's pyramid and fishes – 80 min.

The trainer will divide the group of participants into two subgroups at random. The task is to prepare fishing gear for catching fish within a time limit of 20 minutes. They can only use the available, limited material from the trainer (markers, a piece of tape, a ball, a couple of strings). After 20 minutes, the trainer will tell the participants that they are to collect fish from the pond in the shortest possible time. The participants cannot enter the pond themselves. There are 3 colors of fish in the pond, blue for 1 point, red for 3 points, and yellow for 7 points. The trainer does not emphasize the task. To finish, he leads the activity in the name of teamwork, motivation, competitiveness, and creativity.

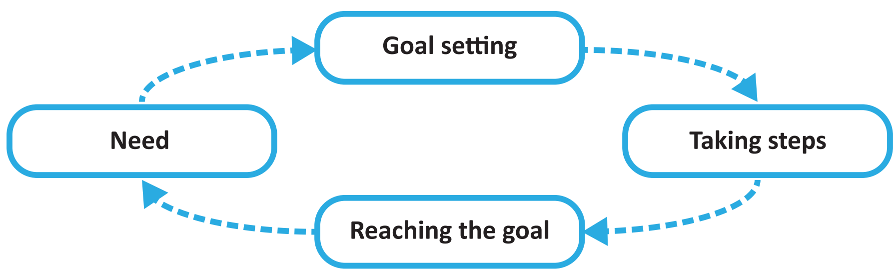
Questions at the end of the activity:

- Did you stick to the task, or did you try to score as many points as possible as a team?
- Did you focus on creating the gear or the instructions of the trainer?
- Did you have a leader in the group who was in charge?
- Were you all involved?
- Did you motivate each other? If so, how?
- Were your needs met?
- How do you ensure that the biological needs of the participants are met?
- How do you ensure they feel safe?
- Which of the social needs should be met in this activity?
- How would you meet the need for recognition?
- How would you meet the need for self-actualization?

At the end of the activity, the trainer will introduce one of the most well-known theories of needs, the theory from A. Maslow called Maslow's pyramid of needs. It is based on human needs and their satisfaction, with needs being seen as the key point of motivation. The trainer projects Maslow's pyramid on a flipchart with a short explanation to the participants and encourages them to also think about the needs of the participants when they are trying to motivate them.

4. Motivation process model – 20 min.

After presenting the needs, the trainer will summarize the model of the motivation process. The motivation process model is related to needs. Needs create desires with the help of which we want to get something, to achieve something. In the second step, we set goals that we would like to achieve. If we have the goals set, we choose the path, the steps necessary to take, and the ways of behavior to achieve the desired goal. When we achieve the goal we initially set, the need becomes satisfied, then the behavior that led to the goal-setting is likely to be repeated if a similar new need arises.



Investigation – Critical thinking in practice

Objectives of the block

- finding reliable sources and critically analyzing content
- developing knowledge in accordance with critical thinking principles
- raising awareness of stereotypes and biases to empower youth

Group

6–20 people

Material

- flipchart board
- markers (various colors)
- pens
- A4 paper
- printed story (one per 2 people)
- prepare a sheet with the characteristics of the main actors from the story
- printed materials from fb, newspapers, etc. for the second round of games
- dice with questions according to Activity 2

Length in minutes

130 min.

Summary

1. Who is the killer – 90 min.
2. Playing Cube – 6 verbs – 40 min.

Instructions

1. Who is the killer – 90 min.

To begin, divide the group into small teams. If you have time, you can give the groups time to find a name for the group. Later, use a flipchart and write each team's name on it, then divide the flipchart into two levels and two choices that students will make during the game (explained below). The game is a two-level game. First, students must read the murder story. Then read the cards about the main actress and the suspect. As a group, they must discuss and choose:

- one card – a potential murderer
- one card – innocent person

Each group must choose one person to present the group's decision and explain why.

You, as facilitator, write down on a piece of paper each group's decision regarding a potential murderer and an innocent person. Depending on the time you have available, you can start a discussion with the group by asking the participants for their opinion. As the facilitator, however, you must remember that the game has a second level.

Second level. You need to hand out materials from different newspapers or print out a facebook screen to the participants. You can use very popular newspapers such as BBC etc. You need to prepare the materials first and combine them with each feature to give people a thought. The main purpose is to let the students decide if they want to follow some news. Sample materials are included with this description.

After receiving the second part of the materials, participants must read the media materials about the murder and again must discuss and choose:

- one card – potential murderer
- one card – innocent person

Each group must choose one person to present the group's decision and explain why.

You, as the facilitator, need to write each group's decision about a potential murderer and an innocent person on a piece of paper. Use different colors to show how or if they changed their minds after getting information from the media.

Discuss their choices.

Finally, you must present a police memo regarding the murder. It is up to you, as the presenter, to decide what the ending will be. We recommend that you prepare information that she committed suicide (you may also find other explanations).

Overview

When the game is over, ask the participants to sit in a circle and begin the debriefing part. Ask them questions and observe their answers. You need to be flexible (it is not necessary to do all the questions).

- How did you feel?
- How did you feel during the activity, what were the highlights? (for each group)
- How did your lived experience meet reality when you were building?
- What were the challenges of the game? (write down a list)
- What could help you deal with these challenges better?
- What similar stereotypes or prejudices have you encountered in your life?
- How did you overcome them?
- What can help you be more effective at avoiding fake news?

Summary

Prepare a flipchart presentation on the elements of critical thinking (link needed below). You can also find some fun video about critical thinking later and add it to your presentation as a final idea.

2. Playing Cube – 6 verbs – 40 min.

The game cube has prompts on its sides (6 verbs) for the participant to think about the topic: describe, compare, associate, analyse, apply, argue for and against.

Participants should write according to the selected prompt on the topic. Time limit 2–4 minutes. All sides of the cube need to be rotated. Thus the participant forms hypotheses, looks for real applications for the topic, formulates ideas, knowledge, breaks the topic into subtopics.

Attachments

Attachment:

https://www.google.com/amp/s/www.psychologytoday.com/intl/blog/memory-medic/201710/how-learn-critical-thinking%3famp

https://youtu.be/FMt_RIR_JHo

https://www.verywellmind.com/cognitive-biases-distort-thinking-2794763

HISTORY

Jade and Onur's Wedding

Onur Silivriogullari is a handsome, dark-haired 28-year-old from Silivri, a village that is part of Istanbul, Turkey. He is a respectable guy who works as a mechanical engineer in a small Silivri company. The Silivriogullari family is a strong feudal business family in Silivri. Onura family is respected by the whole city and European part of Istanbul. The Silivriogullari family is a very conservative Turkish family.

In 2010, when Onur was studying engineering at Istanbul University, he had the opportunity to go to study at the University of California in the United States for a full year. At first, Onur felt lonely and anxious in California. He found it difficult to adjust to life at a university that was different from him. One rainy afternoon, Onur went to a nearby coffee shop to spend some time reading a book. When he went inside, he was greeted by a very beautiful woman. She was in her early twenties and worked at the coffee shop her father owned. She introduced herself as Jade. It was love at first sight. From then on, Onur visited the cafe every day. One day, he mustered up the courage to ask Jade out on a date. From then on, they spent endless nights talking to each other about everything. Although Onur was a Muslim and Jade was a practicing Catholic, they did not see this as an obstacle to their relationship. Their families, however, did.

When the year ended, Onur returned to his country, but they decided to keep in touch and eventually plan a wedding. Onur's parents were not happy about this. They had already planned that Onur would marry the daughter of Shovran, the mayor of Silivri. Almost all of Silivri was looking forward to this important marriage. They wondered why it had not yet taken place. Mayor Silivri felt that this marriage was necessary so that he could win the next election. With Onura's family on his side, he would have a much better chance of winning. Otherwise, he could expose himself to serious rumors of corruption.

Nevertheless, the marriage plans were not interrupted. They were in love with each other to the core. Jade and Onur have set a wedding date: August 26, 2017 at Family Otel, Silivri. On the other hand, Jade's family were staunch Catholics and did not want their daughter to marry someone else. According to them, it is sinful and will reflect badly on their family's relations in the town and in business. Jade's mother is so opposed to the marriage that she decides not to participate in it. Instead, Jade's aunt Becky, who suffers from schizophrenia, somehow manages to make it to Onur and Jade's wedding in Silivri.

A week before the wedding, Jade went to Silivri. She was joined by some of her family members. On August 26, contrary to everyone's expectations, the wedding went off without a hitch. Jade and Onur arrived at the wedding venue and found a large number of people waiting to cheer them on. The Otel Family staff decorated the pool area to the smallest detail. The staff was very nice to them and helped them with all their needs. The couple was welcomed on stage with fireworks while they danced their first dance, "Time of my Life" – the first song they heard together at a coffee shop in California. It was only a civil wedding, not a religious one. However, Onur's father invited the Imam of Silivri, hoping that Onur would change his mind and agree to marry Jade religiously as well. However, this did not happen, and the Imam was even more annoyed when he saw that a gay couple was also attending the wedding. Suddenly, the Imam, along with about 15 people who followed him, stormed out of the wedding.

Around 11 p.m., chaos erupted. A two-year-old toddler, who was happily crawling on the edge of the pool, fell into the pool. Most people panicked, two people jumped in to save

Attachments

Attachment:

him, while others curiously checked to see if the child was okay. The child was rescued by his uncle, who then covered him with a dry towel to keep him from getting cold. At this time a loud scream rang out. Everyone froze in their seats. The music quieted down, and fear appeared in the eyes of all the guests. Jade, who had been visiting the bathroom with her aunt, was found dead.

+ PRESS MATERIALS
+ CHARACTERIZATION OF IMAM, MAYOR SILIVRI, BECKY, UNKNOWN, JADE'S BEST FRIEND

Personality types

Objectives of the block

- getting to know personality types/roles in group work
- analyzing own strengths and weaknesses as a team member
- applying knowledge to improve group work by raising participants' awareness

Group

6–20 people

Material

- printed out tests for everyone (A4 sheets)
- multimedia presentation with description of personality
- colored sheets
- pens
- markers
- crayons/macros/clay/pencils/colourful cut-outs
- flipcharts

Length in minutes

120 min.

Summary

1. Belbin test with discussion – 60 min.
2. 9 personalities in a group – 60 min.

Instructions

1. Belbin's test – 60 min.

Participants will take a pre-prepared test along with a discussion of the test. At the end, they will count the points and assign themselves to one of the personality types in the group. The presenter prepares slips of paper on the floor with the names of all the types and the participants will be able to approach the types they found on the test.

2. 9 personalities in a group – 60 min.

The facilitator divides participants into groups and hands them flipcharts with materials describing each personality type. Each personality type will be described separately on a piece of paper. Participants can also use the Internet to search for more information – the basic information will be handed out by the trainer.

Note: It is best to divide people according to where they are standing, but if there are too many people standing next to one card, the group can be divided so that there is at least equal number of people of different types.

If no one is standing next to a certain type, it is advisable to leave the group and add the elaboration of the other type by the already existing group.

Based on the material, participants draw their types on a flipchart, showing strengths and weaknesses.

Note: If the groups are active, you can also have them create a short theater scene that shows their role in the action.

Then, the participants present their drawings and describe their personalities (there can also be a theater scene). Participants can ask questions. The presenter also.

The trainer puts the drawings back after the discussion and invites the participants once again to choose their personalities in the group, not based on the test results, but on their own perception of their strengths and weaknesses.

Concluding discussion:

- Did they enjoy the activity? Why?
- Which part of the activity was the most educational for you and why?
- Is it important to know the personalities in the group? What can we learn?
- How can we use the acquired knowledge?
- Does this knowledge change anything in our lives?

Attachments

Attachment 1: Belbin Test

Complete the questionnaire below as follows:

1. Split 10 points in each of the seven parts of the questionnaire. You can assign 10 points to only one task, which perfectly describes your behavior in the group, or to distribute 10 points between all or some of the tasks describing more or less adequately your behavior.
2. Enter your answers to the scoreboard.

I. I believe I can make positive contributions to a team because:

a) I am quick to see and take advantage of new opportunities.
b) I am seen as a natural team player.
c) I am happy to take on varied work as and when the team requires.
d) I can think laterally to solve problems.
e) I am good at identifying and using the potential in fellow team members.
f) I am keen to improve things by focusing on the details.
g) I am enthusiastic about applying my training and expertise.
h) I am ready to speak out in the interests of making the right things happen.
i) I ensure that my work is delivered on time.
j) I can offer reasoned and balanced judgements of different courses of action.

II. I sometimes encounter difficulties in teamwork because:

a) I can be reluctant for others to change things around, once work is underway.
b) I like to influence others, which can cause resentment.
c) I can become frustrated if my knowledge of a particular subject is not recognised.
d) I tend to lose momentum rapidly once my initial enthusiasm has passed.
e) I am inclined to underestimate the importance of my own contributions.
f) I tend to be sceptical, which can dampen enthusiasm in the team.
g) I tend to lose my patience, which can create a tense atmosphere.
h) I am inclined to avoid discussions which may lead to conflict.
i) I can become distracted by my thoughts at the expense of the business in hand.
j) I am concerned to make sure things are done correctly, which can introduce delays.

III. When involved in work with other people:

a) I like to take responsibility for bringing the team to a consensus.
b) I verify all the details carefully to ensure that no damaging errors are made.
c) I will press for action and drive the team towards its objectives.
d) I come up with unexplored ideas for the team to develop.
e) I am able to offer support and understanding where it is most needed.
f) I look for chances to gain personal fulfilment from the work.
g) I am quick to discover and develop ideas which could be useful to the team.
h) I am keen to learn as much as I can and apply what I have learned.
i) I ensure that I remain objective and unbiased.
j) I will use structure and organisation to achieve productivity.

IV. When approaching teamwork:

a) I am the first to notice and help when people are having problems within the team.
b) I can use what I have learned to help the team.
c) I have no fear in challenging the views of others.
d) I examine ideas from every angle to ensure that they are viable.
e) I focus on finding the best method for working effectively.
f) I think of imaginative solutions which haven´t occurred to others.
g) I bring a touch of perfectionism to any work I undertake.
h) I am keen to establish contacts that will be useful to the team.
i) I maintain my self belief, regardless of what others are doing.
j) I ensure the team progresses by facilitating the decision-making process.

Attachments

Attachment 1: Belbin Test

V. My characteristic approach to teamwork is that:
a) I thing logically and tend not to get carried away.
b) I work to get thing done as efficiently as possible.
c) I am discreet and sensitive when handling difficult situations.
d) I thrive on working under pressure.
e) I am most interested when encountering new people and possibilities.
f) I make projects more manageable by working to clarify priorities.
g) I strive to achieve the highest possible standards when producing work.
h) I relish the opportunity to take an unconventional approach to problems.
i) I can see what I need to do and can set work for myself.
j) I believe there should be room for having a good time at work.

VI. When engaged in work with others:
a) I feel that other team members value what I have to say.
b) I am good at finding my own areas of work, independent of other team members.
c) I can start with a blank page and make something out of nothing.
d) I am willing to get on with a wide range of people and tasks.
e) I can identify and promote talent within the team.
f) I am good at checking things thoroughly, to avoid mistakes or omissions.
g) I ensure that the team uses facts and logic as a basis for decision-making.
h) I prompt at getting on with whatever needs to be done.
i) I will spur the team on and drive it forward.
j) I explore and make the most of possibilities outside the team.

VII. If I have problems in a team, it could be because:
a) I can sometimes upset people when dealing with important issues.
b) I can be critical of others´ ideas and solutions without suggesting alternatives.
c) I am so concerned to get things right that I can struggle to meet deadlines.
d) I can sometimes neglect to follow things up if a new project has caught my interest.
e) I am inclined to resist changes which upset the way things work.
f) I can get caught up in new ideas instead of considering what the team requires.
g) I tend to take a generalist view and can overlook important details.
h) I feel that others often fail to appreciate what I do for the team.
i) I find it frustrating when others are dismissive of my expertise.
j) I tent to avoid decision-making in case it cause arguments.

VIII. I work well in a team because:
a) I place importance on attaining the highest levels of accuracy in my work.
b) I am at my best when working to a tight deadline.
c) I will always be true to myself, no matter what the situation.
d) I ensure that the team understands and agrees upon priorities.
e) I analyse the situation to ensure the team has considered all possible implications.
f) I smooth over problems using discretion and understanding.
g) I do what is required rather than the work I would prefer to do.
h) I can provide information relating to my experience and expertise.
i) I can think laterally and move beyond obvious conclusions.
j) I can see the potential in new ideas and how to make the most of them.

Attachments

Attachment 1: Belbin Test

Score board

Place the points you have assigned to each of the responses to the table below.

ANSWERS

I		II		III		IV		V		VI		VII		VIII	
a)		a)		a)		a)		a)		a)		a)		a)	
b)		b)		b)		b)		b)		b)		b)		b)	
c)		c)		c)		c)		c)		c)		c)		c)	
d)		d)		d)		d)		d)		d)		d)		d)	
e)		e)		e)		e)		e)		e)		e)		e)	
f)		f)		f)		f)		f)		f)		f)		f)	
g)		g)		g)		g)		g)		g)		g)		g)	
h)		h)		h)		h)		h)		h)		h)		h)	
i)		i)		i)		i)		i)		i)		i)		i)	
j)		j)		j)		j)		j)		j)		j)		j)	

Key table

Transfer the results entered from the scoreboard to the key table. Add points entered in each column to calculate the number of points assigned to each group role

	TYP																	
	część		IM		CO		S		PL		RI		ME		TW		CF	
I	g	h			d	b			f	e			c				a	
II	a	d			b	f			e	h			g				c	
III	h	g			a	e			c	b			d				f	
IV	d	c			h	a			b	f			e				g	
V	b	a			f	c			d	g			h				e	
VI	f	e			c	b			g	d			a				h	
VII	e	b			g	h			a	c			g				d	
Sum																		

Attachments

Attachment 1: Belbin Test

List of abbreviations used in the key table

IM	Implementers	S	Shaper
RI	Resource Investigator	TW	Team worker
CO	Coordinator	PL	Plants
ME	Monitor Evaluators	CF	Completer Finisher

Interpretation of results

The highest result in a given column indicates the most-received CONSTRUCTIVE GROUP ROLE. Next in order is the role that is assumed, if for some reason, there is a lower demand for the most preferred one. The two lowest results concern areas that should be developed and probably the weakest. Perhaps, however, instead of "strengthening" them, it is better to look for colleagues who could complement us in the group.

Role/Result	Low	Middle	High	Very high
IM	0–6	7–11	12–16	17–23
CO	0–6	7–10	11–13	14–23
S	0–8	9–13	14–17	18–36
PL	0–4	5–8	9–12	13–29
RI	0–6	7–9	10–11	12–21
ME	0–5	6–9	10–12	13–19
TW	0–8	9–12	13–16	17–25
CF	0–3	4–6	7–9	10–17

Attachments

Attachment 2: Personality types

Practical organiser (doer, implementer)

The practical organiser turns concepts and plans into practical action and carries out agreed tasks in a systematic and efficient manner.

Traits of the practical organizer: balanced, dutiful, practical. May doubt the effectiveness of new ideas and changes. Common sense characterizes him/her. He/she makes practical implementation of projects and solution plans. Desires specifics, does not like variability of plans.

Natural leader (CEO, locomotive)

A natural leader is in control of how the group tries to achieve its goals. Able to use team resources effectively. Recognizes where the group's strengths and weaknesses lie. Able to tap into the individual potential of each person.

Characteristics of a natural leader: balanced, dominant. Characterized by common sense rather than intellectual considerations. In leadership, he is not aggressive.

Action man (setter, coordinator)

The man of action shapes how the group effort will be used. He directs his attention directly

Direct their attention directly to setting goals and priorities. Desires to influence group discussion and the outcome of team activities.

Characteristics of an action man: restless, domineering, impulsive, easily irritated. Very tense, dynamic, challenging, wants to overcome inertia, complacency, inactivity. Wants to see results quickly. Competes with others, can be arrogant, but thanks to him "something really happens".

Sower (originator, thinker)

The Sower comes up with new ideas and strategies with a particular focus on the most important issues and tries to to push their vision through a group approach to a problem on the basis of confrontation.

Sower characteristics: dominant, individualistic, unconventional. Uses his knowledge, imagination, and intellect, may lose details and make mistakes, and may criticize the ideas of others. The bigger the problem, the more challenging he feels to solve it. Believes that all good ideas look strange at first. He spreads an aura of genius around himself.

Contact person (resource explorer, source finder)

The contact person researches, analyzes, and cites information about ideas, knowledge, and activities outside the group. Makes external contacts that may be useful to the team. Is able to conduct necessary negotiations.

Traits of a contact person: balanced, dominant, enthusiastic, communicative, curious about the world. Supports innovation and is a good improviser. A bit cynical in seeking profit for the group. Has the ability to connect with people and discover what is new, responds skillfully to challenges. Quickly loses interest when initial fascination passes. Often states: "new opportunities arise from the mistakes of others".

Judge (analyst, value critic)

The referee analyzes the problem, evaluates ideas and suggestions, so that the group starts from a position better prepared to make a decision.

Judge's qualities: balanced, careful, distancing from emotions. He can make a cool assessment, is discreet, practical and does not play with sentiments. He is most objective, impartial and not emotionally involved, and likes to have time to think. He may lack the skills, inspiration and ability to motivate others, and is not enthusiastic, but his calmness allows him to make balanced decisions.

Attachments

Attachment 2: Personality types

Team player (soul of the team)

The group man is oriented towards the social side of work, gentle, sensitive. He supports the group members. If there are shortcomings and deficiencies, he can prevent conflicts. Shapes the "spirit" of the group, strengthens cooperation and improves communication, is loyal to the team.

Group man qualities: balanced, weak desire for domination and competition, high capacity for empathy. Possibly lacks decisiveness in crisis situations and dislikes confrontation, but his loyalty and devotion to the group is invaluable.

Perfectionist (controller, scrupulous doer)

Perfectionist who is focused on a specific outcome, i.e. completing a task in a specified time and ensuring.

Perfectionist can be difficult to communicate with. Can be difficult to deal with due to the fact that he/she is the enemy of chance and gets bogged down in details that are not the most important to completing the task. Always conscious of the goal.

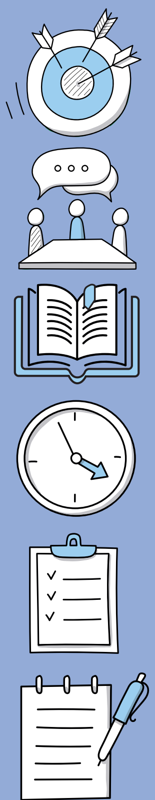
Perfectionist traits: anxious, tense, disciplined. Has the ability to drive action to completion, is diligent, careful and orderly.

Specialist

Usually characterized by the fact that he/she knows his/her job very well, has high skills and competence in his/her field. Can self-motivate to work, may appear arrogant to others, overly critical of some ideas. Is essential to the proper functioning of the team.

His role on the team is to provide the unique knowledge, competencies, and skills necessary to accomplish the project and team goals. His useful skills are cool evaluation of other team members' ideas, analytical, reflective, thoughtful. Areas he can develop are general imagination and openness to others, interpersonal skills, overly rash criticality.

https://www.belbin.pl/role-zespolowe-belbina/



Relations

Objectives of the block

- participants can evaluate the quality of their relationships
- participants can name what makes a quality relationship

Group

6–21 people

Material

- writing instruments, flipchart board, markers

Length in minutes

45 min.

Summary

1. The 10 most important people – 15 min.
2. Who I want to maintain a relationship with – 30 min.

Instructions

1. The 10 most important people – 15 min.

- Think of a list of ten people with whom you have a deep relationship.
- A deep relationship means that they influence you, motivate you, and co-create your attitudes.
- It may include people living or dead.
- In reflection, we will focus on defining the quality of these relationships and what they bring you.

2. Who I want to maintain a relationship with – 30 min.

- Participants are divided into groups of three. The trainer assigns the trios to think about: Who would you like to maintain a relationship with? With people who...
- The next task is – Describe with whom you do not like to maintain a relationship.
- Self-reflection on which qualities you have personally and what you want to highlight and improve.

Attachments

Attachment:

With whom do you like to maintain a relationship? With people who...	Who do you not want to enter into a relationship with? With people who...
• Listen attentively to others • Show respect for others • Allow others to express opinions and feelings • Give constructive advice • Smile and greet others often • Genuinely appreciate others • Respect others and their work • Make reasonable compromises and know how to negotiate • Speak positively • Consider the needs and feelings of others • Can talk about their needs and feelings • Treat others as equals • Know how to control themselves • Share information and experiences with others • Can talk openly about uncomfortable things • Exude calmness instead of a constant rush • Remember to agree with others whenever appropriate • Ask direct questions • Keep secrets and keep promises • Only give their word when they can keep it • Are genuinely interested in others • Help others when they need it • Have a hierarchy of tasks and follow it	• Interrupt the call/talk • Have a bitter, almost sour look on their face • Humiliate and insult others (verbally and non-verbally) • Try to control the conversation • Show disinterest in others • Tend not to smile or say hello • Complain constantly • Demand their way and refuse to compromise • Talk down to people • Constantly require approval • Consistently criticize everyone and everything • Often get angry • Make others feel guilty • Manipulate their environment • Ridicule and embarrass others • Lie and don't like to speak out directly • Often show how frustrated they are • Make aggressive demands • Usually don't agree with anything • Don't keep promises and secrets • Elevate themselves above others • Talk only about themselves

Relations – The Crocodile River

Objectives of the block

- participants will gain experience with the issue of respecting the ideas and opinions of others
- they will gain experience in reaching a compromise
- they will become aware of the possibility of having different points of view on the same issue
- they will be familiar with the types of relationships in a group
- they will define the importance of not giving in to emotions when forming relationships

Group

6–20 people

Material

- flipchart board
- markers
- Crocodile River Story – Attachment 1, Attachment 2
- workbook, writing instruments

Length in minutes

60 min.

Summary

Relations – The Crocodile River

Instructions

1. Before starting this activity, the trainer shall redraw the table from Attachment 1 on the flipchart in a way that is not visible to the participants for the time being (by covering it with another flipchart sheet).
2. The trainer gives the first part of the task instructions. The instructions are as follows:

   „I will read you a part of a story in a moment. Your task will be to rank the characters from the story from most likable to least likable. You will write your ranking in the table from Attachment 1 so that the most likable person gets a 1, the less likable one gets a 2, and the negative character, the least likable, gets a ranking of 5."
3. The trainer reads the first part of the story aloud to the group. He then asks the participants to rank the characters. The participants have 2 minutes to create this ranking.
4. The trainer gives the second part of the task instructions. The instructions are as follows:

   „In a moment, I will divide you into groups of three to four people. Your group task will be to create a common ranking. Listen first to the opinions of each team member and then try to agree on a common order. You have 15 minutes for this task."
5. The trainer reads the second part of the story. Again, each person is to rank the characters. The trainer gradually instructs the groups to create rankings according to the table, as well as moves on to the third part of the story.
6. The trainer then asks the groups to prepare to present and justify their created rankings.
7. The trainer asks about the origin of the differences in the perception of the characters in the story. If necessary, he will add the reasons for the differences (character, values, life experience, current mood, gender).
8. The trainer asks the participants if there is a correct/expert solution for this problem. The trainer states that there is no such solution, as this is a "poorly structured" story. The

reader has little information and has to fill in the missing parts themselves to make sense of the story.

9. The trainer will return to the group collaboration. He asks each group the following questions: "What was your discussion like? How did you agree on the final ranking? Is everyone in the team happy with the outcome? Which of you has your own solution similar to the one of the group? Is it the same?"
10. The trainer repeats the 3 types of relationships in a group:
    - Cooperative (they listen to each other and are trying to find a solution that everyone is happy with)
    - Competitive (everyone or someone tries to push their solution and persuade others to back down)
    - Individualistic (no mutual agreement is sought, everyone has their own opinion, so the average or lottery is taken to complete the task)

    The trainer then asks how they would name the relationships in their group in this activity.
11. Then he lets the groups work. Over time, he checks that the participants have understood the task and are working to complete it.
12. Participants evaluate the experience. The trainer thus ascertains whether the participants have understood the meaning of the activity – the experience that we base our perception and evaluation of people on incomplete information; the discovery that respect for the opinions of others enables cooperation. And whether we can accept and observe people and relationships without evaluating and judging.

Risks and recommendations

Some people have a hard time putting the ranking together. Point out to them that the ranking should represent their (subjective) feeling about the people featured in the story, not a rational consideration.

For some, all the characters are negative. It usually helps to say that they are too strict. (This can be turned into the following question: "Is it possible that people consider you to be strict?") Not only to others but probably to yourself as well.

Some participants want to make their job easier (they give only all 1's, not use some number from 1 to 5). Ask them to try again it is an activity after all.

Feedback (recommended questions for participants, reminders, correct solutions, additional examples, etc.)

- If the genders of the characters in the story were switched, would your order of the characters be the same?
- If you found out that the character you had in the first place was (a gypsy, Vietnamese, black, a civil servant, MP, etc.), would that affect your decision-making?

Attachments

Attachment 1: Table for the trainer

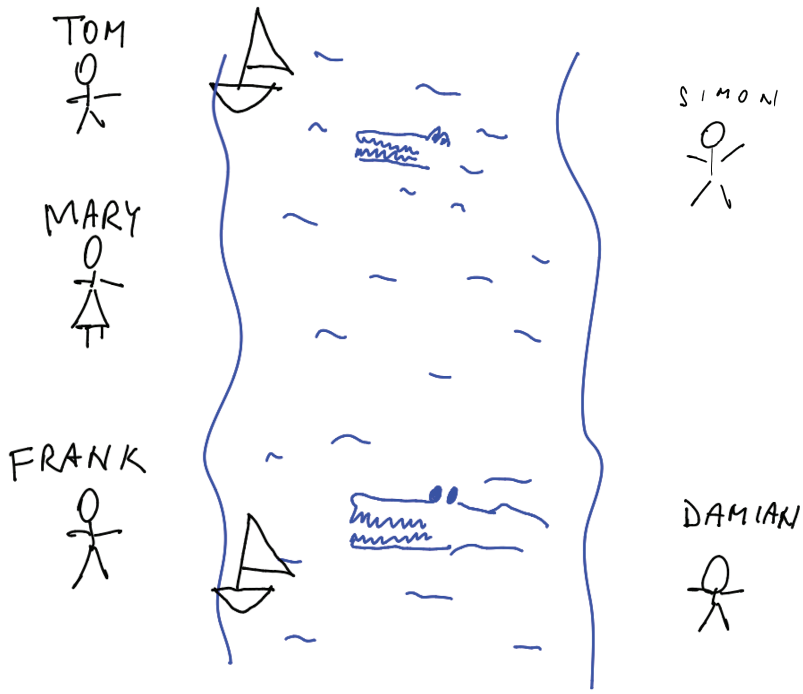
Ranking table based on sympathies	Individual ranking	Group ranking 1 „2–3“	Group ranking 2 „4–6“	Final ranking of the whole group
Tom				
Mary				
Frank				
Simon				
Damian				

Attachments

Attachment 2: The Story of Crocodile River

For the storyteller:

Illustration of the situation:



1. part of the story

Mary wants to see Simon because she loves him. She does not have a boat, so she goes to Tom and asks him to take her across the river full of crocodiles. He promises to do so, but he has a condition. She has to sleep with him in return. Mary does what she wants, Tom takes her to Simon, and he runs away from her to Damian. Damian beats Simon up.

- Create an individual order/ranking of characters according to morality, then group into groups of 2 to 3 people and create one common order/ranking.

2. part of the story

Mary is 45 years old. Simon is 25 years old. Tom is Mary's ex-husband. Mary has been pregnant for several months.

- Create a common ranking of characters by morality in groups of 4 to 6 people.

3. part of the story

Frank has loved Mary all his life, but she has ignored him. Damian is 18 years old and Mary's lover.

- Together, as a whole group, create a common ranking order of characters by morality.

Networking

Objectives of the block

- to understand the meaning of networking and its use
- to understand the concepts of minute networking and traditional networking
- develop independent thinking about the benefits of networking
- understand the importance of diversity in creating a functional network of contacts
- know how to plan a networking event

Group

6–20 people

Material

- A4 paper, writing instruments, flipchart paper, colored markers

Length in minutes

160 min.

Summary

1. Networking – Fill in the missing words
2. Concepts – Minute networking and traditional networking
3. Profession
4. Networking events
5. Benefits of networking

Instructions

1. Networking – Fill in the missing words

The trainer gives the participants an individual task – to organize information and fill in the missing words in the text of Attachment 1.

Fill in the missing words:

After completing the task, a group brainstorming on the topic will take place:

What are the benefits of networking?

The trainer writes the results on a flipchart.

2. Concepts – Minute networking and traditional networking

The trainer divides the group into pairs. Half of the pairs have 10 minutes to find out what minute networking is. The other half has 10 minutes to find out what traditional networking is. The pairs use the internet to complete the task.

In the second part of the task, the trainer asks each pair to describe in their own words what minute networking is and what traditional networking is. Each other pair will add what has not yet been said.

In the third part of the task, pairs will be paired up into fours so that pairs working on traditional and minute networking will form a group. They are to think about how each style of networking is beneficial. The group will justify their answer in a presentation.

3. Profession

The trainer will divide the participants into 4 groups.

Each group will choose one profession to represent.

They will then choose 5 professions from the given list (Attachment 3) that they think would be most useful for their profession to get in touch with.

At the same time, they will offer a possible quid pro quo for what the profession could do for them.

Each group presents the result to the others. They also justify the results.

4. Networking events

The instructor will divide the participants into 4 groups.

Each group works on the same assignment.

This assignment is to design an original way of making a networking event.

Each group presents its idea in front of everyone.

The presentation must include:

- the place and time of the event
- description of the event
- arguments on how the event is different from others and how it is unique and effective
- who the event is for
- and other necessary information

Participants can take inspiration, for example, from networking centers' existing offers.

5. Benefits of networking – The ten commandments

Final reflection. The trainer asks the participants to create the ten commandments of networking.

Initial warm-up questions for the whole group:

- Do you have personal experiences of using your contacts in certain places?
- Do people often use contacts when looking for a part-time job?
- Have you experienced it?
- What do you think is most important when making contacts?
- How should one act?

The trainer then divides the participants into 4 groups and asks them to create and write the commandments of networking on a large flipchart paper.

Attachments

Attachment 1: Fill in the missing words

Fill in the missing words:

N__________ primarily serves to develop p__________ relations. Networking helps you build a n____ of contacts and meet new people who can help you or your company in the future.

N____________ c______ organize many events for candidates. These can include fun events, morning breakfasts combined with a lecture, Friday night parties, and more.

Missing words: Networking; personal; network; Networking centers (clubs)

What are the benefits of networking?

Benefits of networking – examples:

- getting to know new people, having the opportunity to spread awareness about our company, business – advertise our business
- building business relationships, gaining important contacts, etc.
- pleasantly spend time with good company
- personal development – the so-called elevator pitch – being able to highlight only the most important things in a few seconds

Attachment 2: Minute networking – Networking

Minute networking is s form of networking that works on a similar principle as speed dating. Candidates always have only a few seconds to introduce themselves and get to know each other. Only two candidates always talk to each other at the same time. The pairs take turns after a short time. Usually, this part is followed by a looser part, without such strict rules, where you can develop your business relationships with selected individuals as you like.

http://minutovynetworking.cz/

Attachments

Attachment 2: Traditional networking

Tip no. 1 – It's not just about business

According to a recent LinkedIn survey, networking is still the most effective tool for filling vacancies. Up to 85 percent of respondents have reportedly found their current work position through various events and networks of friends. At the same time, it would be a mistake to think of networking as only a tool to offer your skills or products to as many people as possible. It is good to go to networking events without expectations and be open to new things. You may not meet anyone who is in demand for your specialty, but on the other hand, you may find a new tennis partner or a passionate beekeeper who will supply you with quality homemade honey. Plus, if you stop thinking only about business, you may discover the hidden magic of networking and enjoy interesting conversations on oftentimes completely new topics.

Tip no. 2 – Look for common mission or values

Networking events and clubs are abundant today, and it is often difficult to find the one that can benefit exactly us. It is, therefore, best to choose meetings with people who share a common mission, values, or worldview like ours. "In such cases, the participants are tuned in to the same wave, and from the beginning, they have a number of common themes to talk about," confirms Jiří Jemelka, co-founder of KOMPAS, an informal association of Christian entrepreneurs that holds quarterly meetings for businessmen, managers, and tradesmen united by their Christian faith. In this way, participants can easily establish and strengthen existing working relationships with colleagues who share a similar worldview.

Tip no. 3 – Connect others

The tried-and-true advice of experienced networkers is: "Think about what you can do for others." Therefore, most who go into networking with only their own benefit in mind are not very successful in the long run. A far better impression will make those who listen and can give advice or possibly connect you with a person who knows something that is useful to you right now. When push comes to shove, you will have no problem recommending that person in turn. But if someone barges into a conversation, only hands out business cards to everyone, and talks about themselves, they rarely leave the meeting with the desired outcome. Therefore, help connect others, they will then help connect you in turn.

Tip no. 4 – Prepare in advance

Although you should attend events with an open mind and not calculate ahead, it pays off to be prepared. An elevator pitch, a concise summary of who you are and what you do, is always useful. "You only have a few seconds to make a first impression. If you waste them with a lengthy description, you will lose most of your listeners. So, it is definitely not a bad idea to think in advance about how you can describe your own business in an interesting and, above all, short way," adds Jiří Jemelka. If you can also add a joke or say something to make people think, you will not have to worry about questions about what you do.

Tip no. 5 – Build quality relationships

The power of networking lies in authenticity. People are getting tired of unaddressed email offers or requests to connect with people they have never even met. So be careful not to carry social networking habits into face-to-face meetings. It is not about getting to know everyone and just adding them to your friends list the next day. It is much more effective to strike up a deeper conversation during the event with one or two people you really stay in touch with and meet occasionally for coffee, for example.

Attachments

Attachment 3: List of professions

seamstress, tax consultant, auditor, hairdresser, accountant, sales representative, toy manufacturer, convenience store clerk, plasterer, lawyer, teacher, musician, actor, cleaner, construction manager, plumber, locksmith, chemist, bus driver, biologist, auto mechanic, IT specialist, office worker, electrician, florist, painter, carpenter, photographer, launderer, presenter, rehabilitation nurse, pediatrician, taxi driver, optician, garbage man, stockbroker, geologist, architect, farmer, glass manufacturer, shoe repairer, archaeologist, sportsman, repairer, wholesaler, hotelier, paleontologist, historian, matrician, archivist, arranger, banking expert, policeman, fireman, customs officer, detective, exterminator, ecologist, graphic designer, hostess, steward, cook, blacksmith, fashion designer, baker, airplane pilot, psychologist, stylist, dancer, sound engineer, railroad worker, dentist

USEFUL PROFESSION	POSSIBLE BENEFITS	COUNTER-SERVICE

Networking – Useful people

Objectives of the block

- identify your networking potential for the group and the community
- distinguish between the need for a large number of contacts and the need to network in-depth for a given topic
- interpret the contribution of certain professions to one's own business
- define what outsourcing is and list some of its advantages and disadvantages
- find the relationship between selected categories of people (disadvantaged people in the labor market/or in contrast exposed occupational categories) and a particular company

Group

6–20 people

Material

- A4 paper, stationery for writing, flipchart paper, colored markers

Length in minutes

130 min.

Summary

1. Benefit for the group, and for the community – 30 min.
2. Speed dating – 30 min.
3. Profession – 30 min.
4. Outsourcing – 10 min.
5. The usefulness of people – 30 min.

Instructions

1. Benefit for the group, and for the community – 30 min.

- The trainer divides the participants into triads according to how they sit next to each other. (If the training is just starting and the participants do not know one another, do not use the draw cards).
- The trainer arranges the trios so that each has its own space and does not interfere with the others.
- The activity will be introduced by: In this activity, you will experience how we can perceive the contributions of others to our group and to the community in which the person serves. In addition, we will also try our hand at interviewing, asking questions, listening, and giving a small presentation.
- The trainer then checks that everyone is clear on what they are supposed to do. Each time one of the participants will have the role of an interviewer. Their task is to have a pleasant conversation with another participant so that he learns something about the person and can write down how the person is beneficial to this group and to their respective community. Gradually everyone will take turns in this role so that they can introduce themselves to each other.
- The trainer tells the trios of participants that they have a total of 12 minutes for the interviews, so each interviewer has about 4 minutes. On the flipchart, the trainer writes what time it is and at what time the task must be completed. The trainer reiterates that after the interviews, each participant will present the contribution of the participant he interviewed to the group based on the information obtained.
- The trainer will let the participants work. He also mentions that observers can use Attachment 1.

- After the first 4 minutes pass, the trainer points out that it is appropriate to switch roles and does the same after another 4 minutes.
- The trainer will ask the participants to prepare a short presentation within three minutes. This presentation should be about the contributions of the interviewed person to our group and their respective community.
- After the time has elapsed, the trainer invites the first trio to make the introductions, starting with the first and ending with the third participant. After each presentation, the trainer gives his thanks to the presenter. He tries to create a relaxed, friendly atmosphere.
- The trainer will discuss with the participants their experiences of conducting the interview, talking about the contributions of others, and how they were able to discover said contributions and make the presentations.
- The trainer will ask participants what they gained from this activity concerning their ability to engage in targeted networking activities. He will record their answers on a flipchart.

2. Speed dating – 30 min.

- The trainer invites the participants to establish as many relationships as possible with the other participants within 15 minutes. Ideally at the beginning of the course, when the participants do not know each other very well yet. If they do know each other, change the assignment to establish a relationship that will yield information that the others do not yet know.
- The trainer will say that it is up to the participants how long they converse and how many relationships they establish.
- After 15 minutes, a short reflection will take place – what I learned, what I can remember, and what activities and topics I can involve others in. The trainer writes the statements down on a flipchart.
- After that, the trainer divides the group on a scale from 1 – division according to how many contacts they managed to make in the given time.
- In the follow-up reflection, the trainer will lead a reflection by asking what quality they were looking for – whether they felt the need to make as many contacts as possible or whether they were looking more for quality in the depth of the discussion.
- In the subsequent conclusion, the trainer will lead participants to realize when they need to contact people as much and as quickly as possible for their work and when they need to go more in-depth in their relationships.

3. Profession – 30 min.

- The trainer gives an individual task to each participant to think of as many activities as possible for each profession that they can perform for the entrepreneur (company). See Attachment 2.
- After 15 minutes, have the participants add what other professions could be useful in a business.

4. Outsourcing – 10 min.

- The trainer assigns individual work. With the use of the Internet, find out – what is outsourcing?
- After the individual assignment, the participants will form teams of 4 to think about the advantages and disadvantages of outsourcing for a company.

5. The usefulness of people – 30 min.

- The trainer divides participants into groups. Each group is assigned one person from the table, as well as a place where they should work. See Attachment 4.
- Find and present arguments why this person is useful for a given company or business area, and what is the contribution of this person.
- Try to justify to the other groups why you think this person is indispensable to the business.

Attachments

Attachment 1: The benefit a person brings

WHO	BENEFIT FOR OUR GROUP	BENEFIT FOR THE PERSON'S COMMUNITY

Attachment 2: Profession and its benefits for entrepreneurship

PROFESSION	BENEFIT
Accountant	
Lawyer	
Tax advisor	
Auditor	
IT specialist	
Marketing professional	
Youtuber	

OTHER USEFUL PROFESSIONS:

Attachment 3: Outsourcing

Outsourcing – means that the company allocates various support and ancillary activities and entrusts them by contract to another company specialized in said activities. It is, therefore, a type of division of labor. However, the activity is not provided by the company's employees but based it is based on a contract. Usually, it involves cleaning and maintenance, but it can also include various specialists, etc. The company can save time and costs this way (although it costs some money to hire these external workers).

Attachments

Attachment 4: Usefulness of people

pregnant woman	construction company
celebrity	company engaged in the produc-tion of automotive components
soldier	research company
captain of a ship	company selling infant formula
blind man	company providing drawing courses
doctor	company running a restaurant
old lady	company operating a sports center
scientist	company providing cooking courses

Change

Objectives of the block

- identify your personal relationship to change
- understand the importance of being open to unusual ideas and thoughts that can help solve different problems
- understand how it is useful to try methods, paths, and solutions that you have not encountered before

Group

6–20 people

Material

- flipchart board, markers, writing instruments

Length in minutes

120 min.

Summary

1. Change and Me – 30 min.
2. Change in my environment – 45 min.
3. The Lotus Method (Lotus flower) – 45 min.

Instructions

I. Change and Me – 30 min.

- The trainer will assign individual work in the form of Attachment 1. The participants have 15 minutes to complete the assignment.
- After 15 minutes, group sharing takes place.
- Ideas are written down on flipchart paper.

2. Change in my environment – 45 min.

- The trainer assigns a five-minute brainstorming in groups of four people. The assignment is: If you had the opportunity to participate in the leadership of your community, what would you change in your neighborhood? What suggestions and innovations would you come up with?
- After, select and list 10 ideas related to, for example, changes in your neighborhood or new elements in your community. Support each idea with arguments as to why they are necessary and what purpose they would serve.

3. The Lotus Method (Lotus flower) – 45 min.

The lotus flower method is a creative exercise. It's a framework for generating ideas based on one central theme. Eight conceptual themes emerge from the main theme, and each is used as a central theme to generate another eight themes.

Unlike mind maps, Yasuo Matsumura's Lotus Flowers force teams to carefully explore one idea before moving on to the next. They provide structure to the brainstorming process.

How does it work?

- Fold a piece of paper twice horizontally and twice vertically to get 9 equally sized squares (Attachment 2).
- In the middle, write the definition of the problem or the main idea you want to explore. In this example, I will have a personal goal to "Be more active".

- Write one solution idea in each of the remaining 8 boxes – these are your petals. Do not overwrite them. Just go ahead and throw in all the ideas you can until the eighth and final box. Start with eight main ideas or solutions around the defined problem.
- Coming up with obvious ideas is easy, but the real fun starts when you stop after a few ideas. If an idea seems a little silly or far-fetched, add it regardless! After idealization, a so-called "dumb" idea can spark an amazing thought in your mind or someone else's. This is just the beginning after all.
- Good job! You now have 8 possible solutions to your problem. It wasn't that hard, was it? Well, to be honest, in the above example, I got stuck after just 3 ideas. I had to scratch my head and consider alternative points of view, but that's when the magic happened. And that's just the beginning. 😉
- Each of these 8 ideas will become the center of another set of lotus flowers – another 8 ideas. Now it's time to dig even deeper and reveal 8 ideas for each petal. That's 64 ideas for one initial problem. It took your breath away, didn't it?
- Again, I kind of got stuck when I started brainstorming ideas in the "Start Running Again" box below. I figured I'd have to stop halfway through and settle with what I had. But again, I persevered and considered different angles, managing to find 8 ideas, some of which I'm glad I discovered. For each of the 8 solutions, start a new lotus leaf.
- Now, if you've figured something out, feel free to move on to the third or fourth level. Probably not for every idea, but once you hit that innovative streak, it would be a pity to stop!
- You should now have at least 64 different ideas, maybe even several hundred. Where to next? You should have at least 64 ideas and solutions! It really depends on what you're trying to accomplish. But now might be a good time to take a break. All your brains have been working really hard to come up with ideas, and they should take a good rest before they come back and sort them out.

Comments for the group:

Team size – There are many ways to lead this activity.

When working with a small team, create one big, cooperative lotus flower. Make sure everyone participates.

If you have more topics to unpack and a larger group of people, you should probably divide the tasks between teams.

With a large group and only one problem to solve, you can divide participants into smaller teams to solve the same problem. But you know what that means ... at some point, you will have to give that large number of ideas meaning.

Mix it up

When multiple teams are working on multiple problems in one room, shout "Mix it up!" and one person from each team must join another. Who knows what crazy idea they might bring to the mix!

When?

When you need to generate a large number of ideas quickly

Why?

Using the first 8 ideas as a base can help expand those ideas further.

Note

Be free in your thinking, don't limit yourself.

Attachments

Attachment 1: Change and me

1 **What does the word CHANGE mean to you, and what do you associate with it?**

____

____

____

2 **What do you experience when you are in the process of change, in a situation where you are changing something?**

____

____

____

3 **How has your attitude to change, to situations when you change something, been shaped?**

____

____

____

4 **What change have you recently implemented?**

____

____

____

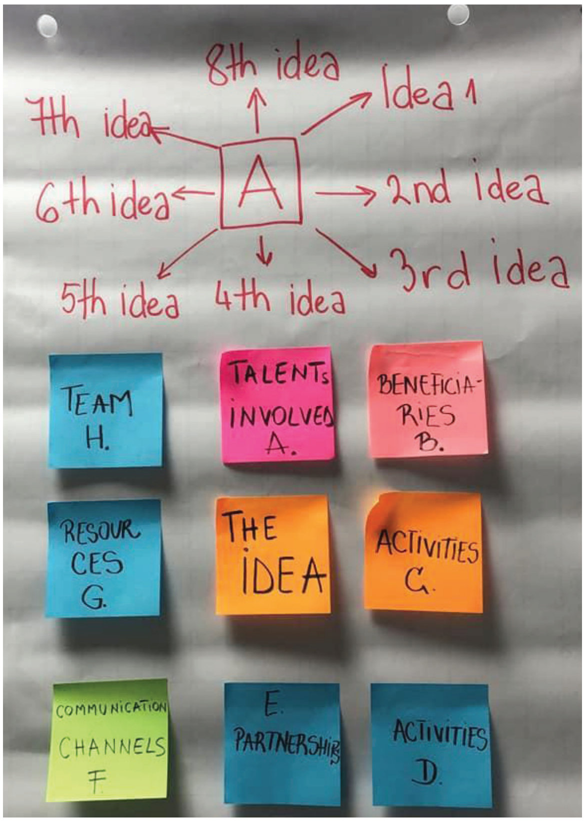
5 **What do you do, and how do you usually behave when you are changing something? (briefly state your own current experience)**

____

____

Attachments

Attachment 2:



Flexibility

Objectives of the block

- express in your own words what it means to be flexible and how it benefits your life
- understand what helps us navigate the environment
- analyze your relationship to flexibility through several activities
- justify why it is challenging to rotate activities
- describe how people feel in unexpected situations

Group

6–20 people

Material

- worksheets, water, 8 glasses, 20 stones, 20 balloons, 4 maps of the city (schematic)

Length in minutes

120 min.

Summary

1. Flexibility – 15 min.
2. Fisherwomen – 15 min.
3. Kim's activity – 20 min.
4. Mutant – 40 min.
5. Reflection – 30 min.

Instructions

1. Flexibility – 15 min.

The trainer asks the participants to think about what they picture under the ward FLEXIBILITY. He then creates a very simple diagram of competencies and associations said by the participants on a flipchart. See Attachment 1 for a template.

2. Fisherwomen – 15 min.

- You have decided to undergo training in competence heading toward flexibility, which includes the ability to change (adapt) work habits and behavior and work effectively in new or changing situations concerning new tasks and new colleagues, partners, and customers. Closely related to this is the flexibility of thinking.
- That is why we decided to include an activity at the beginning of this block in which you will have to make a mental effort and get your brain working in full swing. It will be a good start to the other activities and exercises you will undergo during the training. After all, it is scientifically proven that the more we strain our brains, the longer and better they serve us.
- The trainer hands out a logic task called Fisherwomen (Attachment 2) and lets the participants work on it for about 15 minutes.
- The trainer asks the participants to tell him the correct solution. The purpose of this exercise is not to evaluate the performance (it is only discussed if one of the participants mentions it). The trainer will thank everyone for their efforts. He collects the papers and returns them to the training materials. The trainer has the correct results in Attachment 3.
- The trainer will ask the participants to think about what they imagine the term LOGICAL THINKING means. He then creates a very simple diagram of competencies and associations said by the participants on a flipchart.

- The trainer will make a summary on the topic of logical thinking and connects the participants' ideas with the theory. See Attachment 4.

3. Kim's activity – 20 min.

- The trainer continues with an activity called Kim's activity. The name of the activity is derived from Rudyard Kipling's 1901 novel Kim, in which the main character Kim plays this game during his training to be a spy.
- The trainer hands out Attachment 5 and asks participants to keep it not facing up in front of them until said otherwise.
- The trainer prompts the participants to turn the Attachment over at the same time and study the assigned task. Allow them 3 minutes to memorize it.
- The trainer asks the participants to turn the Attachment back over and write what they have memorized. They show that they are finished with the task and have no further recollection by putting down their writing utensils.
- When everyone finishes the task, it is time to check it. The purpose of this exercise is not to assess performance (it is only discussed if one of the participants mentioned it first). The trainer thanks everyone for their efforts, reiterates that memory can be trained quite easily, and mentions that the participants will be able to try it again in the following days.
- The trainer also points out that memory should not become a barrier to exploring other options. Instead, it is meant to be a means for developing other possibilities.

4. Mutant – 40 min.

- The trainer will divide the participants into 2–3 groups (one group of about 4–7 people). The trainer can use the draw cards for this. Then, using the draw cards, he selects an observer in each group (if there are few participants, the lecturer will represent the observer).
- The trainer tells the groups and observers that there will be several commands in the game that, when given by the trainer, have opposite meanings. The right-side means left and vice versa, stop means go, and vice versa. Hand – means to change the hand in which I have something.
- The trainer demonstrates sub-activities. During the instructions reading, the participants also try out the sub-activities.
- The trainer introduces the observer to his task, which is to notice signs of flexibility and inflexibility in the group members so that he can give them feedback at the end of the exercise. The trainer announces that the aim of the activity is for the participants to discover whether and to what extent are they able to manage several activities at the same time and to get a comparison with other participants and their abilities.
- The trainer will start the competition. During the activity, the trainer will change the way of traversing the route several times by clapping and simply announcing and may even try to confuse the participants (by repeatedly announcing one of the ways the participants are executing at the moment). If the walkers get confused and perform the wrong task, they must return to the Start, fall in line with their other team members, and walk the route again – when it is their turn.
- **Activities on the route:**
  - Shifting a stone from one box to another.
  - Pouring water with both hands at once from glass to glass.
  - Drawing a change on a city map.
  - Putting together a jigsaw puzzle of colors, with a different color written on each color – for example, the red paper has the word green written on it. The color written on the paper is the deciding factor, not the color of the paper.
- The exercise ends when one group has completed the route without error. There are about 15 minutes for the activity. If the groups are still failing after this time, the trainer must find a suitable moment and end the activity.
- The trainer will discuss with the participants their actions. Next, the trainer will discuss with the participants (the trainer will address all groups and all participants in turn) their

overall feelings and impressions. The observers will also make their summaries and give feedback to each participant.

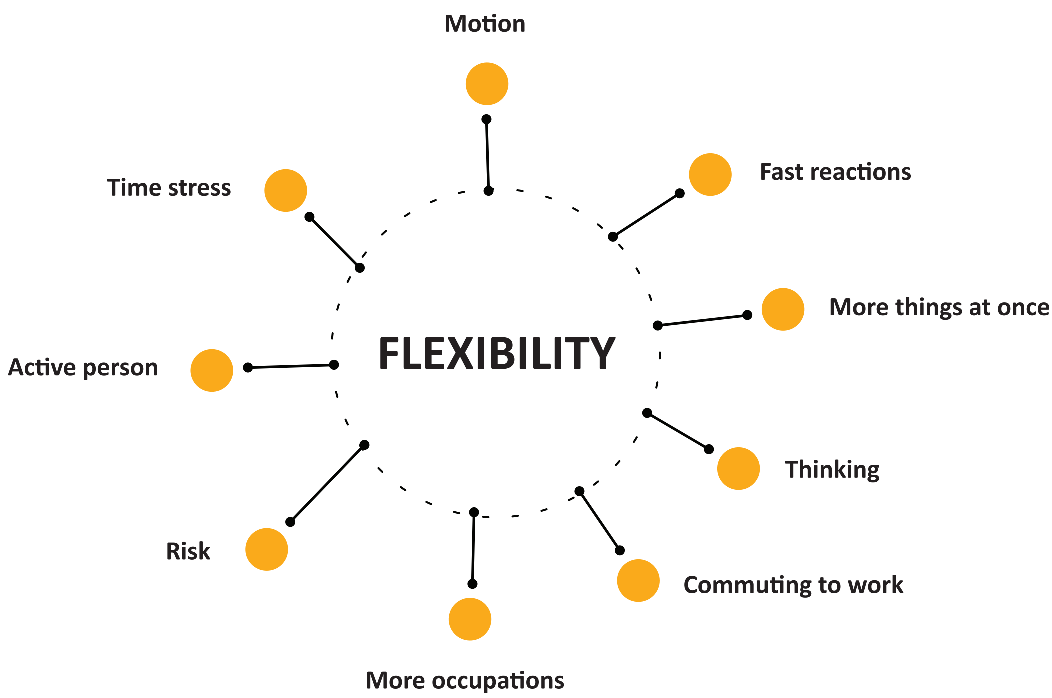
- The trainer will conduct a final, motivationally oriented evaluation. Participants will write down their summaries on paper.

5. Reflection – 30 min.

- What are your feelings and impressions?
- At what point did you feel you hit your limits in terms of flexibility?
- Where, on the other hand, were you able to respond quickly and flexibly?
- What prevented you from reacting more flexibly? What motivated you?
- How satisfied are you with your outcome?
- What level of flexibility do you have, and where do you most often apply it?

Attachments

Attachment 1: Suggestions for the trainer – Sample diagram



Attachments

Attachment 2: Assignment of the logic task – Fisherwomen

The recent international competition of fisherwomen brought interesting results and was a sight to see. The first four places were taken by an Indian woman, a Finnish woman, a Filipina woman, and a Peruvian woman. Each of the fisherwomen was fishing for a different type of fish during the competition – bass, cod, tuna, and mackerel. The names of the top four anglers are Kit, Pam, Lia, and Mag.

1. The fisherwoman who fished for tuna was neither the first nor the second.
2. The first was a fisherwoman from Peru.
3. Pam came in second.
4. The Indian woman's name is Mag.
5. A Filipino woman who focused her efforts on cod came in fourth.
6. The fisherwoman to whose lures mackerel succumbed is named Lia.

1. The first prize went to:
   a) Pam
   b) Mag
   c) Kit
   d) a fisherwoman who caught a perch, just one piece, but an unprecedented one
   e) mackerel fisherwoman
2. Poor tuna ended up on a plate thanks to a fisherwoman:
   a) from Peru
   b) from Finland
   c) a fisherwoman from India, whose physiognomy resembled that of a dolphin
   d) the angler who came second
   e) the one they called "Lio"
3. Which of the following statements applies to Kit?
   a) she fished for cod
   b) caught an unprecedented bass
   c) she is from Finland
   d) she is from Peru
   e) she came third
4. The penultimate place went to:
   a) the fisherwoman who wanted to fish for bass but only caught one
   b) Lia
   c) the woman from the Philippines
   d) the dolphin beauty from India
5. Which of the following statements is true?
   a) mackerel were targeted by either a fisherwoman from India or the Philippines
   b) Pam is of Finnish nationality
   c) Kit and Lia were not the last to finish
   d) the Peruvian fisherwoman has never caught bass before
   e) Lia likes to eat baked mackerel
6. Which of the following lists (not necessarily all) correctly ranked female anglers from first to fourth place?
   a) Lia; the Indian woman; the one who caught the bass
   b) The Finnish woman; tuna fisherwoman; Mag
   c) the fisherwoman who caught the bass; the Indian dolphin beauty, Kit

Attachments

Attachment 3: Solution to the logic task Fisherwomen

Correct answers: 1 e, 2 c, 3 a, 4 d, 5 b, 6 c

Attachment 4: Logical thinking

Without it, we are unable to navigate our environment, and we lose the ability to know ourselves. Logical thinking is a set of laws of thinking and the process of cognition. Logical thinking is the human ability to understand everything that surrounds us and the relationships or differences that exist between actions, objects, or observable facts through analysis, comparison, abstraction, and imagination. In humans, only concrete thoughts develop in childhood. During adolescence, however, we can develop logical thinking and continually apply it to provide solutions to various situations that occur in everyday life. Logical thinking allows us to analyze, compare, determine, and distinguish objects, hypotheses, and procedures through different solutions that are based on previous experiences.

Attachment 5:

Flexibility – Seven tasks

Objectives of the block

- gain experience about the need for flexible actions and negotiation
- gain experience about the consequences of success and failure in negotiation
- be able to explain the link between creativity and flexibility
- analyze the element of power and resources in flexibility

Group

6–20 people

Material

- flipchart board, markers, writing utensils, ruler for the trainer
- Attachment 1
- 4 large envelopes
- 3 red A4 papers
- 4 yellow A4 papers
- 3 green A4 papers
- 3 blue A4 papers
- 7 white A4 papers
- 2 orange A4 papers
- 1 ruler, 1 roll of duct tape, 1 paper glue, 1 pair of scissors, 1 exacto knife, 1 stapler, 2 pencils, 1 scribing-compass (for drawing circles)

The above material will be distributed as follows:

Contents of envelope no. 1

- exacto knife, 3 red A4 papers, 2 blue A4 papers, 5 white A4 papers, 1 yellow A4 paper

Contents of envelope no. 2

- scribing-compass, scissors, 1 yellow A4 paper, 1 blue A4 paper, 2 white A4 papers

Contents of envelope no. 3

- 2 pencils, paper glue, 1 ruler, 1 yellow A4 paper, 1 green A4 paper

Contents of envelope no. 4

- stapler, 1 roll of duct tape, 2 green A4 papers, 2 orange A4 papers, 1 yellow A4 paper

Length in minutes

120 min.

Summary

Flexibility – Seven tasks

Instructions

1. The trainer must prepare the necessary space and tools/material for this activity. Tables and chairs in numbers corresponding to the number of people in the groups should be as far apart as possible, ideally in different rooms.
2. The trainer will introduce the exercise as a competitive activity requiring flexible actions and behavior.
3. The trainer will divide the participants into four groups using draw cards. There should be at least two people in each group, but no more than four. The ideal situation consists of 3 people and one observer. The groups are placed at their respective tables. The trainer will give each group instructions (Attachment 1). He will then give the observers a paper for taking notes with possible observation circuits – Attachment 2.

4. After the participants read their instructions, the trainer will make sure that everyone clearly understands what to do (participants and observers alike).
5. The trainer will start the activity. The groups work until one of them has completed all seven tasks. The trainer checks that the winning group has completed the tasks exactly as instructed. If he finds any deviations or incorrect solutions, he tells the rest of the groups that the task has not been completed and to continue with the activity. If the first group's solution is correct, the trainer ends the activity. The other groups do not complete the tasks. The actual completion of the tasks is estimated at 30–35 minutes, but it can take more or less time.
6. The trainer gathers all participants and discusses with each group their experiences. The trainer also asks the respective observer for his comment on the group's work. He takes notes throughout, he will need them for the following discussion. A list of guiding questions is below.
7. The continuation of the activity will be introduced in this spirit:

   „We agreed that flexibility means thinking and acting flexibly, depending on the situation and conditions. Things do not always go smoothly, as you have had the opportunity to experience by completing a series of simple seven tasks. You are right that the material in the envelopes you received was not evenly distributed, so the teams were not equally placed at the starting line. But that is the way life is, sometimes it is unfair. But we must be able to cope with those situations, and it is definitely flexibility that is an important part of that coping. Let's pause for a moment on an action that was important for the completion of the seven tasks. "

   The trainer writes on the flipchart:

   NEGOTIATION – WHAT IS IMPORTANT FOR IT

   The trainer writes down participants' suggestions as they come, with the use of the notes he has previously taken, to encourage discussion among participants. From this brainstorming emerges a list of important principles.
8. The trainer asks the participants to copy the contents of the flipchart into their work books. It is a know-how that the participants themselves created, so they have a certain association with it, which increases the likelihood of using it again in the future.
9. The trainer asks the participants if they have any comments or suggestions for further strategies to complete the task and ends the activity by referring to the objectives.
10. Participants will evaluate the experience in their workbooks.

Reflection (recommended questions for participants, reminders, correct solutions, further examples, etc.)

- How did this exercise make you feel?
- Did it make you angry? Why?
- How did people manage their emotions – anger, rage, disappointment, or anything else that was identified?
- Did the groups have any leaders?
- Were there any disagreements in the groups?
- Which group had the most power, and from where did it stem? (usually, the group that has the ruler)
- Was there another type of power, one that did not stem from owning resources?
- What effect did the possession of power have on the group?
- What effect did the lack of power have on the group?
- Did the group try to protect its resources? How?
- Did groups have any negotiation strategy?
- Were any rules set/ignored?
- How did the group assess the positions (resources, strengths, and weaknesses) of other groups?
- Has the progress (or lack of progress) had an impact on the group's performance?
- What happened when the groups were able to perform well?
- What happened when a group was not able to perform the tasks well? How did this

affect mood, team morale, and performance?

- How did the group get out of trouble?
- What was evident based on the nonverbal communication?
- Did the group perceive nonverbal cues from other groups? And how did this affect the group?
- Did the groups try to protect their territory?
- Did any group act unreasonably/inappropriately? How and why? Did it affect other groups?
- Did any group recap the progress of tasks, progress, and strategy?
- Did any group confer on negotiation tactics?
- How did groups respond to the failure to negotiate? Did the groups try to think of any other plan?

The basis for discussion:

- Who should negotiate?
- Should everyone take a turn? If not, how will the negotiator be selected, and how will their performance be monitored?
- What is the goal of the negotiation, and what strategies may work?
- Are there limits beyond which one cannot retreat?
- Where does power lie? Is it where the best resources are?
- How does negotiation affect power?
- Does the competitive environment affect bargaining attitudes?
- What false assumptions may exist, and what role do they play?
- Do only words play a role in negotiation, or does body language too? To what extent does body language come into play?
- Does someone always have to win, and another lose, or are there other options (cooperation, compromise)?
- What behaviors work well in negotiation (aggressive, manipulative, assertive)?
- Does creativity play a role in negotiation?
- Is there anything that can be done when negotiation fails?

Attachments

Attachment 1: List of items to be fulfilled

1. a red triangle with a base of 10 cm and a height of 8 cm
2. a paper chain that has 5 links, only two of which can be the same color
3. five 4x4 cm squares, two of which must be yellow
4. a rectangle, measuring 10x5 cm, consisting of two colors (not white) and glued on white A4 paper
5. a green cube measuring 4x4x4 cm, with one side in a different color
6. a minimum of 12 cm high and 6 cm wide letter H cut from blue or yellow paper
7. two intersecting circles with a radius of 7 and 4 cm drawn on white paper

Attachment 2: List of questions for the observers

1. How did people manage their emotions – anger, rage, disappointment, or anything else that was identified?
2. Did the groups have any leaders?
3. Were there any disagreements in the groups?
4. Which group had the most power, and from where did it stem?
5. Was there another type of power, one that did not stem from owning resources?
6. What effect did the possession of power have on the group?
7. What effect did the lack of power have on the group?
8. Did the group try to protect its resources? How?
9. Did groups have any negotiation strategy?
10. Were any rules set/ignored?
11. How did the group assess the positions (resources, strengths, and weaknesses) of other groups?
12. Has the progress (or lack of progress) had an impact on the group's performance?
13. What happened when the groups were able to perform well?
14. What happened when a group was not able to perform the tasks well? How did this affect mood, team morale, and performance?
15. How did the group get out of trouble?
16. What was evident based on nonverbal communication?
17. Did the group perceive nonverbal cues from other groups? And how did this affect the group?
18. Did the groups try to protect their territory?
19. Did any group act unreasonably/inappropriately? How and why? Did it affect other groups?
20. Did any group recap the progress of tasks, progress, and strategy?
21. Did any group confer on negotiation tactics?
22. How did groups respond to the failure to negotiate? Did the groups try to think of any other plan?

Personal creativity and originality

Objectives of the block

- be able to explain the concept of creativity
- acquaint participants with the possibilities of improving their creativity
- for participants to try out their creative possibilities
- understand the importance of originality in creative work
- encourage critical thinking in the selection of ideas
- be able to define the concept of originality

Group

6–20 people

Material

- A4 paper (with a pre-printed pattern, see Attachment 1)
- writing or drawing instruments
- music to create a good atmosphere

Length in minutes

190 min.

Summary

1. Do you feel creative? (Introductory brainstorming) – 30 min.
2. Quantity over quality! – 40 min.
3. Ideas for the development of creativity – 60 min.
4. A six-word story – 60 min.

Instructions

1. Do you feel creative? (Introductory brainstorming) – 30 min.

In the initial brainstorming, the participants will try to explain the concept of creativity, whether they feel creative, consider themselves creative individuals, and what external or internal conditions help them improve their creative thinking.

2. Quantity over quality! (Creative activity) – 40 min.

The trainer will distribute A4 pieces of paper with printed 30 circles on each to the participants. Participants have 5 minutes to complete them. They should not think much about it but apply the first idea that comes to mind. Someone can see a face, the sun, or a snowflake in the circle. No idea or view is inherently correct or incorrect. You cannot, however, leave any circle empty, even if there shall be just a line in it with no meaning. The evaluation of the completed works is to be as a moderated discussion. "Look at your paper. How many of you have filled the whole space? Do you feel creative?" The trainer will invite the participants to describe their feelings while working on the assignment. "Were you surprised by any of your creations? Did you draw more circles with the same theme? Did you feel creative or surprised? Was it a difficult task?"

This activity is inherently just an exercise. The more it repeats, the more results and real-life use it will bring to the participants. After everyone describes how they feel, the trainer prompts for the papers to be laid out on the floor, so all can see them. Together they look for similarities and differences (for example, how many times was the sun drawn? How was it drawn? Someone may draw it with big rays, someone with small ones, etc.). Even if the participants created the "same" thing, they could still inspire one another. "Did you see an element in someone else's idea that inspired you?"

At the end of the discussion, the participants try to name where in practice, is this technique of developing motivation and creativity beneficial (for example: in the creation of a logo (30 ideas), in the creation of a color scheme for the logo (30 color combinations of an already created logo), in the creation of a poster, a 3D projection, etc.)

3. Creativity development ideas – 60 min.

The trainer asks the participants the following questions to which they prepare answers independently and then randomly present their ideas. This is also an activity that directly supports the development of creativity.

- Try to come up with a fantastic, imaginary dream. Pick the most original one.
- Try to change the conclusions of the most famous fairy tales.
- Imagine that you live in the period of the Great Moravian Empire. What would have happened if Constantine and Methodius had not come to Great Moravia?
- List as many ways to save water at home as you can.
- Indicate in which life situations we should not spare water.
- Make up a short story including six pre-agreed words not related to each other (for example bacon, stones, trousers, tablet, almanac, selfie).
- Write what your classmates would do if there were no internet, computers, mobile phones, and other modern technological devices.
- Draw a symbol of your family.
- What ingredients would you use to bake the cake of friendship?

Everyone can be creative, but the level of creativity varies from person to person. The good news is that we can develop and improve our creativity.

4. A six-word story – 60 min.

The trainer will distribute paper and writing instruments to the participants. Description to participants: "Imagine you want to work in the creative industry and your job is to be original, and unique. It is necessary to understand that before creating a truly successful work, original thinkers throughout history have come up with many ideas, mutations, dead ends, and failures (For example, Picasso created thousands of paintings and sculptures that led to only a few world-famous works. Edison created 1093 patents, but we can count his truly outstanding original achievements on a single hand). Therefore, to achieve success, it is often necessary to generate many ideas and then be able to select the most original one of them. Your task is to come up with a 6-word story for a chosen model situation."

Options for the model situation:

- the creation of a new work of art (idea for a film, an idea for a song lyric, idea for a story, idea for a book....)
- the creation of annotation for an event, poster, promotional materials, exhibition, product presentation...
- the creation of texts for processing (for a visual product, podcast, spoken word...)

Participants have time to write the assignment and then they read their ideas to others. The trainer is trying to determine if they find them to be original. The trainer then asks the participants to repeat the activity, but to break some common habits, for example:

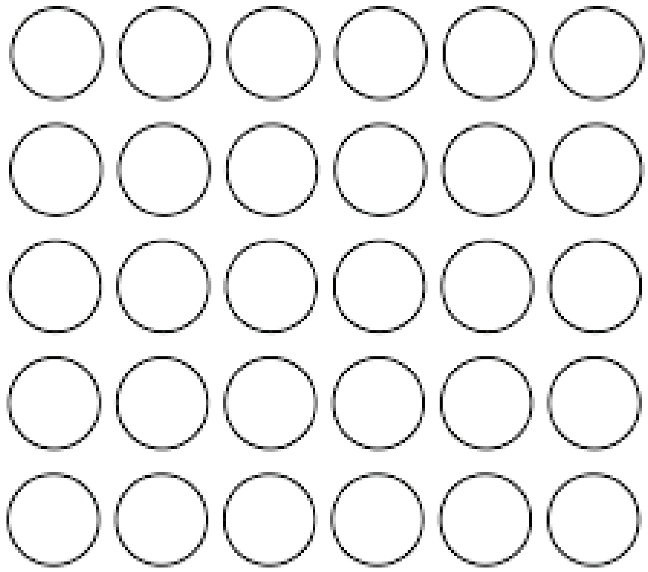
- avoiding using the letter E
- writing in a different typeface
- eliminating the use of words like I, you, we, and my, your, our...

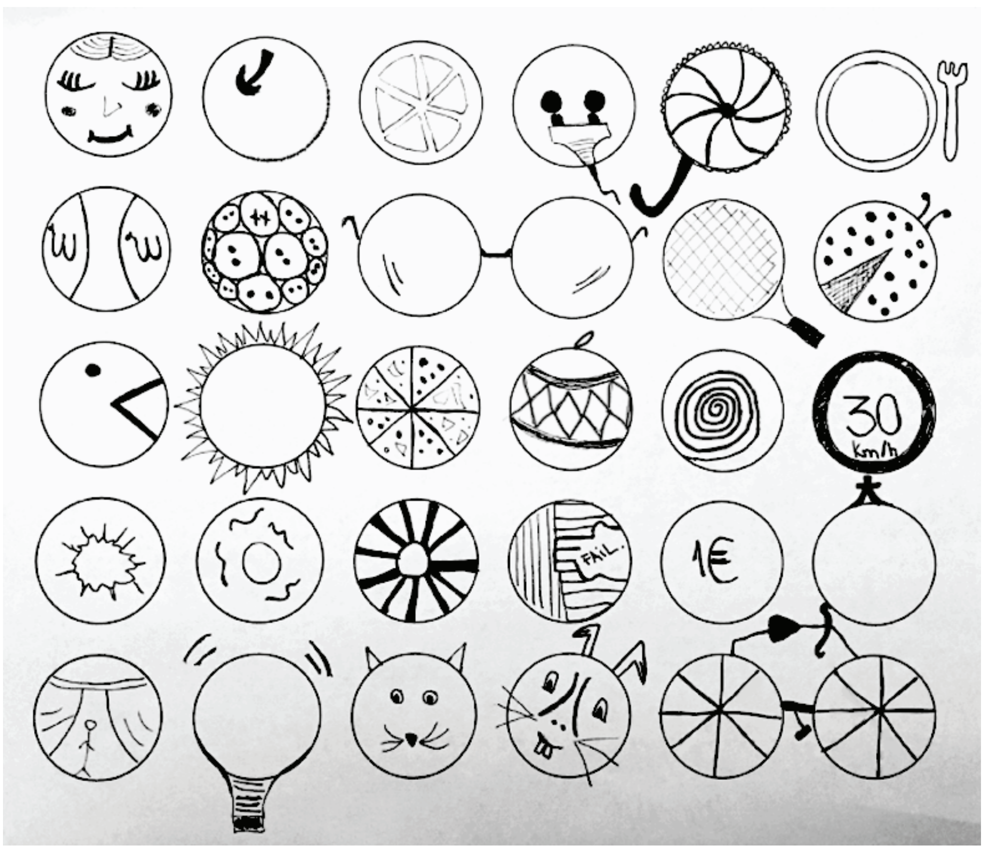
In the end, the most original ideas are selected and the concept of originality and its necessity in the creative industry is discussed.

Another form of exercise is mutual support for creativity, where someone starts a sentence, and another participant finishes it.

Attachments

Attachment 1:





Cultural diversity

Objectives of the block

- to understand that the diversity and plurality of identities enrich us
- to briefly express how it is possible to perceive otherness but at the same time form prejudices
- to remember that knowledge and cultural diversity are a source of exchange, innovation, and creativity
- to describe the complex understanding of culture as a framework of values, attitudes, and behaviors

Group

6–20 people

Material

- colored papers (cut out in the shape of circles in several colors – a minimum of 3 colors), adhesive tape, bananas

Length in minutes

120 min.

Summary

1. Cultural diversity – 40 min.
2. Look for a group – 60 min.
3. Cultural diversity via bananas – 20 min.

Instructions

1. Cultural diversity – 40 min.

The trainer will allow participants to reflect on their understanding of culture, and cultural influences. This activity forces participants to think about why culture is important and clarifies its visible and less visible elements.

Participants will hear five alternative definitions of culture. The participants are to take a minute to reflect and choose the definition they prefer. It may be more than one. After the selection, they are asked to justify the decision. "There are five alternative definitions to choose from. Which definition do you prefer? You can choose as many as you wish."

1. Objectively visible artifacts such as rituals, superstitions, heroes, myths, and symbols.
2. Basic truths about identity and relationships, time and space, ways of thinking and learning, ways of working and organizing, and ways of communicating.
3. Ideals shared by group members to which strong emotions are attached.
4. "Right" and "wrong" ways of doing things. The rules by which people live in real life.
5. Subjective behavioral orientations to do things one way rather than another.

Insights and suggestions for discussion:

Many participants opt for one or two statements, rather than seeing each as part of a broader concept of culture. Each of the statements describes one aspect of culture.

2. Look for a group – 60 min.

The trainer sticks one paper circle (of different colors) on each participant's back and then follows:

1. round, where they are asked to form groups of their choosing (participants tend to automatically pair up with participants who have a circle of the same color as them)

2. round, the trainer sticks another colored circle on participants' backs (some will have two circles of the same color on their backs, but many will not), he again asks them to form groups (now the participants start to think and speculate according to which criteria should they form the groups)
3. round, the trainer sticks a 3rd-colored circle to each participant and repeats the task – form groups

The goal is to realize through self-reflection how quickly we can make selections in life according to external influences. Are we willing to accept different colors? Where are the limits of acceptance? According to what do we make selections in real life? Can we accept otherness?

3. Cultural diversity via bananas – 20 min.

The trainer prepares one banana for each participant, distributes them, and asks the participants not to eat them yet, but to look at their respective bananas very carefully, from all sides. Without peeling them, they are to examine them in minute detail. Although all bananas look alike at first sight, on closer examination, the participants see that each one is different on the surface, and it can be recognized and distinguished from the others. Their task is to memorize their banana so that they can recognize it, among others. The trainer then collects the bananas back, puts them on a platter, and changes their placement. The participant's task is to recognize and select their banana. It seems surprisingly easy.

In the second part of this activity, the participants peel the bananas, look at them, and put them back on the plater. It is now very difficult to recognize their banana. While the participants eat the bananas, the trainer should point out that this situation is true for humans as well. Although we are externally diverse, have different skin colors, and dress and decorate differently, internally – in terms of human needs – we are not so different.

Law and Entrepreneurship

Objectives of the block

- learn about the legal minimums associated with doing business
- to be able to search for sources of information and materials on business in a country you live in and neighboring countries

Group

6–20 people

Material

- flipchart paper and stand, markers, A4 papers, printed materials, case studies

Length in minutes

150 min.

Summary

1. Being an entrepreneur (individual work) – 30 min.
2. How to take the first step (group work + discussion) – 60 min.
3. Case studies (reflection on the solution to a specific situation faced by the entrepreneur in the case study, analysis and search for solutions) – 60 min.

Instructions

1. Being an entrepreneur – 30 min.

Each participant will create their own company which will consist of:

- name
- logo
- field of activity (in the creative industry)

Participants will be able to use their creative skills to create an advertisement for their company. Participants will present their business ideas to each other.

If the group is more advanced in age, it may also be recommended that they:

- choose the legal form of business operation
- chose a good accounting firm
- try to prepare the Instrument constituting the association or the Articles of association (a legal entity in your respective country should be established by a notary or a lawyer)
- fill in the application for registration in the Trade Register (try to find and fill in the form online)
- set up a company bank account
- make a stamp, etc.

2. How to take the first step – 60 min.

Participants will discuss in groups what steps one must take when they want to start a company. Participants will be given cards with the steps and will have to put them in the right order, either based on their knowledge or with the help of other materials or the internet. Once the groups are finished, they present their order and justify why they chose it.

3. Case studies – 60 min.

Participants will work in small groups to brainstorm solutions for their potential companies. Together they will solve situations in which an entrepreneur may find themselves and try to find answers to questions in the materials or by using the Internet.

Sources:

Založenie živnosti online v roku 2021 | Podnikajte.sk
Porovnanie živnosti a s. r. o. v roku 2022 | Podnikajte.sk
Zakladateľská listina s.r.o. a jej vzor | Podnikajte.sk

Attachments

Attachment 1: Material – How to take the first step

Sort in the right order:

- ☐ find out how to do business as a natural person
- ☐ find out what legal entities are suitable for my business
- ☐ find a good accountant
- ☐ fill in a form to get a trade license
- ☐ check who signs up for social security and health insurance and whether it is necessary
- ☐ prepare a Memorandum of Incorporation or Memorandum of association if I will be running my business as a corporation
- ☐ arrange a registered office for my company
- ☐ set up a bank account

Sources:

www.podnikajte.sk
Porovnanie živnosti a s. r. o. v roku 2022 | Podnikajte.sk
Zakladateľská listina s.r.o. a jej vzor | Podnikajte.sk
www.slovensko.sk

Inspiration:

Start it! – The largest database of business ideas. 1600+ ideas. (nastartujto.sk) or other

Attachment 2: Case studies

Example 1:

John Smith has been doing business as a natural person in the field of artistic blacksmithing for several years. Recently he was talking to a friend about doing business as a limited company and became more interested in it.

- What other legal forms might Mr. Smith choose when doing business in your country?
- Why might this be advantageous for him?
- Should John Smith continue as a sole trader?

True or false?

"Every entrepreneur operates under a company."
"A change of company does not require a change in the registration in the Commercial Register."
"A company is private property."
"A company that is a legal entity must include an indication of its legal form in its name."
"You will pay higher taxes."
"A natural person carrying on a business is not required to have an accountant."

Example 2:

Anne Johnson has a limited liability company that deals with handicraft production. She has a fixed remuneration contract with this company and pays social security, health insurance, and advance tax on this remuneration every month. When the company is in profit, she pays herself this profit. At the end of the year, she files a corporate tax return and reports to the insurance company.

- What are the advantages and disadvantages of this solution, and how else could she address the taxation?
- In what other way could she pay taxes?
- Is it difficult to keep accounts?

Summary:

How did you like this block? What did you take away from it? Were the tasks easy or difficult for you? Why? What do you think was the goal of the block? What is important when starting a business? Why? Where can you find more information about entrepreneurship? How many of you would like to start a business? How might the knowledge from this block be useful to you in the future?

Legislation – Create your own business/entrepreneurial activity in the creative industry

Objectives of the block

- name the intentions/vision/goals of a business
- name priorities and assess opportunities in entrepreneurship
- analyze the advantages and disadvantages of different forms of entrepreneurship
- create a vision board, a balance wheel

Group

6–20 people

Material

- flipchart board, markers, post-it notes, various pictures from magazines, stationery paper, paper, pens, notepads, glue, other creative tools

Length in minutes

190 min.

Summary

1. Creation of visions/intentions/objectives in a business (brainstorming, creation of a vision board and balance wheel) – 80 min.
2. Choose a form of entrepreneurship (group work, brainstorming, analysis) – 70 min.
3. Advantages and disadvantages of a chosen form of entrepreneurship (role-play, discussion, group work) – 40 min.

Instructions

1. Creation of visions/intentions/objectives in a business – Intrinsic motivations for entrepreneurship (brainstorming, creation of a vision board and balance wheel) – 80 min.

After the introductory brainstorming, participants will be tasked with writing down visions /intentions/goals for a business in the creative industry – "What are our business visions /intentions/goals?". Each participant will be given a paper/notepad on which a mock-up of a balance wheel is printed.

There are 8 parts on the balance wheel, each representing a specific part of life for example work/career, personal development, physical condition, money, health, family/friends, relationship with a partner, and fun/relaxation. Participants mark a numerical value from 0 to 10 for each part on the numerical axis to indicate how well they are doing in that area (0 = I am doing the least well in this area; 10 = I am doing the most well in this area). For each section, participants can suggest areas according to their interests.

Participants may create a vision board with pictures, where they can record their dreams and visions. Then they are to set 3 main goals in their business.

Once finished, the trainer will ask participants to reflect on set visions/intentions/goals in their business. They are to assess where they are right now, and then where they want to get to in selected life areas. (Define: What is my current state? Where do I want to get to?) Evaluate the feasibility of achieving the 3 main goals in their business.

Were you able to write your vision/intent clearly without any doubt? Was it easy to set entrepreneurship goals? Was it easy to name where we are in certain life areas and where we want to head to?

Then the trainer is to invite the participants to come one by one to the flipchart board and present their visions/intentions/goals and also name their current state and where they want to get to. They should also try to assess the realism and achievability of the set goals and priorities in the business.

Before the end of the activity, the trainer will explain how to properly define goals in business so that they are specific, realistic, achievable, measurable, and time-bound. The trainer will explain with a concrete example how to define goals in a business. He will provide participants with definitions, and examples of good practice.

In the end, the trainer will invite the participants to complete their business vision/intentions/objectives while considering their internal conditions (the wheel of balance) as well as the reality of achieving the set goals, which should be in line with their vision/goal.

2. Choose a form of entrepreneurship (group work, brainstorming, analysis) – 70 min.

The trainer will write different forms of business on the flipchart board. The participants' task will be to select and write the appropriate forms of business for them on the post-it notes, based on Activity 1, and stick the post-it notes on the board.

Participants are to write down the forms of business most suitable for their business ideas on a separate post-it note and stick them on the board under the chosen form of business.

After everyone finishes, the trainer will ask the participants to reflect on the chosen business forms. (Was it easy to define the business form? What motivated you to choose that specific business form?)

Then the trainer invites the participants to come one by one to the flipchart board and present their chosen form of business and explain why they have chosen this form of business.

Before the end of the activity, the trainer will evaluate which forms of entrepreneurship in the creative industry the participants chose the most and explain the difference between the different forms of entrepreneurship and hand out the prepared materials to the participants – the forms of entrepreneurship and the obligations of the entrepreneur that arise from the legislation.

In the end, the trainer encourages the participants to complement their choices or prepare alternative options.

3. Advantages and disadvantages of a chosen form of entrepreneurship (role-play, discussion, group work) – 40 min.

The trainer will read to the participants a story about a creative young man who is trying to start a business and chooses between different forms of entrepreneurship. The young man cannot choose. He needs to know what the most optimal solution for his situation is. The trainer tells the groups to suggest the most optimal form of business from their point of view. Each group advocates for its suggested form of business. The groups pose as "advocates" for their chosen form of business. The other groups are the "jury" etc.

The trainer will give the groups time for a short meeting and preparation before the "trial" – the presentation. The trainer will invite the groups to write down their solutions on their flipchart paper and then present the solutions for the given case, as well as the advantages of the chosen form of business.

After they finish, the trainer will ask the participants to reflect on the chosen solutions – the chosen forms of business, and their advantages (How did you feel? Was it easier than the usual listing of advantages and disadvantages? What did you find challenging?)

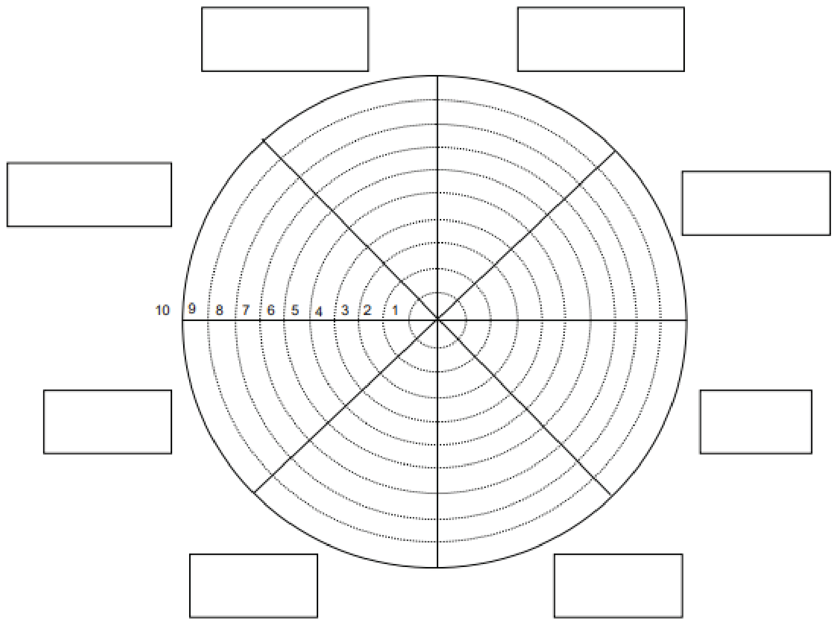
Then the trainer invites the "advocates" of each group to come one by one to the flipchart board and present their chosen form of business and convince the "judge" (trainer) and the "jury" why their form is the best one.

Before the conclusion of the activity, the trainer and the participants assess and select the most optimal solution for the entrepreneur. Alternatively, they may suggest other possible solutions and advice for the entrepreneur.

At the end of the whole session, a joint discussion and summary of the whole session are to be made with the focus on the benefits for the individual/group. Are there any more questions? What added value has the learning brought us?

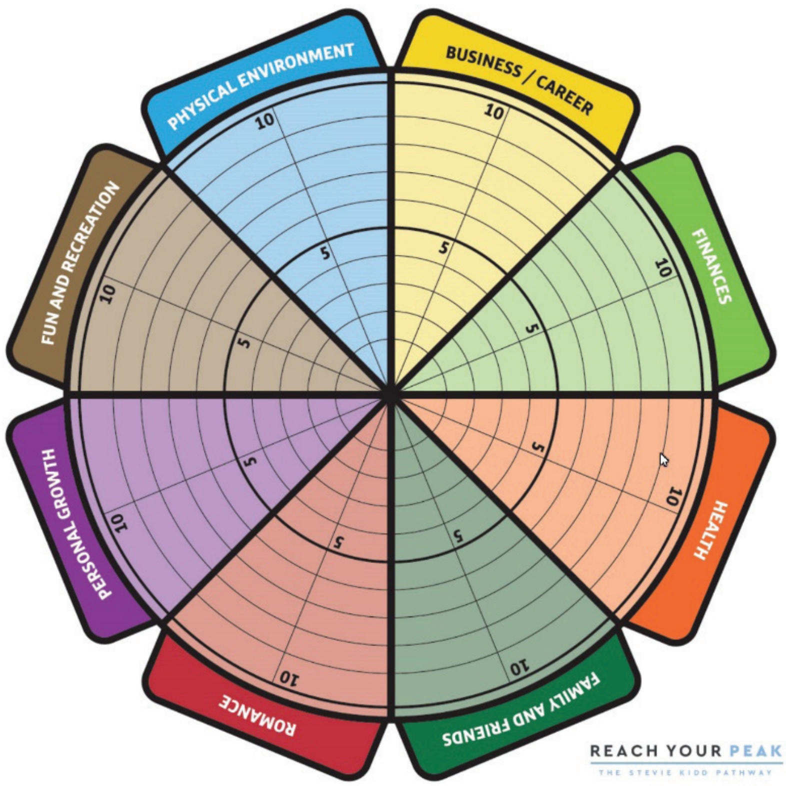
Attachments

Attachment 1: The wheel of life balance



Zdroj: Kolo rovnováhy – jak najít stabilitu v uspěchané době – Nikola Šraibová (nikola-sraibova.cz)

Attachment 2: Example of a life balance wheel



Zdroj: Wheel of Life - Take the Quiz - Stevie Kidd Pathway

Attachments

Attachment 3: Example

Jacob is a creative young man who has been working with clay in his grandfather's workshop since he was a child. At first, he just made small things and helped his grandfather. However, as time went by, he started to make jars, jugs, plates, vases, and tiles on the wheel of his own accord. He graduated from high school, and while he was still studying, he was already thinking about what he could do next. He likes working with clay but realizes that for now, it is a job alongside other paid work, nothing more. He would very much like to work with clay for a living.

Can you advise him on how to start his own business? Which form of business/entrepreneurship would be the most suitable for him? What should he consider at the beginning? How do you advise him...?

For his business, he has at his disposal, many years of experience from his grandfather – a master of folk art – a potter. He also has a high school diploma with an apprenticeship certificate as an electrician, and workshop space from his grandfather, which he can use for his business.

Basic forms of fundraising

- How to get resources to implement your ideas/projects
- Funding instruments in the cultural and creative industries and project management

Objectives of the block

- to orientate youth workers in the issues of multi-source funding and project management, while the aim is also to introduce some basic and appropriate tools to the youth workers for the implementation of their ideas and projects in a way so they can apply them
- to understand and be able to analyze, explain and organize the various concepts and relations in the field of financing and fundraising

Group

6–20 people

Material

For each team within the group:

- magnetic or a flipchart board
- cards with terms and definitions – print double-sided (Attachment 1.1)
- cards with examples (Attachment 1.2)
- arrows with bonds (Attachment 1.3)

For each participant:

- paper or a notepad, markers, pens or pencils

Length in minutes

105 min. (30 min. + 30 min. + 45 min.)

Summary

1. Basic terminology – Puzzle of financing (gluing on a flipchart board, group work) – 30 min.
2. Sorting – Creation of a conceptual and relational map (group work) – 30 min.
3. Spokesperson and opponents (discussion) – 45 min.

Instructions

After mutual agreement, the trainer will divide the group into 4-people teams. Teams will remain in this composition in other training blocks as well. Each team will pick their color (according to the colors of the prepared cards and worksheets).

1. Basic terminology – Puzzle of financing – 30 min.

The trainer hands out cards with the name of the concept or process and cards with a specific example or definition to each group. The task for each group is to match the examples or definitions to the correct terminology. After the group work, the participants will present their created pairs together with the trainer and sort them on a flipchart. The trainer calls on each group in turn until they assign all the pairs correctly.

2. Sorting – Creation of a conceptual and relational map – 30 min.

Each team of 4 has identical concept and process cards. The task of each team is to prepare a concept map with the distribution of the concepts and the assignment of the processes (cards) with suitable interlinks (very important, important, less important).

3. Spokesperson and opponents – 45 min.

Each team picks a spokesperson among themselves, who will present the team's concept map and justify the placement of the cards and arrows. Members of the other teams will be able to comment on the proposed placement. In the end, the trainer will evaluate the whole activity and its outcome.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

PROJECT	PROJECT OBJECTIVE
PROBLEM	INITIAL SITUATION
SOURCES	PROJECT ACTIVITY
GRANT	PROJECT RISK
BUDGET	TARGET GROUP

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

Achievement of the desired state. It fulfills our intention and changes the identified problem, the initial situation. It can be quantitative or qualitative. It must meet SMART characteristics (specific, measurable, acceptable, realistic, time-based).	Set of activities to be implemented to achieve the stated objective, to change the initial situation. It is a tool for achieving this change and translating ideas and goals into reality. It is unique, time-bound, and has limited resources.
The current identified state that we want to change. It is determined based on measurable data, indicators in the field. Description and identification of the problems that the project should solve – and their causes.	A specific identified negative state, task, or process that we want to change, solve or eliminate with the project. It represents the difference between the current and the desired future state.
A tool, or a form with a specific method for achieving a stated goal, bound and determined in time and space and limited by other resources (financial, personnel, etc.).	One of the key project parameters, besides scope and time. The set of limited resources needed to implement projects defined as human, financial, and material resources. They create expenses and are budget dependent.
The sum of external and internal factors that negatively affect the project process. They are linked to the limits of project resources (personnel, time, financial). The size and level of risk is directly proportional to the project size, scope, scale or complexity.	Amount of financial resources needed to finance project activities to achieve the objective. Earmarked and limited amount of money allocated to address a specific problem.
The aggregate of all people or groups targeted by the project. They will benefit from the project implementation and are directly (primarily) or indirectly (secondarily) affected by it.	Expenditure and revenue plan. It specifies the costs necessary for the successful implementation of the project and the fulfillment of the objectives. It has its own rules and itemization, which vary across grant calls.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

FUNDRAISING	CROWDFUNDING
REWARD	CAMPAIGN
SUPPORTER	DONOR
INVESTOR	PLATFORM

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

It is an alternative form of financing that brings together those who have funds available and want to invest them with those who need funds to finance a specific project. It works on the principle of collecting small individual contributions from a large number of people, usually via the internet. The projects are usually aimed at funding relatively smaller objectives. On the one hand, there is the person with the idea for the project, who sets up the crowdfunding campaign – the project owner, and on the other hand, there are the investors – the contributors.	It is a process or a continuous activity that results in the gathering and solicitation of contributions and financial resources to support a project, an organization, an individual, or an activity. Its most common methods are crowdfunding, donations, and grants.
The crowdfunding call published on an online platform to involve the public in financing the project. It is usually time limited.	A way to say thank you to the supporters for their contribution to the crowdfunding campaign. It is most often something directly related to the supported project – a T-shirt with the project's motif on it, tickets to an event, or a book, for which publishment is the author raising money.
Supporter of the crowdfunding campaign. He contributes to the campaign goal with his donation and does not expect anything in return. He contributes mainly to various fund-raising campaigns.	A natural or legal person who makes a contribution to support the project implementation through an active campaign. This may result in the acquisition of one of the rewards offered by the campaign author.
Web portal offering the possibility to publish a call for financial support from the public.	Supporter of the investment crowdfunding campaign, which allows you to invest capital in a company of your own choice and get both a share and an opportunity to value your investment. In return, the company receives financial resources to develop its activities.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

PROJECT	PROJECT OBJECTIVE
PROBLEM	INITIAL SITUATION
SOURCES	PROJECT ACTIVITY
GRANT	PROJECT RISK
BUDGET	TARGET GROUP

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

Achievement of the desired state. It fulfills our intention and changes the identified problem, the initial situation. It can be quantitative or qualitative. It must meet SMART characteristics (specific, measurable, acceptable, realistic, time-based).	Set of activities to be implemented to achieve the stated objective, to change the initial situation. It is a tool for achieving this change and translating ideas and goals into reality. It is unique, time-bound, and has limited resources.
The current identified state that we want to change. It is determined based on measurable data, indicators in the field. Description and identification of the problems that the project should solve – and their causes.	A specific identified negative state, task, or process that we want to change, solve or eliminate with the project. It represents the difference between the current and the desired future state.
A tool, or a form with a specific method for achieving a stated goal, bound and determined in time and space and limited by other resources (financial, personnel, etc.).	One of the key project parameters, besides scope and time. The set of limited resources needed to implement projects defined as human, financial, and material resources. They create expenses and are budget dependent.
The sum of external and internal factors that negatively affect the project process. They are linked to the limits of project resources (personnel, time, financial). The size and level of risk is directly proportional to the project size, scope, scale or complexity.	Amount of financial resources needed to finance project activities to achieve the objective. Earmarked and limited amount of money allocated to address a specific problem.
The aggregate of all people or groups targeted by the project. They will benefit from the project implementation and are directly (primarily) or indirectly (secondarily) affected by it.	Expenditure and revenue plan. It specifies the costs necessary for the successful implementation of the project and the fulfillment of the objectives. It has its own rules and itemization, which vary across grant calls.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

FUNDRAISING	CROWDFUNDING
REWARD	CAMPAIGN
SUPPORTER	DONOR
INVESTOR	PLATFORM

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

It is an alternative form of financing that brings together those who have funds available and want to invest them with those who need funds to finance a specific project. It works on the principle of collecting small individual contributions from a large number of people, usually via the internet. The projects are usually aimed at funding relatively smaller objectives. On the one hand, there is the person with the idea for the project, who sets up the crowdfunding campaign – the project owner, and on the other hand, there are the investors – the contributors.	It is a process or a continuous activity that results in the gathering and solicitation of contributions and financial resources to support a project, an organization, an individual, or an activity. Its most common methods are crowdfunding, donations, and grants.
The crowdfunding call published on an online platform to involve the public in financing the project. It is usually time limited.	A way to say thank you to the supporters for their contribution to the crowdfunding campaign. It is most often something directly related to the supported project – a T-shirt with the project's motif on it, tickets to an event, or a book, for which publishment is the author raising money.
Supporter of the crowdfunding campaign. He contributes to the campaign goal with his donation and does not expect anything in return. He contributes mainly to various fund-raising campaigns.	A natural or legal person who makes a contribution to support the project implementation through an active campaign. This may result in the acquisition of one of the rewards offered by the campaign author.
Web portal offering the possibility to publish a call for financial support from the public.	Supporter of the investment crowdfunding campaign, which allows you to invest capital in a company of your own choice and get both a share and an opportunity to value your investment. In return, the company receives financial resources to develop its activities.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

PROJECT	PROJECT OBJECTIVE
PROBLEM	INITIAL SITUATION
SOURCES	PROJECT ACTIVITY
GRANT	PROJECT RISK
BUDGET	TARGET GROUP

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

Achievement of the desired state. It fulfills our intention and changes the identified problem, the initial situation. It can be quantitative or qualitative. It must meet SMART characteristics (specific, measurable, acceptable, realistic, time-based).	Set of activities to be implemented to achieve the stated objective, to change the initial situation. It is a tool for achieving this change and translating ideas and goals into reality. It is unique, time-bound, and has limited resources.
The current identified state that we want to change. It is determined based on measurable data, indicators in the field. Description and identification of the problems that the project should solve – and their causes.	A specific identified negative state, task, or process that we want to change, solve or eliminate with the project. It represents the difference between the current and the desired future state.
A tool, or a form with a specific method for achieving a stated goal, bound and determined in time and space and limited by other resources (financial, personnel, etc.).	One of the key project parameters, besides scope and time. The set of limited resources needed to implement projects defined as human, financial, and material resources. They create expenses and are budget dependent.
The sum of external and internal factors that negatively affect the project process. They are linked to the limits of project resources (personnel, time, financial). The size and level of risk is directly proportional to the project size, scope, scale or complexity.	Amount of financial resources needed to finance project activities to achieve the objective. Earmarked and limited amount of money allocated to address a specific problem.
The aggregate of all people or groups targeted by the project. They will benefit from the project implementation and are directly (primarily) or indirectly (secondarily) affected by it.	Expenditure and revenue plan. It specifies the costs necessary for the successful implementation of the project and the fulfillment of the objectives. It has its own rules and itemization, which vary across grant calls.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

FUNDRAISING	CROWDFUNDING
REWARD	CAMPAIGN
SUPPORTER	DONOR
INVESTOR	PLATFORM

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

It is an alternative form of financing that brings together those who have funds available and want to invest them with those who need funds to finance a specific project. It works on the principle of collecting small individual contributions from a large number of people, usually via the internet. The projects are usually aimed at funding relatively smaller objectives. On the one hand, there is the person with the idea for the project, who sets up the crowdfunding campaign – the project owner, and on the other hand, there are the investors – the contributors.	It is a process or a continuous activity that results in the gathering and solicitation of contributions and financial resources to support a project, an organization, an individual, or an activity. Its most common methods are crowdfunding, donations, and grants.
The crowdfunding call published on an online platform to involve the public in financing the project. It is usually time limited.	A way to say thank you to the supporters for their contribution to the crowdfunding campaign. It is most often something directly related to the supported project – a T-shirt with the project's motif on it, tickets to an event, or a book, for which publishment is the author raising money.
Supporter of the crowdfunding campaign. He contributes to the campaign goal with his donation and does not expect anything in return. He contributes mainly to various fund-raising campaigns.	A natural or legal person who makes a contribution to support the project implementation through an active campaign. This may result in the acquisition of one of the rewards offered by the campaign author.
Web portal offering the possibility to publish a call for financial support from the public.	Supporter of the investment crowdfunding campaign, which allows you to invest capital in a company of your own choice and get both a share and an opportunity to value your investment. In return, the company receives financial resources to develop its activities.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

PROJECT	PROJECT OBJECTIVE
PROBLEM	INITIAL SITUATION
SOURCES	PROJECT ACTIVITY
GRANT	PROJECT RISK
BUDGET	TARGET GROUP

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

Achievement of the desired state. It fulfills our intention and changes the identified problem, the initial situation. It can be quantitative or qualitative. It must meet SMART characteristics (specific, measurable, acceptable, realistic, time-based).	Set of activities to be implemented to achieve the stated objective, to change the initial situation. It is a tool for achieving this change and translating ideas and goals into reality. It is unique, time-bound, and has limited resources.
The current identified state that we want to change. It is determined based on measurable data, indicators in the field. Description and identification of the problems that the project should solve – and their causes.	A specific identified negative state, task, or process that we want to change, solve or eliminate with the project. It represents the difference between the current and the desired future state.
A tool, or a form with a specific method for achieving a stated goal, bound and determined in time and space and limited by other resources (financial, personnel, etc.).	One of the key project parameters, besides scope and time. The set of limited resources needed to implement projects defined as human, financial, and material resources. They create expenses and are budget dependent.
The sum of external and internal factors that negatively affect the project process. They are linked to the limits of project resources (personnel, time, financial). The size and level of risk is directly proportional to the project size, scope, scale or complexity.	Amount of financial resources needed to finance project activities to achieve the objective. Earmarked and limited amount of money allocated to address a specific problem.
The aggregate of all people or groups targeted by the project. They will benefit from the project implementation and are directly (primarily) or indirectly (secondarily) affected by it.	Expenditure and revenue plan. It specifies the costs necessary for the successful implementation of the project and the fulfillment of the objectives. It has its own rules and itemization, which vary across grant calls.

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

FUNDRAISING	CROWDFUNDING
REWARD	CAMPAIGN
SUPPORTER	DONOR
INVESTOR	PLATFORM

Attachments

Attachment 1.1: Cards with terms and definitions (print double-sided)

It is an alternative form of financing that brings together those who have funds available and want to invest them with those who need funds to finance a specific project. It works on the principle of collecting small individual contributions from a large number of people, usually via the internet. The projects are usually aimed at funding relatively smaller objectives. On the one hand, there is the person with the idea for the project, who sets up the crowdfunding campaign – the project owner, and on the other hand, there are the investors – the contributors.	It is a process or a continuous activity that results in the gathering and solicitation of contributions and financial resources to support a project, an organization, an individual, or an activity. Its most common methods are crowdfunding, donations, and grants.
The crowdfunding call published on an online platform to involve the public in financing the project. It is usually time limited.	A way to say thank you to the supporters for their contribution to the crowdfunding campaign. It is most often something directly related to the supported project – a T-shirt with the project's motif on it, tickets to an event, or a book, for which publishment is the author raising money.
Supporter of the crowdfunding campaign. He contributes to the campaign goal with his donation and does not expect anything in return. He contributes mainly to various fund-raising campaigns.	A natural or legal person who makes a contribution to support the project implementation through an active campaign. This may result in the acquisition of one of the rewards offered by the campaign author.
Web portal offering the possibility to publish a call for financial support from the public.	Supporter of the investment crowdfunding campaign, which allows you to invest capital in a company of your own choice and get both a share and an opportunity to value your investment. In return, the company receives financial resources to develop its activities.

Attachments

Attachment 1.2: Cards with examples

Prepare an intention of options for the revitalization of the area and planned activities, name the individual steps, and identify the time, cost and personnel needed to implement them. In the prescribed form and send by a deadline.

Implement minor building modifications, modernize and equip the space of the dance hall as a multifunctional place for creation and exhibition presentation. Acquire the space in a long-term gratuitous lease from the city. Hold 2 exhibitions per year.

The non-existent space for the creation and presentation of young, informally associated artists from the city is the reason for the low interest in the creation and presentation of talented artists.

An informal group of young artists has been active in the N town for several years. There are only commercial and fee-paying spaces for exhibitions in the city. There is a lack of low-threshold space for informal creative meetings and exhibitions of the artists. However, the town has its own leisure center, which has a long-unused dance hall with a separate entrance.

Our project team will consist of three members: a project manager, a financial manager, and an implementation and publicity coordinator. All of them are members of our art group who already have experience in project implementation. We will coordinate the project in long-term rented premises with all the necessary technical equipment and internet access. Thanks to a donation, we have an exhibition system, including frames for the artworks and co-financing of ...% of the total cost.

1. Implementation of building modifications on the building of the leisure center – 01. Dance hall, according to the project documentation and the budget (02–03/2022)
2. Windows to the world – preparation and realization of the initial exhibition of young artists (08–10/2022)
3. Editing, compilation, typesetting, and printing of the catalog of artworks and artists' profiles (10–11/2022)

Our project application received support, and funding was approved in the amount of €15 000.

During the implementation of the project, a member of the project team responsible for project management is injured for a long period of time. The contracted company is 2 months late in implementing the construction works. Three artists failed to submit their CVs and photographs by the catalog printing deadline.

Expenses:
Construction work – €10 000, Equipment and furnishings – €2 500, Catalog rate and printing – €500, The honorarium and bonuses – €2 000, Operating and communication costs – €500, Promotion and publicity – €1 000.
Revenue:
Admission to exhibitions – €500, Own resources (co-financing) – €1 000, Requested contribution: €15 000.

Our project will be primarily aimed at the members of the informal association of artists from the N town, who will be provided with spaces for creation and presentation. Secondarily, the project is aimed at all town residents – participants and visitors of the exhibitions.

We want to support the activities of our group of artists and the realization of exhibitions abroad from other sources long-term. We want to find the most effective way to do it. We want to raise funds.

We have decided to fund our activities and exhibitions with smaller donations from a large number of people and supporters. We created a campaign and a platform for its implementation.

Once a year, we will send our supporters a catalog of our exhibitions, and to the ten of them who will support us the most, we will send a graphic thank you letter.

Our call for support is published on the platform www.donate.com/artists_from_N_town from 01.05.2022.
Our crowdfunding........ also has an appealing graphic design.

I donate to a good cause, and once a year, the group I support sends me a graphic thank you letter.

I am contributing to a good cause without asking for anything in return. The only reward I need is feeling good about helping those who are less fortunate.

I am a supporter of a crowdfunding campaign, where I put my capital and value my investment.

I published my appeal for financial aid on the web portal: www.donate.com. It is my crowdfunding.....

Attachments

Attachment 1.2: Cards with examples

Prepare an intention of options for the revitalization of the area and planned activities, name the individual steps, and identify the time, cost and personnel needed to implement them. In the prescribed form and send by a deadline.	Implement minor building modifications, modernize and equip the space of the dance hall as a multifunctional place for creation and exhibition presentation. Acquire the space in a long-term gratuitous lease from the city. Hold 2 exhibitions per year.
The non-existent space for the creation and presentation of young, informally associated artists from the city is the reason for the low interest in the creation and presentation of talented artists.	An informal group of young artists has been active in the N town for several years. There are only commercial and fee-paying spaces for exhibitions in the city. There is a lack of low-threshold space for informal creative meetings and exhibitions of the artists. However, the town has its own leisure center, which has a long-unused dance hall with a separate entrance.
Our project team will consist of three members: a project manager, a financial manager, and an implementation and publicity coordinator. All of them are members of our art group who already have experience in project implementation. We will coordinate the project in long-term rented premises with all the necessary technical equipment and internet access. Thanks to a donation, we have an exhibition system, including frames for the artworks and co-financing of ...% of the total cost.	1. Implementation of building modifications on the building of the leisure center – 01. Dance hall, according to the project documentation and the budget (02–03/2022) 2. Windows to the world – preparation and realization of the initial exhibition of young artists (08–10/2022) 3. Editing, compilation, typesetting, and printing of the catalog of artworks and artists' profiles (10–11/2022)
Our project application received support, and funding was approved in the amount of €15 000.	During the implementation of the project, a member of the project team responsible for project management is injured for a long period of time. The contracted company is 2 months late in implementing the construction works. Three artists failed to submit their CVs and photographs by the catalog printing deadline.
Expenses: Construction work – €10 000, Equipment and furnishings – €2 500, Catalog rate and printing – €500, The honorarium and bonuses – €2 000, Operating and communication costs – €500, Promotion and publicity – €1 000. **Revenue:** Admission to exhibitions – €500, Own resources (co-financing) – €1 000, Requested contribution: €15 000.	Our project will be primarily aimed at the members of the informal association of artists from the N town, who will be provided with spaces for creation and presentation. Secondarily, the project is aimed at all town residents – participants and visitors of the exhibitions.
We want to support the activities of our group of artists and the realization of exhibitions abroad from other sources long-term. We want to find the most effective way to do it. We want to raise funds.	We have decided to fund our activities and exhibitions with smaller donations from a large number of people and supporters. We created a campaign and a platform for its implementation.
Once a year, we will send our supporters a catalog of our exhibitions, and to the ten of them who will support us the most, we will send a graphic thank you letter.	Our call for support is published on the platform www.donate.com/artists_from_N_town from 01.05.2022. Our crowdfunding........ also has an appealing graphic design.
I donate to a good cause, and once a year, the group I support sends me a graphic thank you letter.	I am contributing to a good cause without asking for anything in return. The only reward I need is feeling good about helping those who are less fortunate.
I am a supporter of a crowdfunding campaign, where I put my capital and value my investment.	I published my appeal for financial aid on the web portal: www.donate.com. It is my crowdfunding.....

Attachments

Attachment 1.2: Cards with examples

Prepare an intention of options for the revitalization of the area and planned activities, name the individual steps, and identify the time, cost and personnel needed to implement them. In the prescribed form and send by a deadline.	Implement minor building modifications, modernize and equip the space of the dance hall as a multifunctional place for creation and exhibition presentation. Acquire the space in a long-term gratuitous lease from the city. Hold 2 exhibitions per year.
The non-existent space for the creation and presentation of young, informally associated artists from the city is the reason for the low interest in the creation and presentation of talented artists.	An informal group of young artists has been active in the N town for several years. There are only commercial and fee-paying spaces for exhibitions in the city. There is a lack of low-threshold space for informal creative meetings and exhibitions of the artists. However, the town has its own leisure center, which has a long-unused dance hall with a separate entrance.
Our project team will consist of three members: a project manager, a financial manager, and an implementation and publicity coordinator. All of them are members of our art group who already have experience in project implementation. We will coordinate the project in long-term rented premises with all the necessary technical equipment and internet access. Thanks to a donation, we have an exhibition system, including frames for the artworks and co-financing of ...% of the total cost.	1. Implementation of building modifications on the building of the leisure center – 01. Dance hall, according to the project documentation and the budget (02–03/2022) 2. Windows to the world – preparation and realization of the initial exhibition of young artists (08–10/2022) 3. Editing, compilation, typesetting, and printing of the catalog of artworks and artists' profiles (10–11/2022)
Our project application received support, and funding was approved in the amount of €15 000.	During the implementation of the project, a member of the project team responsible for project management is injured for a long period of time. The contracted company is 2 months late in implementing the construction works. Three artists failed to submit their CVs and photographs by the catalog printing deadline.
Expenses: Construction work – €10 000, Equipment and furnishings – €2 500, Catalog rate and printing – €500, The honorarium and bonuses – €2 000, Operating and communication costs – €500, Promotion and publicity – €1 000. **Revenue:** Admission to exhibitions – €500, Own resources (co-financing) – €1 000, Requested contribution: €15 000.	Our project will be primarily aimed at the members of the informal association of artists from the N town, who will be provided with spaces for creation and presentation. Secondarily, the project is aimed at all town residents – participants and visitors of the exhibitions.
We want to support the activities of our group of artists and the realization of exhibitions abroad from other sources long-term. We want to find the most effective way to do it. We want to raise funds.	We have decided to fund our activities and exhibitions with smaller donations from a large number of people and supporters. We created a campaign and a platform for its implementation.
Once a year, we will send our supporters a catalog of our exhibitions, and to the ten of them who will support us the most, we will send a graphic thank you letter.	Our call for support is published on the platform www.donate.com/artists_from_N_town from 01.05.2022. Our crowdfunding........ also has an appealing graphic design.
I donate to a good cause, and once a year, the group I support sends me a graphic thank you letter.	I am contributing to a good cause without asking for anything in return. The only reward I need is feeling good about helping those who are less fortunate.
I am a supporter of a crowdfunding campaign, where I put my capital and value my investment.	I published my appeal for financial aid on the web portal: www.donate.com. It is my crowdfunding.....

Attachments

Attachment 1.2: Cards with examples

Prepare an intention of options for the revitalization of the area and planned activities, name the individual steps, and identify the time, cost and personnel needed to implement them. In the prescribed form and send by a deadline.	Implement minor building modifications, modernize and equip the space of the dance hall as a multifunctional place for creation and exhibition presentation. Acquire the space in a long-term gratuitous lease from the city. Hold 2 exhibitions per year.
The non-existent space for the creation and presentation of young, informally associated artists from the city is the reason for the low interest in the creation and presentation of talented artists.	An informal group of young artists has been active in the N town for several years. There are only commercial and fee-paying spaces for exhibitions in the city. There is a lack of low-threshold space for informal creative meetings and exhibitions of the artists. However, the town has its own leisure center, which has a long-unused dance hall with a separate entrance.
Our project team will consist of three members: a project manager, a financial manager, and an implementation and publicity coordinator. All of them are members of our art group who already have experience in project implementation. We will coordinate the project in long-term rented premises with all the necessary technical equipment and internet access. Thanks to a donation, we have an exhibition system, including frames for the artworks and co-financing of ...% of the total cost.	1. Implementation of building modifications on the building of the leisure center – 01. Dance hall, according to the project documentation and the budget (02–03/2022) 2. Windows to the world – preparation and realization of the initial exhibition of young artists (08–10/2022) 3. Editing, compilation, typesetting, and printing of the catalog of artworks and artists' profiles (10–11/2022)
Our project application received support, and funding was approved in the amount of €15 000.	During the implementation of the project, a member of the project team responsible for project management is injured for a long period of time. The contracted company is 2 months late in implementing the construction works. Three artists failed to submit their CVs and photographs by the catalog printing deadline.
Expenses: Construction work – €10 000, Equipment and furnishings – €2 500, Catalog rate and printing – €500, The honorarium and bonuses – €2 000, Operating and communication costs – €500, Promotion and publicity – €1 000. **Revenue:** Admission to exhibitions – €500, Own resources (co-financing) – €1 000, Requested contribution: €15 000.	Our project will be primarily aimed at the members of the informal association of artists from the N town, who will be provided with spaces for creation and presentation. Secondarily, the project is aimed at all town residents – participants and visitors of the exhibitions.
We want to support the activities of our group of artists and the realization of exhibitions abroad from other sources long-term. We want to find the most effective way to do it. We want to raise funds.	We have decided to fund our activities and exhibitions with smaller donations from a large number of people and supporters. We created a campaign and a platform for its implementation.
Once a year, we will send our supporters a catalog of our exhibitions, and to the ten of them who will support us the most, we will send a graphic thank you letter.	Our call for support is published on the platform www.donate.com/artists_from_N_town from 01.05.2022. Our crowdfunding........ also has an appealing graphic design.
I donate to a good cause, and once a year, the group I support sends me a graphic thank you letter.	I am contributing to a good cause without asking for anything in return. The only reward I need is feeling good about helping those who are less fortunate.
I am a supporter of a crowdfunding campaign, where I put my capital and value my investment.	I published my appeal for financial aid on the web portal: www.donate.com. It is my crowdfunding.....

Attachments

Attachment 1.3: Arrows with bonds

very important

very important

very important

very important

important

important

important

less important

less important

less important

Attachments

Attachment 1.3: Arrows with bonds

very important

very important

very important

very important

important

important

important

less important

less important

less important

Attachments

Attachment 1.3: Arrows with bonds

very important

very important

very important

very important

important

important

important

less important

less important

less important

Attachments

Attachment 1.3: Arrows with bonds

very important

very important

very important

very important

important

important

important

less important

less important

less important

The creation of a simple crowdfunding campaign

Objectives of the block

- effective and simple preparation and creation of your own crowdfunding campaign
- to know and understand the different phases of a campaign and the simple tools for campaign management
- to develop presentation, communication, and reasoning skills

Group

6–20 people

Material

For the entire group:
- PC or a laptop with internet access, a projector, a projection screen, or a large screen TV

For each team within the group:
- worksheet (Attachment 2.3)

For each participant:
- paper or a notepad, markers, pens, or pencils

Length in minutes

165 min. (45 min. + 60 min. + 60 min.)

Summary

1. Commented video clips (video presentation – good practice examples, reflection – discussion) – 45 min.
2. Artists from the N town – Crowdfunding campaign (group work) – 2 x 60 min.

Instructions

1. Commented video clips – 45 min.

The trainer will present three selected crowdfunding campaigns by playing their promo videos (Attachment 3.1). The viewing of the videos is followed by a discussion with participants who are invited to comment on the following questions: What was the focus of a specific campaign? Which campaign was the most successful and why? What interested you the most about a particular video, idea, and why? After the discussion, the trainer will give a brief overview of the presented campaigns, their implementation, and their real success rates for comparison with the participants' answers.

2. Artists from the N town – Crowdfunding campaign – 2 x 60 min.

The trainer hands out worksheets to the teams and describes the initial situation by reading a story. The teams then work in their assigned groups under the guidance of the trainer. They are to follow the assignment on the worksheet. The participants can discuss any uncertainties and questions with the trainer. The trainer has the theoretical background to the worksheet available (Attachment 2.4). Each team works separately on the assignment and writes the answers to the prepared questions on the worksheet.

Once teams finish their worksheets, they will have additional time to make changes or amendments. Each team will then present their crowdfunding campaign in the allocated time. They should focus on the solutions based on the answers from the worksheet. All team members must partake in the presentation. It is up to them how they divide their tasks. After each team's presentation, the other teams are to comment on the campaign – what impressed them, and what they perceived as risks. After every team finishes its presentation, the trainer comments and summarizes the campaign (with a focus on the most effective solutions). The result is a comparison of possible solutions and perspectives on one single baseline situation.

Attachments

Attachment 2.1: Links to the promotional videos – Video clips of crowdfunding campaigns

https://youtu.be/IesXqr4jbK0 – By Trabant there and back, 2019, retrieved from: 2 521 412 KČ, film director: Dan Přibáň, the platform: www.startovac.cz

https://youtu.be/PD-g6WZA8cw – Insects: Last film of Jan Svankmajer, 2018, retrieved from: 6 655 442 KČ, film director: Ján Švankmajer, the platform: www.indiegogo.com

https://youtu.be/zAK0vK5XCKw – Turris MOX – router, 2018, retrieved from: 8 124 078 KČ, the platform: www.indiegogo.com

https://youtu.be/i3YhFTXqEuk – Chronotechna – the watch, 2018, retrieved from: 8240 250 KČ, the platform: www.kickstarter.com

https://youtu.be/5CH40xHkung – PC game, 2018, Warhorse studio, retrieved from: 36 700 000 KČ, the platform: www.kickstarter.com

The trainer can also find and use their own videos, links.

Attachment 2.2: Baseline situation – Story

We are an informal group of young artists specializing in visual arts. We call ourselves the artists from the N town, and we have been active for two years. The group includes ten permanent members and ten other regular working members. None of our professions is art. We create art pieces solely in our spare time. Our main work includes graphic art, paintings, modern art drawings, street art, and graffiti. Some of us have studied arts either in high school or college and would like to make a living from it in the future. Our biggest problem is that even though we enjoy what we do, we do not have the necessary space to create art pieces or exhibit them. That may be why we did not have an art exhibit yet. Our only meeting space is in cafes. There is a Leisure Centre in our town with an unused dance hall with a separate entrance. It is in a dilapidated state and needs renovation. The premises belong to the town. We have agreed with the town management and the city council on a free five-year lease. The condition for this agreement is to revitalize, reconstruct and equip this space, make it into a club and exhibition space, and prepare at least two public exhibitions per year. We have already prepared a construction budget and a budget for the whole project, so we know that we need to raise €15 000. We will use this amount to pay for the construction work, the equipment (tables, chairs, armchairs, cabinets, stands), the exhibition system, to ensure promotion, and pay for the catalog publication. We have three months for fundraising. We must open the premises to the public with the first exhibition within eight months. Three of our members already have experience in project preparation, and one is an economist.

Attachments

Attachment 2.3: Worksheet

Artists from the N town Crowdfunding campaign

Read our story and help us prepare a crowdfunding campaign!

1. Preparation of the campaign

1.1 Project definition – After reading our story, what is the content of our campaign?

____

____

1.2 What do we want to achieve, and what is our goal?

____

____

1.3 What are our target groups – Who do we want to reach with the campaign?

____

____

1.4 What makes our intention unique? Why would anyone want to support it?

____

____

1.5 What campaign model and platform should we use to accomplish our goal? Why?

____

____

1.6 Preparation of the project/campaign budget – How much money should we collect for the campaign to succeed? How much is enough?

____

____

1.7 How do we secure additional funds (even if we will not raise the target amount with the campaign)?

____

____

Attachments

Attachment 2.3: Worksheet

1.8 Preparation of the marketing and communication plan – What forms and means of communication do we want to use for communication with target groups?

____

____

1.9 Timing of the campaign (timeframe, duration, schedule). How do we break down the different phases of the campaign over the three months we have available?

____

____

1.10 How do we prepare the campaign on the chosen platform?

____

____

2. Implementation of the campaign and the supported project

2.1 What marketing tools will we use to increase support?

____

____

2.2 How do we want to implement the supported project?

____

____

3. Campaign evaluation

3.1 How do we want to thank the donors and supporters?

____

____

3.2 How do we want to evaluate the campaign, achieved goals, intentions, and benefits?

____

____

Attachments

Attachment 2.4: Selected theoretical background for the worksheet

Crowdfunding campaign models and platforms

- Donation-based crowdfunding – The simplest model. The donor contributes his gift without expectation of anything in return. An example of platforms using this model includes Darujeme (We donate), Ľudia ľuďom (People to People), etc.
- Reward-based crowdfunding – The supporter chooses one of the rewards offered in return for his donation (often differentiated according to the contributed amount). Sample platforms include Kickstarter, Indiegogo, Strastlab, Startup, etc.
- Investment crowdfunding – A more sophisticated financing model that allows private investors to inject capital into companies of their choice, giving them a stake in them and the opportunity to evaluate their investment. Platforms include Crowdberry, etc.
- Lending-based crowdfunding – This is a way of collectively lending money that connects investors with those who want to borrow the money. Platforms include Žltý melón (the Yellow Melon), Zinceuro, etc.

Campaign preparation

The most common mistakes:

- Complicated, unclear project – The goal and content of the campaign should be simply and distinctly communicated to the supporters. They should be able to understand them in a few seconds. The three-sentence rule applies: describe the project in three sentences.
- Too little time to prepare the campaign – The more time we allocate to the preparation of the campaign, the more sophisticated and elaborate it becomes. The minimum is one month, and the optimum is two to three months.
- Too many rewards – It is necessary to consider the number and variety of promised rewards, their realism, and the difficulty of implementation (for example, sewing one hundred rag dolls by hand will require considerable time, personnel, and partly financial requirements), and the distribution method.
- Incorrect target amount set – Either is the target amount too high, and the campaign will not be able to meet it, or it is too low and will not be enough to implement the project. The target amount can also be reached (collected) too quickly – in this case, it is possible to set new targets, to expand the project.
- Objectives not met – It is necessary to consider the reality of your promises, rewards, needs, possibilities (time, personnel, etc.), and abilities.

Motivational factors for campaign support:

- powerful story
- interesting, original reward
- involvement, participation
- part of the success

Every campaign should have its own identity – Be consistent in language, visuals, and content, and have a clear message.

Campaign preparation schedule – Marketing and communication plan. It is necessary to develop a timetable/schedule for individual steps implementation (with time to spare), with a description of the individual team member's activities. This includes the forms and methods of communication over time according to the different communication channels:

- personal interviews, direct messages, personalized emails
- mass emails, direct marketing
- social networks, and social media (Facebook, Instagram, TikTok, YouTube, etc.)
- influencers, YouTubers, communities
- media – regional – national, electronic – print
- billboards, mega boards, advertising areas, electronic boards, etc.

Attachments

Attachment 2.4: Selected theoretical background for the worksheet

- creative forms: guerrilla marketing, viral marketing, ambient marketing, etc.
- spokesperson, familiar face of the campaign

Marketing tools to increase support

The target group, potential donors, and supporters need to be able to find out about the campaign. Communication during the campaign is its crucial part. Most crowdfunding campaign supporters visit the platform for the first time, so the campaign must captivate them. The idea, the way of implementation, the visual design, and the text styling are all important. Only a minimum of people actively seek a campaign to support. A well-prepared campaign must appeal immediately to one's heart and resonate with them. We can achieve this by offering up an eye-catching gift, having an interesting message behind the campaign, or piquing the desire to be a part of it. Throughout the campaign, supporters become a part of its story and identify with its goals. The content should always be original, unique, meaningful, and useful. Supporters are happy to join in the success. It is necessary to share even small progress, not only big achievements. You should constantly update your supporters about the campaign status. Success inspires. A campaign should not be a presentation of a finished project. The campaign description and the accompanying video must clearly show that the campaign is a work in progress, a process that the contributors can influence. It is advisable to embed links to the campaign in posts, emails, blogs, forums, connect with influencers, YouTubers, etc.

Ways to thank supporters

Work on the campaign does not end with its implementation and fundraising but is still ongoing. You are to thank the donors and contributors. Inform all who participated in the preparation of the campaign, as well as the public, about the success, support, and implementation of your idea. A successful campaign is a strong motivation for further work and a factor of development and progress.

You must consider the scale of the campaign, its subject matter, and the number of supporters to choose an appropriate form of thanks. If the possibilities allow and the number of supporters is proportionate, it is advisable to send them some form of a reward, a gift. You can scale the reward by the contributed amount (in our case, it can be a catalog from a successful exhibition, some graphic piece from the artists, etc.). You must consider the time needed for packing and shipping each gift (if it requires packaging and shipment) and the added costs. A suitable alternative in our case is, for example, to send a processed video of the new premises and the exhibition. It is also necessary to inform the contributors on how the project is developing, progressing, and advancing. This information should reach everyone who has supported the project.

Campaign evaluation

The implemented campaign needs to be evaluated and analyzed. You must determine whether the budget and the different phases of the campaign were correctly set. You should also find out which moments were the most successful and what needed improvement. All this information represents valuable knowledge that will be helpful in the development of the next campaign and in practice. It is also necessary and adds marketing benefits to work further with the acquired contacts. Once the supporters agree, within GDPS, they will become a useful database for the next campaign, regular supporters, or customers. It is advisable to keep them informed, for example, through newsletters – but consider their intensity over time.

It is a good idea to praise yourself for a successful campaign and showcase its success – through social networks, on the web, in the footer of email communication, in blogs and discussion forums, or even in print or electronic media.

Source: ZATOVIČ, Z.: *How to raise money for a good cause.* Centre for Philanthropy Foundation. 2021

Creating a simple project I. – Let's solve a problem

Objectives of the block

- analyze the current situation, problem, objective, and develop adequate activities and strategies as tools to achieve the objectives
- be able to apply project management concepts and activities in the main project phases
- increase the communication and argumentation skills of the participants by presenting the project plan

Group

6–20 people

Material

For each team within the group:

- magnetic or a flipchart board
- cards with the names of the tasks in the team's colors (Attachment 3.4)
- cards with incorrect procedures in the team's colors (Attachment 3.5)

For each participant:

- paper or a notepad, markers, pens, or pencils

Length in minutes

150 min. (90 min. + 30 min. + 30 min.)

Summary

1. Let's solve a problem (group work, reflection – discussion) – 90 min.
2. The Devil's Advocate (role-playing game) – 30 min.
3. Project philosophy – This is not right (discussion) – 30 min.

Instructions

1. Let's solve a problem – 90 min.

The trainer distributes prepared blank cards with the names of each task (for each team in their own color) to the groups of participants. Participants are divided into teams of 4. The trainer places a prepared text on the board with a short general description of the current situation (initial situation). The text is identical to the text from the second block (artists from the town of N – Attachment 3.6). The task is for each group to discuss among themselves, fill in the blank cards and place them on the board in sequence. See Attachment 3.1.

Each team will then present and justify their project plan. After the presentation, the other teams and the trainer will have time for questions and clarifications **(analysis from outside the group).**

After all the teams present their plans, the vote will begin. Each participant will determine the winning team with the best plan by throwing in a card with the color of the team they viewed to be the most creative, the most convincing, and their vision realistic. At the end of the activity, the most successful team will be evaluated.

2. The Devil's Advocate – 30 min.

Each team chooses one opponent from among its members – a critic, "the Devil's Advocate" (**intra-group analysis**), who will try to challenge the logic of the project design and procedures in a team discussion. It will be about staging and role-playing. The other members will have to answer the questions, refute his claims, or co-correct their project intent. They will have 10 minutes for this discussion. In the end, members of each team will comment on whether the role of "the Devil's Advocate" was beneficial to them and if and how they modified their project plan after the discussion. The trainer will then present further options for giving feedback on the assessment of the project plan – Attachment 3.2 – Text for the trainer.

3. Project philosophy – This is not right – 30 min.

The trainer will introduce risky and erroneous practices and actions in the project development process (Attachment 3.3):

Participants think about which opinion and practice they have already encountered (or used themselves). They are to express their experience in a discussion and place the corresponding card on the board. In this way, they identify in the whole group the most common mistakes and how to avoid them.

Attachments

Attachment 3.1: Task names for Activity 1

1. What do I see as problems for the team in the described situation (starting point, where are we)?
2. Which problem do I want to solve (selection, problem identification) and how will it change my situation?
3. How do I imagine the situation will be after the problem is solved (goal – where do I want to be)?
4. With what options do I want to solve the problem (financial, personnel resources)?
5. When, in what timeframe do I want to solve the problem (time aspect)?
6. How do I want to solve the problem (proposed project activities and their forms)? A team may write a maximum of 3.
7. How do I find out, that I have solved the problem (feedback, indicators)?
8. How to ensure, that the problem does not repeat (sustainability)?

Thus, this prepares a brief project plan. The starting point is the same baseline situation and identified problems.

Attachment 3.2: Principles and opportunities for giving feedback in the assessment of the project plan for Activity 2

- "The Devil's Advocate" – opponent, a critic from within the organization.
- Implementation of internal analysis by an external expert.
- Questionnaire (to be filled in by competitors as well) – characteristics of the project plan by the external environment, clients,

"Would such a project be beneficial for you what else would you advise us?",

"What are your biggest problems and constraints, and what would solve your situation?".

Attachment 3.3: The most common risky and erroneous practices and actions in the project development process for Activity 3

1. Hooray style – While obtaining sources, there are no set defined boundaries, everything we come across is a good goal, we incorporate our intentions into any project.
2. I have got it all in my head – I know everything best. I do not need to consult with anyone or create a team. I have my plan. I do not delegate competencies.
3. I do not have time for this – I do not need to plan; everything will sort itself out on the fly.
4. Everything regulated – Lack of creativity and planning, there are already proven templates for everything. We blindly follow established forms. Bureaucratization, and the creation of useless documentation.
5. All is clear to everyone – Inadequate, ill-considered, ineffective, unclear, or no communication within the project team.
6. Let's not stick to the rules – Not respecting the project rules, the schedule, project budget, etc.

Attachments

Attachment 3.4: Cards with the names of the tasks in the team's colors for Activity 1

STARTING POINT – WHERE ARE WE?

What do I see as problems for the team in the described situation?

WHAT IS THE PROBLEM?

Which problem do I want to solve, and how will it change my situation?

GOAL – WHERE DO I WANT TO BE?

How do I imagine the situation will be after the problem is solved?

WHAT ARE MY OPTIONS?

With what financial, personnel and other resources do I want to solve the problem?

WHEN DO I WANT TO RESOLVE IT?

When, in what timeframe do I want to address the problem?

HOW DO I WANT TO SOLVE IT?

Proposed activities and their forms – a maximum of 3

HOW DO I FIND OUT, THAT I HAVE SOLVED THE PROBLEM?

How do I ensure feedback, and what are the project indicators?

HOW TO ENSURE, THAT THE PROBLEM DOESN'T REPEAT?

What is its sustainability, and what can I do to achieve it?

Attachments

Attachment 3.4: Cards with the names of the tasks in the team's colors for Activity 1

STARTING POINT – WHERE ARE WE?

What do I see as problems for the team in the described situation?

WHAT IS THE PROBLEM?

Which problem do I want to solve, and how will it change my situation?

GOAL – WHERE DO I WANT TO BE?

How do I imagine the situation will be after the problem is solved?

WHAT ARE MY OPTIONS?

With what financial, personnel and other resources do I want to solve the problem?

WHEN DO I WANT TO RESOLVE IT?

When, in what timeframe do I want to address the problem?

HOW DO I WANT TO SOLVE IT?

Proposed activities and their forms – a maximum of 3

HOW DO I FIND OUT, THAT I HAVE SOLVED THE PROBLEM?

How do I ensure feedback, and what are the project indicators?

HOW TO ENSURE, THAT THE PROBLEM DOESN'T REPEAT?

What is its sustainability, and what can I do to achieve it?

Attachments

Attachment 3.4: Cards with the names of the tasks in the team's colors for Activity 1

STARTING POINT – WHERE ARE WE?

What do I see as problems for the team in the described situation?

WHAT IS THE PROBLEM?

Which problem do I want to solve, and how will it change my situation?

GOAL – WHERE DO I WANT TO BE?

How do I imagine the situation will be after the problem is solved?

WHAT ARE MY OPTIONS?

With what financial, personnel and other resources do I want to solve the problem?

WHEN DO I WANT TO RESOLVE IT?

When, in what timeframe do I want to address the problem?

HOW DO I WANT TO SOLVE IT?

Proposed activities and their forms – a maximum of 3

HOW DO I FIND OUT, THAT I HAVE SOLVED THE PROBLEM?

How do I ensure feedback, and what are the project indicators?

HOW TO ENSURE, THAT THE PROBLEM DOESN'T REPEAT?

What is its sustainability, and what can I do to achieve it?

Attachments

Attachment 3.4: Cards with the names of the tasks in the team's colors for Activity 1

STARTING POINT – WHERE ARE WE? What do I see as problems for the team in the described situation?	**WHAT IS THE PROBLEM?** Which problem do I want to solve, and how will it change my situation?
GOAL – WHERE DO I WANT TO BE? How do I imagine the situation will be after the problem is solved?	**WHAT ARE MY OPTIONS?** With what financial, personnel and other resources do I want to solve the problem?
WHEN DO I WANT TO RESOLVE IT? When, in what timeframe do I want to address the problem?	**HOW DO I WANT TO SOLVE IT?** Proposed activities and their forms – a maximum of 3
HOW DO I FIND OUT, THAT I HAVE SOLVED THE PROBLEM? How do I ensure feedback, and what are the project indicators?	**HOW TO ENSURE, THAT THE PROBLEM DOESN'T REPEAT?** What is its sustainability, and what can I do to achieve it?

Attachments

Attachment 3.5: Cards with incorrect procedures in the team's colors for Activity 3

Hooray style
While obtaining sources, there are no set defined boundaries, everything we come across is a good goal, we incorporate our intentions into any project.

I've got it all in my head
I know everything best. I do not need to consult with anyone or create a team. I have my plan. I do not delegate competencies.

I do not have time for this
I don't need to plan; everything will sort itself out on the fly.

Everything regulated
Lack of creativity and planning, there are already proven templates for everything. We blindly follow established forms. Bureaucratization, and creation of useless documentation.

All is clear to everyone
Inadequate, ill-considered, ineffective, unclear, or no communication within the project team.

Let's not stick to the rules
Not respecting the project rules, the schedule, project budget, etc.

Hooray style
While obtaining sources, there are no set defined boundaries, everything we come across is a good goal, we incorporate our intentions into any project.

I've got it all in my head
I know everything best. I do not need to consult with anyone or create a team. I have my plan. I do not delegate competencies.

I do not have time for this
I don't need to plan; everything will sort itself out on the fly.

Everything regulated
Lack of creativity and planning, there are already proven templates for everything. We blindly follow established forms. Bureaucratization, and creation of useless documentation.

All is clear to everyone
Inadequate, ill-considered, ineffective, unclear, or no communication within the project team.

Let's not stick to the rules
Not respecting the project rules, the schedule, project budget, etc.

Attachments

Attachment 3.5: Cards with incorrect procedures in the team's colors for Activity 3

Hooray style While obtaining sources, there are no set defined boundaries, everything we come across is a good goal, we incorporate our intentions into any project.	**I've got it all in my head** I know everything best. I do not need to consult with anyone or create a team. I have my plan. I do not delegate competencies.
I do not have time for this I don't need to plan; everything will sort itself out on the fly.	**Everything regulated** Lack of creativity and planning, there are already proven templates for everything. We blindly follow established forms. Bureaucratization, and creation of useless documentation.
All is clear to everyone Inadequate, ill-considered, ineffective, unclear, or no communication within the project team.	**Let's not stick to the rules** Not respecting the project rules, the schedule, project budget, etc.
Hooray style While obtaining sources, there are no set defined boundaries, everything we come across is a good goal, we incorporate our intentions into any project.	**I've got it all in my head** I know everything best. I do not need to consult with anyone or create a team. I have my plan. I do not delegate competencies.
I do not have time for this I don't need to plan; everything will sort itself out on the fly.	**Everything regulated** Lack of creativity and planning, there are already proven templates for everything. We blindly follow established forms. Bureaucratization, and creation of useless documentation.
All is clear to everyone Inadequate, ill-considered, ineffective, unclear, or no communication within the project team.	**Let's not stick to the rules** Not respecting the project rules, the schedule, project budget, etc.

Attachments

Attachment 3.6: Model situation – Story

We are an informal group of young artists specializing in visual arts. We call ourselves the artists from the N town, and we have been active for two years. The group includes ten permanent members and ten other regular working members. None of our professions is art. We create art pieces solely in our spare time. Our main work includes graphic art, paintings, modern art drawings, street art, and graffiti. Some of us have studied arts either in high school or college and would like to make a living from it in the future. Our biggest problem is that even though we enjoy what we do, we do not have the necessary space to create art pieces or exhibit them. That may be why we did not have an art exhibit yet. Our only meeting space is in cafes. There is a Leisure Centre in our town with an unused dance hall with a separate entrance. It is in a dilapidated state and needs renovation. The premises belong to the town. We have agreed with the town management and the city council on a free five-year lease. The condition for this agreement is to revitalize, reconstruct and equip this space, make it into a club and exhibition space, and prepare at least two public exhibitions per year. We have already prepared a construction budget and a budget for the whole project, so we know that we need to raise €15 000. We will use this amount to pay for the construction work, the equipment (tables, chairs, armchairs, cabinets, stands), the exhibition system, to ensure promotion, and pay for the catalog publication. We have three months for fundraising. We must open the premises to the public with the first exhibition within eight months. Three of our members already have experience in project preparation, and one is an economist.

Creating a simple project II. – The Project Manager

Objectives of the block

- understand and identify the phases of the project cycle, functions, and roles of team members
- increase competence in the process of project preparation and implementation
- increase communication, argumentation, and team management skills and increase the planning and task creation skills within the team

Group

6–20 people

Material

For each team within the group:
- magnetic or a flipchart board
- cards with the names of the positions in a team (in a project) for the teams in the game, four sets of seven pieces, in the colours of the teams (Attachment 4.1)
- cards with the phases of the project cycle in the colours of the teams (Attachment 4.2)

For each participant:
- paper or a notepad, markers, pens, or pencils

Length in minutes

90 min.

Summary

The project team (role-play) – 90 min.

Instructions

The project team – 90 min.

The trainer will explain the objective and the course of the activity to the participants. The trainer will also explain the phases of the project cycle and the different roles, and positions in the project team based on the specifics of each phase (Attachment 4.3). Participants are divided into groups of four. They continue based on the activity from the previous block (if it was carried out).

Each 4-member team selects four roles from the offered project team positions and assigns the roles to the team members. The assignment should be based on internal agreement and experience gained from getting to know each other during team tasks in previous activities and blocks. Team members will then pin or stick the assigned labels/cards on their clothing. The following positions will be available: Lead Project Manager, Project Manager, Assistant to the Lead Project Manager, Finance Manager, Publicity Manager, Implementer of activities, Lecturer – trainer, External expert – consultant. The team will select the positions based on the rational use in the model project to be addressed (see the previous section) so that they are functional according to the objectives, scope, and purpose of the project.

The teams are then given cards with the phases of the project cycle written on them by the trainer (**identification; planning; implementation – project implementation and administration; monitoring and control; closing and evaluation**). Team members will be asked to write in no more than three bullet points the function and activities of their position in each phase of the project cycle. After the teams have completed their assignment, they will present their work to the other participants. Each leader of his respective team will introduce the team, and team members will present their expected activities. They will put the cards on the board, where they will remain until the completion of the next blocks – if carried out. In the end, the team members will evaluate them based on their experience and skills acquired during the learning blocks to follow. This way, they will compare their expectations with the actual content of the activity.

Attachments

Attachment 4.1: Cards with the names of the positions in a team

Lead Project Manager	Project Manager
Assistant to the Lead Project Manager	Finance Manager
Publicity Manager	Implementer of activities
Lecturer - trainer	External expert - consultant

Attachments

Attachment 4.1: Cards with the names of the positions in a team

Lead Project Manager	Project Manager
Assistant to the Lead Project Manager	Finance Manager
Publicity Manager	Implementer of activities
Lecturer - trainer	External expert - consultant

Attachments

Attachment 4.1: Cards with the names of the positions in a team

Lead Project Manager	Project Manager
Assistant to the Lead Project Manager	Finance Manager
Publicity Manager	Implementer of activities
Lecturer - trainer	External expert - consultant

Attachments

Attachment 4.1: Cards with the names of the positions in a team

Lead Project Manager	Project Manager
Assistant to the Lead Project Manager	Finance Manager
Publicity Manager	Implementer of activities
Lecturer - trainer	External expert - consultant

Attachments

Attachment 4.2: Cards with the phases of the project cycle

PHASES OF THE PROJECT CYCLE	POSITION IN THE PROJECT TEAM			
Identification				
Planning				
Implementation				
Monitoring and control				
Closing and evaluation				

Attachments

Attachment 4.2: Cards with the phases of the project cycle

PHASES OF THE PROJECT CYCLE	POSITION IN THE PROJECT TEAM			
Identification				
Planning				
Implementation				
Monitoring and control				
Closing and evaluation				

Attachments

Attachment 4.2: Cards with the phases of the project cycle

PHASES OF THE PROJECT CYCLE	POSITION IN THE PROJECT TEAM			
Identification				
Planning				
Implementation				
Monitoring and control				
Closing and evaluation				

Attachments

Attachment 4.2: Cards with the phases of the project cycle

PHASES OF THE PROJECT CYCLE	POSITION IN THE PROJECT TEAM			
Identification				
Planning				
Implementation				
Monitoring and control				
Closing and evaluation				

Attachment 4.3: Phases of the project cycle

Project identification

Project implementation is the first phase of the project cycle. It is a phase when we identify the problem we want to solve and the project goal (the reasons for the project). The project is the use of opportunities to address the identified problem. We can start a new project by defining its objectives, focus, and the outputs to be produced.

During this phase of the project, the project team and the details of the project are established.

First, we make the problem analysis:

- briefly express the problem in the negative light
- we analyse the possible problem causes; we also express them in the negative light

Analysis of the goal will enable us to understand the steps necessary to achieve the desired outputs and outcome of the project.

Goal analysis:

- we express the problem in a positive light – the situation after its resolution is the main objective of the project
- we also express the identified problem causes positively and reveal activities that need to be carried out to achieve the goal

Attachments

Attachment 4.3: Phases of the project cycle

Project planning

A project plan is a key document for the successful implementation of the project, we can also control the realization of the project with it. One needs to create a project plan at the beginning of any project or a business proposition.

Its purpose is to define the process/procedure that the project team will use to achieve the planned goal. Its most simple graphical representation is the Gantt chart.

The project plan provides answers to these questions:

- Why is the project being implemented? – What problem or values does the project address? Why should it be supported?
- What will happen in the project? – What activities will be carried out during the project? What are the main outputs from the project?
- Who? – Who will be involved in the project, and what will be their responsibilities? How will they (or he/she) be organized?
- When? – What is the project timeline, and when will significant milestones in the project be achieved?

Project implementation

The objective of this project phase is to achieve the planned outputs and outcomes according to the submitted plan. The implementation is usually the longest phase of the project cycle and requires the most resources.

It also includes:

- Organising the project – Assigning tasks and delegating responsibilities within the project according to individual skills and experience; intra-project communication, communication, and relations with the external environment.
- Project realization and administration – Includes progress reports, financial statements, budgeting, and bookkeeping.
- Project team management – The team as a key factor of a successfully implemented project, its motivation, involvement, equivalence, the responsibility of members with the delegation of powers, creation of a model of team communication, conflict resolution, complex and stressful situations, the possibility of redistribution of team roles and responsibilities, etc.

Project monitoring and control

It is a process aimed at monitoring, reviewing, reporting on the progress of the project and the achievement of the defined project objectives. The aim of the monitoring phase is to check that all the tasks and data that have been approved in the project have been completed so that the project progresses with minimum risk. Monitoring and control shall be carried out continuously throughout the duration of the project. Thanks to the use of an activity plan and the Gantt chart, the monitoring, and control allow us to manage time, costs, quality, project changes, and risks. It also helps to manage public procurement and communication with customers.

Project closing and evaluation

It is the last phase of the project cycle. At this stage, we formally close the project and prepare a final report on the level of achievement of results, measurable indicators, achievement of objectives, and change in the baseline situation. A key activity in this phase is to verify the acceptability of the project outputs. At the end of the project, it is necessary to evaluate the outputs, the achievement of the set objectives, the quality of the project, learn from the obtained lessons, and use the good experiences in further work/projects.

Creating a simple project III. – Grant application form

Objectives of the block

- be able to understand the main principles of project design/creation and its administration
- be able to apply and organize the obtained information into a grant form

Group

6–20 people

Material

For each team within the group:

- magnetic or a flipchart board, a laptop or a PC with printing capability
- worksheet in the form of a grant application form (Attachment 5.1) – or in an electric form, if laptops/PCs are used

For each participant:

- paper or a notepad, markers, pens, or pencils

For the trainer:

- cards with the titles of "The Ten Project Commandments" (Attachment 5.2), text for the trainer (Attachment 5.3)

Length in minutes

165 min. (2 x 60 min. + 45 min.)

Summary

1. Let's apply for a grant (group work) – 2x60 min.
2. The Ten Project Commandments (exercise) – 45 min.

This activity is a direct continuation of the educational blocks "Let's Solve a Problem" and "The Project Manager" and assumes their previous completion with the group.

Instructions

1. Let's apply for a grant – 2x60 min.

The trainer will distribute worksheets to the teams – prepared simple grant application forms (they can be in an electronic form, for example as a Word document, if laptops or PCs are available).

The trainer will explain the content of each section of the application form and how to fill it in. The teams fill in their respective forms. Team members can communicate within their teams. Each team is to fill in their form based on their project plan developed in the previous blocks (the project blocks "Let's Solve a Problem" and "The Project Manager" are to be completed before starting this one). The trainer shall wait until all teams have completed each section before moving on to the next one. Teams can communicate with the trainer as they work. The project forms and their structure are simple and brief. The teams follow a similar, straightforward, bullet-point approach. The goal is not to fill in a sample project application form but to understand its structure and internal logic. The personal data in section 1 can be filled in abbreviated or fictitious (GDPR).

The budget section of the worksheet takes the form of a spreadsheet with individual items, identification of the total budget, own co-financing, other funding sources, and the requested grant amount. The schedule of project activities is in the form of a Gantt chart.

At the end of the activity, the teams shall print out their project application worksheets (if they are using laptops and printers) or just place them on their magnetic board with the previous tasks. They will be used in the next activity.

2. The Ten Project Commandments – 45 min.

The trainer places cards on the board with The Ten Project Commandments – questions that each application must answer. Each team then presents the answers to the questions from their worksheets. The answers shall be distributed among all team members (all members should participate).Members of the other teams and the trainer comment on the presentations and give feedback. Together they discuss other possible solutions. This activity is in the form of giving and receiving feedback, application, and evaluation of the acquired competencies in project management.

Attachments

Attachment 5.1: Worksheet in the form of a grant application form

GRANT APPLICATION
– A NON-REPAYABLE FINANCIAL CONTRIBUTION

Worksheet

1. Information about the applicant:	
Applicant's name:	
Legal form:	
Headquarters/correspondence address:	
Web:	
Registration number (if the applicant has one):	
Bank details – name of the bank and account number in IBAN format:	
Statutory body, function:	
Contact (phone and e-mail):	
Name of the person responsible for the project:	
Function in the organization:	
Contact (phone and e-mail):	
Brief profile of the applicant (maximum of 1000 characters):	
Description of the applicant's major activities, experience, and achievements to date, project experience (maximum of 1000 characters):	

Project staffing (implementation team):

First and last name	Role in the project

2. Brief information about the project:	
Name of the project:	
Shortened name (maximum of 15 characters):	
Start of the implementation:	
End of the implementation:	
Place of implementation:	
Annotation – project summary: *(briefly summarize the whole project – maximum of 1000 characters, its background, objectives, results – what do you want to achieve, and how do you want to achieve it):*	

Attachments

Attachment 5.1: Worksheet in the form of a grant application form

3. The problem, expected results and target group

Project description (purpose, background, benefits, activities, project partners, and cooperation...), maximum of 2000 characters:	
Baseline situation (What is the specific problem you want to solve, what are its causes, how does it affect your target group, why is the current state and solution not sufficient, can you quantify your claim, substantiate it from verified sources? – max. of 1500 characters:	
Main project objective (What is the main goal of the project, and how do you want to achieve it? What and how will solve the project, what solution do you propose, and do you have experience with the proposed implementation?):	
Partial objectives (What are the other, secondary objectives of the project?) – description:	1
	2
	3
Target groups of the project and their expected scope (Who are you implementing the project for? Who is the project aimed at, and who will it primarily and secondarily affect? What is the range of the target group members – how many people will be affected? How will you measure their number, reach of the project? How do you plan to reach the target groups?) – max. of 1500 characters:	

Project activities – method of implementation and schedule

With what specific activities do you want to fulfill the objectives of the project, and what solutions do you propose?

Name of the activity:	
Implementation date (month, year, or from – to):	
Description of the activity:	

Name of the activity:	
Implementation date (month, year, or from – to):	
Description of the activity:	

Name of the activity:	
Implementation date (month, year, or from – to):	
Description of the activity:	

Copy additional tables if needed.

Timetable for project implementation and project activities

Name of the activity	Months of project implementation														
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.

If necessary, copy additional lines.

Attachments

Attachment 5.1: Worksheet in the form of a grant application form

5. Project budget

Item	Specification, description	Requested amount	Amount from own or other resources	Total project costs
TOTAL:				

	Sum	% of total budget
Expected revenues and their description:		
Co-financing – own resources:		
Co-financing – other sources – what other sources:		
Total financial support requested:		

The following items are eligible under the project:
Wages and fees/royalties – Services related to project implementation – Travel costs – Transport costs – Accommodation – Meals and refreshments – Rental (equipment, premises...) – Material costs – Promotion, publicity and printing costs – Intangible and tangible assets (plant and equipment) – Investments (buildings, real estate/ immovable property – construction, reconstruction, modernization) – Operational costs (energy, postage and communication costs, consumables)

6. Promotion and publicity of the project

The ways, forms, and process by which the publicity of the project will be ensured

Name and form of the chosen way:	
Media (where it will be implemented):	
Method (how it will be implemented):	
Time (when it will be implemented):	

Name and form of the chosen way:	
Media (where it will be implemented):	
Method (how it will be implemented):	
Time (when it will be implemented):	

Copy additional tables if necessary.

7. Results and measurable indicators

Project 1 outcome (in relation to the defined objectives):	
Measurable indicator 1 (quantification of the result – number, scope, period, etc.):	
Default value:	
Final value:	

Attachments

Attachment 5.1: Worksheet in the form of a grant application form

Project 2 outcome (in relation to the defined objectives):	
Measurable indicator 2 (quantification of the result – number, scope, period, etc.):	
Default value:	
Final value:	

Copy additional tables if necessary.

8. Impact and sustainability

How will the project activities change the lives of the identified target group(s)?	
What will be the situation after the end of the project?	
What other activities do you plan to carry out in the next three years?	
How do you want to track the results and the achieved change?	

9. Project risks

What risks do you foresee, identify their severity and measures for their elimination.

Name of the risk	Severity (low – medium – high)	Measures to eliminate the risk

The Ten Project Commandments – Don't forget!

Each project application should answer the ten basic questions in a relevant way:

Organization (answers the "**Who?**" question)
Project name and objectives (answers the "**What?**" question)
Duration of the project (answers the "**How long?**" question)
Target group (answers the "**To whom?**" question)
Baseline situation/ analysis of the situation (answers the "**Why?**" question)
Expected results/outputs and description of activities (answers the "**Where and how?**" question)
Schedule (answers the "**When?**" question)
Human Resources (answers the "**With whom?**" question)
Budget and co-financing (answers the "**From what sources?**" question)
Sustainability of project results (answers the "**How to go on?**" question)

Attachments

Attachment 5.2: Cards with the titles of "The Ten Project Commandments"

WHO? **Applicant – Organization** The Ten Project Commandments	**WHAT?** **Project name, objectives** The Ten Project Commandments
HOW LONG? **Duration of the project** The Ten Project Commandments	**TO WHOM?** **Target group** The Ten Project Commandments
WHY? **Baseline situation – analysis of the situation** The Ten Project Commandments	**WHERE AND HOW?** **Expected results, description of activities** The Ten Project Commandments
WHEN? **Schedule** The Ten Project Commandments	**WITH WHOM?** **Human Resources, the project team** The Ten Project Commandments
FROM WHAT? **Budget and co-financing** The Ten Project Commandments	**HOW TO GO ON?** **Sustainability** The Ten Project Commandments

Attachments

Attachment 5.2: Cards with the titles of "The Ten Project Commandments"

WHO?
Applicant – Organization
The Ten Project Commandments

WHAT?
Project name, objectives
The Ten Project Commandments

HOW LONG?
Duration of the project
The Ten Project Commandments

TO WHOM?
Target group
The Ten Project Commandments

WHY?
Baseline situation – analysis of the situation
The Ten Project Commandments

WHERE AND HOW?
Expected results, description of activities
The Ten Project Commandments

WHEN?
Schedule
The Ten Project Commandments

WITH WHOM?
Human Resources, the project team
The Ten Project Commandments

FROM WHAT?
Budget and co-financing
The Ten Project Commandments

HOW TO GO ON?
Sustainability
The Ten Project Commandments

Attachments

Attachment 5.2: Cards with the titles of “The Ten Project Commandments"

WHO? **Applicant – Organization** The Ten Project Commandments	**WHAT?** **Project name, objectives** The Ten Project Commandments
HOW LONG? **Duration of the project** The Ten Project Commandments	**TO WHOM?** **Target group** The Ten Project Commandments
WHY? **Baseline situation – analysis of the situation** The Ten Project Commandments	**WHERE AND HOW?** **Expected results, description of activities** The Ten Project Commandments
WHEN? **Schedule** The Ten Project Commandments	**WITH WHOM?** **Human Resources, the project team** The Ten Project Commandments
FROM WHAT? **Budget and co-financing** The Ten Project Commandments	**HOW TO GO ON?** **Sustainability** The Ten Project Commandments

Attachments

Attachment 5.2: Cards with the titles of "The Ten Project Commandments"

WHO? **Applicant – Organization** The Ten Project Commandments	**WHAT?** **Project name, objectives** The Ten Project Commandments
HOW LONG? **Duration of the project** The Ten Project Commandments	**TO WHOM?** **Target group** The Ten Project Commandments
WHY? **Baseline situation – analysis of the situation** The Ten Project Commandments	**WHERE AND HOW?** **Expected results, description of activities** The Ten Project Commandments
WHEN? **Schedule** The Ten Project Commandments	**WITH WHOM?** **Human Resources, the project team** The Ten Project Commandments
FROM WHAT? **Budget and co-financing** The Ten Project Commandments	**HOW TO GO ON?** **Sustainability** The Ten Project Commandments

Attachments

Attachment 5.3: Text for the trainer

GRANT APPLICATION FORM

Text for the trainer

Participants will gain theoretical and practical experience in the preparation of a project application, into which they will transfer their visions and ideas. They will learn about grant application forms and how to fill them in.

To receive a grant, we must complete and submit a grant application form. Depending on the provider, the scope of the form (application), the needs, legislative and other regulations, the scope of requested funds, the subject of the grant, and other circumstances, it has different formats (electronic, written, or a combination of both). It also has a different number of mandatory and optional attachments, structure, and scope.

In each call for projects, the announcer will publish the detailed conditions for the grant, the required grant form, the list of annexes, the eligibility of the applicant, the form of submission, and the deadline – the end date for submission. It is always a good idea to read this information carefully in advance and seek consultations in case of any uncertainties. The call for proposals always includes the contact information of the announcer. Each of the providers has its own form with a different structure. In principle, however, certain parts are repeated in all of them, but they are handled in different detail. Parts of the application form are often limited in the number of characters.

The most common items on the grant application form are:

Identification of the applicant and possible project partners

Contact details, possibly staff positions, and contact...

Administrative and operational applicant capacities (and partners)

Previous project implementation experience, project staff positions...

Name of the project

It should best describe the project, its main idea, or its message. It is important in project promotion. It attracts participants and potential sponsors. It is the first thing a member of the selection committee notices – it should be eye-catching.

Shortened name

It is often used for internal communication between the applicant and the provider. It is limited by the number of characters.

Place of implementation

The territory where the project will be implemented, different applicants require different specifications, eligibility of the territory, scope, in the case of investment projects delineation by parcel numbers and ownership of the applicant, etc.

Description – project summary (annotation)

The most important thing is to capture the essence of the project, the main activities, and the project purpose so that it is clear what you **want** to do and **why**. It is

Attachment 5.3: Text for the trainer

necessary to explain and captivate. These lines should give an uninvolved person an idea of what you are about to implement and convince the selection committee that it is worth studying your project in detail.

Baseline situation

Description, the definition of the baseline situation, and justification of the need for implementation. Description of the main problems that the project should solve; identification of the causes that led to these problems and the effect that the problem will bring – what will the project solve and how.

Project objectives

The main objective, sub-objectives – specific objectives. Clearly and understandably formulated, should lead to a realistic result, should be SMART (S – specific, M – measurable, A – acceptable, R – realistic (achievable), T – (time) – time-bound. It is advisable to set several objectives that complement each other or concretize the main objective. However, they should not be formulated very generally or unrealistically.

Measurable indicators

Their quantification, how they are achieved, and a description of how they are tracked.

Project risks

The magnitude of the risks is directly proportional to the size, scope, scale, and complexity of the project.

Need for risk identification – name, description of the risk, severity (low, medium, high), risk elimination measures.

Sustainability

Post-project situation. State after the project is carried out and expected results. Activities that are carried out in the framework of the sustainability of the project. Some calls specify a sustainability period within which monitoring reports are to be submitted.

Evaluation plan

It supports the project and serves to verify that the objectives have been achieved. It allows for the refinement of results based on an assessment of the value and quality of the project. It simplifies the decision-making process and can be the basis for substantial changes in the project, if necessary.

Target group

Definition, description of the target group, and its quantification (number). It can be divided into primary and secondary groups. These include all the people or groups targeted and affected by the project. The primary target group is directly affected by the project. It affects them and requires their active participation, without which the project's objective would not be realizable – for example, training participants, participants in talks, youth exchanges, and survey respondents. The secondary target group may be only marginally affected or may be involved in the activities only through the influence of the primary group – it is for example the local community that learns about the activities or just sees the outcome.

Attachments

Attachment 5.3: Text for the trainer

Project activities

Their description, timeframe, and schedule (implementation plan). Sometimes mandatory or predefined activities may be specified. It is a clear, time-sequential, logical, and transparent description of the activities needed to achieve the project's objective and its implementation. It should be detailed, not forgetting the preparatory phase or the promotion and dissemination of the project results. Each activity should be described in detail in terms of the means and methods of its implementation, material, technical, spatial, and personnel resources. It should include a detailed, time-specific program of activities – a timetable.

Budget

The budget is an essential part of the application. It is important to approach its creation responsibly and to calculate all items. The call for grants usually sets out rules that influence the budgeting process. These rules can include the definition of eligible and ineligible costs, and the maximum amount. Often a percentage of the amount of own resources is set. We specify a detailed description of the item, unit, number of units, unit price, total price, relation to a specific activity, defining, and description of the necessity for the implementation of the activity.

Budget headings (they tend to vary; these are the most common):

- Personal expenses
- Wages
- Personnel costs – other personnel costs
- Services related to project implementation
- Travel costs
- Transport costs
- Accommodation
- Meals and refreshments
- Rental (equipment, premises...)
- Material costs
- Promotion, publicity, and printing costs
- Intangible and tangible assets – equipment, investments (buildings, immovable property)
- Operational costs (energy, postage costs, consumables)

Each project application should answer ten basic questions in a relevant way "The Ten Project Commandments":

- Organization (answers the "**Who?**" question)
- Project name and objectives (answers the "**What?**" question)
- Duration of the project (answers the "**How long?**" question)
- Target group (answers the "**To whom?**" question)
- Baseline situation/ analysis of the situation (answers the "**Why?**" question)
- Expected results/outputs and description of activities (answers the "**Where and how?**" question)

Attachments

Attachment 5.3: Text for the trainer

- Schedule (answers the "**When?**" question)
- Human Resources (answers the "**With whom?**" question)
- Budget and co-financing (answers the "**From what sources?**" question)
- Sustainability of project results (answers the "**How to go on?**" question)

Creating a simple project IV. – Evaluation and risks

Objectives of the block

- the increase of presentation, argumentation, and communication skills and application of acquired managerial skills in project management
- identification, analysis of project risks, and application of procedures for their elimination

Group

6–20 people

Material

For each team within the group:

- magnetic or a flipchart board
- worksheet in the form of a grant application form (Attachment 5.1) – can be in an electric form, if laptops/PCs are used
- cards with project risks (Attachment 6.2) and dissemination and publicity card (Attachment 6.1)

For each participant:

- paper or a notepad, markers, pens, or pencils

For the trainer:

- cards with terms and processes (Attachment 6.1)
- model situations for Activity 2 for the trainer – project risks (Attachment 6.3)
- text for the trainer (Attachment 6.4)

Length in minutes

105 min. (45 min. + 60 min.)

Summary

1. The end does not stop us – 45 min.
2. Risks – 60 min.

Instructions

1. The end does not stop us – 45 min.

The trainer places cards on the board with terms and processes related to the phase of evaluating the success of the project after its implementation and project risk management.

When prompted, the participants give examples of each process in their respective teams. They draw conclusions based on the project plan and the application form created in previous training blocks.

Then the trainer will also give some examples, which the participants will have to match with the right cards.

Then, based on the previous discussion and examples, each group prepares a plan for dissemination – publicity of the achieved results by writing it down on a prepared card – (Attachment 6.1) and places their completed card on the board.

2. Risks – 60 min.

The trainer distributes to the teams four cards in the teams' colors labeled risk I–IV and the following text: name of the risk, severity (low, medium, high), and measures to eliminate the risk.

Teams will have their project applications available. The trainer will give examples (model situations) of four facts that occurred during the implementation of the project (see Attachment 6.3).

Each fact will be reported separately. Teams will be given an agreed amount of time (5 minutes) to complete each card with actions to eliminate the specific risk. They try to come up with the solution for each situation together.

Once completed, each member of the team will present one of the risks and the actions suggested by the team. After the presentation of each team, the other participants will have time for questions and comments.

Attachments

Attachment 6.1: Cards with terms and processes + a card for each team – Dissemination and publicity

Feedback	Criteria for success
Project outcome	Indicator
Evaluation	Dissemination
Project output	Publicity
Risk	Reserve

Attachments

Attachment 6.1: Cards with terms and processes + a card for each team – Dissemination and publicity

Dissemination plan – Outcome spreading and publicity of the project

description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______

Dissemination plan – Outcome spreading and publicity of the project

description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______

Dissemination plan – Outcome spreading and publicity of the project

description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______

Dissemination plan – Outcome spreading and publicity of the project

description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______
description: ______ used medium: ______ time: ______

Attachments

Attachment 6.2: Cards with project risks

Risk I.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk II.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk III.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk IV.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Attachments

Attachment 6.2: Cards with project risks

Risk I.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk II.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk III.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk IV.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Attachments

Attachment 6.2: Cards with project risks

Risk I.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk II.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk III.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk IV.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Attachments

Attachment 6.2: Cards with project risks

Risk I.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk II.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk III.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Risk IV.

Name of the risk: ______________________________

Severity: ______________________________

Measures for elimination: ______________________________

____

____

Attachments

Attachment 6.3: Model situations for Activity 2 – Project risks for the trainer

1. A member of the project team (the lead project manager) had an accident in the middle of the project implementation which prevents him from working on the project and from communicating with the rest of the team until the end of the project.
2. The supplier of a commodity/service for an activity that is planned to be carried out in 2 weeks is not able to ensure the delivery of the commodity/service.
3. For a project activity with planned minimum participation (as a measurable indicator), only ½ of the projected number of participants had registered by the deadline. The activity starts in 2 days.
4. The price for a commodity/service necessary for the project implementation (activities, outputs) has increased by 30% from the time the market survey was carried out during the budget development in the application to the project implementation period.

Attachments

Attachment 6.4: Text for the trainer

EVALUATION AND RISKS

Text for the trainer

In this block, the participants will learn how to design and deal with project risks (risk management), and they will learn about the forms of feedback, and dissemination – spreading of project results and outputs. They will also get acquainted with the structure and content of the logic matrix as a way of thinking about the project, its goals, objectives, inputs, and outputs.

Feedback – was the project successful, did it meet the objectives?

Project success criteria may be:

- quantitative – those that can be quantified numerically, or as a percentage (it can be the number of participants, activities, percentage of participation...)
- qualitative – the impact of the project cannot be quantified numerically (increase in awareness, creativity, level of services provided...). A good and relevant definition of criteria and measurable indicators already in the project is crucial in assessing its success and the fulfillment of its objectives.

Another tool for determining the success, effectiveness, and fulfillment of the project is **evaluation**, so the rating of the project (of the result and process), **can be carried out as a self-assessment** – most simply in the form of questionnaires, surveys, etc.

An important part and stage after the completion of the project implementation is **dissemination, spreading, publicity of the achieved results**, and project-generated outputs based on the developed plan. This may be in a form of several interlinked, correlated, and different activities. For example, a website, seminars and conferences, PR articles, newsletters, leaflets or brochures, publications, exhibitions, etc.

Project risks

Risks are a natural part of any project. After all, with a project, we implement a set of activities in a limited amount of time with limited financial and personnel resources to achieve set objectives. And this always brings risks. However, for our project to be successful, we need to be able to identify, eliminate, or at least reduce risks to a tolerable level. While designing the project, we should include a time and financial reserve in the plan and account for possible project risks. The planned reserves in the project must be manageable, otherwise, they will disproportionately increase the budget or the duration of the project, which may not be supported. The risks of a project are proportionately and directly related to its scale, complexity, and degree of innovation.

Risk assessment requires answers to questions:

- **What are the risks** of our project?
- **To what extent can the project** and its implementation, outputs, and objectives be compromised?
- **What tools do we have** – what can we do to minimize the risks?

When designing a project, it is necessary to prepare a list of potential risks and assign them a probability of occurrence, severity (impact – low, medium, high), measures for elimination, and the method of elimination when the risk occurs.

Market research

Objectives of the block

- know how to create a questionnaire
- know how to evaluate the market situation
- know how to question your potential customers and determine their needs
- know how to find out who the potential customer is and understand how they think
- know how to evaluate customer requirements
- know how to think about the competition, its advantages, and disadvantages

Group

6–20 people

Material

- flipchart board, paper, markers

Length in minutes

360 min.

Summary

1. Market research – 180 min.
2. Use 4P 3 times – 90 min.
3. Target groups – 60 min.

Instructions

1. Market research – 180 min.

In market research, one of the most common methods used is a questionnaire. To be able to create the questionnaire, we first must think about what real need we want to satisfy for our customers according to which should we put together the questions.

- Think about everything you want to ask your customers. What do you want to know about their needs and the choice of product or service you want to offer? How far are they willing to travel, what exactly do they expect, what price are they willing to pay, what are their preferred store opening hours, etc.?
- Write down all your questions. Consider the number of questions so that respondents do not take too long to complete the questionnaire and are willing to answer your questions.
- Create a circle in which you ask each other questions in pairs. Carefully record all the answers from the other participants.
- Evaluate your findings so that you can share them with others. Were you expecting these answers? What surprised you the most? Which information will be the first you use in practice?
- Present the findings to your colleagues.

2. Use 4P 3 times – 90 min.

In this activity, participants will learn about the 4P method. They will find out why we must compare all the Ps with the competitor's parameters, how to evaluate everything, and gain feedback. We use the 4P method in marketing strategy development. We can also use this method when thinking about comparing ourselves with the competition.

- **Product –** What type of product and service do I offer? How is it unique and how is it like others? Describe your product first, and then describe 3 similar or identical products of your competitors.

- **Price –** Think about what price you want to sell your product or service for. What are the prices of your competitors? What all does the price include?
- **Place –** Where do you want to offer your product or service? Will it be online or offline? Where does your competition operate? Describe as accurately as possible the places where your competitors offer a similar service or product.
- **Promotion** – How do you want to promote your product or service? Where do you want to advertise so that as many people as possible will know about you? Is it affordable? How are your three biggest competitors presenting themselves? Describe as accurately as possible the advertising, discounts, or special offers you want to use to attract customers that your competitors are offering.

Each participant will be given 30 minutes to respond in writing to the 4Ps about their product/service and their competitors.

Feedback

Form pairs. Present all the products to your pair partner without saying which is yours and which is offered by the competitors. Which product does your colleague find most interesting? What did they point out to you? You can make more of these feedback exchanges. The more feedback one receives, the better. The trainer will end this activity with an overall reflection.

3. Target groups – 60 min.

Our perspective is often skewed, so it is important to step into our client's shoes as part of the market research. Think about who your target group is, possibly multiple target groups. To do this, we use a method called target persona creation. This persona poses as a fictional person who we give a name and describe their lifestyle. We can also imagine how he or she looks or draw this person on a piece of paper. In this way, we can think in terms of his standards of life, and his preferences, and free ourselves from our own.

- Write down on a piece of paper who your target audience is for buying your product or service. Are they moms on maternity leave? Unemployed citizens? Students? Entrepreneurs, or senior citizens? Or everyone? Try to specify and describe your target groups as detailed as possible.
- For each target group, write the name of the person who will represent it. Is it a woman or a man? What do they like to do in their spare time? What do they shop for? What is important to them and what is not? If you have more than one target group, describe the personas for each of them in the same way.
- Present your created personas to your colleagues. Can they picture this person based on the description? Can they imagine them buying your product or service? That they truly need and want your products? That they are willing to pay money for them?
- Collect feedback and add additional information to the personas. Did it help you better define their needs? Can you devise a marketing strategy and improve your offered goods based on the gained insights?

Remember, even large companies use personas to better target their products, so not only in this activity but also if you will ever do real-life business, put yourself in your target group's shoes in the moments when you will think about your product or service.

Be good professionally

Objectives of the block

- classify and sort information versus facts
- briefly explain what facts are
- organize objectives and understand how to check if those objectives are met
- understand that to have a good job, career, and happy life, we need to develop our skills, knowledge, and attitudes
- understanding the importance of being able to recognize priorities
- to be able to describe the meaning of active contribution and the right attitudinal level to work
- understand the meaning of active contribution and the right attitudinal level to work

Group

6–20 people

Material

- flipchart board, labels, white office paper, printed text, colored markers

Length in minutes

690 min.

Summary

1. Working with facts – 180 min.
2. Planning and goal setting – 180 min.
3. What I need to be good at my job and how to be good at it – 120 min.
4. Priorities in building a profession – 90 min.
5. Aspects for being good – 120 min.

Instructions

1. Working with facts – 180 min.

At the beginning of the activity, the trainer gives an exposition (a story) about why information is important for their future work and careers. Why it is important to convey information clearly and understandably, and why it should be based mainly on facts, not on emotions, assumptions, and impressions.

After this short introduction, when the trainer makes sure that the participants understand the concepts, he distributes two copies of the articles to the groups. He then asks the participants to highlight facts with a yellow highlighter. He will give the groups 20 minutes to complete this activity. After they finish, the groups read the facts aloud and evaluate whether their findings are correct and why (while doing this, they learn how to defend their opinion with facts). Once the results have been discussed and defended (after approx. of 40 minutes), the trainer summarizes what are the facts once more so that the whole group has the same information base for the next activity.

In another exercise with the same article, participants will mark all interpretations with an orange highlighter (interpretations are facts explained/interpreted in a specific context). The trainer first makes sure that all participants correctly understand the concept of interpretations, then asks them to mark them in the text. This exercise again lasts 20 minutes, when participants are not only asked to find interpretations but also to defend the example to their peers in the group. After the time has elapsed, participants share their results and argue how they arrived at their results and why.

In the last stage, participants are asked to mark the following statement with a pink highlighter: something that is vague, emotionally colored, and leads to different understandings and interpretations. They also have 20 minutes for this activity and 40 minutes to share their findings. At the end of the activity, the groups summarize what they have learned and why claims can lead to arguments, doubts, confusion, and misleading information.

2. Planning and goal setting – Dolphin jumps and "My Life in a nutshell" – 180 min.

At the beginning of the activity, the trainer delivers an exposition (a story) about why continuous goal setting and evaluation are important for future careers.

After this short introduction, he will introduce the principle of dolphin jumps, and the first activity (60 minutes) will begin. Participants must individually determine what they want to learn:

- physically – for physical health/skills/development
- mental health – walks/meditation/phone calls with family/singing/dancing
- intellectual growth – book reading, technical articles, webinar, podcasts, conferences, etc.

(Example: Three years ago, I decided that I wanted to read one book a year in English. When I did, I tried to read two books a year. This year I read 5 books, one of which was 800 pages long. I told myself I would walk at least a mile a day in all weathers. I walk a little more but never skip a day, etc.)

Based on this activity, the participants should reflect on whether they have achieved something through dolphin jumping and, at the same time, reflect on what they want to achieve through dolphin jumping.

After this activity comes the second one – My Life in a nutshell, for which participants will need 120 minutes. The trainer hands out papers, and each participant should have a piece. The participants then sketch a large cube on the paper. This cube represents their life. Then they divide the cube into years. The first 3 years are then further divided into quarters. A long-term goal in learning can take three years, which can be the length of getting a bachelor's degree or an MBA. We can also say that we want to learn to speak Spanish during this period. However, 3 years is too long to be able to be truly specific about each goal. So, we have to tell ourselves that we have to get one step further toward achieving our goal every year. It does not matter if the goal is to learn to communicate in the three basic tenses or understand a story on TV in a foreign language. We should break down each big goal into individual activities that we have to do to reach it. For example, if we want to play the ukulele, we should know how many hours a week we need to practice first. This way, participants create their curriculum in the drawn cube. Participants should gain from this activity a concrete idea of learning plans that will teach them to develop, be inquisitive, and take the learning process as their life foundation.

3. What I need to be good at my job and how to be good at it – 120 min.

At the beginning of the activity, the participants must draw a hot air balloon. They should then write inside of the balloon, what can help them further progress, and rise up in their career. After 15 minutes of the activity, the trainer asks what everyone has written. He can do a summary on the flipchart. Lots of words will come out in the brainstorming. But what should stand out is the split between knowledge, skills, and attitude – the setting to work. The previous two can be worked on and developed, but our attitudinal level is given. It is our intrinsic motivation that we should be consciously aware of.

In the next part of the activity, participants write on the balloon weights what pulls them down. After the activity, the trainer should again summarize the findings. Some things can be influenced (and we can consciously set goals to influence them positively). Some things cannot be objectively influenced and should be eliminated or their influence re-evaluated. In the last part of the activity, participants set goals for how they will work on developing their competencies:

Knowledge

What do I need to learn to make my balloon rise? How often do I need to learn it? What do I need to achieve it? Can I ask someone to help me?

Skills

Which tools do I need to know how to use? Where can I improve my skills? Can I ask someone for help? How will I record my improvements?

Attitude

Why do I want to be a good employee/entrepreneur? Why do I want to improve? What motivates me the most? Why should I feel responsible for my work?

Feedback

In the end, the trainer summarizes all the answers and reiterates why the group did this activity. He encourages the participants to work on their knowledge and skills and keep a careful record of their progress. The trainer will also encourage participants to support each other and give feedback.

4. Priorities in building a profession (brainstorming) – 90 min.

In the first part of the activity, participants write on paper an imaginary or concrete job they would like to do in the future. (For example, a politician, actor, scientist, vet, doctor, etc.)

Brainstorming – in the next part of the activity, the participants will determine what can lead them to their chosen profession, and answer the following questions:

- Do I know any actors?
- Why do I think he does his job well?
- What does his job entail?
- Why do I think he wanted to become an actor?
- What quality about him makes him a good actor?
- What quality about him is detrimental to his position?
- What does he need to improve?
- What knowledge should he have to do his job well?
- Will such positions still be needed in 10 years? Why?
- Will such positions be needed in 20 years? Why?
- Will I need to enjoy the work?

Once they have answered all the questions, they start sorting them into three groups:

- Is this something I MUST have for my chosen career?
- Is it something I SHOULD have for my chosen career?
- Is it something I COULD have for my chosen career?

The participants will defend the above-distributed arguments in front of the group, and the trainer will give them feedback. In the end, the trainer will summarize the exercise: in career and career-building, participants must be able to set priorities. The MUST, NEED, GOOD TO HAVE technique is helpful here.

5. Aspects for being good – 120 min.

The trainer writes bullet points on the flipchart:

- Take the initiative
- Be your own evaluator
- Be ready to learn
- Anticipate needs
- Communicate well
- Set goals you want to achieve
- Show, do not tell
- Gain trust
- Create solutions
- Be aware of your surroundings

The trainer asks the participants to think and write what the first bullet point means to them (5 minutes). The trainer moderates the discussion and draws conclusions (5 minutes). The group proceeds in this way for each bullet point. The discussion is meant to show the participants what is important to be good in a career and be helpful to the organization/oneself. What can we contribute to good company culture and cooperation with others?

At the end of the activity, the trainer will summarize the findings. Participants are asked to write:

- What did I learn during the activity?
- What did I like?
- What do I want to use in the future?

Attachments

Attachment 1: Short exposition (Working with facts)

Today we live in the information age, with millions and millions of information being added to the internet every second. But not all information is facts. This information can express emotions, impressions, assumptions, and other things that somehow affect our emotions but have nothing to do with facts. Critical thinking is crucial for our career – the ability to discern and sort facts and infer actions/reactions from them. The following activity is designed to help us develop this ability.

Attachment 2: Text for finding facts (Working with facts)

Composition of the Universe

It is a bit unusual to start a lecture by saying that we don't know most of the nature of the universe. Unfortunately, that is indeed the case. By studying the properties of visible objects, such as the orbital velocities of stars and entire galaxies, the unexpected strength of gravitational lenses, the temperature distribution of hot gas in galaxies, and the unusual behavior of cosmic microwave radiation (more precisely, its anisotropy), astronomers have come to believe that the known universe must be affected by matter (24 % of the universe) and energy (71.4 % of the universe), [[1]] the nature of which we do not know, yet we can observe their effects. [a] So let's keep in mind that throughout today's lecture we will only be talking about a tiny fraction of what the universe is made out of. Unfortunately, the result of knowledge may well be that we find that we "know that we know nothing." (Socrates, 469 – 399 B.C.)

So, what about the remaining material? If we, as chemists, wanted to describe the composition of the universe from the point of view of some aliens, then we could boldly declare that it is three-quarters hydrogen, and the rest is helium. The other elements are just impurities. It's like the air on earth, which is also essentially three-quarters nitrogen, about one-quarter oxygen, and the rest is impurities. Both hydrogen and helium come in different forms depending on the environment they are in. In the case of hydrogen, the ions H^+ and the atomic gas H are mainly found in free space [b] [[2]], and in clusters called clouds, the molecular hydrogen H_2 or the molecular ions H_2^+ and H_3^+ play an important role in their chemistry. Helium exists again in the form of atomic gas He in the case of He^+ ions. A special form of helium occurrence is alpha radiation, which is formed by a stream of nuclei (formally He^{2+} ions) for example, in the solar wind, where their speed reaches up to 400 km/s. [[3]] Although under normal conditions helium does not form a molecular gas, [c] He_2^+ ions can be encountered in space. This ion is even thought to have been the first particle formed by chemical bonding. [[4]]

The chemical compounds and elements that normally surround us in our lives, are underrepresented in the universe. They make up about 2 % of the mass of heavy particles (baryons). The world around us is a veritable speck in an ocean of hydrogen and helium.

1. Chemical analysis of the Universe

Before we discuss the formation of elements and chemical compounds, we should take a little detour and talk about how we can find out what cosmic objects are made of. In classical chemical analysis, we take a sample from an object, transport it to a laboratory, modify it as needed, and then examine the composition using a suitable instrument. The most distant spacecraft is currently 0.002 light-years away, but the nearest star, Proxima Centauri, is 4.24 light-years away, or 2 120 times farther. The fastest man-made object was the New Horizons probe in 2007, which reached a speed of 23 km/s due to the gravitational slingshot effect. Based on this reasoning, we can see that we cannot sample objects in the distant Universe with our current technical means. So how is it that we can infer so much about their composition?

Light comes to us from objects in the so-called visible universe. Technically speaking, what we call light or visible light is only a small (visible to the human eye) part of electromagnetic radiation. Depending on the energy it exerts on objects, it is divided into other areas besides visible light, such as highly energetic and dangerous gamma rays, substance penetrating X-rays, UV radiation dangerous to the human eye and skin, thermal radiation, microwaves, and radio waves. The essence of all these components of electromagnetic radiation is, as the

Attachments

Attachment 2: Text for finding facts (Working with facts)

name implies, a periodic change in magnetic and electric fields occurring at the same time. For example, the molecules in the flame of a fire emit a periodically varying electric and magnetic field into space. This field acts on the molecules in our skin. Molecules thus remotely receive energy and begin to vibrate more. Our skin heats up, and we perceive this energy transfer by electromagnetic radiation as radiant heat. However, fire also sends a different kind of more energetic electromagnetic field to us, which can pass through the lens of our eye and affect the chemicals in our retina. We then perceive this field as light coming from the fire. In the same way, light, heat, and other fields of the electromagnetic spectrum (radio waves, UV radiation, etc.) from the Sun, stars, or nebulae travel to us.

But how does light tell us about chemical composition? If an object has a non-zero temperature, it emits electromagnetic radiation into space. As already mentioned, for hot objects, we perceive this radiation as radiant heat. For really hot substances, they are lit up in visible light. While the intensity of light coming from the mass of an object depends only on its temperature, gases of a certain chemical composition glow unevenly in different parts of the spectrum. This non-uniformity is even so great that in wide ranges of energy no light comes to us from the gases, and only in narrow regions does the gas emit light. The same rule applies to the absorption of radiation by a gas. If we graphically plot the dependence of the intensity of emission on the energy (wavelength, frequency) of the light, we get the so-called spectrum of radiation emanating from a given object. It's basically a rainbow. The spectrum of a gas is a line spectrum, and the position of these lines in the spectrum is strictly determined by its chemical composition.

However, molecules emit and absorb a specific spectrum not only in the visible light range. In practice, measurements are made in the radio wave region using radio telescopes, [[5]] of thermal, UV, X-ray, and gamma rays using satellites, and in the visible and near-visible thermal region at observatories using telescopes. Since the bulk of electromagnetic radiation (except for visible and some radio waves) is blocked by the Earth's atmosphere, satellites play an indispensable role in space observation.

2. How it all began

The modern notion of the beginning of the universe starting with expansion from a single point (the primeval atom) was introduced in 1927 by the Belgian physicist and Catholic priest Georges Lemaitre. His opponent, the American astronomer Fred Hoyle, called his theory big bang nonsense. He eventually gave the whole concept its name.

Extracts and materials

Creation of the Universe

In the beginning, the universe was filled with gamma-ray photons and neutrinos (particles with zero or little mass and zero charges). The temperature a few microseconds after the birth of the universe was around 10^{14} K. The interactions of photons in this matter produced the first particles of "real matter" within a few microseconds at temperatures of 10^{13} K At first, neutrinos and gamma rays had very high energy so that heavy particles – protons and quarks – were formed. In the same way that the aforementioned processes gave rise to the particles of matter of which we are composed, the formation of antimatter must naturally occur. It can, therefore, be assumed that along with the proton, an antiproton must be produced in such a reaction. The whole equation can be written as:

$$\nu_p + {}^{anti}\nu_p + 2\,\gamma_e = p^+ + p^-$$

The photon energy required for synthesis is given by Einstein's equation:

$$E = hf = m_p c^2$$

Attachment 3: Short exposition (Planning and goal setting)

To succeed in our vocation, we need to work on ourselves constantly. And not only in the fields, we enjoy but also in other fields that can give ours an innovative edge. For example, a car mechanic can be interested in mechanics and electronics but at the same time under-

Attachments

Attachment 3: Short exposition (Planning and goal setting)

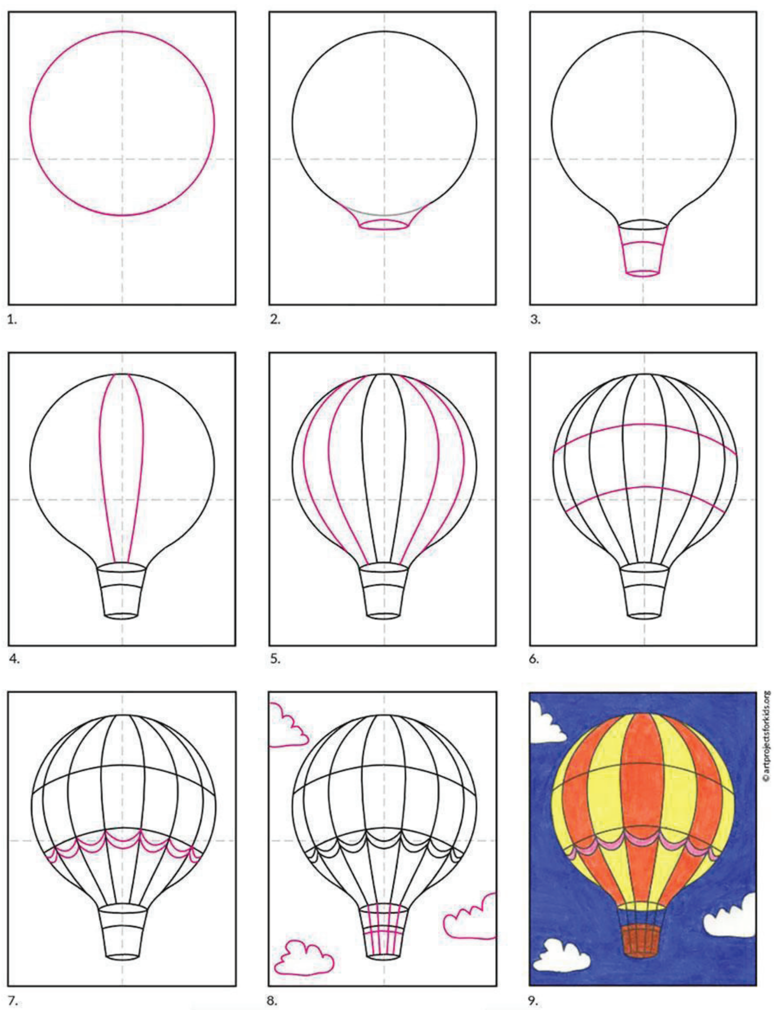
stand IT, or a doctor can understand modeling and excel in creating prosthetics for patients. A police officer and a veterinarian can specialize in the recovery of service dogs. If we can combine disciplines, fields, or competencies, we can be more interesting in the labor market.

To achieve this, it is not enough to have a mere intention. We need to set goals for our learning – reading books, online courses, podcasts, pottery groups, running, playing the ukulele, etc. Anything that triggers the creation of more synapses in our brain and thus develops it.

Attachment 4: The principle of dolphin jumps (Planning and goal setting)

Getting started is always difficult. That is why it's better to start with a goal that is feasible but at the same time, not completely easy. Once we achieve it, we should reward ourselves. For the next period, we will set the bar a little higher – we should make a bigger leap toward our goal. In this way, we continue on. We can record everything in our diary so we can see our progress.

Attachment 5: Balloon (What I need to be good at my job and how to be good at it)



How to be financially in plus

Objectives of the block

- know how to set different types of costs and expenses in a time period
- know how to set goals for saving and building a financial reserve
- understand recording and evaluation methods
- know how to set up mechanisms and daily routines that prevent the creation of savings
- understand that even seemingly inexpensive items can be expensive if purchased unnecessarily or frequently

Group

6–20 people

Material

- flipchart board, paper, markers

Length in minutes

250 min.

Summary

1. How to be financially in plus – 50 min. + 30 min. + 20 min. – 100 min.
2. How to be financially in plus – Change the perspective – 90 min.
3. How to be financially in plus – Calculations – 60 min.

Instructions

1. How to be financially in plus – 50 min. + 30 min. + 20 min. – 100 min.

3 drawers

Write 3 columns on a piece of paper and name them:

- Necessities:
- Dreams:
- Savings:

Next, under necessities, write down everything you have to pay during the month and what you can't go without, for example, food, travel expenses, rent, phone bills, electricity, gas, other utilities, or mortgage payment. We add up these costs. They should not amount to more than 50% of your income.

In the next column, write down the things you want to buy each month that you do not necessarily need to survive, for example, cinema tickets, a blouse, a gym pass, a Netflix subscription, etc. These costs should not exceed 30% of your income.

The last column represents savings. Savings may add up to the remaining 20% of income. We can manage them depending on what we are saving for. Savings can also have their respective columns – saving for an emergency (iron reserve), saving for a significantly large investment (a car), etc. We can calculate how much we save in a year by the volume of the savings. If that does not seem enough, you can save more on other costs.

We will work with savings in the next activity as well. In the next activity, we will specify how much we want to save in the long term. We will spread this goal over several months and determine if we are comfortable with this solution. If not, we will look for opportunities for additional income – a weekend job? Can I sell things I no longer need? Can I repair an old instrument instead of buying a new one? Buy it cheaper or replace it? Accordingly, we will draw a path, and individual lines representing the amount we want to save by then.

Journal

The last activity will help you determine how to record your finances. There are many ways, including mobile apps, paper diaries, and methods, that can help you gain control over your finances. Which ones are most convenient for you? Can you record your spending and be honest with yourself in your financial discipline? What do you need to watch out for the most?

Write down your biggest obstacles and desires regarding your financial independence and ability to be in the plus. Keep them in mind and record your progress. Do not give up.

2. How to be financially in plus – Change the perspective – 90 min.

Brainstorming

Participants write down their answers to the following questions:

- What do I spend the most money on? Is it clothes? Food? Entertainment
- Am I able to limit this spending somehow?
- Write down all the activities and things you spend the most on, even if you should not. Circle those items where you want to limit your expenditure on them.

Change your perspective

If you found out that you spend the most on clothes because you like to go to the mall, limit this behavior. Only go to the store with a specific list of things you need to buy. Can you wait for discounts? Can you go for a walk by the water with friends instead? Can you otherwise entertain yourself and reward yourself with something other than shopping?

Do you spend too much money on not homemade food? For example, on takeaway coffee or food in cinemas? Take a bottle of water with you. See if there happens to be an interesting lecture at the library where you can sit with friends instead of a coffee shop. Walk around and visit public places where you don't have to spend money on food or drinks. Take a small snack with you – an apple or nuts.

Do you spend too much money on going to the cinema? You can have a nice evening with friends at home instead. Watch a movie together. Or organize a film screening at your school or the library. There are a lot of projects that will support you in this effort, and they are free.

If you spend too much money on sports and gym memberships, ask yourself if you can work out outside instead.

Remember, there is always a way to reduce your daily expenditure without necessarily needing to limit your contact with people. Instead of driving a car, go by bike. Instead of shopping, go outdoors with your loved ones. If you are worried about spending more than you should, carry only cash and don't take a card with you. If you manage not to use that cash, put it in a jar dedicated for savings and exhibit it. The increasing amount will make you happy.

When you go grocery shopping, keep a list of things you need to buy. You will cut down on unwanted purchases and waste that occurs if you don't use all bought food in time. Lower the temperature in the house by 1 degree to save on gas/electricity.

Sign off of shopping clubs because they tempt you with discounts on things you don't need. Clean more often. You will realize you have a lot of stuff and do not need more. Be persistent and stick it out. Persistence is key. Do you pay by card? Start to use cash instead. Paying with cash makes you more aware of how much money you are giving out of your hand than when you are only tapping your card for purchases.

Based on these cases, the trainer brainstorms the best alternatives for change for the participants. Participants are asked to write down what tricks will help them the most. Participants will write down these tricks in the savings visualization. It takes three months to set new habits. Attempt to persist these 3 months in the recordings and visualization.

3. How to be financially in plus – Calculations – 60 min.

The trainer asks the participants to write their daily expenses (all week).

- Are they cigarettes? Alcohol? Takeaway coffee? Beer? McDonald's?
- Is it cheap?

Let's do the math

If I buy a takeaway coffee every other day for €2, how much does that cost me per month? Summed up, it is €30 a month. If I buy takeaway coffee every day, it is €60.

If I buy a pack of cigarettes once every two days, that is €120 a month.

If I buy a new T-shirt once a month for €20, that sums up to €240 a year. If I only buy a T-shirt when I need it, I can save quite a lot of money.

Do not know what you're spending more on than necessary? Look at your card statement. Some apps give you a quick overview of your spending.

Try multiplying your expenses and figure out your monthly/yearly expenses. A weekly bar expenditure of €20 means I leave €80 in the bar per month, so €960 per year.

Once you have broken down those numbers, let's figure out what you can cut in half from your spending?

Movie theaters, restaurants, gyms? Saunas, bars? Cigarettes?

Write down your commitments and visualize your improvements. Make arrangements with a friend to share your progress, improvement, and problems with overcoming obstacles.

Do not give up.

How to sell yourself?

Objectives of the block

- define the added value, one gives to the customer and define the advantages they bring over the competition
- organize the importance of added values and unfair advantages
- be able to prepare a short and effective presentation with emphasis on customer needs
- know how to accept and incorporate feedback from the trainer and participants of the activity
- know how to set practical milestones that help participants sell themselves better in the future
- be able to define competencies that add value to participants and their unfair advantages and develop them
- be able to set measurable values according to which progress and success are recorded and then choose a visualization or other tool to record them

Group

6–20 people

Material

- flipchart board, labels, A4 papers, printed text, colored markers

Length in minutes

420 min.

Summary

1. The definition of oneself – 60 min.
2. Self-presentation – 180 min.
3. The road to success – 180 min.

Instructions

1. The definition of oneself – 60 min.

The block will consist of three parts. In the first, a stick figure will be created to represent integrity. In the second part, participants will describe their advantages over others. In the third, participants will conduct scaling and reflection.

A stick figure

Draw a stick figure on a flipchart that will represent you:

- draw the stick figure in a way to show what you want to offer others and what represents your integrity
- what makes you special
- due to which are your friends with you
- what you can do differently than others
- what you can do better than others
- For which of these aspects would people pay you? Each participant shall draw a stick figure that represents their own integrity.

Advantage

Advantage or unfair advantage as a term is used while we self-reflect when starting a business. We use it to describe the competitive edge, the thing we do better than others while competing in the same field (knowledge of marketing, premises, tools, etc.). In this part, participants make a list of unfair advantages they have over potential competitors.

Scaling and reflection

Participants rate all their added values (drawn on the stick figure) and advantages they have in their list from 1 to 4 in order of importance (1 – not important, 4 – most important). Participants shall comment on their ratings, advantages, and competitive edges with other participants. Each participant will explain why they chose these aspects of themselves and solicit feedback.

2. Self-presentation – 180 min.

Participants will create a short presentation through which they will try to sell themselves, their added value, or a product or service.

- Creation of a structure: what should be mentioned in my short presentation?
- Creating an introduction: What is the most interesting thing that can engage the audience /customer? Would it be appropriate to put an open-ended question at the beginning? Would it be appropriate to introduce oneself? Would it be appropriate to say something shocking? An assertion? A catchphrase? What would be an introduction that will be unmissable and create a need to listen further?
- Creating the body of the presentation: What must I say for the customer/audience to gain the basic information and want to buy the service/product? Or for them to want to communicate with me further and develop cooperation?
- Creating a punch line for the end: What should close the presentation? Should there be some sort of a challenge mentioned? An open-ended question? A shout-out? Additional information? A thank you? What is most appropriate for the presentation? What tone of voice should I use?

Each participant will present the created presentation. Other participants will provide feedback on the presentations in the following structure:

- Facts: What was said, what was not said, what should have been mentioned, and what parts did I not like.
- Interpretation: What would it mean if I did not mention the missing information. What would happen if we used this tone of voice, etc.
- Motivation: Why is it appropriate to change the approach? Why can it help?

Presentations – Round 2

Based on the feedback, the participants shall correct their presentations and present them again. The participants will again provide feedback. At the end of the activity, there will be a summary: Each participant should say how this activity helped them and what they learned and realized thanks to it.

3. The road to success – 180 min.

Today I am at the beginning of my journey. I now know what my strengths and my added value are. I have learned to appreciate them and their appropriateness, but life is dynamic and ever-changing. That is why I also need to improve myself and constantly keep up the momentum so I can sell myself in the future. What milestones stand in my journey through life? What do I want to achieve, and in what time frame? What should be the smallest measurable unit of success, so I know I am making the desired progress?

Activity No. 1:

Participants draw a path with boulders on it. Each boulder is to be marked with a milestone that it represents (learn how to code, improve in communication, create a flyer, reach out to loved ones, gain a first customer, start a business account, etc.). We should identify the smallest measurable unit of success that confirms that we are moving and progressing the right way at the beginning of the journey. At the same time, one should try to determine the time to achieve it (a week and the deadline when that week is to end). According to this, after passing the first level of success, one can tell if they are going fast enough or too slow. If the progress is not fast enough, the milestones can be re-evaluated in the future. The output of this activity should be for each participant a filled-out piece of paper or a flipchart paper with the journey and marked out individual points - milestones that represent where the participants should be going in their lives from the perspective of being able to "sell themselves".

Activity No. 2:

Which competencies should I develop on this journey? And what do I need to do that? For some competencies, a YouTube video, a course, school, or training is enough. For others, we need to consciously work and gain real-life experience and insight. Which competencies do I want to consciously influence and control their development? How do I want to achieve this? All competencies, activities, and insights are to be written by the participants on sticky notes (post-its) and stuck around the path from the first exercise.

Activity No. 3:

On the paper/flipchart paper in front of me, chaos ensued. I have stickers, as well as a picture on that paper. The short notes are descriptive and measurable – the time I want to achieve them. But if I want to make real progress and motivate myself, I need to record my work more conveniently and efficiently. How do I want to do that? Do I want to use a mind map? A spreadsheet? A list? Sticky notes? A journal? Digital tools? Participants choose a form of visualization and share their chosen form with other participants. They should explain the added value. Why is this the most effective tool and form for them? They should also explain how often they want to use it and what they want to record.

At the end of the activity, participants give feedback to the trainer. In what aspects was the activity good? What did it help them to realize? What will be the first step they will work on?

Service/Product Testing

Objectives of the block

- briefly explain what the minimum product/service is
- understanding the importance of creating a minimum product quickly instead of waiting to create the ideal product
- know how to accept and process feedback when creating the minimum product
- know how to describe the nine building blocks of the Business Canvas Model in relation to the minimum product

Group

6–20 people

Material

- flipchart board, colored papers, white paper, markers, attachments

Length in minutes

360 min.

Summary

1. Create a minimum product – 180 min.
2. Enlighten yourself – 180 min.

Instructions

1. Create a minimum product – 180 min.

For any entrepreneur in the cultural and creative industries, it is important to be able to create a minimum viable product to launch. A lot of young creative people often get stuck at the developing stage and do not end up releasing the product into the world.

Introduction and reflection – 30 min.

The activity begins with reflection. The trainer guides the participants via questions to an understanding that it is not important to develop a product secretly only according to one's ideas. On the contrary, it is necessary to consult the imperfect prototype with as many people and potential customers as possible. The trainer hands out a few photos picturing several attempts to build an airplane that did not take off. The trainer then tells a story of how the first aircraft came to be (Attachment 1).

https://cs.puntomarinero.com/the-first-plane-who-invented/

Questions for reflection:

- How far do you estimate the first plane flew?
- What is a prototype?
- Is the very first prototype always a perfect product?

The trainer asks the participants if they know a perfect product, for example, a kind of sweets. When participants mention something familiar – for example, Oreo cookies, he continues:

- Do you all like Oreos?
- Is Oreo a perfect product, or would you improve it somehow? /Add more cream etc./
- How many of you regularly buy Oreos?

Based on the responses, it is evident that participants have different preferences, and their needs may not be met with one product. In this part of the block, the trainer can also define what is a target group.

- Why do you buy Oreos? What need does Oreo answer?

The trainer explains that each product answers a specific customer need. The trainer then asks each participant to say why they buy that product (in this case, Oreo) – as a gift for a younger sibling, as an ingredient for a dessert, etc.

The minimum product – 30 min.

Next, the trainer introduces the participants to the Minimum Product activity. Participants have 30 minutes for this activity, during which each creates a prototype of a minimum product. Participants are to present their designs to others after the time passes.

4 points need to be fulfilled:

- product description – what is the product for, and what is it
- sketch or prototype – what will it look like
- who is it meant for and what needs will it satisfy – this we explained in the example of the sweets
- price – how much the product costs

The trainer writes these four points (the instructions) on a flipchart so that the participants have them in view. He will distribute papers and stationery to everyone.

Introduction of created minimum products – 60 min.

Participants will showcase their minimum products to each other via a presentation. Participants will then be divided into two groups where half of the participants will offer their projects, and the other half will buy, inquire, be interested in the products, and evaluate them. Customers evaluate the product and provide feedback. Afterward, the participants exchange roles. Then all participants have time to come up with innovations and explain to the same customer how they have incorporated their suggestions. Later, they will get two or three new customers. The new customers may want something different from the product. In this way, the product creator tries out the incorporation of feedback. He will also remember the saying, "As many people as many tastes".

2. Enlighten yourself – 180 min.

In this activity, everyone will work on their minimum product again, which they will modify based on the feedback received in the previous activity. They will have 30 minutes for the changes. Then each participant will have 5 minutes to present the modified product, including the changes they came to as a result of the previous feedback. Again, the activity of buyers and sellers will be repeated to ensure that each participant receives maximum feedback on their product.

"If you want to succeed, double the number of your failures..." (Thomas Watson Jr., use for reflection after the activity.)

Business Canvas

For the last activity, the trainer presents a simple spreadsheet for Business Canvas Model processing. He will use it to explain how to design a business model, its analysis, and its innovation. Participants will have 30 minutes to fill out the nine basic business model building blocks. After each participant completes the business model, there will be a group brainstorming session over each segment of the Business Canvas Model (more information about the model and the table is in Attachment 2). They will go through the Business Canvas models and answer the following questions:

- What other value can we satisfy with the product/service?
- How can we improve customer relationships?
- Are there any other distribution channels?
- What other partnerships will lead to product innovation?
- Another option is to similarly analyze the business models of competitors and similar entities to get inspired to create new ideas.

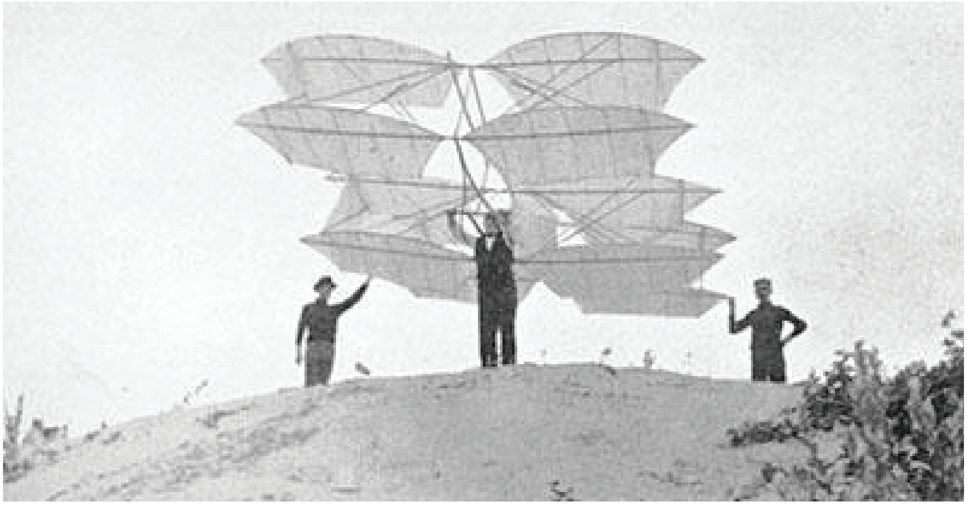
REFLEXION

Henry Ford: "If I would have asked people what they wanted, they'd say quicker horses." (Use in reflection after the activity). Participants will summarize what they have learned about creating a minimal product and what is still unclear and needs further explanation. On what do they need to expand their knowledge?

Attachments

Attachment 1: The first airplanes (Create a minimum product)

Leonardo da Vinci, 1480



Francis Herbert Wenham, the 19th-century

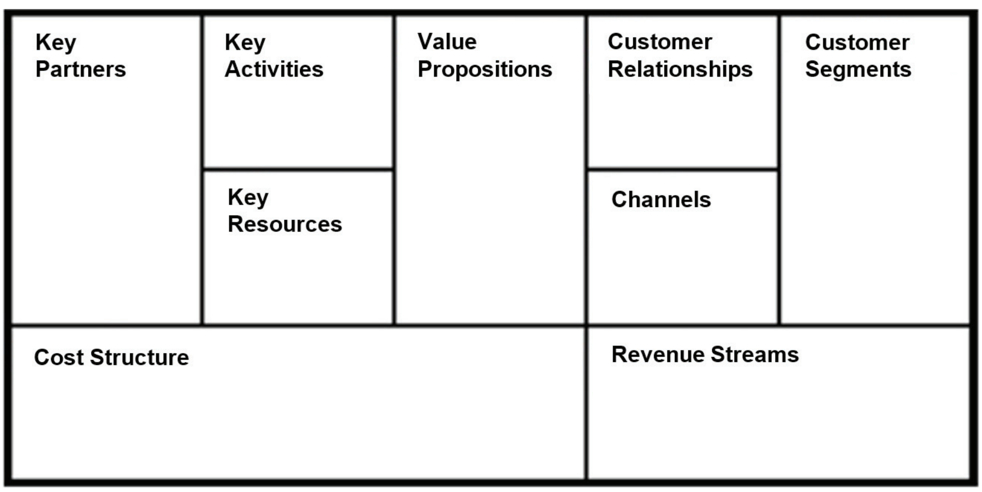
The Wright Brothers, 1906

Attachments

Attachment 2: Business Canvas Model (Enlighten yourself)

The Business Model Canvas was created by Alexander Osterwalder and is described in more detail in his book Business Model Generation. In his book, he points out that the classic business plan, often drawn up in several dozen pages, is impractical and difficult to grasp. The principle of this model is that all the essential information about the business model is clearly and concisely written down on one piece of paper. This increases clarity and ensures that all participants understand the company's business model in the same way and can quickly orient themselves and adapt even in the event of change. The basic building blocks of the business model are:

- Customer Segments – Customers are the source of income for the business. Determine which customers are buying your products the most at the moment. Divide your customers into groups and describe them in more detail.
- Value Propositions – Describe what problems you are solving for the customer and what they will gain by using your product or service. The value of the product satisfies a customer's need.
- Key Activities – List the main activities by which you produce products or provide services. Key activities typically include production, service implementation, communication, or coordination.
- Key Resources – Determine what you need to carry out key activities. Key resources include physical resources, mental resources, human resources, and financial resources.
- Key Partners – You need other entities for your business. These may include suppliers or other partners.
- Customer Relationships – Describe how you communicate with your customers to build long-term relationships.
- Channels – Determine how you contact your customer and how you deliver and distribute your products or services.
- Revenue Streams – Describe how and what your customers are paying for. Typical sources of revenue include, for example, the use of services payments, rent, and subscriptions.
- Cost Structure – Write down all the most important costs that are associated with your business.



Sustainability, quality, creativity, and its development in business

Objectives of the block

- characterize the Business Life Cycle, quality, and sustainability
- identify the principles of sustainable enterprise development and growth
- classify the most important internal and external forms to achieve quality while respecting the principle of humanistic economics
- experiment with the development of creativity
- create new possibilities for product application

Group

6–20 people

Material

- flipchart board, markers, post-it notes, internet, children's construction set, product – of your choice (* a metal hanger, a brick...), children's construction set of the type: Seva 5 JUMBO, BricoKids

Length in minutes

190 min.

Summary

1. Creation of the business life cycle mind map – 80 min.
2. Quality management process in an enterprise – 70 min.
3. Creativity experiments – creative workshop – 40 min.

Instructions

1. Creation of the business life cycle mind map, the principle of sustainability and quality (brainstorming, mind map) – 80 min.

After an initial brainstorming about the business life cycle, sustainability, provided services, and produced products that follow the principle of the humanistic economy (economic, social, and environmental principle) and growth of the desired quality, the participants will be tasked with creating a mind map of the business life cycle. – "What phases of the life cycle has your business gone through? What products/services do you provide? What impact do they have on ecology and society?" Participants are to be divided into smaller groups. Each group will be given a paper/notepad with a printed business life cycle. The task of each group will be to design a mind map of the business life cycle while respecting the principles of sustainability in the enterprise, focusing on the quality of the provided services/products. The trainer will set a time limit for the completion of this task.

When finished, the trainer shall ask the participants to reflect on their created mind maps. They are to evaluate at what stage the enterprise is now, what products/services it provides, and where they would like to move on concerning further development and in compliance with the principles of the humanistic economy. (Define: What is the current state? Where do we want to get to?) Evaluate what realistic steps the enterprise can take in the internal and external environment to achieve higher quality.

Some questions to be asked: Were you able to plot the mind map clearly without any doubt? Was it easy to propose changes for the enterprise in the economic, social, and environmental areas? Was it easy to name where we are in certain areas and where we want to go?

The trainer will then invite each group of participants to come to the flipchart board and present their mind maps. The groups are to name the current state, where they want to get to, and what changes they want to make for sustainability and quality improvement. They are to try and assess the feasibility of changes towards sustainability concerning the economic impact of the business (revenue, expenses), the environmental impact, the social impact, as well as the achievability of the set goals and priorities in the enterprise.

Before the end of the activity, the trainer will evaluate the business life cycle and sustainability in business. The specifics of entrepreneurship in the creative and cultural industries shall also be explained. Afterward, participants can discuss specific situations in the business environment that they have encountered – examples of good practice.

Finally, the trainer will invite participants to complete their business life cycle mind maps while considering the principles of sustainable enterprise development.

2. Quality management process in a company (role-play, analysis) – 70 min.

The trainer briefly introduces the task he has prepared for the participants – a short story about a company that produces a certain type of product and wants to improve its quality.

The trainer prepares a creative game. He will create a prototype that will serve as a sample model for the participants according to which they will produce other pieces of the product.

- The task of all participants will be to produce as many products as possible according to the sample in 5 minutes.
- Each participant will write down the number of products he made.
- The trainer will check the quality.
- Evaluation of the achieved quality and discarding of rejects.

Upon completion, the trainer will ask the participants to evaluate the work system and the quality and quantity achieved (Was it easy to produce the product independently? What obstacles did you encounter during production? What all did you have to deal with in the production process?). The trainer writes all suggestions and initiatives on the flipchart.

The trainer will then invite the participants to propose an improvement process that would lead to higher quality, reduced defects, and therefore increased revenue. The participants give suggestions for improvement and the trainer writes them down. In the end, the trainer guides the participants to a solution, and they try out a new production process that will ensure quality improvement with the least effort.

For example, participants can be divided into groups (warehouse, production, quality control). The participants within the groups will have divided tasks: warehouse – (ordering of inputs, sorting of components, distribution to production, etc.); production – (assembling of component 1, assembling of component 2, etc.); quality control. The participants have the same amount of time for the product assemble. They are to keep track of how many products they produce and of what quality.

Before the end of the activity, the trainer will evaluate the process of improving the quality of services/products.

In the end, the trainer will invite the participants to complete the quality improvement options with a focus on customer needs in accordance with the humanistic economy.

3. Creativity experiments (creative workshop) – 40 min.

The trainer will divide the participants into groups. The groups are to choose a group name. The trainer writes the name of each group on the flipchart and numbers the tasks. The trainer will sequentially assign the tasks and write the number of creative solutions of each group on the flipchart. The time for each task is to be set for around 5 minutes. Participants will write down their creative solutions on paper or a flipchart.

Creative tasks for groups:

Director of a brickyard (or another manufacturing enterprise)

The trainer gives a task: imagine that you are the director of a brickyard, and you find out that the bricks are no longer marketable, there is no more demand for them. The task of the participants is to think of as many ways as possible to use the bricks.

Note:

Instead of bricks, the trainer can think of anything else, it is all up to his imagination. It can be, for example, a metal hanger, newspaper, etc. Each group works independently and writes down their solutions on paper.

Creative alphabet

The trainer will ask each group to write down on paper/flipchart as descriptively as possible a problem/need they want to address regarding a business. The problem on which all groups agree will be written on the flipchart. Each group then writes the letters of the alphabet on a piece of paper, for each letter we write word associations that relate to the solution of the problem.

Note:

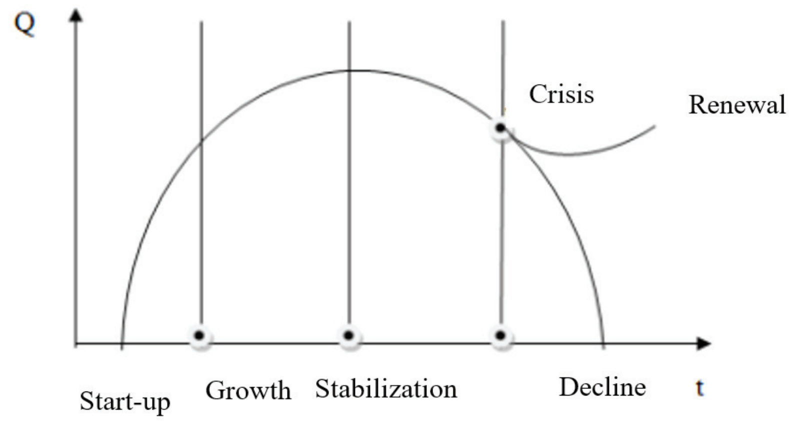
Some letters can be rather tricky and coming up with an association is difficult, so we can use our imagination with letters like W, X, Y, and Q. Each group works independently and writes down their solutions on paper. After the set-out time is up, the trainer will ask participants to reflect on their solutions to both problems and evaluate their creative solutions. The groups work independently. They answer questions such as: Was it easy for you to come up with new solutions, to work creatively? What was the thing you handled with the least ease? Was it easy to work in a team? What formed a barrier, what was the problem area? Then the trainer invites the "representatives/managers" of the groups to come one by one to the flipchart board and present creative solutions to each problem and the given tasks.

Before the end of the activity, the trainer will evaluate the work of each group. All participants then discuss and brainstorm to come up with an ideal solution to the problem.

At the end of the whole session, a joint discussion and summary of the whole session are to be made, with the focus on the benefits for the individual/group. Where do we still have questions? What has the learning brought us?

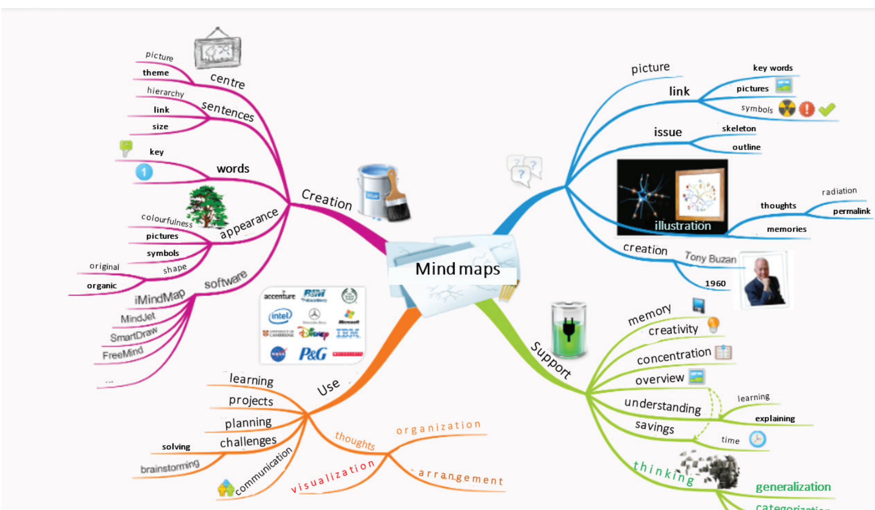
Attachments

Attachment 1: Stages of the Business Life Cycle



Source: Majdúchová, 2012, p. 62

Attachment 2: Mind map



Source: Mind maps, www.excellens.sk

Attachments

Attachment 3: Creative alphabet – Table – activity example

ADVERTISEMENT			
A	action	N	newspaper
B	bounty	O	outlet
C	cost	P	product
D	domestic	Q	quality
E	effective	R	reasoning
F	fantastic	S	screening
G	grandiose	T	television
H	hunt	U	upshot
I	information	V	viewership
J	jeopardy	W	win
K	keen	X	center of interest
L	location	Y	yeah!!!
M	manipulation	Z	zone

Attachment 4: Creative alphabet – Table

ADVERTISEMENT			
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

PROJECT INFORMATION

Basic project information:

The project **OW - One Way = Culture + Youth + Creativity** is realized thanks to the support of the programme ERASMUS+ in the years 2021–2023.

The main problems and their causes addressed by the project are:

- Young people do not have good conditions to develop the competencies needed for entrepreneurship in the cultural and creative industry.
- Youth workers do not work systematically on the development of young people in the field of culture and creativity.

Identified causes of the listed problems:

- Youth workers lack methodological support in developing young people's competencies in the cultural and creative fields.
- Young people lack methodical support in the field of entrepreneurship in the cultural and creative industry.
- Young people interested in culture and creativity lack inspiration, examples of good practice, and connections to entrepreneurs in this sector.

Project objectives:

1. Increase methodological support for youth workers for working with young people in the field of culture and creativity.
2. Increase methodical support for young people in the field of entrepreneurship in the cultural and creative industry.
3. Increase the connection and exchange of examples of good practice between young people and young entrepreneurs in the field of culture and creativity.

Project target groups:

The primary target group consists of youth workers.
The secondary target group consists of young people and artists from the creative and cultural industry.

Expected project outputs:

1. Report on the training needs of young people in the field of entrepreneurship in the cultural and creative industry
2. Methodology for training youth workers in the field of entrepreneurship in the cultural and creative industry
3. A handbook: Youth entrepreneurship in the cultural and creative industry
4. Web platform of good practice examples of young creators and creatives

The project activities also include educational activities: Pilot training for youth workers and a multiplier event - final conference.

PROJECT INFORMATION

Impact of the project results:

In the long term, these outputs contribute to increasing young people's competencies and employability in the cultural and creative industry.

Partner organisations:

Rada mládeže Žilinského kraja (SK)

Centrum pro podporu podnikání a zaměstnanosti (CZ)

FUNDACJA LAJA (PL)

Oravské kultúrne stredisko v Dolnom Kubíne (SK)

Žilinský samosprávny kraj (SK)

PaĽKO - Združenie priateľov ľudovej kultúry Oravy (SK)

ABOUT THE AUTHORS

Ing. Darina Čierniková

She has many years of experience in formal and non-formal education. In the field of non-formal education, she is the creator of methodologies and guarantor of several accredited educational programs aimed at supporting youth work, since 2011. Since 2003 she has been a trainer of young leaders and youth workers. Her specific educational focus is on soft skills, youth participation, and the support of human rights.

Since 1995 she has been active in DOMKA – Salesian Youth Association, since 2002 she has been the President of the Regional Youth Council of Žilina. In 2013 she became the Director and Project Manager of the Project Management Office of the Regional Youth Council of Žilina and the Manager of the Association of Regional Youth Councils. In Erasmus+ programs, she works as an application evaluator and project manager. She has extensive experience in youth policymaking at the local, regional, and national levels.

Petr Kantor

Since 2003 he has been professionally engaged in lecturing, coaching, and consulting activities for the commercial sector, public administration, and non-profit organizations. In the field of youth, he has been active since 1996 in the Association of High School Clubs of the Czech Republic as an implementer of events for unorganized youth. Since 2005 he has been active in Petrklíč help, as a networker supporting the growth of individuals and companies, and since 2013 in the Association of Non-Formal Education, as a promoter of non-formal education, which he sees as an opportunity to learn voluntarily, deliberately and from experience.

He is the author of several university scripts on crisis communication, teamwork, and game theory in educational practice. He was at the establishment of several non-profit organizations in the Czech Republic, Poland, and Belgium.

Zuzana Palová

During her professional career, the author has gained experience in social entrepreneurship, management of NGOs, formal and non-formal education, and setting up socially responsible enterprises. Currently, she is the director of the Centre for Entrepreneurship and Employment Support, a non-profit organization that assists entrepreneurs in the Moravian-Silesian region. She is also involved in teaching several courses at the University of Silesia in Opava, where she also publishes scientific papers on social innovation and social enterprises.

PhDr. Veronika Vasilová, PhD.

She is an expert in the field of lifelong learning, and a senior education manager at the National Centre for Enlightenment. She has more than 15 years of experience in the field of cultural and educational activities and in the implementation of training activities (focused on the development of managerial, social skills, etc.) for workers in the field of culture, as well as for library workers. At the National Enlightenment Centre, she participated in the implementation of activities in the period 2017–2020 aimed at promoting access to culture for disadvantaged groups of the population, support for human rights, and civic activism. She is a member of the Executive Committee of the Association of Adult Education Institutions and a member of the Board of Directors of the Association of Cultural and Educational Institutions. She participated in an international project on the recognition of competencies in non-formal education (2007–2009) and in the field of age management in the Age Management Uptake project (2017–2020). She has experience as an expert evaluator for projects in the cultural sector (Cabinet Office 2014–2016)

ABOUT THE AUTHORS

and cultural and creative industries (Ministry of Culture 2018–2019). She also has experience as a project manager for the Arts Fund-supported projects, Skills Development – Success for Cultural Workers (2019) and Professional Skills – A Pathway for Development in Culture (2020). Since 2020 she is a member of the Sector Council for Culture and Publishing, and a certified lecturer of the program Professional Seniority – Towards Successful SeniorityTm. She is a co-author and compiler of the publication Developing Skills in Culture as a Pathway to Success (ISBN 978-80-973861-1-5, 74 pp.). Since 2022 she has been the evaluator of the IROP project, Support for Sustainability and Resilience of Cultural Institutions.

PhDr. Miroslav Žabenský

He has over 25 years of experience in project management, education, and professional publishing and over 30 years of professional experience in local and regional culture. He worked as a manager and director of the Orava Cultural Centre. He has been a member of professional commissions and committees at the regional, national, and international levels, and since 2018 he has been the chairman of the Association of Cultural and Educational Institutions. He is an expert evaluator of Interreg and IROP projects. He is the author of many programs and important cultural and educational activities in Slovakia and abroad. In the field of project activities, he has prepared and successfully implemented up to 200 national and international projects (Interreg SK-CZ and SK-PL Cross-border Cooperation Programme, EU – IROP, International Visegrad Fund, Fund for the Support of Arts, MKSR, projects of the Central European Foundation, Centre for Contemporary Art Foundation, Post Bank Foundation, KIA Foundation, Erasmus+, and others). Currently, he is professionally active in the field of project, cultural and event management and as a lecturer in the field of adult education.

Mgr. Zuzana Srogončíková Melicharová

After studying at the Conservatory in Žilina (piano), she continued her studies at the UP Olomouc University in the field of musicology (B.Sc.) and in the field of pedagogy for elementary and high school piano. Since her university studies, she has been working as a pedagogue, currently at the Žilina Conservatory, and as a concert accompanist. She has also been involved in management and project work in culture. In her professional activity, she strives to support, develop, and motivate young talents.

Mgr. Karina Grobarčíková

She has been involved in non-formal education since her studies in high school and college and has developed her skills in this field in various courses as well as in college where she studied Andragogy. Currently, since 2022, she has become the chairperson of the Regional Youth Council of Žilina and works as a self-employed person in the field of training services on the topics of communication development, motivation, teamwork, project management, and sales skills, facilitation, and participation. She also works as a facilitator of seminars, and workshops on the development of strategic documents in youth work, as well as in the field of coordination and design of activities in the field of youth work in the non-profit sector at the national and international levels. She has also gained work experience in positions as a project implementation officer, trainer, and methodologist of training processes in tourism, training specialist in an international company, and lecturer of accredited training courses.

Alina Prochasek

Chairwoman of the Polish Council of Youth Organizations, Educator, Youth Trainer, and Project Coordinator, Graduated from law school. Involved in many local and international projects. Holds numerous certificates as a trainer of non-formal education and coordinator of projects such as Erasmus+. She supports

ABOUT THE AUTHORS

the development of key competencies among young people by organizing workshops for young people. For several years she has been cooperating with NGOs from all over Poland, combining her knowledge of the law as well as her skills as a coordinator and trainer. As Vice President, she leads the Foundations of European Initiatives in Silesia. To date, has implemented many youth projects on the topics of civic activism, human rights, ecology, and entrepreneurship. She belongs to the group of experts on the SAD project Networking, Activism and Dialogue. The project aims to establish cross-sector cooperation. Together with youth trainers, she is part of the Experiential Learning group that works with the David Columbus Institute in the US. She implemented a project on youth entrepreneurship together with partners from China, Indonesia, Kazakhstan, Kyrgyzstan, where she had the opportunity to work with youth from these countries. She shares her experience and practical knowledge with young people from different countries. Since 2021 Chairwoman of the Polish Council of Youth Organizations – the largest federation of youth organizations in Poland and a member of the National Development Council of the Council for Youth Affairs to the President of Poland Andrzej Duda.

Ing. Martina Gajdárová

She focuses on the areas of education, youth, sports, the building of culture, and climate, as well as mapping of needs in the school community for high schools in the Žilina region. She graduated from the University of Economics in Bratislava, Faculty of Business Management. Since childhood and in addition to her studies at university, she was interested in culture, danced and represented Slovakia in Latin American dances, later she was engaged in dancing with children. She worked at UĽUV, where she had the opportunity to get to know the masters of folk art, and at the Ministry of Culture of the Slovak Republic in Bratislava. She applied her work and artistic experience in working with children and youth in several civic associations. Currently, she works at the Department of Education and Sport of the Žilina Self-Governing Region and as a teacher of economic subjects at a high school. Dance is in her heart, and she lives by it.

Katarzyna Gattnar

She is a non-formal education lecturer with experience in project management, event management, and leading youth initiatives. Her topics of interest include soft skills, volunteering, creativity, and culture and environmental education. She is the director of Karviná 2000, a non-profit organization that supports regional artists.

Pavel Kantor

He is dedicated to the development of technical skills for youth and adults. Furthermore, he also assists young entrepreneurs in developing their businesses on his e-commerce platform and runs a health food e-commerce website that serves as an educational platform.

Martyna Jaros

She is a studied expert in public health, and chairwoman of the Association for Health Promotion and Prevention "HOPP". She is also the coordinator of many international projects in the field of health, whether in the framework of youth exchanges, training, or strategic partnership projects aimed at developing health education methods for young people. She promotes the idea of non-formal education daily and believes that through it we can permanently change our attitudes. She is the author of numerous scientific publications, e-books and e-learning course materials, infographics, and multimedia presentations.

ABOUT THE ONE WAY PROJECT LOGO

The logo is a graphic representation of the name of the project. It is a basic element of a uniform visual style and identifier of the project.

The design of the ONE WAY project logo was based on the main goal of the project – linking the subjects: youth + workers + entrepreneurs. The three entities are represented by three colours (three entities = 3 colour layers: pastel blue – pastel orange – vibrant yellow).

Pastel cheerful colours represent the period of youth and first beginnings. Blue and orange represent youth and their first steps towards professional cooperation (establishing mutual relationships).

At the epicentre of action is the knowledge that helps young people to develop the two mentioned subjects; it is the centre, the foundation from which young people can proceed, on which they can develop their abilities to the full.

In the beginning, all three entities create a path – a WAY in the shape of an O – ONE, because their direction is clear. At the same time, ONE can also be viewed as OWN, that is, its own unique path, while its direction (arrow) can go beyond the bubble of knowledge (= creativity).

The logo also has another expression of meaning: the snail shell, house, which evokes the feeling of a safe "home" (help from workers and entrepreneurs), the twisted arrow = it is difficult for young people to make a name for themselves, even though their direction is clear.

The author of the original logo of the project is Dana Mlynarčíková.

ARTYB

Methodology for training youth workers in the field of entrepreneurship in the cultural and creative industry

ARTYB – a methodology for training youth workers in the field of entrepreneurship in the cultural and creative industry, was developed within the project "One way = culture + youth + creativity" supported by the Erasmus+ KA2 Strategic Partnerships Programme. The very name ARTYB carries the abbreviations such as ART, Y – youth, and B – business.

The content of the methodology is based on the Report on the training needs of young people in the field of entrepreneurship in the cultural and creative industry, which was developed on the basis of a survey of needs in the participating countries: the Czech Republic, Slovakia, and Poland.

In this publication, you will find 32 individual educational blocks with their attachments. The blocks were created by 11 experts in non-formal education and work in the cultural and creative industry from Slovakia, the Czech Republic, and Poland. The educational blocks were "tested" in two pilot trainings in Kroměříž and Katowice, which were attended by 22 youth workers.

Erasmus+

rada mládeže žilinského kraja

CENTRUM PRO PODPORU PODNIKÁNÍ A ZAMĚSTNANOSTI

miejsce kultury i kreatywności

ORAVSKÉ KULTÚRNE STREDISKO

PAĽKO Združenie priateľov ľudovej kultúry Oravy

ŽILINSKÝ SAMOSPRÁVNY KRAJ

9 788057 042419 >