



General Online Training **GUIDEBOOK**

for the European Solidarity Corps

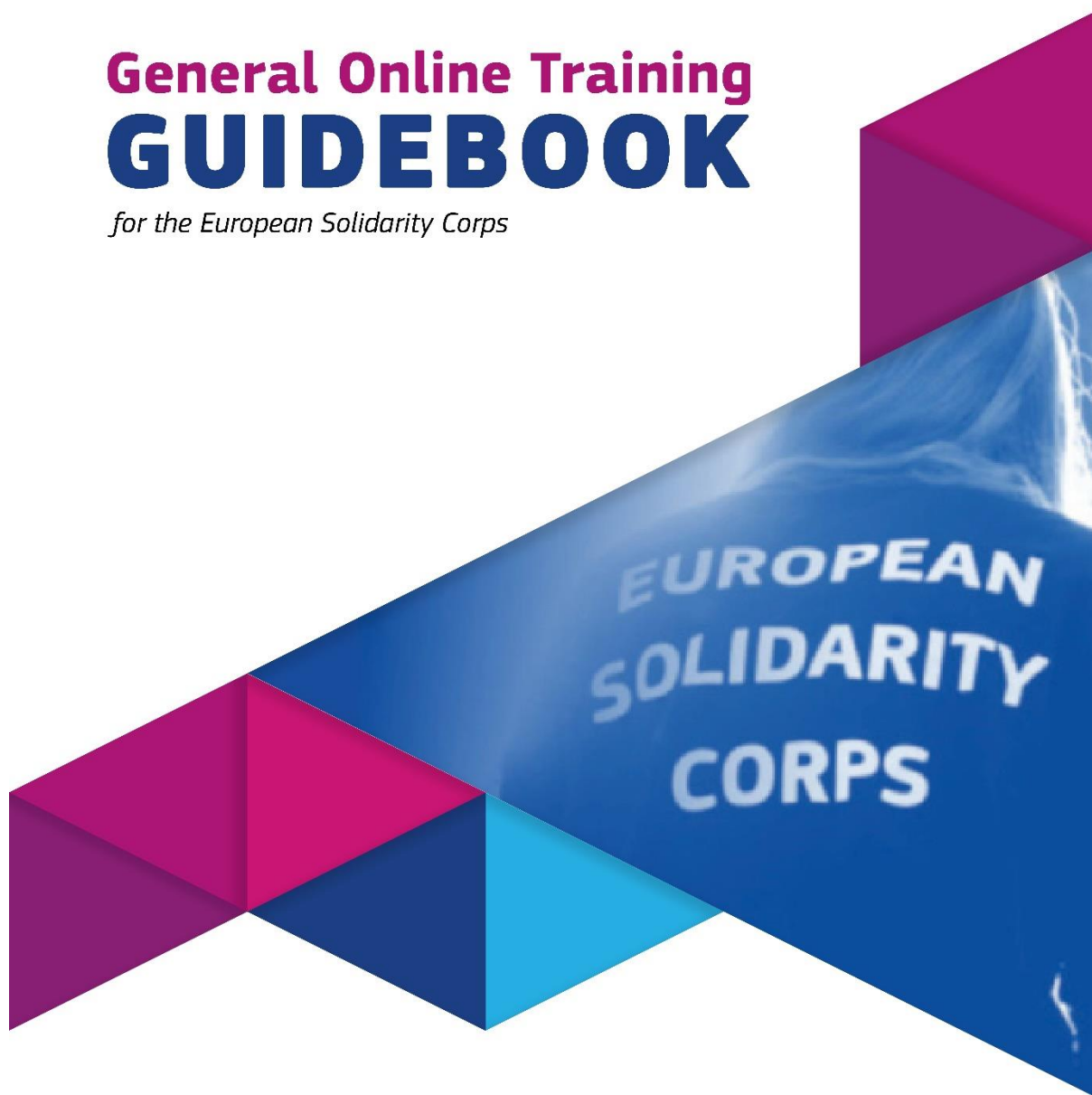


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Guidebook

to the General Online Training of the European Solidarity Corps

About the guidebook

As of 2020, all young people in Europe who have registered to take part in the European Solidarity Corps can follow the General Online Training to guide them through their Solidarity experience. The online training offers several courses that can be helpful before, during and after the experience. However, these courses are neither mandatory nor enough on their own to fully prepare young people for the Solidarity Corps.

This guidebook aims to facilitate a blended-learning experience by providing tools to organise a variety of offline activities that can complement those offered by the online training courses, to enhance learners' understanding and application of the material. The guidebook can be used independently from the online courses, but a glance through the respective module of an activity is advised, to see what knowledge the learner should be bringing to the session.

Who is this guide for?

Youth workers play a significant role in ensuring the success of the European Solidarity Corps programme. They are the ones directly in touch with young people to help prepare, train, and mentor them from day 1 of learning about the Corps, through their solidarity experience and their return home, and ultimately, preparing them for the next stage in their lives.

This guidebook is designed to support youth workers by providing new ideas for activities and resources for guidance. A background in workshop facilitation, group dynamics and coaching are necessary for leading the activities introduced in this guidebook. The role of the facilitator is not to be an expert, but to guide discussions for learners to discover their own 'aha!' moments.

Structure of the guidebook

There is a chapter for each cluster of courses in the General Online Training. Each chapter provides an overview of the topics that are addressed online, and outlines activities that directly link to the content within specific modules of a course. As each activity is linked to modules in the General Online Training, youth workers are encouraged to follow the respective online material so that they understand what the learners were introduced to, prior to organising an activity from the guidebook.

The following information is available for each activity to help facilitators to assess its scope and extent:

Duration:



Indication of how long the activity is estimated to last.

Participants:



Indication of how many facilitators (blue) and participants (pink) the activity involves.

Preparation:



Rough estimate of how much preparation is needed from the facilitator before the activity (e.g. reading material, preparing notes, inviting speakers).



Highlighting special notes for facilitators.

Cluster 1 - How do you EU?

In the first cluster, Hugo guided the learners to gain an understanding of Europe and European values, learn how the European Solidarity Corps came to exist and show the diversity within the Corps. This cluster targeted people who had little prior knowledge of the European Solidarity Corps.

Course: The EU and you!

The first course of the cluster was comprised of 2 modules and covered the following topics:

- What is the European Solidarity Corps?
- How does the EU work and benefit us?

Highlights of the course

This course enabled learners to:



Understand the basics of the European Solidarity Corps.



Understand the objectives of the programme.



Identify the 6 fundamental values of the EU.



See how the EU helps us in our daily lives.

What can you do?

At the end of this course, follow-up sessions could help learners to improve their understanding of what solidarity is and learn just how integrated the EU is in our daily lives.

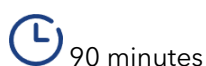


Module: What is the European Solidarity Corps?

Activity 1: Discovering solidarity

In this module, the learner was introduced to the concept of 'solidarity' as a shared responsibility: doing something together is easier than doing it alone. They were also invited to reflect and share what solidarity means to them. Build upon the activity and examine some real-life examples of solidarity.

Duration:



Participants:



Preparation:



Activity

Materials

Introduction & recap

Give an overview of the activity. Check if the participants remember how solidarity was described in the course:

"Solidarity is considering how my actions influence others. If I clean up, others around me can enjoy a clean environment too!"

Come up with your own definition together on a flipchart.



If they don't know where to start, you can encourage them to first brainstorm on key words (e.g. unity, together, action, common, responsibility).

Flipchart
Marker

Fishbowl discussion on solidarity

2-3 people sit together facing each other in the middle of the circle, whilst the rest of the people sit quietly in around them (acting as the glass of the fishbowl). The conversation only takes place within the fishbowl, meaning only those in the middle can talk, the others only listen. As the conversation goes on, people from the outside circle can decide to switch with a person in the middle by tapping on their shoulder and continue the conversation in their place. *Questions to facilitate a discussion:*

- Describe the last time you saw discrimination, and how you felt in that situation.
- Have you ever regretted not expressing solidarity with someone?
- How would you feel if you were told to adjust your behaviour to fit in with the local culture of the new country you just moved to?
- Why, or why not, is it our shared responsibility to ensure cultures and traditions are respected in our communities?



At the beginning, one of the persons sitting in the middle of the fishbowl should be the facilitator, to give an example and get the conversation going. However, try to remain neutral and ask exploratory, open-ended questions. Encourage someone to take your place. If people are reluctant to put themselves forward, tap someone from the outer circle on the shoulder to encourage them to do so and repeat every 3-4 minutes. Whenever you'd like to ask a new question, get back into the middle.


2-3 chairs
in the
middle of
a circle

Debrief

Ask everyone to summarise their thoughts on the role of solidarity in Europe and/or if anything surprised them when observing the discussion.

Activity 2: Discovering solidarity

Activity 1 can also be done as a 1:1 with the learner. Instead of having other people initiate discussion points in the 'fishbowl', your role will be to guide the learner with open-ended questions and give them an opportunity to see another point of view, without imposing your own opinion on them. In this setting, it is especially important to create a safe space for the learner, so they do not feel judged or interrogated.

Duration:
 30-60 minutes

Participants:
 (1)  (1)

Preparation:


Module: EU around you



Activity 1: Show & tell

In this module, the learner was shown and quizzed on the 6 values of the EU: Human dignity, Freedom, Democracy, Equality, Rule of Law, Human rights. This activity aims to make these values more tangible to the learners by using items as examples.

Duration:
 2-3 hours

Participants:
 (1)  (10+)

Preparation:


Activity	Materials
<p><u>Introduction</u></p> <p>Ask the learners to list and describe the 6 values of the EU. Once a value is correctly identified, to write it on a flipchart.</p> <p> If they can't immediately think of the values, guide them with examples. Avoid giving them the answers straight away.</p>	<p>Flipchart Marker</p>
<p><u>Show & tell</u></p> <ul style="list-style-type: none">• Ask the learners to look through their possessions (pockets, wallets, bags) and choose one thing that represents any of the 6 values.• Ask the learners to place their item into a bag without the others seeing what it is.• Remove the items one by one and show them to the group.• Invite learners to guess which value they think the item represents and why.• Ask the person who chose the item to describe which EU value the object represents for them and why.• If any of the values weren't represented, ask learners to describe why they think this is, and name an item they have at home that could represent the missing value(s). <p> You can also ask learners beforehand to bring an item from home for the show & tell activity. You can also bring items yourself, ask participants to look</p>	<p>Large bag Miscellaneous items</p>

around the room and identify items, or ask them to think of a room in their house and pick an item in that room that represents one of the values.

Presentations

Split the learners 6 small groups, assign each a different value, and ask them to prepare a 2-3 minutes' presentation about the importance of that value and what the world would look like without it.



Encourage creativity with the presentations, whether it's a PowerPoint or Prezi, a speech, a drawing or a theatrical performance.

Markers
Paper
Scissors
Glue
Beamer
Other misc,
items to stir
creativity

Debrief

At the end, ask the learners if they have learnt something new or if there was something surprising that they hadn't realised before about how the values applied to them in their daily lives.

Course: Let's discover the 'Corps' in European Solidarity Corps

The second course of the cluster consisted of 2 modules and covered the following topics:

- European diversity and identity
- Active citizenship

Highlights of the course

This course enabled learners to:



Understand the diversity that exists in Europe and the European Solidarity Corps.



Realise how national and European identities coexist.



Understand the concept of active citizenship.



Understand how they can participate in democratic processes during their time with the Corps.

What can you do?

At the end of the course, learners could benefit from follow-up sessions to explore the coexistence of national and European identities within their home country, and to question their role/responsibility as active citizens.

Module: A truly European... Solidarity Corps

Activity 1: Identifying ourselves

In the first module, learners saw the diversity in Europe and the Corps by delving into how migration shapes our identities. This activity will help learners reflect on what they might find easy/difficult when moving to a new European community.

Duration:



Participants:



Preparation:



Activity

Introduction

- Invite a learner to stand against a flipchart and draw an outline around them.
- Attach 4 post-it notes with the elements that were identified in the course (cuisine, fashion, language, sport).
- Identities are complex and these are only 4 examples that shape them. Pass out post-it notes to the learners and ask them to think of other elements that make up our identities (e.g. music, religion, sexuality).



Instruct them to write one element per post-it (marker pens will help the text to stand out).

Materials

Post-its
Pens
Flipchart
Marker

Discussion

- Once the learners have finished writing, ask them to say each element out loud and place it on the flipchart, clustering similar post-its on top of each other.
- One-by-one, take a cluster of post-its and discuss the elements from a national and European perspective, focusing on the differences that could be encountered during an experience with the Corps.

For example: Religion: Are we religious in our country? Do you think Europe as a whole is more or less religious than we are? Would this difference be noticeable during an experience with the Corps?



It's not necessary to compare statistics between your country and Europe; the discussion can be more contemplative (e.g. why do you think it would be different?). However, try to avoid stereotypes, just because a country may be perceived as religious, it doesn't mean that different sub-cultures in metropolitan areas would be.

Flipchart
Marker

Debrief

To conclude, discuss with the group whether they think it would be a seamless transition to live abroad and which elements could present bigger challenges.



Identities can be complex and personal, make sure that learners understand that they should expect to encounter differences and not judge something as right or wrong.

Activity 2: Accessibility

During the course, learners were made aware that additional support can be available to help people from disadvantaged backgrounds. If one of your learners considers that additional support could be useful to them, discuss with them to analyse their situation and reassure them of how they can still join the Corps.

Duration:



Participants:



Preparation:

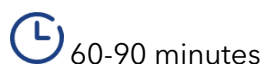


Module: Who's in the Corps?

Activity 1: Is active citizenship a duty?

During the second module, learners discovered more about active citizenship. This activity encourages learners to debate whether being an active citizen is everyone's duty.

Duration:





Participants:



Preparation:



Activity	Materials
<p><u>Introduction</u></p> <p>Invite the learners to share what they remember or know about active citizenship. Encourage them to share a moment when they felt active citizens themselves.</p> <p> On a flipchart, write down key words/expressions that the learners mention (e.g. voting, volunteering, protesting, etc.)</p>	<p>Flipchart Marker</p>
<p><u>Debate</u></p> <p>The argument: Is active citizenship the duty of every citizen?</p> <ul style="list-style-type: none">Split the learners into 2 groups and flip a coin to see which group will be 'for' and 'against'.Give each group 10 minutes to prepare a list of arguments for their cause.Bring the 2 groups together, allow each to make an opening statement, and then begin the debate. <p> Make sure that each learner has the opportunity to speak. You can introduce your own questions (e.g. Should citizens vote in every election? Should everyone volunteer at least once a year?) and encourage connections between the topic and the added value of the Corps in Europe.</p>	<p>Pens Paper</p>
<p><u>Debrief</u></p> <p>Once the debate is finished, ask the learners to raise their hand if they believe it is every citizen's duty to be an active citizen. Ask people to explain if their mind has changed as a result of the debate and if they have gained a better understanding of why people might have a different view from themselves.</p>	

Cluster 2 - Have it your way

In this cluster, Zrinka supported the learners to get an understanding of the variety of activities offered in the European Solidarity Corps. It helped the learner prepare their application for the Corps and reflect on their motivations. This cluster was aimed at people who are still to decide which path in the Corps to choose (volunteering, jobs and traineeships, solidarity projects).

Course: Choose your path!

The first course comprised of 5 modules. It covered the following topics:

- Overview of the different activity types within the European Solidarity Corps
- More detailed information about the activity types, including roles and responsibilities
- Reflection on the (initial) choice of the learner



Highlights of the course

This course enabled learners to:



Understand the different paths within the European Solidarity Corps and which fits them best.



Understand the rights and responsibilities of participants of the European Solidarity Corps.



Reflect on their initial choice of activity type.

What can you do?

Having followed the course, learners may still be undecided or still have questions on the path that they wish to apply for. You can help them in this process.

Module: What are the paths?


Activity 1: Q&A in a group

During the first module, learners were introduced to the available paths in the Solidarity Corps. This was a generic introduction, and learners might have a lot of remaining questions. Organising a Q&A session to clarify any questions they have about the paths will ensure they have a more thorough understanding of the programme and can make a more informed choice. This session can be done online too, using Padlet or Mural for example.

Module: The solidarity project path

Activity 1: Inspiration session

In this module, learners were shown how to set up their own Solidarity project. However, even with the tips available online, it can still be quite daunting to consider this pathway. This activity therefore aims to encourage and inspire learners to choose this exciting path and gives them the opportunity to interact with alumni who have already started their own projects.

Duration:
 120 minutes

Participants:
 (2)  (15+)

Preparation:
 

Activity	Materials
<p><u>Preparation</u></p> <p>For this activity, invite 3 young people that have started their own solidarity projects (local youth organisations or your National Agency might be able to help). Ask each of them to prepare a presentation of their project and their motivation to join the Corps.</p>	
<p><u>Meet & greet</u></p> <p>The activity starts with the presentations, each followed by a brief round of questions.</p> <p>Once the final Q&A is done, divide the participants into 3 smaller groups and assign a presenter to each. Give each group 10 minutes to ask follow-up questions about the application process, the projects, etc. and then rotate the presenters between groups. Repeat 3 times so each presenter has spent time with each group.</p>	<p>Beamer</p> <p>3 rooms/areas</p>
<p><u>Closing</u></p> <p>Bring everyone back together and conclude by thanking the presenters, highlighting relevant resources (FAQs, the European Youth Portal, the online course for specific details) and encouraging learners to continue sharing ideas and taking inspiration from the alumni.</p>	<p>Possible gift for presenters</p>

Further tips to facilitate peer-to-peer contact with European Solidarity Corps members


Other ideas for linking learners with current/former European Solidarity Corps participants can include:

- *Shadowing:* You can pair the learner with a current participant or hosting organisation for a day to understand the activities in a specific sector they might be interested in.
- *Buddying:* The learner can get guidance from a current participant or alumni to prepare for each step in the application process.
- *Mentoring:* The learner can be assigned as a mentor to a newly arrived participant to help them adjust to their new surroundings, whilst getting a glimpse of what life might be like in the Corps.

Module: Reflecting on my choice

Activity 1: Facilitate in-depth reflection

In the final module of the course, learners selected which path they would like to pursue and were asked to describe what made them enthusiastic about their selection. Talking about their ideas and choices with others might help them feel more confident about their decision. It can also highlight that different people make different choices, and that all the options are good. It is all about finding the right match.

Duration:
 40 minutes

Participants:
 (1)  (1)

Preparation:
    

Activity Option a) 1:1


Materials

Discuss with the learner the following questions:

- Have you made a choice already?
- If yes:
 - How did you make this choice? What factors did you consider?
 - On a scale from 1 to 10, how confident are you about this choice? What would help you feel more confident about this choice?
 - What makes you enthusiastic and/or concerned about this choice?
- If no:
 - Why not? What holds you back?
 - What could help you to make a choice?
- What are your next steps?



You can adapt these questions to fit the needs of your learner.

Duration:
 70 minutes

Participants:
 (1)  (10+)

Preparation:
    

Activity Option b) group activity

Materials

Discussions in small groups:

Create small working groups. Invite the participants to discuss the questions above with their peers.

Printed questions

Plenary session

Once the groups have finished, gather everyone in a circle. Allow each group to share an "Aha!" moment from their conversations. Take stock of their findings and reflections by asking a few follow-up questions. For example:

- How have these conversations contributed to giving you a new perspective?
- What would help those who are yet undecided?

Course: Get ready for the European Solidarity Corps experience!

The second course comprised of 2 modules, covering the following topics:

- Tips on how to apply
- Practical information needed to prepare for the experience

Highlights of the course

This course enabled learners to:



Understand how to complete their profile on the Youth Portal.



Prepare stronger applications.



Understand which practical arrangements to consider.

What can you do?


You can help the learners to apply and prepare for their experience. Learners may still have questions that are more specific to their situation.

Module: Ready, set, find me an opportunity!

Activity 1: Peer feedback sessions

When preparing a CV, presenting one's own qualities and interests can be a confusing exercise. Peer feedback can help young people to create a clearer and often more positive picture of themselves and to motivate them to enter the Solidarity Corps.

Duration:

 45 minutes

Participants:

 (1)  (10+)

Preparation:



Activity 1: Feedback on CVs

Materials

Feedback round

- Share the CVs of the group members or examples of CVs you have gathered.
- Each participant has 3 ways of commenting anonymously on the CVs using green, red or yellow stickers. Invite them to add an explanatory note where necessary.
 - Green - to show they find it a strong element
 - Red - to show they find it a weak or unclear element
 - Yellow - to say "I don't understand this point"

CVs
Coloured
stickers



This activity works best if you work with the most recent CVs of your participants. Gather these in advance and ask their permission to share with the group. Delete / cover any sensitive information on the CVs.

Gather tips

- Divide the group into small groups and discuss the feedback they received on their CVs.
- Invite the groups to gather the top 3 tips based on the feedback.
- Join in plenary and share the tips each group has come up with. Write those down on a flipchart.


Flipchart
Marker

Module: Consider the practicalities

Activity 1: Game "prepare for practicalities"

For many learners it will be the first time that they will leave home for a longer period. Not having a clear idea about how to get organised can be a source of stress. In this module, the learners reflected on the necessary practicalities before departure. This activity helps them think further about this.

Duration:

 45 minutes

Participants:

 (1)  (10+)

Preparation:



Activity

- Enter the room with a suitcase filled with different items. Here are some suggestions but please adapt these to the local context:
 - European Health Insurance Card (EHIC)
 - Phone
 - Passport
 - Teddy bear
 - First-aid kit
 - Bottle opener
 - Phone charger
 - Mirror
 - Loyalty card for local cafes
 - Keys
 - Bicycle lights
 - Pyjamas
 - Woolly hat
- Invite participants to choose maximum 5 items which they can take to their new home. Let them prepare their own list.
- Facilitate a discussion (possibly in smaller groups or pairs first) around the choices made in a light and fun way. Encourage discussing the scenarios that can occur if they do not prepare themselves well.

Materials

Suitcase or bag
Miscellaneous items
Paper or post-its
Pens

Course: Know yourself, grow yourself!

This course comprised 3 modules. It covered the following topics:

- Self-awareness
- Learning about one's interests, qualities and pitfalls
- Exploring different learning styles
- Reflecting on the learning so far

Highlights of the course

This course enabled learners to:



Identify their main qualities as well as how these can link to pitfalls.



Identify their motivation for participating in the European Solidarity Corps and how they would like to use this experience for the future.



Distinguish learning styles and identify how they prefer to learn.



Formulate learning objectives and keep track of these objectives.

What can you do?

This course called a lot upon the reflective capacity of the learners. You can support this reflection process by providing additional tools or stimulate reflection through conversation.

Module: Know yourself

Activity 1: Conversation on personal timeline

In this module, learners created a timeline of the main milestones in their life to discover which qualities and skills they have developed. These timelines can bring out a lot of individual reflection and it might help learners to talk these through with you or a peer.

Duration:



60 minutes

Participants:



Preparation:



Activity

In this conversation, you can invite learners to reflect more deeply on questions such as:

- What made these moments a high or low moment in your life? What experiences stuck with you?
- What qualities did you write down for yourself and what pitfalls are linked to these?
- What lessons can you draw from these reflections?
- How do these help you anticipate and deal with your Solidarity experience, and overcome difficulties?

Materials


Questions written on a flipchart or printed on paper

Module: Your learning notes

Activity 1: Development of the Solidarity Canvas

The course supported learners to think about their future and define what they want to learn. It encouraged them to develop a Solidarity Canvas; a portfolio with evidence of how they have developed various competences which will help them when filling out their Youthpass.

Duration:

 90 minutes

Participants:

 (1)  (8+)

Preparation:



Activity

- Share a screen with an electronic diary.
- Present a personal learning story.
- Give time to participants to make their own story.
- Divide the group into pairs where they share their e-diary.
- Facilitate a plenary reflection on the development of their Solidarity Canvas.

Materials

Beamer
Laptop
Internet
connection



This activity can be done paper based too.

Cluster 3 - A whole new world

In this Cluster, learners met Hubert who had just arrived in Budapest and was adjusting to his new life. Hubert shared his experiences and provided guidance on what to expect from living in a new country, working in a different cultural context and meeting new people. The cluster was aimed at helping learners to feel more confident and prepared in their new environment. Techniques of constructive dialogue were introduced to cope with a different culture, uncertainty and conflicts, to improve communication and interpersonal skills and enhance intercultural awareness. Learners also explored safety and security issues in a new environment.

Course: It's happening! Now what?

The first course comprised of 2 modules. It covered the following topics:

- Settling into a new environment
- Learning to become independent

Highlights of the course

This course enabled learners to:



Create a structured approach for exploring their new environment.



Discover techniques to effectively manage their time, money and well-being.

What can you do?


This course gave learners some tools to adapt to their new life during their Solidarity Corps experience, but they may still face challenges in adjusting and settling in. You can help them in this adaptation process.



Module: Find your way in this new reality!


Activity 1: Group discussion

In this module, learners received tips on how to deal with homesickness. This is a different experience for everyone. This activity can help learners to share with their peers what they find difficult about being in a new place and exchange strategies on how they deal with this. It also aims at encouraging learners to share challenges and strategies, which are not related to missing home. The activity can be repeated weekly or monthly, as new challenges might arise along the way.

Duration:
 90 minutes

Participants:
 (1)  (8+)

Preparation:



Activity	Materials
<p><u>Introduction:</u></p> <p>Invite learners to share their experiences with homesickness or other challenges they faced, which might have more to do with understanding the new place than missing home specifically (e.g. not having good Wi-Fi at home, not knowing where to meet other people, looking for affordable places to hang out).</p>	
<p><u>Peer discussions:</u></p> <p>First, invite learners to get into pairs and discuss these questions:</p> <ul style="list-style-type: none"> • What has positively surprised you that others should know about too? (e.g. a good website with discounts, a nice international hang out) <ul style="list-style-type: none"> ▪ Note these on post-its • What has been difficult or frustrating for you in this new place? • What have you done to deal with these difficulties/frustrations and feel more at home (integrated) here? • What have you learnt about yourself during this time? 	<p>Post-its</p> <p>Pens</p> <p>Printed questions</p>
<p><u>Plenary discussion:</u></p> <p>In plenary, invite learners to share their observations:</p> <ul style="list-style-type: none"> • What common challenges do we see? • What are common strategies to deal with these challenges? • Which post-its are you curious to learn more about? <p>Facilitate a discussion around this without putting learners on the spot. Conclude by inviting learners to list an action they want to take away from this session.</p> <p> You can combine the group discussion with a city walk, to give learners an extra opportunity to explore their new surroundings. You can also share suggestions on interesting or off-the-beaten track places or invite the learners to share their best tips with each other.</p>	<p>Flipchart</p> <p>Marker</p>

Module: Living independently

Activity 1: Taking care of oneself

In this module, learners reflected on several aspects of self-management (including their budget, time, and what they can do to take care of themselves). This activity aims to demonstrate the prioritisation of important activities and encourages learners to exchange tips and tricks on how to take care of themselves. The pickle jar warm-up demonstrates the importance of doing the most important tasks first. See the story of the "empty jar" in the library resources of the platform.

Duration:



 60 minutes

Participants:

 (1)  (8+)

Preparation:



Activity	Materials
<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Show the empty jar and put the stones in the jar. • Ask learners: "Is it full?" • Learners might say "yes." • Then add the pebbles, then sand, then water. It fits! • Conclude: If you put sand in first, nothing else will fit (except water), but if you start with the big stones, you can fit everything in. • The stones are the important things – family, partner, health, work, sleep. The pebbles are the other things that matter – your phone, your bike, clothes. The sand is all the small stuff. <p> Instead of telling participants the conclusions, ask guiding questions to allow them to come up with their own.</p>	<p>A big empty Jar Stones, pebbles, sand, water</p>
<p><u>Well-being</u></p> <ul style="list-style-type: none"> • Refer to the online exercise focusing on the 4 elements (mind, body, creativity and spirit). • Invite learners to reflect on what they do in each of these areas to take care of their own well-being. These elements represent the stones; they are very important for anyone's well-being. • Introduce 4 spaces in the room with each representing an element. • Put a large sheet of paper in each corner. Invite learners to draw their suggestions and ideas on how to take care of themselves while visiting each corner. <p> Learners can download their responses from the platform, you can invite them to bring them along in advance. This is a creative exercise, having background music can enhance the creativity.</p>	<p>Big sheets of paper Coloured pens</p>
<p><u>Sharing</u></p> <p>Divide the participants into 4 groups. Each group will be responsible to sum up the ideas gathered on the topic and present these to the group. At the end, invite learners to share ideas on how to help each other and hold each other accountable.</p>	

Course: Safety first

The course comprised of 2 modules. It covered the following topics:

- Risk management in daily life
- How to react in stressful situations

Highlights of the course

This course enabled learners to:



Reflect on safety measures to consider in their daily life.



Explore their own instinctive behaviour in situations of stress.



Learn what they can do in potentially unsafe situations.



Do some exercises to take care of their well-being.

What can you do?

Having followed the course, learners are better informed about the safety and health issues that might arise when living in a new environment. You might organise additional activities to help them deal with specific contextual safety issues.

Module: Let's talk about risks

Activity 1: Group discussion on personal safety

In this module, learners reflected on the risks they may face in their new environment. The scenarios and advice are rather generic. Learners could benefit from more hands-on advice for their contexts. This group discussion aims to discuss other scenarios that are not part of the online module and share tips with each other on how to deal with these situations.

Duration:



60 minutes

Participants:



(1) (8+)

Preparation:




Activity

Materials

Introduction

Ask the learners if they remember the risky scenarios mentioned in the online course (e.g. getting arrested, walking around at night, getting injured). Introduce basic facts about the local context:


- What are some of the local risks (e.g. popular tourist scams, rough neighbourhoods to avoid)?
- What are the rules and regulations in relation to alcohol and drug use, and other offences (e.g. crossing a red traffic light, cycling on the pavement, not paying for public transport)?

<u>Reflections</u> <ul style="list-style-type: none"> • Invite learners to individually reflect on risky situations they have come across already, and list them on post-its. • Create pairs and share the situations they have listed on post-its with each other. Look for similarities and differences. • Pairs join another pair and again share their lists. 	Post-its Pens
<u>In plenary</u> <ul style="list-style-type: none"> • Collect the post-its and rank the situations by frequency. • Facilitate a brainstorm on how learners can deal with these situations: <ul style="list-style-type: none"> ▪ Ask for concrete examples and tips based on learners' own experiences. ▪ Dig deeper if suggestions are vague. ▪ Invite others to add to the suggestions. ▪ Explore advantages and disadvantages (risks) of the suggestions. <p> Listing risks has the potential to worry some participants, so it's important to be reassuring and monitor adverse emotional reactions of the participants and include extra time to de-brief risks if you feel this is necessary.</p>	Flipchart
<u>Conclusions</u> <p>Highlight that there is a difference between following the rules (e.g. carrying your ID, not consuming alcohol in public places) and deciding what you personally feel is appropriate and comfortable to do (e.g. walking outside at night, cycling in busy areas). In the case of the latter, it is always important to ask oneself: How do I feel about this situation? What works for me?</p>	

Activity 2: Mentor check-in

In this module, learners reflected on their own behaviour in relation to partying in a safe way. Group dynamics may not allow for learners to speak freely and be transparent about their behaviour. Therefore, we recommend including the learner's mentor in the conversation of staying safe, thus the activity should include yourself as the facilitator, the learner, and their mentor.

Duration:

 45 minutes

Participants:

 (1)  (2)

Preparation:



Activity

Materials

Introduction

Invite the learner to share what they recall from this module:

- What tips stood out for them?
- What did they disagree with? Why?

Explain that in a new environment it can be easy to lose control and be peer pressured into different behaviour patterns by a new group of friends. Explain that it could be useful to establish a support structure with their mentor to help keep an eye out for their safety (e.g. during parties, or during their regular check-ins).

Defining support

Facilitate a discussion between the pair with guiding questions:

- Since you arrived, which kind of activities have you done that you might not have if you were back home? (e.g. getting drunk, using unlicensed taxis)
- Have they put any support mechanisms in-place already with their new friends? (e.g. designated drivers)
- How could their mentor help them in future situations? (e.g. call/text at any time, accompany them to new places)



By the end, try to have 2 or 3 agreements on how the mentor will support the learner, and check-in with the mentor after a few weeks to see if the support system is working.

Module: Fight, flight, freeze and heal

Activity 1: Conversation on well-being

In this module, learners reflected on how they deal with stress and anxious situations. These insights can be used for 1:1 conversations with the aim discussing their physical and mental well-being, and identifying any safety issues learners may struggle with. You can also use this conversation to address more sensitive matters, such as harassment at work. This activity would be useful for the participant's mentor to help guide their conversations.

Duration:



60 minutes

Participants:



(1)



(1)

Preparation:



Activity

You can use the guiding questions for these conversations:

- How are you doing, on a scale from 1-10?
- Why is it a [number]?
- What is going well and what is challenging?
- What have you already done to feel better?
- What worked well for you and what did not?
- What do you find most difficult now?
- What can you do to address this?
- Can I give you a suggestion? Could you try?
- How did this conversation help you?
- What action will you take now?



If you notice that the participant's well-being is seriously under threat, make a referral to the appropriate health/support services.

Materials

Printed questions

Course: Your way through intercultural awareness

The third course comprised of 4 modules. It covered the following topics:

- Understanding identity and culture
- Building intercultural awareness
- Communicating across cultures

Highlights of the course

This course enabled learners to:



Reflect and learn more about meeting new cultures and being in new environments and communities.



Recognise issues related to stereotypes, groups and identities.



Recognise aspects of their own culture.



Understand their own cultural competence.



Learn to apply tools and techniques in practice.



Test their intercultural knowledge and abilities.

What can you do?

At the end of this course, learners could benefit from follow-up sessions to enhance their self-confidence and relate more easily to others.

Module: Identity and self-awareness

Activity 1: Reflective discussion on identity

In this module, learners focused on stereotyping and identity. Identity is referred to as the qualities, beliefs, personality, looks, and expressions that make a person/collective. This activity serves to facilitate an open discussion about identity and how differences can affect learners and their experiences. A large, open space is needed.

Duration:



60 minutes

Participants:



(1)



(10+)

Preparation:



Activity

Introduction

This activity is about identity. Ask participants to think about themselves during the activity.

Materials

Take a step forward

- Invite learners to form a circle (their hands shouldn't touch if they lift them to shoulder height).
- Read out a set of statements one by one. Ask participants to take a step forward each time a statement applies to them, and step backwards when it doesn't.
- Example statements:
 - I am an outgoing person.
 - For me, it's normal to speak to strangers on the street.
 - When I am happy, I smile a lot.
 - Even when I am sad or angry, I still smile.
 - For me, it's important to always be on time.
 - I prefer wearing sneakers, all day, every day.
 - I have learned that young people should wait until they are given the turn to speak.
 - In public transport, I give up my seat for the elderly.
 - For me, it's normal to have a glass of wine during lunch or dinner, even during the week.
 - I find it important to pray every day.
 - At work, I only speak when I am spoken to.

Prepared
statements



Statements should be adapted to the local context.

Plenary discussion

Invite learners to share how they experienced this activity and how it was for them to step away or get closer to each other. Guiding questions:

- What does it tell others about your identity?
- Can you share examples of positive and negative experiences related to these traits of your identity?
- Are there elements of your identity that you can or want to change?
- Are there elements of other people's identity you find difficult to deal with?
- How does your identity affect your experience now or how might it affect you in the future?

Closing

Highlight that sharing experiences and being curious and open-minded can help to understand others better and move beyond stereotypes. An important step is dialogue.

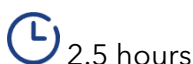
Module: What's my culture?

Activity 1: Cultural night

In this module, learners reflected on their own culture and the culture of their new home. Learners also explored strategies they can use to overcome intercultural communication challenges in communities and in teamwork.

Culture is explained using the Iceberg Concept of Culture. This activity aims to celebrate the elements which are 'above the surface', such as language, music and food, and makes it easier to explore the elements which are 'under the surface', such as gender roles, beliefs and norms.

Duration:



2.5 hours

Participants:



(2) (20+)

Preparation:



Activity

Materials

Before

Invite learners to prepare or bring a dish or snack from their home country for others to try. Learners can, in addition, bring music, symbols and decorations representing their culture. Lead by example and bring something yourself!

Food

Decoration

Musical instruments

During

The evening (or afternoon) is all about sharing and experiencing together. You can think of:

- Setting some ground rules at the start: invite everyone to keep an open mind, be curious and avoid negative stereotyping.
- Decorating the room together so it becomes a celebration of cultures.
- Inviting everyone to introduce their dish, play music or showcase their culture in another creative way (singing or dancing!).
- Discussing what is 'normal' in their culture in terms of eating food together, celebrations and sharing stories.
- Encouraging learners to share stories about the elements of their culture which are not visible, including gender roles, norms, religious beliefs, ethics, leadership styles, desires, attitudes towards age, views on raising children, family roles.
- Facilitating a discussion around what learners find surprising about other people's culture and what they have observed during their placement so far.
- Celebrating diversity together in a way that is comfortable for everyone.

Tables

Chairs

Sound system

Course: Let's get (inter)personal

The course comprised of 2 modules. It covered the following topics:

- Roles in a team
- Barriers to communication
- Active listening and giving feedback
- Styles of conflict management

Highlights of the course

This course enabled learners to:



Reflect and learn about what makes an effective team.



Explore their own role in the team and the roles of others.



Explore barriers to effective communication in their team.



Practice active listening and giving constructive feedback.



Learn what they can do to handle conflict situations.



Explore how to feel more confident to handle diversity in groups with empathy, tolerance and openness.



Test their interpersonal skills.

What can you do?

At the end of this course, learners could benefit from follow-up sessions to enhance their interpersonal skills.

Module: Working in a team

Activity 1: Practicing with active listening

In the online course, participants learnt about active listening and the steps to follow when giving feedback. This exercise allows learners to practice these skills.

Duration:



60 minutes

Participants:



(1)



(9+)

Preparation:



Activity


Introduction

Invite learners to recap some of the scenarios they remember in the online course regarding active listening and feedback. Make groups of 3 and provide instructions:

- Person A: Talks about a recent challenging experience.

Materials

Written instructions for each group

<ul style="list-style-type: none"> • Person B: Listens actively and asks questions. • Person C: Looks at the rules to be applied and makes observations. <p>Afterwards, they give feedback using the 4 steps introduced in the course: Behaviour, Outcome, Consequence, Action</p> <p>Practice in small groups and rotate the roles (3 rounds).</p> <p> Some participants might not feel comfortable to share a personal experience. Allow them to make up a story.</p>	
<p><u>Plenary discussion</u></p> <p>Talk about the experience. Some guiding questions:</p> <ul style="list-style-type: none"> • How did it feel to practice active listening/giving constructive feedback? • Reflect on previous conversations with friends/family/colleagues. Did you apply active listening then? Why (not)? • Can you recall the last time someone actively listened to you in a conversation? What was the effect? • What insights can you apply in your daily life? 	

Module: Dealing with tensions

Activity 1: Peer review

In this module, learners reflected on the challenges they may face in their team. This activity aims to facilitate peer learning and exchanging advice in response to specific challenges. It creates a dialogue.

Duration:




Participants:



Preparation:



Activity	Materials
<p><u>Small group activity (3-4 per group)</u></p> <p>Everyone presents a challenge they faced when working in a team.</p> <ul style="list-style-type: none"> • Learners choose a challenge to discuss. • The person who presented the challenge provides further details of the situation; the others can ask clarifying questions. • The person who presented the challenge formulates a question that they want to ask to the group. • Learners ask open questions to understand the situation better. • The group discusses what they heard and observed, without the person who presented the challenge. • Everyone writes down a piece of advice, 'If I were you, I would ...'. <p> As a facilitator, it's advisable to monitor the conversations so that you can step-in and guide it in case the questions, opinions and advice start to become controversial.</p>	<p>Pens</p> <p>Paper</p>

Cluster 4 - The journey continues

In this cluster, Sara guided the learners through the often-overlooked obstacles of returning home. How much do their friends really want to hear about their experience? What is reverse culture shock and how to cope with it? What will their next steps in life be? This cluster was aimed at people who have returned from their experience with the Corps.

Course: The end. Or is it?

The first course of the module comprised of 2 modules and covered the following topics:

- Reverse culture shock
- Reflection of the experience
- Final report

Highlights of the course

This course enabled learners to:



Become aware of the different stages of reverse culture shock.



Utilise various techniques to mitigate the reverse culture shock.



Develop SMART goals for their next steps in life.



Understand the process of preparing the final report.

What can you do?

At the end of the first course, learners could benefit from face-to-face sessions to hear from others who had experienced reverse culture shock, and get inspiration about what they could do after their time with the Corps.



Module: The adventure of returning home

Activity 1: Homecoming testimonials

In this module, learners discovered the ups and downs of reverse culture shock. They found out that it's normal to find re-integrating into their home society difficult when they return. By organising a homecoming activity, this can provide an outlet and support channel of like-minded people.

Duration:



Participants:



Preparation:



Activity

Materials

Before the activity

- Reach out to local youth organisations that deal with short-term exchanges (Erasmus Student Network, AEGEE, AIESEC, etc.) to find 3-4 people willing to give testimonials of their reverse culture shock.

Testimonials

- Begin with short testimonial speeches from the alumni - ideally a 10-minute speech/presentation, followed by a general 5-minute Q&A.
- Divide the learners into groups (1 group per speaker)
- Group discussions: Assign 1 speaker to each group to enable further discussion around how the learners can still be involved with intercultural experiences at home and opening their eyes to the different opportunities that exist among various NGOs. After about 10 minutes, rotate the speakers between groups to ensure each NGO is presented to all learners.

Computer
Projector
Multiple
rooms

After the event

- Ambassadors of the Corps: Follow-up with particularly passionate learners who could be used to promote the European Solidarity Corps as an experience or to talk to the next cohort of outgoing Corps participants during a pre-departure briefing meeting.

Further homecoming tips

Other ideas for helping learners when they return from their experience with the Corps can include:

- Launch a photo/video/blog contest for returners. This can include private submissions or more public ones on social media, and is a good way for them to reflect on their time and share their experiences with other returners as well as potential future participants who are starting to learn about what the Corps has to offer.
- Arrange some 1:1 meetings to check-in with learners to see how they are adapting to home life again, allow them a chance to reminisce about their time abroad, the differences between that environment and the one they're returning to, and if they are experiencing any challenges (e.g. they may be returning to a difficult home situation, becoming unemployed, etc.) that might be impacting their mental health or wellbeing.



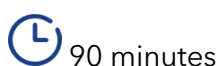
This meeting is best facilitated by someone with counselling experience and professional help may be needed in extreme cases.

Module: Evaluating my experience

Activity 1: Future guidance

During this module, learners were invited to reflect on their experience and write SMART goals for their next steps in life. The aim of this activity is for the learner to discuss these reflections with the facilitator and get some feedback and guidance on how to move forward. This activity is designed to be carried out as a 1:1 activity between the facilitator and the learner.

Duration:



Participants:



Preparation:



Activity

Materials

Reflection

- Invite the learner to bring the notebook or journal they used for the reflections in this course. Invite them to read aloud and explain the reflections that they wrote down in the beginning of this module (thinking back, thinking through, thinking forward).
 - If they did not write down their reflections, you can ask them to reflect on the spot and guide them with the questions that were on the first screen of the online module.
- While the learner speaks, note down the job-related skills that they want to improve (e.g. if they had problems with their housemates, do they need to improve 'communication' or 'conflict management'?). 1 per post-it.

Notebook
or journal
of
participant
Post-its
Pen



Refreshing their memory of this topic with another person will often bring up new ideas of skills that they hadn't thought of before. You can help them identify these qualities when they describe their experiences.

SMART goal refining

- Ask the learner to write down the SMART goals that they came up with in this module.
- Run-through the post-its that you wrote earlier and see if their goals match the skills that they need and if the learners agrees that they could benefit from working to improve the remaining skills.
- Update or add new SMART goals, if necessary.
- Close the activity by asking how you could help them achieve the goals. Would reminders or regular check-ins help motivate them to stay on-course?

Paper
Pen



It is key to ensure the goals are realistic, as these can easily be overestimated, and to make sure they know they aren't alone in trying to improve themselves.

Course: Reflect back and plan ahead!

The second course comprised of 3 modules and covered the following topics:

- Competence development
- Next career move
- Applying for jobs

Highlights of the course

This course enabled learners to:



Identify how they developed their key competences.



Reflect on what motivates them for their next steps.



Prepare competitive job applications.

What can you do?

The activities of this module follow on directly from the previous one, as the learner discovered tips and tricks to use when applying for a job. In-person consultation and bespoke feedback will be key to the learner's development.

Module: Reflect on what you've learned

Activity 1: Youthpass finalisation

In this module, learners were encouraged to review their Youthpass. Often it can be useful to receive support when completing the follow-up phase of the Youthpass, to identify additional learning outcomes that they may not have thought about. This would be a good opportunity to schedule a 1:1 with the learner to go through the initial review of their experience and prompt more in-depth analysis using the eight competences outlined in the module.

Duration:



60-90 minutes

Participants:



Preparation:




Module: What's the next step?

Activity 1: Career guidance

In this module, learners reflected on their next steps, if they are interested in looking for a job, continuing to volunteer, study, or gain more intercultural experiences. This activity would work well after the activities of this course in this guidebook ('Homecoming event' & 'Future guidance').

Ask the learner to research job opportunities that interest them and download the job descriptions. The aim of this 1:1 would be to highlight common requirements listed across the different job descriptions and work with the learner to identify how their non-formal and informal learning outcomes from their experience in the Corps can be marketed in their job applications.

Duration:

 60-90 minutes

Participants:

 (1)  (1)

Preparation:

References:

- [The European Job Mobility Portal](#)
- [Supported Employment toolkit](#)

Module: Tips and tricks for landing a job

Activity 1: Interview role-play

In this module, learners received support on how to write their CV, cover letter, and how to prepare for an interview. This activity aims to give the learner practical experience in a risk-free environment and can be done in a group setting. It's useful if the facilitator of this activity has experience in conducting interviews.

Duration:

 3 hours

Participants:

 (1)  (2+)

Preparation:

Activity

Materials

Pre-activity task

A week before this activity, distribute an example of an entry-level job description to the learners and ask them to prepare a CV, cover letter, and prepare some interview technique notes.



Job descriptions can be found online but it could also be useful to use an old example from your organisation.

Job description

Application peer-review

In pairs, ask them to review their partner's application, paying attention to how they adapted it to the needs of the job description.

Printed applications
Pens



If the learners didn't send you their applications prior to this activity, you can use this time to prepare interview questions based on their documents.

Interview preparation

In pairs, the learners compare their interview technique notes, focusing on body language tips, answers to generic questions, how to link questions to their applications, and which questions to ask the interviewer.

Paper
Pens

Interview role play

- As the facilitator, you will act as the interviewer and conduct an interview with the first learner whilst the second one takes notes of their performance, body language, etc.
- Instead of debriefing straight-away, conduct the second interview with the learners switching roles.



Use a mix of generic questions (strengths and weaknesses), questions specific to the job, and offer space at the end for the learner to ask you questions.

Debrief

- Invite the first learner to describe how they think they performed with their mock application and interview performance.
- Invite feedback from the second learner on what worked well and what could be looked at closer, then provide the same feedback from your point of view as the interviewer.
- Repeat the process for the second learner.
- Close the activity by asking each learner what tips they will take away from this activity.



Make sure the learners understand that every interview is an opportunity to learn how to improve for the future and they shouldn't be afraid to ask the interviewer for feedback.

Cluster 5 - Broaden your horizon

In the fifth cluster, a variety of hosts guide the learners through specialised topics, from entrepreneurship to community development. This cluster is targeted towards everyone, for learners before, during or after their Solidarity Corps experience.

Course: Entrepreneurial skills

This course was comprised of 3 modules and covered the following topics:

- Creativity and innovation
- Your entrepreneurial mindset
- Starting your entrepreneurial journey



Highlights of the course

This course enabled learners to:



Understand the importance of creative thinking in the entrepreneurial process.



Learn about how successful entrepreneurs think and work.



Identify the first steps they should take on their journey to launch their enterprise.

What can you do?

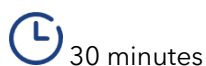
At the end of this course, learners can benefit from putting the theory into practice and working with others to discover how collaboration can develop their entrepreneurial mindset and bring their ideas to life.

Module: Creativity and innovation

Activity 1: Fortunately, unfortunately

In this module, the learner was encouraged to find ways of enhancing their creativity, to think outside of the box, and to find unique solutions to everyday problems. These are essential skills to master if they are looking to start their own enterprise or launch any other new initiative.

Duration:





Participants:



Preparation:

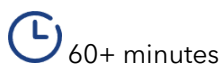


Activity	Materials
<p><u>Introduction to creative thinking and improvisation</u></p> <p>During the session, learners will help each other to envision their future as entrepreneurs and find out how they might overcome challenges along the way. Over the course of 10 minutes, they will create an impromptu story, setting out how they plan to achieve one of their goals in the next year.</p>	N/A
<p><u>Fortunately, unfortunately</u></p> <p>Learners sit opposite each other in pairs. Nominate one as an entrepreneur and ask them to visualise a goal that they want to have achieved within a year. The entrepreneur will then start their story with a single sentence, reflecting on the past year, saying: "A year ago today, I set myself the goal to..."</p> <p>Their partner will then respond with a fictional statement: "Unfortunately, X happened". The first person continues the story with "Fortunately...". This process will repeat for up to 5 minutes, demonstrating the possible challenges they may face and how these might be overcome.</p> <p> At the end of the 5 minutes, ask the 'entrepreneur' if they could think of any other challenges or issues they might encounter, that were not mentioned. Then continue the exercise using those examples as 'unfortunately' statements. Once this is done, switch roles so that the second person is now the entrepreneur envisioning themselves in the future.</p>	N/A
<p><u>Debrief</u></p> <p>Once both people have created their stories, invite them, in turn, to discuss the process; what challenges had they not thought of before? What support would they need to become a successful entrepreneur? Describe how their motivation to become an entrepreneur was affected and why.</p> <p> Remind the learners that this activity is not only relevant for future entrepreneurs but can help develop an entrepreneurial mindset which can be helpful in their daily lives.</p>	N/A

Activity 2: Fortunately, unfortunately

Activity 1 can also be done in a group setting. In this case, the group forms a semi-circle with one person, the entrepreneur, in the middle, initiating their story. The people in the semi-circle will take turns in offering 'unfortunately' statements for the entrepreneur to counter.

Duration:



Participants:



Preparation:



Module: Starting your entrepreneurial journey

Activity 1: Business model feedback

In this module, the learners discovered how to develop their ideas into a business plan and were encouraged to think about related NGOs or other organisations that they could work with. To build on this learning, it would be useful to review their business plans and for them to receive feedback from business/NGO leaders.

Duration:



Participants:



Preparation:



Activity	Materials
<u>Pre-meeting</u> Invite the learners to create a draft business plan and bring it with them to the session.	N/A
<u>Business pitching & development</u> To start the session, each learner individually pitches their idea to the rest of the group, whilst the rest of the group members take notes (one post-it per person, per pitch). Following the presentations, the (anonymous) feedback is collected and passed to the respective learner for them to read. Bring the group back together in a circle, and spend 5-10 minutes focussing on one learner, allowing them to follow-up on the notes that they received and initiate a small dialogue about their idea and how to improve it.	Post-its Pens
<u>Follow-up session</u> After the pitching session, it is recommended to schedule a 1-on-1 session with the learner to review their updated pitch and help them map out the next steps needed to realise their plan. The session could also be used to assess if the learner would benefit from some mentorship in the coming weeks/months, or to schedule further check-ins to help keep them on track with their goals.	N/A

Course: Fundraising for NGOs

This course was comprised of 4 modules and covered the following topics:

- What is fundraising?
- Fundraising locally
- Fundraising in Europe
- Tips to prepare a good proposal

Highlights of the course

This course enabled learners to:



Learn how to analyse the strengths, weaknesses, opportunities, and threats associated with their organisation.



Understand the opportunities that corporate social responsibility partnerships present to organisations.



Discover a range of EU funding programmes available to NGOs.



Become aware of the EU funding application process, as well as discover tips and tricks to strengthen their proposals.

What can you do?

At the end of this course, learners will benefit from being guided through complementary methods, as well being introduced in-person to other NGO leaders within your networks that have experience in applying for EU funds and can provide additional insights into the process.

Module: Fundraising locally

Activity 1: CSR identification & roleplay

In this module, the learner started to gain an awareness of partnership opportunities 'on their doorstep', which they might not have thought about before. One of these avenues was through Corporate Social Responsibility (CSR). This activity will allow learners to research companies, prepare their proposals, and practise their pitches in a safe environment before contacting them.

Duration:



1 hour

Participants:



Preparation:



Activity

Materials

Introduction

During the online course, learners discovered Corporate Social Responsibility (CSR) as an option to explore for developing partnerships with companies. This way, companies can support local projects and improve their image whilst giving back to society.

The 3 steps that were outlined, and which this activity will address, are:

- Research
- Proposal drafts
- Pitching

N/A

Research

Divide participants into groups of 4 and ask them to pick an NGO that they are familiar with. Then allow them to identify as many local companies as possible that share similar values to their chosen NGO, and/or work in a similar field, or sell products that the organisation or its members use. (10 minutes)



Examples: bars that could promote responsible partying, grocery stores that could help feed the homeless, banks that could teach young people about financial management. If learners struggle to find local examples, they can also use examples from global companies.

N/A

Proposal drafts

Each group identifies a company they would like to pitch a partnership to, and over the next 20 minutes, prepares an 'elevator pitch' (60 seconds) to that organisation's CEO.

Emphasis should be placed on:

- Explaining the concept of the proposed collaboration
- Describing the benefits to both parties



Learners can be encouraged to search for elevator pitch videos on YouTube.

A4 paper
pens

Mock pitches

One person per group pitches their idea. Before starting, they should announce the name of their organisation, as well as the company they are pitching to. The pitch should last no longer than 60 seconds.

The remaining learners should take notes of what went well and what could be improved.

Repeat the process until all groups have delivered their pitches.

A4 paper
pens

Debrief

During the debrief, the following questions can be asked to stimulate conversations:

- How easy/difficult did you find this activity?
- What were some of the good practices that you saw?
- What will you personally take away from this experience?

N/A

Module: Fundraising in Europe

Activity 1: Grant testimonials

In this module, the learner discovered a variety of EU programmes that offer funding opportunities for NGOs. As a follow-up, it would be useful to bring some of these programme names to life and bring in NGO leaders that have received funding from these programmes to talk to the learners and make the opportunities more tangible.

Duration:




Participants:



Preparation:



Activity	Materials
<p><u>Before the activity</u></p> <p>Reach out to your local network of NGOs to see who has had success in applying for and running projects from various EU funding programmes for youth.</p> <p>Ask them, as well as your National Agency, if they could spare some time to come and talk to your learners about the funding programme they applied to, the project they designed and ran, and some of the pros and cons they encountered.</p> <p> By coming to present to your learners, the NGO leaders would be meeting with a room full of potential future partners. This activity could act also as a networking opportunity for them.</p>	N/A
<p><u>Testimonials</u></p> <p>Each NGO leader should be allocated around 20 minutes to present, followed by a 10-minute Q&A:</p> <ul style="list-style-type: none"> • The funding programme(s) that they are familiar with. • Why they chose that programme over another. • Which partners they worked with and how they found them. • A description of the project. • Some pros, cons, and tips of working with that particular funding programme. 	Computer Projector
<p><u>Meet & Greet</u></p> <p>After the testimonials have all finished, it would be beneficial to arrange opportunities for learners to meet the presenters in a less formal setting (e.g. over lunch), discuss ideas for new projects, and discuss collaborating on projects together.</p>	Snacks

Module: Tips to prepare a good proposal

Activity 1: Grant writing workshop

In this module, the learners gained some basic insights into how to prepare for, and write, a proposal for an EU funding programme. The module linked strongly to the previous one, and the following activity would work well as a continuation of the testimonial activity set out above.

Duration:



Participants:



Preparation:



Activity

Materials

Before meeting

If possible, use the same NGO leaders that you identified for the testimonial activity above, to host a workshop on writing an application for the EU funding programme that they are most familiar with. Alternatively, reach out to your National Agency or use your own resources if you have previously won funding applications.

Learners should register for the workshop and sign up to find out about the programmes that are most relevant to their interests.

N/A

Workshop

As the workshops would be run by the NGO leaders, the format should be left open to their personal facilitation style. However, it should focus on the application process, and ideally run through a past application that they submitted.

The aim of the workshop is to allow the learners to get hands-on experience in filling out the forms, understanding which information is being asked for, and to learn some tips and tricks for their writing style and the budget creation, in order to score the maximum amount of points when it gets evaluated.



It would be useful if the NGO leaders could use a real example from one of their (successful) old submissions, if possible, so learners can understand the work that is needed for a finished proposal. Feedback from the programme's evaluator highlighting the strengths and weaknesses of the submission would also be helpful, if available.

Computer
Projector
Printer
Pens
Paper

1-on-1 feedback

The final hour of the session should be reserved for learners to work on their own applications. If the learners had already started drafting before the workshop, the NGO leaders can use this time to provide 1-on-1 feedback.

Course: Introduction to psychological first aid

This course was comprised of 3 modules and covered the following topics:

- Experiencing trauma
- Recovering from disasters
- The 8 core actions of psychological first aid

Highlights of the course

This course enabled learners to:



Recognise post-trauma symptoms in themselves and others.



Understand how emotions can manifest in the wake of a trauma, and that recovery can take many forms.



Become familiar with eight core principles of psychological first aid.

What can you do?

Whilst the online course provided insight into the theory of psychological first aid and practised some basic concepts that they could use even in their daily lives, it is important to remind learners that great care must be taken with trauma victims. **It is strongly recommended that activities in this course be facilitated by a person with experience in pastoral care.**

Module: Recovering from disasters

Activity 1: Recovery case studies

In this module, the learner discovered a variety of symptoms that disaster victims may experience. They also saw a couple of examples from the European Solidarity Corps of how projects can help victims to recover. Learners can follow this up by examining a case study to gain a deeper understanding of traumatic events and how to design a project with the Corps to help victims.

Duration:



2 hours

Participants:




(1)



(10)

Preparation:



Activity	Materials
<p><u>Introduction</u></p> <p>To start the activity, it is important to reassure the learners that they are in a safe space. As some of the learners may have personal experiences of disasters (e.g. the COVID-19 pandemic), discussing negative impacts such as loss, mental health issues etc. may trigger powerful emotions.</p> <p>The aim of this activity is to discuss the implications of traumatic events on individuals and on their communities.</p> <p> An extra degree of sensitivity will be needed from everyone during these discussions. Learners should know from the outset that if they start to feel uncomfortable at any point, they are in a safe environment and can walk away from the situation, or do what they need to in order to bring themselves back to a calm state of mind.</p>	N/A
<p><u>Case study</u></p> <p>Divide the learners into groups of 5. Each group should identify a disaster appropriate for their case study (e.g. a global pandemic, a nuclear disaster, hurricanes/tsunamis, warfare, etc.), and decide whether they would like to examine the impact on an individual or on a community.</p> <p>Their task is to map out the diverse reactions that may be associated with their case study, using the 5 domains of symptoms: cognitive, emotional, physical, behavioural, and spiritual.</p> <p>The groups should then research NGOs that work in the field/area of the disaster and design a European Solidarity Corps project that would support the victims and provide some psychological first aid.</p>	Flipcharts Markers A4 paper Pens
<p><u>Presentations</u></p> <p>After an hour of working on their case studies, bring the groups back together to present their work.</p>	N/A
<p><u>Debrief</u></p> <p>Conclude the session by asking some open reflection questions to the group:</p> <ul style="list-style-type: none"> • How easy or difficult was this activity? • What did you learn from these case studies? 	N/A

Module: The 8 core actions of psychological first aid

Activity 1: Practicing with active listening

In this module, the learner discovered 8 actions to help people through their experiences of trauma. Active listening is a vital component for learners to master, to enable trauma victims to open-up and to understand if that person could benefit from professional support. An active listening activity was designed for the module 'working in a team' under cluster 3 in this guidebook. This activity would be beneficial for learners following this module, with questions adapted to the topic of mental health and well-being.

Course: Advocacy

This course had 3 modules and covered the following topics:

- The different shapes of advocacy
- Be the change, be an advocate
- Get yourself an audience

Highlights of the course

This course enabled learners to:



Understand the different shapes of advocacy, reflect on the relevance of advocacy interventions and their influence on their professional and personal lives.



Learn how to develop and implement an advocacy initiative.



Explore and practice how to reach the right people with a message(s).

What can you do?

The activities of this course helped learners to better understand the world of advocacy and how they could be good advocates. The following activities are meant to help increase their understanding of advocacy and develop their competences.

Module: The different shapes of advocacy

Activity 1: Is it advocating?

In this module, the learner explored advocacy as something that is already present in their life, at local and international levels. They are now able to distinguish different concepts and types of advocacy. The following activity will refresh their understanding of the advocacy continuum.

Duration:



40 minutes

Participants:



(1)



(6+)

Preparation:



Activity

Introduction

Invite participants to think about an example of advocacy they were involved in and write it down on a post-it.

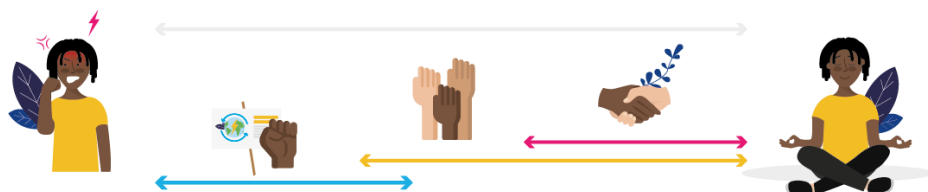
Create small groups (3-4 people) and ask them to share these examples with each other.

Materials

1 post-it/
participant

The advocacy continuum

Give an A3 size paper to each group with the advocacy continuum drawn (or printed) on it. Ask the groups to identify where each example would be placed on the continuum and why, and then place their post-its on the paper accordingly.



Remind participants that the theory of the continuum helps to make a distinction between activism, advocacy, and lobbying, and it ranges from confrontational (left) to consensus-seeking activities (right).

A3 paper with
advocacy
continuum

Sharing and debriefing

Invite learners back to plenary. Present the continuum on a flipchart and ask each group for the example over which they debated the most. Continue until there is at least one example for each section of the continuum. Open the debate to the entire group if necessary and clarify the concepts when needed.

Flipchart with
continuum

Module: Be the change, be an advocate

Activity 1: Build your campaign!

In this module, learners understood how to distinguish the different steps when mobilising support and starting an advocacy activity, and where to access relevant resources. The following exercise pushes participants to step out of their comfort zone and build their own campaigns.

Duration:



4 hours

Participants:



Preparation:



Activity

Introduction

Participants are invited to develop an advocacy campaign. First, invite them to reflect on which topics are closest to their hearts. Create subgroups accordingly.

Materials

Recap of theory

Remind participants about the 7 steps of the advocacy cycle:

1. THINK
2. ANALYSE
3. DEVELOP A STRATEGY
4. PLAN
5. CREATE
6. ACT
7. ASSESS



Walk participants through steps 1 to 5. To make this more interactive, you can ask participants to share what they learnt about these different steps by writing ideas/examples on a blank flipchart.

Flipchart with
advocacy cycle

Design an advocacy campaign

Invite participants to work in their subgroups. Their task, over the next 2 hours, is to brainstorm on some ideas for an advocacy campaign using a real or fictional situation of their choice. Pass out the associated handout for them to follow at their own pace.

Printed handouts
(1 per group)
Pens
Post-its

Feedback

Gather participants back together. Ask each group to present their activity/campaign to the others (up to 10 minutes per presentation).

After each presentation, ask the audience to take some notes:

- Was the message effective and engaging?
- Was the presented action clear?
- How would you improve it?

Once all groups have given their presentations, open up a round of feedback to discuss the notes and compare the different advocacy approaches, identify the strengths and areas for improvement.

Papers or
notebooks
Pens

Course: Introduction to humanitarian aid

This course was comprised of 2 modules and covered the following topics:

- What is humanitarian aid?
- The humanitarian principles

Highlights of the course

This course enabled learners to:



Understand what humanitarian aid is and how humanitarian assistance can support victims of humanitarian crises.



Know how to apply the 5 main humanitarian principles (humanity, neutrality, independence, impartiality, and do no harm).

What can you do?

At the end of this course, follow-up sessions could help learners to apply the theory and understand how to apply it in real life.

Module: What is humanitarian aid?

Activity 1: Group case study

In this module, learners were introduced to examples of humanitarian crises and the types of aid that could help victims. It would be useful for learners to find out about a crisis that they are unfamiliar with, explore the options for helping the victims, and compare their recommendations to the real-world solutions.

Duration:



2 hours

Participants:



(1) (6+)

Preparation:



Activity

Materials

Introduction

Ask participants:

- How would you describe what a humanitarian crisis is?
"An event or a series of events, natural or manmade, that are threatening a community or a wider group".
- What are some examples of humanitarian crises over the past 20 years?




Some examples of EU Humanitarian operations can be found [here](#).

Case study

Divide participants into groups of 5 and assign them a humanitarian crisis (either one that they mentioned, or one mentioned above).

Task: If you were responsible for initiating humanitarian aid for your assigned crisis, outline **when**, **how**, and **why** you would use some, or all, of the 8 types of intervention. Organise these into a timeline format, develop why you would introduce some interventions before others.

Flipcharts
Markers

<ul style="list-style-type: none"> • Cash-based assistance • Education • Food assistance • Health • Nutrition • Protection • Shelter • WASH (water, sanitation, hygiene) <p> When assigning crisis topics, try to avoid assigning a topic to learners who have a personal connection to it.</p> <p>If learners know the topic already, encourage them to avoid researching the actual responses for the first half of the activity and introduce this as an option towards the end if they get stuck.</p>	
<p><u>Presentation</u></p> <p>Bring the groups together. Invite them to present their humanitarian aid timeline to the other group and allow some questions at the end.</p>	
<p><u>Debrief</u></p> <ul style="list-style-type: none"> • What did you learn? • On which interventions should the EU focus most to prevent another hypothetical future crisis? (E.g. natural disasters: focus on infrastructures. E.g. terrorism: increase the security at the national/European level). • When you researched the actual responses to your crisis, which interventions could you see the European Solidarity Corps getting involved in? • What do you think about the EU Aid Volunteers initiative? Would you be interested in joining? Why or why not? 	

Activity 2: Individual case study

When talking about humanitarian crises, some people might have personal experiences, either having experienced one themselves, or through stories from their parents. Some of these crises may be too sensitive to discuss in a group setting, and so you can replicate the outline of the group case study and facilitate it as a 1:1 session. This way, the learner can explore how aid could have been given differently in their personal example.

Duration:
 90 minutes

Participants:
 (1) (1)


Preparation:


Module: The humanitarian principles

Activity 1: My principles

In this module, learners discovered the 5 principles of humanitarian aid. The following activity enables participants to analyse the issues linked to humanitarian aid and its principles, encouraging them to develop an appropriate humanitarian response.

Duration:

 90 minutes

Participants:

 (1)  (3+)

Preparation:



Activity

Materials

Introduction

Start with an opening discussion about the following questions:

- What does “humanitarian” mean?
- What does it mean to be engaged in humanitarian activities?

Ask participants if they remember the 5 humanitarian principles that any humanitarian aid worker should follow.



If they don't remember them, reveal: humanity, impartiality, neutrality, independence, and 'do no harm'.

Where do you stand

Move the chairs to the side. Identify 2 corners, one with an 'agree' sign, another with a 'disagree' sign. Explain to participants that there is a continuum between agree and disagree. You will read out loud several statements. Invite participants to place themselves on the continuum between the 2 corners, depending on how much they agree or disagree with the statement. Once they have positioned themselves, ask a few of them to share why they chose that spot.

Statements:

- Only humanitarian organisations can deliver humanitarian activities.
- All humanitarian actors must apply the humanitarian principles.
- States are obliged to act in accordance with the humanitarian principles.
- There is no hierarchy between the principles.
- Neutrality and impartiality can never be truly achieved.
- Neutrality and impartiality are actually the same concept.
- We must show kindness to everyone, regardless of what they have done (humanity).
- When distributing food and water to the victims of disaster, we should prioritise women and children first (impartiality).
- When distributing food and water to the victims of a war-stricken area, we should only give it to the wounded locals, not to the wounded soldiers who were the cause of such harm (neutrality).
- When, during our humanitarian aid intervention, some local government officials tell us we need to go and help senior officials first, we should do so (independence).
- When entering the aftermath of a conflict, we should split the groups up and provide assistance separately (do no harm).

2 signs
(agree -
disagree)



It is important to note that this activity invites subjective opinions on both ends of the spectrum, and therefore all perspectives should be listened to, as there are often grey zones without clear right or wrong answers. Encourage those standing at various points of the continuum to share their differing viewpoints. Add clarifications when necessary. Invite participants to move up and down on the spectrum if any of the comments changes their minds. Add other statements as time allows or ask participants to make up their own statements.

Course: Project management

This course had 3 modules and covered the following topics:

- Is project management for me?
- Planning and implementing a project
- Monitoring the project

Highlights of the course

This course enabled learners to:



Understand the basics of project management.



Understand how to set objectives, plan and implement a project, analysing its various components and its overall feasibility.



Develop a project in its entirety, from the ideation to the evaluation.

What can you do?

The course allowed the learners to better understand the basics of project management. The following activities help to dive deeper, analysing some additional aspects of project management.

Module: Planning and implementing a project

Activity 1: Set your SMART goals


In this module, learners discovered the project cycle, understanding its mechanism, identifying the opportunities and threats linked to their projects and generating specific objectives. The 'future guidance' activity in the cluster 4 guidebook describes how to guide a learner through creating SMART goals for their future and it would be useful for learners of the 'project management' course to follow similar steps to set SMART goals for their current or future projects.

Module: Monitoring the project

Activity 1: Risk Assessment

In this module, learners discovered how to foresee and manage potential risks, as well as monitor and evaluate a project. This activity will help to assess risks for a given project.

Duration:

 160 minutes

Participants:

 (1)  (6+)

Preparation:



Activity

Preparation

Why is a risk assessment important? Have a short conversation with the participants. Then create groups of 3 and ask them to pick a project they worked on (or you can give each of them one as a case study).

Identifying risks

Ask groups to think about their selected project and write a short description on the flipchart.

Explain the different types of risks they might find:

- Internal (organisers, budget, communication)
- External (weather, strikes, partners, law)
- Participants (energy, mood, abilities, interest, backgrounds, age)

Ask them to identify and evaluate the potential risks of their project using the risk matrix:



Horizontal line: **impact** (1 is negligible – 5 is catastrophic).

Vertical line: **likelihood** (5 is almost certain – 1 is rare).

Materials

Flipcharts
Markers

Risk matrix
(1/group)

<ul style="list-style-type: none"> • Brainstorm and identify everything that could go wrong. • Identify the likelihood (low, medium, high). • Identify the impact each risk could have on the project (low, medium, high). • Assess the level of the risk (critical, high, moderate, low). 	
<p><u>Find solutions</u></p> <p>Once risks are identified ask participants to:</p> <ul style="list-style-type: none"> • Find a solution to reduce (mitigate) each risk or create a plan B. • Reflect on how to monitor the situation and understand when a risk is likely to happen (signals, behaviour). • Identify those responsible for plan B. • Double-check if plan B can be implemented according to the project budget, timeline, etc. 	
<p><u>Feedback</u></p> <p>Once all groups are done, bring 2 groups together, share their results and provide peer feedback. Facilitator(s) should go around and listen in to each group, giving some feedback as well, drawing on their expertise.</p>	
<p><u>Debriefing</u></p> <p>Gather participants in plenary. Ask a few follow-up questions, such as:</p> <ul style="list-style-type: none"> • How was the activity? • What have they learnt that they will apply next time when planning and implementing a project? 	

Course: Community Development

This course was comprised of 3 modules and covered the following topics:

- What is a community?
- How are communities developed?
- Becoming a builder

Highlights of the course

This course enabled learners to:



Have a greater awareness of the need for communities to be inclusive and diverse.



Be able to define what community development is.



Understand how to utilise the strengths of people in a community and how to break down barriers to participation.

What can you do?

At the end of this course, follow-up sessions could help learners to improve their understanding of inclusion and diversity, as well as diving deeper into identifying the strengths in their communities.

Module: What is a community?

Activity 1: Onboarding diversity

In this module, learners discovered what communities are, which communities they are a part of, and began contemplating how inclusive and diverse those communities were. As inclusion and diversity are complex topics, the following activity aims to dig deeper and allow learners to develop a greater awareness of the need for their communities to be inclusive and diverse.

Duration:



Participants:



Preparation:



Activity	Materials
<u>Introduction</u> Divide participant into groups of 4 and give them a flipchart per group, some markers, glue and 4 petals each. Ask each group to draw a big stem without petals.	Flipcharts Markers Petals Glue
<u>Diversity & inclusion</u> Read out loud the following questions slowly, allowing participants to reflect individually: <ul style="list-style-type: none">• Why are you here?• Which elements of your identity are obvious? What about the others in your group?• Which connections do you have with others in your group? - Write 4 similarities on the front side of the petals.• What makes you unique?• What differences can you spot? - Write 4 differences on the back of the petals. <p>After the reflection, allow participants to present 2 similarities and 2 differences in their groups. Once presented, stick the petals on the "community flower".</p> <p>What characterises your new community? Discuss within the groups, finding "common" elements and writing it at the centre of the "community flower".</p>	
<u>Debrief</u> Bring participants back together and ask them to share their "community flower" with the other group. Reflect: <ul style="list-style-type: none">• Which are the similarities and differences?• What is the added value of your community? How is each one unique?• Did you self-impose limits on the way you were thinking?• Have you ever felt discriminated against?	N/A

- Can you list some barriers that people have to overcome within a community?
- Can you think about some communities that tend not to be very inclusive? And some that are very open to inclusion?
- How can a community be as inclusive as possible?
- Are you aware of your and others' cultural viewpoints?
- How might the dynamics change?
- Are you able to accept and respect others?



Barriers include disabilities, health problems, educational difficulties, cultural differences, languages, economic obstacles, social obstacles, geographic obstacles.

Activity 2: How inclusive are we?

Inclusion and diversity can sometimes be a difficult topic to talk about when we are examining our own circles and trying to understand why they may not be as inclusive as they could be. A 1:1 conversation with the learner could support them to reflect on their habits (e.g. language, hobbies, certain biases) that might exclude people from a certain background to be part of their friend circles. This conversation should be facilitated as a reflection session, whereby you invite them to discuss their current situation and encourage them to come up with their own solutions for how they could become more inclusive in their daily life.

Duration:



60 minutes

Participants:



Preparation:



Module: Becoming a builder

Activity 1: Community mapping

Throughout the course, it is highlighted how successful community development uses the strengths of its members to find solutions. The following activity will help learners understand how to identify the hidden strengths of people within a community.

Duration:



90 minutes

Participants:



Preparation:



Activity

Materials

Introduction

Invite participants to imagine that they now are citizens living in the same neighbourhood, frustrated because the city council is not implementing what it promised during the election campaign: "improve the cultural offer in the area" and "bring citizens back to cultural places".

<p>Together with other citizens, you have a plan to hand over to the mayor a roadmap suggesting some concrete ideas that could be implemented at local level.</p>	
<p><u>Skills mapping</u></p> <ul style="list-style-type: none"> • Each person lists their hard and soft skills on a separate post-it. • Group participants in small teams. Ask them to write their names at the top of a flipchart and attach their post-its underneath. • Ask them to discuss how their skills could be joined to come up with concrete ideas to draft the roadmap. Write those ideas on a new flipchart. • Bring all the groups together, hang the "concrete ideas" flipcharts next to each other and give participants time to silently read through the ideas of the other group(s). • Taking turns, allow participants to ask questions to each other to combine and generate new ideas. • Draft the roadmap that you will hand in to you mayor following the example below: <p>TITLE OF THE IDEA</p> <ul style="list-style-type: none"> • Objective and purpose of the action. • Who is going to be involved in the action and why (think about the skills)? • What are the benefits for the neighbourhood? • Concrete steps and actions to take to make it happen. • Result: how will this action bring the change within your community? 	<p>Post-its Pens Flipcharts</p>
<p><u>Debrief</u></p> <p>Ask participants to come back to their role as learners and ask them to reflect on the following questions:</p> <ul style="list-style-type: none"> • What did you learn from this activity? • What did you notice while analysing the skills you have? • How did you feel while finding new, concrete, solutions to improving the situation in the local area and discovering the skills of your neighbours? 	

Course: The road to inclusion

This course was comprised of 3 modules and covered the following topics:

- Understanding the concepts
- Gender around you
- Mainstream in the making

Highlights of the course

This course enabled learners to:



Gain a better understanding of the different concepts of diversity, inclusion and exclusion, equality and equity, and privilege.



Understand how diversity takes shape in different cultural contexts.



Learn which steps to take to make your projects more gender sensitive.

What can you do?

At the end of this course, follow-up sessions could help learners to dig deeper into the current issues of today that surround them, the specific issues that they, or their friends, face with regard to discrimination and how can they begin to tackle it.

Module: Gender around you

Activity 1: Stereotype bias

In this module, learners began to understand how people in LGBTQIAP (Lesbian, Gay, Bisexual, Transgender/Transsexual, Queer, Intersex, Asexual, Pansexual) communities are viewed and often excluded due to society's misconceptions or stereotypes that have developed towards these groups. The following activity allows learners to understand which micro biases they may have towards people of different genders and orientations, and how their behaviour may lead towards exclusion.

Duration:



30 - 60 minutes

Participants:



Preparation:



Activity

Introduction

Many of us have heard sexist, misogynistic or transphobic stories and statements, but whilst today's society is becoming increasingly more accepting and understanding than ever, subconsciously those biases still linger and have effects.

Materials

N/A



The following topic can be sensitive for some people, and it's important to create a judgement-free space where the learner can discuss their thoughts honestly and openly, in order to get the best results.

Stereotype biases

- Ask the learner to list some of the stereotypes they have heard about people in the LGBTQIAP communities.
- If the learner struggles to think of stereotypes, then take each group individually and try to think of stereotypes together.
 - Examples:
 - Men are better at science than women.
 - A woman's appearance matters more than a man's.
 - All lesbians are masculine.
 - Trans people are just confused.
 - Queer people can't be religious.
- Make some notes of the stereotypes mentioned, and afterwards:
 - Explore how they personally feel about some of the statements.
 - Check to see if they have personal experiences with the stereotype.
 - Ask exploratory questions based on the statements.
 - For example, "If guys are better at science and maths, would you feel comfortable employing a woman for a scientific role?"

Pen
Paper

Debrief

- How do you feel about what we just discussed?
- What did you learn about yourself from the stereotypes that we discussed today?
- Were there any biases that you realised you might have that surprised you?
- How could these reactions affect your upcoming experience with the European Solidarity Corps?
- What could you do to become more inclusive?
- How would/should you react if some of these stereotype statements were made about you or your friends?

N/A

Module: Mainstream in the making

Activity 1: A brighter future for all

In this module, learners discovered what it means to bring equality and diversity into their organisations and projects. The following activity will allow them to explore the current state of their organisations/projects and plan for how to make them more inclusive.

Duration:

 120 minutes

Participants:

 (1)  (6)

Preparation:



Activity

Materials

Introduction

N/A

There are many unspoken truths about the way in which society, our organisations and our projects work. Nobody wants to be seen as sexist, racist, or excluding others from participating in something. However, we all have small biases and our unconscious actions might lead to others feeling unwelcome. This activity will help expose some of these elements so that we can identify areas that we could all improve on to become more inclusive.



As a facilitator, try to read the participants and decide if they would connect better if the focus of the activity was about an organisation or project that they all have in common, or if you adapted the activity to be about improving society as a whole.

The elephant in the room that nobody's talking about

Post-its
Pens
Flipchart

To start off with, the first activity will aim to create a safe space and start a conversation about the reality that surrounds participants.

Provide learners with 5 post-its each (all of the same colour), and ask them to write down reasons (one per post-it) why their organisation/project might be seen by some as unwelcoming, and why they might feel that they could not join.

Once all learners have done this, collect the post-its, shuffle them, and give them to one of the learners to put on the flipchart, whilst reading them aloud. Cluster similar post-its where possible.



Discussions can be encouraged, but as a facilitator, make sure that the discussions don't get too personal and that everyone feels that they are in a safe space where they can share ideas and won't be judged for contributing.

Looking to the future

Paper
Pens

Building upon ideas that are now on the flipchart, break learners into groups of 2-3 and assign the following tasks:

<ol style="list-style-type: none"> 1. Choose a group of post-its to focus on (e.g. exclusion of minorities, sexual discrimination, etc.) 2. Research some of the current local, national and/or international trends that are working to improve the situation for the selected group (e.g. Black Lives Matter movement, #MeToo, etc.) 3. Create a list of practical (immediate, short-term, related to daily needs) and strategic (long-term) needs for the chosen group. 4. Create a list of up to 5 ways in which you, your organisation and your project can address these practical and strategic needs, taking into account the current trends, through concrete actions. <p>After an hour, bring the groups back together to present their ideas to each other.</p>	
<p><u>Debrief</u></p> <p>Invite the learners to share what they have learned from each other's work, what they are feeling about the current situation and also for the future. Close the session by asking them to reflect on the actions that they could each do as soon as they leave this activity to start making a difference.</p>	N/A

Course: Leadership skills

This course was comprised of 3 modules and covered the following topics:

- Your leadership fundamentals
- Take the lead
- Leading a team

Highlights of the course

This course enabled learners to:



Explore aspects of leadership, its myths and different styles of leadership.



Identify basic behaviour needed to motivate and build trust.



Show a learning attitude towards developing their own leadership skills, beliefs and values.

What can you do?


At the end of this course, follow-up sessions could help learners to improve their understanding by engaging with others and practising some of the examples in a thought-provoking way.

Module: Take the lead

Activity 1: Trusted advice

In this module, learners explored the concept of trust in the context of leadership. In the following activity, learners will understand a bit more about why the trusted people in their life are so trusted, and what advice they would be giving the people in the room as they start their journeys to becoming trusted leaders themselves.

Duration:

 60 minutes

Participants:

 (1)  (10+)

Preparation:



Activity

Materials

Introduction

Begin the activity by asking learners to recap what they learned online about the 4 levels that help to make a person trusted:

- **Integrity:** Do you act in accordance with your values and beliefs?
- **Intent:** Do you have a clear and transparent agenda?
- **Capability:** Are you capable of performing?
- **Results:** Are you able to get the right things done and accomplish what you're expected to?

Once all four have been mentioned, write them down on a flipchart.

Flipchart
Markers

Trusted advice

Pass out index cards to each learner and invite them to follow these steps:

- Think of a person they trust (e.g. family member, boss at work, celebrity) and write their name at the top of their card if other learners would recognise them (e.g. Greta Thunberg), otherwise write a short description (e.g. my uncle).
- Under the name, ask the learner to write down a statement of why they trust that person, what they have done to become trustworthy, in their eyes.
- Collect the cards, shuffle them, and hand them back to the learners.
- In turns, ask each learner to read the statements, without revealing the name, pause for the learners to contemplate this, and ask them to discuss the qualities this person has, to give such advice. See if anyone can guess who the person might be.
- Ask if there are any similar statements on other cards; if so, ask them to read them aloud, highlighting any small differences.
- Ask if there are any opposing pieces of advice and ask them to read them aloud.
- Continue until all advice has been read aloud.

Index
cards
Pens




If there are only a few learners, this activity can be done with multiple cards per participant.

Module: Leading a team

Activity 1: Leary's Rose

In this module, learners discovered a variety of stages for team development and leadership roles. The following activity introduces a new leadership model through interaction with each other.

Duration:

 120 minutes

Participants:

 (1)  (10+)

Preparation:

Activity

Train station

- Provide learners with a paper stating a character and destination (e.g. a happy old lady going to see her grandson; a tired new father going to work; a student going to school; etc.).
- Place a flipchart in the middle of the room, which acts as the train station.
- Invite each learner to act as the character on their paper, and to go one by one to the train station, interacting with the other characters who are waiting there. Once 4 people are at the station, the first one leaves.
- Once everyone has interacted, give learners post-its and ask them to write down the behaviours that they saw, how certain characters reacted to others etc. (one per post-it).

Materials

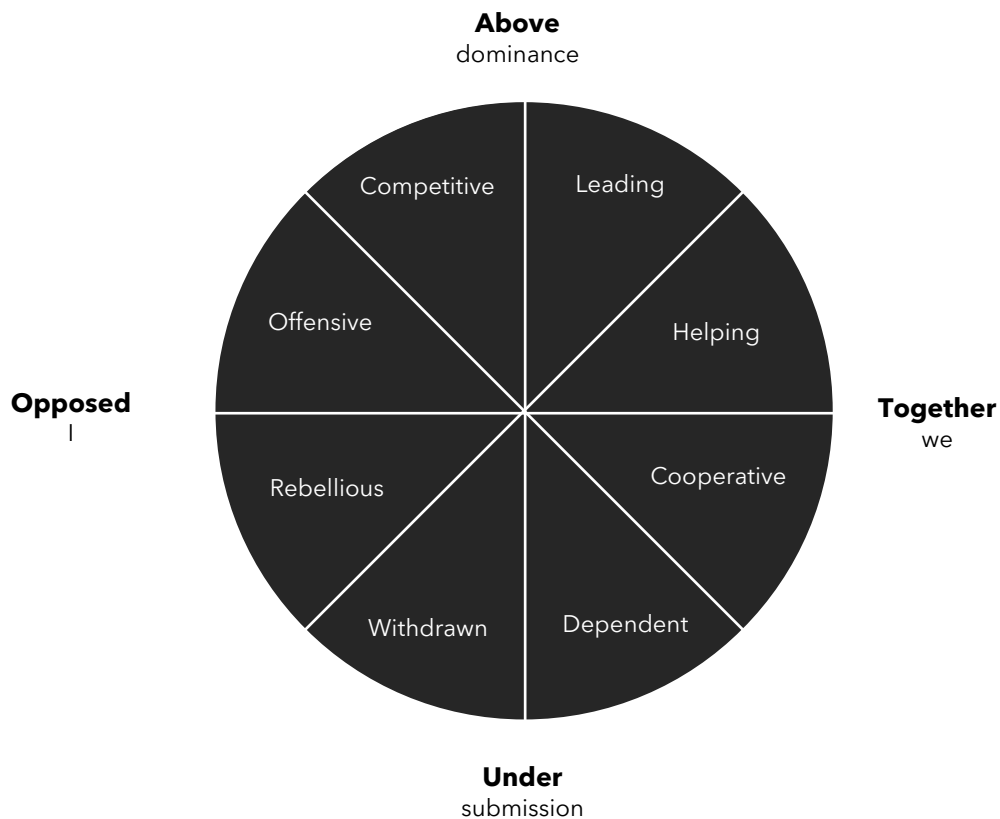
Index
cards
Flipchart
Post-its
Pens

Theory

- Reveal Leary's Rose on a pre-prepared flipchart.
- Ask learners to discuss their post-its (was the person acting alone or together? Were they submissive or dominant?) and place them on the model.
- Arrange the chairs in a circle to make Leary's Rose on the floor, and ask participants to place themselves, as their characters, at the appropriate place on the model.
- Invite a discussion to see if others perceived characters in a different way and would instead place the happy old lady in the 'withdrawn' category instead of the 'cooperative' category, and why.
- Repeat the activity, asking them to place themselves on the model again, this time imagining how people see them as a leader.

Flipchart

Rose of Leary



Debrief

N/A

- Discuss the differences in perception from where learners placed their own characters and if others thought they should have been in a different category.
- Discuss the importance of reflecting on their own leadership styles in terms of 'submissive' vs 'dominance' and 'I' vs 'we'.

Course: Critical thinking and media literacy

This course was comprised of 3 modules and covered the following topics:

- Uncovering critical thinking.
- Media literacy: Challenging first impressions.
- Cracking the critical argument code.

Highlights of the course

This course enabled learners to:



Understand and apply the critical thinking processes.



Analyse and evaluate (media) content through a process of enquiry.



Understand what an argument is and how to formulate evidence-based arguments.

What can you do?

At the end of this course, follow-up sessions would help the learners to apply their learning to real life, and to practice with fun activities.

Module: Media literacy: Challenging first impressions

Activity 1: New truths

In this module, learners explored the concept of fake news and the importance of being vigilant when reading and hearing stories in the media and amongst friends. The following activity will test the learner's perception of the truth to see how easy it is to create, spread, and detect fake news.

Duration:



60 minutes

Participants:



(1) (6)

Preparation:



Activity

Materials

Introduction

N/A

How many people in this room scroll through websites, see a picture and a headline and share the article with a friend without reading the full article? How many people read the article and perform their own search afterwards to check if the article is telling the truth? Let's see how easy it is to convince others of the 'truth' with only an image and a catchy headline.

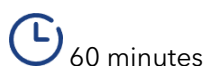
Activity <ul style="list-style-type: none"> • Divide the group into pairs and give each pair one or two magazines / newspapers. • Ask the pair to cut out a picture from one of the articles, write down the headline on the index card, and pass both to another pair. • Once the pairs have received their photos and headlines, they must come up with a catchy headline that is more believable than the original and write it on the other side of the index card. • Repeat the activity with new articles and index cards a few times, then collect the cards and pictures. • Reveal the pictures and headlines and ask the pair that wasn't involved to guess which headline is real, and whether they would share it with a friend without reading the article. • Reveal which headline is true. 	Magazines Newspapers Scissors Index cards Pens
Debrief <ul style="list-style-type: none"> • How easy was it to detect the real headlines? • How often do you feel like you're being deceived by the articles you see online? • How would you determine if an author is a reliable source of information? • Under which circumstances would you do an additional fact check before sharing an article with a friend? • How would you perform a thorough fact check? • How might your behaviour change after this activity? 	N/A

Module: Cracking the critical argument code

Activity 1: Argument world championships

In this module, learners discovered the fundamentals of how to form good arguments. The following activity will help learners put this into practice in a fun way, by turning it into a game and encouraging them to keep developing new, better arguments for their next match.

Duration:



Participants:



Preparation:



Activity	Materials
Introduction <p>Recap of how to set out an argument:</p> <ul style="list-style-type: none"> • State your point of view. • Work out what information / evidence will support your cause. • Clarify the implications. 	N/A

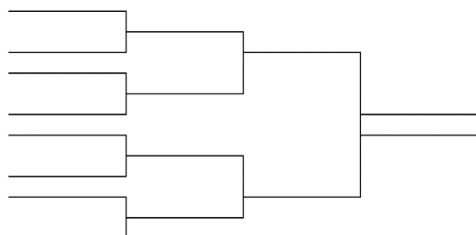
- Ensure a clear, logical structure to the argument.



It could be useful to run through some of the slides from the course for this recap or provide some examples for the learners to understand the process.

Tournament

1. Provide all learners with 5 post-its and ask them to write one point of view per post-it (e.g. tennis is better than football; it's better to take public transport than to drive a car).
2. Randomly pair up the participants, and write their names on a flipchart in a tournament bracket:



3. Match-up format:
 - a. Select a random post-it opinion.
 - b. Flip a coin to decide which person will be supporting or opposing the point of view.
 - c. Allow 2 minutes to come up with their arguments.
 - d. Each person pitches their argument (<60s each).
 - e. The audience votes for the winner.
 - f. Repeat until someone has 2 victories (best of 3 format).

Post-its
Pens
Flipchart
Marker

Debrief

- What did you notice about the way the successful arguments were formulated?
- What will you take away from this session for your future 'arguments'?
- How did you feel arguing for something that you didn't necessarily believe in and was it easy when you followed the 4 steps that were described in the online course?

N/A