

# **WORKSHOP CONCEPT**

# **EARTH4YOUTH**

# **TRAINING FOR YOUTH WORKERS**



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# 1 Overview

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## 2 Introduction

This is the explanatory document for the Earth4Youth blended learning concept for youth workers. It is thought as implementation guideline for the trainer-the-trainer program that shall inspire youth workers to approach young people with the Earth4All idea.

This curriculum shall be openly available for any training provider in the field of youth work, which wants to broaden the spectrum in accompanying young people on their journey for a more sustainable world with the Earth4All model. So, this document is primarily a guideline for training providers for youth workers and the workshop hosts who are implementing the program.

This paper will be the detailed suggestion for the concrete 25 units program for the youth workers in the form of a detailed workshop program.

The eLearning course will take around 9 to 13 hours, for the whole elaboration of both modules with their 12 learning units, including all the exercises and doing further research.

The presence setting it is intended to foresee between 12 to 16 hours of presence training.

While this document is named workshop concept, it finally stands for the whole blended learning program, in which the eLearning phase is an integral part.

### 3 Remarks on the eLearning Phase

The Earth4Youth training program for youth workers is thought to start with the eLearning Phase. It is totally up to your organizational requirements and situation how you start the program, may it be either an onboarding presence phase online or in presence where you provide an introduction to the program.

For an individual onboarding of participants you can think about short personal sessions or even recorded tutorials on how to proceed with the learning platform and what to expect in the presence training.

As anybody can do the eLearning course you simply need to instruct your learners that they access the learning platform and create an account there.

The idea behind the eLearning course is that all the foundational knowledge is acquired by the learners themselves in the first part. In the second part – in the presence phase – the idea and the objective behind the workshop is to ensure that the youth workers get sufficient expertise and confidence to accompany young people in developing their project ideas and the implementation of them. The eLearning part will provide the youth workers with the knowledge about the Earth4Youth Model and the key concepts to work with the Social Entrepreneurship Approach from a theoretical perspective.

The eLearning part takes around 9 to 12 hours in elaboration, which includes reading, doing the evaluation exercises, optional further research and the certification assessment upon which the learners can print their certificate for themselves. With the certificate of the Earth4Youth Ambassador they come to your presence workshop.

It is very important to stress prior to the presence workshop that the workshop is designed in a way that you take most out of it, when you did the eLearning program upfront, because such things as the Earth4All Model are only recapped briefly and the focus is placed on methodological issues, broadening the methodological spectrum ensuring that the diverse settings in field of youth work can be addressed sufficiently to the various needs.

The next part in this concept paper is the detailed elaboration of the presence workshop.

## 4 Seminar Plan

| Time          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Remarks                                                                                                                                                                                                                                                                                  |
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| 00:00 – 00:15 | <p><b><i>Opening of the Seminar</i></b></p> <p>Self-Presentation of the Workshop Hosts</p> <p>Presentation of the Agenda, “<i>What to expect</i>”</p> <p>Presentation and Definition of the Workshop Rules</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The session times include times for breaks.                                                                                                                                                                                                                                              |
| 00:15 – 00:35 | <p><b><i>Self-Presentation of the Participants in max. 2 minutes</i></b></p> <p>The Self-Presentation of the Participants shall cover the following questions:</p> <ul style="list-style-type: none"> <li>- Where do you work (with young people)? What are typical settings in which you work with young people?</li> <li>- Answer either A or B: <ul style="list-style-type: none"> <li>A) Have you been trying to save the planet and how? (On a personal level with small decisions, or with projects etc.)</li> <li>B) What makes you optimistic about mankind's future and what pessimistic?</li> </ul> </li> <li>- What is your mission (statement) in working with young people? <ul style="list-style-type: none"> <li>What is your motivation?</li> <li>What do you want to achieve in working with the target group?</li> <li>Why have you decided to work with young people?</li> </ul> </li> </ul> | <p>Make notes on a flipchart for the Motivation.</p> <p>Try to connect the core motivation of the E4Y program with the motivation of the participants.</p> <p>The core motivation of the E4Y program is to support young people in getting active and engaged for a better tomorrow.</p> |
| 00:35 – 01:15 | <p><b><i>Gaining background knowledge about the participants and relate to the agenda</i></b></p> <p>4 Flipcharts shall be prepared in the room with the following questions (each for one):</p> <ul style="list-style-type: none"> <li>• Perception of the Youth <p><i>What is your current perception of the young people you work with? How do they see their future? What are they aspiring? Are they pessimistic, optimistic, lethargic?</i></p> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Prepare central motivational messages to the single questions for the reflection phase:</p> <p>1.) Perception of the Youth: try to find positive aspects. If the message is that most of</p>                                                                                          |

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|  | <ul style="list-style-type: none"> <li>• Current Emotion to the Future of the Earth<br/><i>What is your personal picture about the future of the Earth? Are you optimistic/pessimistic?</i></li> <li>• Personal Takeaways from the eLearning course<br/><i>What are your feelings about the eLearning course? What do you take with you from going through the course? Where there any special interesting aspects that caught your attention?</i></li> <li>• Personal Experiences with the Project Method (and the correlating experiences from the young people)<br/><i>Have you ever worked with the project method and which experiences did you make?</i></li> </ul> <p>Tell the participants to go around the room and add moderation cards to the single flipcharts. You can either go for tandems or groups of three that they get together and interview each other. You could give 5 Minutes per Flipchart/question for the interview phase, making up 20 minutes.</p> <p>Afterwards the debriefing phase through the workshop facilitator focusses the key points on the flipcharts, common experiences and perceptions. Look out for common perceptions across groups, try to exploit anecdotes.</p> | <p>the youth workers experience depressed outlooks of the young people, then make clear how important it is to create alternative positive perspectives and that young people make experiences with regard to their self-efficacy. They shall be able to design and create their future for themselves.</p> <p>2.) Current Emotion<br/>If you learn that there is also pessimism on the youth worker side, make clear that negative assumptions may implicitly or unconsciously have effects on the young people; so it is important to be aware about the personal feelings and take care about the impact on ones action.</p> <p>3.) Personal Takeaways from the eLearning<br/>This might work as validation question as to which extend the participants dived into the material, but also to learn about special interests.</p> |
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| 01:15 – 01:45 | <p><b><i>What is the Earth4Youth Concept</i></b></p> <p>In this section the participants get to know the ideas/motivation behind the Earth4Youth concept.</p> <p>In brief, the Earth4Youth Concept ...</p> <ul style="list-style-type: none"> <li>- Mission: Create Optimism with the young people about their future and the ability to have an influence on it</li> <li>- Vision: Create a Landscape of Youth-led Projects indicating Youth Engagement all over Europe – through educating youth workers (KA1 projects)</li> <li>- Contains a short <b>eLearning Tool for young people</b> from 15 to 25, upon its completion the young people get the certificate “Earth4Youth pioneer”</li> <li>- The eLearning Tool will take between 2 to 4 hours to complete it; it ends with a weak assessment; after which the certificate can be self-printed</li> <li>- Additionally <b>earth4youth projects</b> are such in which young people pick certain issues of the Earth4All Model transformations and initiate their own project</li> <li>- Explain the project-based approach with its transformational character for the young people</li> <li>- Show youth-led projects (as kind of best practice collection) in the context of earth4all so that the participants get an idea what you are talking about and what to expect from youth projects</li> </ul> |                                                                                                                                                                                                                               |

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|               | <p>The Earth4Youth program can be implemented the same way as the TTT program. So in the flipped classroom concept they would go through the model first in a self-study setting, so they would already know the concept. But it could also be a “cold” start presenting the Earth4All Model to the young people and then starting with the project phase.</p> <p>To better illustrate the implementation of an earth4youth program the youth workers shall see the typical phases how the young people are accompanied in the project phase.</p> <p>One implementation way:</p> <ol style="list-style-type: none"> <li>0. Onboarding/Information Workshop</li> <li>1. Introductory/Exposure Workshop: Introducing the Earth4All Model and identifying an issue (specific turnaround) to which they can relate best</li> <li>2. Idea Generation Workshop: Development of a project idea</li> <li>3. Business Model Workshop: Bringing the idea into a concrete model<br/><i>Optional: Pitching for Investors Money</i></li> <li>4. Project Management Workshop: Coaching on practical project management issues<br/><i>Optional: Final Presentation of Project Results</i></li> <li>5. Debriefing/Reflection Phase</li> <li>6. Award Certification</li> </ol> <p>Another implementation form could stop with step 3, the Business Model Workshop and a Following Pitch for the best ideas. But actually the idea of the earth4youth program is the real conduction of projects.</p> <p>Closing the Session with the question if the picture about the process is clear.</p> <p>Collect already here first ideas on how the youth workers would implement the earth4youth programs in their work</p> |                                                                                                                  |
| 01:45 – 02:15 | <p><b><i>Onboarding/Information Workshop</i></b></p> <p>The youth workers will receive slides for the Onboarding Phase.</p> <p>Their roles can be defined as facilitators or coaches who</p> <ul style="list-style-type: none"> <li>- Inspire and motivate with the Earth4All Model</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>As learning outcomes/benefits you could communicate the following ones to parents and the young people...</p> |

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|  | <ul style="list-style-type: none"> <li>- Help to reflect issues of the model that trigger personal feelings with the wish to contribute to change</li> <li>- Accompany in building a business and structured problem-solving oriented mindset</li> <li>- who support in the implementation phase</li> <li>- Networkers with contact to relevant stakeholders to which the young people would have difficulties to reach out</li> </ul> <p>The Onboarding and information workshop is the review of the information and the understanding about the project that the young people got in the acquisition phase.</p> <p>It is important to reassure that the young people have a clear picture about what they are going to expect. It needs to be clear that beyond the actual workshop time the young people will need to invest substantial time for the implementation of their projects to really gain the most impactful learning outcome. It is insufficient to only attend the workshops without getting active besides the workshops. The absolute time always depends from the selected projects and the motivation of the young people and might range from 3 to 10 hours (or even more) per week, which of course could culminate in some phases of the projects and also available times.</p> <p>Nevertheless it is important that this first personal meeting needs to have also a motivational character as you want to motivate the young people to take part in the program.</p> <p>As such this onboarding and information workshop shall convey a realistic picture about what to expect. Obviously every onboarding workshop needs to adjust to the specific needs and situation of the young people. Some programs will happen in formal education structures, other in completely informal settings (open youth groups), with different kind of requirements to the program.</p> <p>It needs to be clear that the program will last a couple of months (at least 2), but that it will also have an ending (recommended max. 6 months) as the projects shall be manageable also in terms of resources of the guides/coaches.</p> <p>Make sure that you have information material also for parents or legal guardians.</p> <p>At the end here collect feedback from the youth workers what they would consider as critical success factors in this onboarding phase</p> | <ul style="list-style-type: none"> <li>- Problem Solving Skills, with learning to break down huge issues to tangible problems</li> <li>- Creative Skill, identifying and evaluating innovative ideas for meeting a problem in the best suitable way</li> <li>- Business Planning Skills, Finding a solution for a problem and develop ideas to approach that systematically</li> <li>- Resilience Skills, as the young people will encounter difficult situations for which they need to find strategies</li> <li>- Social Responsibility and Engagement, which best can be testified with real projects especially in job or college applications later on</li> <li>- Communication Skills, talking with team mates, stakeholders is a vital part of the implementation of the projects</li> <li>- Leadership Skills, if the young people take over the responsibility for certain tasks they gain competences to lead</li> </ul> <p>Prepare a flip-chart for critical success factors in the onboarding phase</p> |
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| 02:15 – 02:30 | <p><b><i>The eLearning modul for the young people</i></b></p> <p>In this phase you go through the eLearning module for the young people. It is a live demo in the LMS where you introduce the structure, which should be familiar from their own elearning phase and the way that the courses are prepared in terms of language and what the young people altogether shall expect.</p> <p>At this point it is not the idea to go through the single concepts and ideas or to revise the course together. Working with the model will be the next step.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Message to the youth workers:<br/>“Before you first hold the workshop with young people, make sure that you also go through the course from a youngsters perspective”</p>                                                                                                                                                                             |
| 02:30 – 02:45 | <p><b><i>The Introductory Workshop – Exposing Young People to the Earth4All Model - How to explain the Earth4All model to young people</i></b></p> <p><i>Beginning with Methodological remarks for the youth workers</i></p> <p>The start of the young people into their first workshop can be started almost in the same ways as this course, but needs to reflect the way that the young people have been onboarded.</p> <p>Remind the youth workers that depending on the group they are working with, they need to consider an introduction. This introduction should somehow contain a personal introduction and elaborating <u>prior experiences</u> or <u>attitudes towards our global future</u>, etc. but also a remainder of the whole program (the project method), depending how the young people have been acquired. For this introduction they need to forsee something between half an hour and 1,5 hours.</p> <p>From a thematic standpoint the introductory phase is thought as revision of the eLearning module. The idea is to recap the <u>essential takeaways</u> of the eLearning. In the course of the program, it is the first real intense workshop. This sequence talks about the introductory workshop in general.</p> <p><i>Thematic start</i></p> <p>The youth workers can use 5.2 for the verbal explanation, together with the corresponding PowerPoint Slides.</p> <p>As methodological guideline they will be able to use “Presentation of the Model” (see 5.3), which is broken down in small chunks (minutes). Depending on how much time there is available leave out or extend the single activities. In the next phase they will practically go through this introductory phase.</p> | <p><i>Prenote for this 30 minutes</i></p> <p>For this sequence it is important, that this is just considered as an overview for the youth workers, how the introductory workshop is structured, before they will go through the program themselves.</p> <p>Basically solely for the introductory phase you can fill a range between 1,5 and 4 hours.</p> |

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|               | <p>Again the message shall be clear to the young people:</p> <ul style="list-style-type: none"> <li>- not every part of the model must be understood</li> <li>- a worth to live earth is possible and we have the future for our earth in our hands</li> </ul> <p>As the young people should know about the Earth4All Model in the meantime, they should be involved and able to help in explaining aspects or parts of the presentation.</p> <p>Additionally to the suggestions of the presentation of the Model in 5.3. remind the youthworkers at the end of this session that they shall conclude this phase with an open discussion with the young people:</p> <ul style="list-style-type: none"> <li>- What do you think about the Earth4All Model? Do they have certain feelings associated to it?</li> <li>- Do you see problems related to the Model?</li> <li>- Do you find specific things motivating?</li> </ul> <p>Ask the youth workers at the end if they have any question with regard to the introductory phase.</p> |                                                                                                                                                                                                                                                                                                                                |
| 02:45 – 05:00 | <p><b><i>Experience the Introductory Phase</i></b></p> <p>At this point the youth workers shall experience the whole introductory phase themselves in a sort of a time lapse.</p> <p>While the PowerPoint Slides will probably won't take too long to talk about, the focus at this point for the youth workers are the activities.</p> <p>Use 5.3. to go through the suggested introduction, show the PowerPoint in brief but then take time for the activities and "practice" them with the youth workers. If they are familiar with facilitating, give them the opportunity to lead the single activities in rotation.</p> <p><b>1. Introduction to Earth4All</b></p> <p><i>Activity: Quick interactive poll - "What are the biggest challenges facing our planet today?"</i></p>                                                                                                                                                                                                                                                  | <p>Mention that practically that the youth workers will not be able to go through all activities with the young people, but will go through them to broaden their methodological spectrum.</p> <p>The Introductory Phase is especially there to build the motivation to identify a certain issue that they want to change.</p> |

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|  | <p><i>Estimated time: min. 5</i></p> <p>Let all youth workers shout out challenges they consider to be most relevant. Write them on moderation cards and pin them onto a wall. Tell them that they have 10 or 20 points for “Severance” which they can distribute to the single challenges. They can place single points or group of points on the challenges of which they think they are most pressing.</p> <p>The idea is to start a reflection on the personal attribution of how important it could be already from a personal perspective to find solutions for a specific issue. The group tendencies can be used for further reflections. Are there common things that the group shows an interest? Are others in the group that consider the same things to change most relevant? Of course severance and personal affection do not necessarily need to come along.</p> <p><i>Activity: Group brainstorm - "What might these scenarios look like?"</i><br/> <i>estimated Time: Group brainstorm 5 minutes. / sub group brainstorming min. 10 minutes</i></p> <p>Let the group as a whole or sub groups (divided into 2 parts, or more) collect associations on how the two scenarios could look like in 2050 and/or in 2100. If you work with sub groups use the presentations for comparisons.</p> <p>Nice alternatives for groups in which there is sufficient time are such where the young people can be creative (draw/build etc.).</p> <p><b>2. The Big Turnaround in Poverty</b></p> <p><i>Activity: Case study analysis - "How would these solutions impact a specific region?"</i><br/> <i>Estimated time: min. 10 minutes</i></p> <p>The idea behind the activity is that the young people would think about how the big turnaround would make their city/region change? How would their cities would look like? How would they recognize that the big turnaround happened? How would the people live and behave differently? Make them create a flipchart and be creative on that.</p> |  |
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|  | <p><i>Activity: Q&amp;A session - "What are your thoughts on these solutions?"</i><br/> <i>Estimated time: min. 5 minutes</i></p> <p>Basically this method can be used for every turnaround. But other methods are suggested in the following part. The Q&amp;A session can be done if the solutions of the Model are discussed thoroughly. If they are discussed only superficially, then the discussion would probably miss substance. Questions could be like what the young people think which solutions would be most efficient? Or which solutions they think are very realistic or unrealistic.</p> <p><b>3. The Big Turnaround in Inequality</b></p> <p><i>Activity: Role-play - "Participants debate different approaches to reduce inequality" /</i><br/> <i>Version 1: Act like Greta</i><br/> <i>Version 2: Political debate</i><br/> <i>Estimated Time: min. 15 minutes</i></p> <p>Also this method is only advisable if you have been in depth talking about the different solutions and also depending on the background of the young people and their political interest.</p> <p>Version 1: Act like Greta, would be telling the young people to prepare a speech "why inequality must vanish from the planet" for an UN assembly talking to all national representatives. The Speech should maximum last 5 minutes. Preparation time maximum 10 minutes.</p> <p>Version 2: Political debate, would be having two (extravert) young people or two groups, which would discuss the following positions. Position A would be "We need to reduce inequality for the sake of mankind" with a positive and optimistic mindest. Position B would be "Everything is not so easy, and things at the moment are not so bad" with a pessimistic mindset.</p> <p><i>Activity: Personal Reflection - "Personal experiences with inequality"</i><br/> <i>Estimated Time: min. 10 minutes</i></p> <p>Ask the young people where they observe inequality in their surrounding? What is it? Are they affected? This will always need a lot of sensitivity for the group? It might be that they personally feel disadvantaged, e.g. if they come from poorer families or so? Talking about that in that young</p> |  |
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|  | <p>age takes a lot of courage and support from the facilitator if a young participant opens up in front of a group.</p> <p>You could give the young people some time to think about for themselves or in groups of two. You could also decide that you do not share the personal reflections in plenum.</p> <p><b>4. The Big Turnaround in Empowerment (min. 10 minutes)</b></p> <p><i>Activity: Interactive game - "Match the solution to the empowerment challenge"</i><br/> <i>Estimated time: min. 10 minutes</i></p> <p>The idea behind that activity is that the young people get (e.g. around 7 to 10) empowerment challenge cards and solution cards (in the same amount). This could then be played as matching terms exercise (if there are multiple solutions for single challenges) in subgroups, where the team with the most correct correlations win. Alternatively, if there is always one solution for a challenge it could be played as memory.</p> <p>For the training of the youth workers it is the idea that they create the game in the course of the workshop training. They shall identify the corresponding challenges and find solutions for those challenges. They do not need to correspond with or need to be derived necessarily from the E4A Model, but can include also other ideas of the youth workers, where they see empowerment infringed.</p> <p>The value here is more in the method for the youth workers. Note that the usefulness of the interactive game depends on the output of the groups.</p> <p><i>Activity: Persona Development - "How can we empower individuals in our communities?"</i><br/> <i>Estimated time: min. 10 minutes.</i></p> <p>Make smaller groups and let them discuss, which individuals in their communities need to get empowered and why? They should be as concrete as possible. It would be good to introduce here the concept of a fictitious persona, which is a prototype of a person to which a specific action or communication is directed. What does this person need and how can this person be empowered?</p> |  |
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|  | <p>This activity is especially perfect for the later stage, where everything is about identifying a problem that the young people want to solve.</p> <p><b>5. The Big Turnaround in Food</b></p> <p><i>Activity: Reflections with a scale on Food</i></p> <p><i>Estimated time: min. 5 minutes</i></p> <p>Ask the young people the following questions how they would rate their behaviour/attitudes on a scale from 1 to 10 where 1 is the lowest value and 10 is the highest:</p> <ul style="list-style-type: none"> <li>- How often do you or your parents throw food away?</li> <li>- How often do you or your parents buy regional food?</li> <li>- How many farmers/food producers do you know in person?</li> <li>- How healthy do you think your diet is?</li> </ul> <p><i>Activity: Group Brainstorming - " Ideas for sustainable food practices in our community"</i></p> <p><i>Estimated time: min. 5 minutes</i></p> <p>A very low threshold method is the collective collection of ideas through brainstorming in plenum. The idea generation could be started through</p> <p><b>6. The Big Turnaround in Energy (min. 10 minutes)</b></p> <p><i>Activity: Debate - "The pros and cons of different energy sources" : see what young people know about various energy sources.</i></p> <p><i>Estimated time: min. 10 minutes</i></p> <p>Divide the group into subgroups. Each subgroup would focus on one energy source. They shall produce a flipchart with pros and cons for the specific energy source. They finally present their results in front of the group.</p> |  |
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|               | <p>Activity: Debate - "The pros and cons of different energy sources" : see what young people know about various energy sources.<br/>Estimated time:</p> <p><b>7. Conclusion and Summary</b> (min. 10 minutes)</p> <p>Activity: Group creation of a collective action plan - "How can we implement Earth4All concepts in our community?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 05:00 – 06:00 | <p><b><i>Problem and Need Identification Phase / Part 1: Problem Identification</i></b></p> <p>The goal of “The Problem and Idea Identification Phase” is to further create motivation and develop a strong “Why”. Usually there is specific cause or social issue to which people feel connected. So at that point the young people do not necessarily need to have a concrete idea of the “business model” of their project, meaning that they do not need to know what their project is going to be about. The importance of that phase can not be underestimated because it ensures a higher quality of the projects and also more commitment to work on the projects, when the young people have a deeper reflection of “Why” they are doing something.</p> <p>In this workshop part the youth workers shall as well undergo this process, to understand through which process they lead their participants finding their “Why”.</p> <p><b>FINDING THE WHY</b></p> <p>It is recommended that the projects that are going to be worked on, are made in groups of at least three young people. Projects from two or even a single person should be the exemption, while more than 6 might result in difficulties in work distribution or commitment. But these are just experiences which could be wrong for the specific situation of a group. There are also experiences for projects that have been conducted from single persons.</p> | <p>From here on the Workshop corresponds with Modul 2 of the eLearning phase.</p> <p>The eLearning starts with an Introduction to Social Entrepreneurship. The most important message for the young people can be at that point is that, what they are up to, namely developing project ideas to change the world for the better, is something totally trendy.</p> <p>It is up to the situation of the work with the young people to go into detail about SE its history, intentions, organizational concepts, etc. So basically, the first content unit might be the least relevant one, though it has its legitimate role in showing that there is a momentum</p> |

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|  | <p>As the projects are developed from groups, the motivation or the “Why” for the projects shall be shared from most of the group members, so this phase is all about finding the common ground.</p> <p>Basically there are two group formation approaches:</p> <p>Approach 1: Group Formation on Friendships // Groups out of friends/young people knowing each other</p> <p>Approach 2: Group formation on Motivation // Groups out of young people who share the same motivations without prior ties.</p> <p>The decision for one of those 2 approaches might be depending from the group constellation and how strong existing ties of the young people are that you work with.</p> <p>The disadvantage of approach 1 is that the effect of the group think might impede some to really work on issues that matter to them most.</p> <p><b><i>Finding the “Why” for “Groups of Friends”</i></b></p> <p><i>First Step: Selecting the Turnaround Pillar   estimated time: around 10 minutes</i></p> <p><i>This could be the process that is gone through also in the workshop with the youth workers.</i></p> <p>For every group member the group members get 5 points to place on one of the five turnarounds. E.g. if a group has 4 members, each member would have 20 points.</p> <p>The task now is that the single team members shall individually write down for themselves how much affection/interest they feel for one turnaround and assign an arbitrary amount of points.</p> <p>Then the groups evaluate which turnaround got the most points and that could be the one on which ideas are going to be developed. Together they very briefly reflect the outcome.</p> <p><i>Second Step: Personal stories   estimated time around 45 minutes</i></p> <p>Each group member shall now think about a personal story why the chosen topic or the ones prioritized matter to them. The message to the groups could be:</p> | <p>for systematically addressing social issues.</p> <p>Important: even if the projects of the young people are going to be one shot projects (like one charity event), which do not have a sustainable model in mind (something that perpetually continues even after the end of the coaching phase of the earth4youth program), the idea is to work with a business approach for learning and training reasons. The idea is to develop competences that they can apply later in life and that they have tools at hand, which help them to professionally work on their ideas.</p> |
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|               | <p><i>“1. Take at least 3 minutes and make notes on one or more personal stories that you associate with the specific turnarounds. E.g. your first time experiencing inequality, or what you made you realize that you want to engage for a sustainable future, for example when you got sad after seeing how polar bears are dying because they are losing their habitat.</i></p> <p><i>2. Then share with your group your story. Give everyone the time to talk.</i></p> <p><i>3. Analyze, what is the common ground of your stories; create a creative flip chart”</i></p> <p><i>4. Present in the plenum for your group with a flip chart presentation, what is your groups story; this presentation doesn’t necessarily need to cover personal stories any more. The core message shall be: “We will work on [Turnaround X] because ...”, “Our motivation to work on [Turnaround Y] comes from ...”.</i></p> <p>The personal reflection phase can be conducted very extensively, depending on the reflection capabilities of the young people. You could give them also time to go out into nature on a short walk, staying on their own. But you could also organize that in an interview form where always two get together in a personal setting.</p> <p><b><i>Finding the “Why” for “Groups with same motivation”</i></b></p> <p>For groups in which the ties of the group members are not yet strong, where they do not necessarily know each other, you can ask the members to stand up and position themselves in the room on which turnaround they want to further make up their thoughts about project ideas. Depending on the number of persons per turnaround you can suggest building smaller groups or if necessary to group persons from different turnarounds trying to seek at least some identification.</p> <p>Then you proceed with the Personal Stories Method as explained before.</p> |  |
| 06:00 – 07:30 | <p><b><i>Problem and Idea Identification Phase / Part 2: Problem and Need Identification</i></b></p> <p>SPOTLIGHT – UNDERSTANDING THE PROBLEM AND NEEDS</p> <p>The next step after identifying the “Why” is a further research on the context of the “Why” or the Problem and Need Identification. E.g.: A group identified that the turnaround “empowerment” is</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

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|  | <p>their topic and the reason for it is that they all share experiences of exclusion in some way. Then research would start on the context of exclusion.</p> <p>THE FOCUS IN THAT PHASE: DOING RESEARCH</p> <p>Putting the spotlight on the context of the topic shall create a deeper understanding for the problem. The task here is simply doing research. E.g. for the above example, why people feel excluded, who is excluded of what and with which impact. Of course these researches may lead into multiple directions, but this contextualizing is necessary for the concrete idea development. The more time available for placing the spotlight on the context of the “Why”, the better. Usually if there is more time available research could already lead into taking closer looks on existing projects and how other initiatives and organizations try to work on that issue, so this may spark already the idea generation.</p> <p>WHEN AND WHERE TO PLACE THE SPOTLIGHT</p> <p>It really depends on the whole process how long this “placing the spotlight” can be. Basically there are two options:</p> <p>Option 1: Doing the research within the workshop</p> <p>Option 2: Doing the research as take home task</p> <p>E.g. you have three workshops with the young people each with around 3 to 4 hours, then the first workshop is onboarding and Finding the “Why”. <u>Understanding the Problem (placing the spotlight) could then be a take-home exercise</u> to do the research and come to the second workshop with a presentation on the findings. But if there is also time to do that research under the guidance of the workshop facilitator might also have some advantages.</p> |  |
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|  | <p>For the Earth4Youth workshop for the youth workers only 1 hour will be devoted to this step. The youth workers will work also in groups on their “issues”.</p> <p>Give them an hour and let them do whatever they want. If they have computers available its fine, if they want to go out and interview people its fine as well.</p> <p>Also within that 1 hour they shall create a flipchart which then should be used to hold a brief presentation on their findings in plenum.</p> <p>For the Methods to do the research the youth workers can suggest</p> <ul style="list-style-type: none"> <li>- Online Material/Literature Review: this method is the most obvious one. Encourage the young people to think about and share potentially interesting resources, like specific publishers, statistic providers, or even specific journals or information retrieval systems</li> <li>- Expert Interviews: The task here would be to identify and interview experts in the relevant field, which could be done via email, phone, or in person, to gain deeper insights into the problem.</li> <li>- Surveys: Develop and conduct surveys within their community or online to gather opinions and experiences related to the topic.</li> <li>- Media Analysis: Investigate how the topic is portrayed in different media, including news articles, documentaries, and social media, to grasp diverse perspectives and public discourse.</li> <li>- Case Study Analysis: If the problem or the issue to which the young people want to devote themselves is rather specific, then something like case study analysis could also work. For example a group identified the turnaround in food as most interesting, and the specific issue that they want to work is on food waste of supermarket a case study could be going to a supermarket observe and talk to people.</li> <li>- ChatGPT: ChatGPT is a very good resource for learning about a specific problem</li> </ul> |  |
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|               | <p>The presentation of the results of the young people is important for the facilitator or coach in order to better understand the following process and better help to guide the young people.</p> <p>These results should definitely be shared personally in a workshop setting. Take time for that phase and acknowledge the findings.</p> <p>Think about methods of scrutinizing the research results together with all the workshop participants. A goal could be finding further questions that could be researched in a next step.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 07:30 - 11:00 | <p><b><i>Idea Development Phase</i></b></p> <p>INTRODUCTION TO THE IDEA DEVELOPMENT PHASE</p> <p><i>Estimated time: min. 10 minutes / Preview on what comes next and presentation of best practice cases</i></p> <p>In the next phase the young people shall get to know tools and methods on how to concretize the project ideas.</p> <p>As you are now wanting to further progress on concrete ideas, in this phase you are talking about best practice examples of youth-led projects. Make sure that you have a broad range of examples that the young people can relate to. It would be best to think about best practice examples prior to this workshop in order to prepare suitable examples.</p> <p>Additionally you can come up with suggestions of project ideas if you see that a little help is needed, but give time for that. Altogether it is very important that you have a very reflected self-understanding about your role in the process. Sometimes you will want to help the young people get ahead, so you might want to come up with specific suggestions but take care about your specific role.</p> <p>For this phase you are as well totally open and also depending on how much time is available.</p> <p>The Tools from which you can choose are those about which you learned in the eLearning:</p> <ul style="list-style-type: none"> <li>- Design Thinking</li> <li>- Creativity Methods like Brainstorming, Mindmapping, etc.</li> <li>- Value Proposition Canvas</li> <li>- Social Business Model Canvas.</li> </ul> |  |

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|  | <p>In the workshop the youth workers will practically go through the single tools for a better understanding.</p> <p><b>DESIGN THINKING</b></p> <p><i>Estimated time: min. 10 minutes / Reactivating the Knowledge</i></p> <p>Use the presentation available to reactivate the knowledge gained in the eLearning phase with the participants.</p> <p>The Empathy phase was already addressed with the Problem and Need Identification in the last workshop element. Note that depending on the workshop configurations with the young people it could be that you introduce the Design thinking approach already before the last phase, to let the participants know that they are now already working on their projects. But by experience it can be said that staying on the identification with the problem is more advisable then cutting in with the diverse methods and tools.</p> <p><b>EMPATHY – EMPATHY MAP</b></p> <p><i>Estimated time: min. 30 minutes / 20min for elaboration / 10 min for presentation</i></p> <p>Start with the empathy phase and introduce the tool “Empathy Map”. Let the teams draw Empathy Maps to capture what people to which the issues are directed say, think, do, and feel. The Instructions can be used from the eLearning Phase.</p> <p>Reflect together with the youth workers about what they consider to be essential in guiding the young people through that process.</p> <p><b>DEFINE – PROBLEM STATEMENT</b></p> <p><i>Estimated time: min. 30 minutes / 20min for elaboration / 10 min for presentation</i></p> <p>The Problem statement is the next step through which you led the young workers. Remember that crafting a well-defined problem statement is crucial because it guides the team's focus and sets the direction for ideation and solution development. A good problem statement will be user-centered, specific, and actionable.</p> |  |
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|  | <p>Reflect together with the youth workers about what they consider to be essential in guiding the young people through that process.</p> <p><i>IDEATION – CREATIVITY METHODS</i></p> <p><i>Estimated time: min. 60 minutes / 40 min for elaboration / 20 min for presentation</i></p> <p>In this part you will introduce the creativity methods practically. Choose from the ones that the youth workers learned about in the eLearning.</p> <p>You could suggest that the single sub groups of youth workers could try out different creativity methods so that they then can share their experiences.</p> <p>Reflect together with the youth workers about what they consider to be essential in guiding the young people through that process.</p> <p>At the end of that phase the youth workers should have similar ideas as the young people might come up with.</p> <p><i>PROTOTYPING</i></p> <p><i>Estimated time: min. 60 minutes / 40 min for elaboration / 20 min for presentation</i></p> <p>For the Prototyping phase the different options are sketching, role-play, drafting concepts etc. In the process it is all about working practically on the idea. The youth workers learned the methods in the eLearning Phase. Prototyping here is self-speakingly in the context of youth projects also a rather limited phase. The potential time to spend here will also vary with the whole framework for the program. The main idea here is to develop a more concrete idea on what their project is about and to get more concrete.</p> <p>Also for that phase you could suggest that the single sub groups of youth workers could try out different prototyping methods so that you then talk about their specific advantages.</p> |  |
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|               | <p><b>TESTING</b></p> <p>As the testing will not be done within the workshop, this is not covered practically in the youth workers training. At this point talk about the possibilities in getting feedback and trying things out.</p> <p>This could happen after a second presence phase of the workshops for the young people. The extend to which they want to test their ideas can vary greatly. Sometimes testing something might already imply so much work that basically doing the project can be considered as testing phase for the young people. If you tell the young people that testing in the sense of the design thinking process means getting feedback on the prototypes, this might be all fine. If the young people learn that feedback doesn't mean criticism the gain out of this phase is sufficient.</p> <p>At the end of this phase the youth workers should have a clear idea how developing an idea would feel like for the young people.</p>                                                                                                                                                                     |  |
| 11:00 – 12:30 | <p><b><i>Social Business Model Canvas</i></b></p> <p>Use the powerpoint slides to go through the Social Business Model Canvas with an example to reactivate the learnings from the eLearning phase.</p> <p>The main idea of introducing the Social Business Model Canvas is to create an understanding for all the components of a venture or initiative. As pedagogical mean the main idea is to develop knowledge on business development. In terms of the process the main idea is to create solid picture of the project of the young people.</p> <p>Generally, introducing the Social Business Model Canvas to young people involves simplifying a complex concepts. Therefore use the real-world example of the eLearning. The SBMC is a very visual thing which basically helps the understanding quite well. Think about other visual aids. Going through the single building blocks can be an engaging process. Finally, have them present their models, enhancing their confidence and communication skills.</p> <p><i>Estimated Time for Elaboration of the Model together with the young people/youth workers 45 minutes</i></p> |  |

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|               | <p><i>Estimated Time for Creating the Business Model Canvas for their project idea 45 minutes</i></p> <p>COMMENTS ON THE PROCESS FOR THE YOUTH WORKERS</p> <p>As mentioned, the implementation of the program Earth4youth can be done in many different setups. A finished Social Business Model Canvas can be an endpoint for the process. In such a case recognition can be given through final presentations to external stakeholders. If you can invite relevant stakeholders to that presentations, that could be a potential starting point for relevant connections to the young people in order to sustain their interest.</p> <p>IF THE PROCESS TOGETHER WITH THE YOUNG PEOPLE CAN CONTINUE</p> <p>An alternative could be that the presentations are held as pitches. Some program setups may include even seed funding for the youngster's projects, so that the young people pitch their ideas in order to receive money to implement their ideas. This can be done in a competitive setting, e.g. that the best x of y projects get some money, or that there is a lump sum that can be acquired.</p> |  |
| 12:30 – 13:30 | <p><b><i>Pitching Training</i></b></p> <p>The pitching training session for young people can be structured to the specific context requirements. The following suggested breakdown of the session for the youth workers could as well be used for the young people:</p> <p><i>Use the PowerPoint Presentation</i></p> <p>1. Introduction to Pitching (5 minutes)</p> <p>Briefly explain the importance of pitching, highlighting key components like clarity, brevity, and persuasiveness. Emphasize the goal of capturing interest and conveying the value of their project.</p> <p>2. Understanding Your Audience (5 minutes)</p> <p>Teach the importance of knowing the audience (investors, partners, community) and tailoring the pitch to address their interests and concerns. Use the given examples to illustrate how audience</p>                                                                                                                                                                                                                                                                        |  |

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|  | <p>understanding influences the pitch content. Of course the youth workers need to be aware that the young people need to know who is going to be in the jury and that background checks are vital.</p> <p>3. Crafting Your Message (15 minutes)</p> <p>Discuss the structure of an effective pitch, typically including the</p> <ul style="list-style-type: none"> <li>- problem statement</li> <li>- (optional: articulation of the personal WHY)</li> <li>- proposed solution,</li> <li>- unique value proposition, and</li> <li>- a call to action.</li> </ul> <p>After a short introduction the youth workers shall take 15 minutes to work on their pitch text. As they have the problem statement and the proposed solution ready with the Business Model Canvas this exercise shouldn't take that long.</p> <p>4. Verbal and Non-Verbal Communication Skills (15 minutes)</p> <p>Cover the essential communication skills, including speaking clearly, maintaining eye contact, using gestures for emphasis, and controlling nervous habits as in the powerpoint. Demonstrate these skills and invite participants to practice briefly with the provided checklist. In this short sequence they practice in their teams and use the checklist to self-evaluate their performance.</p> <p>5. The Elevator Pitch Practice (15 minutes)</p> <p>While the pitches have been developed in step 3 and practiced within their group in step 4, its now team to go in front of the whole plenum and receive feedback from the whole group. Use the feedback criteria in the powerpoint to help reflect the performance.</p> <p>6. Final Q&amp;A and Handling Objections (5 minutes)</p> <p>Briefly discuss strategies for handling questions and objections from jury members confidently. Emphasize listening carefully, responding thoughtfully, and maintaining composure.</p> |  |
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| 13:30 – 14:30 | <p><b><i>Project Implementation and Project Management Phase</i></b></p> <p>GENERAL REMARKS ON THE IMPLEMENTATION OF PROJECTS</p> <p>The implementation phase, meaning that the project ideas from the young people are getting realized, is a crucial one. It contains all the educational power but on the other hand is also crucial in terms of designing it in a way that it achieves its efficacy. Especially if the projects are developed in non-formal educational settings (e.g. open youth work), it has to be seen that the young people have other obligations that compete with such a project, as they have the potential to consume a lot of time. Therefore, it really has to be clear what time volume is available from the young people and what are they willing to invest into their projects. Moreover, the youth workers need to come up with a realistic evaluation and judgement if the young people can manage the projects in the time that they have potentially foreseen. If there is a huge misfit it needs to be thematised and brought to their awareness.</p> <p>INTRODUCTION TO PROJECT MANAGEMENT</p> <p><i>Estimated time: 15 minutes</i></p> <p>To operationalize the projects the next step is the setup of a first “project management”. Use the powerpoint presentation to communicate the project elements workpackage, activities and tasks, resources and responsibilities, together with the GANTT chart. Take care that you create the awareness that the youth workers do not over-sophisticate the topic for the young people</p> <p>DEVELOPING A GANTT CHART</p> <p><i>Estimated time: 45 minutes</i></p> <p>The youth workers shall now take 30 minutes to develop a Gantt chart for their project ideas. The recommendation is that in the work with the young people that the GANTT chart is developed in the presence workshop setting with permanent feedback from the youth workers. While in the workshop training for the youth workers this development phase of the Gantt chart may only take this 30 minutes (to grasp the concept and the idea), the young people should have at least 45</p> |  |
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|               | <p>minutes to really work out what is necessary. The youth workers as facilitators shall support that process.</p> <p>Take the last 15 minutes to reflect on the requirements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 14:30 - 15:00 | <p><b><i>Coaching and Guiding of the young people in the implementation phase</i></b></p> <p>THE ROLE OF THE YOUTH WORKERS DURING THE IMPLEMENTATION</p> <p>During the implementation of the projects the youth workers can, but mustn't necessary support the young people through coaching, simple advice or other form of help (like establishing contacts etc.). Of course, that may depend on the available resources in terms of time and money how intensive this coaching can be and what is agreed upon in the project setup.</p> <p>Coaching and guiding can take place in 1:1 (team) settings or in a workshop format. The advantage in workshop formats is that the teams can learn from each other, but has probably the disadvantage of time constraints, as individual settings may offer more and intense feedback and support opportunities. If workshops are planned their structuring character mustn't be underestimated.</p> <p>Self-speaking, the projects get better with more support. Options for the coaching in the implementation phase are a) offering a fixed number of hours/meetings or b) occasional support on demand.</p> <p>ELABORATE THE ROLE OF THE YOUTH WORKERS AS FACILITATORS</p> <p>Even though the programs in which the youth workers are going to be involved are not containing coaching during the implementation phase, the youth workers shall reflect their role as facilitators or coaches.</p> <p>Talk about the following elements of good support architectures for young people. Involve the youth workers actively in the presentation with their experiences and what they associate with the single targets. Reflect each single point with their assumptions.</p> |  |

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|  | <p>1. Foster a Supportive Environment</p> <p>Create a safe and inclusive space where young people feel comfortable expressing their ideas and concerns. Encourage openness and mutual respect among participants. While the young people might really lack realistic estimations on how much effort or costs some things may be, they shall never feel the way that they are naïve. While the intention is really that the young people get empowered through the realization of their self-efficacy, there might be some situation in which an adult might be helpful to get things going. This resonates also with the next point.</p> <p>2. Promote Ownership and Empowerment</p> <p>Reflect carefully, how intensively you want to involve or help out. Basically it should be their projects. Empower the young people to take the lead on their projects, making decisions and solving problems. This builds confidence and a sense of ownership for their projec.</p> <p>3. Encourage Critical Thinking and Creativity</p> <p>The encouragement of the young people - in many different ways - is an important aspect. They need to feel empowered. With this empowerment also encourage the young people to critically encounter problems they will face. Stimulate creative thinking and innovation by posing challenging questions and encouraging diverse approaches to problem-solving.</p> <p>4. Provide Resources and Knowledge</p> <p>In the course of the program the young people will get a lot of knowledge. Make sure that the youth workers on a permanent base ask the young people if they are missing something or if they need a specific form of support.</p> <p>5. Facilitate Networking and Collaboration</p> |  |
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|  | <p>In the course of their project the young people will need to contact and interact with all kind of relevant stakeholders. Create awareness about the importance of networks and collaboration and that the young people shall use the project experience as learning environment. Networking within their projects can provide valuable resources, mentorship, and opportunities for collaboration, but may also be very helpful for their future life. The implementation of the projects very often create such a power also in terms of career orientation that there is an enormous potential for various decisions.</p> <p>6. Offer Constructive Feedback and Encouragement</p> <p>Creating a feedback culture with the young people is essential Provide regular, constructive feedback to help young people refine their ideas and improve their projects. Celebrate their progress and successes to keep them motivated.</p> <p>7. Teach Adaptability and Resilience</p> <p>Encourage young people to view challenges and setbacks as learning opportunities. Teach them to be flexible and adapt their strategies as needed.</p> <p>8. Highlight the Impact</p> <p>Encourage young people to consider the social and environmental impact of their projects. Discuss ways to measure and communicate this impact to stakeholders and the broader community.</p> <p>9. Encourage Reflection</p> <p>Facilitate reflection sessions where young people can share their experiences, challenges, and learnings. This helps them to grow personally and professionally.</p> |  |
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| 15:00 – 15:20 | <p><b><i>Debriefing Phase</i></b></p> <p>Usually if there is an implementation phase with accompanying workshops, the youth workers should use the opportunity of a debriefing workshop. Depending on the whole process and in which time distances the meetings with the young people are held this debriefing has an enormous learning transfer potential providing time to reflect about what the young people learned and what they want to take with them for their future.</p> <p>If the process of the earth4youth program foresees also a final presentation (with the first project results of the young people) with an event, you might think about how to prepare the young people to that event. What shall they present, how much time do they have, should they include activating measures, etc.</p> <p>As very often young people describe this process as very transformative this phase has every now and then a very emotional character, since many young people discover their self-efficacy and realize their potential.</p> <p>In the workshop for the youth workers use this session for the reflection of the process through which the youth workers have gone through themselves. Let the teams collect for around 10 minutes what they take away from the last almost 16 units and let them briefly present their learnings.</p> |  |
| 15:20 - 15:40 | <p><b><i>Getting Started</i></b></p> <p>Coming almost to an end this sequence shall be used to think about the implementation variations with which the youth workers are going to work.</p> <p>Give them 10 minutes in pairs of two and let them answer the question: “How are you going to implement the program” or “How would you like to implement the earth4you program in your organization?”</p> <p>Give them another 10 minutes in plenum to talk about their ambitions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 15:40 – 16:00 | <p><b><i>Summoning up the Workshop</i></b></p> <p>As final point of the Earth4Youth Train-the-Trainer program collect feedback from the youth workers to the program?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

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|  | <p>Raise the following questions:</p> <ul style="list-style-type: none"><li>- Are there any open questions?</li><li>- Are there any problems that the youth workers see, about which there wasn't the opportunity to talk about in the course of the program?</li><li>- How would they grade the last 16 units and why?</li></ul> |  |
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