



IYE-LABS EDUCATIONAL TOOLKIT II

YOUNG PEOPLE TRAINING MANUAL ADAPTATIONS



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INTRODUCTION: Proposals for IYE-LABs Young People Training Manual adaptation

This document aims to give you additional suggestions for activities to be applied in each module of IYE-LABs Young People Training Manual.

Between October 2019 and March 2020 four participating partner countries (Spain, Italy, Croatia and Turkey) tested the co-created IYE-LABs Methodology and the Young People Training Manual targeting young people from 18 to 30 years old. After this training period and based on the Lessons learned and fieldwork partners suggestions for adaptation, the content and duration of the IYE-LABs training itinerary has been readapted. Nevertheless, the training itinerary still consists of three modules:

MODULE 1: Know yourself.

MODULE 2: Understanding the reality.

MODULE 3: Create to transform

This document contains the main guidelines and tips for adaptation. However, at some points we must refer to the [Young People Training Manual](#).

The adaptation consists of reducing a training itinerary to 3 face-to-face workshops, 5 hours each, which are complemented by homework, field work and constant online communication. The group must choose those communication channels that best suit their needs and preferences, whether by e-mail, through a social network (*Whatsapp* group, *Telegram*, *Facebook* or others), or using platforms such as *Slack* or *Mattermost*.

In this document, we propose activities and a suggested order for them but dynamizers are free to do minor adjustments. For an enriching experience, it is essential not to forget the dynamizers guidelines, which can be reviewed in the [Manual for Youth Workers](#), and the guiding principles of the IYE-LABs process, that are described in the [IYE-LABs Methodology](#).

Before starting, remember to download the [Planning table](#) to schedule each session.

COMPOSITION AND SUGGESTED ORDER	Estimated time
MODULE 1 KNOW YOURSELF	5 hours
MODULE 2 UNDERSTAND THE REALITY	5 hours
MODULE 3 CREATE TO TRANSFORM	5 hours

Next, you will read some tips for IYE-LABs Youth dynamics and our proposals for adaptation (organized by modules), which will help the implementation of IYE-LABs and, with it, the sustainability of the laboratories.

MODULE 1 KNOW YOURSELF/ WORKSHOP 1

This module offers an immersion in oneself and gives insights into the way we interact with our environment, with people, facing differences or conflicts, with our potentialities.

The objective is to contribute to a new paradigm for individual action, based on mutual respect and the gathering of knowledge, along with diversity and sustainability as guiding values.

Know yourself and create a bridge between the participants are necessary steps for this training itinerary. From this module, participants will reflect about themselves, connect with the other, and this will drive to the next phase of this project.

Module 1 composition and suggested order		Estimated time
A) INTRODUCTION	Dynamic 1 Icebreaker Dynamic 3 Agenda of the day Dynamic 4 Purpose and structure of the IYE-LABs Process Dynamic 17 Logbook Dynamic 2 Guardian and the animator of the group Dynamic 5 Building our collective agreement Dynamic 6 Hopes and concerns Dynamic 7 A letter to me	2 hours
B) MY STRATEGIES AND MOTIVATION	Dynamic 12 Experiences and positive features Dynamic 13 What does motivate you? Dynamic 15 Circular Market	2 hours
C) DIVERSITY AROUND ME	Dynamic 17 Diversity around me Dynamic 8 What I am taking home	1 hour

A) INTRODUCTION

Dynamic 1 Icebreaker

1) The purpose of this dynamic is to introduce participants and dynamizers to each other in an enjoyable way. Therefore, any dynamic proposed by the dynamizers could be used. In the toolkit and in the annexes, you can find examples proposed by the IYE-LAB team.

2) A simple and quick dynamic is the one that follows: *The participants stay in a circle. The first person starts by saying the name and making a movement. The next person has to first repeat the name and movement of the previous person and add its own name and movement. So on until the last person.*

Dynamic 3 Agenda of the day

1) To save time, we suggest that the agenda is displayed in a visible place at all times and only leave time for brief questions. You can use a flipchart or similar.

Dynamic 4 Purpose and structure of the IYELABs process

1) To save time, you may have previously sent the IYE-LABs process information via email. This face-to-face space will only be given for doubts resolution.

Dynamic 17: Logbook

1) Buy a nice notebook or develop a virtual one where you are going to register the group experience during the IYE-LABs process: their thoughts, ideas, texts, pictures, graphics and other contributions to record the personal journey during this experience.

2) We recommend that all the dynamics reflections/ conclusions are transferred during the session. If necessary and if it is agreed, the reporter can take the Logbook home to complete the conclusions.

3) The reporter during each one of the workshops will be the person known as the “guardian”, although everyone can and should participate.

Dynamic 2 Guardian and the animator of the group

1) Guardian of the meeting –Each workshop should have someone who will be responsible for reporting the meeting before and advice in case of unfinished activities.

Animator –The animator will take care of the emotional environment. If the animator perceives that the group (or even someone) is tired, he/she can inform dynamizers and propose some *energizer**.

Suggestion: You can provide an identifying object for the animator and guardian respectively. For example, a *bell* for the animator and a *magnifying glass* for the guardian.

**Energizers:* During all workshops, there may be times when it will be necessary to use some dynamics to change the energy in the environment. The IYE-LABs dynamizer must be able to detect this or rely on the help of the animator and the group itself, and an energizer will be proposed (the duration should depend on time management).

Dynamic 5: Building our collective agreement

1) We suggest that you work on your collective agreement, which contains clear values and rules that should be respected by all members of the group during all the process.

2) The group must select 5 ground rules or values that will compose the collective agreement.

3) After the election of those 5 rules or values, we suggest you to discuss about:

What should we do if someone does not comply with any of the agreed upon ground guidelines?

Is the setting of group guidelines appropriate for each participant group?

4) The agreements must be included in the Logbook and be consulted or revised whenever necessary. If possible, the agreement can be displayed in the workshop room throughout the whole process.

Dynamic 6: Hopes and concerns

1) In this dynamic we invite participants to make a reflection on their expectations, hopes and concerns related to their future and the community where they live.

2) We suggest you draw *clouds* and *lightnings* on different cards where each one will then write down their hopes (clouds) and concerns (lightning).



3) You may use a name tag and a pencil in order to connect with a line to all the other hopes and concerns of the others that are also theirs, explaining to the others their choice. At the end we could see all the connections between us.

4) ***Proposed homework:** Find a TED Talk that inspires you, that communicates with your hopes and concerns and describes why and how you chose it with the group (via email, Whatsapp, Instagram or Facebook group or during the next workshop).

Dynamic 7: A letter to me (a reflection concerning your future)

1) We suggest you start this dynamic by watching the video [TV 2 | Alt Det Vi Deler 2](#).

2) Now is the time that everyone writes a letter to himself/herself concerning their IYE-LABs experience expectations after the end of the process. Based on the hopes and concerns from which you have reflected on the previous dynamic, we will invite the group to reflect on:

How do you imagine yourself after having finished this training?

What would you like to have changed in your environment and/or community?

What changes would you like to see in yourself?

3) Once you have completed all the modules, dynamizers should send these letters to all participants, and provide a face to face or virtual space for exchanging experiences.

B) MY STRATEGIES AND MOTIVATION

Dynamic 12: Experiences and positive features

1) During this dynamic each participant is going to be invited to reflect and identify his/her strengths and positive features.

2) We will invite each of them to make a storyboard of a personal experience, answering 4 questions:

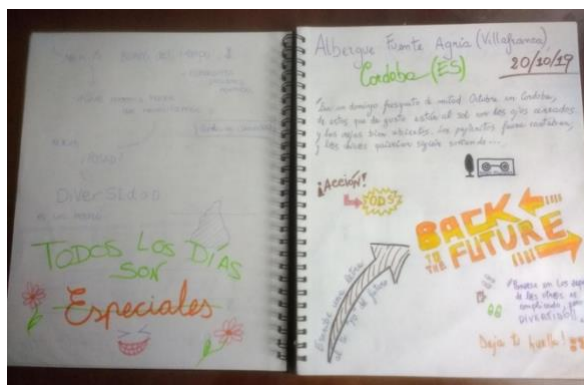
a story/an unexpected situation they had in their life;

the difficulties/challenges they faced;

the solution they found;

the lessons they learned.

Each participant must have 1 paper for each question in which they could draw, write or make a collage to represent their story.



3) Now is the time to share the different group experiences (better in small groups).

Participants should take turns listening to each other and the listener could tell the story of another participant in the third person identifying positive features of him/her.

4) It is important that conclusions are transferred to the Logbook, so that they are kept on record for your benefit and reminder.

Dynamic 13: What does motivate you?

1) We invite you to begin this dynamic by watching at one of the following inspirational videos from TED Talks:

- a. [Empower a girl, transform a community with Kakenya Ntaiya](#)
- b. [My philosophy for a happy life with Sam Berns](#)
- c. [The danger of a single story with Chimamanda Adichie](#)
- d. [How I became an activist with Ory Okolloh](#)
- e. [The power of Youth - changing the World with Sanjana Buddi](#)

- f. [Why good leaders make you feel safe with Simon Sinek](#)
- g. [Being young and making an impact with Natalie Warne](#)

2) Now, we will invite each one of the participants to make a list about the problems they would like to solve in their community and their motivations to make this change, to be more active. These motivations must be transferred in the Logbook.

3) Secondly, we can reflect and discuss about talents. We will invite the group to reflect on the *possible connections* between their *motivations for change* and what *talents* they can use to realize them.

4) ***Proposed homework:** We could invite participants to do the [16personalities test](#), reflect and share their results.

Dynamic 15: Circular Market

- 1) We will begin by watching this video: [Time Banking](#).
- 2) Dynamize an open discussion about the *skills that each one has to offer* and the *needs* that they have and that another one could cover.
- 3) Reflect on the following questions:
 - # *Was it easy to identify what do I have to offer?*
 - # *Was it easy to determine what my needs were? Could be exchanged and not bought?*
 - # *Would it be possible to implement the Time Banking where we live? Or, between us?*
- 4) To learn more: <https://www.timebanking.org/>

C) DIVERSITY AROUND ME

Dynamic 17: Diversity around me

1) Before finishing this module, we think it is interesting to reflect on diversity, each member group diversity and perceived diversity in their environment and community.

2) Download [Diversity Identity Mandala](#) and invite the group to reflect on the following issues:

Firstly, we will invite the group to fill in "Diversity Identity Blank" with each one's identity features and characteristics in each dimension.

Now, they should reflect on each of these personal aspects and how they have influenced their life, which ones have had a positive or negative impact on them and their life, what they are proud of or what they would like to change.

Thirdly, they should try to reflect on which of these aspects they give more importance when dealing with another person, do they have difficulties or facilities when the mother tongue is different, when the gender identity is diverse, the religion or according to the political interests? We will invite them to take a tour of the whole mandala, reviewing all features and dimensions and to share their insights

Finally, we will invite them to reflect on how diversity is managed in their community and how we could promote greater diversity.

3) To finish with this dynamic, we will invite them to watch the video [TV 2 | All That We Share](#) (during the session or as homework) and share conclusion with the group.

4) To find out more about diversity, we will invite participants to choose an activity that can help them to expand their experience in relation to diversity. Perhaps they would like to visit a museum to get to know other cultures, learn about another religion, ethnic or language, or attend a workshop on international cuisine. Each one can write down the lessons learned in the Logbook.

5) To learn more about diversity:

- [UNESCO Universal Declaration on Cultural Diversity](#)
- [Resolution 57/249 adopted by the General Assembly on Culture and Development](#)

Dynamic 8: What I am taking home

1) We propose to make a combination of the dynamics 8 and 9 here.

2) To do this, before the end of the session, each participant must say in one word his or her impression of the experience lived during the workshop. Someone will start holding a *ball of wool* and passing it to the partners at random.



MODULE 2 UNDERSTAND THE REALITY/ WORKSHOP 2



The objective of this module is to develop critical interpretation of the world, individual and collective consciousness and to better understand the social dilemmas and challenges at local and global levels, to take innovative and ethical actions and to build up global citizenship.



Module 2 composition and suggested order		time
MODULE 2	Dynamic 19 Sustainable Development Goals around me	
UNDERSTAND THE REALITY		

-> Remember to repeat the dynamics 1, 2 and 3 at the beginning of the workshop.

-> Also, do not forget Dynamic 8 at the end of the session.

Dynamic 19: Sustainable Development Goals around me

1) We will use SDGs as a framework and a tool that would help us better understand the challenges around us.

2) Prior to the workshop, dynamizers can send the following information to participants via e-mail, Whatsapp, Telegram or similar:

- Introductory [TEDTalks Video The Global Goals we've made progress on – and the ones we haven't with Michael Green](#).
- Introductory readings:
 - [Sustainable Development Goals](#).
 - [Youth and the 2030 Agenda for Sustainable Development](#).

3) Inspirational reflections: Reflect on your own experiences answering the questions that follows:

How do you perceive the SDGs in your daily life?

How can you, as a youth, do something to stimulate local development, based on SDGs?

What local (or global) challenge would you like to contribute to?

4) Investigation Map: It's time to explore in depth the challenges! ([Download investigation map here](#): it will help you to define and map your challenge). We will encourage participants to work in groups better than on their own.

Key questions:

- WHAT IS THE PROBLEM?
- WHO HAS THIS PROBLEM?
- WHY AM I MOTIVATED TO SOLVE IT?

* **Suggested Homework:** Define your challenge:

- STEP 1. Take pictures that illustrate a problem that you identified (we recommend 5 of them, but it can be more).
- STEP 2. Use mass media and search about the problem.
- STEP 3. Explore statistical data, search through scientific articles and available research online/offline.
- STEP 4. Do interviews with your target group (a group you identified that had a problem) and other stakeholders (people with a link to this problem)
- FINAL OUTPUT OF YOUR RESEARCH: We recommend you make a creative presentation of your challenge, through a collage, a drawing, an infographic, or any creative support that allows to show the challenge and communicate the 3 questions introduced above: What is the problem? Who has this problem? Why am I motivated?

-> Keep in mind that in the process of exploring your problem and confirming with your target group that they really have this problem, you might get inputs that show you that this problem does not exist OR it is not significant OR that your target group has bigger priority problems. Stay opened to inputs, keep on rearticulating your problem focus (if needed) and make sure you ask the right questions.

5) Tools:

- [Mom's test](#) could help you with the interviews.
- [UN Data](#), [World Bank Open Data](#), [UNESCO Institute for Statistics](#) or [FAOstat](#) (specialized database) could help you with statistics.

- [Google Scholar](#), [Open Research Central](#) or [DOAJ](#) could help you with scientific articles.

6) Investigation Maps presentations: You can arrange an informal meeting to present and share the creative work done by each group/ person, either online or face-to-face. Another option is to provide a space at the beginning of workshop 3, before starting Module 3. The goal is to provide a space for open discussion and shared reflection on the following topics:



How do you feel after this investigation activity?

How do these SDGs affect your life and future?

How does this exercise touch you?

How should / could you address this find outs to local authorities or media?

MODULE 3 CREATE TO TRANSFORM/ WORKSHOP 3

This last module interconnects action and reflection through the design of a project that could be implemented after the training itinerary.

The projects have to be voluntary, realized preferably in groups, meant to offer a solution to a local challenge that faces a community or an entity, and linked to one or several Sustainable Development Goals.

Module 3 composition and suggested order		Estimated time
MODULE 3 CREATE TO TRANSFORM	Dynamic 20 Journey Wheel	5 hours
	Dynamic 21 Roller Coaster	
	Dynamic 23 Planning Puzzle	
	Dynamic 22 To be heard by policy makers and other stakeholders	

-> Remember to repeat the dynamics 1, 2 and 3 at the beginning of the workshop.

-> Also, do not forget Dynamic 8 at the end of the session.

Dynamic 20: Journey Wheel

1) For this dynamic, we will invite participants to make an individual reflection on the IYE-LABS process experienced until now, and share it with the group, based on the following questions:

What are your hopes and concerns as a young person?

What are your positive features?

What are your motivations to change something?

How your challenges could promote social changes?

What other things you learnt about yourself?

How do SDGs call you to action? What are you engaged now for?

*To save time, you can send this dynamic in advance to the participants and only provide time for sharing at the beginning of the workshop.

Dynamic 21: Roller Coaster (idea generation)

1) Based on the Investigation Map (Module 2), we suggest you now to work on the [Roller Coaster](#) activity.

Using the result of the *Roller Coaster* sheet, we suggest you prototype your idea in a creative and visual support. You can make a collage, a computer graphic or use an online tool that you like.

Now is the time to communicate each solution pitch and receive contributions from other colleagues.

* Proposed Homework: Propose participants to make a speech of their idea and approach to family, friends or colleagues to get their feedback.

Dynamic 23: Planning Puzzle

1) Download the [Planning](#) Puzzle and develop its contents following the next guidelines:

Piece 1. Opportunities to act on detected problems: In this sheet we start with some of the problems, and their consequences, that they have detected in the Investigation Map. We want you to reflect on the opportunities to act on them, taking into account previous actions that have already been taken to do so by other initiatives or projects that may help them.

Piece 2. Your proposal/ idea: Based on the *Roller Coaster* dynamic and the opportunities for action identified, we would now like participants to reflect on a concrete and viable action to be taken by them. The ranking will help them make a choice if they have several ideas and can evaluate the most suitable one.

Piece 3. Your goal: It's time to select their idea, define it, as well as define the goal they want to achieve, what problem they want to solve. We suggest you to use [SMART](#) to guide the goal setting.



Piece 4. Stakeholders: This sheet can help to reflect on and position the key actors and stakeholders who may be involved or interested in the proposed project.

Piece 5. Planning worksheet: It is essential that they ask themselves about who and what they need, and to draw a map of the next steps to be taken.

Piece 6. Evaluation (homework): Suggest participants to use the last sheet to support them in evaluating the outcome of their intervention or project once they will have done it: its positive consequences, the benefits on a personal level for you, for your community or for the direct beneficiaries. You can also invite them to share results with you and the group in the future.

Dynamic 22: To be heard by policy makers and other stakeholders

1) Now is the time to learn about how to communicate the investigation and idea for change. To communicate this to decision makers you can use the [Systematization Document](#) and the [Policy Makers](#) sheet.

2) We suggest you to finish this session taking a look to some of these TEDTalks videos about [How to make a great presentation](#):

3) Additional material: [Storytelling workshop \(spanish\)](#).

