



IYE-LABS EDUCATIONAL TOOLKIT

YOUNG PEOPLE TRAINING MANUAL



TOOLKIT HANDBOOK IYE-LABS

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INTRODUCTION

Welcome!

This toolkit aims to give you suggestions for activities to be applied in each module of IYE-LABS. Here you will find practices to promote reflections but also practical actions to support you, as a dynamizer, during the implementation of the training itinerary.

This itinerary constitutes three modules:

Know yourself

Understanding the reality

Create to transform

Each one of them counts with a workload to be fulfilled, combining external and indoor activities.

In this document, we propose activities, but you are free to add more. Just note that some of them are compulsory, once they are connected with the following steps for the process of the project.

For an enriching experience, it is essential to set our working principle, which means to understand and care of the groups, respect to participation values and trust in the capacity of the group.

**Youth participation is the
heart of IYE-LABS**

A group is more than individuals inside of a space

Your group is more than the sum of youngsters. It is a constitution of life histories. In a group, shared and individual wishes must be heard if you want to build a mutual objective. For this reason, it is fundamental to stimulate connections between them to strengthen a collective commitment.

Participation principles

Building connections and commitment depends upon clear communication and security to give the youngsters a safety room to express their feelings and opinions in a respectful and reliable environment.

Trust on the group capacity and its process

The dinamizer must believe in their ability to promote positive impact in our communities, neighbourhoods, cities, countries, and why not in our world. We all have potential and can exchange valuable experience and, most important, we are all social changes actors. For this reason, the role of the dinamizer is to notice the features of each youth group and support youngsters to develop themselves for a collective goal.

TRAINING ITINERARY | LABS OBJECTIVES

The IYE-LABS project's main aim is, thus, to contribute increasing of social, civic and intercultural skills and critical thinking of young people by developing the role of volunteering through their engagement in social inclusion projects.

The project faces the challenge of reaching a group of young people between 18 and 30 years, who have a social purpose and want to acquire the knowledge and skills necessary to undertake volunteer projects, enabling them to generate a leadership that changes their lives and the social ecosystem of their cities forever.

The development of skills and critical thinking will be generated through scaling up good practices based on the methodology of the "Social Labs", collaborative and lively spaces of training sessions on global and local social challenges - Sustainable Development Goals -, participation of local social organizations and public authorities, as well as participatory methodologies and tools for the design and co-creation of projects.



IYE –Labs specific objectives are:

Promote intercultural dialogue and positive benefits of a diverse society among the project beneficiaries and the European community in general.

Enhance critical thinking and media literacy among young people and youth workers.

Foster active citizenship at a local and global level within a group of traditionally passive and unemployed youth by improving their skills for adopting the role of volunteers for social inclusion.

Build synergies with the local communities and enhance the capacity of youth work and social organizations to act as inclusion agents by empowering young people to drive positive changes in their communities.

TRAINING ITINERARY | LABS

Process of awareness, self-knowledge and training to collectively develop solutions for social and environmental challenges.

TRAINING ITINERARY | LABS STRUCTURE DESCRIPTION

Three modules with the following workload form this training itinerary:

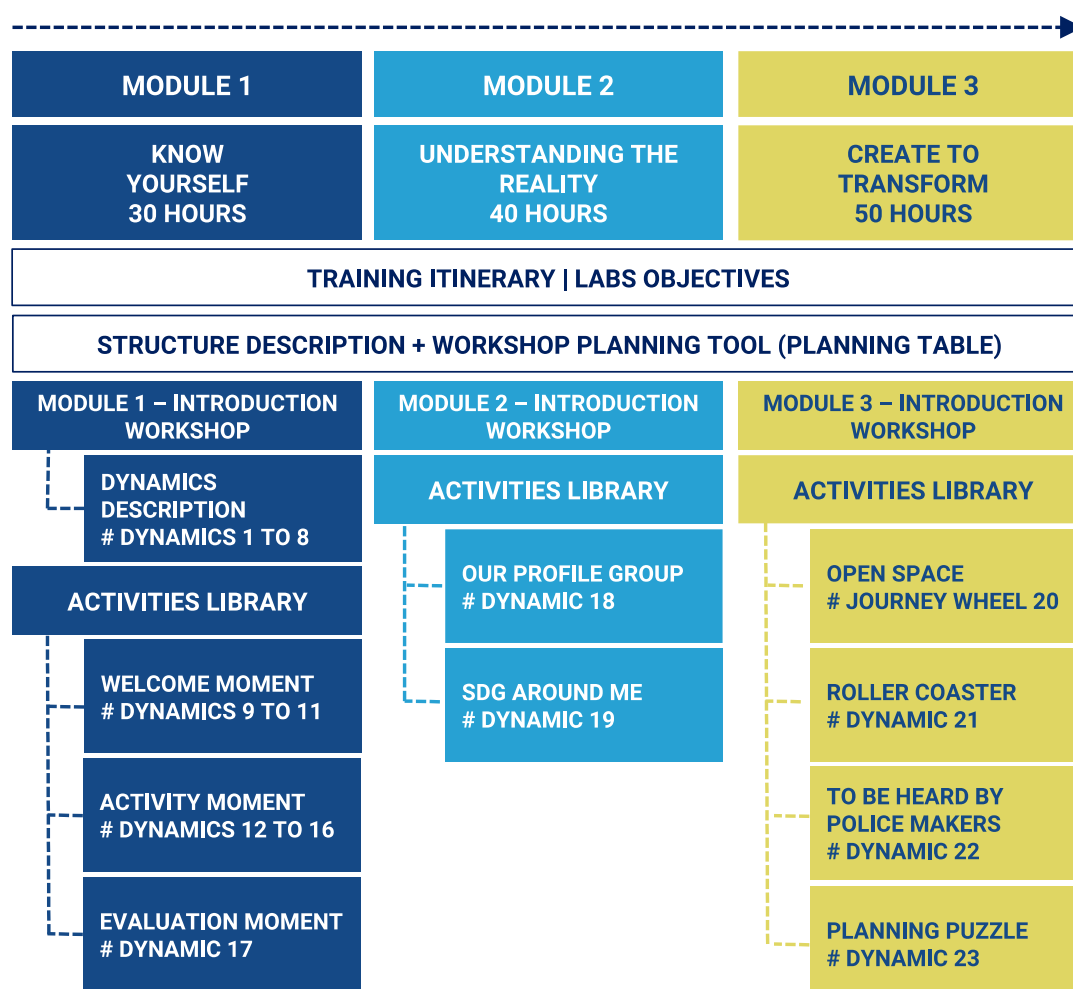
- # Know yourself – 30 hours
- # Understanding the reality – 40 hours
- # Create to transform – 50 hours

The Training Itinerary must be implemented from September 2019 to February 2020, and each organization can choose its schedule.

The dinamizer can propose workshops with 8 hours, an intensive week form or spaced out meetings, according to the profile and capacity of each group.

The graphic below shows you the structure of this toolkit and planned activities for each phase.

TOOLKIT STRUCTURE



TRAINING ITINERARY | LABS WORKSHOP PLANNING

LET'S WORK!

We recommend you to prepare each workshop. First, fill the "Planning Table" before each meeting, which will allow you to provide the necessary materials to implement the activities.

This itinerary offers you flexibility according to each partner organization. However, each workshop should follow the structure below:

Welcome moment

Agenda of the day

Activity moment

Evaluation of the day

For each workshop, we propose that the group elect two important figures.

Guardian – This person is responsible for reporting the meeting before and advice in case of unfinished activities.

Animator – This person takes care of the emotional environment. If the animator perceives that they are tired, he can inform you and propose something for it.

Important notes!

Time management - This helps you to promote an active workshop, but at the same time, drives your group to reach the aimed goal proposed. In each dynamic, we estimate the length of it. However, it depends on the size of the group and how you are planning the workshops.

Flexibility – Consider rearranging the planned activity if you note signs of fatigue or demotivation in your group. This training itinerary should be a pleasant and joyful experience.

Indoor and outdoor activities – Indoor and outdoor practices can be used and included for this itinerary.

THIS TOOLKIT

Each module has an "Introduction Workshop", which the dinamizer must follow and implement at the beginning of each phase. In this toolkit, we pursue to offer you reflective and practical tools to allow an enjoyable experience.

Module 1 - Know yourself

You will find in the Activities Library of this module nine dynamics for the three moments indicated at the "Planning Table". You can decide which moment and sequence in this module you will apply them.

Module 2 – Understanding the reality

You will find in the Activities Library of this module only two dynamics. Henceforth your group will have practical tasks, and they may have outdoor activities, which means more time to accomplish their job.

Module 3 – Create to transform

In this module, it is appropriate to follow the sequence of proposed activities to drive your groups to their voluntary oriented practices.

| Planning Table | | |
|---|-------------------------|-------|
| Module: | Workshop number: | |
| Dynamizer: | | |
| Date: | Number of Participants: | |
| Duration: | Pause: | |
| Goals of the day: | | |
| | | |
| Welcome moment | | |
| Description | Time planned | Notes |
| | | |
| Agenda of the day | | |
| Description | Time planned | Notes |
| * Guardian moment * *Animator moment | | |
| Activity moment | | |
| Description | Time planned | Notes |
| | | |
| Evaluation of the day | | |
| Description | Time planned | Notes |
| | | |

* Before you start, here is important to ask the Guardian to review the last workshop and if there is an unfinished activity and when in this day, this activity will be finished. After that, ask who wants to be the Guardian for the next workshop.

** It is also important to ask the Animator if there is any comment or suggestion and elect new participants for this function.



KNOW YOURSELF MODULE 1

KNOW YOURSELF

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.

See in the following page the "Introduction Workshop" of this module to be applied with your group.

KNOW YOURSELF | KEY POINTS

- # Individual x Collective
- # Individual responsibility
- # Collaboration
- # Conscious communication
- # Multicultural communication
- # Active listening and empathy
- # Culture of Peace

The structure of this chapter

As mentioned before, each module has an "Introduction Workshop" which must be implemented at the beginning of each phase. Below you find the list of dynamics proposed. Some of them are compulsory and they are indicated with a star sign (*).

Module 1 – Introduction Workshop

Dynamics description

- # Dynamic 1 - Personal adjectives*
- # Dynamic 2 - Guardian and the Animator of the group*
- # Dynamic 3 - Agenda of the day*
- # Dynamic 4 - Purpose and structure of the project*
- # Dynamic 5 - Building our collective agreement*
- # Dynamic 6 - Hopes and concerns*
- # Dynamic 7 - A letter to me*
- # Dynamic 8 - What I am taking home*

Module 1 - Activities Library

- # Dynamic 9 - We are connected*
- # Dynamic 10 - Dancing around
- # Dynamic 11 - Bingo
- # Dynamic 12 - Experiences and positive features*
- # Dynamic 13 - What does motivate you*
- # Dynamic 14 - In your shoes
- # Dynamic 15 - Circular market*
- # Dynamic 16 - Diversity Mandala*
- # Dynamic 17 – Logbook*

| Planning Table | | |
|---|-------------------------|---|
| Module: Know yourself | | Workshop number: 1 |
| Dynamizer: | | |
| Date: | Number of Participants: | |
| Duration: 4 hours | Pause: 20 minutes | |
| Goals of the day: | | |
| <div>- Introduce the project to the group</div> <div>- Promote a first interaction between the participants</div> | | |
| Welcome moment | | |
| Description | Time planned | Notes |
| Welcome Welcome participants, introduce yourself and your organization. | 10 - 15 min | |
| Dynamic 1- Personal adjectives To introduce participants to each other in an enjoyable way. This exercise helps people to learn about each other in an informal way that builds group spirit. | 30 - 40 min | You will find descriptions of each dynamic on page 13 |
| Dynamic 2 - Guardian and the Animator of the group To share some responsibilities between the group and to promote open space. | 10 min | Page 14 |
| Agenda of the day | | |
| Description | Time planned | Notes |
| Dynamic 3 - Agenda of the day Here you are going to present the schedule of the day, which kind of activities you are going to experiment and what is the goal of the day. | 5 – 10 min | Page 15 |

| Activity moment | | |
|--|--------------|---------|
| Description | Time planned | Notes |
| Dynamic 4 - Purpose and structure of the project and answer questions | 20 – 30 min | Page 16 |
| Dynamic 5 - Building our collective agreement (to be finished until the second meeting) Develop a collective agreement, which will direct the relation of this group. | 40 - 50 min | Page 17 |
| Pause | | |
| Dynamic 6 - Hopes and concerns To share expectations, hopes and concerns related to them as youngsters, to their future and communities where they live and to identify common points between them. | 40 – 50 min | Page 19 |
| Dynamic 7 - A letter to me Propose a reflection of their individual future. | 20 – 30 min | Page 20 |
| Evaluation of the day | | |
| Description | Time planned | Notes |
| Dynamic 8 - What I am taking home After each day, it is important to hear what are their impressions of the experience. | 20 – 30 min | Page 21 |

Notes to the dynamizer

- # The time planned is just a suggestion, but it depends on the size of your group.
- # Consider a pause every two hours. It helps the dynamic and workshop's environment.
- # Use the "Notes" field to register impressions, observations about the activity or participants, to help you for the next workshop.
- # Prepare all supporting materials you will need - flipchart, marker pen or a visual projection - before the meeting, according to each activity.
- # Important: keep all of the handouts, used flipcharts, charts, and produced materials until the beginning of module 3. You will need all of these produced materials and outputs for the final phase of the training itinerary.

KNOW YOURSELF | INTRODUCTION WORKSHOP – DYNAMICS

DYNAMIC 1 | Personal adjectives?*



Purpose Introduce participants to each other in an enjoyable way. This exercise helps people to learn about each other in an informal way that builds group spirit.



Time 30 – 40 min



Materials None

**Step-by-step**

- 1) Ask each one to think of an adjective, which corresponds to the first letter of his or her first name.
- 2) Invite them to sit in a circle.
- 3) Beginning anywhere, have one participant introduce him/herself. Example: My name is Fabiana, I was born in Japan, and I am funny.
- 4) The next participant repeats the introduction of the preceding person and introduces him/herself following the same structure.
- 5) The process is repeated around the circle, each one, in turn, having to remember the introduction of all the participants who have introduced themselves in order in which they are seated.

KNOW YOURSELF | INTRODUCTION WORKSHOP - DYNAMICS

DYNAMIC 2 | Guardian and the Animator of the group*



Purpose Share some responsibilities between the groups and promote open space.



Time 10 min



Materials None



Note to the dynamizer

Guardian of the meeting – This person is responsible for reporting the meeting before and advice in case of unfinished activities.

Animator – This person takes care of the emotional environment. If the animator perceives that they are tired, he can inform you and propose something for it.



Step-by-step

- 1) Explain to the group the paper of the Guardian and the Animator.
- 2) You can ask for some volunteers for this workshop and explain that this is a rotational task to be shared with all of them.

DYNAMIC 3 | Agenda of the day*



Purpose To present the schedule of the day, which kind of activities you are going to experiment and what is the goal of the day.



Time 10 min



Materials Flipchart, Marker pen, Visual projection



Nota per il dynamizer

You can consider the user of graphic elements for this agenda.

Insert the planned workload so that participants can see the schedule of the day.

DYNAMIC 4 | Purpose and structure of the project*

Purpose Present the structure of the project



Time 20 min



Materials Flipchart, marker pen, visual projection



Note to the dynamizer

Try to elucidate as much as you can. It is crucial that they can understand all of the processes to give them the security to join and continue this journey with you.



Step-by-step

- 1) Ask the group to write questions concerning the project and write them at the flipchart.
- 2) Keep this flipchart close to you and start the presentation of the project.
- 3) After finishing, check with the group if all of the questions registered on the flipchart were answered.
- 4) Open a discussion in a circle to listen if there are more questions.

KNOW YOURSELF | INTRODUCTION WORKSHOP - DYNAMICS

DYNAMIC 5 | Building our collective agreement (to be finished until the second meeting)*

Purpose Develop a collective agreement, which will direct the relation of this group.



Time 40 - 50 min



Materials Two blank cards or sheets of paper for each participant, marker pen, tape or tacks to fix these cards/sheets on the wall.

**Note to the dynamizer**

This exercise aims building a principles agreement, to clear values and rules that should be respected by all member of the group. An activity like this creates a stronger commitment and a mutual responsibility with the collective. It is essential to explain that you are going to develop your collective agreement, which will establish rules and values that support this group.

**Step-by-step**

- 1) Have participants sit in small groups of not more than three persons each.
- 2) Distribute a flipchart paper per group.
- 3) Ask participants to write one rule or value that must be respected by all members.
- 4) After 5 minutes, ask the small groups to leave the flipchart and change to another one, which already has a rule or value written by the other group.
- 5) Ask them to write another rule or value to complement it. It cannot be the same one, which they wrote before.
- 6) Follow this exchange until all of the groups leave their rule or values in all of the flipcharts.
- 7) Ask them to fix the papers on the wall.

- 8) Open a discussion about each rule or value written on the paper. Important: it must be clear, and all of the participants need to understand the meaning of that. They are building their rules and a collective agreement for their own.

If you decide to continue:

- 9) The group must elect ten ground rules or values that will compose your collective agreement.
- 10) After the election of those points, start a collective discussion:
 - # What should we do if someone does not comply with any of the agreed upon group guidelines?
 - # How can we ensure that what we do is in line with human rights values (respect, equality, non-discrimination, cooperation, etc.)?
 - # Is the setting of group guidelines appropriate for each participant group?
- 11) Ask the Guardian group if they can fill a blank flip chart with the final collective agreement.
- 12) This agreement has to be in a visible place at every workshop.

KNOW YOURSELF | INTRODUCTION WORKSHOP - DYNAMICS

DYNAMIC 6 | Hopes and concerns*



Purpose Share expectations, hopes and concerns related to them as youngsters, to their future and communities where they live and to identify common points between them.



Time 40 - 50 min



Materials Two blank cards or sheets of paper in at least two different colours to each participant, marker pen, tape or tacks to fix these cards/sheets on the wall. You can also add magazines or pictures that could use as a visual representation of their hopes and fears.

**Note to the dynamizer**

This exercise demonstrates to the participants on the first day that the dynamizer values their opinions and will be open to constructive criticism. Also, participants can find support for their hopes and reassurance on their fears through group discussion, which is a significant step towards building confidence. A written exercise can also encourage communication on issues beyond the training itinerary.

**Step-by-step****[Part 1]**

- 1) Have participants sit in small groups of not more than five persons each.
- 2) Distribute two cards of paper per participant.
- 3) Ask them to think about their hopes and concerns related to them as youngsters, to their future and communities where they live.
- 4) Ask participants to write their hopes in one card and concerns in the second one.
- 5) After 15 minutes, ask them to post hopes and concerns on the wall in separate sections and invite them to explain and discuss their cards between their groups.

- 6) In a collective group discussion, ask analytical questions about their hopes and concerns and how could they, as youngsters, promote something to support each other.

KNOW YOURSELF | INTRODUCTION WORKSHOP - DYNAMICS

DYNAMIC 7 | A letter to me*



Purpose Propose a reflection concerning their future.



Time 20 - 30 min



Materials Sheet of paper, pens and paper envelope.



Note to the dynamizer

In this activity, each participant will write himself a letter on what he/she expects to their nearly future after finishing IYE-LABs. Each paper envelope has to be closed with their directions, and after the end of the project, it must be sent by post to the respective sender.



Step-by-step

- 1) Distribute a paper and a paper envelope.
- 2) Each participant has to write a letter to himself/herself concerning their life expectations after the end of IYE-LABs.
- 3) After finishing each one must write their directions on the envelope, close it and give it back to the dynamizer.
- 4) The dynamizer has to explain that these letters will be closed in a secure place and send to them back at the end of the project.

DYNAMIC 8 | What I am taking home*



Purpose At the end of each workshop day, it is important to hear what are their impressions of the experience.



Time 10 - 15 min



Materials None



Note to the dynamizer

If you have more time for this activity, you can implement the Logbook – Dynamic 17.



Step-by-step

- 1) Ask them to say a unique word about their feelings at the end of this day.



KNOW YOURSELF ACTIVITIES LIBRARY

DYNAMIC 9 | We are connected*



Purpose Introduce participants to each other in an enjoyable way and propose a visual idea of group connection.



Time 20 - 30 min



Materials Cotton thread.

**Step-by-step**

- 1) Ask the group to stand in a circle and also you dynamizer.
- 2) You as dynamizer can start. Hold the ball of thread and introduce yourself briefly: your name and your favourite fruit.
- 3) Hold the line end of the thread and throw the ball to a person in the circle.
- 4) This participant must say the name and favourite fruit. After that, the person holds the line thread and throws the ball to another person.
- 5) Repeat it until all of them have introduced themselves.
- 6) In the end, you will realize that the web was created and remember them that you are at the beginning of a journey together where they can support each other for a common goal.

DYNAMIC 10 | Dancing around



Purpose Introduce participants to each other in an enjoyable way.



Time 20 - 30 min



Materials Music.

**Step-by-step**

- 1) Play music and ask the participants to walk in different directions.
- 2) When the music stops, in doubles, they must interview the partner: name, city, school, favourite singer, music, etc.
- 3) After 5 minutes, ask them to stand in a big circle.
- 4) Each participant has to introduce the partner to the group with information collected during this short interview.
- 5) Repeat it until all of them have introduced each other.

DYNAMIC 11 | Bingo



Purpose Introduce participants to each other in an enjoyable way and to show them the similarities they have with each other.



Time 20 - 30 min



Materials None

**Step-by-step**

- 1) Ask them to stand in a circle.
- 2) Launch questions to them and they must gather with others, according to similarities.
- 3) Make different questions to make them move and change their subgroups.
Example of questions:

Who plays an instrument? Who dances well? Who practices a sport? Who wants to be president of (the country where you are)? Who likes the beach? Who prefers mountain? Who has a different mother tongue, which is not originally from (the country where you are)?

DYNAMIC 12 | Experiences and positive features*


Purpose Reflect about their own experiences, recognize their capacities and to promote an exchange between them.



Time 60 - 90 min



Materials Cards or sheets of paper in different colours (size A6 or A5), flipchart, marker pen in different colours, tape or tacks, glue or clothespin, thread or cotton cord. You can also add magazines or pictures.



Note to the dynamizer

In this activity, it is essential to stimulate each participant to help them to identify their strengths and positive features. In a young group, with a new connection, the environment for the activity plays a significant role. As better hosted, better results you can have with it.



Step-by-step

[Part 1]

- 1) Distribute four cards or sheets of paper in different colours to each one and 1 meter of thread.
- 2) In each card, the participant can draw, write or use a picture to represent the following points:
 - Card 1 - Tell us an experience or an unexpected situation that you had in your life.
 - Card 2 - Tell us which kind of difficulties /challenges you faced in this situation.
 - Card 3 - How could you solve it?
 - Card 4 - What did you learn with it?

- 3) Give them around 30 minutes to do this exercise. After finishing your cards, hang them on the thread (using glue, tape or clothespin).
- 4) Ask them to fix it on the wall (if it is possible).

[Part 2]

- 5) Now, ask them to split into groups with 4 or 5 members.
- 6) Distribute to each group a flipchart and a marker pen.
- 7) Ask them to present their stories in their groups and for this part, give them at least 30 minutes.
- 8) After each presentation, they have to write in the flipchart positive features they can identify in each person based on the experience.

[Part 3]

- 9) Now, it is time to share! When they are all done, start a plenary discussion with all participants to share which positive aspects they could identify as common ones.

DYNAMIC 13 | What does motivate you?*



Purpose Stimulate a reflection about their motivations to promote changes and to identify their talents as an author of it.



Time 60 - 90 min



Materials Printed-paper chart "Motivations and Talents" (size A4), marker pen or pen, paper chart in 2 different colours (big enough to be visible as a poster).

**Note to the dynamizer**

In this activity, you can use the opportunity to have an inspirational talk. You can invite someone who has an incredible experience and inspirational story to share with the group or you can use a video, as you can find at TED Talks on Internet. This activity can also be done out of your usual local. You can go somewhere different but pleasant to promote an inspirational environment.

Here are some examples at www.ted.com, but you can use any video you want according to the reality and language of your country.

Empower a girl, transform a community with Kakenya Ntaiya

My philosophy for a happy life with Sam Berns

The danger of a single story with Chimamanda Adichie

How I became an activist with Ory Okolloh



Step-by-step

[Part 1]

- 1) After the inspirational talk, if you used a video, you can start with this dynamic.
- 2) Distribute the paper "Motivations and Talents chart" per participant.
- 3) Give them at least 30 minutes to fill both charts. It's essential to promote an environment that helps the reflection on it.
- 4) Invite them to split into two groups, to discuss their Motivations and Talents. Observe the discussions around the groups. After around 20 or 30 minutes ask them to start a collective reflection

[Part 2]

- 5) Now ask the groups:
 - # What are the common motivations to change something between them
 - # What are their talents to promote this change?
- 6) While they present their reflections write the mentioned keywords: in one paper Motivations and the second paper Talents.
- 7) Finish this activity, asking them to identify if they recognize common Motivations and Talents between all members of this group.



IYE-LABS

MOTIVATIONS AND TALENTS

What motivates you?

What would you like to change? Fly! Dream!

What are your talents?

This is the moment to be generous with yourself!

DYNAMIC 14 | In your shoes


Purpose Strengthen the power of collaboration and to put the participant in someone else's position.



Time 30 min



Materials Music


Steps

- 1) Ask them to stand in a circle.
- 2) They have to remove their shoes and leave in front of each other.
- 3) Play the music and ask the circle to spin.
- 4) Stop the music after some seconds, and they have to wear the shoes available in front of each other.
- 5) Play the music again and wearing shoes, the circle has to move.
- 6) After a few minutes, stop the music again and ask them to remove the shoes.
- 7) You can repeat the session once more: play the music and ask them to wear the shoes in front of each other, no matter if this shoe is yours or not. Start the music and ask the circle to move on. Then, stop the music again.
- 8) In the circle, you can ask them to remove the shoes and sit on the floor.
- 9) Start a collaborative discussion:
 - # Was it comfortable to wear shoes from another person?
 - # Was it easy to move on wearing it?
 - # Are we the same? What are our differences?
- 10) Here you can explore the understanding of putting yourself in someone else's position and ask them to give you real examples in daily life when we had no empathy with another person.

DYNAMIC 15 | Circular market*



Purpose Stimulate exchange, solidarity and a reflection if we are prepared to share with others.



Time 60 min – 90 min



Materials Printed card (to be printed), flipchart and marker pen.



Note to the dynamizer

This is not a kind of activity that needs to be finished in one day. You can split this dynamic in two days, and this market can be a permanent exercise for the group during the whole itinerary process.



Step-by-step

[Part 1]

- 1) Start explaining the experience called Time Banking System (you will find the explanation below)
- 2) Give a printed card to each participant, who has to answer the following questions:
 - # What are your needs that another person could help you? Example: I have a table that needs to be repaired. I need help to learn a language. I need help to learn cooking.
 - # What can you contribute to this group? What are the resources you can offer? Example: I can offer three guitar lessons, or one hour of soccer training, or a cooking course.
- 3) Once they finish their cards, ask them to split into groups of 5 to discuss the guidelines for this exchange based on solidarity and fairness.

- 4) The group has to establish until ten rules for this guideline and write them in a flipchart. Important: money plays no role in this market. The currency is the time, and the value of this activity is the exchanging process.

[Part 2]

- 5) After established the market guidelines, start a market! Give them 30 minutes to walk around, talk to each other and deal.
- 6) After 20 minutes, ask them to stand in a circle and ask who had a good deal.

- 7) Reflect together what they realized during this exercise:

- # Is it easy to identify what do I have to offer?
- # Is it easy to determine what my needs are? Could be exchanged and not bought?
- # What was my feeling during the market?
- # Would it be possible to implement the Time Banking where we live? Or, between us?
- # Would it be possible to implement this kind of experience in our community?

Time Banking (www.timebanking.org)

This initiative encourages people to share their time and skills. Participants earn time credits by giving their time to others in their communities. They can spend their time credits on the skills and support of other participants when they need a helping hand. People help each other out with everything from babysitting to sharing meals or repairing something - anything that brings them together and enriches their lives.

See the video: <https://youtu.be/aB8ifVJ34JU>

Premise

- # Everyone has something to contribute.
- # Reciprocity: Helping each other builds strong relationships and community trust.
- # Respect is the basis for a community.
- # Time is the currency and every "time" exchanged has the same value.
- # The exchange must not be direct: Any other participant can reward the given time to someone.

DYNAMIC 16 | Diversity Mandala*


Purpose Stimulate a reflection of youth diversity.



Time a workshop day or more



Materials Printed-paper "Diversity Identity - Blank" (size A3), "Diversity Mandala" in a projection or can be printed as a poster, printed-paper "Why does diversity matter?", "Panning Sheet", flipchart, marker pen and internet (and/or) media access.



Note to the dynamizer

This is not a kind of activity that needs to be finished in one day. You can split this dynamic in two days if you feel that it is necessary. This activity aims to stimulate a reflexion about the diversity in the group.



Step-by-step

[Part 1]

- 1) Ask your group the meaning of Diversity for them and take note of all of the inputs in a flipchart paper.
- 2) Split them into groups with 4 or 5 members each.
- 3) Give them the paper "Diversity Identity - Blank" and ask them to fill in each field a diversity aspect in their opinion. Example: Religion, ethnicity, physical appearance, etc.

[Part 2]

- 4) After around 20 minutes, ask them to compare with the others.
- 5) Introduce them to the "Diversity Mandala", give a copy to each one and follow the exercise below:

Diversity Mandala

This mandala can be used as a reflective tool to develop our understanding of diversity.

Step 1- Read over the factors on the three dimensions. Fill in each field the answer related to you. For example, age 25, mother tongue Portuguese, religion Buddhist.

Step 2 - Think about how they influenced the choices and decisions you made up to this point in your life. Which has had a positive impact? Which has had a negative effect? Which are you proud of? Which do you try to hide from others?

Step 3 - Looking at the factors again, think about those you have difficulty in accepting in other people. Which of the elements do you make snap judgments on? Which negatively influence your decisions? What factors cause you to try to avoid contact with others?

Step 4 – Now, ask yourself: how do I treat a person differently, both positively and negatively, based on what I know, or the assumptions I am making, about the person?

- 6) Into groups ask them to discuss between their observations based on this exercise.

[Part 3]

- 7) Introduce them the text "Why does cultural diversity matter?" and start a discussion about it.
- 8) Promote a collective reflection following these topics below:
 - # How to combat polarization and stereotypes?
 - # How to promote diversity in our group?
 - # How handles our society diversity?
 - # How the media treats diversity? Please, check on the Internet now or magazines, newspapers, how diversity has been discussed.
 - # Does our group here, in this training itinerary, diverse? If not, how could we engage more people in this project?
 - # What could we promote to bring diversity to our group?
- 10) After around 30 minutes, ask them to present their conclusions on this subject.

[Part 4]

11) Let's do something together! Now it is your time to promote something for a cultural diversity exercise. What could we do? Here, some examples.

Visit an art exhibit

Visit a museum or a cultural heritage dedicated to other cultures

Learn about another religion

Make an international movie night

Listen to a musical tradition from a different culture

Play a sport related to a different culture

Promote an _____ international food meeting

Learn about traditional celebrations from other cultures

Take a look in the handbook "Yes I am" - Youth exchange for social inclusion on art and migration - developed by Associazione InCo Interculturalità & Comunicazione. This NGO promoted an activity named "Intercultural Appetizer".
///
www.incoweb.org

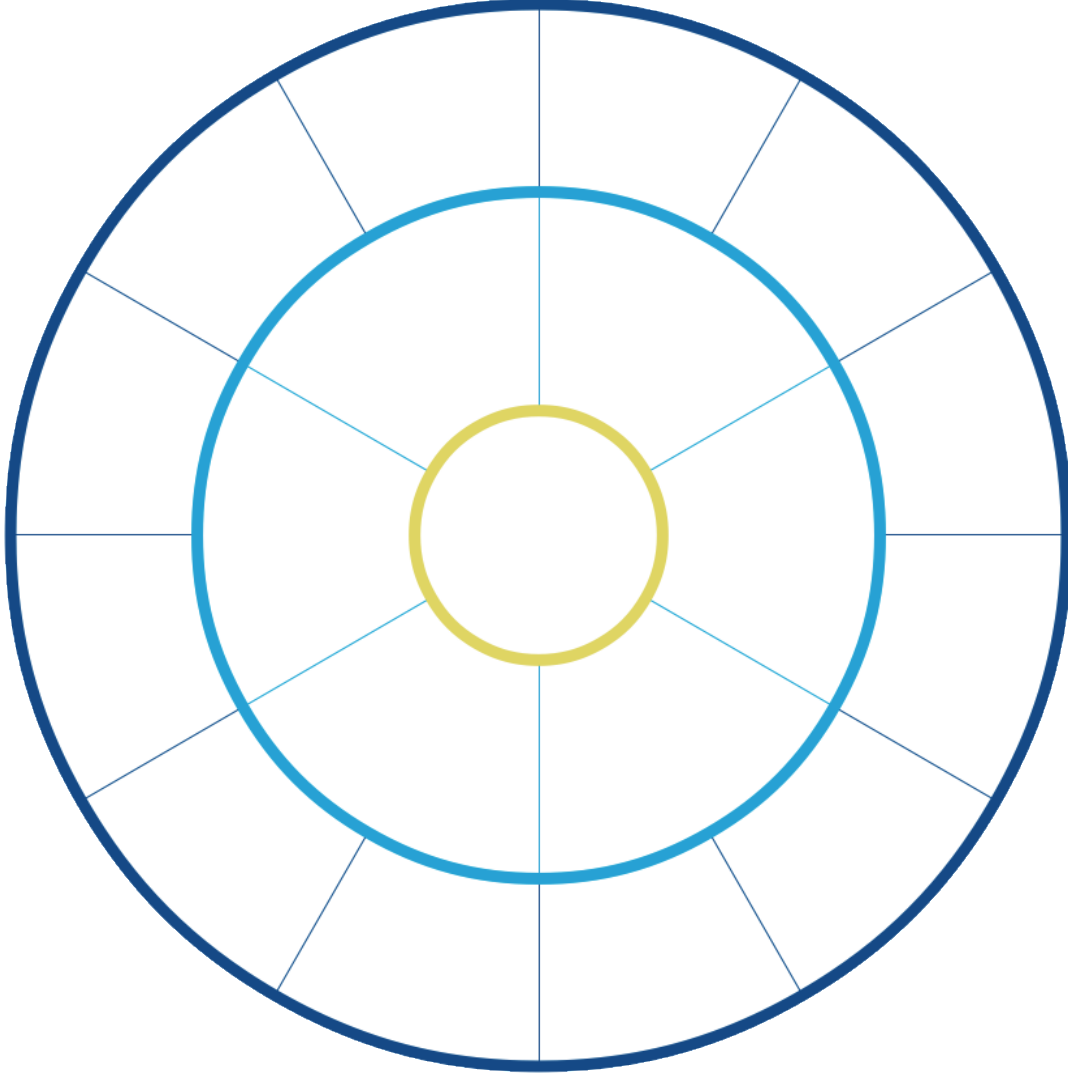
The output of this activity

12) Now it is time to plan what you are going to do together to promote cultural diversity between your groups. We propose you a form to plan this output using the "Planning Sheet". You can adjust it in a flipchart or another bigger format. It is fundamental that this process occurs as a participative activity.

13) This experience doesn't need to be a big event, but it is an opportunity for encounters and collective practical activity.

14) It is essential to register this experience, by photos, videos or social media tools.

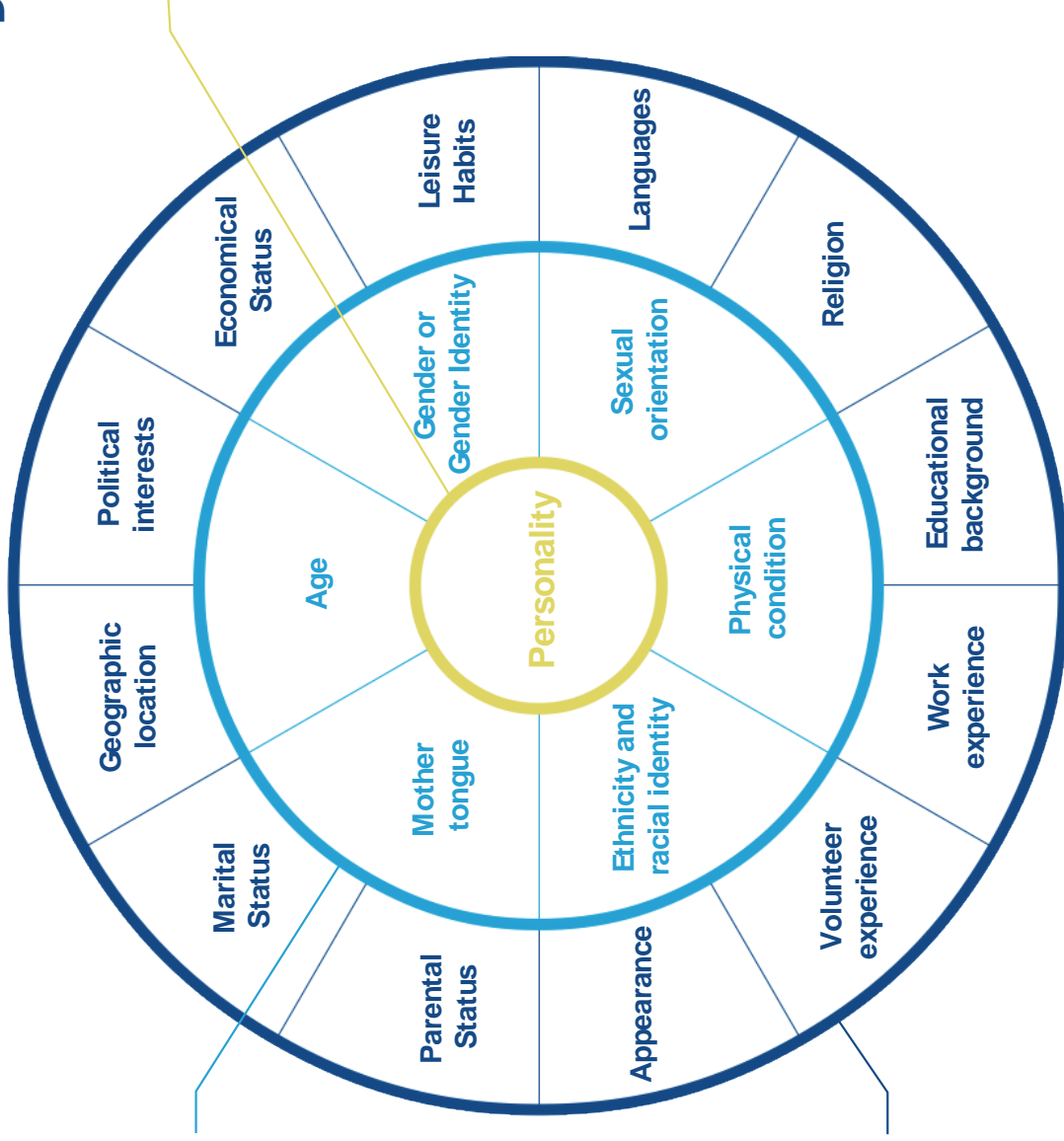
DIVERSITY IDENTITY BLANK



Adapted from
Gardenswartz, L. and Rowe, A

Internal dimensions

Aspects of diversity over which we cannot control. These dimensions include the first things we see in other people, such as race or gender and on which make many assumptions and base judgments are made,



Personality

Individual likes and dislikes, values, and beliefs. Usually personality is shaped early in life and is both influenced by, and influences, the other layers throughout one's lifetime and career choices.

External dimensions

Aspects of our lives which we have some control over, that might change over time.

Adapted from
Gardenswartz, L. and Rowe, A
Four layers of diversity

INTRODUCTION TEXT

Why does diversity matter?

According to the United Nations, three-quarters of the world's major conflicts have a cultural dimension and bridging cultures became an important key for peace, development.

Cultural diversity is an asset for poverty reduction and the achievement of sustainable development, leading a more fulfilling intellectual, emotional, moral and spiritual life. Recognition and respect for cultural diversity is the beginning of a mutual understanding.

It is important to remind, that in 2001, UNESCO - United Nations Educational, Scientific and Cultural Organization - adopted the Universal Declaration on Cultural Diversity and in December 2002, the United Nations General Assembly, in its resolution 57/249, declared May 21 to be the World Day for Cultural Diversity for Dialogue and Development.

What are our challenges, according to the United Nations?

Raise awareness about the importance of intercultural dialogue, diversity and inclusion.

Build a world community of individuals committed to support diversity with real and everyday-life gestures.

Combat polarization and stereotypes to improve understanding and cooperation among people from different cultures.

READ MORE

Universal Declaration on Cultural Diversity

http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

United Nations General Assembly - Resolution 57/249

<https://undocs.org/A/RES/57/249>

(Adapted from UNESCO Campaign – World Day for Cultural Diversity for Dialogue and Development)

| | | |
|----------------------------|----------------------------|---------------------------|
| What are we going to do? | How are we going to do? | Where are we going to do? |
| | | When are we going to do? |
| What do we need? | Who are in charge of what? | |
| What do we expect with it? | | |

DYNAMIC 17 | Logbook*



Purpose Stimulate a reflection of each meeting day using a ludic method.



Time 10 – 20 min



Materials Notebook with blank sheet paper, pen, marker pen.



Note to the dynamizer

This activity is collective to be executed at the end of every meeting workshop day.



Step-by-step

This logbook is a notebook to register the collective experiences of the group: though, ideas, texts, pictures, graphics and any other contribution to record the journey of the group. Through this expression tool you, as dynamizer, can collect testimonials to indicate feelings and leanings of the participants.

We recommend you to implement it on the first day with your group and repeat it at the end of every meeting.



UNDERSTANDING THE REALITY

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.

Proposed extra activities

Inspirational talk: a common talk, either on-site or virtual, to inspire participation, solidarity and cooperation for the common good.

Online exchanges between groups from all participant countries, to know what is happening, what are the challenges that are facing other localities and learn different points of view that can contribute to their project design.

Practical activities based on Sustainable Development Goals (United Nations), applied on the local level.

In this module, participants will be invited to observe their environment, where they live and their daily lives. Knowing your surrounding is a valuable exercise to recognize problems but also identify potentials and, most important, how youth can take part in a social change.

The structure of this chapter

We recommend you to follow the suggested activities sequence to preserve the formative itinerary.

As mentioned before, each module has an "Introduction Workshop" which must be implemented at the beginning of each phase. Below you find the list of dynamics proposed. All of them are compulsory and they are indicated with a star sign (*).

Module 2 – Introduction Workshop

Module 2 - Activities Library

Dynamics description

Dynamic 18 - Our group profile*

Dynamic 19 - SDG (Sustainable Development Goals) around me*

Important note: after each dynamic, outputs must be produced and it is the basis for the next module.

UNDERSTANDING THE REALITY | KEY POINTS

Systemic perspective and interdependence

Local challenges

Concepts of sustainability

Sustainable Development Goals

Conscious consumption

Ethic and global citizenship

Inspirational stories

Keys for transformation

UNDERSTANDING THE REALITY | INTRODUCTION WORKSHOP

| Planning Table | | |
|---|-------------------------|---|
| Module: Understanding the reality | Workshop number: | |
| Dynamizer: | | |
| Date: | Number of Participants: | |
| Duration: 4 hours | Pause: 20 minutes | |
| Goals of the day: | | |
| <div>- Introduce the next module to the group</div> <div>- Start the active moment of the project</div> | | |
| Welcome moment | | |
| Description | Time planned | Notes |
| Welcome Welcome participants and explain this new module | 10 - 15 min | Here you can implement any activity for warming this meeting or ask someone for running it. |
| Agenda of the day | | |
| Description | Time planned | Notes |
| Present the agenda of the day Here you are going to present the schedule of the day, which kind of activities you are going to experiment and what is the goal of the day. * Guardian moment * * Animator moment | 5 – 10 min | |

| Activity moment | | |
|--|--------------|---|
| Description | Time planned | Notes |
| <p>Dynamic 18 – Our group profile Stimulate a reflection of their profile as an individual and as a group.</p> <p>Pause</p> <p>Inspirational Talk You can organize an inspirational talk for the beginning of this module.</p> | 80 – 120 min | You will find descriptions of each dynamic on page 47 |
| Evaluation of the day | | |
| Description | Time planned | Notes |
| Logbook activity – Dynamic 17 | 20 – 30 min | You will find descriptions of each dynamic on page 41 |

Notes to the dynamizer

- # The time planned is just a suggestion, but it depends on the size of your group.
- # Consider a pause every two hours. It helps the dynamic and workshop's environment.
- # Use the "Notes" field to register impressions, observations about the activity or participants, to help you for the next workshop.
- # Prepare all supporting materials you will need - flipchart, marker pen or a visual projection - before the meeting, according to each activity.
- # At this module, you cannot forget that your group has an Output to deliver. This turns this phase a practical session, and it helps to ground the next steps.



UNDERSTANDING THE REALITY ACTIVITY LIBRARY

ACTIVITY MOMENT
DYNAMIC 18 | Our group profile*


Purpose Stimulate a reflection of their profile as an individual and as a group.



Time a workshop day



Materials Printed-paper with the "Reflexion Wheel-1" (size A4), "Reflexion Wheel-2" (size A4) and "Reflexion Wheel-3" (size A4), big "Reflexion Wheel - 1" (size A2 or Flipchart Size), marker pen, cardboard in different colours, scissors, glue and stationery items.



Note to the dynamizer

This is not a kind of activity that needs to be finished in one day. You can split this dynamic in two days if you feel that it is necessary.



Step-by-step

[Part 1]

- 1) Groups of 5 to 6 participants must build a wall clock with the materials offered by you.
- 2) They have only 15 minutes to finish it.
- 3) After finishing their clocks, ask them to expose their jobs to all.
- 4) Ask them and start a collective reflection:
 - # How did they feel during this task?
 - # Did they face some difficulties? Which?
 - # How did they work together as a group?
 - # Had you any disagreement?
 - # How did you handle it?

[Part 2]

- 5) After a short collective reflection, distribute to each one the printed-paper with the "Reflexion Wheel - 1".
- 6) Ask them to build a chart of themselves:
 - # From 0 to 10, how introverted are you when working in a group?
 - # From 0 to 10, how extroverted are you when working in a group?
 - # From 0 to 10, do you like to plan before doing something?
 - # From 0 to 10, do you like to take action and have something done?
- 7) They must mark in the circle, according to their evaluation and connect the dots.
- 8) Now they should draw a line from the centre of each edge towards the centre of the square. The point of intersection of all of them will indicate the phase where their comfort zone is.
- 9) Give them a copy of "Reflexion Wheel-2" and "Reflexion Wheel-3" and ask them to analyse themselves.
 - # Can they recognize themselves with the description of the four profiles?
- 10) Then, ask them to compare with others and reflect how they feel, looking at their "Reflexion Wheel" and thinking about:
 - # How this could help them in their educational and/or professional and/or daily life?
 - # As a group, where are our common points?
- 11) This is a great moment to reflect as a team about what happened and the results to get to know each other better.

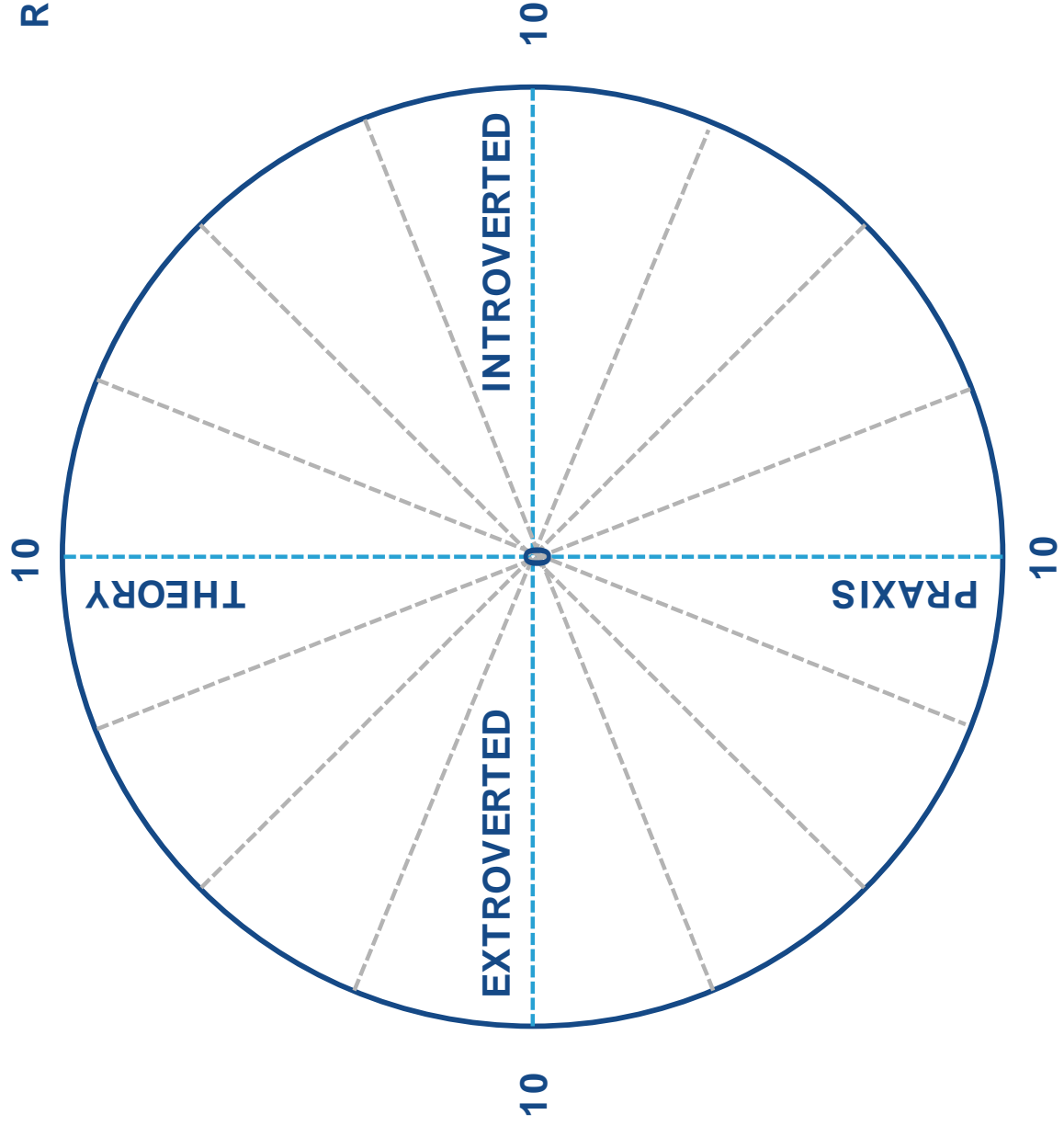
[Part 3]

- 12) Now, let's analyse ourselves as a group. Ask each one to mark in the "Reflexion Wheel - 1" (size A2 of flipchart size) their connection point with a post it and their names on it.
- 13) Analyse together your chart as a group and discuss the importance of having different personalities, skills and talents to build a good team.

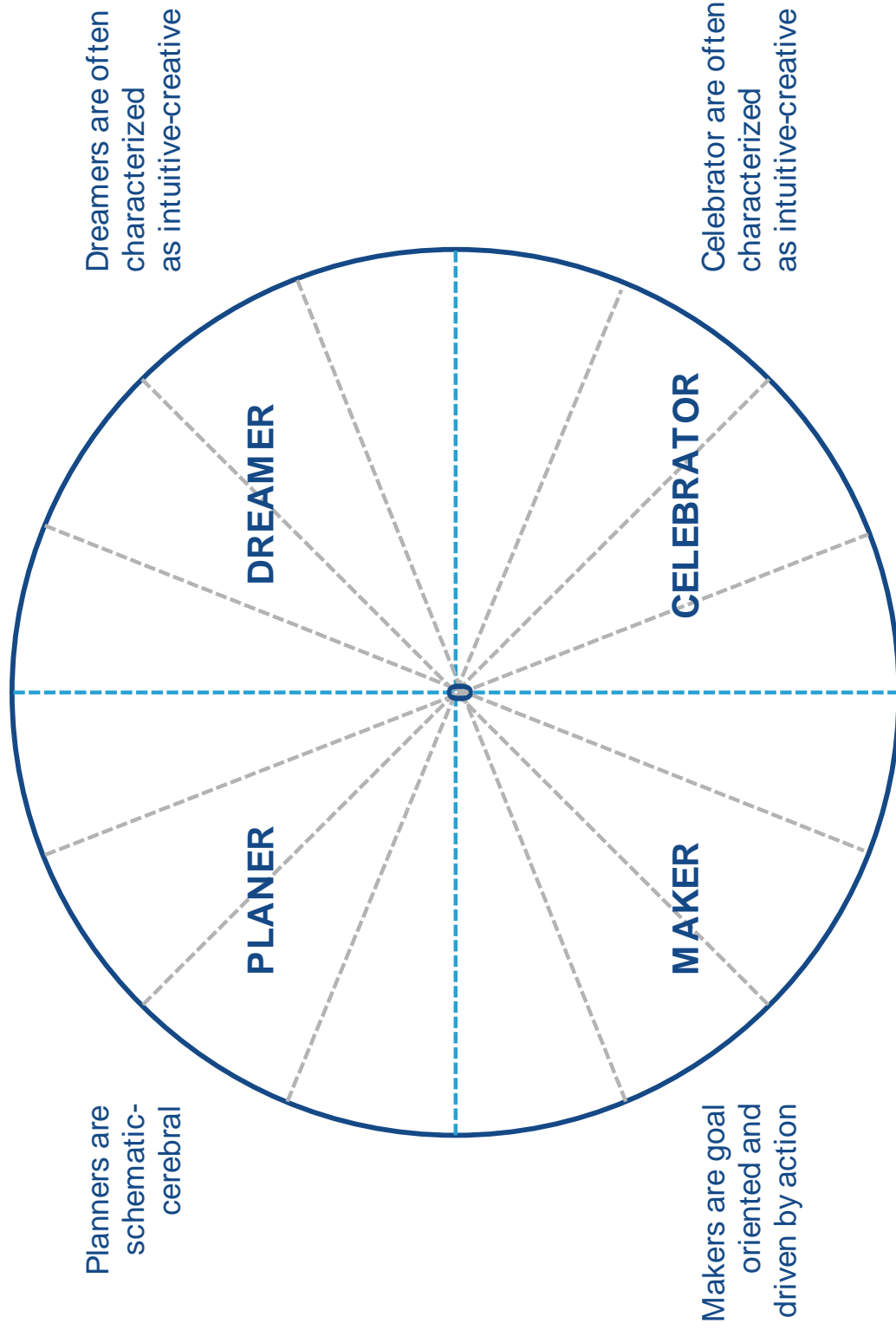
Important to the discussion!

Everyone has these four characteristics within. We change roles depending on the project, the people with whom we are relating to or the stage of our life in which we find ourselves, etc.

(Adapted from Dragon Dreaming)



REFLEXION WHEEL-2



Adapted from
Dragon Dreaming

Planners

Are also open to new experience, but are more judgmental, in touch with goals and objectives. They tend to be extroverts, comfortable in engaging with the natural environment and with other people. They need effective coaching and learn best through understanding the concepts.

Dreamers

Are open to new experience, are more intuitive, in touch with their visions and intentions, and tend also to be agreeable and slightly more introverted than others. They need directional leadership, and learn best through engaging the imagination through good stories.

Makers

Are more conscientious, self-disciplined and committed to making things happen. They learn best through perceiving what is happening when they are doing it, and like the extroverts, are comfortable in engaging within the natural world. Doers are less interested in the overall strategy but are more interested in others behaviour and in appropriate support for what they are doing.

Celebrators

Are the group that is most agreeable, and like seeing what happens at the completion of the task. They are interested in the review process, the meta-cognition, of knowing what can be learned from what has been done, and celebrating the satisfactory completion of the tasks completed and of the people who have been engaged for who they are. Celebrators are interested not just in the product, but also in the process. For them the end does not justify the means.

Source: John Croft and
Lizandra Barbuto #27

ACTIVITY MOMENT
DYNAMIC 19 | SDG (Sustainable Development Goals) around me*


Purpose Understanding of the SDG and how it is part of our daily life.



Time a workshop day or more



Materials Sustainable Development Goals Presentation, "Investigation Map" (size A3) "SDG Team Chart" (size A3 or A2), pen, app SDG (<https://sdgsinaction.com>), mobile phone (or camera) and internet.



Notes to the dynamizer

About the activity

This activity needs from you a preparation to read and understand the context of the SDG (Sustainable Development Goals) and how your city, state or country has been working on it. For this dynamic, your group will use hours for outdoor activities. Then, don't forget to consider these hours in this module.

We strongly recommend you, as dynamizer, to download the app SDG (<https://sdgsinaction.com>), It is an exciting tool and you can access each indicator, see experiences around the world and also share your activities.

Using the "SDG Team Chart," you are going to set a collective compromise: each one will take a responsibility to be finished and presented to the group until the established deadline.

It is important to consider outdoor activities as working hours; for this reason, this module holds an amount of 40 hours.

Maybe your group will need your support to fill and identify external stakeholders related to their SDG. For this reason, in this activity, your participation as a "coach" is crucial.

Outputs of this activity

Social Media Space - your group will need to choose a social media to publish and record the experience of interviewing people or registering images and texts, that represents their related SDG.

"Investigation Map" – this task is crucial to the next module of the itinerary training. For this reason, your mentoring to the groups in this activity will be fundamental.



Step-by-step

[Part 1]

- 1) Introduce the SDG to the group as ask them to share what they know or already have heard about it.
- 2) Distribute the SDG text "Sustainable Development Goals" and "Youth and Sustainable Development Goals", and give them a few minutes to read it.
- 3) Ask them to download the application for mobile phones SDG (<https://sdgsinaction.com>), or to access the page of the United Nations (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>).
- 4) In groups, they must choose 2 or 3 SDGs and read the target list of each goal.
- 5) Now, open to a collective discussion:
 - # How they perceive the SDGs in their daily life?
 - # How could they identify the omission by Decision Makers, Government, Companies, NGOs and individuals, to promote the development of our lives, following these SDGs?
 - # How could they, as a youth, realise something to stimulate local development, based on SDGs?
- 6) To bring the SDG to their day-to-day lives, propose them to join the "Investigation Map" challenge.
- 7) Ask them to split into groups with 2 to 3 members. Each group will work on an investigation challenge to identify how SDGs are part of their daily lives.

[Part 2]

- 8) Time to plan for your "Investigation Map" challenge. Ask each group to choose 1 to 3 SDG's Goals (1 to 16) between them. Important: Goal 17 – Partnership for the goals – stays out of this activity.
- 9) Distribute the introduction text "Sustainable Development Goals (SDG)", "Youth and Sustainable Development Goals" and goals description.
- 10) Now, fill with the group the "SDG Team Chart", which is important to make a collective commitment, to share tasks responsibilities and to define in which

social media (only in one of them) you, as a group, are going to record this experience.

11) Ok! Now, is working camp time!

[Part 3]

12) After finishing the working camp time, the groups must meet for a workshop day and present the results of their investigation.

13) Ask them to fix their "Investigation Map" on the wall and tell them to walk around the room to observe, read and note their questions.

14) In a circle, ask them to make questions to each other after this round.

15) After 30 minutes of Q&A exchange, start a reflexion about this experience.

How do they feel after this investigation activity?

What are the lessons learned with this activity?

What would they do with all of this information?

Which SDG is directly connected to their reality?

How do these SDGs affect their lives and future?

How does this exercise touch me?

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

INTRODUCTION TEXT

Sustainable Development Goals

The 17 Sustainable Development Goals (SDG) aims at eradicating poverty across the world by 2030.

They include a global dashboard of targets and indicators under each goal from which countries can select the most appropriate and relevant. The SDGs cover areas such as food security, health, education, energy, gender equality, infrastructure development, employment, urbanization, environmental protection, and combating climate change.

Sometimes people have the impression that United Nations decisions are too far from their lives, but believe: these decisions have an impact in our daily lives, inside of our house, our schools and communities.



READ MORE

United Nations Sustainable Development Goals

<https://www.un.org/sustainabledevelopment/>

Youth and the 2030 Agenda for Sustainable Development

<https://www.un.org/development/desa/youth/world-youth-report/wyr2018.html>

Youth and Sustainable Development Goals

SDG agenda is applicable to all nations and stimulates action on five key themes: people, planet, prosperity, peace, and partnership, proposing not leaving anyone behind.

The young people of today will experience the success or failure of the SDG. This is why it is important to engage and empower youth.

Every youth matters

Youth are not a homogenous group, but represents a broadly diverse group of individuals. You experienced this exercise during a workshop of IYE-Lab and could see how diverse you are: some live in rural areas, while others in big cities, level of education and economic conditions may be different. Certain youth frames, such as young women, black and indigenous youth, and youth with disabilities face multiple forms of discrimination.

Youth as a development priority

The world pays a high cost when development policies don't attend the needs and aspirations of youth. For example, unemployment or vulnerable and informal employment, long term development possibilities or youth under risks of civil wars and conflicts.

Youth as participants

Young people are a dynamic force of political change and social transformation when they are included in decision-making processes.

(Youth and the 2030 Agenda for Sustainable Development Report)

| | | | |
|--|---|-----------------------|---------------------|
| <p>Where are we going to register our Investigation Map?</p>      | <p>Who is in charge of what?</p> <div> <div>     </div> <div>     </div> <div>     </div> <div>     </div> </div> | <p>Our dead line:</p> | <p>Other tasks:</p> |
|--|---|-----------------------|---------------------|



WHY IT MATTERS

GOAL

To end poverty in all its forms everywhere by 2030.

WHY?

11% of the world population still live in extreme poverty and is struggling to fulfil the most basic needs like health, education, access to water and sanitation. The majority of people living in extreme poverty (less than \$1.90 a day) live in Southern Asia and sub-Saharan Africa, representing 70% of the global total of extremely poor people. However, this issue also affects developed countries: 30 million children are growing up poor in the world's richest countries.

WHY SHOULD I CARE ABOUT IT?

As human beings, our well-being is linked to each other. Growing inequality is detrimental to economic growth and undermines social cohesion, increasing political and social tensions and, in some circumstances, driving instability and conflicts. The economist Jeffrey Sachs calculated that the total cost per year to end extreme poverty worldwide in 20 years, represents less than 1% of the combined income of the richest countries in the world.

READ MORE <https://www.un.org/sustainabledevelopment/poverty/>

NOW IT IS YOUR TURN!

With your Investigation Map, it's your chance to understand better about this issue. Look for information on the internet, media, interview people, specialists or opinion leaders, visit NGOs, and why not public services in your community or city. Be curious! Fill your Investigation Map and don't forget to register it in our social media account with a description of your work! Let's use the internet as an instrument for social change!

(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

WHY?

Extreme hunger and malnutrition are barriers to sustainable development. Hunger and malnutrition mean less productive individuals, who are more vulnerable to disease and unable to improve their livelihoods. There are approximately 800 million people who suffer from hunger worldwide.

WHY SHOULD I CARE ABOUT IT?

A world with zero hunger can positively impact our economies, health, education, equality and social development. It's an essential piece of building a better future for everyone. Additionally, with hunger limiting human development, we will not be able to achieve the other sustainable development goals such as education, health and gender equality.

We will need an estimated additional \$267 billion per year on average to end world hunger by 2030. There will need to be investments in rural and urban areas, and in social protection, so poor people have access to food and can improve their livelihoods.

READ MORE

<https://www.un.org/sustainabledevelopment/hunger/>

NOW IT IS YOUR TURN!

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To ensure healthy lives and promote well-being for all at all ages.

WHY?

Ensuring healthy lives and promoting well-being for all at all ages is important to building prosperous societies. However, inequalities in health care access persist.

HOW MUCH WILL COST?

Ensuring healthy lives for all requires a strong commitment, but the benefits outweigh the cost. Healthy people are the foundation for healthy economies. For example, if we spent \$1 billion in expanding immunization coverage against influenza, pneumonia and other preventable diseases, we could save 1 million children's lives each year. In the past decade, improvements in health and healthcare led to a 24% increase in income growth in some of the poorest countries

READ MORE

<https://www.un.org/sustainabledevelopment/health/>

NOW IT IS YOUR TURN!

With your Investigation Map, it's your chance to understand better about this issue. Look for information on the internet, media, interview people, specialists or opinion leaders, visit NGOs, and why not public services in your community or city. Be curious! Fill your Investigation Map and don't forget to register it in our social media account with a description of your work! Let's use the internet as an instrument for social change!

(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

Ensure inclusive and quality education for all and promote lifelong learning.

WHY?

Education is the key to the Sustainable Development Goals (SDGs). When people can get quality education, they have the chance of breaking the cycle of poverty. It also empowers people everywhere and is also crucial to fostering tolerance between people and contributes to more peaceful societies.

WHY SHOULD I CARE ABOUT IT?

It is critical that the process of increasing access to quality education for youth is inclusive and leaves no one behind. Young women do not have the same access to education and training as their male peers, which deprives them of the ability to make decisions about their lives, including the pursuit of higher education and formal employment. Empowering young women and ensuring equitable investments in their human capital are essential for sustainable development.

READ MORE

<https://www.un.org/sustainabledevelopment/education/>

NOW IT IS YOUR TURN!

With your Investigation Map, it's your chance to understand better about this issue. Look for information on the internet, media, interview people, specialists or opinion leaders, visit NGOs, and why not public services in your community or city. Be curious! Fill your Investigation Map and don't forget to register it in our social media account with a description of your work! Let's use the internet as an instrument for social change!

(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To achieve gender equality and empower all women and girls.

WHY?

Women and girls represent half of the world's population, but today, gender inequality persists everywhere. Disadvantages in education translate into lack of access to skills and limited opportunities in the labour market. Women's and girls' empowerment is essential to expand economic growth and promote social development

ARE THERE ANY OTHER GENDER-RELATED CHALLENGES?

Yes. Worldwide, 35% of women between 15-49 years of age have experienced physical and/ or sexual intimate partner violence or non-partner sexual violence. 1 in 3 girls aged 15-19 have experienced some form of female genital mutilation/cutting in the 29 countries in Africa and the Middle East, where the harmful practice is most common with a high risk of prolonged bleeding, infection (including HIV), childbirth complications, infertility and death.

READ MORE

<https://www.un.org/sustainabledevelopment/gender-equality/>

NOW IT IS YOUR TURN!

With your Investigation Map, it's your chance to understand better about this issue. Look for information on the internet, media, interview people, specialists or opinion leaders, visit NGOs, and why not public services in your community or city. Be curious! Fill your Investigation Map and don't forget to register it in our social media account with a description of your work! Let's use the internet as an instrument for social change!

(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To ensure access to safe water sources and sanitation for all.

WHY?

Access to water and sanitation is a human right, but billions still face daily challenges accessing the most basic service. Around 1.8 billion people globally use a source of drinking water that is fecally contaminated. Some 2.4 billion people lack access to basic sanitation services, such as toilets or latrines. Water scarcity affects more than 40 % of the global population and more than 80% of wastewater resulting from human activities.

WHY SHOULD I CARE ABOUT IT?

Water and sanitation-related diseases remain among the major causes of death in children under five; more than 800 children die every day from diarrheal diseases linked to poor hygiene. By managing our water sustainably, we are also able to manage our production of food and energy better and contribute to decent work and economic growth. Moreover, we can preserve our water ecosystems, their biodiversity, and take action on climate change. Poor hygiene and unsafe water are responsible for nearly 90% of these deaths and mostly affect children.

READ MORE

<https://www.un.org/sustainabledevelopment/water-and-sanitation/>

NOW IT IS YOUR TURN!

With your Investigation Map, it's your chance to understand better about this issue. Look for information on the internet, media, interview people, specialists or opinion leaders, visit NGOs, and why not public services in your community or city. Be curious! Fill your Investigation Map and don't forget to register it in our social media account with a description of your work! Let's use the internet as an instrument for social change!

(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To ensure access to affordable, reliable, sustainable and modern energy for all.

WHY?

Our everyday lives depend on reliable and affordable energy services to function smoothly and to develop equitably. A well-established energy system supports all sectors: from businesses, medicine and education to agriculture, infrastructure, communications and high technology. For many decades, fossil fuels such as coal, oil or gas have been significant sources of electricity production, but burning carbon fuels produces large amounts of greenhouse gases which cause climate change and have harmful impacts on people's well-being and the environment. This affects everyone, not just a few

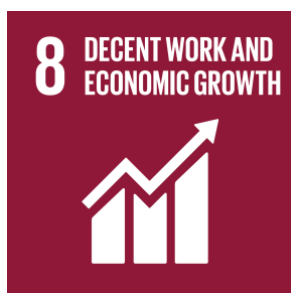
READ MORE

<https://www.un.org/sustainabledevelopment/energy/>

NOW IT IS YOUR TURN!

With your Investigation Map, it's your chance to understand better about this issue. Look for information on the internet, media, interview people, specialists or opinion leaders, visit NGOs, and why not public services in your community or city. Be curious! Fill your Investigation Map and don't forget to register it in our social media account with a description of your work! Let's use the internet as an instrument for social change!

(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To promote inclusive and sustainable economic growth, employment and decent work for all.

WHY?

Poverty eradication is only possible through stable and well-paid jobs. Nearly 2.2 billion people live below the US\$1.90 poverty line.

Decent work means opportunities for everyone to get a job that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration. It is also important that all women and men are given equal opportunities in the workplace. A continued lack of decent work opportunities, insufficient investments and under-consumption lead to an erosion of the basic social contract underlying democratic societies: that all must share in progress. Providing youth with the best opportunity to transition to a decent job calls for investing in education and training of the highest possible quality, providing youth with skills that match labour market demands, giving them access to social protection and basic services regardless of their contract type, as well as levelling the playing field so that all aspiring youth can attain productive employment regardless of their gender, income level or socio-economic background.

DECENT WORK

READ MORE

<https://www.un.org/sustainabledevelopment/economic-growth/>

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

WHY?

Economic growth, social development and climate action are heavily dependent on investments in infrastructure, sustainable industrial development and technological progress.

Basic infrastructures like roads, information and communication technologies, sanitation, electrical power and water remains scarce in many developing countries. The growth of new industries means an improvement in the standard of living for many of us. Also, if industries pursue sustainability, this approach will have a positive effect on the environment.

READ MORE

<https://www.un.org/sustainabledevelopment/infrastructure-industrialization/>

NOW IT IS YOUR TURN!

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To reduce inequalities within and among countries.

WHY?

Inequalities based on income, sex, age, disability, sexual orientation, race, class, ethnicity, religion and opportunity continue to persist across the world, within and among countries. Inequality threatens long-term social and economic development, harms poverty reduction and destroys people's sense of fulfilment and self-worth. This, in turn, can breed crime, disease and environmental degradation. Most importantly, we cannot achieve sustainable development and make the planet better for all if people are excluded from opportunities, services, and the chance for a better life. Even the richest countries still have communities living in abject poverty. The oldest democracies still wrestle with racism, homophobia and transphobia, and religious intolerance. A recent UNICEF report noted growing inequality among children in several high-income countries.

READ MORE

<https://www.un.org/sustainabledevelopment/inequality/>

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To make cities inclusive, safe, resilient and sustainable.

WHY?

Half of humanity - 3.5 billion people - lives in cities today, and this number will continue to grow. Inequality is a big concern. 833 million people live in slums, and this number keeps rising. The levels of urban energy consumption and pollution are also worrying. Cities occupy just 3% of the Earth's land but account for 60-80% of energy consumption and 75% of carbon emissions. Many cities are also more vulnerable to climate change and natural disasters due to their high concentration of people and location, so building urban resilience is crucial to avoid human, social and economic losses.

All these issues affect every citizen. Inequality can lead to unrest and insecurity, pollution deteriorates every one's health and affects workers' productivity and therefore, the economy, and natural disasters have the potential to disrupt everyone's lifestyles.

READ MORE

<https://www.un.org/sustainabledevelopment/cities/>

NOW IT IS YOUR TURN!

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To ensure sustainable consumption and production patterns.

WHY?

There are many aspects of consumption that with simple changes can have a significant impact on society as a whole. For example, each year, about one-third of all food produced is thrown away. Water pollution is also a pressing issue that needs a sustainable solution. We are polluting water faster than nature can recycle and purify water in rivers and lakes.

As a consumer, there are two main ways to help: 1. Reducing your waste and 2. Being thoughtful about what you buy and choosing a sustainable option whenever possible. Reducing our waste can be done in many ways, from ensuring you don't throw away food to reducing your consumption of plastic - one of the main pollutants of the ocean. Carrying a reusable bag, refusing to use plastic straws, and recycling plastic bottles are good ways to do your part every day. Making informed purchases about what we're buying also helps. For example, the textile industry today is the second largest polluter of clean water after agriculture, and many fashion companies exploit textile workers in the developing world.

READ MORE

<https://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

Taking urgent action to tackle climate change and its impacts.

WHY?

Climate change is caused by human activities and is threatening the way we live and the future of our planet. By addressing climate change, we can build a sustainable world for everyone. However, we need to act now. Are people's lives being affected by climate change? Yes. Severe weather and rising sea levels are affecting people and their property in developed and developing countries.

We are seeing how climate change can exacerbate storms and disasters, and threats such as food and water scarcity, which can lead to conflict.

READ MORE <https://www.un.org/sustainabledevelopment/climate-change/>

NOW IT IS YOUR TURN!

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To conserve and sustainably use the world's oceans, seas and marine resources.

WHY?

Oceans provide essential natural resources, including food, medicines, biofuels and other products. They help with the breakdown and removal of waste and pollution, and their coastal ecosystems act as buffers to reduce damage from storms. Maintaining healthy oceans supports climate change mitigation and adaptation efforts.

READ MORE <https://www.un.org/sustainabledevelopment/oceans/>

NOW IT IS YOUR TURN!

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

To sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss.

WHY?

Forests cover nearly 31 per cent of our planet's land area. From the air, we breathe to the water we drink, to the food we eat forests sustain us. Around 1.6 billion people depend on forests for their livelihood. Almost 75% of the world's poor are affected directly by land degradation. Biodiversity and the ecosystem services it underpins can also be the basis for climate change adaptation and disaster risk reduction strategies as they can deliver benefits that will increase the resilience of people to the impacts of climate change.

Some things we can do to help include recycling, eating a locally-based diet that is sustainably sourced, consuming only what we need, and limiting energy usage through efficient heating and cooling systems.

READ MORE <https://www.un.org/sustainabledevelopment/biodiversity/>

NOW IT IS YOUR TURN!

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(Adapted from United Nations Sustainable Development Goals website)



WHY IT MATTERS

GOAL

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

WHY?

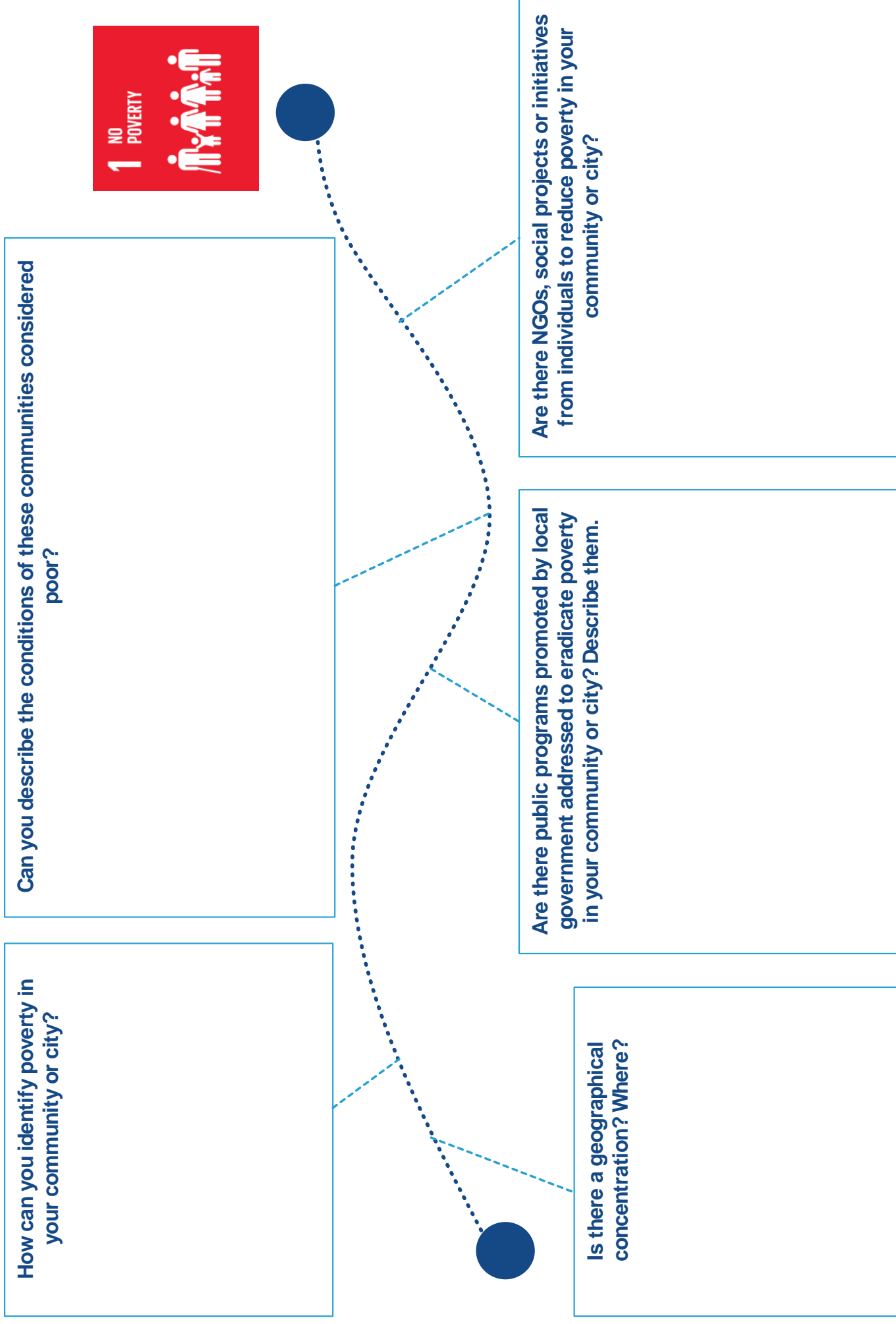
People everywhere need to be free of fear from all forms of violence and feel safe as they go about their lives, whatever their ethnicity, faith or sexual orientation. To achieve peace, justice and inclusion, it is important that governments, civil society and communities work together to implement lasting solutions to reduce violence, deliver justice, combat corruption and ensure inclusive participation at all times. Freedom to express views, in private and in public, must be guaranteed. People must be able to contribute to decisions that affect their lives. Laws and policies must be applied without any form of discrimination

READ MORE <https://www.un.org/sustainabledevelopment/peace-justice/>

NOW IT IS YOUR TURN!

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(Adapted from United Nations Sustainable Development Goals website)



How can you identify poverty in your community or city?

Are there public programs promoted by local government addressed to eradicate Hunger in your community or city? Describe them.



Is there a geographical concentration? Where?

Can you describe the conditions of these communities affected?

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city?

How can you identify lack of Health and Well-being in your community or city?

Can you describe the conditions of these communities affected?



Is there a geographical concentration? Where?

Are there public programs promoted by local government addressed to promote Health and Well-being in your community or city?
Describe them.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city?

How can you identify lack of
Education in your community or
city?

Can you describe the conditions of these communities affected by
low Quality Education?



Is there a geographical
concentration? Where?

Are there public programs promoted by local
government addressed to promote Quality
Education in your community or city?
Describe them.

Are there NGOs, social projects or initiatives
from individuals addressed to this issue in
your community or city?

How can you identify Gender Inequality in your community or city?

Are there public programs promoted by local government addressed to promote Gender Equality in your community or city? Describe them.



Can you describe the challenges of Gender Equality in your community or city?

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city?

How can you identify lack of Clean water and Sanitation in your community or city?

Can you describe the conditions of these affected communities?



Is there a geographical concentration? Where?

Are there public programs promoted by local government addressed to promote Clean water and Sanitation in your community or city? Describe them.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

How can you identify lack of Clean and Affordable Energy in your community or city?

Can you describe the conditions of these affected communities?



Is there a geographical concentration? Where?

Are there public programs promoted by local government addressed to promote Affordable and Clean Energy in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

How can you identify lack of Decent Work conditions in your community or city?

Is there a profile of affected people?



Are there public programs promoted by local government addressed to promote Decent Work and Economic Growth in your community or city?

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

How can you identify consequences of unplanned urbanization in your community or city?

Is there a profile of affected people? Are they in a specific region?



Are there public programs promoted by local government addressed to promote better infrastructure in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

INVESTIGATION MAP

How can you identify consequences of inequalities in your community or city?

Could you give us examples of inequalities in your communities or city?



Are there public programs promoted by local government addressed to reduce inequalities in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

How can you identify lack of efforts in your community or city related to his SDG?

Could you give us examples of tragedies caused by missing efforts related to this SDG in your communities or city?



Are there public programs promoted by local government addressed to this issue in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

Could you give us examples related to lack of responsible consume and production efforts in your communities or city?

How can you identify lack of responsible consume and production efforts in your community or city ?



Are there public programs promoted by local government addressed to this issue in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

How can you identify consequences of climate change in your community or city ?

Could you give us examples on how climate change has affected your communities or city?



Are there public programs promoted by local government addressed to this issue in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

Could you give us examples on how damages caused to Life below Water have affected your communities or city?

How can you identify dangerous conditions to Life below Water around your community or city?



Are there public programs promoted by local government addressed to this issue in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

How can you identify dangerous conditions of forests around your community or city?

Could you give us examples on how damages caused to forests have affected your communities or city?



Are there public programs promoted by local government addressed to this issue in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.

Could you give us examples on how violations of human rights, peace and justice have affected your communities or city?

How can you identify dangerous conditions to your community or city caused by human rights violations, peace and justice?



Are there public programs promoted by local government addressed to this issue in your community or city? Describe it.

Are there NGOs, social projects or initiatives from individuals addressed to this issue in your community or city? Tell us more about it.



CREATE TO TRANSFORM

This last module interconnects action and reflection through the design of a project that could be implemented during the next phase.

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.

During the execution period of this phase, the participants will have the opportunity to deepen their knowledge on a particular challenge and to prepare their action with a tutor.

Activity planned for this module

Technical visit as part of the project preparation step, the groups will develop a technical visit. It can be either a common visit with all participants to one project or several visits according to the interest and focus of each group (ex. a visit to the entity with which they plan to work).

Final project: the training modules will end with a performance of the groups' projects. Each initiative must be presented as a proposal for a real intervention.

As a result of this capacity-building phase developed within the IYE-LABS framework, every participant (individual or in groups) will draft a project aimed to be a practical application of the volunteering skills learned, through developing, in the next phase, the volunteering actions.

The structure of this chapter

We recommend you to follow the suggested activities sequence to preserve the formative itinerary.

As mentioned before, each module has an "Introduction Workshop" which must be implemented at the beginning of each phase. Below you find the list of dynamics proposed. All of them are compulsory and they are indicated with a star sign (*).

Module 3 – Introduction Workshop

Module 3 - Activities Library

Dynamics description

Dynamic 20 – Journey Wheel*

Dynamic 21 – Roller Coaster*

Dynamic 22 – To be heard by Policy Makers*

Dynamic 23 – Planning Puzzle*

CREATE TO TRANSFORM |

KEY POINTS

Group formation

Technical visit in the community

Diagnostic and insights on challenges and the community

Design and project drafting

Communicative dimension

Tutor guidance

CREATE TO TRANSFORM | INTRODUCTION WORKSHOP

| Planning Table | | |
|---|--------------|---|
| Module: Create to transform | | Workshop number: |
| Dynamizer: | | |
| Date: | | Number of Participants: |
| Duration: 4 hours | | Pause: 20 minutes |
| Goals of the day: | | |
| <ul style="list-style-type: none"> - Introduce the next module to the group - Project planning | | |
| Welcome moment | | |
| Description | Time planned | Notes |
| Welcome Welcome participants and explain this new module | 10 - 15 min | Here you can implement any activity for warming this meeting or ask someone for running it. |
| Agenda of the day | | |
| Description | Time planned | Notes |
| Present the agenda of the day Here you are going to present the schedule of the day, which kind of activities you are going to experiment and what is the goal of the day. * Guardian moment * * Animator moment | 5 – 10 min | |

| Activity moment | | |
|---|--------------|---|
| Description | Time planned | Notes |
| Dynamic 20 – Journey Wheel Support them to review the past two modules and to start the creation of their own initiatives Pause | 50 – 80 min | You will find descriptions of each dynamic on page 95 |
| Dynamic 21 – Roller Coaster Support them to choose their 'causes' and define how to aware local policy makers and opinion leaders | 40 – 60 min | You will find descriptions of each dynamic on page 97 |
| Evaluation of the day | | |
| Description | Time planned | Notes |
| Dynamic 17 - Logbook | 20 – 30 min | |

Notes to the dynamizer

- # The time planned is just a suggestion, but it depends on the size of your group.
- # Consider a pause every two hours. It helps the dynamic and workshop's environment.
- # Use the "Notes" field to register impressions, observations about the activity or participants, to help you for the next workshop.
- # Prepare all supporting materials you will need - flipchart, marker pen or a visual projection - before the meeting, according to each activity.
- # At this point, youngsters will be the main actor. Your role is fundamental to keep their projects on track and supporting them to accomplish their ideas.



CREATE TO TRANSFORM ACTIVITIES LIBRARY

ACTIVITY MOMENT

DYNAMIC 20 | Journey Wheel*



Purpose Support them to review the past two modules and to start the creation of their initiatives.



Time 50 – 80 min



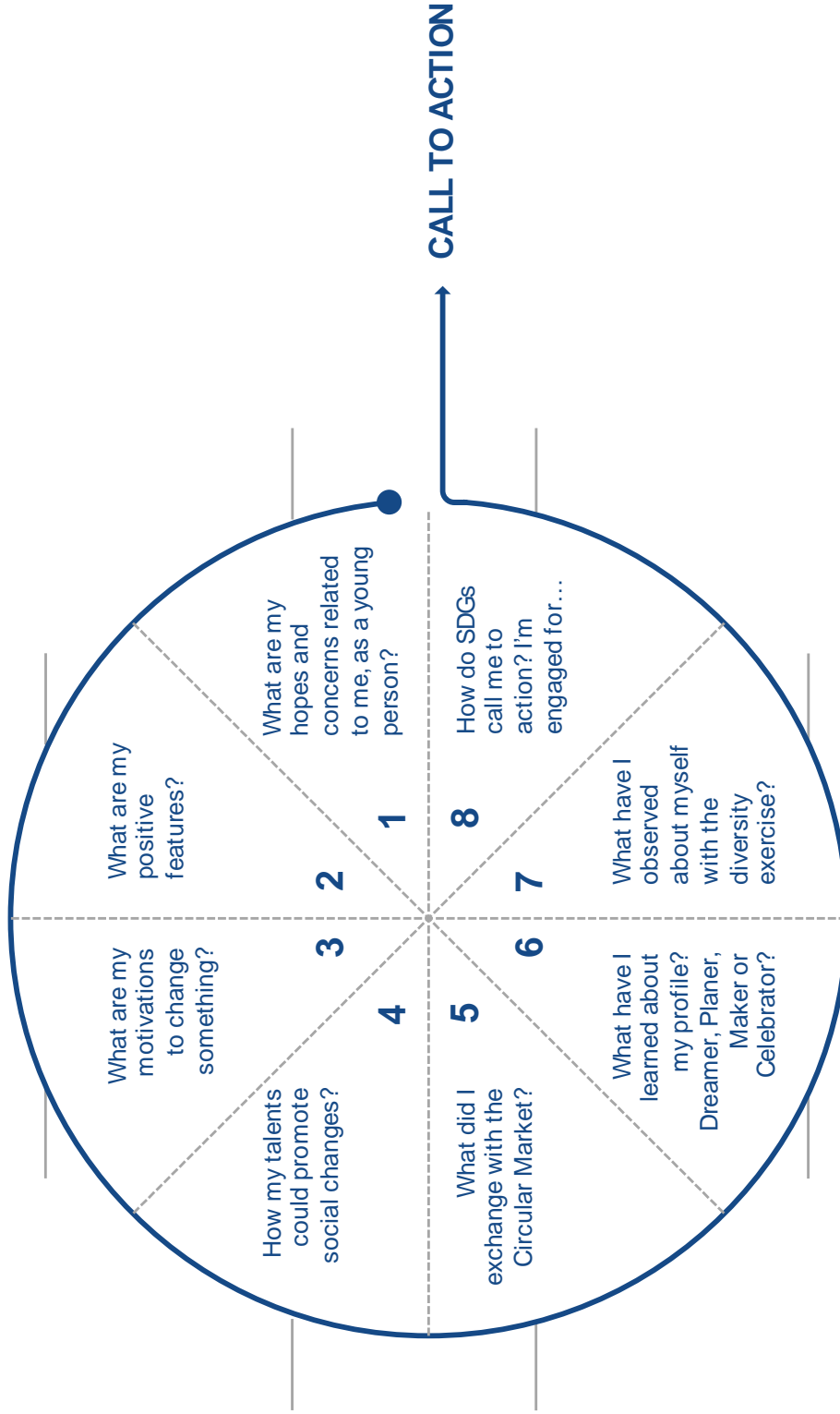
Materials "Journey Wheel" (size A4), pen, flipchart, filled "Investigation Maps" from the previous exercise.

**Step-by-step****[Part 1]**

- 1) If you still have all of the handouts, papers, flipcharts of each dynamic, distribute these materials around the room, to create a memory of these last two modules.
- 2) Distribute to each person a "Journey Wheel".
- 3) Now, give them 20 minutes to walk around the room to revisit their experiences since the project has started.
- 4) Ask them to fill this Journey Wheel, analysing each phase of their experience until here. Necessary: they must follow the indicated sequence to answer it.
- 5) After around 20 minutes, in a circle, open a collective discussion and give special attention to question 8 "How do SDGs call me to action?"
- 6) Collect these answers in a flipchart.

[Part 2]

- 7) Based on these answers, spread all "Investigation Maps" in the centre of the circle.
- 8) Now they must decide in which SDGs they would like to develop their projects and how they will assemble their groups with at least 3 participants.



ACTIVITY MOMENT
DYNAMIC 21 | Roller Coaster*


Purpose Support groups to find their focus to drive their projects.



Time 40 – 80 min



Materials "Roller Coaster" (size A4 or A3), pen, flipchart, filled "Investigation Maps" from the previous exercise, post it papers in different colours.



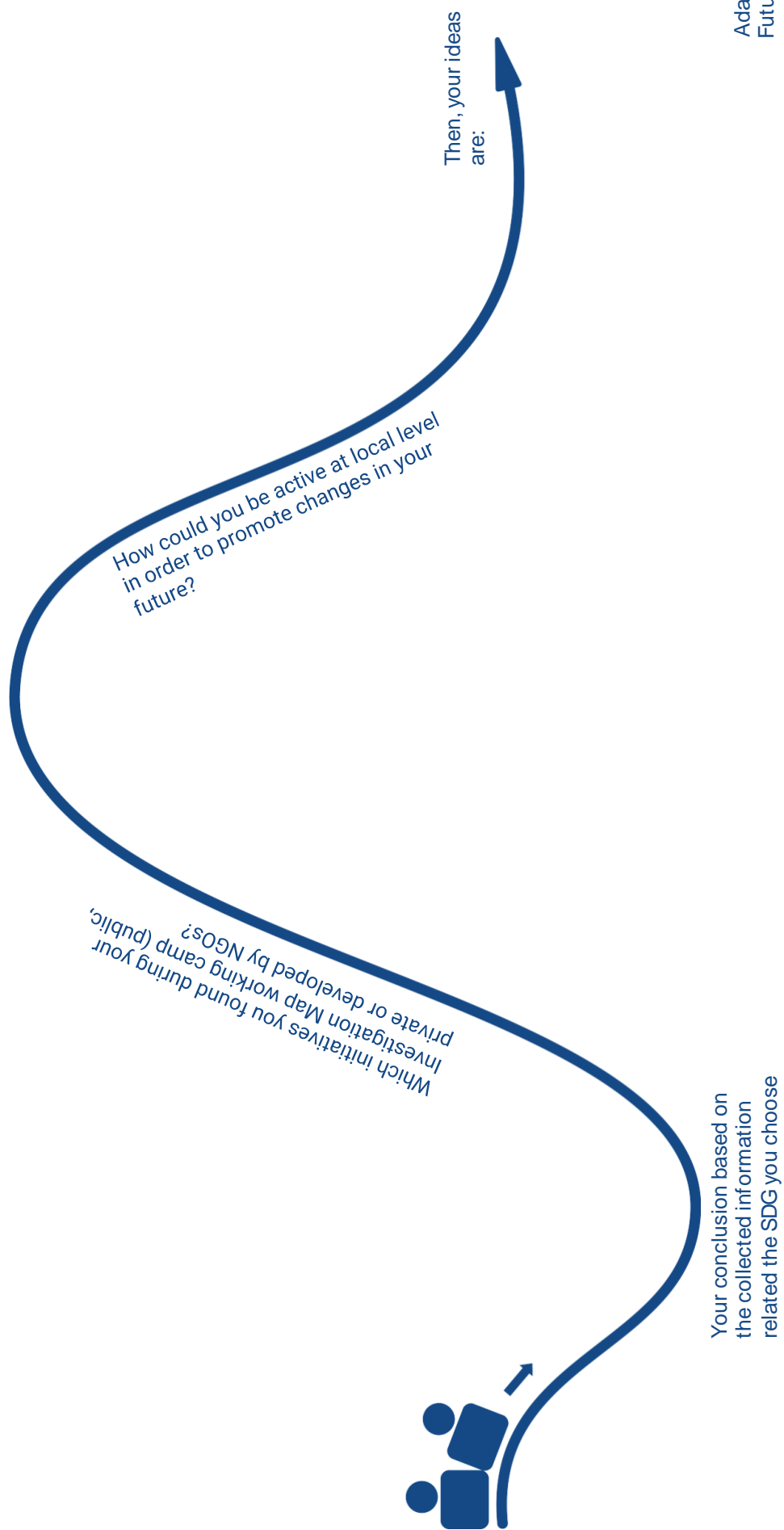
Step-by-step

[Part 1]

- 1) First, fix on the wall all of the "Investigation Maps" elaborated in the previous dynamic.
- 2) In the Roller Coaster paper, they should, in their defined groups, develop this exercise.
- 3) Ask them to answer collectively, in their groups, answer the questions of the Roller Coaster.
- 4) After around 30 minutes, in a circle, open a collective discussion to present their choices.

[Part 2]

- 5) Distribute post-it papers to the groups. It would be more interesting if each group has a specific colour.
- 6) Ask them to leave their Roller Coaster in five different tables or spaces in the room.
- 7) Now, it's time for brainstorming. Each group can give contributions to each one's ideas. They must walk around and use the post-it paper to write their contribution.
- 8) If there are five groups, each Roller Coaster will receive at least four post-it papers.
- 9) After 30 minutes, start the collective discussion. Move to one table with one Roller Coaster and ask them to explain their contribution written in the post it. Repeat it until you finish the brainstorming round.



CREATE TO TRANSFORM | ACTIVITIES LIBRARY

ACTIVITY MOMENT

DYNAMIC 22 | To be heard by Policy Makers *



Purpose Support youngsters promoting a dialogue round table with Policy Makers, local organisations, local leaders and/or essential stakeholders.



Time one or two workshop days



Materials "Systematization Document" (size A4 or A3), "Planning Sheet – Policy Makers" (size A4 or A3), pen, flipchart, filled "Investigation Maps" from the previous exercise.



Step-by-step

[Part 1]

- 1) It is time to engage stakeholders, Policy Makers, local organisations, local leaders and important actor in your community.
- 2) Your groups should prepare a presentation of their diagnosis, developed during their camping work for the "Investigation Map".
- 3) Each group will create a document, which will be presented in a round table with stakeholders and policymakers of your community or municipality. To help you to structure a document, they can use the "Systematization Document". They can also add a presentation with pictures or videos collected during the working camp.

[Part 2]

- 4) Now it is the time to decide how and where this document will be delivered. They should determine if they are going to promote a collective meeting or if they will visit these stakeholders and policymakers in loco.
- 5) Use the tool "Planning Sheet – Policy Makers" to organise this action.
- 6) If your group decide only to send a document with their manifest letter, then share this responsibility between the groups.

How to elaborate this document?

How we are going to deliver this document?

Who will receive their manifest?

Important: a manifest letter has to include their worries concerning the results of their diagnosis and ask for an answer back in response to their requests.

CREATE TO TRANSFORM | ACTIVITIES LIBRARY

ACTIVITY MOMENT

| SYSTEMATIZATION DOCUMENT | |
|---|-----------------|
| Analysed SDG | Research period |
| Problems in your community/city/municipality related to the SDG | |
| Requests from the community related to the problem | |
| Additional Information | |

| | | |
|--|---|----------------------------------|
| Goal of this action: | | |
| What are we going to do? (personal meeting, a manifest document, etc.?) | Our target public: Names, function, directions, etc. | |
| When are going to do? | What do we need? | Who is in charge of what? |

ACTIVITY MOMENT
DYNAMIC 23 | Planning Puzzle*


Purpose Support youngsters to develop their ideas into a project.



Time one or two workshop days



Materials "Planning Puzzle" (size A4 or A3), pen, flipchart, filled "Investigation Maps", "Roller Coaster" from the previous exercise.



Step-by-step

- 1) It is time to create your project, and you fill each piece of this puzzle. These pieces can be filled in different days and moments.
- 2) But before, it is crucial to establish a collective agreement and define your deadline to finish and deliver their projects.
- 3) For this process, we can recommend you:

Moment 1

Piece 1 – This is a simple way to select main problems detected during their investigation job, recognize existent initiatives related to this problem but also identify opportunities to act. For this piece, if they need more time to investigate their information collected during with the "Investigation Map", give them more time for it.

For this day, you can also plan an outdoor activity. It can be a visit to a project or NGO with a lecture to them.

Moment 2

Piece 2 – This is a table to support them in their choice of action. Ideas are welcome, but it is essential to consider their conditions to implement them. After the Roller Coaster activity, they should probably have more than 3 or 5 ideas.

After filling this table, it is time to discuss, internally, priorities. This tool has not the intention of shutting out their creativity. It is just a way to support them to establish priorities and help them to understand the different levels of possibilities, according to the moment and conditions you are.

Piece 3 – After deciding priorities, it is time to define: What is your idea, and what is your objective? What do you want to reach with your plan? What problem do you want to solve with your idea?

Moment 3

Piece 4 – It is imperative to recognize the stakeholders of the project. This can show them potential partners to their projects. They are critical to your project, once we can reach better results collectively. In this chart, they must analyse: Which stakeholder has more adherences and converge to the objectives of their project?

For this exercise, they can also use outdoor activities to visit, contact or interview different actors, that could be essential partners to their initiatives.

Moment 4

Piece 5 – Planning worksheet: what, where, who and when? It is crucial to describe each step necessary. This is a potent tool to support them to identify if something is missing, that could affect their results.

Moment 5

Piece 6 – Evaluation circle. This piece is the only one, which should be filled at the end of the process, after implementing their projects. The idea is to identify every success or positive consequences created by this activity. You can also use the same piece for different levels: personal level, group level, community level and for the project.

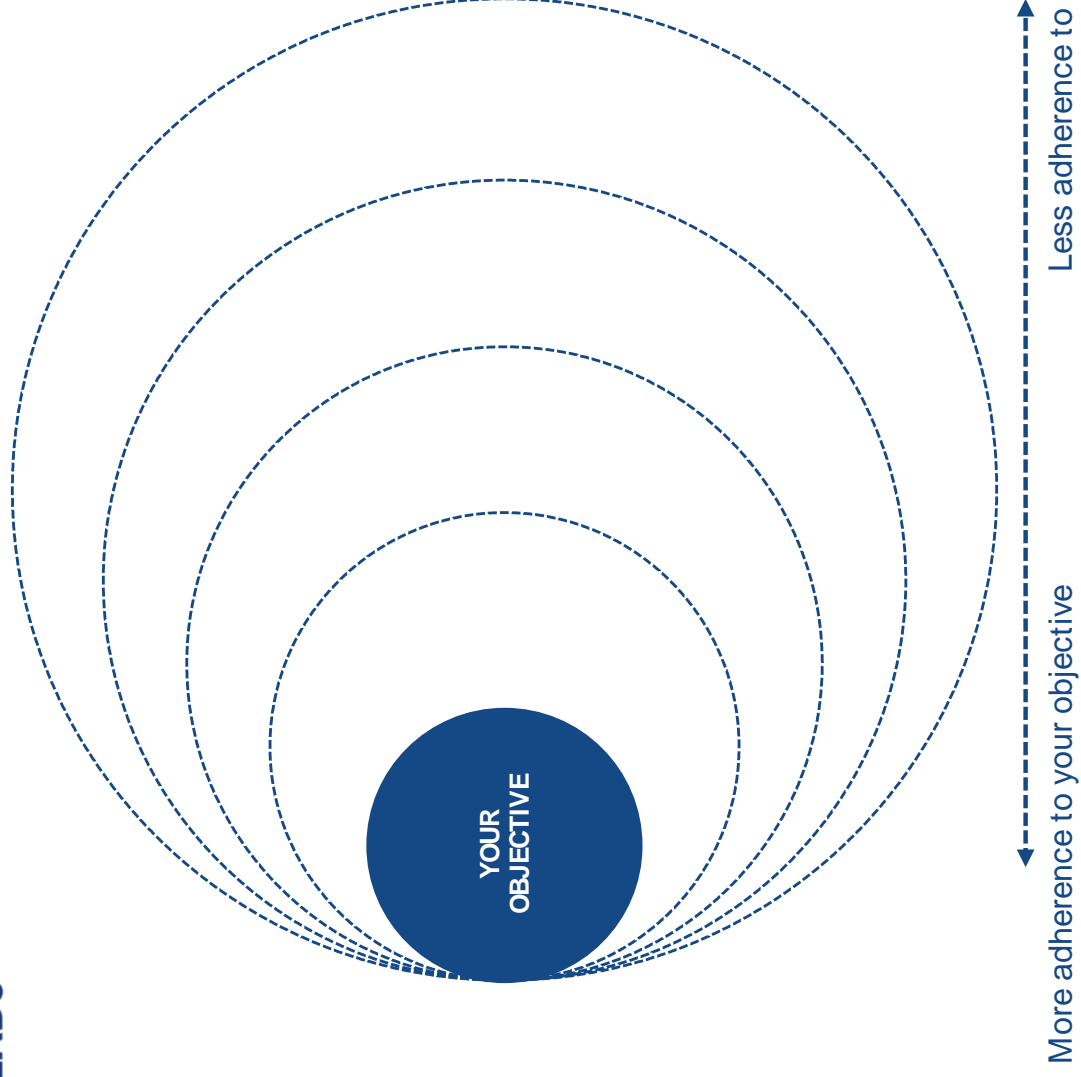
| PROBLEMS | CONSEQUENCES | PREVIOUS ACTIONS | OPPORTUNITIES TO ACT |
|----------|--------------|------------------|----------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Conclusions (key words of what you found out in your “Investigation Map” work, through your camping work, interviews and collected information on internet)

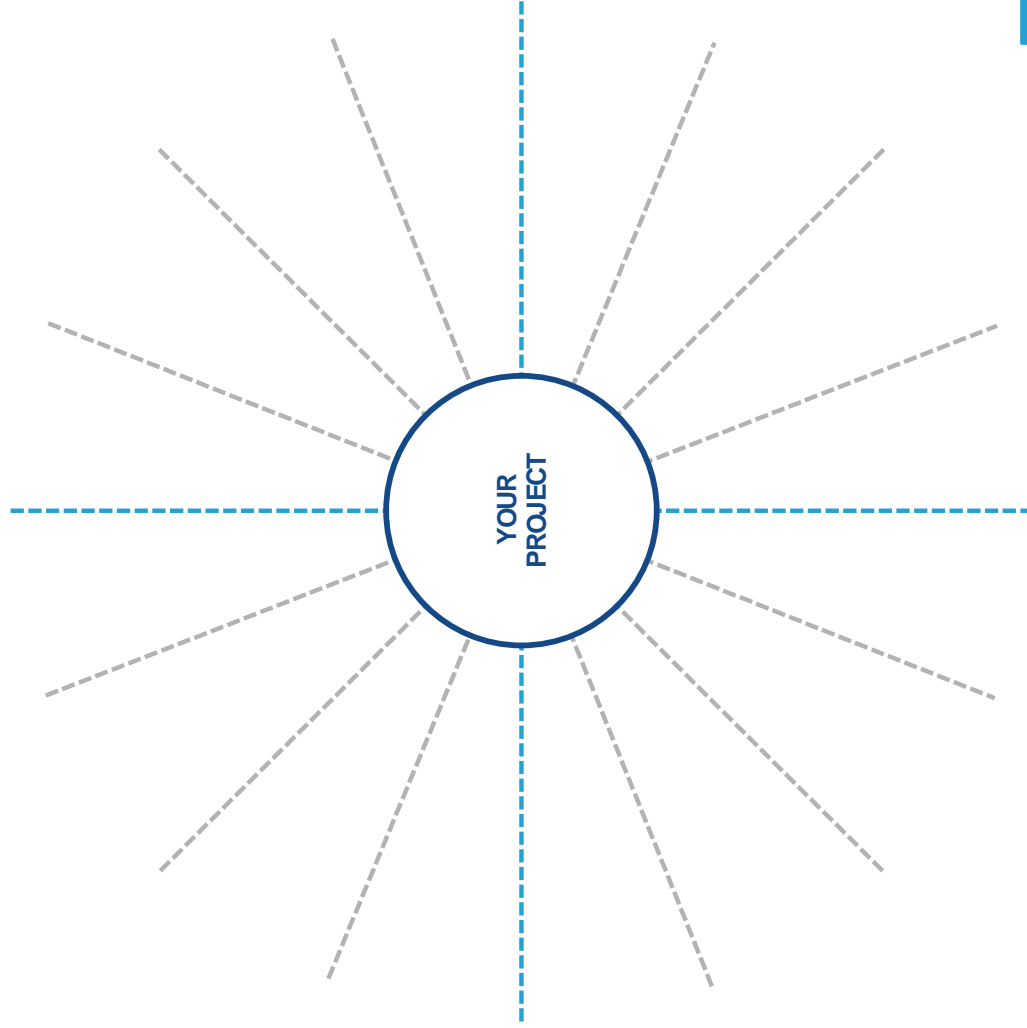
| IDEAS / PROPOSALS | IS IT COMPLEX? | IS IT COSTLY? | CAN BE IMPLEMENTED IN 6 MONTHS? | DO YOU NEED EXTERNAL SUPPORT? | RANK |
|-------------------|----------------|---------------|---------------------------------|-------------------------------|------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| YOUR IDEA | YOUR GOAL |
|-----------|-----------|
| | |

IDEA & OBJECTIVE | PIECE 3



| PLANNING WORKSHEET | | | | |
|------------------------|------------------|--------------------|-------|----------------------|
| Activity | Resources needed | Responsible person | When? | Indicator of success |
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| Additional Information | | | | |
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IMPRINT

IYE-LABS

IYE-LABS is a transnational cooperation partnership made up of seven organizations from five countries (Spain, Italy, Croatia, Turkey and Belgium).

Coordinator

Xul Foundation for Social Communication and Development was created in 2007 and aims to develop actions of social communication and drive social transformation processes that promote environmental and social sustainability, contributing to the collective and participatory construction of a plural, just society and solidarity. In addition, it aims to provide a space for reflection and analysis involving ongoing review of the models of social communication and development.

Partners

Impact Hub Zagreb has been designed as an organisation primarily focused on creating positive change through enterprise model by providing support to individuals who want to change society for the better through entrepreneurship. Impact Hub Zagreb is the place where entrepreneurs and social innovators can work in coworking space, can use programs developed by the Impact Hub team and partners, and can use different meeting and event spaces for their business purposes.

Associazione InCO – Interculturalità & Comunicazione (InCo) is a non-profit organization founded in 2004 which has the mission of promoting the international exchange between young people, to increase and improve the level of contact among different cultures, stimulating intercultural sensibility and preventing and combating racism, prejudices and social exclusion.

Dinamik Gelişim Derneği. The organization specializes in the training and development of youth and other non-profit organizations. DD has 27 members 2 free lance consultant and 4 trainers are cooperating with the organization.

Plataforma de Voluntariado de España. The Spanish Volunteering Platform is a non-governmental organization, which coordinates the promotion and dissemination of volunteering in Spain. Nowadays, it brings together 79 volunteer organizations that gather together more than 800 associations and represents approximately 800,000 volunteers all over Spain. It administers the Voluntary Observatory and it is a member of the organizing committee of the State Volunteering Congress.

garagErasmus Foundation (gE) is the first professional network of the Erasmus Generation developed in coordination with the European Commission with more than 40 Foundation members, including 32 universities plus cities and private companies.

Out of the Box International is a network which brings together different actors working on social innovation and advocating for a more creative Europe with a main mission to provide fresh ideas and solutions acting as a catalyst for positive changes across Europe and worldwide. Our main goal is to design innovative social projects to respond to the persistent social and economic challenges in order to empower people's potential and facilitate their active engagement in society.

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