

your KITE **TOOLKIT**

**A MANUAL FOR YOUNG TRAINERS WORKING WITH
MEDIA AND COMMUNICATION, ENTREPRENEURSHIP,
VOLUNTEERING AND CAREER COUNSELLING**

Funded by the
Erasmus+ Programme
of the European Union



AKTIV UNGDOM

the Toolkit

A manual for young trainers working with media and communication, entrepreneurship, volunteering and career counselling

Authors

Abdurrahim Gunaydin, Agnieszka Duda-Jastrzębska, Cordelia Badescu, Elżbieta Dydak, Jacek Królikowski, Małgorzata Dąbrowska, Mariusz Boguszewski, Paula Beudean, Urszula Puchalska, Vedat Sevincer

Project Partners



FUNDAȚIA DANIS
pentru Dezvoltare Managerială

NorSensus
MEDIAFORUM

www.yourkite.org, toolkit@yourkite.org



Copyright 2016

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Project Title

YourKITE - the initiative to enhance young people knowledge and skills on IT and entrepreneurship, and increase their employability

Funded by

AKTIV UNGDOM

Funded by the
Erasmus+ Programme
of the European Union



ACKNOWLEDGEMENTS

We would like to express our gratitude to all those who contributed to this toolkit.

Much of the knowledge that you can find in this toolkit is based on the trainings organized in each of the partners countries. Experts from various fields were invited to provide us with their knowledge which, in return, we used and included in the creation of the toolkit you have in front of you.

We would like to thank Agnieszka Duda-Jastrzębska for her constant support with the project, and sharing her knowledge on various energizers and evaluation methods. We would also like to thank Dariusz Jachimowicz and Zdisław Hofman who contributed to this project through their extensive trainers experience. Justyna Politańska for sharing her view on entrepreneurial education in Europe with us. Moreover, we would also like to thank the whole FRW as well as FAIR Izabella Przystasz, team for their support throughout the whole course of the project.

We would like to thank Julia Koczanowicz-Chondzyska from The Foundation for Social and Economic Initiatives (FISE) for hosting us during the training in Warsaw and sharing with us good practices on social economy and entrepreneurship. We would like also to thank Renata Wloch for hosting us at DELab (Digital Economy Lab) at the University of Warsaw and sharing with us good practices in the area of promoting entrepreneurship and enhancing the awareness of the benefits of digital transformation.

We would also like to acknowledge the valuable contribution to the toolkit of the leadership and management decision-making expert - Dan Ionescu (Danis Consulting, Romania). At the same time, we address our exceptional thanks to entrepreneurship and financial education experts Anca Gaidoș and Laura Borbe (New Horizons Foundation, Romania). A big thank you also goes to Sergiu Tamaș for sharing with us his great expertise in training and personal planning. Their contribution, advices, and expertise can be found in the entrepreneurship scenarios and theory from this toolkit and from its online version.

Table of contents

PART A

INTRODUCTION TO yourKITE

CHAPTER 1 About yourKITE project	9
1.1 About yourKITE	9
CHAPTER 2 ABOUT yourKITE TOOLKIT	11
2.1 About the toolkit	11
2.2 How to use the toolkit	12
2.3 Implementing the scenarios	14
2.4 The online toolkit	16
CHAPTER 3 TRAINER SKILLS	17
3.1 What is a workshop	17
3.2 How to create a workshop	18
3.2.1 Collect information	18
3.2.2 Designing the workshop	19
3.2.3 Seven tips to design a workshop	22
3.2.4 Practical preparations	23
3.2.5 Preparing yourself	24
3.3 Training program	25
3.3.1 Start of the Training	25
3.3.2 Developing	27
3.3.3 Ending	30
3.4 Training methods	31
3.5 About facilitation, facilitator's role and facilitation techniques	35
3.5.1 Facilitation - what does it mean?	35
3.5.2 Features of a good facilitator	35
3.5.3 How to start?	36

3.5.4 Triangle of facilitation	36
3.5.5 Facilitation techniques	38
3.6 Motivation for learning and the way we learn	44
3.6.1 How to make people learn	44
3.7 What to keep in mind when working with youngsters	49
3.7.1 Special needs and problems of youngsters	49
3.7.2 What to do in order to connect with youngsters?	51
3.7.3 When the group is large	52
3.7.4 What helps young people to learn?	52
3.8 How to gain experience?	55

PART B

DISCOVER THE THEORY BEHIND THE SCENARIOS

CHAPTER 4 MEDIA AND COMMUNICATION 59

4.1 Background information	59
4.1.1 Storytelling and communication	59
4.1.2 What is storytelling and why is it so important?	59
4.1.3 Importance of storytelling for entrepreneurship	60
4.1.4 Job seeking	60
4.1.5 Communication skills for business storytelling	61
4.1.6 How to master the art of storytelling?	63
4.2 VISUAL STORYTELLING:	
New Language for the Information Age	65

CHAPTER 5 ENTREPRENEURSHIP 69

5.1 Get ready to become an entrepreneur!	69
5.2 Are you an entrepreneur? Entrepreneurship Quotient	70
5.3 Improve your creativity for innovation	71
5.4 Always think twice	71
5.5 Know your clients, sell your product	72

5.6 How can you be sure you can make profit with your business?	73
5.8 Lead your organization with style	77
5.9 Build an ethical and responsible business	79

CHAPTER 6 VOLUNTEERING **82**

6.1 Background information	82
6.2 Who and how many people volunteer?	83
6.5 Volunteering roles	86
6.6 Trendy volunteering activities	87
6.6.1 Employee Volunteering	87
6.6.2 International Volunteering	87
6.7 Volunteering roles for Youth	88

CHAPTER 7 CAREER COUNSELLING **90**

7.1 Background information	90
7.2 Let's start!	90
7.3 Being a role model	91
7.4 Career guidance – what is it about?	93
7.5 Key issues to know before choosing a profession	96
7.6 About future professions	97
7.7 What colour is your parachute?	98

PART C

DISCOVER THE SCENARIOS

CHAPTER 8 BASIC SCENARIOS **101**

8.1 Balloon of expectations	102
8.2 Tell me about the others	104
8.3 MAP OF PARTICIPANTS	105
8.4 MAP OF EXPECTATIONS	106

8.5 PAPER ME	107
8.6 FLOWER	108
8.7 AMNESIA	109
8.7 WHO AS I, likes ...?	110
8.8 TRIANGLE	111
8.9 CIRCLE TALKS	112
8.10 QUESTION CUBE	113
8.11 QUESTION POSTERS	114
8.12 Evaluations, other methods	115

CHAPTER 9 MEDIA COMMUNICATION **117**

9.1 Visualize your story	118
9.2 Can I have your attention	122
9.3 VISUALIZE YOUR FUTURE WITH A VISION BOARD	124
9.4 RETELL THE STORY WITH PICTURES	126
9.5 SHOW ME YOUR STORY	128
9.6 MOTION YOUR STORY	130
9.7 MEET THE PRESS	134
9.8 VISUAL TIMELINE	136
9.9 SOCIAL MEDIA MARKETING	140

CHAPTER 10 ENTREPRENEURSHIP **143**

10.1 Are you ready to be an entrepreneur?	144
10.2 Start your business with a paper clip	146
10.3 Think twice before you answer	148
10.4 Launch your boats!	152
10.5 Get ready for making profit!	154
10.6 Business model canvas - plan your business in one page!	158
10.7 Lead your organization with style	160
10.8 Build an ethical and responsible business	162

CHAPTER 11 VOLUNTEERING	165
11.1 Picture Volunteering	166
11.2 Defining volunteering	168
11.3 What's there and what's for me?	170
CHAPTER 12 CAREER COUNSELLING	173
12.1 Jump to the future - me at the age of 30	174
12.2 I love to - I'm good at - it pays well to	176
12.3 Discover your interests	178
12.4 What is the success?	182
12.5 Quiz on labour market	184
12.6 Prepare your CV and the letter of intent	186
12.7 Get ready for the job interview!	190
Recommended tools	194
Online self-assessment tools	194
Career counselling online portals	194
Descriptions of the professions, deficit and future professions	195
Professional networks	195
Online and offline educational games	196
Current situation, statistics and trends on labour market	196
Digital skills for employability	197
Inspirations on entrepreneurship	197

PART A

INTRODUCTION TO *your*KITE

CHAPTER 1 About yourKITE project

1.1 About yourKITE

Welcome to the yourKITE Toolkit!

This toolkit was created in cooperation with four organizations: from Norway, Norsensus Mediaforum; from Romania, Fundația Danis pentru Dezvoltare Managerială (Danis Foundation for Management Development); and from Poland, the Information Society Development Foundation (FRSI), Volunteering Development Foundation (FRW), and Foundation for Active Development Initiatives (FAIR). FAIR took over the project from FRW from the 1st of February 2017.

The yourKITE toolkit is part of the yourKITE (The initiative to enhance Young people Knowledge and skills on IT and Entrepreneurship and increase their Employability) project, which is co-financed by the European Commission through Erasmus+ Programme.

The overall aim of the yourKITE project is to develop digital media and communication skills of young people, and promote volunteering and professional orientation, in order to ease the youth's access to the labor market. At the same time, the project promotes entrepreneurship for youth as a way out of unemployment, by developing entrepreneurship knowledge and skills of young people. Our project wishes to contribute to reducing youth unemployment by providing an integrative approach to train and capacitate young people to become skillful entrepreneurs and employees.

yourKITE project directly prepares 58 young people (18-30 years old) to become trainers, facilitators of workshops on media and communication, entrepreneurship, volunteering and career counselling. Once they gain the right knowledge and skills for conducting workshops, they train other 400 young people, aged 14-17 years old, helping them to develop their knowledge and skills on media and communication and entrepreneurship, and to plan their career, and encouraging them to volunteer in their communities. Moreover, the young trainers work as volunteers in delivering the workshops, thus they will promote volunteering in the society, while they benefit from real professional experiences, which will help them obtaining better jobs.

Beside the toolkit, yourKITE partners develop other educational tools that could be then used by young trainers or youth organizations in delivering workshops on topics, such as entrepreneurship, communication, digital media and volunteering. These tools include an online learning platform with valuable educational resources, and webinars for young people in the areas mentioned above.

The toolkit is an integral part of the project and is based on the expertise of all four organizations participating in this project. During the project, the partners shared their expertise by organizing short-term trainings for each other. The used scenarios during the trainings were evaluated and adapted to the needs of the target group and became part of the toolkit.

The current version of the toolkit is a draft version which will be finalized after receiving feedback from experts, young people who will be trained and asked to use the toolkit, as well as other NGOs that work with young people and are involved in the development of their competences and skills.

Besides the toolkit you have in front of you, you can also find more information and scenarios on the project webpage: www.yourkite.org.

The following chapter will provide you with information on what the toolkit is about and how to use it.

As the current version of the toolkit is still a draft version, please feel free to provide us with your feedback and suggestions.

All contact details can be found on our webpage www.yourkite.org, as well as at the beginning of the toolkit!

Looking forward to hear from you!

CHAPTER 2 ABOUT yourKITE TOOLKIT

2.1 About the toolkit

This toolkit has been designed to help promoting volunteering, enhancing entrepreneurship competences and developing the media and communication skills of youth with a special focus on employability.

It serves as an integrative and comprehensive trainer guide for youth workers and educators working to address these issues, both inside and outside the formal education system.

The toolkit was designed for young trainers (18-30 years old) who will be working with young people aged 14 to 17; however, scenarios can be adapted to other age ranges and other learners. It can be used by youth workers, youth organizations, entrepreneurship centers, volunteering organizations, high-schools and universities and other stakeholders, which are interested in providing practical professional orientation/information on labour market, supporting the employability of youth by improving their skills in the field of entrepreneurship, media and digital skills, and volunteerism.

The need for this initiative can partly be seen in the growing youth unemployment - a pressing labour market issue in Europe due to lack of the necessary /updated skills and experiences for the existing labour market. Entrepreneurship or self-employment are ways out of unemployment - but these without volunteerism, IT/media and communication skills are not enough valued on the labour and business market, which are more and more social and communication skills demanding. From this perspective, employability and social integration issue is more complicated, and not fully recognised or understood. The 'novelty' of these life skills requires new ways to address the issue. Many existing attempts to foster these skills tend to fail in developing an integrative approach or they focus only on financial, business and professional skills.

The approach we take in this toolkit allows us to view employability as a set of skills which combines various experiences and competences on entrepreneurship, media and communication, volunteerism, and career counselling. The chapters of the toolkit have been designed to address both how to acquire and how to teach further this set of skills. The activities in the toolkit should help young people in developing the knowledge, skills

and attitudes which they will need as employees and/ or entrepreneurs.

The manual is based on the belief that the role of stakeholders and young people in promoting these essential skills is vital. They should take action. What's more? They can be self-learners. This toolkit explores, through scenarios and background information, ways of interaction, how young people can improve themselves for better employability.

The toolkit includes media & communication training as well as practical information on how to train others, handle the group process and other needed information in order to be a trainer. Moreover, the toolkit has entrepreneurial insights on how to set up and run your own business. The focus is not to provide the users of the toolkit with formal regulations on how to set up a business, but more on the practical issues for improving life skills. At the same time, the toolkit encourages young people to volunteer and plan their professional career, through valuable knowledge and resources on the topics, and through creative scenarios, exercises, and games, which help young people to gain the necessary competences for such activities.

This toolkit was created in the frame of Erasmus+ KA2 project, by bringing together four project partners and a number of diverse stakeholders who have a different perspective on the challenges and opportunities that need to be considered in the youth work and field of entrepreneurship, volunteerism and digital media skills. The partners are Norsensus Mediaforum, Fundația Danis pentru Dezvoltare Managerială (Danis Foundation for Management Development); Information Society Development Foundation (FRSI), Volunteering Development Foundation (FRW), and Foundation for Active Development Initiatives (FAIR). FAIR took over the project from FRW from the 1st of February 2017. The stakeholders include youth workers, teachers, school leaders, educational experts, employers, parents and students. Their role is to identify important emerging trends which are likely to have an impact on employment skills.

2.2 How to use the toolkit

This toolkit is structured in four main parts: introduction, theory on media and communication, entrepreneurship, volunteering and career counselling, scenarios for workshops following the same topics, and useful resources.

Read the *Introduction (part A)* to discover yourKITE project, and this toolkit, but mainly to learn how to organize workshops, how to facilitate these, how to motivate and help others to learn, and how to work with young people.

Read *Discover the Theory Behind the Scenarios (part B)* to gain the basic knowledge on media and communication, entrepreneurship education, volunteering, and career counselling. This part will help you in preparing workshops on the same topics, providing you all the background information you will need for the scenarios prepared in the part C of the toolkit. At the same time, the theory follows the structure of the scenarios' part, so that you can easily relate one scenario to a specific theory part. Thus, when you prepare a scenario for a workshop, just follow the reading instructions from the scenario and return to this part to gain the knowledge you need.

Read *Discover the Scenarios (part C)* which includes ready-designed exercises for workshops on media and communication, entrepreneurship, volunteering and career counselling. Moreover, this part includes scenarios you can use in the introductory part of any workshop, energizer, and evaluation exercise.

Consult *Additional Resources (Part D)* when you want to read more on a specific topic or when you need the tools, photos, handouts, etc. that were mentioned in the scenarios you want to practice. You can also use the glossary of terms and concepts included in this section, when you want to navigate faster in the toolkit, based on a specific topic or interest you might have. Download from www.yourkite.org and consult the yourKITE toolkit Appendixes for the tools, photos, handouts etc. mentioned in the scenarios you want to practice.

Each section of the toolkit has a specific colour assigned in order to make it easier for you to navigate across different parts of the toolkit, especially from scenarios to the theory part, and back, based on the topic you choose to work on: media and communication, entrepreneurship, volunteering or career counselling. Media and communication topic is pink, entrepreneurship is orange, volunteering is green, and career counselling is yellow.

At the same time, the part on how to conduct workshops, and the basic scenarios for workshops (introduction, energizers, and evaluation) is marked in blue.

2.3 Implementing the scenarios

All the scenarios from the toolkit are gathered in the part C - *Discover the Scenarios*. However, when you want to practice one specific scenario, you will have to follow the instructions and go to the Part B of the toolkit (*Discover the Theory Behind Scenarios*), in order to gain the basic knowledge needed for the scenario, or to part D, from where you might want to read more on the topic or print out specific materials you need for the exercise/game you choose.

The activities use the term 'trainer' or 'facilitator' to refer to the person running the training. A trainer/facilitator is someone who 'makes something happen', who supports and encourages others to learn and develop their own potential. Effective facilitation is the key to giving life to these activities.

Do not feel you need to be an 'expert' in order to work on the issues: good facilitation does not require any particular knowledge or expertise, except perhaps an 'expertise' in understanding and relating to young people. The activities in this toolkit will be most successful in an environment where your group is encouraged to explore and find their own approach to raised issues.

The direct participation of learners in the education processes increases the impact and quality of training. The facilitator, therefore, does not have to be the expert in all matters but should be able to help learners find information and form their own answers and opinions.

All the scenarios are designed and presented in the toolkit so that they can be implemented right away by the young trainers. Thus, each scenario is structured in the following way:

Preparation & Presentation - this quickly inform you on how much time you need to deliver the workshop; for some scenarios, where preparation time is relevant, you can also check here how much time you will need to prepare the exercise/game.

Size of the group - this helps you to quickly learn about how many participants can be involved in the exercise (the minimum or the maximum).

Age of the group - this provides you information about the participants' age the scenario is designed for.

Tags - these will help you to quickly identify the topic of the scenario, and the main

knowledge / competences / skills the scenario intends to enhance.

When to use it - This part summarizes the learning objectives of the exercise or game; at the same time, it could also refer to the best moment to use the exercise during the workshop structure.

Materials - this part summarizes the materials (such as office supplies, video-projector, computer, handouts, etc.) you will need in preparing and delivering the scenario.

How - this is the most important section of the scenario, as it reveals exactly what you should do to prepare the scenario (if it is needed), and then how you should conduct the exercise, game, icebreaker, energizer, etc. This part provides as many details as needed for you to be able to deliver the scenario with no impediments.

Follow-up questions - this section helps you to conclude the scenario, by pointing out, through meaningful questions, the most important knowledge, skills or competences the participants should develop during the specific exercise.

Possible variations - this part was developed for the scenarios that could be delivered in alternative ways, in order to be flexible in regards to physical conditions for the workshop, the number or the profile of participants, but also in regards to the topic of the scenario and the time you have at your disposal.

Other resources - this section provides you the link to the yourKITE website where you can find additional information that you could use in the preparation or delivering of the training;

The factbox - it is used for some scenarios, and it helps you better understand concepts, terms, theories or to better deliver the exercise to the participants, in a quick format.

See how it is done - This section is available mostly in the online version of the toolkit where you can see photos, documents or watch videos on how the scenario was delivered during yourKITE transnational training and how other trainers put them in practice.

Each scenario has behind basic and mandatory theory you need to read, available in *Discover the Theory Behind the Scenarios* (part B). The colour system and the fact that the scenarios are grouped on the toolkit's topics will help you in quickly identify the basic knowledge you should acquire before preparing and delivering the exercise.

2.4 The online toolkit

The online toolkit is available on the project website: www.yourkite.org. The online toolkit includes the scenarios presented in the printed version, and also additional scenarios and resources young trainers could use in preparing and delivering workshops to teenagers.

The online scenarios are organized based on topics and tags related to the main topics: media and communication, entrepreneurship, volunteering and career counselling. The structure of the scenario is similar, but the scenarios might include additional information on “see how it is done”, such as photos and videos. Moreover, more additional resources are available on the online toolkit, as yourKITE experts are continuously adding useful resources.

The online toolkit allows the young trainers and other stakeholders to give their feedback on the scenarios, share their experiences and knowledge, network with other trainers, and also to create their own lists of exercises, games, energizers, icebreakers, etc. to build complete workshops for teenagers, and have them ready to print and deliver.

CHAPTER 3 TRAINER SKILLS

The role of the Trainer is to help people to learn. You will learn later in this part of the toolkit that people and especially children and youth learn best when they have the chance to learn through experience. Therefore the next sections are about providing you with the basics on how to become a facilitative trainer.

What does facilitative trainer mean?

It means to create as a trainer an environment which allows people to learn what they need to learn by designing a workshop which enables people to actively participate in their learning process.

3.1 What is a workshop

A workshop is a teaching method which allows:

- The role of the 'teacher' to be reduced to a minimum. The trainer is acting more as a facilitator than a teacher.
- The participants to learn by interacting with each other. The more active the participants are the more they will be able to learn.
- To organize the learning process in such a way so it is more active; allows for a variety of techniques to be used, and to a larger extent allows to practice near real-life situations.

3.2 How to create a workshop

3.2.1 Collect information

Try to collect as much as possible information about the participants of your workshop. The more information you have the easier it will be for you to create a workshop which is tailored to the needs of the group and the happier the group will be with the workshop.



Possible questions that you can ask / Possible information that you should gather before the workshop

- What is the age of the participants?
- What is the gender mix of the group?
- Do the participants know each other or do they meet for the first time?
- Are there people with specific challenges, such as disabilities, in the group?
- If you are doing the workshop in a school, ask about the atmosphere between the group. Are they well integrated or not?
- Try to find out if the group or some of the participants have participated in a similar workshop before.
- If the training is organized by an institution / organization (e.g. school, non-governmental organization), which invites you as a trainer, it is also worth to know how they recruit participants (did they volunteer or were nominated by someone), what do participants know about the training from the organizer, are they committed to perform any task after the training e.g. to inform about its effects other people in the organization?

3.2.2 Designing the workshop

Define the topic of the workshop

No matter if you define the topic of the workshop on your own or if someone told you to do a workshop on that given topic, please keep the following in mind:

Do the workshop only about a topic which you find interesting and know something about. Be confident about the topic you want to present. Why is that?

- The level of confidence influences our non-verbal communication skills. We are able to control on what we are saying however it is very difficult to control our body language especially when you are not an experienced presenter.
- Difficult situations may arise, through doubts and questions which the participants may have. Therefore it is important that your attitude is supporting what you were saying during the workshop.

Do workshops on topics for which you are prepared. During the workshop you should be the expert. Give yourself the time to prepare by reading some publications and/or books, searching the internet on that given topic. Make sure you know by heart what you want to do and say. If you are not sure about what you are trying to teach others, or if you are using notes all the time, you will lose your credibility in front of the participants.

Define the goal

In order to narrow the topic down and to be able to define the title as well as the content of the workshop we first need to define the goal of our workshop. Goals are the description on the results, which we want to reach by doing the workshop. They are description of what the participants of the workshop should know and be able to do after the workshop.

There are 3 main questions that you should ask yourself before starting to prepare the workshop:

- **Why?** – Why is this training needed? What is it meant to achieve? What's the purpose of it? who is it for?
- **What?** – What content do you need to make sure the training achieves what it's intended to?
- **How?** - what methods are most appropriate for delivering the training?

In order to answer all three questions you need to:

Know information about the people you are going to train and their needs. Besides trying to find answers to the questions stated before which should help you define who they are, you can also ask yourself or them before the workshop the following questions:

- Why do they need/want the training
- What do they expect to get from the workshop
- What they already know about the topic
- What they want to do with what they have learned after the course

Define what you want them to think, feel at the end of the workshop. This is important as people need to have the right attitude to learn something, they need to be open and see the benefit of it. They must also want to implement what they have learned, otherwise nothing will change.

Based on the information you gather you need to write out the learning objectives and outcomes you want to cover by doing the workshop.

The learning objectives for a workshop cover what you want people to be able to do at the end of it.

Defining the learning objectives will help you to define the content. You will help you to decide on what you should leave and what you should take out. The objectives relate back to the training needs people have. Why do they need the training and what is the training meant to achieve?

You should make the objectives detailed, precise, specific and measurable.

Eg. Workshop on Volunteering

Broad objective:

The participants will learn what volunteering is and in which volunteering activities they can get engaged in.

Narrow down the objective:

Create one definition on what volunteering means

Identify 6 types of volunteering activities

Identify the one volunteering activity that fits them best

The learning outcomes are concerned with the 'thinking and feeling' part of designing the workshop.

As mentioned earlier, without the right attitude, learning will not take place at all, or, if it does, it will not be applied in the way you would like.

But how to plan the way people will feel during and after the workshop?

Think about how the people in front of you will be likely to feel at the beginning. How interested they might be and how energized and enthusiastic?

Now think on how you want them to feel. Do you want them to feel motivated to learn and to put it into practice, confident about their abilities, energized, supportive towards each other?

Based on the way you want them to feel choose the appropriate content for the workshop. For example, if you want the participants to bond and feel supportive towards each other as they might have to work on tasks together after the workshop where they use the gained knowledge then develop content for the workshop which allows them to get to know each other better, to work in teams and to experience some first common success.

Begin to design the content and methodology of your training only once you have worked out the detailed learning objectives and the outcomes of the impact the training will have on the state of mind of the learners.

3.2.3 Seven tips to design a workshop

1. Remember to collect information about participants: how many people will attend the workshop? What are their expectations and needs? What do they already know about the workshop and its topic?
2. Include exercises, games and other stimulating activities. Remember, a workshop is not a lecture!
3. Think carefully how much time you have to spend on each activity. Don't be too ambitious because you'll be running out of time!
4. Provide enough time for discussions after each exercise or activity. Remember, during workshop people express their emotions, so there should be enough space to capture them.
5. Remember about providing feedback. It's appreciated especially by young people. Make sure to allow participants to provide positive feedback to each other.
6. Plan activities in the right order. Move from the easier content to the more difficult or more risky one.
7. Stay flexible! Think about which content you can leave out in case time is scarce. Moreover, plan in 1-2 activities in case the group works faster than you have expected.

3.2.4 Practical preparations

In order to make the workshop more enjoyable for the participants please keep in mind the following practicalities:

The workshop space should be comfortable, with plenty of natural light and air circulation, and a comfortable temperature. The space should be set up to encourage participation. By putting tables aside and putting chairs in a circle you allow everyone to see each other and there is no automatic hierarchy in the circle.

Check any **equipment & materials** that you or the participants will be using. Equipment that is not working properly can be very annoying and therefore influence if the workshop is running smoothly. Please also make sure that you have materials for everyone and that no one has to wait in line to use certain materials or equipment.

If the workshop is longer make sure to have **food and drinks** for the group or inform them in advance they need to bring something for themselves. When making food available please consider ethical concerns, food allergies and religious or cultural needs. Having a tea and coffee break slows a workshop down, so if you want it short and focused, don't do any or just have during the workshop some cups and water available which everyone can take.

If the workshop is longer, plan in **breaks** accordingly, as people don't learn effectively when they are tired, thirsty and hungry and leave the room all the time during the workshop to go to the toilet.

Consider the **workshop time** needed. Make sure to finish on time and do not let people leave in a hurry. Plan all important activities for the beginning of the workshop.

3.2.5 Preparing yourself

It is natural to be nervous before and during a workshop, and some adrenalin can be useful to keep you focused. However, you need to feel confident about the workshop as else this might influence your body language and therefore the way you are perceived by the participants.

Be prepared and anticipate. The first and most important step is to prepare your workshop well so you are happy about it. Moreover, make sure you are prepared for things that might go wrong, that you have some extra activities in mind which you could add in case you have too much time left, and know what to cut out in case you are running out of time. Rehearsing the workshop with some friends can help a lot or run through what you are going to say in the main sections (e.g. introduction, complicated activities, presentation) by yourself.

Relax. Do some breathing exercises. If you feel you are getting nervous take a couple of slow and deep breaths and feel your feet on the ground. Before the workshop or do anything else which can help you to relax, like e.g. listening to music.

Accept to make mistakes. To make mistakes and to reflect on them is an important part of becoming a better trainer. Be aware that participants will not be aware of most mistakes you make. Being confident does not mean that you have to be perfect!

3.3 Training program

Typical training, even lasting a few hours, can be divided into three stages: (1) start, (2) develop and (3) completion. Below you will find a brief description of these stages.

3.3.1 Start of the Training

The purpose of this step is to get to know the participants and the trainer, to explain the purpose of training and determine of the applicable rules, and thus build mutual confidence and motivation to learn. At this stage, you should ensure that:

- A. **Participants get to know each other.** This is especially important if participants have not met before. You can propose some form of presentation and using it as an example to introduce yourselves first. It can include, e.g. first name, school or organization which the participant represents and additional information about the experiences with the training topics, your favourite computer game, etc.
- B. **Introduce yourself to the participants.** In addition to the basic information, as a trainer you should tell them a little more information e.g. to explain what competencies you have related to the subject of training, what are your experiences as a trainer, as well as convey other information that will convince the participants that you are "right person for this job".
- C. **Ask participants what they would like to learn** during the training. This can be done in many ways. The simplest is that the participants introducing themselves finish the following sentence: "During this training, I would like to learn ...". More complicated is the following: (1) give to the participants small post-it and ask them to write down on each of them one thing they would like to learn, (2) ask each participant to read what he / she wrote on post-it and pinned them, for example to a cork board, in such a way that the cards contain similar content were next to each other. This creates a "map of expectations", which will figure out what participants especially want to learn (what content is most often repeated).
- D. **Refer to the "map the expectations" and tell the participants** which of these expectations will be fulfilled during the training, and which do not and why. It is apparent

that during a training it is impossible to meet all expectations of all participants. Say it straight, and if it is possible to select an additional source of knowledge on topics that during this training will not be discussed.

E. **Tell the participants what is the training program**, what are the topics of each session, and their duration. Hand out the printed program or hang it on the wall written on the flipchart sheet. Tell what hours you foresee a break and how long it will last.

F. **Set up with the participants the rules** that will apply during training (contract). Knowledge of the rules reinforces the sense of security, and thus supports learning. In addition, jointly established rules allow the trainer to refer to them ("together we agreed that ..."), and thus you did not take all responsibility for its application. The easiest way to determine the list of rules, it to propose a few of them, explain what they are and include some proposals from participants ("What would you have added to this list?"). A more sophisticated may be as follows: (1) ask participants to recall other trainings they participated (lessons at school, extracurricular activities, etc.), and reflect on what helped them in learning, which meant that they felt safe and wanted to get involved, (2) ask them to formulate a proposal for rules that would make them feel so during this training, such as: "when I appear in front of a group, it is difficult for me to collect my thoughts, I would suggest that we do not interrupt each other, when we want to say something", (3) ask each participant in turn to suggest one of the principles, and finally create the list - preferably no longer than 5-7 rules - which seems to be most exhaustive, (4) say that this list will be able to be supplemented, if during the training turns out that an important principle has been omitted.

Examples of rules during the training

- We say the first name
- Everyone can express their opinion
- We listen carefully
- Do not judge others, but we do not have to agree with their views
- We can at anytime ask a question, if we don't understand something
- We have turned off mobile phones
- There are late without a good reason

3.3.2 Developing

At this stage, you use a planned training methods so that participants have developed competencies described in training goals. This means that participants perform various tasks (individually, in pairs or in groups), during which they acquire knowledge, skills and shape their attitudes. As a trainer, you should:

- A. **Give participants the instructions** associated with a given task. Tell them what is the purpose of the task, suggest the way in which they can achieve this purpose, as well as specify the time that they have available. For more complex tasks, print and distribute to participants the instructions describing the steps associated with the execution of the task. It is not only that the participants know what to do and at in what time, but also to take responsibility for the task and independently undertake the related decisions. Announce that if they do not understand it, before they ask you, they should try to find the answer in a conversation with other participants. If you find that participants have sufficient competencies associated with learning, let them to achieve the expected purpose of the task using different method than suggested by you. During a typical training most of the tasks participants perform in groups (in this way they learn social skills). It is important that everyone is involved in work, but during some of the tasks selected participants fulfil additional roles, e.g. a leader or person responsible for presenting results of work to other participants. In such cases prepare relevant instructions, explaining what are the roles and responsibilities which are associated with them.
- B. **Provide conditions for the execution of tasks.** Select the participants a space in which they can accomplish a given task, e.g. tables prepared to work in groups. Provide materials and equipment needed. Leave them to decide how and when they want to do it.
- C. **Monitor the progress of the tasks.** Observe how the participants perform tasks. Pay attention to how they communicate, whether they are all involved in the work of the group, how they fulfil their roles. If necessary, help participants by providing additional explanations. Try not to interfere excessively in the course of their work, do not try to do something instead of them. In general, it is better if they can act on their own even if they commit mistakes ("sometimes you win and sometimes you learn"). Remember, that the more autonomy you give the participants, the more time you have to monitor their work, and thus more space to provide them with feedback on the progress of work in groups.

- D. **If necessary, make changes** to the approved training plan. The result of the monitoring may lead you to modification or to change of the training plan. Do this if you come to the conclusion that some needs of the participants proved to be more important than it appeared at the stage of needs assessment, or if the method you planned does not fully allow for the achievement of the training objectives. In order not to miss such a situation, you can:
- In the middle of the training (if it lasts longer than one day, at the end of the day) to ask the participants of short statements about what they have learned and whether it is knowledge that is useful to them in circumstances in which they intend to use it (e.g. trying to get a job, realizing a project at school or NGO, etc.).
 - Hang on the wall flipchart sheet, where participants can at any time to write down some suggestions e.g. "I'd like to get to know the other applications for film processing, than those previously met."
 - Provide in the form of an online survey question "Do you learn skills you really need?", with a simple scale e.g. from 1 to 10, where participants can select their answer.
- E. **Allow participants to present the results** of the tasks. The method of presentation depends on whether the participants worked individually, or in groups, as well as how much time you have (the shorter the training, the less time you have for the presentations). Remember, however, that does not make sense to propose tasks, if the occurrence and effects will not be able to be presented. If participants are to "learn from mistakes", it follows that, first of all, at this stage. If participants work in groups, the effects can be presented by one person selected by the group. His / Her statements may be supplemented by other members of the group. Another option is to present the results by all the members of the group, who share the roles (parts of the presentation). Here are a few methods of presentation that you can use:
- Writing about the effects on the flipchart sheet. Text can be enhanced with diagrams, graphics, etc.
 - If the effect of group work is digital, participants can use the projector (e.g. a powerpoint presentation, the profile they created on a social networking site, for example, LinkedIn, photographs, video, etc.).

- Asking participants about playing out scenes, illustrating e.g. the course of an interview with the employer.
- F. **Summarize the course and effects of the tasks (reflection).** Suggest participants some form of summary of the course and effects of the completed tasks. The course of the task is the way in which the participants tried to achieve the expected results. To help participants reflect on the course of the task you can ask e.g. the following questions: "What are the methods you used to implement the task?", "What worked, and what would you do differently in the future, pursuing a similar task?", "Were there any difficulties?", "If so, how did you deal with them?", "How was the communication in the group?", "Was it easy to get along?", "How did you make decisions?". Effects of the tasks are what have been achieved. To help participants reflect on the effects of the task you can ask e.g. the following questions: "What did you achieve?", "To what extent did you achieve the purposes established in the instruction?", "Are you satisfied with the results?", "How could you improve the quality of carrying out a similar task next time?"

3.3.3 Ending

Make sure to leave enough time for the ending of the workshop. The ending is as important as all other parts of the workshop, so in case people already start to pack and talk to each other ask them to focus for a few moments more. The ending of the workshop should involve the following elements:

- Tell the group that the workshop is about to end;
- Summarize on what has been done by stating again the topic and reminding the main parts of the workshop;
- Evaluate the workshop with the participants. This can be done orally by making a round asking each participant to share with the group on what he/she has learned from the workshop, what he/she want to put into practice after the workshop. To the oral evaluation a written evaluation can be added where you ask the participants to fill in a questionnaire, where they can anonymously state on how they feel about the workshop;
- Mention to the group on what your impressions and feelings are about the workshop;
- Remember that from each group and workshop we lead we will learn something, therefore show your respect and thank the group for the workshop;
- Say goodbye and leave your contact information in case you want the group to be able to get in touch with you when they have questions regarding the topic of the workshop.

3.4 Training methods

Training methods are ways of achieving the objectives of training with regard to selected content. There are many guides available that describe widely different methods, so here we mention only some of them.

Methods for the acquiring of new knowledge.

These include, for example:

- **Presentations** using tools such as PowerPoint or Prezi, being a combination of speech and photographs, diagrams, etc.
- **Lectures.** Short speeches (generally not exceeding 20 min.) which allow you to pass new knowledge in a systematic way.
- **Videos or animations** showing participants step by step, e.g. how to use an application on their smartphones.
- **Infographics.** Presentation of the issue in the form of key figures, concepts, charts, graphics, etc.
- **Visualization.** A graphic form to present some issues, e.g. in the form of a drawing, collage etc.

Methods to analyse problems, make decisions, etc.

These include, for example:

- **Case studies.** Descriptions of some problematic situations (real or imagined) that the trainees analyse wondering, e.g. *What is the problem? What solutions were adopted? What were its consequences?*, as well as proposing alternative solutions.
- **"Decision trees".** Structure to make decisions step by step, from determining what the problem is, what are the alternative decisions that can be taken to solve the problem, what values must be taken into account, etc.
- **Discussions.** There are different ways of doing a structured discussion and related rules, e.g. to limit speaking time of each participant, ending a speech specific proposal (application), etc. One of the options is to discuss "for - against", when the partic-

Participants are divided into two groups, one of which invents arguments "for" a solution, and one "against". After their presentation, all participants choose the best solution for their opinion.

Methods to develop social skills

These include, for example:

- **Role play.** Participants take on the roles of different characters and play a scene described in the instruction e.g. one person plays the role of an employer, who is looking for an employee with specific skills, and the other person the role of job seeker, who has to prove that he / she has such skills.
- **The simulations,** which usually rely on the fact that the participants take action under the "mock reality" described in the manual, which sets the frame. This "mock reality" to a certain extent reflects the situations that occur in reality. For example, participants take "mock" meeting of the municipal council, which is to decide on the distribution of the budget for various purposes. The instruction includes then e.g. the budget that the council has at its disposal, its decision-making procedure, etc. Although the participants take part in a "mock reality", their behaviour, and emotions are true. In this way, they learn social skills: to communicate with others, cooperation, conflict resolution and decision-making.
- **Games,** which are a kind of simulations with a clear element of competition. Participants - acting under specific rules – have to complete an assignment for obtaining a reward for example the highest number of points. Games may involve individual participants or teams. It may take place in the training room, in the city (urban games) or online (games using computers, tablets or smartphones).

When choosing training methods you should take into account the following factors:

- **The objectives of the training.** If in the course of the training, participants have to learn new skills, you cannot conduct training using only presentations.
- **The number of participants.** Remember that the more people the group has, the more time you spend on the implementation of the methods developing skills and discuss their effects.
- **Training time.** The shorter the harder it will be to use methods focused on developing skills.
- **Experience of the training participants.** If they are not accustomed to working methods you propose, their use may take more time.
- **Available equipment or Internet access.** If you want to use during the training, e.g. tablets, you need to make sure that the organizer can provide them, or whether participants can bring their own devices.
- **The stage of the group's development,** e.g. you have to consider if participants know each other enough and trust each other, to propose methods during which they must work together (simulation) or reveal their beliefs and values (discussion, role play).
- **Different learning styles of the participants.** There are many classifications of learning styles, e.g. one of them divides the people to "listeners" (people who learn by listening to others, talk, discuss etc.), "visuals" (learners through the visuals, drawing, etc.) and "kinesthetics" (people learning "in action", group work, etc.). It is important that you include different training methods when planning the training in order to address the needs of the participants preferring to learn in the frame of different styles.

3.5 About facilitation, facilitator's role and facilitation techniques

You've already got to know how people learn, what is helpful and what is disturbing in this process, how to develop and conduct a concise training or meeting on the given subject. Now it is time to look at the tasks of a person who conducts a meeting - tasks of a facilitator, and techniques, which he / she uses in this process.

3.5.1 Facilitation - what does it mean?

To facilitate means to mutually stimulate the behavior of members of the group - e.g. people participating in a meeting or training. The facilitator is a person who observes and stimulates such behavior and supports the group in reaching goals. He /she is therefore responsible for the course of the meeting, he /she leads the group and follows it at the same time. What is important - the facilitator remains impartial to the people in the group and opinions which they share.

3.5.2 Features of a good facilitator

- neutrality and impartiality (regarding people and content);
- ability to listen to others;
- ability to ask the right questions at the right time;
- ensuring a balance between the objectives, process and people;
- acceptance of all participants;
- creating favorable and open atmosphere;
- ability to exploit the potential of all participants;
- taking care of the relationship between people;
- be open to problems.

3.5.3 How to start?

If facilitation seems something difficult and complicated after reading this brief introduction - we have good news for you! Probably there are many facilitator's tasks that you already can perform, even if you are not aware of these. Sometimes it is enough to be curious of people, friendly and being mindful of what they say and what they need. This is a very significant potential that will help you develop facilitating competencies. In a moment we'll show you what else is important and worth of your attention, and we will share some tips and tricks regarding facilitation techniques.

3.5.4 Triangle of facilitation

When you facilitate a training or meeting, be sure to pay attention to three aspects: the purpose of the meeting, the process and the individual participants.

1. Purpose of your meeting / training

Your task is to achieve the goal of a meeting.

First of all, be sure that all participants are aware of the goal of the meeting or training. Tell them about it before the meeting starts (e.g. you can include information about the goal of the meeting in the invitation). Recall the goal when the meeting starts (to learn more look at the page...). But that's not everything. It may happen that although the goal was clearly defined at the very beginning, during the meeting the participants diverge from the topic and start discussion on different subjects. In such situations, bring the meeting back on track - recall the purpose, organize discussion, focus the energy and participants' ideas on topics that lead all of you to achieve the goal. If necessary - suggest postponing additional (even essential) topics or issues and addressing them at another meeting or training. At the same time, show how much has already been done and what is the current stage of work. As a result, people will see the sense of working together and at the end of the meeting they will be pleased that they were able to accomplish the task.

2. Process

Process means everything what happens between people during your meeting and training.

Imagine for a moment an effective meeting or training, where the goal has been achieved accordingly to the plan, but... all the time there was a tense atmosphere, some people

spoke out frequently, others hardly expressed their opinions, two participants were malicious and quarreled with each other, someone constantly disturbed and criticized other people... And although it worked out (barely) and the goal was achieved, the participants probably won't have nice memories of this training and next time they will avoid meetings which you organize. So, what should be done to avoid such situations?

A good facilitator not only pay close attention to achieving the goal, but carefully observes and reacts to what happens between the participants. First of all, a facilitator cares about the participants' sense of security and builds trust - both to himself (as a facilitator), as well as to other people taking part in a meeting. At the beginning, he / she allows participants to get to know each other, clearly shows the purpose and subject of training, inquiries about the expectations, sets the rules of work together with a group. Then, a facilitator use those techniques of a group work, which enhance mutual trust and relationships between participants. He / she invites people to talk in pairs or work in subgroups. When he / she notices the readiness of participants, he /she invites them to speak in front of the group. The facilitator skillfully mobilizes (not forces!) each person to speak, he /she makes use of integration exercises and icebreakers (to learn more look at the page...). All the time, he / she carefully observes the participants and interactions that occur between them, and - if necessary - intervenes. E.g. if too many people speak at the same time - the facilitator gives the floor to individual participants. If there's a person with very distinct opinions, who tries to impose them on others - facilitator checks others opinions and encourage all participants to express them. When a participant cannot clearly express his/her thoughts or opinions - a facilitator paraphrases his / her statement. And, of course, the facilitator asks as many open questions as possible (open questions allows to express opinions freely).

3. Individuals

Leading the training you need to look at the participants not only as a collective (group), but also to recognize the individuals.

This time recall an anthill. Usually we look at it from a distance, so as a result we see a mass of small points that are constantly moving. We do not notice individual ants, even though we need just a moment of concentration and mindfulness to realize that each of them is going in its own direction. The same situation can happen during the training - we can focus on the relationships between people and on the group so much, that we can miss the details regarding individuals. One may be tired. Other impatient, frozen or dissatisfied. Examples can be multiplied here.

Obviously the good news is that after a certain period of time such individual needs or behaviors will influence the relationships between people and it will be easier to be noticed (e.g. someone who feels cold, will finally tell about this aloud; the dissatisfied person will criticize your statement or another participant of the training). The trick, however, is to notice it before it happens and - as a result - react adequately to the situation (e.g. it's better to ask if there's a need of turning off the air condition in the room, or to ask if there's something that should be explained more precisely). A careful observation of individuals and paying attention not only to what they say - but also to their body language, will be extremely helpful here. The way we sit on a chair, the expression of our face or our gestures - it tells really a lot about us. And what is important - usually it tells the truth, because body language is extremely difficult to control. So keep in mind - body language can become your ally!

Remember, each of the aspects mentioned above are equally important. If only you - as a facilitator - pay close (and preferably equal) attention to all of them, the meeting or training will be successful.

Your positive attitude to the training and work with a group, your energy, commitment, and flexibility - all of them can be helpful. Think about the common work of the group like about an interesting trip or excursion. When you (as a facilitator) know the destination and you are aware of what can happen along the way. But at the same time, the participants are those who see quite new and sometimes surprising things during this trip. It also happens that they leave the path you determined and - if only it does not move you away of the goal - you can follow them with curiosity!

3.5.5 Facilitation techniques

You already know the task of facilitator - for a while you will learn about facilitation techniques that will help you conduct a meeting or training. Each of them will be useful, however you'll use them with different frequencies. Remember, your choice of techniques will depend primarily on the needs of the group.

1. Asking questions

Questions are the most important tool in the hands of the facilitator. They allow you to collect information, help in mutual understanding, enable searching for solutions.

When do we ask questions?

At each stage of the work group.

For what purpose?

- To get information.
- To clarify the doubts and misunderstandings.
- To encourage participants to seek solutions.
- To analyze possible explanations or suggested solutions.

How?

Ask questions adjusted for a particular purpose. Use primarily open-ended questions - starting with the words: what? who? for what? when? why? how? Asking open-ended questions can be compared with fishing with nets - when people try to catch as many different fishes as possible. In other words - in this way you collect a lot of information. You also make participants to think and dig deeper, and you encourage them to collaborate.

Much less - usually in a situation where you need precise information or you want to end a thread - use closed-ended questions. Those which begin with the word "if" and lead to the "yes", "no" or "do not know" answer. In this case, we can also use the metaphor of fishing - but this time you fish using rods. In this way you try to catch just one fish - to get a very precise answer to your specific question.

2. Paraphrase

Paraphrase is a repetition of what we understood from the speech of another person. It should not summarize the problem or include the interpretation. It should contain only what was said. When you use the paraphrase, do not judge and do not value statements you've already heard.

When we use paraphrase?

- To show you are listening, you are careful and concentrate on the speech of the participant.
- To check how well you understand his /her intentions (if you understood otherwise, the participant has the opportunity to clearly present his idea).
- To organize the conversation and focus attention on the discussed issues.

- To underline the interest and understanding of the participant and to encourage him to continue the speech.
- To make his speech more understandable for the group.

How?

Repeat in your own words what you understood from the participant. Say for example: *If I understand correctly ..., Having said that... you mean..., I understand that you're asking about the...*

Use paraphrase when you do not fully understand the participant's statement and are not sure about his intentions. Use it also when you are not certain if everyone in a group heard or understood the participant.

3. Confirmation

Confirming is to show that you are listening with interest and want the participant to continue his speech.

When we use the confirmation?

- At the beginning of the meeting.
- When the previously reticent participant spoke.

For what purpose?

- To encourage less active participant for greater involvement.
- To show your interest.

How?

Express your interest by non-verbal signals: nodding head, tilting in the direction of the speaker, eye contact, smiling. Take care also about the verbal confirmation - both short (oh, yes - yes, I understand) and more complex (Do you want to say something more?) will work here.

4. Balancing

Balancing, is to encourage people who haven't said anything yet or spoke a little to speak (to express their opinions, ideas). Using this technique, you are giving a clear signal that

all views in the group are important and everyone has the right to express opinion.

When we use the balancing?

- At the beginning when not everyone feels safe.
- Whenever the discussion is dominated by a small group of people.

How?

Say: *We've already known the opinions of two people. Who will propose a different way of looking at this matter? What others think about what you've just said Peter? We have listened to the arguments of Anna and Dominic, who has a different point of view?*

5. Giving voice

Giving voice is a procedure that helps to organize the discussion.

When we give voice?

When there is chaos in a group and everyone speaks at the same time.

How?

Step 1: *Please, all of the people who want to speak, raise your hands.*

Step 2: *I see that four people want to speak: Anna, Lucy, George and Adam. You will speak in this order. The first - Anna, the second - Lucy and so on.*

Step 3: (When Anna finishes) *Lucy, I invite you to speak ...*

Step 4: (When the last person has finished) *Does anyone else want to add anything?*

6. Summary

Summarizing means to present again the most important issues, thoughts, ideas emotions that appeared at the particular stage of the work of the group.

When you summarize?

- At the end of a particular stage of the work of the the group.
- At the end of the work of the group.

For what purpose?

- To collect the most important facts and confirm their understanding.
- To show what progress has been achieved and encourage further efforts.
- To ensure that all matters in that part of the meeting have been discussed and covered, and we can move on to the next.

How?

Introduce the most essential issues that have been raised. Verify if you told about every important matters. For example: *It seems to me, that the basic thoughts that have been expressed, are I think that the most important issues that have been raised until now are ... Have I forgotten about anything?*

3.6 Motivation for learning and the way we learn

3.6.1 How to make people learn

Your job as a trainer is not only to prepare the training plan and its implementation, but also to motivate the participants, encourage them to get involved during all sessions.

There are several methods and activities that you can perform in order to make participants more motivated and eager to learn.

Participants' influence on the objectives and subject of the training

Participants will feel motivated if they have an influence on the objectives and the subject of training, and the opportunity to choose such methods of learning, which in their case turn out to be the most effective.

This can be achieved e.g. by:

- Ask the participants what they want to learn, and how they want to use this knowledge and skills after the training. Taking into account their needs when planning training.
- Responding to the current needs of the participants expressed already during the training. For example requests for additional breaks if they feel tired etc.

Interesting and engaging tasks

Participants will be more engaged, if the tasks you propose differ from the routine and require effort. At the same time the participants should be able to complete the task.

This can be achieved e.g. by:

- Assessment before the training, what is the level of competence of the participants, what are they able to do.
- If the level of competence of participants varies prepare tasks of varying difficulty.

Safe atmosphere

Participants will get involved, if during the training they feel safe. They will then have a greater desire to experiment, to work in a custom way, and make innovative ideas. They will also be more willing to express their opinions.

This can be achieved e.g. by:

- Enabling participants to get to know each other. The more they know about each other, the more trust each other.
- Limiting competition. Proposing methods that require cooperation.
- Establishing rules together with the participants. The very fact that the rules are known causes that participants know what behaviours are desired.
- Supporting participants, if they meet difficulties that without your intervention they cannot overcome. Encouraging participants to help each other.

Your positive attitude

You can also influence the participants' motivation through your attitude during training. Participants will be more motivated if you too will be motivated and be able to show this.

This can be achieved e.g. by:

- The expression of your satisfaction related to delivery of the training.
- Showing participants that you are interested in topics of training, you have competence in this field and you enjoy what you're doing.
- Showing respect to participants and helping them when they encounter difficulties ensuring their comfort in the training room, good quality materials and efficiency of the equipment.

The knowledge on adults learning approach will be also extremely helpful. You should take it into the account, while you develop and conduct the training.

As we've already said, people learn more effectively, when they are motivated. At the same time, we also have to remember that **people learn effectively in different ways** - some people prefer learning with others, some prefer learning individually. Some prefer learning in practice when they have an opportunity to try something. Others need more theory, facts or figures. People also differ in terms of the sensory system. This sensory system determines how we perceive the world around us, what kind of information we

notice and memorize best. It also determines our personal strategy of learning. There are three representational systems:

- **visual system** - we remember better what we see (e.g. charts, infographics, tables, pictures, movies);
- **auditory system** - we remember better what we hear (e.g. when we listen to others or ourselves, when we talk with others, when there's no other disturbing sound around us, when we read or think loudly);
- **kinesthetic system** - we remember better when we can move / touch / feel / taste (e.g. when we feel emotions, when we are in touch with others).

Among others, based on these conclusions on the adults learning methodology, David Kolb, an American educational theorist, described the most efficient model of learning (called Kolb's Cycle), which consists of four phases.

The first phase is: **experience**. In this phase, participants of the training have an opportunity to experience something. For example, they participate in an exercise, discussion, role play, case study - any activity that enables them: a. to try something new, b. to use their own personal experience (for instance their knowledge, skills, attitude). This phase is especially important for people who learn in practice and for those who prefer kinesthetic system.

The second phase is: **reflective observation**. This phase enables participants to reflect on the activity they've already had. It is a moment of discussing conclusions, emotions or any thoughts that appear. As a result, people not only have an opportunity to express their opinions, but they also understand the reasons of their activity (and their effort!). It also builds mutual trust (both among participants and the trainer as well).

The third phase is: **abstract conceptualization**. This phase follows the reflection on the experience and leads the group to general conclusions. For instance, if participants have already discussed how they behaved, now they should discuss how people behave in general. The role of the trainer is to help participants discover that by themselves - by stimulating discussion, asking questions, etc. When the most crucial findings are listed, there's the moment to present additional facts and figures by a trainer. However, it should be very brief, accompanied by charts, drawings or powerpoint presentation. This phase is especially valuable for people who need more theory.

The fourth phase is **active experimentation**. It enables participants to try out what they've already learnt and to refer their new knowledge or skills to their own needs. It usually consists of individual activity, that becomes an opportunity of another experience at the same time. This phase is a first step of applying new knowledge and skills (what should be continued after the training). It's also useful for people who prefer practicing and concrete actions.

All of the phases are necessary and it is also recommended to be used in the order described above. Once we develop the whole training and each of the training sessions accordingly to this methodology, we can be sure that our participants will learn effectively.

Learning can be divided in active and passive learning. With passive learning involving activities like listening to a speech and reading a book. Active learning, allows to experience what we are supposed to learn, for examples through role plays, common discussions and presentations created by participants. While people are more likely to remember things when these involve 'real' experiences, experience on its own won't get us very far. We also need to reflect on our experiences and make 'generalizations' about them.

3.7 What to keep in mind when working with youngsters

The aim of this toolkit is to give you some basic understanding of what you should keep in mind when working with youngsters. Much has been written on psychological and pedagogical aspects related to dealing with youngster and there is no way that we will be able to go through all aspects. However, we see the need to make you aware of the following aspects as they may help you to design the workshop and prepare yourself accordingly.

3.7.1 Special needs and problems of youngsters

As you might remember from your teenage days , growing up means to be in constant search of one's own identity. It is also the time when we start to create our own value system which will influence our life. This is usually a very difficult time and often connected to the feeling of loneliness and dissent. Young people very often feel alone with their inner conflicts and have doubts about themselves. Youngsters desperately long for approval from others but at the same time also long to be independent. Testing ones boundaries is part of this process as well as trying to fight everything and everyone who wants to limit their freedom. Receiving approval from peers is often more important than respect for oneself. Therefore, the biggest challenge for young people is the confrontation between their ideal and real self. Young people want to be ideal as they imagine it to be, in order to receive the needed approval from others. Many have their idols. Young girls dream of being an artist, actor or singer. Young boys of being a known athlete or musician. Dealing with youth you have to accept that they are thinking that way and that it is not easy for them to accept the difference between their ideal and real self.

In order to help you remember and accept on how youth acts and thinks you can always do the following exercise:

Imagine that the clock turned backwards and you are making a journey in time.

You are now 14 years old. Imagine what was for you most important back then. Now write down three things (words) that are most important to you, by ranking them, one, two, three.

Think about it, do your answers seem similar to those of today's 14 year olds? I bet they do. If you do not believe me please ask a group of 14 year olds on what is most important to them in their life.

Now please think about it what is most important for you now in your life. Write down three things (words) that are most important to you by ranking them, one, two, three.

Do you see a difference? I bet that even if some of the things are the same they are not equally as important to you as when you were 14.

Why?

"When working with youth, do not make the mistake of presenting your values as being superior to their values. You cannot communicate with youth at the values level."

Zdzisław Hofann, Teacher & Trainer, Volunteering Development Foundation

Our values are changing and the older we are the more they are evolving. It is very difficult to connect with someone based on values and the biggest conflicts arise due to differences in values.

The biggest conflict between generations is usually between generations closed to each other in terms of age. Usually the older ones do not understand the younger ones. This was true a long time ago and still is now. The conflict between generations amplifies the more a given civilization is living in a stable and prosperous economy. Conflict is only non-existent when there are many dangers that can influence a given civilization.

3.7.2 What to do in order to connect with youngsters?

The answer is by ...

... building relations. Even if you do not agree with the other person based on values never give up on finding a way to build a relationship between the two of you. Try to find something, a common interest or task which allows you to connect.

Try to do things together which allow to create a common experience e.g singing, dancing, playing. However, make sure that the person/group is able to do those things easily .

... accepting the other person the way he/she is. However, this does not mean that we cannot accept a certain behavior. Accepting a person should not be mixed up with accepting a certain behavior.

Try not to assess the person in front of you, be aware that the first impression might not always be true. Moreover, based on a certain behavior you cannot create the whole picture about a given person.

... not stating your expectations towards that person, as he/she might feel overwhelmed by it.

Be authentic, do not play a role. Show the person you are, as especially young children have a very good instinct of judging if someone is fake or not.

... showing empathy and having the ability to see a situation from the perspective of the other person.

... focusing on the here and now, the person in front of you. Be positive and give all your attention to the person or group. This will help not to build up presumptions about the person in front of you

... try to focus especially, without making it too obvious, on the person in the group which might be the most vulnerable, or the leader of the group.

3.7.3 When the group is large

It is more difficult to connect with large groups therefore you need to use certain techniques which will help you. The relation that you are building with the group is not going to be very deep, especially as the workshop you are going to conduct will be just a few hours long, however try to build a good atmosphere.

Examples of such techniques you can find under the scenario section in this toolkit . Please select those which to be fun and therefore create a good atmosphere and energy. More links to documents with energizer and teambuilding scenarios you can also find of the YourKITE webpage: www.yourkite.org

3.7.4 What helps young people to learn?

Make it short

Please keep in mind that humans have a limited capacity of concentration and this capacity is proportional to age. The younger the participants the harder it is for him/her to stay focused. Therefore, think about achieving the goal of your workshop in the shortest possible time and moreover plan in enough breaks and energizers too keep the participants involved.

Make it interactive

As mentioned earlier the best way to learn for young people is to learn through experience. Therefore the workshop you are preparing should allow the participants to be involved as much as possible. If you have to give an presentation than try to make it short, not more than 10 minutes at a time. When your teenage participants start to loose interests in what you are saying, it is time to change the activity and get the participants involved. Play a quick game to refresh and which allows the participants to move. The same is true when doing activities that take longer to complete, like for instance drawing a poster. Allow the participants to have a break from it and make them move.

Let them be in charge

This does not mean you should let the participants do the workshop on their own. This

rather means that you should take upon the role of a facilitator, at least for some parts of the workshop, and guide the participants without interfering too much to reach the goal of the activity. Moreover, recognize the participants opinions and ideas by asking the whole group or/and individuals on what they think/feel, on if they have other ideas or if they would do something different.

Let them feel safe

We learn best when we feel safe – it means we are more able to take risks, and more willing to try out things and explore new ideas. Especially for a young person feeling safe in a group is extremely important as it will impact directly the level of activity in the workshop. What makes a person feel safe varies from person to person and it is important to keep that in mind. However, there are a view guidelines which can help to construct a 'safe environment'.

1. **Help participants to get to know each other.** Build a positive and trusting atmosphere by playing with the participants name games get to know each other (see scenarios on introduction). Give them also small group tasks and try to mix the group as often as possible.
2. **Vary the group size.** Many young people find it easier to express themselves in a pair or small group. However, there are also persons who prefer impersonal bigger groups. Observe how the participants react in various group sizes and make adjustments accordingly.
3. **Build trust in your role.** Participants might project the image of a school teacher onto you. Help them realize what a workshop is and that it is more empowering, that participants need to be active themselves and that the more active they are the more they will learn. Show them what kind of person you are. Tell them something about yourself, what you do and what our hobbies are. Try to create a good atmosphere , by smiling and making jokes.
4. **Develop a contract with the group.** Define together with the group on how they want to work together. Please keep in mind that creating the rules with youth might take longer as you also need to work out with them on why certain rules are important. (please also see the part on contract page...) Be consequent and do not allow for exemptions from the rules as else you might lose the groups respect.

5. **Let them understand the objective of the workshop and certain activities.** As for adults, it is important that youngsters know what 'good' learning something gives them. It will help if give real life examples on where and how they can use the new knowledge and abilities. Unlike young children, who often learn for the pleasure of learning, youngsters as adults also need a reason to learn.

Be flexible

You need to be well prepared for the workshop and have a clear vision of the structure in order to make it attractive. However, you should be also flexible enough to adapt the program of the workshop to unexpected situations in the group. Avoid to stick to the planned program at all cost. Make sure to have extra activities in mind and know which parts to leave out, if needed.

Make rapport

Try to make yourself liked. If the group will not like you they will not work with you. Therefore, be friendly from the start, use humor and smile. Make sure to talk to the youngsters in the breaks and address their concerns in case they mention them. It also involves getting to know their names and maybe mention something that you have in common with them. However, this does not mean that you should take their side in case they are in conflict with someone. Listen and let them make their point, eventually, make them aware of the others side point of view.

Provide positive feedback

Youngsters want to receive approbation and therefore positive feedback is very important to them. If they like and respect you your approval will be of very high value to them therefore do not miss give your feedback to the group after each activity and at the end of the workshop.

3.8 How to gain experience?

One of the most important things when wanting to create and conduct great workshops is the need to practice. The more workshops you will do the more confident you will feel about being in the role of a trainer and the easier it will be for you to develop the right workshop for the right type of group.

At the beginning you might not be able to make money from doing the workshops but it is all about gaining experience and when people recognize that you are doing a good job, money and fame might come along eventually.

But how to find possibilities to practice?

Tell others!

Make sure to tell others about the workshops you are doing or wanting to do. Tell not only your friends and your family but also strangers you meet. You never know, maybe you have person in front of you who might just need on what you are doing or who has some ideas on how to realize your plans. Your friends and family might also be a valuable source of support and information. The more people you will tell about what you want to do, your goals, the more information you will receive on how to realize them.

Search the internet!

Check the internet for volunteering possibilities. There are many NGO's who are in need of people who want to get engage and share their knowledge with others. Use a search engine or check various country pages where NGO's or other institutions ask or search for help.

Example given of such pages in Poland:

www.ngo.pl

www.mojwolontariat.pl

Example given of such pages in Norway:

www.ung.no/frivillig/

www.unginfo.oslo.no/?post_type=verden&p=523

Example of such pages in Romania:

hartavoluntariatului.ro

www.centruldevoluntariat.ro/ro

www.imparte.ro/Voluntariat

gratuitor.ro/voluntariat/

www.voluntar.ro/

www.ajutaunong.com/

www.provobis.ro/

Ask around!

You can visit the local school, or even your old school where they might still know you, and ask if you could do workshops for the youngsters in this school. Other good places to ask are libraries as well as youth and cultural centers. But you could also ask in child care homes. However, make sure to keep in mind that those places have their rules and regulations and that organizing a workshop at one of those places might be connected to providing some references and information about yourself.

PART B

DISCOVER THE THEORY BEHIND THE SECENARIOS

CHAPTER 4 MEDIA AND COMMUNICATION

4.1 Background information

4.1.1 Storytelling and communication

People told stories even before the writing was invented. The first stories were unfolding on cave walls for the great achievements and magical tales to be remembered and passed on. Stories could be told in many different ways - through oral narrative, music, dance and even tatoos. The new era came with the possibility to record the stories on paper, stones, pottery, and later, digital platforms.

4.1.2 What is storytelling and why is it so important?

Storytelling is the art of telling stories. While stories are the sequences of events, that obey certain structure, with characters, acting according to a particular design. Like traditional tales starting with "Once upon a time" and ending with "They lived happily ever after".

What does it have to do with business and entrepreneurship? - you would ask. A lot.

Our lives are stories and when we die there are only stories left. The only thing that remains. The only thing that is being remembered.

Still no clear connection to business sphere. Why should we tell fairytales when we want to be serious about what we do?

Again, because people remember stories. And that is what you need today - to be remembered in the overwhelming flow of information. Stories are often based on experience, but you sure have noticed that learning from an experience does not come automatically. Usually, turning the experience into a story and telling it to others help us to remember better. Only after that the author himself realizes the value of this particular experience. That is why storytelling is also an extremely effective educational tool.

4.1.3 Importance of storytelling for entrepreneurship

When you start your own business, the first thing you should think about is your customers. Who are they and why do they need what you give them? Therefore, it is crucially important to engage your customers, to learn about their needs and make them remember you, as well as your message.

This is where storytelling appears especially useful. Listening to a storyteller can create intense personal connections between the audience and the message. It can promote innovative problem solving and foster a shared understanding regarding future ambitions.

World-leading scholar in entrepreneurship Professor Bill Gartner means his students learn more from the entrepreneurs talking in class than from the traditional lecturers. Personal stories of successes and failures teach students more about the real life challenges than any theory.

As an entrepreneur you will need to pitch your ideas, products and services to your customers every day. But not only customers, also vendors, partners, investors, as well as your team members. Only a good story can attach them to your product. Many entrepreneurs, especially in technical sphere, attract attention of their audience with impressive facts. But you won't always have impressive facts at hand. Besides, people not always make rational decisions. But they love good stories.

4.1.4 Job seeking

Good storytelling skills is an asset no matter what your occupation is. Thus, when applying for a job, it is crucially important to stand out from hundreds of applicants with identical CVs and boring applications. Here is where the art of storytelling can help. The ability to tell a story about your own life is one of the most preferable skills on the modern labour market.

Here is how to land a job with a good story during the interview, according to a storytelling guru David Crabb. When the interviewer asks you to tell shortly about yourself, you:

1. The introduction

Set the scene and prove to the interviewer it is worth listening to you. Shortly summarize

your previous position and passion for the new job.

2. The inciting incident

Show something personal and maybe even touching, here it can be useful to show yourself a bit vulnerable. You can say how you actually felt in your previous position.

3. Heavy arguments

This is the part when you become specific about the details and make them memorable for the interviewer. Get the audience intrigued by the ending of your story.

4. The main event

Or the climax of the story. A change, a shift to the current decision to apply for this job.

5. The resolution

Highlight what makes your story unique. Tell what you've learned from your experience and about your competency.

4.1.5 Communication skills for business storytelling

How often were we inspired by a great story of success or moved while reading about the courage of people with disabilities? The stories can be very powerful when they influence our minds, make us feel unusual feelings and act in a different way. Stories can capture our imagination, illustrate our ideas and inspire us. You will never get inspired by the cold data and facts.

Many successful business leaders know how to use the art of storytelling to engage their teams and customers.

With the help of stories it is possible to share and interpret experience. Stories, though being individual, are actually universal and can be applied to anybody. The story is successful when people can recognize each other in it or to somehow relate to the characters. A thrilling climax and satisfying conclusion of the story are very important to engage the audience.

When you should use the story in business:

1. To build trust among your colleagues and within your team. The more people know about you, the more willing they will be to trust you.
2. To prove your company's value and effectiveness.
3. To prove something is worth doing with previous examples.

Annette Simmons, the author of the book "Whoever Tells the Best Story Wins" defines 6 types of possible business stories:

1. "Who-I-Am" story

You as a person: your dreams, goals, accomplishments, failures. Such stories are essential to build trust.

2. "Why-I-Am-Here"

The aim is to replace suspicion with trust, you should show your passion for doing this for people.

3. Teaching story

Such stories show how a change in the behavior, perspective, or skills can lead to meaningful results. It also works for best- or worst-case scenario stories.

4. Vision story

Meant to inspire people, to encourage them to feel hope and happiness. You can use it to motivate people to change their behaviour, to overcome frustration, obstacles and challenges in order to achieve their goals.

5. Values-In-Action

This kind of story's aim to reinforce the values you want to present to your audience. It can be both in a positive and negative way. For example, you can highlight the attitudes you don't want to see in others.

6. "I-Know-What-You-Are-Thinking" story

You discuss possible questions, concerns and objections before they are expressed by the audience. When you tell this type of story, you validate the audience's thoughts and worries, which allows people to feel that you're on their side, that you are concerned about their emotions. This type of story suits sales, negotiations and pitches to key stakeholders.

(Source: <https://www.mindtools.com/pages/article/BusinessStoryTelling.htm>)

The story should touch, move or inspire the audience. Emotions are so important that people often make decisions based on how they feel at the moment.

Peter Guber, a leader on this subject and long-time business executive, in his book “Tell to Win: Connect, Persuade, and Triumph with the Hidden Power of Story” argues that we all today are a part of “emotional transportation business” and that creating a captivating story is the best way to secure promotion to your business.

All in all, it’s important to be authentic when you tell a story. Stories should be used to tell more about who you are, and why you’re here. You should not be afraid of appearing vulnerable while telling the story. People like to hear honest stories about failures, poor judgments and mistakes. It makes you human in their eyes. When you’re prepared to appear vulnerable in front of others, you can quickly establish trust and rapport.

4.1.6 How to master the art of storytelling?

In the modern world where we constantly experience information inundation, it is hard to attract attention to your message. The only thing people make exception for is a good story. Everyone likes to hear other people’s stories or fantasies. Nothing will help to promote your business better than building a thrilling and significant story around it.

But the art of storytelling is not that easy to master. With good and long practice it is possible. You will have to constantly test your story with the audience and make corrections. You need to focus on your customer, to get to know him as better as possible and try to guess what might be his needs. And if you succeed, it is impossible to overestimate the customers’ engagement with your product.

Here are some useful recommendations:

1. Know your audience and tell a suitable story
2. Choose the best time and place for your presentation (you need to get audience’s full attention without them being distracted or you interrupted)
3. Constantly collect the story material in forms of anecdotes, metaphors, etc.
4. Make sure the audience understand what message you try to convey
5. Get in the right state for your story, prepare your body and mind

6. Be energetic and enthusiastic about your own story, because it is contagious
7. Don't be afraid to share your fears and concerns
8. Add interactivity, address your audience to make them feel part of your story
9. Engage the senses of your audience, use nonverbal communication
10. Try to listen to your audience, their interest, engagement, attention, trust

All great entrepreneurs tried to tell their consumers a good story. Famous for his storytelling art, the founder of Starbucks Howard Schultz gives these 5 pieces of advice for beginners in storytelling:

1. Use details to bring colours to your story

To stand out from your competitors it is important to add lively details that will attract attention to your message.

2. But be succinct

Say only the necessary, try to be laconic not to bore your audience and lose their attention.

3. Offer metaphors and examples to illustrate your message

Any message becomes visual and clear when it is supplied by good examples.

4. No "Me, myself and I"

Don't focus too much on yourself and your product, instead, focus on the audience

5. Be explicit

Make sure your audience understands the message

Storytelling is important in various spheres of life. And business and communication fields are far from being excluded. Any good business creates a community around its product or service via telling its customers a thrilling story. Today there are lots of possibilities for producing creative and visual storytelling in media. Understanding the importance of storytelling is a secure way to success.

4.2 VISUAL STORYTELLING: New Language for the Information Age

«We now live in a world where information is potentially unlimited. Information is cheap, but meaning is expensive. Where is the meaning? Only human beings can tell you where it is. We're extracting meaning from our minds and our own lives.»

George Dyson

As futurist George Dyson expresses it in a perfect way, there is a growing disconnect between information and meaning in the age of data overload. Over the past several years, our quest to extract meaning from information has taken us more and more towards the realm of visual storytelling.

Technically, visual storytelling is the art of conveying a message with the visual images of a story. From hand-drawn diagrams to sophisticated data visualization, by way of graphic design, illustration, photography, and information architecture, visual storytelling offers us to convey information with equal parts clarity and creativity, speaking with remarkable aesthetic eloquence about the things that matter in the world today. Because people are uniquely wired to receive stories, it's important to understand this art which is necessary for every individual from students to entrepreneurs.

It is important because visual storytelling offers us meaningful opportunities to tackle with traditional communication channels which derive from language, attention and instinctive factors. But what is the core of developing and implementing successful visual storytelling? Here are seven tips from the book, *The Power of Visual Storytelling*, to help jumpstart your strategy:

1) Embrace Visual Imagery

Don't be afraid to experiment with different types of visuals! The human brain processes visuals 60,000 times faster than text,⁴ offering a powerful advantage to companies that can curate social media-friendly visuals that drive an immediate response. From images, to videos, infographics and presentations, the magic is truly in the mix with more visual mediums than ever before to bring your story to life.

2) Personalize, Don't Spray

Gone are the days where it's okay to spray the same piece of content across multiple platforms. Instead, today's social media leaders are embracing the special features, capabilities, and audience demographics of each platform to foster different types of engagement and storytelling.

3) Make Yourself Useful

Want to make your visual content more engaging to your audience? Focus on being useful.

Shape your visual storytelling strategy by listening to your audience, from their frequently asked questions, to popular conversation topics, timely events, and issues they care about. Then, strategically leverage visuals to draw more attention and engagement around these popular content topics.

Earlier this year, the BBC News launched an Instagram video news service called Instafax. The program displays 15-second news clips via Instagram video as a way to deliver timely content to its busy community that doesn't always have time to watch the news. Although positioned as a short-term experiment, the BBC is still producing daily Instafax video content on Instagram, proving the usefulness of this content to its community.

4) Be Human

Visual stories perform better when the content has a human element. From tapping into user generated images, to showing behind the scenes content on how a product is made, consumers like to see the human side of your story or organization.

As seen with Crest, being human can also mean using visuals to shape your story around the issues, causes or interests that are important to your community or audience.

5) Tell A Story

As seen with the visuals thus far, your content's storytelling element is just as important as the visuals you use. Start with a strong story concept that aligns to your overall social media strategy and goals and the end result will be that much more impactful.

A unique example of using visuals to tell an important company story came when the Calgary Zoo published its 2012 annual report on Instagram. Fifty-five photos and captions served as "pages" in the report, all of which came together to form a powerful story of the good work the zoo did over the course of the year.

CHAPTER 5 ENTREPRENEURSHIP

5.1 Get ready to become an entrepreneur!

An entrepreneur is seen as a person who set up a business / an organization, and he/she is taking on the financial risks in order to gain some profit for himself / herself or /and for the community as a whole. The definition hides behind a lot of other characteristics an entrepreneur should have, in terms of attitudes, knowledge, and skills. An entrepreneur is seen first as a risk-taker, and as an innovator, a person able to spot the needs / the opportunities in the community, and respond to these in a profitable and sustainable way.

How people become entrepreneurs? Some are natural risk-takers and innovators, other learn to be entrepreneurs, developing specific attitudes, knowledge and skills. Education, Audiovisual and Culture Executive Agency, from European Commission, prepared a specific framework for entrepreneurship education, in *Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes* (2012, available at: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135en.pdf, p. 19).

This framework includes the main attitudes, knowledge and skills needed to become an entrepreneur. Thus, an entrepreneur needs:

- *Entrepreneurial attitudes:* **self-awareness** and **self-confidence**

These two attitudes are seen as the bases for all the other attitudes, knowledge, and skills needed by a would-be entrepreneur.

- *Other entrepreneurial attitudes* needed to be developed are: **taking the initiative**, **risk taking**, **creativity** and **problem solving**.
- *Entrepreneurial knowledge:* **economic and financial literacy**, **knowledge of business organisation and process**, and knowledge of **career opportunities** and **world of work**.
- *Entrepreneurial skills:* practical exploration of entrepreneurial opportunities (ex.: designing and implementing a business plan), and **communication**, **presentation**, **planning** and **working in team** skills.

The current toolkit, and also the other online resources created within the yourKITE project provide scenarios that are focused on developing most of these essential attitudes, knowledge and skills, such as self-awareness / critical thinking, creativity, problem

solving, basic economic and financial knowledge, entrepreneurship as a career path, knowledge on aspects related to running a business (business model, decision making, negotiations, production, leadership style, etc.), and communication, presentation, planning and working in team skills.

The following section will provide you the basic information on the attitudes, knowledge and skills developed through the entrepreneurship scenarios available in the toolkit. While the information is mandatory to be read when preparing the workshops, it also can be used as basic knowledge for you to learn about entrepreneurship. Let's start!

5.2 Are you an entrepreneur? Entrepreneurship Quotient

Entrepreneurship Quotient is a coefficient, which can be measured to diverse tests. These tests will never predict your success in business! The tests will just tell you if you have, at the moment of the test, some of the qualities / abilities needed to become an entrepreneur. The test used in this toolkit is adapted from the quiz from *Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need*, written by Inc The Staff of Entrepreneur Media; the test was initially developed by Northwestern Mutual Life insurance.

The assumptions of the test are the following:

- Most of the time, successful entrepreneurs prove not to be top achievers in school.
- Entrepreneurs are not especially enthusiastic working in teams, and as youngster they prefer to work alone.
- Entrepreneurs are determined / stubborn, and they are ready to take risks, and act less cautiously.
- Entrepreneurs care less about others' opinions, and dislike daily routines;
- Entrepreneurs get bored quickly, they move from one project to another nonstop, and they are ready to put their savings in the next project.
- Still most of the entrepreneurs handle cash flow properly and they have the habit to write down their goals.
- Usually, the entrepreneurs are optimistic, characteristic that make it easier for them to take risks.

Once again: having a high Entrepreneurship Quotient does not mean automatically that

one will succeed in his/her own business, but one may have the qualities / abilities it takes to become successful, while working hard for developing the business.

Take the test from the scenario 10.1, and see what is your Entrepreneurship Quotient!

5.3 Improve your creativity for innovation

Spotting the needs or the opportunities in the community is a very important step in generating a business idea, but the way in which an entrepreneur responds to these depends a lot on entrepreneur's creativity. Exercise your creativity everyday, by using creativity tests or exercises, such as alternative uses tests, incomplete figure exercises, or by solving riddles, or logical problems.

Now, creativity is very useful in business, but more important is innovation. While creativity means to create something original or unusual, innovation means to create something that is both new and valuable to others. Thus, innovation means to put your creativity in practice to solve problems, respond to specific needs, address opportunities, etc.

5.4 Always think twice

Critical thinking means making reasoned, well thought out judgements, based on logic, evidence, and on an analysis of alternative possibilities. Critical thinking involves curiosity, the willingness to find more information about something, and to be open to new ideas; it also requires skepticism, the healthy questioning attitude; and finally, it implicitly includes the humility, the ability to accept that you are wrong, if there is evidence contradicting your ideas.

Critical thinking is essential in business. Curiosity and skepticism help entrepreneurs to challenge the status quo, find new solutions to problems, investigate the market, adapt to new environments, spot new opportunities, etc. Also, a person in constant searching for facts, and not opinions, is a person who can manage well ambiguity, and complexity of the market, supply chains, customers' demands, stakeholders' interests, etc. A critical thinker can easily analyse the market environment, the competitors, and the customers, he/she can realistically assess the potential and seize the opportunities, and make

prompt decisions. At the same time, a critical thinker can quickly admit when he / she is wrong or has failed, and start over again.

5.5 Know your clients, sell your product

At this moment, a classic entrepreneurship manual will introduce you to the business plan, and how to organize your business. By contrast, we recommend you first to get to know your clients / customers, and design your product according to their needs, or to the opportunities you spotted.

You learn things about your clients through what is fancy called “market research”. This is just the analysing process through which you build the profile of your customers: age, gender, married / single, average income / high income, less educated / very educated, employee / business owner, and the list of characteristics can continue... but it is important to find those characteristics relevant for your product idea, those characteristics that make the customers to buy your product or develop an interest in your product.

You might say it is hard to know what will make people to buy something, and you need a lot of resources to thoroughly investigate the issue. So, another option you have is to create your “prototype” product, and see how people react to it. Do they like it? Do they say they need it? Do they ask already for the price? To receive the first feedback, you could organize a focus group with people who you might think they could become your buyers. Present them the product, let them test it, and see what they think about it. Or try to sell your first samples or give away some samples, and ask for people’s suggestions for different aspects, starting from the product name to product’s usefulness for them.

Before starting to sell your products, you have to put a price on them. The price can be set up by using the production costs and adding the profit you want to make. At the same time, mainly in the service businesses, the price can be set by analysing how much customers will pay for your product / service. Moreover, prices are highly determined by what happens on the market in regards to demand and supply. When on the market the demand is high, people buy more of your products or similar products from your competitors, and people believe and perceive that there is a shortage in these products. Thus, the prices will increase. However, when your products or similar products are too many on the market, so the demand is low, while the supply is high, the prices decrease. Thus, in these conditions of high supply and low demand, your competitors will start reducing the prices, in order

to make people buy the products, and you might need to do the same, if you want to sell your products. Or you should rethink your product / service or offer, for instance you might think to "differentiate" your product by adding some buying incentives, such as increase in quality, provision of additional services or special warranties, etc.

Keep in mind that people evaluate products / services that they will buy looking to the quality and the prices of the products. Thus, you might want to position yourself as a enterprise that can provide more quality than the competitors, while having the same prices; or that you can provide the same quality products, but at lower prices; or, in the best case scenario, that you can provide more quality at lower prices. Moreover, when you think about prices, and what your customers pay for your products / services, pay also attention to the opportunity costs that your clients might have: such as the costs they might have with the time they consume to buy a product, transport costs - to go in the store, or at your office to get the product, giving up to buy other products / services, or embarrassing costs (if the customers have to admit they have a problem when buying your products, such as a specific medicine drug, for instance). Thus, finally, only your customer will know the final price of the product bought from you.

5.6 How can you be sure you can make profit with your business?

Profit is essential in business. This is the first goal of any entrepreneur. Making profit should be your first priority in your business idea. This does not mean that you will become a fierceful capitalist! Not at all, it means you want to develop a sustainable business, a sustainable organization. Profit proves your business is running alright, and that you have the resources for further investments and for further projects.

However, before making profit, you want to make sure that what you sell covers your production costs. Now, let's understand your costs. Any business costs are of two types: variable and fixed costs. The variable costs are those costs that vary with the quantity of the products you produce. For instance, if you open a bakery, some of your variable costs will be represented by what you pay for the ingredients you use in baking the cakes. If you cook more cakes, your direct costs related to the ingredients will increase proportionally. The fixed costs are those that stay the same no matter how many cakes you cook... for instance, you have to pay the rent for the bakery shop, no matter how many cakes you cook in one month. Here, you can also include the costs that are hard to show how exactly they

vary when you cook less or more cakes. For instance, the costs with the electricity you use for your business. You know that it varies somehow with the number of cakes you make, but it is hard and too much time consuming to calculate the variation. So, it is better to include electricity as fixed costs, using a monthly average for it.

Now that you know your costs, your total production costs will look like this:

$$\text{Total costs} = \text{Fixed costs} + X \text{ number of products} * \text{Variable costs/product}$$

Whatever you sale in one month or one year represent your total revenues, and it could be described like this:

$$\text{Total revenues} = X \text{ number of products sold} * \text{the price / product}$$

Now, you need to calculate your break-even point, which represents the number of products you need to produce and sell in order to cover your production costs; that means that you need to see how many "cakes" you need to make per month / per year so that your total revenues will equal your total costs.

Here is how you calculate the break-even point:

$$\text{Total revenues} = \text{Total costs}$$

$$X \text{ number of products sold} * \text{the price / product} = \text{fixed costs} + X \text{ number of products} * \text{variable costs/product}$$

$$X \text{ number of products sold} * \text{the price / product} - X \text{ number of products} * \text{variable costs/product} = \text{fixed costs}$$

$$X \text{ number of products sold} (\text{the price / product} - \text{variable costs/product}) = \text{fixed costs}$$

$$X \text{ number of products sold} = \text{fixed costs} : (\text{the price / product} - \text{variable costs/product})$$

Example:

$$\text{Total revenues} = \text{Total costs}$$

$$X * 5 \text{ euros} = 2000 \text{ euros} + 3 \text{ euros} * X$$

$$X * 5 \text{ euros} - X * 3 \text{ euros} = 2000 \text{ euros}$$

$$X * (5 \text{ euros} - 3 \text{ euros}) = 2000 \text{ euros}$$

$$X = 2000 \text{ euros} : 2 \text{ euros}$$

$$X = 1000$$

Thus, in this case, the entrepreneur should produce 1000 of his / her products to cover his / her fixed costs (of 2000 euros/month), and the variable costs of 3 euros/product.

The break-even point is essential in making decisions regarding prices, and also regarding the optimization of the production. It brings a pragmatic view over the costs you can afford, the price you need to establish for your products, and over the work you and your employees need to make in order to make some profit.

Let's say now, that you want to make some profit - about 500 euros per month. Here is how you calculate how many products you need to sell in order to get this profit:

$$\begin{aligned}
 & \text{Total revenues} - \text{Total costs} = 500 \text{ euros} \\
 & (X \cdot 5 \text{ euros}) - (2000 \text{ euros} + X \cdot 3 \text{ euros}) = 500 \text{ euros} \\
 & X \cdot 5 \text{ euros} - 2000 \text{ euros} - X \cdot 3 \text{ euros} = 500 \text{ euros} \\
 & X \cdot 2 \text{ euros} = 500 \text{ euros} + 2000 \text{ euros} \\
 & X = 2500 \text{ euros} / 2 \text{ euros} \\
 & X = 1250
 \end{aligned}$$

Thus, the entrepreneur needs to make and sell 1250 products in order to get 500 euros profit.

These estimations, for break-even point and for certain profit, are the basic financial tools any entrepreneur should be able to use. These help you then to build the estimated budget and the cash flow for your business, and support you in forecasting costs, production, number of employees needed, etc., and in developing the sales strategy.

5.7 Imagine and develop your business.

The Business Model Canvas

The business model canvas is a management and entrepreneurial tool, developed by Strategyzer.com. In comparison with the traditional business plan, this tool allows one entrepreneur to express his / her business idea in just one page - the canvas:

The Business Model Canvas

Designed for: _____ Designed by: _____ Date: _____ Version: _____

Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 
	Key Resources 		Channels 	
Cost Structure 		Revenue Streams 		

This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/> or send a letter to Creative Commons, 171 Second Street, Suite 300, San Francisco, California, 94105, USA.

DESIGNED BY: Strategyzer AG
The makers of Business Model Generation and Strategyzer

Strategyzer
strategyzer.com

The business model canvas should be used as following:

- The entrepreneur should think to the customers he / she wants to serve (customer segments). Try to identify all the groups / segments your business could reach through the products you want to sell, but also through the key resources and partnerships you might need, and the key activities you want to develop.
- Now, start with the first group (segment) of clients.
- Think what you can provide to these clients (services, products, relations, etc.), so think to what the value proposition is for them; what is the value you can bring in their life?
- Then, decide on how you can provide the value, through what channels; and how your products / services get to your customers.
- These types of channels, and this type of values you proposed make you to decide what kind of relationship (customer relationships) you want to establish with your customers (direct, indirect, online, face to face etc.).

- Then, you need to make decisions in regards to the price you put on your products, and on the mechanism you are going to use for being paid by your customers (revenue streams); what and how this specific segment of customers will pay for the products / services they receive; what kind of discounts / offers you might provide, etc.
- You should think now to the resources you will need to create, deliver and capture value for your clients and for your business (key resources). These could be financial resources, human resources, infrastructure for production and sales, etc.
- Then, you need to decide what will be the main activities you need to conduct in order to create and deliver the value (products, services, relations, etc.) you promised to your segment of customers (key activities).
- In order to get to the key resources, and perform the key activities, you will definitely need some partners (suppliers, public authorities, business partners, etc.). These partners could represent one of the next customer segments your company might have.
- Finally, define your costs (fixed and variable) for running the business, and try to identify the specific costs you have for delivery value to the specific customers segment you selected.
- When you finish with one customers segment, you should continue the planning with the following segment of customers, starting from the value you want to provide them. You might see how roles change from one segment of customers to other... a type of customer could become a partner in delivering value for another type of customer of the organization.

The business model canvas can also be used in planning a project, or an activity, or an event. It is a planning tool, while serving both for management and entrepreneurship goals.

5.8 Lead your organization with style

Your organization and your people should be led... and as an entrepreneur is your responsibility to take the leadership. There are different styles of leadership which should be applied depending on the leader's personality, the followers' experiences, commitment, and competence, and on the business context in regards to objectives, time frame, and some external pressures.

Psychologist Kurt Lewin identified three leadership styles: autocratic, democratic, and

laissez faire style. The autocratic leaders do not take into consideration the followers' points of view, and wishes, or needs, when making decisions, even though these perspectives could be useful. This style might be appropriate when one leader has to make quick decisions, however, on medium and long-term, the autocratic style demoralizes the followers / the teams, creates tension, and makes people to leave the organization. The autocratic leaders are preferred in organizations where decisions need to be made quickly, but also there where the team members are still at the beginning of their career and they need the leader to tell them what and how to do the things. Once that the followers developed in time, in regards to knowledge, skills, and also in regards to the commitment they have to the organization, the style should be changed in a more democratic one.

The democratic leaders always include their followers in the decision-making process, and make sure that each and one of them expresses his / her opinions, needs, and wishes. Still, the leader is the one that make the final decision, but he / she has the consensus of the followers on this. This style of leadership boosts people's engagement, motivation, commitment to the organization. However, this style is not always efficient, especially when quick decisions need to be made. This style is preferred in the majority of the organizations, because of its obvious benefits, but in order to be efficient and to bring good results, the followers need to have at least an average competence, experience, and commitment, and they need to have an interest in being involved in the decision-making process.

The laissez faire leaders do not get involved in the decision-making process too much; they provide a lot of freedom to their followers in how to conduct their work, and in how to reach the organization's goals. The autonomy gained by the followers can lead to job satisfaction, and increase creativity. However, when the followers / the teams are not competent enough, or they not very committed to the organization and its goals, this style could damage the organization itself or the team members who are more responsible than others. In other words, this style could perfectly work when people have high competence, extensive experience, and commitment, and the leader can delegate a lot to them. Definitely, this style will not work in situations in which the followers are at the beginning of their career, or new in the organization, or when they cannot keep themselves responsible and accountable for their work. No matter the type of team or the followers, there are still important decisions that need to be made and assumed by the leader.

5.9 Build an ethical and responsible business

As you could observe from the Business Model Canvas, your business, thus your profit, constantly depends on your stakeholders: shareholders (if you share your business with other partners), customers, employees, suppliers, and other key partners from the community. In order to get their constant support, you need to treat them right, in a social responsible way. For that, you should develop your own code of conduct, deciding on basic values you and your company want to respect, but also on a set of principles that your business will run on. These code of conduct should include the basic aspects of corporate social responsibility, as defined by Wayne Visser (2011):

- Value creation - a business should create added value, contributing to community's growth and development;
- Good governance - a business should be transparent in everything it does, reporting about its annual activities;
- Environmental integrity - a business should aim at reducing waste and pollution to zero, and use regenerable energy;
- Societal contribution - a business should support the local community, by providing resources (financial and in-kind) for achieving development goals; it could invest in education, social, or environmental programs developed by local action groups or by nongovernmental organizations.

Moreover, a company should respect some general principles recommended by structures such as United Nations, or European Commission. The companies should respect and assume as their own principles the ten principles developed by the United Nations Global Compact, which focus on aspects, such as human rights, labour rights and principles, environment and anti-corruption measures. Thus, a company should respect, promote, and protect human rights, and it has to make sure that its suppliers and partners also respect human rights (principles 1-2). Then, a company should eliminate, if it is the case, all forms of forced labour and child labour, and also any type of discrimination (this applies also for its suppliers or business partners), and the company should support the freedom of associations of its employees for collective bargaining or unions (principles 3-6). Moreover, a company should be more environmentally responsible, use environmentally friendly technologies, and be aware and precautionous about the environmental

challenges it encounters (principles 7-9). Finally, any business should eliminate and work against any form of corruption (principle 10).

Developing and adopting a code of conduct helps your business to prosper while it builds and maintains good and sustainable relations with your stakeholders. This type of ethical and responsible behavior helps your business on long term, gathering the support of the community, increasing the number of clients, raising profit for your shareholders, while creating added value for the society you operate in.

CHAPTER 6 Volunteering

6.1 Background information

Volunteering comes from the Latin word 'voluntas' and means free will or a decision taken individually. Therefore, volunteering means the willingness to devote ones time, energy, skills and good will to perform various works.

There are also other terms used for volunteering based on the country and region, for example: civic participation, civic engagement, voluntary participation and honorary position.

At the European level, the European council decided that the term "voluntary activities" refers to all types of voluntary activity, whether formal or non-formal which are undertaken of a person's own free will, choice and motivation, and is without concern for financial gain.

Volunteering is broadly used to include both formal and non-formal forms of volunteering.

Formal volunteering involves activities that take place in organized structures. For example being the unpaid board member of a non-profit organization or the unpaid coach of a local football team.

In other words, volunteers involved in formal volunteering activities donate their time or work without pay for or through organizations or social groups.

Non-formal volunteering involves unorganized forms of volunteering activities. For example, helping neighbors with groceries or organizing a neighborhood picnic.

Volunteers involved in non-formal volunteering activities donate their time without compensation to people (outside the family and circle of friends), or to their environment (community, neighborhood) performed without the help of intermediary organizations or groups.

To keep it simple, we decided to use the following definition for volunteering, involving both formal and non-formal activities, for this toolkit:

Volunteering is the unpaid help provided to others

The term volunteering should be not mixed up with philanthropy. Philanthropy involves the transfer of money or gifts in kind, to or through organizations or social groups. However, volunteering is more than providing money and goods it involves being active yourself. For example, if you are involved in the unpaid activity of collecting the money and goods for social group in need, meaning picking up and packing the money and goods, than this would count as volunteering activity.

6.2 Who and how many people volunteer?

Answering this question is very difficult as it all depends on the country we are talking about. There are huge differences in volunteering rates in Europe. The highest percentage of volunteers can be found in Europe in the northern countries like Sweden and in the Anglo-Saxon countries like Great Britain where more than 50 % of the population is involved in volunteering activities. Countries in eastern and central Europe show to have a lower volunteering rate. Based on a Eurobarometer study from 2007 the average volunteering rate in Europe (EU25) was over 34%. On if more women or men, or other demographic or social indicators seem to be dominant to explain volunteering activity is also all dependent of the country we are talking about. The amount of people involved in volunteering in a country is influenced by the countries historical and political past. To learn about the national differences in volunteering activities and the reasons for it is necessary to look into country reports on volunteering and to search national sources. Sources providing information on volunteering in the countries involved in the YourKite project (Norway, Romania and Poland) can be found of the YourKite project webpage www.yourkite.org

6.4 Why volunteer?

There are many reasons why people decide to volunteer. Usually the decision is connected with the feeling of wanting to help others. However, it is also ok to want some benefits for yourself from volunteering.

There is a long tradition of seeing volunteering as a form of charity of sacrificing yourself for others. Therefore volunteering is also often regarded as something difficult and tiring especially psychologically, more of a calling than an activity for the average person. Indeed, volunteering involves the desire to serve others however it does not exclude other motivations, as well.

Volunteering should be about creating a win-win situation for all parties involved. Others should gain something from your help but you should also enjoy what you are doing, learn a new skill or just have a chance to meet new and interesting people.

Volunteering is also associated with an increased likelihood of finding employment for individuals out of work or those aiming for their first job. Based on research findings from the Corporation for National Community Service in the United States, volunteering is associated with a 27% higher odds of employment. This is so because volunteering allows to expand the network of contacts, improves the resume, allows to improve or learn new skills and knowledge and generally sends a signal to an employer that an individual is motivated and productive, providing a competitive advantage to the job-seeker. Therefore a win-win situation is created as the volunteer is able to improve its job seeking chances while making a positive impact on the community.

However, there are many more reason why people want to volunteer. Here are just a few identified.

Your reasons for volunteering are as individual as you are, but no matter what your reasons you can get a lot out of volunteering. Think about it, what makes you want to volunteer?

- to feel needed
- to share a skill
- to get to know a community

- to get to know what you like
- to demonstrate commitment to a cause/belief
- to gain leadership skills
- learn a new language
- to act out a fantasy
- to do your civic duty
- because of pressure from a friend or relative
- to keep busy
- for recognition
- to repay a debt
- to donate your professional skills
- because there is no one else to do it
- to have an impact
- to learn something new
- to help a friend or relative
- to become an "insider"
- guilt
- to be challenged
- to feel proud
- to make new friends
- to explore a career
- to help someone
- as therapy
- to do something different from your job
- for fun!
- for religious reasons
- to earn academic credit
- to keep skills alive
- to have an excuse to do what you love
- to assure progress
- to feel good
- to be part of a team
- because you were asked
- to test yourself
- to build your resume
- to be an agent of change
- because of personal experience with the problem, illness, or cause

6.5 Volunteering roles

Volunteers perform numerous functions in many areas of community life. Depending on the function a volunteer's role can involve any one or more of the following:

- **Action or Hands-on:** This type of volunteering activities demand minimal training to get started and almost anyone can do it. It involves activities such as planting trees, cleaning up parks or memorials, taking dogs out for a walk, painting walls of an orphanage, collecting money for a cause, setting up a community picnic, aso.
- **Skilled or knowledge:** Activities depend on the particular skills or knowledge and experience that you have to offer. It can involve setting up or maintaining a webpage of a non-profit organization, providing language lessons to seniors or children, doing workshops on a certain topic, or providing legal advice.
- **Direct service:** This type of activities allow you to be at the front lines, having direct contact with the beneficiaries. It can involve giving out food to homeless people, doing activities in senior or youth centers, doing gardening or grocery services.
- **Advisory:** Serving more behind the scenes to an organization by providing feedback on strategic or fundraising plans, advising on which online communication tools to use or serving as a board member or in an advisory committee.
- **Online:** Activities are about completing projects that you can do from anywhere in the world as long as you have email or internet access. This can involve translating materials, blogging, managing fan pages or developing webpages.

Many volunteering roles involve all of the above. Think for instance of organizing a charity event for a certain organization. It will demand that you get your hands dirty by setting up the place but it will also demand some knowledge from you on how to organize such an event. You need to be in direct contact with the beneficiaries of the organization in order to decide together on what the goal of the charity event is. You also may have to advise the organization on which communication tools to use to inform people about the charity event and update the organizations webpage about the event.

The volunteering role is also connected to the **time commitment** related to the activ-

ity. The activity may only take place one time, like for instance helping at a community festival, or do fundraising before the Christmas holidays. The activity may demand **occasional** volunteers, who for instance give out food at a homeless shelter, or help out in case someone gets sick at a school or youth center. The volunteering activity may also be ongoing, based on an agreed upon period of time. This may involve helping out in the office for a certain period of time of a non-profit organization, or organizing play days in youth centers for a semester. It may also involve **travelling** for a period of time to a country where you volunteer.

6.6 Trendy volunteering activities

6.6.1 Employee Volunteering

Companies have become conscious that doing good for the community can be also good for the company. Employees feel more connected to the company and people they work for and with, moreover, the company as such is creating a more positive brand awareness in the eyes of investors, their customers and local communities. Therefore companies ask their employees to donate time and skills after or during working hours to tackle social issues. Employee Volunteering can involve various tasks, from hands on activities like painting walls of orphanages to skill and advisory activities where employees provide training and advice to NGO staff, or lead workshops for school children.

6.6.2 International Volunteering

Volunteering while on a vacation, break, or gap year in another country is an increasingly popular way to give back. There are various international volunteering opportunities available. Participants can engage in humanitarian or disaster relief volunteering for example as UN Volunteers, or in other national humanitarian non-profit organizations. They may also get involved in the European Voluntary Service (EVS). Both mentioned options demand a time commitment of a couple of months to one year. However, there is also the option to find international volunteering opportunities just for a few days or weeks. It is

for instance possible to get involved in summer camps or other programs for youth and children or to help out in ecological farms. You can find links to international volunteering possibilities on the webpage www.yourkite.org.

6.7 Volunteering roles for Youth

Generally everyone can volunteer no matter the age, race and gender. Nevertheless, the volunteering activity should be in line with the abilities and preferences of a certain age group.

Children can volunteering by planting flowers, picking up trash or taking care of animals in a shelter. Those activities are usually one-time, hands on activities.

Youth is already able to get involved in more time consuming activities which are occasional or even ongoing, however the activity as such should be also action related. Allowing to see imminent results and feel satisfaction from the accomplished task will eventually lead to the motivation to do more. However, as for children, support from a volunteering coordinator is essential. The coordinator should also provide recognition and allow to celebrate the involvement of the youth.

CHAPTER 7 Career counselling

7.1 Background information

Objective of this chapter of the toolkit is to support you in providing basic information on labour market to the young people you will be meeting with and in inspiring them to start thinking about their professional careers. You will get knowledge on key rules in planning own career, key terms concerning labour market and some tools helping to assess own professional predispositions. At the end of the chapter we propose you a set of exercises you can use meeting the young people. You don't have to use all scenarios - chose the most suitable for you and your audience. Feel free to modify them if necessary.

Please have time to duly perform all exercises and tasks proposed below. This includes searching by your own for appropriate resources in your language, reading recommended texts and testing the tools before you propose them to the youth.

We wish you good luck!

7.2 Let's start!

"What profession I would like to have in the future?" Do you remember when you asked yourself seriously this question for the first time? Who you wanted to be? Why did you choose this profession? Please think for a while and write down the answers:

- I was..... years old when I was considering seriously for the first time what profession to choose.
- I wanted to be.....
- I chose this profession because

If your studies, volunteer activity, hobby or job is similar to the profession you had considered in the past and they give you satisfaction, you are lucky. Most young people have no idea who they would like to be in the future or their choice is random, based on what professions they know. Usually they know only standard professions as teachers, shop

assistants, policemen, doctors, actors, etc. Thus, it is crucial to “broaden their horizons” showing other, new and perspective professions they could have (more on this subject: About future professions). Sometimes, they aren’t ready even to think about their professional future or even about their future. In this case, it is better to start with asking them to imagine how they would look like in age of 30, where would they live, how their flat / house would look like, which people they see around them, how they would spend their day etc.

Let’s continue recalling your own experience. Have you received any help in choosing your profession? How did you know that this profession would be appropriate for you? How you defined your further education path? Please think for a while and write down the answers:

- I receive the following help in choosing my profession from the following people / organisations / institutions:
- I didn’t receive help in choosing my profession. I coped on my own. Now I think that
- I knew that I would be a good.....(name of the profession you had chosen), because.....
- After having chosen to be a(name of the profession you had chosen), I planned my education as follows:
- The other decisions I took, were:

Again, if you were able to answer to all the question above, you are lucky. Most young people don’t plan their career path and don’t receive professional help in defining their strengths and weaknesses (more about what kind of help they could receive: Career guidance – what is it about?)

7.3 Being a role model

Assuming that you will be meeting much more younger people than you, you must accept that you will be a role model for them. A role model is a person whose example, success, behaviour, experience, etc. can be followed by the others. You don’t have to be an expert in career counselling. Your role is to inspire them, empower them (“yes, you can!”) and to give them some basic information.

Your potential impact on future decisions to be taken by your audience will be bigger, if you:

- use examples or stories from your own life,
- clearly point out key messages you would like to pass,
- use simple language and simple constructions, including simple phrases,
- ask questions to sustain interest of the youth to your messages,
- mention what you would done differently in your audience age,
- leave enough time for questions and let the youth to ask you for what really concern them or make them worry.

Please remember, that is **better to say less, but strongly**, than to say more, but cursorily. Try to focus on what really matters. Before the meeting write down a maximum of 3 key messages. For example, if you study IT or you are a programmer, your list of key messages may look as follows:

- learning is fun, if that's you who chose what to learn,
- knowledge of English is an entry pass to a whole world,
- science fiction books stimulate imagination.

People love real-life examples and stories. It would be great if you could share some from your life, illustrating the key messages that you would like to pass. Thanks to them your audience would better understand and remember your messages.

For example, do not tell that learning foreign languages is important nowadays, but tell a story: *"When I was teenager a group of American tourists came to my village. They asked me for a road to a local library. Despite following English at school, I couldn't describe it to them. I was ready to die of shame! That day I decided to learn by heart all new vocabulary, make all my homework and even, learn English by myself in my free time thanks to the Internet resources. Now, thanks to good knowledge of English, I'm working for an international company"*.

You might be "tested" by your youth audience. You might be asked questions leading to "incorrect" answers in a school environment (e.g. that you gave up with your high school, because it had been too boring). Just act naturally!

7.4 Career guidance – what is it about?

When we asked you to remind yourself whether you had received any help in choosing your profession and what kind of help it was, we had in mind whether you received a career guidance. A career guidance means providing assistance to people (not necessarily young) to help them in making educational choices (e.g. what kind of school to choose), training choices (e.g. what new language they should take up) or which profession to choose. It is also about providing assistance to those, who have a job, but want to upskill, to re-skill, to change a profession or to manage their profession in any other way.

The career guidance consists of:

a career information – providing information on, for example: what are professions in demand on labour market, what professions are the most risky for being unemployed, what are precise tasks to be performed on a given job position, what school / course should be finished for different professions, what professions need a formal exam to certify qualifications, what skills are the most valued by employers, how to apply for a job, etc.

a career counselling – providing counselling focused on the specific issues faced by particular people (e.g. diagnosis of own strengths and weaknesses, attribution of professions the most suitable for a given person).

Career information is increasingly accessible on the internet.

In **Poland** the most complex information on different professions can be found on the www.praca-enter.pl. The portal contains a catalogue of more than 130 professions described as follows:

- what are key tasks to be performed within a given profession,
- where do a person work and in which conditions,
- what skills should a person have,
- what style of work is connected with a given profession,
- how to get a given profession,
- useful links,
- a list of similar professions to a given one.

The portal contains also:

- a guide on a labor market (how to look for a job, how to look for a job abroad, how to get the first working experience, how to develop vocational qualifications, how to choose a profession, how to set up own enterprise, how to receive an unemployment benefit),
- a tool entitled "Your Potential" that allows to assess own skills and qualifications (more about this tool: *What colour is your parachute?*).

It is also worth recommending to see a catalogue of professions at an official portal run by the Ministry of Labour: <https://doradca.praca.gov.pl/d2k5/zawody>. Although it hasn't been updated for a while.

Another popular portal, that we can recommend in Poland, is www.pracuj.pl. People can not only learn how to write a CV (based on ready to use formats), get familiarized with key trends (e.g. in which professions employers have been mostly looking for employees), but also they can take part in a simulation of a job interview and learn about how to search for job and which mistakes to avoid. They can also create their employee's profile (visible for employers) and reply to job offers.

In Norway there is possible to get information about available jobs on the market through several websites. The most popular ones are finn.no/jobb (private website run by Schibsted Media Group), nav.no (run by Norwegian Labour and Welfare Administration) and www.jobbnorge.no/.

There are also several websites posting vacancies for specific part of the labour market like jobb.tu.no (engineering and technical vacancies), journalisten.no/stilling (media and press related vacancies)

In Romania, young people can find information about available jobs on the market, using specialized websites, such as:

National Agency for Employment, where people can look for jobs, and companies can add jobs: <http://www2.card-profesional.ro/>,

<https://cariera.ejobs.ro/> - the portal that works as a job fair, and also provides career counseling services - online (success stories, articles providing advices for CVs, job inter-

views, competences to be developed, etc.)

www.hipo.ro - the portal that works as a job fair, and also provides career counseling services - online (success stories, articles providing advices for CVs, job interviews, competences to be developed, etc.)

www.myjob.ro - the portal that works as a job fair, and also provides career counseling services - online (success stories, articles providing advices for CVs, job interviews, competences to be developed, etc.)

Career counselling - as it needs a personal approach - is conducted on one-to-one basis or in small groups. They can take a form of career planning workshops (one of the most popular career planning methodology is called "Parachute"; more about a methodology on which the course is based: What colour is your parachute?)

In Poland people can be assisted for free by a career counsellor (doradca zawodowy) in the following institutions / organisations:

- County Labour Offices (*Powiatowe Urzędy Pracy*) – although the service is accessible only for registered unemployed people,
- Centres for Career Information and Planning (*Centra Informacji i Planowania Kariery Zawodowej*), operating at each of 16 Regional Labor Offices (Wojewódzkie Urzędy Pracy). The centres offers individual career counselling, group workshops and psychological support. Centres are employment agencies. Services are accessible for everybody,
- Career offices at high schools (*Akademickie biura karier*) – services are accessible for students and graduates of a given high school. They are operating at most of high schools
- Voluntary Labour Corps (Ochotnicze Hufce Pracy) are state-run organisational units working to prevent the social exclusion of young people, including unemployment. They offer career counselling and employment services (e.g. Mobile Vocational Information Centres, Job Clubs, Youth Career Centres). To find more: www.ohp.pl,
- public pedagogic and psychological counselling centres (*poradnie pedagogiczno-psychologiczne*) offer a wide range of services for children and their parents, including career information and counselling,
- public secondary schools – school vocational counsellors should provide information on different professions, potential schools to choose and help in assessing owns

- skills and predispositions,
- non-governmental organisations active in a field of professional activation, counteracting unemployment and supporting entrepreneurship. To find one in your neighbourhood please visit a data base on the biggest Polish portal for non-governmental organisations <http://bazy.ngo.pl/> and choose: counteracting unemployment, supporting entrepreneurship,
- other institutions and organisations, as a local public library if there is a need for such activity and funds to cover its costs. Seek for information in your neighbourhood.

In Romania people can get support in their professional careers using the following resources:

- career counselling provided by the local agencies for employment;
- career counselling provided by NGOs focused on helping young people to enter the labour market;
- career counselling services provided by schools, and universities, through career offices or career centers;
- specialized websites, such as: <http://testcariera.ro/>, <http://consilieresorientare.ro/>;
- recently, some companies developed their own programs or center for career management.

In Norway it is possible to get professional career counselling through career centers in each county. These centers are free to use for anyone above 19 years old and you get help with mapping your skills, putting together a CV and finding related jobs.

In addition almost all of the high schools, universities and university colleges have their own career centers available for their students, also free of charge.

https://utdanning.no/tema/hjelp_og_veiledning/karrieresentre has a list of links to the institutions mentioned above.

There are also other NGOs and local institutions that are available especially for young people like <http://www.unginfo.oslo.no/>

7.5 Key issues to know before choosing a profession

What we really recommend to you, is to let your young audience aware of some key issues they should know before choosing a profession.

- It's **up to them to decide what profession to choose** - because their life depends on this decision! It may happen that their family or friends would like them to become a doctor, a lawyer, a farmer, a manager of the family business, etc. But they should search for their own way.
- Choice of a profession **don't have to be a choice for a whole life**. With age their interests and values will change, external conditions will change, thus they should keep flexibility and be opened for making something new, even hard to imagine or inexistent now.

When they will be considering their professional future, they should take into account:

- **their predispositions**, so inherited features as temperament or abilities, that may working in a given profession make more difficult or easier (as reasoning, spatial orientation, strength, body coordination, hearing sensitivity, etc.),
- **their values**, so what is important for them: independence, acceptance, respect, harmony, beauty, helping others, family, money, etc. Some professions enable implementation of precise values, for example a profession of an elderly caretaker enable of helping others,
- **their interests**, so what activities attract them, make them engaged and happy. Encourage them to undertake new activities and to take experience in different fields – may be some fields are waiting for them to be discovered? Recommend them to become volunteers and use your own volunteering experience (if you have it) to show them how volunteering can contribute to personal development,
- **labour market trends**, so real possibilities to work in a given profession. They should look for trends concerning professions they have in mind and check which professions are dying professions, so for which professionals it will be very hard or impossible to find job, and which are deficit professions (they are very likely to find job now) or future professions (it is predictable that such professionals will easily find job in

the future) (more about this last category of professions: About future professions),

- **mobility**, so their readiness to move to another village or city. Would they like to stay where they were born or were studying, or they don't mind changing localization?

7.6 About future professions

As the world evolves, so do labor market trends. Try to explain to your young audience that the best bet would be to position themselves for jobs that are showing significant growth potential. The key is to plan a career in such a way so that their professions will be in demand in several years, not eliminated.

Thus is important to search for information on long-term labor market trends – in different trusted places, both online and offline. Always verify information you receive, because a choice of a profession is too important to make it based on one source.

Here you are examples of the most common trends:

- an aging population will put healthcare workers such as doctors, nurses, physical therapists, home health aides, and pharmacists in more demand,
- as more technology is developed, IT professionals such as programmers, security specialists, and administrators will continue to be in high demand,
- alternative energies such as wind power, solar power and biofuels will create new career opportunities, from mechanics and plant managers to scientists, engineers, as those energies will become more important,
- as the global business will be still developing, there will be a need for persons specializing in international law, tax codes, work and environmental regulations in different countries,
- as marketing would consist rather in consumer education, demand for people who specialize in blogs, newsletters, website articles, whitepapers, and special reports will also increase.

7.7 What colour is your parachute?

What Colour is Your Parachute? is an excellent manual for job-seekers and people willing to change a profession published by Richard Bolles, translated into 21 languages (including Polish, Romanian, please check if there is a Norwegian version) and regularly updated. The author encourages to look for a job that gives a new meaning to one's life. He asks for skills, we use with pleasure, and in what fields we would like to use them. Then he gives a lot of practical advices how to look for job. We strongly recommend you to read this book in your language. It may change a way you are thinking of your future career.

The key in career planning workshops based on this methodology is to find owns the most loved "talents" – abilities (strengths), thank to which in some fields we reach over standard results and it gives us satisfaction. Abilities can be discovered while looking at owns achievements. Everybody has achievements – it means results, we are particularly proud of. They don't have to be major successes as winning a competition. In a case of junior secondary school pupils it could be, for example: being an organizer of an amazing birthday party, taking very good care about owns dog and helping a classmate in a physics class test. Next step is to identify professions in which those abilities could be used. Identification needs knowledge on professions, thus it should be done in contact with a vocational counsellor or via an online tool with an algorithm linking abilities to appropriate professions.

There are at least two online tools based on this methodology:

eParachute – created by the Richard Bolles and his team, available in English for a small annual fee at <http://eparachute.com/>,

Your Potential – created by the Foundation for Social and Economic Initiatives, available in Polish for free at www.praca-enter.pl. If you know Polish, we strongly recommend you to register in this tool and devote at least 2-3 hours to identify your achievements, select your abilities which were behind those achievements and describe your dreaming working place. As the tool is linked to a catalogue of more than 130 professions in the end you will come up with a list of 10 most suitable professions for you.

To find more about the methodology itself please look at the Richard Bolles website: <http://www.jobhuntersbible.com/>.

PART C

DISCOVER THE SCENARIOS

CHAPTER 8 BASIC SCENARIOS

Introduction Scenarios

In this section we will present you a variety of training scenarios which you can use at the beginning of a training. Those scenarios should help you to get to know the participants, their names as well as their expectations and feelings towards the training you want to do.

- 8.1 Balloon of Expectations**
- 8.2 Tell Me about the others**
- 8.3 Map of Participants**
- 8.4 Map of Expectations**
- 8.5 Paper Me**
- 8.6 Flower**

Energizer Scenarios

In this section we will introduce you to a variety of scenarios which should help you to boost the energy level in the group. You should use them at the beginning of the training, after breaks and whenever you feel that the energy and therefore attention level in the group is declining. Energizers are also very helpful as teambuilding activities and help the group to get to know each other.

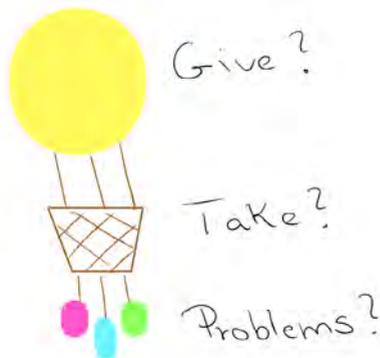
- 8.7 Amnesia**
- 8.8 Who As I, likes...?**
- 8.9 Triangle**
- 8.10 Circle Talks**

Evaluation Scenarios

In this section we will introduce to you a variety of scenarios which you can use to evaluate with the participants the workshop you have done.

- 8.11 Question Cube**
- 8.12 Question Poster**
- 8.13 Evaluation, other methods**

8.1 BALLOON OF EXPECTATIONS



Preparation: 5 mins

Duration: 15 mins

Size: Unlimited

Age: 13+

Tags: expectations

beginning

introduction

evaluation

When to use it?

At the beginning of the workshop. To find out from the participants on what they are expecting, what they are afraid of, and how they want to contribute to the workshop/what their experience is.

At the end of the workshop the "Take" part can be used to evaluate the workshop together with the participants to see if all expectations were met.

Materials:

Post-its (3 different colors), pens

Preparation:

- Draw the picture as seen above on a flipchart paper.

Presentation:

- Explain to the participants that you want to find out

about the expectations they have in regard to the workshop. The symbol for collecting expectations is the balloon. The balloon consist of three different parts and you want the participants to write one or two words on three different colored post its in relation to the topic of the workshop, answering the following questions:

- What you want to give the group from yourselves? Eg. Yellow post-it - The balloon section
- What do you want to take/learn from the workshop? E.g. Pink post-it - The basket section
- What are you afraid of, what can be difficult for you today? E.g. Green Post-it - The weight section
- After writing on each post-it one or two words, the participants are asked to stand up and stick their note in the given field.
- The trainer now needs to read out loud on what is written on the post-its in each section. Start from the 'Give' field , than go to the 'Problem' field and finish with the 'Take' part. The trainer than tries to analyze on what was written by grouping the answers and giving feedback to the group about it. Provide as trainer propositions on how to overcome difficulties.
- You can tell the participants that you will come back to the 'Take' post -its at the end of workshop to analyze if all expectations were met and to clarify or add something if needed.

Resources on the topic:

<http://yourkite.org/toolkit/balloon-of-expectations>

8.2 TELL ME ABOUT THE OTHERS



Preparation: 2 mins

Duration: 10 mins

Size: 6-20

Age: 13+

Tags: introduction

name game

When to use it?

To get to know the participants who already know each other (they do not need to know each other very well).

Materials: None

How:

- The participants need to sit down in a circle and are asked to state the name and tell one sentence about the person to the right/left of them. The group makes a whole circle.
- The trainer, if no one knows him/her, tells one sentence about himself and repeats all the names.

Resources on the topic:

<http://yourkite.org/toolkit/tell-me-about-the-others>

8.3 MAP OF PARTICIPANTS



Photo: Charles Clegg



Preparation: 2 mins

Duration: 15 mins

Size: unlimited

Age: 7+

Tags: introduction

presentation

When to use it?

Beginning of the workshop
For groups from different regions/countries
To visual the groups diversity
To help the group to get to know each other

Materials:

Map
Stickers or anything else to pin the places on the map
Possible Variation: Paper, glue, scissors and old magazines and/or newspapers

How:

- Ask the group to take paper figures/stickers and put them/stick them on the map of a continent, country, region etc., showing where each person lives.

- Sit down in a circle and allow each person to show on the map where they are from and to state a few information about the city or country they are from.

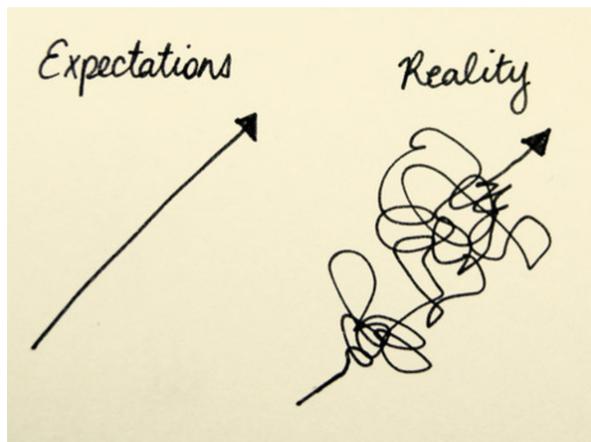
Possible Variation:

Ask the participants to create a poster using old magazines and newspapers that reflects what they like and do. Each participant can present his/her poster. Make sure to plan in additional time to create the posters and hand up the posters afterwards.

Resources on the topic:

<http://yourkite.org/toolkit/map-of-participants>

8.4 MAP OF EXPECTATIONS



Preparation: 2 mins

Duration: >5 mins

Size: 6-20

Age: 13+

Tags: expectations

introduction

evaluation

voting

When to use it?

- Beginning of workshop
- Want to get to know the expectations of the group
- Can be used to evaluate the workshop
- Can be used to vote

Materials:

Big paper cards, Markers or small round stickers

How:

- Create poster with titles representing expectations, you think the participants are most likely to choose.
- Create one poster per expectation
- Ask the participants to put a dot next to one or more expectation they have towards the workshop and present afterwards the outcomes to the group.

Possible variation:

- This method can be used as the end of the workshop as evaluation tool allowing the participants to make dots next to the workshop topics they found most interesting, or on sheets where agree/disagree statements regarding the workshop are provided.
- This method can be also used to make a group vote on certain topics. The voting can also take place over several days by handing up the posters in a dominant place where everyone will cross.

Resources on the topic:

<http://yourkite.org/toolkit/map-of-expectations>

8.5 PAPER ME



Preparation: 2 mins

Duration: 20 mins

Size: unlimited

Age: 7+

Tags: introduction

presentation

name game

When to use it?

- Beginning of workshop
- To help the group to get to know each other and their names
- To awaken creativity

Materials:

Paper (preferably also colored paper), glue, markers

How:

- Ask participants create a paper person- figure by tearing - off papers, sticking it on a paper sheet, and write or draw certain content on it:
- Your name – somewhere in the center...

- On the arm – What you like to do...
- Leg – Where would you like to go to...
- Belly – What you love to eat...
- Head – what you are sometimes thinking of...
- Next stage is to introduce the figures in pairs and/or afterwards to the whole group
- Hang up the paper figures symbolizing the whole group

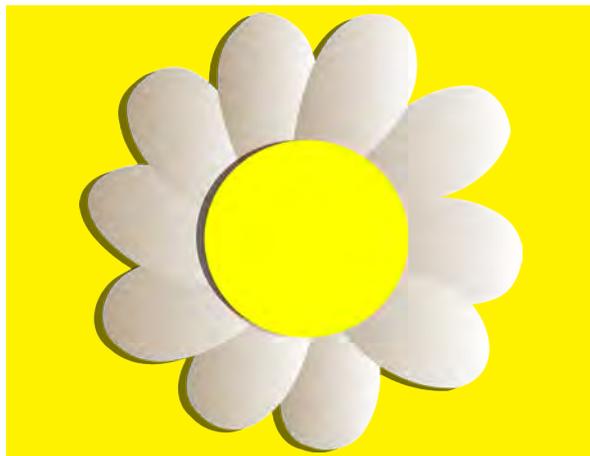
Possible variation:

- You can adapt the questions to be answered on the paper figure to the topic of your workshop.
- If doing the workshop with small children you can also ask the children to draw something instead of writing on the figure.

Resources on the topic:

<http://yourkite.org/toolkit/paper-me>

8.6 FLOWER



Preparation: 2 mins

Duration: 15 mins

Size: 8-30

Age: 12+

Tags: introduction

presentation

name game

When to use it?

- Beginning of workshop
- Getting to know each other

Materials:

big sheets of paper, crayons, markers, etc.

How:

- Divide the group in group of 4-5 persons
- Every group should draw a large flower which symbolizes the group on a big sheet of paper in which:
 - the petals show individual's characteristic,
 - center – shows what member of the group have in common
- Allow each group to present their flower to the whole group

Resources on the topic:

<http://yourkite.org/toolkit/flower>

8.7 AMNESIA



Photo: flickr/paurian



Preparation: 2 mins

Duration: 10 mins

Size: unlimited

Age: 7+

Tags: energizer

communication

When to use it?

- energize
- improve communication skills

Materials:

Post It cards

How:

- Set up a circle standing next to each other, facing the next persons back
- Ask the group to put the name of someone famous and/or dead, not necessarily a real person or human being, on a Post It paper and to stick it to the back of the person standing in front of us, facing us with his/her back

- Aim of the exercise is to find out who we are by questioning others
- We can ask any kind of question except Who am I?

Follow up questions:

How difficult was it to find out who you are? Did you use any strategy to find out who you are?

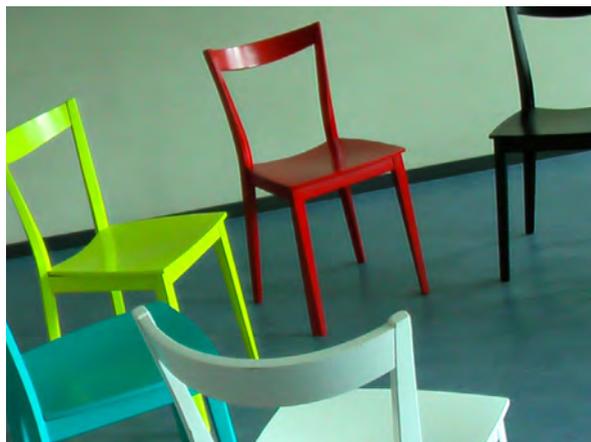
Possible Variations:

Instead of guessing persons you can also do the game with objects "What am I?"

Resources on the topic:

<http://yourkite.org/toolkit/amnesia>

8.7 WHO AS I, LIKES ...?



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 6+

Tags: energizer

get to know

When to use it?

- Beginning, get to know each other
- Energize
- To mix people who usually sit together

Materials: none

How:

- Prepare a circle of chairs, one chair less than participants
- One person needs to stand inside the circle
- The person without a chair, in the middle of the circle, starts game the by asking who as I...for e.g. likes to eat chocolate

- Those participants who like chocolate shall stand up and change the chair, so that everyone can mix. The person who is asking also needs to find a place to sit.
- There is always someone left without chair – this person starts the new round by asking a question

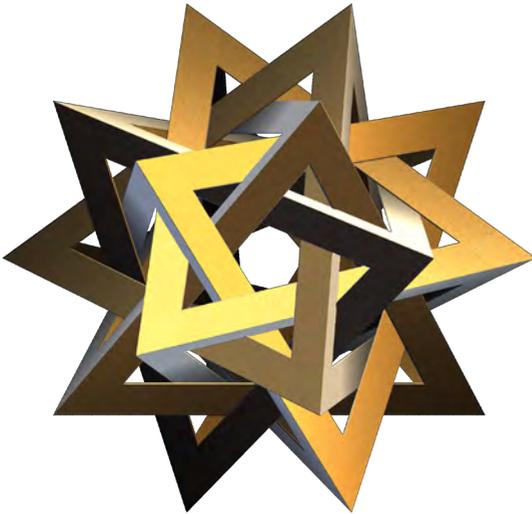
Possible Variations:

- Instead asking "Who as I, likes...?" you can use "Who as I, did....?"

Resources on the topic:

<http://yourkite.org/toolkit/who-as-i-likes>

8.8 TRIANGLE



Preparation: 2 mins

Duration: 10 mins

Size: unlimited

Age: 9+

Tags: energizer

system thinking

When to use it?

- As energizer
- To introduce the idea of a system, the dynamics and relations

Materials: none

How:

- Group shall spread on the whole area of room
- Ask people not to talk during the exercise and pick two other persons, without saying/showing to them or anyone else
- Move to create in space the equilateral triangle with those two person in mind.
- Let people work for a while. Usually after some time the system will achieve relative stillness, than some big change occur and the whole group will be again in motion
- Talk with participants about the feelings and experience after this exercise

Resources on the topic:

<http://yourkite.org/toolkit/triangle>

8.9 CIRCLE TALKS



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 6+

Tags: energizer

get to know

When to use it?

- As an energizer
- To help the group to get to know each other/get to know each other even better

Materials: Stopwatch, List of questions

How:

- Prepare list of subjects/ questions to talk about, starting with most neutral than going on to most personal topics. Questions may also be connected with the subject of workshops.
- Create two circles, with the equal amount of persons facing each other, so that every person has its own pair.

- Ask participants to talk to each-other obeying the following rules:
- Talk to each-other for one minute
- Answer the question or talk about the subject stated by the trainer, the person on the inside of the circle starts.
- After one minute change pairs, moving (only external circle) to the right.

Resources on the topic:

<http://yourkite.org/toolkit/circle-talks>

8.10 QUESTION CUBE



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 6+

Tags: evaluation

get to know

When to use it?

Evaluation technique for all types of groups of all ages

Materials: Cube, large size, can be from material or paper, Prepared questions

How:

- Give the participants a big cube to throw. The numbers on the cube represent certain evaluation questions which you have to prepare earlier and preferably hand them up on a poster so they are visible to all.
- Each participant throws once and depending on the number thrown has

to answer a certain question.

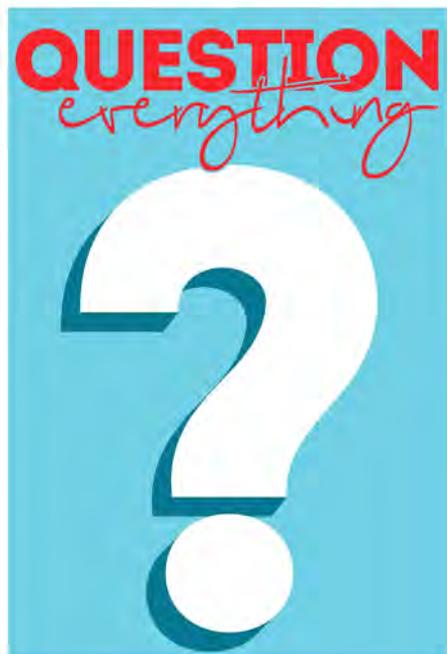
Possible variation:

- This is a good evaluation method for kids. State that the number of dots on the cube represent a scale from 1-6, where 1 means that you did not like the workshop at all and 6 means that the workshop was great. Ask the participants to stick a sticker/sticking dots on the field which best represents their feeling towards the workshop.

Resources on the topic:

<http://yourkite.org/toolkit/question-cube>

8.11 QUESTION POSTERS



Preparation: 2 mins

Duration: 15 mins

Size: 10-40

Age: 12+

Tags: evaluation

diagnosis

When to use it?

- Evaluation or diagnosis of a subject
- When time is scarce and the group is too big to do the evaluation individually

Materials: Post-its and markers, prepared question-posters

How:

- Prepare posters with questions which will give you important evaluating

knowledge, but again, you should choose maximum 4 questions.

- One question per poster
- Ask the participants to write a short answer on a post-it and stick it to the poster
- You can ask the participants to answer the questions when they have time.
- Make sure to hand up the posters in a place which is accessible for all and make sure to state if or when you want to discuss the answers provided.

Resources on the topic:

<http://yourkite.org/toolkit/question-posters>

8.12 EVALUATIONS, OTHER METHODS

Active methods suitable for kids

- **Trash bin or suitcase?** Ask kids to write or draw on paper sheets things that they like the most and the least about the workshop. Afterwards participants shall put in the trash bin the drawing that represents what they didn't like, or suitcase – what they liked/ or want to take home with them.
- **Distance.** Put in the centre of a room a book or any other subject and ask participants to stand in the distance which symbolized how much they feel that they enjoyed the workshop. You may also invent other questions

Other methods

- Questionnaire survey: reading, on-line, paper
- Observation
- Tailor-made workshop (projecting exercise, e.g. Volunteer portrait, comic book).

Remember! Evaluations provide information on how to better do a workshop and can provide new ideas. They are not just a rating!

CHAPTER 9 MEDIA COMMUNICATION

Introduction Scenarios

In this section we will present you a variety of training scenarios which you can use at the beginning of a training. Those scenarios should help you to get to know the participants, their names as well as their expectations and feelings towards the training you want to do.

9.1 Visualize Your Story

9.2 Can I Have Your Attention

9.3 Visualize Your Future with a Vision Board

9.4 Retell the Story with Pictures

9.5 Show Me Your Story

9.6 Motion Your Story

9.7 Meet the Press

9.8 Visual Timeline

9.9 Social Media Marketing

9.1 VISUALIZE YOUR STORY



Preparation: 15 mins

Duration: 45 mins

Size: Unlimited

Age: 6+

Tags: communication

storytelling

visualization

Learning objectives and the skills developed

- To understand the importance of visualization in communication
- To let the participants to know each other better.

When to use it?

At the beginning, getting to know each other

Materials:

Storyboard (see the appendix) print outs or A4 sheets

Preparation:

- For each participant, make one copy of the storyboard, which is attached in the appendix.
- Alternatively take A4 sheets according to number of participants.
- Make sure all participants have pen or pencil to draw. In case, take a number of pen/pencil with you.

VISUALIZATION

Visualization or visualisation (see spelling differences) is any technique for creating images, diagrams, or animations to communicate a message. Visualization through visual imagery has been an effective way to communicate both abstract and concrete ideas since the dawn of man. Examples from history include cave paintings, Egyptian hieroglyphs, Greek geometry, and Leonardo da Vinci's revolutionary methods of technical drawing for engineering and scientific purposes.

- Read the info box about visualization and story board (info box 1a-1b).

Presentation:

- Ask participants how much they know about the people in the classroom. Follow up with further questions such as how do they learn about personal information about other people, what is most permanent information about a person they get to know for the first time.
- Tell them how visual elements in an information flow are more persistent than verbal and textual information by referring to the visualization theory part (x).
- Then show them the story board and how it used in storytelling and different sectors.
- Hand out one storyboard to each participant and tell them to draw pictures for each frames describing their life, hobbies and anything to share about themselves.
- The participants can use one to three keywords for each frame to support the information in the frames.
- Let them work on this for up to 20 minutes.
- Then ask the participants to write their name on the storyboard and exchange it with the next person sitting beside her/him.
- Give them another 5 minutes to study the frames to understand the story in it.
- Then ask each participant to introduce/present the life of the person based on the storyboard they study.
- After the presentation, ask the real owner of the storyboard whether she/he verifies the story.
- Then invite the participants to discuss how useful it was to get to know a person with visual clues compared to verbal/textual introduction.

STORYBOARDING

A storyboard is a sketch of how to organize a story and a list of its contents. A storyboard helps you define the parameters of a story within available resources and time, organize and focus a story, figure out what medium to tell each part of the story.

A multimedia story is some combination of video, text, still photos, audio, graphics and interactivity presented in a nonlinear format in which the information in each medium is complementary, not redundant. So your storyboard should be put together with all those elements in mind.

Follow up questions:

- What was the most enjoyable part about storyboard?
- How easier or more difficult is it to know about people with this method compared to reading or listening to them?

Possible Variations:

You can do the storyboarding with only pictures by dropping out keywords to increase the challenge.

Resources on the topic:

<http://yourkite.org/toolkit/visualize-your-story>

Storyboard

9.2 CAN I HAVE YOUR ATTENTION



Preparation: 15 mins

Duration: 45 mins

Size: Unlimited

Age: 13+

Tags: website

online communication

presentation visualization

organizational communication

Learning objectives and the skills developed

- To learn about the elements of an effective presentation of online data.
- To increase the awareness about attention span in online communication.

When to use it?

While talking about the effective presentation methods, online communication and organizational communication on web.

Materials:

A computer or tablet/ a projector to screen the chosen about us pages of different organizations and businesses in the appendix; alternatively printed version of the pages.

Preparation:

- Check the links in the appendix for screening

with the projector or print them out.

- Read the info box about attention span and on-line presentation.

Presentation:

- Open 4 about us pages the links of which were provided in the appendix. Alternatively, hand out the printed version of the pages to the participants.
- Ask them to look at each page for ten seconds. (1-2 mins.)
- Discuss with the participants what they remember about the organizations presented in the pages, what they were about, what was the things which attracted their attention, what would make the pages more appealing, what was most memorable element and whether they were interesting enough to read forward. (15 mins.)
- Divide the learners in groups of two-three and assign them one of the about us page to redesign the presentation of the page. (15 mins.)
- Let each group to present their new design and explain why they have made those changes. (10 mins.)

Follow up questions:

How do you usually learn about new people and organizations?

Possible Variations:

Instead of presentation of the redesigned pages, the groups can prepare a 10 second videos for the about us pages with their smartphones.

Resources on the topic:

<http://yourkite.org/toolkit/can-i-have-your-attention>

9.3 VISUALIZE YOUR FUTURE WITH A VISION BOARD



Preparation: 30 mins

Duration: 45 mins

Size: Unlimited

Age: 13+

Tags: design planning

visual board

storytelling

visualization

Learning objectives and the skills developed

- To prepare visual and comprehensive plans.
- To make the learners more familiar with long term planning.

When to use it?

While teaching about personal, organizational and career planning.

Materials:

Cardboards or A3 sheets, color pencils, a bunch of collected inspirational stock pictures.

Preparation:

- Read the info box
- Find three example visual boards from the links provided in resources section.
- Find images, quotes or pictures that represent success or capture the emotions the participants

VISION BOARD

A vision board is a tool used to help clarify, concentrate and maintain focus on a specific life goal. Literally, a vision board is any sort of board on which you display images that represent whatever you want to be, do or have in your life.

What's the point of making a vision board? Simply put, we humans tend to be a very busy species and constantly bombarded by distractions. Creating and using vision boards serves several purposes, some of which include helping you to identify your vision and give it clarity, reinforce your daily affirmations and keep your attention on your intentions.

would feel when they've reached their goals. You can use magazines or websites such as Pinterest, stock image sites or the image gallery. The images you select should inspire them or evoke positive emotions.

Presentation:

- Ask participants to list their dreams, goals and ideal life. Remind them, there are different elements of their life, such as wealth, health, career, relationships and school. It doesn't matter if they haven't figured out exactly how they will achieve their goal; (15 mins.) It helps to have prompts or questions to get you started. Ask them questions like:
 - Where have you always wanted to live?
 - What would your dream house look like?
 - What is your dream vacation?
 - What do you want to achieve at work or in your career?
 - What does your ideal work space look like?
 - If you had all the time in the world, how would you spend it?
 - What is an organization or cause you have always wanted to support?
 - Who are people you would like to meet or see?
 - Think about adding items from your bucket list of places to see and things to do before you die. You really can't mess this up, so don't overthink it.
- Then ask them how they plan to achieve their goals. Show them example visual boards and explain what visual board is (see info box) and how the athletes, business people use it to plan their life. (10 mins.)
- Then hand them out papers/cupboards, color pens and pictures to prepare their visual boards according to the goal list they made; (20 mins.)

Follow up questions:

How do you usually learn about new people and organizations?

Possible Variations:

If you feel like you need a little positive reinforcement to get vision board started, host a vision board party and ask participants to bring magazines and their laptops. Working on their vision board with a group may drive them to complete the project faster. It also serves as a built in accountability group for their vision.

Resources on the topic:

<http://yourkite.org/toolkit/visualize-your-future-with-a-vision-board>

9.4 RETELL THE STORY WITH PICTURES



Preparation: 30 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: reporting

presentation

online tools

visualization

infographics

Learning objectives and the skills developed

- To understand the importance of visualization in presentation
- To learn about online visualization tools
- To learn about storytelling structure.
- To learn preparing infographics for lengthy texts.

When to use it?

While learning about visual storytelling and presentation.

Materials:

Flipchart, color pencils, news articles or reports, projector.

Preparation:

- Read the info box about visual storytelling and Infographics.

INFOGRAPHICS

Information graphics or infographics are graphic visual representations of information, data or knowledge intended to present information quickly and clearly. They can improve cognition by utilizing graphics to enhance the human visual system's ability to see patterns and trends. Similar pursuits are information visualization, data visualization, statistical graphics, information design, or information architecture. Infographics have evolved in recent years to be for mass communication, and thus are designed with fewer assumptions about the readers knowledge base than other types of visualizations.

- Find relevant reports/articles from magazines for each group.
- Alternatively ask them to find one on the internet.
- Open infographics examples from the link in the appendix.

Presentation:

- Ask the participants from which sources they read news reports and which format (video news; - 5 min.
- Ask them what they know about infographics. Explain what infographics are, which elements are made of, why/how they are used to tell complex stories and show examples - 10 to 15 min.
- Divide the participants in groups of two to three. Then hand them out one flipchart, color pens and one report/article to read first.
- Ask each group to draw infographic version of the story by drawing figures and using only one sentence for each figure; 25 min.
- In the end each group has to present in 3 to 5 min. their infographics.
- Invite classroom to give feedback on each infographics. Focus not on the aesthetic of the infographics, but on how relevantly and clearly it was converted into infographics. - 15 min.

Follow up questions:

Which format of information would you prefer while reading? Infographic or traditional reporting?

Possible Variations:

Alternative 1: Instead of news reports, you can also use CVs and business proposals.

Alternative 2: You can ask students to bring their laptops/tablets and design their infographics by using one of the online infographic tools, which are listed in the resource part.

Resources on the topic:

<http://yourkite.org/toolkit/retell-the-story-with-pictures>

9.5 SHOW ME YOUR STORY



Preparation: 60 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: design photo

presentation

online tools

data visualization

infographics

storytelling

Learning objectives and the skills developed

- To learn about storytelling
- To make more engaging presentations
- To use online visualization tools

When to use it?

While learning about visual storytelling and presentation.

Materials:

Computer or tablets.

Preparation:

- Read the info box about visual storytelling.
- Read the guideline on use of free online visualization tools listed in the resource section to choose one of them.
- Send the link of the good examples of visual stories (listed in the resource section) to the participants

Presentation:

- Introduce the class the elements of a good visual storytelling and where it can be used with examples from different fields like reporting, and business; - 5 min.
- Make them open good examples of visually told stories you sent and ask the participants to analyse them by following the questions:
 - a. Which visuals make up the story?
 - b. Do the visuals represent or add emphasis to what the author/s announcing?
 - c. How is tone of the story they're telling? (Fun vs. Serious, Celebratory, etc.)
 - d. Are the visuals intriguing? (Does it inspire you to want to know more?)
 - e. Do the visuals tell a story (or start to) within seconds of seeing it?
 - f. Do the visual work for print, TV, online and social media?
 - g. Are the visuals memorable and meaningful?
- Divide the participants in groups of two. Then let them choose one of the following story topics to tell:
 - a. Story of a successful entrepreneur.
 - b. Their own life experience
 - c. Their parents' life
 - d. The life of a historical figure
 - e. The story of a company
- Tell each group to plan their stories in terms of: data collection method, visual elements they will use and the tone of the story.
- Ask each group to open one of the free visual storytelling tools and build their stories in one of them. 25 min.
- In the end each group exchange their visual stories with the next group and ask them to analyse their stories with the same questions above. 15 min.
- Invite classroom to give feedback on each story. Focus not on the aesthetic of the product, but on how relevantly and clearly it was converted into infographics. - 15 min.

Possible Variations:

In the end, participants can alternatively present the visual stories to each other make critics and contests.

Resources on the topic:

<http://yourkite.org/toolkit/show-me-your-story>

9.6 MOTION YOUR STORY



Preparation: 30 mins

Duration: 2-3 hours

Size: Unlimited

Age: Any

Tags: stopmotion

presentation

online tools

visualization

animation

Learning objectives and the skills developed

- To use a stop motion technique to create a simple two-dimensional and/or three-dimensional animation that communicates an idea.
- To learn an alternative visualization method.
- To learn planning of a multimedia production.

When to use it?

In visual storytelling, effective communication methods.

Materials:

Flipchart, color pencils, news articles or reports, projector.

Preparation:

- Read the info box about stop motion animation

STOPMOTION ANIMATION

Stop motion animation (also called stop frame animation) is animation that is captured one frame at a time, with physical objects that are moved between frames. When you play back the sequence of images rapidly, it creates the illusion of movement.

The basic process of animation involves taking a photograph of your objects or characters, moving them slightly, and taking another photograph. When you play back the images consecutively, the objects or characters appear to move on their own.

You see stop motion animation all the time—in commercials, music videos, television shows and feature films—even if you don't realize it. While it is common for people to think of stop motion as just one specific style, such as clay animation, the reality is that stop motion techniques can be used to create a wide range of film styles.

technique and essentials.

- Find interesting examples of stop-motion movies (some example links were provided in the resource section).

Presentation:

- Explain what stop-motion animation is and 2D and 3-D techniques and materials to use in an animation.
- Show different examples of stop motion animation. Some videos from “Making Of” documentaries that can also be a great way to begin discussing the techniques and strategies used in stop motion.
- Have participants come up with 15 second promotional video on anything and have them discuss, brainstorm, and write everything down. Challenge students in suggesting new ideas and adding to existing ideas. Even weak ideas can be developed into something good! 30 minutes
- Remind students that great ideas can come from simple, every day experiences.
- Have students take notes and write down their thoughts on the plot, the scenes, the characters, and any extra details that come to mind while they are writing. Use the linked handout to get them started!
- KEEP IT SIMPLE! The shortest and simplest concepts are the easiest to animate. Limit them to one or two characters, so that they can concentrate on the details.
- The approach students take (2-D, 3-D or combined) should support their overall idea.
- A script is the written description of the actions that will take place. Ask students questions according to their age such as:
 - a. What is your theme or idea?
 - b. What sort of personality would you like to create?
 - c. How long do you plan for this to be? How many frames and fps is that? (Make them do the math!)
 - d. Who in your group will do which production jobs?
 - e. What materials or objects will you need to collect?
 - f. What kind of background will you need?

- g. Will 2D or 3D technique work better for this particular story? Why?
- h. What different shots do you need? What close-ups?
- i. Attach your storyboard! Have you varied the scale, pace, angle or whatever of the shots?
- j. What else do you want to say about your idea?
- The story then is ready to be visually depicted as a storyboard outlining the plot, characters, and backgrounds. Remind students that storyboarding and planning on paper saves time and energy because they will figure out all the details before committing to the animation. Storyboarding will also ensure that each group selects the one approach best suited to the basic concept they've identified. Using poster board, preferably large, and a packet of post-it-notes, sort out the ideas and images to be used. Divide up the page, discuss the sequence of shots, and draw in key transitions or moments, making notes as necessary. Label each section of the storyboard with sequence, camera angle, timing, and other directorial information as you go.
- Once groups have decided on the story they will be telling and have created their storyboards, they need to begin gathering their props, characters, and back drops to be ready to film their animation. Ask them to use the materials you and they bring in the workshop.
- Show them how they place and use their mobile devices by following the guideline in the info box.
- Tell them to download and open the stopmotion studio app and show them how they will use it.
- Ask students to start filming according to their plan.
- Ask them to save the final product and upload it to youtube to share with other participants

Follow up questions:

How well are the groups working together?

How well are group members communicating? To what extent is each group member contributing to the project?

Possible Variations:

The workshop can be divided into two to three parts in case of limited time.

Resources on the topic:

<http://yourkite.org/toolkit/motion-your-story>

9.7 MEET THE PRESS



Preparation: 30 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: interview

reporting

press release

listening

media relations

Learning objectives and the skills developed

- To practice interview skills.
- To improve structured speaking practice.
- To write a press release
- To write a new report
- To practice listening and taking notes.
- To reflect on resume

When to use it?

While learning about communication skills.

Materials:

Photocopies of interviewee CVs, photocopy of interviewee sheet, sticky label.

Preparation:

- Read the info box about press meeting and interviewing.
- Find samples of a press release.

- Make copies of the CVs and interviewee sheet according to the number of the group.

Presentation:

- Tell students that they have got the job of reporter for a magazine about some famous people. They are going to interview some famous people and they need to prepare some general questions they can ask any famous person - actors, singers, sports stars, politicians etc.
- For this, choose two volunteers from the group to be the famous person and give them the interviewee sheet which include detailed information about the famous people they will act.
- Distribute to the rest of the group the CVs of the two famous people they will interview.
- Give some examples, like, 'Do you enjoy your job?' or 'Are you happy being so famous?' and get students to write four questions and put them into a table with the questions going down the left hand side and space for five columns to the right.
- While the interviewees are studying the information about their characters, ask the class to study their CV to understand their career path and life.
- Then ask students which famous person they would like to be and give each one a sticky label or a sticky note for them to write the name of the famous person on and stick on themselves.
- Put students into two concentric circles with the inner circle facing out and outer circle facing in.
- Tell students that they are going to interview the person directly in front of them for two minutes and note down all the information they find out. They are also going to be interviewed.
- The facing pairs take turns in the different roles of interviewer and famous person. At two-minute intervals shout 'stop' and ask the outer circle to step one person to the right. Shout 'start' to give students two more minutes with a new famous person.
- When each student has interviewed and been interviewed five or six times stop the activity and seat students. The information they have gathered about the famous people can then be shared with the group orally or used for a piece of writing for a gossip magazine.

Possible Variations:

If you have an odd number rotate one person out of the circle each time you move the other circle around. This person can help you to monitor and can walk around the circle

9.8 VISUAL TIMELINE



Preparation: 30 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: storytelling

visualization

Learning objectives and the skills developed

- To understand the importance of visualization in presentation
- To learn about reflective planning through visual storytelling

When to use it?

Use this when you want a fast, energizing, and visual method for quickly reflecting on life stories/ backgrounds of the participants, or use it to surface compelling stories from their history that they might otherwise never have thought of.

Materials:

Blank copier or printer paper for each participant.

If you have plenty of table space, flip chart pages are even better. If space is an issue, some participants may be willing to take off their shoes and get down on the floor to work.

VISUAL TIMELINE

A Visual Timeline is a classic storytelling device in which you or your team will reconstruct the story of a past event by drawing a dynamic line that depicts the ups and downs of the event.

Markers or pens for each participant. Multiple colors are good.

Preparation:

- Read the info box about visual timeline.

Presentation:

- Ask the participants to identify the event that they wish to depict for their timeline. Here are some examples:
 - a. Create your individual sport story
 - b. Capture the broad story of a one-year at your school
 - c. Tell the story of a weekend at the beach last summer (with Mom, Dad, and the kids).
 - d. Recall your changing emotional state since just this morning, for creating a mindfulness diary.
- You can tell the participants to depict very brief and recent events just as easily as they can render complex.
- Establish the Start and End Dates: Have team members turn their blank page side-ways (landscape). This horizontal space is the canvas for their timeline.
- Have them draw a line near the bottom of the page, leaving plenty of room above it.
- Because this is their story, they get to decide when it starts and when it ends. (For example, perhaps they want to make the case that “the story of a student project” actually began.
- Think broadly of everything that happened from the beginning to the end. Good events are up; negative events are down.
- Ask them to draw only one line with ups and downs reflecting their emotions about the chosen period of life.
- Remind them to look at what was just created in the space of less than 2 minutes and how their simple line is loaded with meaning, feelings, and memories.
- Invite the participants to bring it to life by populating the line with more meaning.
- Ask them to populate the timeline with text, titles, and simple icons and stick figures to bring a little more meaning to the presentation.
- To build participants’ confidence in their own visual competency, you can provide an Icon Cheat Sheet to demonstrate how simple stick figures, arrows, and icons can communicate a great deal of meaning. You can find a reproducible copy in the Appendix.

- Finally, ask them to write the title of story beneath the line.
- Expect to see many participants take out their cell phones to capture a picture of their drawing.
- The final step is to take turns telling the stories. In small groups, ask them to present their visual timeline and answer questions.

Follow up questions:

Was there any point in the line you had difficulty to explain?

How did it help to reflect your past or experience?

Possible Variations:

The activity can be turned into a collective visualization. If your group has a common history to share, institutional memory, or organization, it can begin with the horizontal timeline with the start and end dates and then begin telling stories along the line.

Resources on the topic:

<http://yourkite.org/toolkit/visual-timeline>

9.9 SOCIAL MEDIA MARKETING



Preparation: 30 mins

Duration: 60 mins

Size: Unlimited

Age: 13+

Tags: design photo

presentation

online tools

data visualization

infographics

storytelling

Learning objectives and the skills developed

- To learn about storytelling
- To understand the importance of visualization in presentation
- To learn about online visualization tools
- To learn about storytelling structure.
- To learn preparing infographics for lengthy texts.

When to use it?

While learning about visual storytelling and presentation.

Materials:

Flipchart, color pencils, news articles or reports, projector

Preparation:

- Read the info box about visual storytelling and Infographics.
- Find interesting reports/articles from magazines

for each group.

- Alternatively ask them to find one on the internet.
- Open infographics examples from the link in the appendix.

Presentation:

- Ask the participants from which sources they read news reports and which format (video news; - 5 min.
- Ask them what they know about infographics. Explain what infographics are, which elements are made of, why/how they are used to tell complex stories and show examples - 10 to 15 min.
- Divide the participants in groups of two to three. Then hand them out one flipchart, color pens and one report/article to read first.
- Ask each group to draw infographic version of the story by drawing figures and using only one sentence for each figure; 25 min.
- In the end each group has to present in 3 to 5 min. their infographics.
- Invite classroom to give feedback on each infographics. Focus not on the aesthetic of the infographics, but on how relevantly and clearly it was converted into infographics. - 15 min.

Follow up questions:

Which format of information would you prefer while reading? Infographic or traditional reporting?

Possible Variations:

Alternative 1: Instead of news reports, you can also use CVs and business proposals.

Alternative 2: You can ask students to bring their laptops/tablets and design their infographics by using one of the online infographic tools, which are listed in the resource part.

Resources on the topic:

<http://yourkite.org/toolkit/social-media-marketing>

CHAPTER 10 ENTREPRENEURSHIP

- 10.1 Are you ready to be an entrepreneur?
- 10.2 Start your business with a paper clip
- 10.3 Think twice before you answer
- 10.4 Launch your boats!
- 10.5 Get ready for making profit! How many cakes you have to make?
- 10.6 The Business Model Canvas. Plan your business in one page!
- 10.7 Lead your organization with style
- 10.8 Build an ethical and responsible business

10.1 ARE YOU READY TO BE AN ENTREPRENEUR?



Preparation: 15 mins

Duration: 40 mins

Size: 5-30

Age: 14+

Tags: entrepreneurship

self-evaluation

When to use it?

- evaluating personal qualities / abilities necessary to become an entrepreneur.

Materials:

- printed papers with the Entrepreneurial Quotient test, and results
- pens and markers
- printed explanations of the quiz
- one flipchart paper

How?

Preparation:

- Print the Entrepreneurial Quotient quiz (see appendix X) adapted from *Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need*; the test was initially developed by Northwestern Mutual Life insurance. You need a copy of the test for each participant.
- Read the short presentation of the Entrepreneurial Quotient quiz from the appendix X.

Presentation:

- Ask the participants what are the most important qualities of an entrepreneur, from their point of view. Write down the things they mention on a flipchart paper. You might use a well-known entrepreneur from your own community, so that the partici-

- pants can relate to a real person when thinking to specific qualities / abilities.
- Once the brainstorming is done, introduce to the participants the idea that entrepreneurship abilities can be tested, and that during this exercise they can test their Entrepreneurial Quotient / Coefficient.
 - Give each participant one printed Entrepreneurial Quotient quiz and give them around 15 to 20 minutes to answer to the quiz.
 - After everyone is done filling in the quiz, give each participant one printed page with the results of the quiz. Help the participants to score their results accordingly, taking question one by one. At the same time, for each question explain to the participants why some answers are more “entrepreneurial” than others (use the explanations of the quiz presented in appendix X).
 - Recap the most important abilities that people should develop in order to be successful as an entrepreneur. Enter the new abilities, from the test, on the flipchart paper initially used.
 - Remind the participants that having this qualities/abilities does not mean automatically that one will succeed in his/her own business, but one may have the qualities / abilities necessary to become successful, while working hard for developing the business.

Follow up questions:

Now that you know your EQ (Entrepreneurial Quotient), and if you consider to become an entrepreneur, what will be your main strong abilities that will help you in developing a business?

What will be the abilities you need to develop and how do you plan to develop them?

Possible Variations:

For step 1., you could ask the participants what is an entrepreneur, from their point of view, instead of asking about entrepreneurship abilities.

Resources on the topic:

<http://yourkite.org/toolkit/are-you-ready-to-be-an-entrepreneur>

10.2 START YOUR BUSINESS WITH A PAPER CLIP



Preparation: 30 mins

Duration: 45 mins

Size: 5-20

Age: 13+

Tags: entrepreneurship

creativity

alternative use

thinking outside the box

When to use it?

- evaluating creative potential;
- enhancing out of the box thinking/ attitudes;
- understanding how creativity and innovation helps in business development.

Materials:

- pens, sticky notes, flipchart papers, markers, paper clips

How?

Preparation:

- Read the short presentation of the Alternative Uses Test from the appendix X.

Presentation:

- Initiate the discussion by asking the participants for a definition for "cre-

ativity", and write down their answers on a flipchart paper.

- Then, ask them what are the main things /aspects that one person should have in order to be considered creative. The same, write down their answers on the flipchart paper.
- Give to each participant a paper clip and many sticky notes, and then give them three minutes to think to as many as possible alternatives for using a paper clip. For each idea they should use a different sticky note.
- Then, ask the participants to stick their ideas on a flipchart paper, while presenting them. For each new participant, ask them to stick on the flipchart paper only the new ideas, something that was not previously mentioned.
- After all the ideas are on the flipchart, with the help of the participants, split

the ideas from the sticky notes in three categories:

- They use the clip paper as it is;
- They change something in the design of the clip paper;
- They add a new object to the clip paper creating a new product.
- Moreover, analyse together with the participants the ideas from the following perspectives:
 - Fluency (how many uses each person found in comparison with the total number of uses found by the group);
 - Originality (how unusual one idea is);
 - Flexibility (how many areas the idea covers; for instance, if a person mentioned the idea of using clip papers as earrings, and also as parts of a necklace, then the person covered just one area of activity);
 - Elaboration (how detailed the ideas were).
- Ask the participants how they reached these ideas, and then introduce the idea that creativity can be trained, through daily exercises like this one.
- Now, ask the participants why creativity could be important in business. Based on their answers, explain them that it is not enough to be creative, to think outside the box, but it is equally important to be able to put in practice the creativity for solving problems in the community, for responding

to need or to respond to business opportunities. Thus, the creative ideas need to be put in practice through innovation.

Follow-up questions:

Ask the participants to share what happened once they saw the others' ideas on how to use a paper clip. Did they get more ideas as well?

By looking at the alternative uses the participants found, ask them how many alternative uses they found before they actually started to get more creative in using a paper clip? What does this tell them? Help them reach to the idea that it is very important to keep challenging themselves, and that the best ideas usually come later, rather than at the beginning of the process.

Possible variations:

The chosen object for thinking alternative uses can vary (a jar, a spoon, a balloon, a chair, etc.). The scenario can be extended with an additional activity in which you split the participants in groups of five, and ask the groups to prepare an ad / a poster to sell an idea resulted from the previous activity on how to use a paper clip. Then, they should pitch their ideas for one minute per group.

Resources on the topic:

<http://yourkite.org/toolkit/start-your-business-with-a-paper-clip>

10.3 THINK TWICE BEFORE YOU ANSWER



Preparation: 30 mins

Duration: 60 mins

Size: 5-20

Age: 14+

Tags: entrepreneurship

critical thinking

When to use it?

- understanding the importance of critical thinking
- practicing critical thinking

Materials:

printed handouts with the questions from steps 1. and 2.
pens, flipchart papers, markers

How?

Preparation:

- Print out the questions from steps 1. and 2.
- Read about critical thinking presentation from this toolkit
- Prepare the flipchart paper with the statements from step 4.

Presentation:

1. Start the exercise with a short game. Give each participant the handout with the following questions and ask them to respond to these in 3 minutes:

- a. How do you put a giraffe in a refrigerator?
- b. How do you put an elephant in a refrigerator?

- c. The Lion King is hosting an animal conference. All the animals attend - except one. Which animal does not attend?
- d. There is a river you must cross but it is used by crocodiles and you do not have a boat. How do you manage it?

Now, the correct answers are:

- a. Open the refrigerator, put in the giraffe, and close the door. This question tests whether participants tend to do simple things in an overly complicated way.
- b. Open the refrigerator, take out the giraffe, put in the elephant and close the door. This tests the participants' ability to think through the repercussions of your previous actions.
- c. The elephant. The elephant is in the refrigerator. This tests participants' memory.
- d. You jump into the river and swim across. All the crocodiles are attending the animal conference. This tests whether the participants learn quickly from their mistakes.

2. Split the participants in groups of five people, and tell them the next story adapted from <http://www.about.com/education/>:

You were assigned to conducting a tour of aliens who are visiting our planet and are interested in observing human life. At one moment, you fly with them over a Stadium where two teams are playing soccer. Try to answer the following questions for the aliens:

- 1. What is a game?
- 2. Why are there no female players?
- 3. Why do people get so passionate watching other people play games?
- 4. What is a team?
- 5. Why can't the people in the seats just go down on the field and join in?

3. Each group presents quickly their answers, and then debrief the session by explaining that we all carry around certain assumptions and values. For instance, in some communities, people will not accept the idea of women playing soccer, while in others, they will accept it, and probably the participants explain to the aliens that women are also playing soccer, but not at the same time with the men, maybe because of differences in sports skills, etc. Try challenge the participants with more questions while they are presenting, helping them to think in more depth

about their answers.

4. Use the flipchart paper with facts versus opinions, and ask participant to decide quickly on the statements and tell you which are facts, and which are opinions. Read statements one by one, and interact with the group. The statements, adapted from <http://www.about.com/education/>, are the following:

- My mom is the best mom on earth.
- My dad is taller than your dad.
- My telephone number is difficult to memorize.
- The deepest part of the ocean is almost 11.000 meters deep.
- Dogs make better pets than cats.
- Smoking is bad for your health.
- 85% of all cases of lung cancer are caused by smoking.
- The size of a soccer ball is roughly 22 cm in diameter
- Playing soccer is fun.
- China is the country with the largest population on Earth.
- According to a perception study, two out of ten European citizens are boring.

5. Debrief the session explaining to the participants the importance of making the difference between facts and opinions, when talking with people, when making presentations, but also when opening a business - when is even more crucial to know facts about the market, about the customers, about competition, etc.

Follow-up questions:

How do you think critical thinking could help you in your future career? Challenge participants to talk about their assumptions, about how they should increase their scepticism, understand all the alternative they have (from facts), and also understand how different options / decisions could influence others.

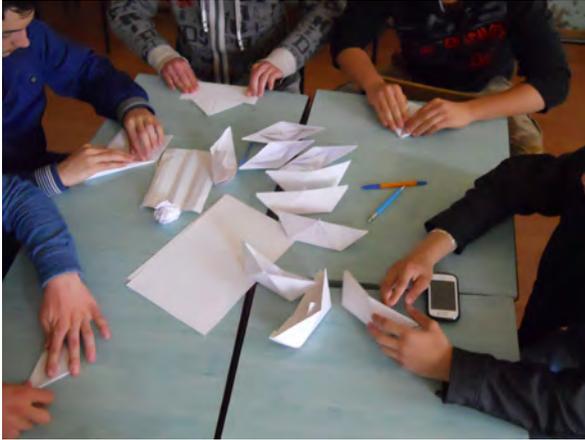
Possible variations:

For steps 2. and 4., you can use a different story and different statements (facts and opinions).

Resources on the topic:

<http://yourkite.org/toolkit/think-twice-before-you-answer>

10.4 LAUNCH YOUR BOATS!



Preparation: 30 mins

Duration: 45 mins

Size: 5-30

Age: 14+

Tags: entrepreneurship

production and sales

market

When to use it?

- understanding how production, sales and market are connected
- understanding how market, customers and competition can influence your business

Materials:

many A4 papers (from 50 to 100 papers, depending on the size of the group)
coloured pencils, coloured notes, that will be used as mock money

Preparation:

- Read the section *Know your clients, sell your product.* (p. xx).
- Print out a boat building scheme (for each group of 4 or 5 people).

Presentation:

1. Split the participants in groups of four or five people. Each group represents a boats factory.
2. Give each group 10 A4 papers and some coloured pencils. This is an investment made by a business angel who asks them to use the paper sheets and the coloured pencils to build boats, and prepare the factory for the next boats fair, where they have to sell their boats. They have only 8 minutes to build the boats, and prepare for selling them at the fair. Give no instructions on how the boats should be built.

3. At the fair, the business angel decides to buy everything from the market - all the boats, no matter the quality or the prices. You play the role of the business angel and you visit each group's exhibitions of boats, and without negotiating you buy all the boats. You give the participants mock money, in accordance with their request.
4. Now, that each group has a certain amount of money in their pockets, you tell them that if they want to continue to build boats and prepare for the next fair, they have to buy the papers and the pencils. You set a price for each sheet of paper and pencil, and ask each group to decide what they want to buy and how much they want to buy.
5. The groups have again 8 minutes to build the new boats and prepare for the new fair.
6. At this second fair, you play again the role of the business investor and you talk with each factory and explain that the financial crisis hit you and you cannot afford to buy a lot today. You buy the cheapest one to three boats (do not buy from each factory!).
7. If they still have money, the factories can decide to buy more paper or more pens.
8. You give them good news, a new investor is coming on the market, and he is interested in boats, but he/she has a precise technique / scheme that factories should follow in building the boats. You provide each group the scheme for building the boat and prepare for the fair.
9. Each group has 10 minutes to prepare the new boats or re-modelling the old ones.
10. The third fair is organized, and you play the role of the investor. You buy only the boats that really satisfy in terms of quality, from each factory.
11. End the game explaining the concepts of demand and supply, and showing how your production and sales can be influenced by competition, market requirements and market fluctuations; and explain, using situations from the three fairs, how you can change market in your favour when you know to optimize costs, production, marketing and sales.

Follow-up questions

Now, that you learn how your clients might react to your products, what will you do differently? (For instance, at the first phase, when the demand on the market is high - maybe is worthy to set bigger prices and produce more).

What are the main things you will keep in mind for your potential future business?

Possible variations

You can choose another object that can be built from paper, but not too easy or too complicated to be developed.

Resources on the topic:

<http://yourkite.org/toolkit/launch-your-boats>

10.5 GET READY FOR MAKING PROFIT!



Preparation: 30 mins

Duration: > 60 mins

Size: 6-15

Age: 14+

Tags: entrepreneurship

financial education

break-even point

profit

When to use it?

- understanding types of costs, pricing
- understanding how to compute break-even point
- understanding how production, sales and profit are related

Materials:

A4 papers, pens, three flipchart papers, markers

How?

Preparation:

- Read the section *How can you be sure you can make profit with your business?* (p. xx)
- Practice the formulas and the calculations from the exercise describe in the presentation phase.

Presentation:

1. Split the participants in groups of three.
2. Tell the participants the following story: "You discovered you are a talented cook, and you are great in cooking carrot cake; you sold your first carrot cake last week to your aunt, and she started to promote you, and now everyone calls asking for carrot cake - family, friends, neighbours. After two months of intensive carrot cakes cooking, you

decide to open a small business, rent a place and cook and sell carrot cakes more professionally. You meet your wise friends for a coffee, and ask them to help you with deciding over costs and prices”.

3. Ask each group to make a list with the costs they can think a small business like that will have. At the same time, ask them to think to a price they will put on the carrot cake.
4. Each group will present then the costs they identified, while you are taking notes on a flipchart paper split in two, with fixed costs and variable costs. Explains the participants the differences between the two types of costs.
5. Ask each group how they decided on pricing. Explain the participants that there are three ways of setting prices for products - based on costs, based on what clients are willing to pay, or a combination of these two strategies.
6. Starting from the discussions, and the things they mentioned while explaining their strategy for pricing, explain the concept of profit. Make it simple, and explain that profit represents the difference between revenues / sales and costs; write on a flip-chart paper the formula: Revenues-Costs=Profit.
7. Ask now the groups if they know how many carrot cakes per month their friend should make in order to reach the break-even point. Explain the break-even point as the point where Revenues equalize Costs, the point from which the small business starts making profit.
8. Demonstrate how the break-even point is computed using the costs and prices they provided previously, or using the following example:
 If for one carrot cake, the variable costs are 2 euros, and the monthly fixed costs for the business are 2000 euros; and the price set for one carrot cake is 10 euros, here is how break-even point is calculated:
 Revenues/Sales=Costs, and x =the number of carrot cakes needed to be produced and sold
 $x*10= x*2+2000$
 $10x-2x=2000$
 $8x=2000$
 $x=2000/8$
 $x=250$

 In conclusion, the friend has to cook 250 carrot cakes/month; which means more than 11 carrot cakes per working day.
9. Explain the participants that this is just an example, but any beginner in entrepre-

neurship should think his/her business by calculating this break-even point, and make a rational decision and find solutions to optimize costs and production, and/or increase prices.

10. Now, ask the participants to exercise this formula, but this time they should calculate how many carrot cakes must be produced and sold, if their friend needs a profit of 4000 euros/month. Provide the starting formula on a flipchart paper: Revenues-Costs=4000 euros. Give them 10 minutes to do the math.
11. Ask participants about the numbers they obtained, and quickly demonstrate on the flipchart paper the calculations:
$$10x-(2x+2000)=4000$$
$$10x-2x-2000=4000$$
$$8x=6000$$
$$x=750$$
12. Recap with the help of the participants the main concepts: costs (variable, fixed), break-even point, profit. Insist on the idea that an entrepreneur can optimize his / her profit by applying different strategies on costs, production, pricing, and sales.

Follow-up questions:

What will you do if you were the talented cook from the story? What will be your decisions in regards to opening the business, and what are the factors that could and should influence your decision?

Possible variations:

You can adapt the type of business / product you use in your example accordingly to the group you work with.

Resources on the topic:

<http://yourkite.org/toolkit/get-ready-for-making-profit>

10.6 BUSINESS MODEL CANVAS - PLAN YOUR BUSINESS IN ONE PAGE!



Preparation: 60 mins

Duration: 90 mins

Size: 5-30

Age: 14+

Tags: entrepreneurship

planning

business plan

When to use it?

- developing a business idea to a real plan ready to be put in practice
- planning projects that involve different clients and stakeholders

Materials:

flipchart paper (one for each group of 5 people, and the one used by the trainer)
sticky notes - 2 to 5 colours, markers, video-projector and laptop

Preparation:

- Read the *Imagine your business. The Business Model Canvas* section (p. XX), and watch the short video presentation of the business model canvas here: <https://www.youtube.com/watch?v=QoAOzMTLP5s>;
- prepare a flipchart paper by using the business model canvas available at this link: http://www.businessmodelgeneration.com/downloads/business_model_canvas_poster.pdf or on yourkite.org/toolkit/business-model-canvas
- using sticky notes, prepare the presentation of a project / business idea (choose a simple one that people from your group might be familiar with!) following the nine areas from the canvas; use at least two type of clients, so that people can understand how clients can become key partners or provide key resources to the project, when other clients' segment is discussed on the canvas.

Presentation:

1. Brainstorm with the help of the participants about the main components of any project (goal, objectives, problem, target group, activities, methodology, estimated results, budget, etc.) or of any business idea (products, clients, channels of distribution, prices, costs, promotion etc.).
2. Present the business model canvas as a tool of having all components of a project / business idea on one page.
3. Exemplify the usage of the business model canvas with the project / business idea you prepared before the workshop. Present how the model works for at least two different clients' segments. Show how the nine elements are related and explain each component: clients / customer segments, value propositions, customer relationships, channels, revenue streams, key activities, key resources, key partners, and cost structure.
4. Split the participants in groups of five, and give each group a flipchart paper.
5. Ask each group to prepare the flipchart paper with a business model canvas.
6. Ask each group to come up with an idea of project they would like to implement in the community / in their school / in their neighborhood, and to prepare a presentation of the project using the business model canvas.
7. Each group has to present in 5 to 7 mins. their project idea.
8. You should give feedback on each project idea. Focus not on the idea of the project, but on how the project was planned using the business model canvas.

Follow-up questions:

How did your project idea develop during the exercise?

What are the new aspects / new ideas or the new questions you raised in regards to your project using the business model canvas?

What can you say about the sustainability of your project, looking to the business model you developed?

Possible variations:

For step 6., to make it easier for the participants or to shorten the exercise, you can prepare one or more short descriptions of different projects, and ask them to translate those projects in the business model canvas.

Resources on the topic:

<http://yourkite.org/toolkit/business-model-canvas>

10.7 LEAD YOUR ORGANIZATION WITH STYLE



Preparation: 25 mins

Duration: 45 mins

Size: 15

Age: 14+

Tags: entrepreneurship

leadership

leadership styles

When to use it?

- developing a business idea to a real plan ready to be put in practice
- planning projects that involve different clients and stakeholders

Materials:

flipchart papers, markers

How?

Preparation:

- print out the three scenarios, with the three types of leaders (democratic leader, laissez-faire leader, and autocratic leader) from Appendix.
- Read *Lead your organization with style* section (p. 77).

Presentation:

1. Split the participants in three groups, and select from each group one person, who will be designated as the leader of the group;
2. Provide to each leader (but NOT to the groups) one of the three scenarios from Appendix
3. While the three leaders read their scenarios, provide to each group a flipchart paper and markers; and tell them that they will receive instructions from their own leader.

4. Now, leave the groups to be led by their leaders and do the tasks, for about 15 min.
5. Each group should present their decisions and results regarding the tasks.

Follow-up questions:

What behaviors did you identify at your leaders? What about at your followers?

How did you feel as a leader or as a member of a team during the play role?

How efficient was each meeting?

What were the advantages and disadvantages of each meeting, caused by the leadership style?

Possible variations:

For step 2, you can provide another situation where leadership and organization is needed, in accordance with your audience's age and cultural background.

Resources on the topic:

<http://yourkite.org/toolkit/lead-with-style>

10.8 BUILD AN ETHICAL AND RESPONSIBLE BUSINESS



Preparation: 40 mins

Duration: 90 mins

Size: 5-15

Age: 14+

Tags: entrepreneurship

business ethics

When to use it?

- understanding entrepreneurs / companies' responsibilities towards different stakeholders, such as customers, employees, suppliers, community as a whole;
- learning about basic ethical principles that one company / one entrepreneur should follow.

Materials:

A4 papers, pens, flipchart papers, markers

How?

Preparation:

- Read Build an ethical and responsible business section, from this toolkit, and also read the Ten Principles of UN Global Compact from Appendix or from the following link: <https://www.unglobalcompact.org/what-is-gc/mission/principles>;
- Print out, on separate papers, the profiles of the companies from the Appendix.
- Print out or write on a flipchart paper the Ten Principles UN Global Compact from Appendix no....

Presentation:

1. Ask the participants to stand up, while you are placing on the floor sheets of paper

with the companies' profiles you prepared. Tell them that these are all the companies available in their community, and make them choose for what companies they will work.

2. Read aloud each profile, and ask the participants who will work for the company to make a circle around that company. Using a flipchart rank the companies by the number of people who said that they will not have an issue to work for that company.
3. Discuss with participants why they refused some companies, and accepted other companies easier.
4. Split the participants in groups of five, and tell them that they build now their own company and they have to decide together on their policies, similar with the one from the profiles used before: what they will never do as company in regards to their employees, customers, suppliers and community in which they will be active; and what they will do for the benefit of their customers, employees, suppliers and community. Explain that this means to develop a code of conduct for their company, respectively for the company's owners, board members, and employees.
5. Give them 20 to 30 minutes to develop the code, and then ask them to present it using a flipchart paper and markers.
6. At the end of the presentations, find the common things between the codes, and spot the differences. Use this feedback to introduce The Ten Principles UN Global Compact for companies.
7. Present the ten principles (using the print outs or the flipchart paper you prepared), while spotting the common things with the codes developed by the participants or the additional information that was not there in the codes.

Follow-up questions:

Once an entrepreneur, for whom should you feel responsible while running your business?

What do you think will be the advantages and the disadvantages of being responsible for your community (customers, employees, community as a whole) while running your business for making profit?

Possible variations

Instead of The Ten Principles UN Global Compact, you could use the OECD Guidelines for Multinational Enterprises (pp. 19-20) (visit the link available at other resources section) or a good example of code of conducts of a company.

Resources on the topic:

<http://yourkite.org/toolkit/build-an-ethical-and-responsible-business>

CHAPTER 11 VOLUNTEERING

11.1 Picture volunteering

11.2 Defining volunteering

11.3 What's there and what's for me?

11.1 PICTURE VOLUNTEERING



Preparation: 2 mins

Duration: 45 mins

Size: 8-30

Age: 14+

Tags: volunteering

visual

When to use it?

- Understand what volunteers do.
- Understand how volunteering is regarded.
- Understand that there are various motivations to volunteer.
- Understand that it is possible to benefit from volunteering.

Materials:

Flipchart paper, markers & pens, post-its

Presentation:

1. Provide the participants with three paper post-its and ask them to imagine a volunteer, and, individually, to write on each paper one trait that describes that volunteer. How is the volunteer?

2. After everyone is ready, split the participants in groups of 4-5 persons. In groups, the participants should read out to each other the traits and based on that create together a picture of a volunteer. The following instruction is given:
 - Draw the volunteer and create a story of your volunteer that you can later also present to the others. Give the volunteer also a name.
 - Try to answer the following questions:
 - How does he/she look like?
 - What kind of person is he/she?
 - What is he/she doing as volunteer?
 - Why is he/she a volunteer?

[Write down the above questions on the flipchart in case you do not want to repeat the questions several times.]

 - Tell the participants that they:
 - have 15 min to finish the task.
 - need to decide how they want to present their work to the others.

[Provide the groups with colored pens or markers and one flip-chart sheet per group.]
3. While the groups are working, prepare a flip chart sheet on which you will summarize the findings from the groups. Divide the paper in 3 questions.
 - How is he/she?
 - What is he/she doing?
 - Why is he/she a volunteer?
4. Ask each group to present. While they are presenting write down key words answering the above questions from each group.
5. Make sure to hang up each picture of a volunteer so that anyone can see it.
6. Summarize the groups findings of all groups. Ask the participants if they want to add something. Do all groups see the volunteer that way?
7. Pick some of the pictured volunteers ask the participants what other motivations their volunteer could have to engage in the described volunteering activity. Make the participants aware why people volunteer and that it can be a win-win situation. If you are a volunteer, tell them about your reasons to volunteer. You can also present them at this stage with written or told stories of volunteers who state why they are volunteering and what positive effect it had on them.

Resources on the topic:

<http://yourkite.org/toolkit/picture-volunteering>

11.3 WHAT'S THERE AND WHAT'S FOR ME?



Preparation: 2 mins

Duration: 25 mins

Size: 8-20

Age: 14+

Tags: volunteering

visual

When to use it?

Define what volunteering means and what a volunteer does.

Materials:

Printed out pictures of volunteering roles

Printed out volunteering test

Pens

Presentation:

1. Lay out pictures on the floor, showing volunteers in their various roles. Ask the participants to each take one picture.
[If the group is large you can also ask the participants to discuss and present one picture in pairs. You can find example pictures in the Appendix section of this toolkit or you can search the internet on your own for pictures showing different volunteering roles]
2. Ask each participant to present the volunteering

roles on the picture by sitting or standing in a circle. By answering the following question.

- What is the volunteer doing?
- Who are the beneficiaries?
- Who organized the volunteering activity? Was it organized through an organization or individually?
- How long or often will the person volunteer?

[Write down the above questions on the flipchart in case you do not want to repeat the questions several times.]

3. Add information where needed about each volunteering activity presented. Make use of the information provided in the theory section on volunteering. See fact box.
4. After all roles have been discussed, ask the participants if they would like to engage in a volunteering activity. What they would like to do and why. If the group is not too large, allow each participant to talk.
5. Tell the participant that you have a self-assessment quiz to help them discover what kinds of volunteer opportunities they might enjoy. You can find the test in the Appendix section of the toolkit.

Follow Up Question:

Ask the participants if they agree with the test results. Did they find out something surprising and does the result fit with the idea they had earlier?

Resources on the topic:

<http://yourkite.org/toolkit/whats-there-for-me>

CHAPTER 12 CAREER COUNSELLING

- 12.1 Jump to the future - me at the age of 30
- 12.2 I love to - I'm good at - it pays well to
- 12.3 Discover your interests
- 12.4 What is the success?
- 12.5 Quiz on labour market
- 12.6 Prepare your CV and the letter of intent
- 12.7 Get ready for the job interview!

12.1 JUMP TO THE FUTURE - ME AT THE AGE OF 30



Preparation: 5 mins

Duration: 40 mins

Size: 5-30

Age: 15-19

Tags: imagination

future

career planning

Learning objectives and the skills developed

- To encourage the youth to start thinking about their future (in general, not about their professional future)
- To let the youth discover the link between a “good future” and a conscious choice of a profession

Materials:

A4 paper sheets, coloured pencils, flipchart, markers

Presentation:

This is the exercise to be practiced individually by each participant and then discussed in a forum of the group. Here are the instructions you should provide to participants.

1. *Say: Please imagine yourself in an age of 30. How you will look like? Where you will be living? How will your flat / house look like? With whom you*

FACT BOX

Most young people have no idea who they would like to be in the future or their choice is random, based on what professions they know. Sometimes, they aren't ready even to think about their future. How would they look like in 10-15 years, where they would live, etc. Everybody has dreams - objective of this exercise is to visualise them and make the youth aware of the dreams they have about themselves.

will be living? How will you spend your day?

2. After few seconds say: *Don't share your images, but draw them. You have 10 minutes to draw how your life will look like, when you are 30 years old.*
3. After drawings are done: *Please choose a colleague to present your drawings. Each for you will have about 5 minutes for presentation. Look for similarities.*
4. After speaking in pairs is over (i.e. after 10 minutes) ask: *I would like to note at the flipchart elements you identified as common. What similarities did you identify?*
 - participants reports similarities
 - trainer note at the flipchart - we recommend you to use a mind map method of taking notes. At the end you may come to a graph like the one on the right.
5. At the end of exercise summarize what similarities did you note.
6. Ask the youth what this exercise made to them, what reflections they have after this exercise.
7. If the youth don't say it explicitly, underline that there is a direct link between a "good future" (=being good looking, having a job, etc.) and a conscious choice of a profession. They should start to think about their profession now.

Possible Variations:

Encourage your participants to draw images. If they protest, because not "being skilled enough", "not having skills how to draw", say that they can put a drawing simply; drawings shouldn't be an art performance, but only reflect main ideas.

Resources on the topic:

<http://yourkite.org/toolkit/jump-to-the-future>

12.2 I LOVE TO - I'M GOOD AT - IT PAYS WELL TO



Preparation: 5 mins

Duration: 20 mins

Size: 5-30

Age: 15-19

Tags: self-assessment

future

career planning

Learning objectives and the skills developed

- To realize the main factors behind the professional success and interrelations among them
- Might be a good warm-up at the beginning of the workshop on career guidance

Materials:

Computer, projector, flipchart, markers, post-its, pencils

Presentation:

This is the exercise to be practiced individually by each participant. Here are the instructions you should provide to participants.

1. Complete the sentences:
I love [to do]...
I am good at...
It pays well to...
2. Write down each response on the separate post-it

FACT BOX

If you do what you love and what you're good at, but you're not well paid, you are happy, but poor and if you are poor it's likely you will become unhappy in the future, unless you have somebody like your spouse or parents who provide a financial support for your maintenance. If you do what you're good at and what pays well, but you don't like your job, you will have money, but probably you will be unhappy. The situation when you love your job and it pays well even you're not good at this is not often and rather temporary. The long term success and satisfaction in your professional life you can achieve when you will be able to combine all of these factors: when you do what you love, what you're good at and it pays well.

3. Do not share your responses with the group
4. Put anonymous post-its on the board
You have 3 MINUTES – let's START!

Please present the infographic on the right to participants. The conclusion of this exercise is: "the success is when you do what you love, what you're good at and what pays well"

Follow-up questions:

Think about people you know. Can you identify the groups mentioned above?

Possible Variations:

As a warm-up exercise you can also provide a sample list of future professions and ask participant for an answer which their personality traits can help them to be good at one of these professions. You can use also the exercise "What is the success?" described in a separate section.

Resources on the topic:

<http://yourkite.org/toolkit/love-to-good-at-pays-well>



Source: <http://eskimon.wordpress.com>

12.3 DISCOVER YOUR INTERESTS



Preparation: 5 mins

Duration: 60 mins

Size: 5-25

Age: 17-19

Tags: professional interests

personality types

career planning

Learning objectives and the skills developed

- To find out more about professional interests
- To learn about personality types

Materials:

Pens, markers, flipchart paper sheets, A4 sheets

Presentation:

1. Ask the participants to draw on a piece of paper what they like to do / what they enjoy to do, and then, after they finish, ask them to present themselves as "My name is and I like to...".
2. After the presentations are done, initiate the discussion on interests by asking the participants about how they know / how they discovered what they like
For instance, they might say "I like to.. because I am good at it" or "I like to... because I am doing

FACT BOX

RIASEC test was developed by John Holland in the '60s, and according to Holland the majority of the people have one of the six personality types, in regards to their interests: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These types develop on two axes, respectively: objects-people, and data-ideas. See the graphic below.

Realistic - the persons who are realistic like to work with tools, machines, or plants and animals. They have manual, and technical abilities, and usually they are stable, pragmatic, honest, persistent, and conformist. The most common jobs for the realistic type of personality are: engineer, ITist, mechanic, driver, etc.

Investigative - this type of personality describes an inclination for research, investigation in any forms, and in various sectors of activity (biology, physics, social, cultural). The investigative persons possess mathematical and scientific skills, and they prefer to work by themselves in solving problems. They are usually analytical, cautious, critic, curious,

this since I was a child” or “I like to... because it is easy for me to do it” or “I like to.. because I feel happy when I do it”, etc.).

3. Starting from their answers, explain what interests are (what you like to do) and why these are important in choosing a career. Explain them that interests are coming from various sources: heredity, learning experiences, preferences, specific abilities, previous successes obtained, etc. And these can be identified by factors such as: how much time one spends in one activity, how often one returns to that activity, how involved is one person in an activity, how much often one speaks about a specific activity, how much happiness one feels when performing an activity, how long one person keeps the hobby, etc.
4. Mention that there are tests to discover an own personality type. Example can be the Holland test (you can find more below, in a fact box). The participant can find out more about the test at home, at this link: <http://personality-testing.info/tests/RIASEC/>. The test licence allow you to use it only for educational purposes (learning about Holland’s theory), and not as psychological advice. Majority of the people have one of the six personality types, in regards to their interests: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
- Finally, explain the differences between: traits (how you are), values (what is important to you), skills (what you learn to do), interests (what you like to do). These could help young participants to redefine their CVs/resumes.

Follow-up questions:

How do you understand / explain now the “interests” you present at the beginning of the meeting?
 What type of jobs do you think will suit you?

independent, introvert, rational, and accurate. The most common jobs are: physician, chemist, mathematician, biologist, etc.

Artistic - the persons who have this type of personality like the activities that are less structured, which ask for more creative solutions, and which require more use of the imagination. They are usually more expressive, and more sensitive, idealist, creative, disorganized, complex, independent, non-conformist. The most common jobs for this type of personality are those from art sectors - fine arts, music, writing, etc.

Social - the people who possess this type of personality need more interpersonal interactions, they like to help people, to solve their problems, to teach them things. They are cooperant, friendly, generous, focused on solving problems, responsible, sociable. The most common jobs they take are: teacher, social workers, human resources manager, adviser, etc.

Enterprising - these persons prefer to work in teams, but only for leading the team. They avoid scientific or analytical work, and preferred managerial contexts. They usually are ambitious, dominant, energetic, impulsive, optimistic, talkative, sociable. The most common jobs for this type of personality are: sales manager, manager, politician, entrepreneur, etc.

Conventional - this type of personality direct people to very well organized contexts, and activities, where they can work with data. These persons usually are accurate, conformist, organized, persistent, efficient, scrupulous, and conservative. The most common jobs that these people take are: accountant, clerk, secretary, manager assistant, librarian, etc.

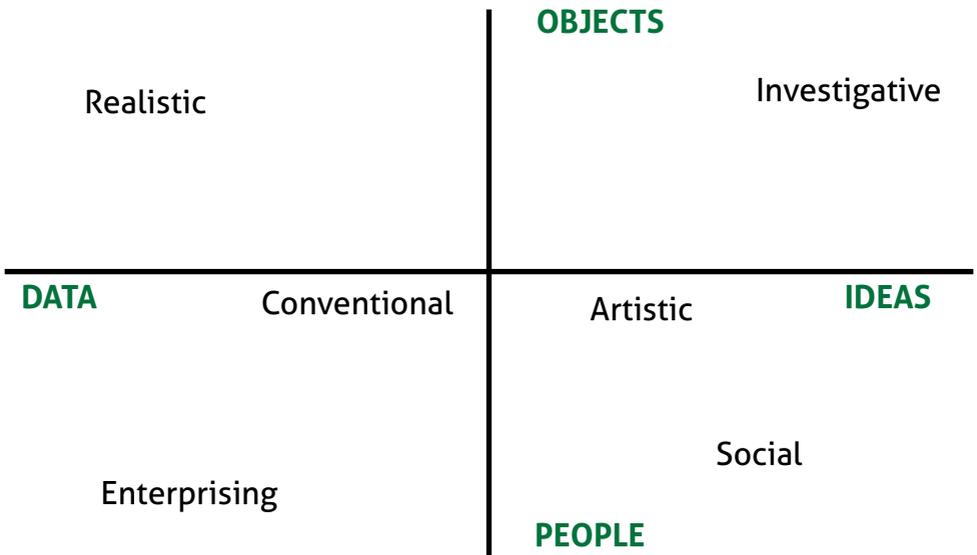
Possible Variations:

For step 1., you could ask the participant to talk about the job they want to have in the future, instead of their interest / hobby. Then, starting from the jobs they mention, you will start the discussion on interests.

Resources on the topic:

<http://yourkite.org/toolkit/discover-your-interests>

Most of the people will possess a dominant characteristic from the six types, however, the first three types (with the higher scores) will define more precisely the personality of one person. These types of personality help people to make more rational and aware choices for their careers.



12.4 WHAT IS THE SUCCESS?



Preparation: 10 mins

Duration: 20 mins

Size: 5-30

Age: 15-19

Tags: personality tests

labour market

career planning

future professions

role models

Learning objectives and the skills developed

- To realize the various aspects of the success
- To present dependency between successes, personality traits and professions in which these personality traits are important

Materials:

Computer, projector, Internet access, flipchart, markers, post-its, pencils

Presentation:

Step 1: What can be a success for somebody in your age?

[Group exercise] Try to name as many examples as possible, of what can be classified as a success for a middle school / high school student.

Hint: Remember that even a small success counts; try to think of different kinds of success.

FACT BOX

There is a dependency between successes, personality traits and professions optimal for each person. This exercise is designed to identify strengths in more neutral way than usual people tend to think about them, because the analysis is based on evidences, real achievements. On the other hand, it helps to realize that some personality traits are important in various professions, broadening the perspective in planning the professional future.

Step 2: What are your successes you are proud of?

[Individual exercise] Write down at least 3 of your successes – only for you, without showing it to anyone.

Hint: Remember that these don't have to be any spectacular successes, but even something small, that you're proud of.

Step 3: Your personality traits that are behind these successes

[Individual exercise] Mark your personality traits that are behind these successes.

Sample personality traits to be considered:

Honest	Cultured	Keen	Exuberant
Responsible	Dependable	Gregarious	Helpful
Adaptable	Discreet	Persistent	Humble
Compassionate	Fair	Capable	Suave
Patient	Fearless	Charming	Imaginative
Courageous	Observant	Precise	Meticulous
Loyal	Impartial	Confident	Obedient
Adventurous	Independent	Dutiful	Trusting
Affable	Optimistic	Encouraging	Valiant
Conscientious	Intelligent	Reliable	

Step 4: Professions in which the above personality traits are important

[Individual exercise] Please look at the list of deficit professions and future professions and try to select 10 professions in which the personality traits you marked are important. These are professions worth to be considered by you.

Possible Variations:

If you are a Polish-speaking person you can skip step 3 and 4 and go to Your Potential (Twój Potencjał) online tool to analyse your successes: <http://praca-enter.pl/potencjal> (available only in Polish).

Resources on the topic:

<http://yourkite.org/toolkit/what-is-the-success>

12.5 QUIZ ON LABOUR MARKET



Preparation: 1-2 h

Duration: 30 mins

Size: 15-25

Age: 15-19

Tags: imagination

future

career planning

Materials:

Board or flipchart, post-its, pencils

Presentation:

Before the workshop:

1. Look at the sample quiz in the Appendix
2. Modify the questions using information relevant to the labour market in your country and current data.
3. Copy questions and paste them into the presentation using the layout preferred by you.
4. Prepare diplomas or small prizes for winners to boost the competition.

FACT BOX

The knowledge on current situation and trends on labour market can be provided in form of quiz. Participants of the workshop are competing in groups of 3-5 persons trying to guess the correct answer. This kind of gamification technique makes providing the knowledge more attractive and easier to remember by participants. Sample questions based mainly on the situation and trends on the Polish labour market are presented below. You should modify the questions and answers according to the current situation and trends on the labour market in your country. The correct answers are bolded.

During the workshop:

1. Ask participants to form groups of 3-5 persons each one.
2. Set the limit of time for answering the questions (1 minute is suggested).
3. Present the quiz on the projector.
4. Read questions aloud and ask to discuss in groups the answer.
5. Ask each group for the answers and note them on board or flipchart.
6. You can comment the answers or ask participants to comment them.
7. After the last question sum up the results and announce the winners.

Follow-up questions:

What can be the sources of knowledge on the current situation and trends on the labour market?

Possible Variations:

It's suggested to provide certificates for the winners to make competition more attractive. The sample quiz should be each time updated before the exercise and applied to the context of your labour market.

Resources on the topic:

<http://yourkite.org/toolkit/quiz-on-labor-market>

12.6 PREPARE YOUR CV AND THE LETTER OF INTENT



Preparation: 20 mins

Duration: 90 mins

Size: 5-25

Age: 17-19

Tags: CV

letter of intent

career planning

personal SWOT

personal marketing

Learning objectives and the skills developed

- To learning about how to prepare a CV and a letter of intent
- To learn about personal strengths, weaknesses, and about opportunities and threats for an ideal job

Materials:

A4 paper sheets, flipchart paper sheets, pens, markers
Printed CV templates for all the participants

Preparation:

1. Download the Europass CV format, in your own language, here: <https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>
2. Read about the letter of intent format from the FACT BOX
3. Print out CV templates for all the participants

Presentation:

1. Give to each participant an A4 paper sheet and a pen, and ask them to write as a title on the page a name of an ideal job for them, the job they dream about.
2. Then ask the participants to split the paper in four sections, as you will do it on the flipchart paper:

<p>Strengths <i>your strengths for the job you want</i></p>	<p>Weaknesses <i>your weaknesses for the job you want</i></p>
<p>Opportunities <i>the opportunities that exist on the market, in your community, which helps you in getting the job you want</i></p>	<p>Threats <i>the threats that exist on the market, in your community, which might stop you from getting the job you want</i></p>

This analysis is a personal SWOT analysis. SWOT comes from the first letters of: Strengths, Weaknesses, Opportunities, Threats.

3. Ask each participant to fill in his / her table individually with their own strengths, weaknesses, and the perceived opportunities and threats. Give them about 10 minutes for this exercise.
4. Pair the participants, and ask them to present to each other the results of the personal SWOT analysis.
5. Ask then one or two volunteers to present in the large group the SWOT analysis, and with your help analyse what they identified as strengths and weaknesses (traits? values?)

LETTER OF INTENT - TEMPLATE

Date, locality
Your contact details

Company contact details

Dear Mrs..... / Dear Mr,

Introduction phrase, where you express your interest for a specific job / internship in the company, and where or how you found out about the job.

Two or three phrases about your relevant competencies, skills, abilities for the job / internship you apply for, and mention how you acquired those skills.

Two or three phrases about your motivation, and why the job / internship and the company suit you.

A polite request for a response, and showing your availability for a job interview. Mention the CV as an annex to the letter / email you send.

Sincerely yours,

Name / signature

interests? skills?). At the same time, make sure that the opportunities and the threats are from “outside”, and that these are realistic.

6. Explain participants how this SWOT analysis helps them to build their CV, and the letter of intent for a job. They will use the strengths part in describing the skills, interests, values and traits they have, choosing the ones that are needed for the job position they apply for.
7. Give each participant the Europass CV format, and present it to the participants. Connect the presentation (the areas of experience, education, personal skills) with the strengths they identified in step 3.
8. Ask each participants to take 5 minutes to take out from the SWOT analysis the information they will need for their CV. At the same time, ask them, to make notes on what they need to improve, how they will eliminate the weaknesses so that they will improve their CV.
9. Ask some volunteers to present their work or pair up the participants to present their notes.
10. Present the format of a letter of intent (read the FACT BOX on the letter of intent) to the participants.
Give the following Important note: the letter of intent should be personalized based on the job / internship announcement (pay attention to all the requests made!), and based on the candidate's profile. Do not use ready-letter of intents from Internet. Write your own letters, so that those that are reading the letter can see a personalized letter, different from the models that everyone can find on the Internet. Remember that not only you will reply to the same announcement and try to distinguish yourself.
11. Group the participants accordingly to the ideal job they identified at the beginning of the workshop

(try to find the same jobs, or similar, or from the same sector of activity). Then, ask them to write a letter of intent, and finally to read it to the colleagues from their groups.

12. Finish up the workshop, asking each participant to set an objective for the improvement of their CV, for the next six months. The objective should be related to weaknesses they identified, or to opportunities they found around, or to threats they can do something about. The objective should be shared in the large group, and written down as letters / notes to themselves.

Follow-up questions:

What new things did you discover, while doing the SWOT analysis, about yourself or the environment which you live in?

What will you do in the next six months in order to make sure you reach your objective for improving your CV?

Where and when you could use your CV?

Possible Variations:

If the workshop is too long for the participants, you can split it in two, after step 6. Do an energizer, and then come back to step 7.

Resources on the topic:

<http://yourkite.org/toolkit/cv-letter-of-intent>

12.7 GET READY FOR THE JOB INTERVIEW!



Preparation: 15 mins

Duration: 60 mins

Size: 5-25

Age: 17-19

Tags: job interview

career planning

Learning objectives and the skills developed

- To learn how to prepare for a job interview
- To learn about company's expectations from a candidate participating in a job interview

Materials:

A4 paper sheets, pens

Chairs, and a table to set up an "office" for the interview

Printed job announcements for all the participants

Presentation:

Search on a job platform a couple of job announcements and print them out

Presentation:

1. Select four participants from the group or ask for four volunteers. Three of them will play the role of: the director of a company, the human resources

manager, the supervisor. The fourth participant will be the candidate for the job.

2. Give to all the participants copies of one of the announcements you printed out.
3. Ask the volunteers playing the roles of company's representatives, while sitting separately from the group, to prepare a set of questions they will ask the candidate for the job position from the announcement. Explain to them the role of each position, respectively the interests and role of the director, of the HR manager, and of the supervisor.
4. Ask the volunteer playing the role of the candidate to prepare some answers to questions he / she might think the company will ask for the same job position.
5. Until the volunteers prepare their questions, and answers, prepare the room, arranging some chairs and a table to simulate the environment of an office. Use the help of the other participants in doing this.
6. Ask the other participants to pay attention to the role playing, and take notes, make observations on how the interview takes place.
7. When volunteers are ready, ask them to reunite in the "office" you create for them, and ask them to start the interview.
8. Do not interrupt the role playing and do not let other participants to interrupt it. Leave the volunteers to end it when they consider they have all the information needed from the candidate.
9. At the end of the interview, discuss with the participants what went right, and what went wrong. Focus the discussion on: the questions asked (explain to the participants that usually these questions are focused on knowledge, experience, and motivation of the candidate; make sure to

correct the discriminative questions, or the closed-ended questions, or too personal questions); the answers given by the candidate; the attitude of the candidate, and his / her non-verbal communication style; the questions asked by the candidate; the atmosphere of the meeting; etc.

10. Ask participants what would they do differently if they were the company's representatives, or the candidate.
11. End the session by presenting the basic rules of preparation for a job interview, from the candidate perspective (research the organization, learn about the company and the job available, revise your CV / experience / motivation, prepare answers related to knowledge, experience, motivation, prepare your own questions for the company's representatives, etc.)

Follow-up questions:

What are the most important things you learnt from the role playing in regards to a job interview?

What are the things you must improve for your next job interview?

Possible Variations:

Before step 11, you can add another role playing, with a different group of volunteers, and choosing a different job position from a different announcements.

Resources on the topic:

<http://yourkite.org/toolkit/get-ready-for-the-job-interview>

Recommended tools

Online self-assessment tools

<http://icould.com/buzz/> - Buzz Quiz "What animal are you?". It's a great, quick (5 minutes) personal test which assigns you to the categories based on your personality traits. It's provides a lot of fun (names of the categories are: rabbit, falcon etc.) and empowering messages (Bill Gates, Richard Branson etc. has also the same personality category) as well as a feedback on your strengths and weaknesses and the professions popular among people having the same category.

<http://www.skillage.eu> - Skillage is a friendly tool for youth for quick self-assessment of ICT skills typically required in job situations grouped in five categories: employability, productivity, communications, social media, content management and safety. It provides a report in PDF format, can be shared with friends on Facebook, Twitter and LinkedIn. It is translated to the most of European languages, but if translation in your language is not available (like Norwegian), you can provide it and Telecentre-Europe, organization owning this tool and it will be implement.

<http://personality-testing.info/tests/RIASEC/> - RIASEC test was developed by John Holland in the '60s, and according to Holland the majority of the people have one of the six personality types, in regards to their interests: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Accessible online only for educational purposes.

Career counselling online portals

<http://icould.com/> - icould is a British portal providing career inspiration and information for young people. It shows what is possible in work and offer different ways to think about careers through free access to over 1000 personal video stories, detailed job information, plus practical tips, insight and advice.

<http://praca-enter.pl/potencjal> - Your Potential is a very powerful tool not only for di-

agnosing your skills, but also for broadening your mind and giving you a wide variety of professions you can choose from (available only in Polish)

Descriptions of the professions, deficit and future professions

<http://icould.com/watch-career-videos/> - over 1000 personal video stories, detailed job information, plus practical tips, insight and advice (British labour market)

<http://praca-enter.pl/zawody> - catalogue of professions (Katalog zawodów) with descriptions of over 100 professions, including deficit and future ones (Polish only)

BBC News Business, "Global migrants: Which are the most wanted professions?", 26 March 2013, <http://www.bbc.com/news/business-21938085>

UK Commission for Employment and Skills, Careers of the future, December 2015, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/452078/15.01.05_UKCES_Career_Brochure_V13_reduced.pdf

Ministry of Labour and Social Policy, <http://www.mpips.gov.pl/analizy-i-raporty/raporty-sprawozdania/rynek-pracy/zawody-deficytowe-i-nadwyzkowe/> (Polish only)

Job. Enter, "Catalogue of professions", <http://praca-enter.pl/zawody> (Polish only)

Professional networks

<https://www.linkedin.com/> - LinkedIn is the biggest, worldwide business-oriented social network for professional networking, commonly used by recruitment companies and HR departments

<http://yourock.jobs> - the online portal designed for youth that allows to build a dynamic job profile and benefit from networking

<http://www.goldenline.pl/> - the social networking portal popular mainly in Poland with strong business focus, widely used by recruitment companies and HR departments

Online and offline educational games

<https://vimeo.com/36491415> - video presenting the idea of MeTycoon game. This game presents very well work-life balance because of two main performance indicators: money and happiness. It presents also a real-life typical situations like taking care of your dog as development of your professional skills (social skills in this case). Moreover, it gives a wide overview of the labour market, available professions, requirements and salaries typical for these professions as well as interviews with representatives of these professions, supported by gamification.

<http://www.paninformatyk.com.pl/informatyka/pobierz-tajemnice-aeropolis/> - Talent Game - Secrets of Aeropolis is a 3D game with advanced diagnosing features (Polish only)

<https://www.facebook.com/MaxCareer/> - Max-Career is a Facebook game on career counselling, which allows to share easily your achievements with friends on Facebook making the game more and more popular

<http://ocias.com/loved.php> - Loved by Alexander Ocias, a game which might be good for overcoming the barrier between following the instructions and being decisive

<http://www.capitalismlab.com/> - Capitalism, a game simulating a real business

<https://www.mobygames.com/game-group/railroad-tycoon-series> - Railroad Tycoon, a series of business simulation games with powerful economic features

Current situation, statistics and trends on labour market

<http://ec.europa.eu/eurostat/web/labour-market> - EUROSTAT, Labour Market, the official source of knowledge on labour market statistics in European countries

<http://stat.gov.pl/obszary-tematyczne/rynek-pracy/> - Central Statistical Office of Poland (Główny Urząd Statystyczny), Labour Market, the official source of knowledge on labour market statistics in European countries (Polish only)

<http://www.rynekpracy.pl/> - Sedlak & Sedlak company portal on labour market, it contains very powerful and detailed statistics, some of them are paid (Polish only)

<http://wynagrodzenia.pl/> - Sedlak & Sedlak company portal on salaries in the labour market, it contains very powerful and detailed statistics, some of them are paid (Polish only)

<http://www.manpowergroup.com/wps/wcm/connect/manpowergroup-en/home/thought-leadership/research-insights/talent-shortage-2015> - Manpower is a global HR company providing an annual report "Talent Shortage Survey" informing about current situation and trends on the labour markets in the countries covered in the report

Digital skills for employability

<http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=6359> - DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe, map of digital competence that are required in labour markets

<https://code.org/> - online portal to learn coding skills

<http://apki.org/> - online courses of various programming languages (Polish only)

Inspirations on entrepreneurship

<http://www.europeanictchallenge.com/> - European ICT Challenge

<http://mambiznes.pl/> - ideas for setting up a business, sample business plans, guidelines, success stories (Polish only)

<http://mamstartup.pl/> - ideas for setting up a business, sample business plans, financing, mainly in ICT industry (Polish only)

<https://inkubatory.pl/> - the website of Academic Entrepreneurship Incubators (Akademickie Inkubatory Przedsiębiorczości), supporting young startup entrepreneurs (Polish only)

<http://www.ideaswatch.com/browse> - IdeasWatch, startup inspirations from the crowd

<http://www.forbes.com/startups/#62ef9f8d3f25> - Forbes, Entrepreneurs / Startups, stories about startups



your KITE **TOOLKIT**

**A MANUAL FOR YOUNG TRAINERS WORKING WITH
MEDIA AND COMMUNICATION, ENTREPRENEURSHIP,
VOLUNTEERING AND CAREER COUNSELLING**

Funded by the
Erasmus+ Programme
of the European Union



AKTIV UNGDOM