CHANGEMAKER COURSE

EDUCATIONAL MATERIALS

SOIL · SOUL · SOCIETY

HOLISTIC APPROACHES FOR YOUTH DEVELOPMENT

KøbĭèTŸ

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INTRODUCTION

"Soil, Soul, Society - holistic approaches for youth development", is a long-term project implemented by <u>Dreams for Life from Romania</u>, <u>Síolta Chroí from Ireland</u> and <u>KobieTY from Poland</u>.

The aim of the project was to foster quality and multi-dimensional improvements in youth work, to enhance the sense of initiative, active citizenship and well-being of young people, especially among youth with fewer opportunities.

All the activities were based upon the three project topics: environmental education (Soil), soulcentric development (Soul), citizenship education (Society). Within the project we have organised training courses for youth workers, study visits to learn from inspiring examples of active local organisations and institutions, initiatives and individuals as well as several multiplier events to share the knowledge, inspiration and skills gained in the project with our local communities focusing on each of the three pillars.

Furthermore, as a result of all the work of research and experimentation carried out during the project, we have produced a number of outputs related to Soil (Síolta Chroí), Soul (Dreams for Life) and Society (KobieTY).

"Changemaker Course - educational materials" is a part of the "Society" Output, in which you can also find:
- Changemaker Stories
- Changemaker Diary
- Changemaker Cards
- Audio recordings with various tools and practices

ABOUT CHANGEMAKER COURSE - EDUCATIONAL MATERIALS

In the "Changemaker Course - educational materials" you will find educational scenarios on the topic of social changemaking.

Scenarios are divided into 7 sections:
1. Who is a changemaker?
2. Changemakers skills
3. Personal values, dreams, strengths, visions
4. Identifying and analysing social/environmental challenges
5. Planning and implementing social projects
6. Sharing the vision
7. Getting resources and allies for social projects

Proposed exercises are based on the many courses, workshops and training run on the topic of social changemaking and they proved to be very effective, both in working with youth workers as well as with youth directly.

We encourage you to use proposed scenarios or get inspired by them and create your own ideas for workshops, training sessions, educational meetings etc.

Enjoy the process! :)
Project Team
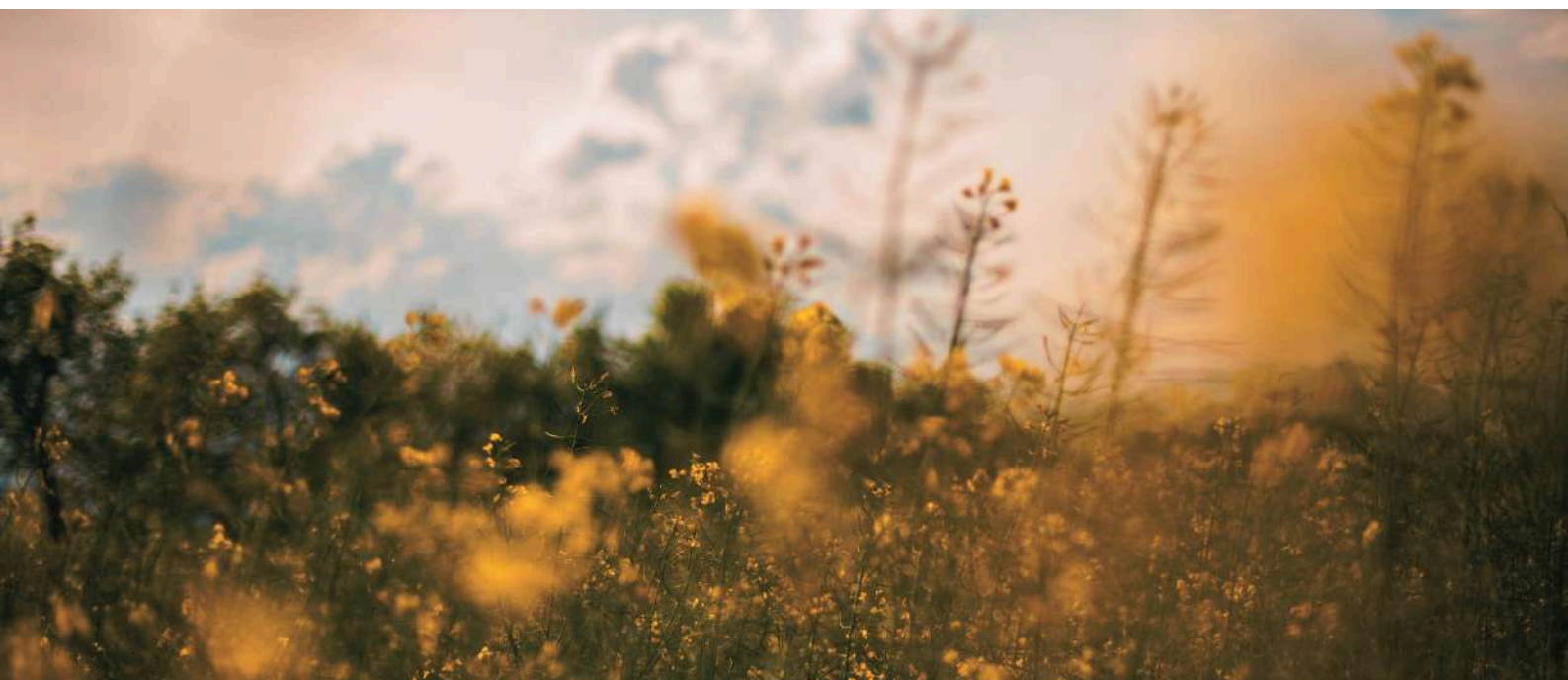
WHO IS A CHANGEMAKER?

CHANGEMAKER GAME

CHANGEMAKER GAME

Main objectives:

- Getting inspired by changemaker stories from all over the world

During the workshops participants will:

- Get to know stories of changemakers from all over the world.
- Define who is a changemaker.
- Get to know the concept of social business.
- Get to know the concept of global/citizenship education.
- Brainstorm about the changemakers they have around and share their stories.
- Get to know organizations which support changemakers (and can potentially support their projects).
- Get motivated and inspired to make a difference.
- Restore hope and start to believe that change is possible.

Time:

2h

Materials:

Paper in 3 different colors, dice, cards for the game (with name of changemaker stories, task or hazard cards), projector, speakers, computer, paper (preferably recycled / reusable), pens.

To print:

- Appendix 3 - one for every small group

Course:

1. INTRODUCTION

Invite participants for a round in which each person reminds his/her name and share one thing they are passionate about, they really like to do. You can come back to their answers while telling changemaker stories (for example Latin Latas or Stanimira Chocolate House) - every passion we have can be transformed into a changemaking project!

2. CHANGEMAKER GAME

Put on the floor small paper squares in 3 different colors so as to create a path, in a Game of the Goose fashion (see photo in Appendix 1). Each color has different meaning:

Blue: changemaker story

Red: task for teams

Yellow: hazard card

The number of squares depends on the time you have and the size of the group. Anyway, along the game you can add or remove some squares. In order to avoid jumping immediately on a task, we advise you to start the path with 5-7 blue squares.

Very important in the game is that although we divide participants in small teams of 4-6 people, they do not play against each other, but together. That's why we play with only one pawn for everybody instead of one pawn for each team. You can let participants choose a small object, the pawn, which they feel will represent them the best. They can pick a thing from the room or their personal stuff.

The first group throws the dice and moves the pawn the relative number of squares. Depending on the color of the square the pawn lands on, the team chooses a changemaker story among those provided by the trainer (if on a blue square), they draw a hazard card (yellow square), or they draw a task to do in teams (red square). In the latter case, all the teams have to undertake the task. For each team which fulfills the task the pawn is moved one square ahead. Then, the next team throws the dice and so on till the end, using one pawn and having the same goal – going ahead.

- Changemaker stories (let participants choose the title of the story they want to listen to)

Below we selected some stories you can use for this workshop, based on [ExChange The World](#) material, but you can also propose different stories which you know or which happen in your surroundings.

For each story we propose below you can find a short version in Appendix 2 and the full version (with photos) under the given link. In some cases we also link a movie.

- Latin Latas - zero waste music from Colombia

Full story (and photos):

www.exchangetheworld.info/single-post/2018/10/19/the-sound-of-garbage

Example of their song: www.youtube.com/watch?v=bEy8tExgeqc&ab_channel=LatinLatas

- Eco-Maximus - paper produced from elephant poo in Sri Lanka

Full story (and photos): www.exchangetheworld.info/single-post/2020/05/09/paper-from-poop

- Stanimira Chocolate House - socially responsible chocolate factory from Bulgaria

Full story (and photos): www.exchangetheworld.info/single-post/2017/03/03/sweet-happens-1

Movie:

www.youtube.com/watch?v=nlQTEs0SWzo&list=PLEMUu_oPmwZbDRI6OBwLXiHdBWOC

F41DQ&index=1&ab_channel=ExChangetheWorld

- Klongdinsor - tool which allows blind children to draw, produced in Thailand

Full story (and photos):

www.exchangetheworld.info/single-post/2015/09/28/drawing-your-feelings-1

- Organic coffee production - story of coffee farm from Peru + social business which produces machines roasting coffee with solar power

Full story (and photos): www.exchangetheworld.info/single-post/2020/03/22/coffee-stories

Movie:

www.youtube.com/watch?v=claKexxkEHo&list=PLEMUu_oPmwZYuU6VyFe_-eNVnQS6LU3 Mh&index=7&ab_channel=ExChangetheWorld

- Laboratoria - 6-month coding courses for women in Chile, after which most of them get a well-paid job

Full story (and photos): www.exchangetheworld.info/single-post/2020/04/11/recode-coding

- Dancing - intergeneral parties organized by Polish seniors

Full story (and photos): www.exchangetheworld.info/single-post/2019/10/21/grandma-dj

More stories:
- www.exchangetheworld.info/changemakers-1
- www.youtube.com/watch?v=nlQTEs0SWzo&list=PLEMUu_oPmwZbDRI6OBwLXiHd BWOCF41DQ&ab_channel=ExChangetheWorld

● Tasks for teams (you can either write them on separate papers for participants to draw when they stand on a red square or read them the task directly, so as to keep a logic order):

- Define the world "Changemaker" - create your own definition

Answer: You can see examples of definitions created by people from all over the world here: www.exchangetheworld.info/changemakers-1

- What does "social enterprise" mean? How is it different from a standard business?

Answer: You can use this short video to explain the difference: www.youtube.com/watch?v=olI7uW6vzqk&ab_channel=ExplainVisually (Polish video with English subtitles).

- What is Global Citizenship Education?

Answer: Check examples of definitions below.

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. (https://en.unesco.org/themes/gced/definition)

The primary aim of Global Citizenship Education (GCED) is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. Education for global citizenship helps young people develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. It is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. (https://www.un.org/en/academic-impact/page/global-citizenship-education)

According to the Global Citizenship Foundation, Global Citizenship Education (GCED) can be defined as a transformative, lifelong pursuit that involves both curricular learning and practical experience to shape a mindset to care for humanity and the planet, and to equip individuals with global competencies to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies. (https://www.globalcitizenshipfoundation.org/about/global-citizenship-education).

- Tell one changemaker story of a person you know or heard about.

- Give examples of two organizations which support changemakers and social entrepreneurs.
Answer: NESsT, Kanthari, Ashoka.

- Match quotes together (see Appendix 3).

You rather won't be able to fulfill all the tasks, so you can choose those which seem the most important/interesting for you and your participants.

- Examples of hazard card (you can write them on separate papers for participants to draw when they stand on a yellow square):
- Go ahead 2 squares
- Come back to the last blue square
- Go ahead to the next blue square
- Come back 3 squares
- Change teams

(There should be 2 or 3 "change teams" cards. When it is drawn out, participants must change teams they work with, for example having 2 persons per team moved to the team to their left).

Along the game you can modify the path prolonging it or changing the color of the cards in order to balance, according to your needs, the time spent on stories or tasks. Ideally, it would be nice if a "change teams" card comes out after the teams underwent a task, so participants have the chance to work with different people. Once the last square is reached, thank participants for the game and say that we finish the game for today but in fact the mission of changing the world is life-long. Tell participants that in the rules of the game there were hidden some metaphors. Are they able to identify them?

Metaphors:

- Modifying the path: The changemaker path is often longer or different than how it looks at the beginning.
- Along the path we meet inspirational stories that motivate us, challenges and unexpected turns.
- Changing teams: it may happen that we start to change the world with one group of people but on the way, our team changes.
- One pawn: the game of changing the world is a game we need to play all together. It's not about competition, for example about who will help more poor people but rather how together we can end poverty.

3. **STORY OF SOLUTION**

If you have time, propose participants a 9 minute movie which contributed to inspire the Changemaker Game, and which brings it to a close in a good way: www.youtube.com/watch?v=cpkRvc-sOKk.

4. SUMMARY

Invite participants for the final round, asking how they like today's workshop. After the workshop you can share with participants additional materials (Appendix 4).

Appendix 1

Appendix 2

- Latin Latas - zero waste music from Colombia

A zero-waste music band playing instruments made of rubbish and supporting youth in Colombian slums.

Latin Latas is a Colombian band playing instruments made of rubbish. They use their knowledge, energy and accumulated funds to support young people in the favelas - districts of poverty located in the suburbs of Bogota and other big cities. It all started with Andrea Latas, who while working in the favelas was looking for a way for young people to express their anger or bitterness differently than through aggression. She loved music herself, yet she could not afford to buy instruments for youth. But there was garbage everywhere. With the help of the Internet and learning by doing, they began to create guitars, drums, and typical Colombian instruments - mairimba, quenas and ocarines - from the rubbish. They generate electricity by riding a bicycle, they made a microphone from a dryer, and the sound system is a tangle of cables from devices that are no longer working. Over time, they have perfected both the sound quality and the variety of music - they play various kinds of music to be able to reach very different people. They organized concerts in favelas, in expensive hotels, for former guerrilla soldiers and representatives of the government. The zero-waste music - created on instruments made of rubbish - has become for them a way to build peace in a country that has suffered from war and internal conflicts for many years.

- Eco-Maximus - paper produced from elephant poo (instead of trees) in Sri Lanka

A social business that produces eco-friendly paper from the poo of elephants living in elephant orphanages in Sri Lanka.

Eco Maximus is a social business from Sri Lanka that produces eco-friendly paper from ... elephant poo! Instead of cutting down trees, the founder of Eco Maximus, Thusitha Ranasinghe, and his team developed a method of making paper using the dung of these popular Sri Lankan

animals. They collect shite in the elephant orphanage and, with the help of locally employed workers, prepare beautiful notebooks, books and calendars. Quite often the first thing customers do is to smell their products, but from first-hand experience we can assure you that it is impossible to tell what they are made of. Eco Maximus makes sure that each stage of production is as environmentally and socially friendly as possible - they do not use toxic materials, electricity in the factory comes from solar panels, 80% of employees are women who work close enough to their house to be able to come on foot.

- Stanimira Chocolate House - socially responsible chocolate factory from Bulgaria

Stanimira, owner of the Stanimira Chocolate House, a social business from Bulgaria, is using her love of chocolate to change the world for the better.

Stanimira from Bulgaria loved chocolate. On the occasion of her birthday, her husband bought her a ticket to Belgium to test chocolate. On the spot, however, it turned out that her husband was wrong and instead of a testing event, he bought her tickets for an advanced chocolate production course, before which she should have completed the previous 7 levels. She took on the challenge: for the next year, Stanimira worked in a corporation during the day, and in the evenings she learned to make chocolate, achieving better and better results after her first failures. When more friends began to ask if they could buy her chocolate products, she decided to quit her stable job and set up her own responsible mini-chocolate factory, which donates 10% of the income and a lot of chocolate products to local NGOs, and also hires a person in a difficult situation - at the moment of the interview, it was a boy from an orphanage house who, when entering adulthood, had to start to make a living, having no experience in the labor market. The internships in the factory, where each chocolate is prepared by hand, with great passion and love, is an important opportunity for him to enrich his CV and find himself in a new, adult life.

- Klongdinsor - tool which allows blind children to draw, produced in Thailand

One of the key products of Klongdinsor's social business from Thailand is a drawing board for

visually impaired children.

The drawing board for blind children consists of two elements - a black board covered with velcro and a small "pencil" on which a yarn is wound. The yarn unwinds by attaching it to the velcro, which allows you to draw a shape and feel it under your fingers. Blind children (and adults) can feel what they are drawing, but also what other people have drawn for them. A simple way to enrich communication with blind people. Klongdinsor, a social business from Thailand and the creator of the board, did not stop there - they also create exhibitions of paintings by Thai artists, who were asked to redraw their works so that the blind could "see" them, or organize joint runs and marathons for blind people and their sighted guides.

- Organic coffee production - story of a coffee farm from Peru + social business which produces machines roasting coffee through solar power

Compadre (godfather in Spanish) is a project supporting organic coffee farmers from Peru.

Compadre project started with Juan Pablo. As part of his master's thesis during his studies in Lima, he prepared a machine that roasts coffee using solar energy. After the defense, together with two friends, he decided to check how much this machine can realistically change the lives of farmers in Peru, many of whom do not have a permanent access to electricity. They invited isolated farmers, with whom they had already had contact as part of their social activities, to cooperate with them, they installed the machine in their village and waited for the results. It quickly turned out that although you can get much more money for roasted coffee than for harvested beans only, farmers are not able to sell it on their own and need help in distributing and reaching customers willing to pay a little more for better quality organic coffee. Compadre decided to respond to this challenge as well.

- Laboratoria - 6-month coding courses for women in Chile, after which most of them get well-paid jobs

Laboratoria is a social business from Peru that prepares women in a difficult situation to find

their way on the labor market through six-month coding courses.

To enter the free six-month coding course at Laboratoria, all you need is a strong motivation and the ability to learn. The courses are designed for women in a difficult situation - experiencing violence, living in poverty, those who, for various reasons, were unable to graduate from school and find their place in the labor market. For six months, every day, together with other women, they learn the skills identified by companies - their potential employers - as key skills in the IT sector at the moment. The course ends with a 36-hour hackathon during which women in small groups solve tasks assigned to them by companies, demonstrating not only coding skills, but also skills connected to working in a group or working under time pressure. 75% of participants are hired immediately after completing the course, earning 3-4 times more than any other job they could get without formal education.

- Dancing - intergeneral parties organized by Polish seniors

Dancing międzypokoleniowy is an initiative that connects generations by organizing joint events and breaking stereotypes about seniors.

You go to a party in one of the best clubs in Warsaw, Poland, and there you meet your grandmother and her friends. Surprised? Unnecessarily! Dancing Międzypokoleniowy shows that at any age you can find meaning in life, a diverse group of good friends and great fun! The idea of Dancing is to break stereotypes and barriers related to the perception of old age. The community connects generations and engages both young and seniors in joint activities. Dancing teaches tolerance and courage in life, inspires you to develop your passions regardless of your age. Dancing provides services in the field of silver marketing, creates campaigns targeted at the silver generation client, organizes events, specializes in the organization of castings for people aged 50+ and cooperates with silver influencers.

Appendix 3

Social entrepreneurs are not content just to give a fish or teach how to fish.	They will not rest until they have revolutionized the fishing industry. Bill Drayton
There's lots of bad reasons to start a company. But there's only one good, legitimate reason, and I think you know what it is:	it's to change the world. Phil Libin
Twenty years from now, you will be more disappointed by the things that you didn't do than by the ones you did do,	so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover. Mark Twain
We ourselves feel that what we are doing is just a drop in the ocean.	But the ocean would be less because of that missing drop. Mother Teresa
The way to get started	is to quit talking and begin doing. Walt Disney
I have not failed.	I've just found 10,000 ways that won't work. Thomas Edison
People should wake up in the morning and say:	I'm not a job seeker, I'm a job creator. Muhammad Yunus
The biggest adventure you can take	is to live the life of your dreams. Oprah Winfrey
The great gift of human beings	is that we have the power of empathy. Meryl Streep
Problems are good,	as long as you solve them quickly. Meg Withman

Appendix 4

<div align="center">

ADDITIONAL MATERIALS

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More changemaker stories:

- www.exchangetheworld.info/changemakers-1
- [www.youtube.com/watch?v=nlQTEs0SWzo&list=PLEMUu_oPmwZbDRI6OBwLXiHd BWOCF41DQ&ab_channel=ExChangetheWorld](www.youtube.com/watch?v=nlQTEs0SWzo&list=PLEMUu_oPmwZbDRI6OBwLXiHdBWOCF41DQ&ab_channel=ExChangetheWorld)
- www.goodnewsnetwork.org
- www.ourbetterworld.org

Organizations supporting changemakers and social businesses:

- Ashoka:www.ashoka.org
- NESst: www.nesst.org
- Kanthari:www.kanthari.org
- Bcorp: bcorporation.eu

WHO IS A CHANGEMAKER?
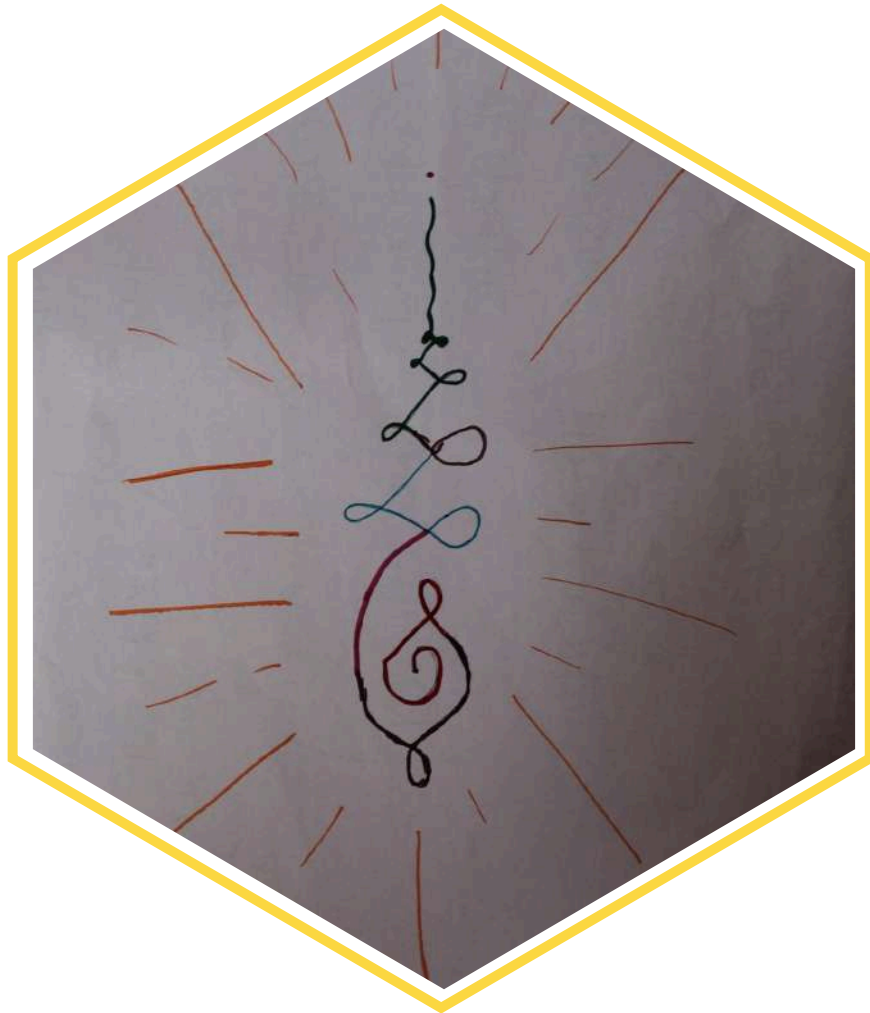
PROCESS OF CHANGE

PROCESS OF CHANGE

Main objectives:
- Getting familiar with the process of change.

During the workshops participants will (specific objectives):
- Understand what the process of change looks like, also in the context of changemaking projects.
- Know how to approach the process of change, both in our lives and lives of other people.
- Get motivated to introduce changes in their life and be realistic about their implementation.

Time:
1,5h

Place:
indoor (or outdoor with access to projector)

Materials:
- Stationary: posters, markers, paper, pens
- Equipment: computer, speakers, projector

Note: there is a presentation prepared for this workshop which contains every step of it, including some diagrams, theories and inspiration quotes. You can find the presentation here. It's good to use it as a background guide through the workshop.

Course:

1. Introduction - fist exercise

Welcome participants in the workshop. To warm up, ask them to find one person and sit together in couples. Let them decide who will be Person A and who is Person B. Person A closes the fist and the task of person B is to try and open it. After a few minutes, change the roles. When they finish, ask each couple what their strategy was to open the fist. Probably at least some of them (if not all) tried to open the fist with force, although it was never said in the instruction they need to use violence and neither it was said that the fist has to resist (be mindful about that when you explain the rules). Summarizing exercise, ask participants: what can we learn about change from this exercise?

2. My experience of change

Ask participants to find another partner and share with them a story of change which happened in their life. What kind of change was that? How did they feel? What did they think?

3. Stages of change

Divide participants in small groups of 4-6 people (spreading pairs from previous exercise in different groups). Based on the talk they had before as well as their general experiences, ask participants to prepare a poster which shows different phases of change. What phases can they identify? What emotions and thoughts are connected with every phase? After 10 minutes of work, ask them to present the results to other groups.

Summarizing, show to the participants the diagram with the process of change and explain to them that this is one of the theories of how the process of change looks like (you can find examples of diagrams here: https://www.slideteam.net/powerpoint/Change-Management-Timeline or https://leadershipthroughchange.com/2012/12/10/using-the-change-curve-in-communication-during-change/). It doesn't have to be so in every case, what's most important is that change is always a process. Things like regress, anger, feeling down are completely normal and we need to accept them as a part of change.

Diagram in the jamboard presentation shows the so-called Hero Journey which can also be read as a process of change, which has its specific stages like Call to Adventure, Crossing the Threshold, Going through the Dark Cave (death and rebirth), etc.

Every time we come close to Threshold, close to the border of our own comfort zone, different emotions and reactions may appear, as we see in slide number 6 in the presentation. We may experience fear, cynicism, disbelief, lack of energy, etc.

Coaching question which may help us to recognize that we resist going out of our comfort zone, to start our adventure is: If I wanted to sabotage myself, how could I do that?

4. How to overcome obstacles?

Brainstorm with participants and write down what we can do when we encounter resistance and obstacles in our process of change. Then compare answers with suggestions from slide number 8 (mentioned also below):

- Recognize your resistance
- Discuss with your inner voice (of fear, cynicism, disbelief, etc)
- Remind yourself WHY
- Prepare yourself (research, mental rehearsal)
- Identify even smaller steps and take them
- Find allies (I can't, we can)
- Feel the fear and do it anyway
- Develop frustration tolerance

(Those answers as well as other inspirations of the workshop are based on the book "Find Your Power - a toolkit for resilience and positive change" by Chris Johnstone.)

5. Connect the dots

After mentioning Developing frustration tolerance in previous exercise, invite participants to connect the dots challenge. Ask them to draw 9 dots in three lines, as the one below:
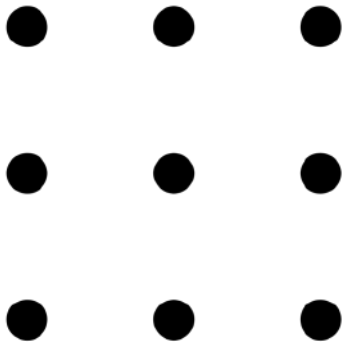
Their task is to connect 9 dots with 4 straight lines. Once they put the pen on the paper, they cannot take it away anymore (so 4 lines have to be connected together, drawn in only one shot without taking away the pen and putting it again).

After a few minutes, you can give them the tip: you need to think outside the box. Literally.

At the end show the correct answer (but also appreciate any other creative solution):
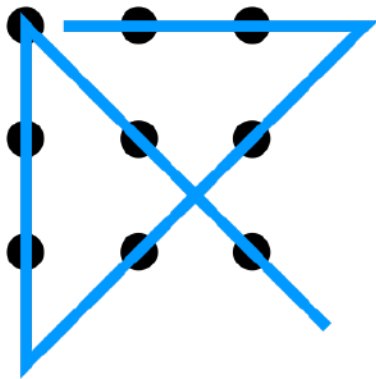
This brings us to the next important point of how we can overcome obstacles: think outside the box. As Chris Johnstone points out in his book, we look for answers within the frame, created by our assumptions and if we can't see a solution inside this space we tend to assume that there isn't one. Sometimes it's our view of reality rather than reality itself that stops us finding a way forward.

Coaching questions which can support us in thinking outside the box are for example:

- What would somebody else (your father, your best friend, your superhero) do?
- If you had as much courage, wisdom and determination as you would like, what could you do?

6. Triangles

You can do this exercise outside, if you have proper conditions and the weather is good. Ask participants to stay in a circle and choose two people from the group. They shouldn't say who the people they chose are. Then, when you say start, their task is to create an equilateral triangle with the people they chose, by moving their position. Because everybody tries to do it at the same time, there will be quite a lot of mess at the beginning but sooner or later the group should be able to stop in a configuration which allows everybody to have their equilateral triangles. At this moment ask once again if everybody is sure they created triangles. Most probably somebody will move a little bit to adjust, which forces others to move as well. If there is not much movement, you can take one person and change her or his position, to see what will happen and how the rest of the people will have to adjust. When they are sure and stable, thank them and invite them to sit and discuss the experience.

Auxiliary questions:

- How was it? Easy? Difficult? Why?
- What helped you to create the triangle and what made it more difficult?
- What did you notice?
- How the move of one person influenced the others?
- What can we learn about the process of change from this exercise? What does it tell us about how the systems change?

One important conclusion can be that the system doesn't want changes. Very often during exercise you start to hear voices like: Don't move anymore! Stop! Why do you change again?! Those voices and reactions of people around us will appear with every change we will try to introduce.

The good news, and the most important conclusion from the exercise, is that if one element of the system changes, all elements need to rearrange. If you change, others have to react, there is no other way. We may not know what the exact reaction will be, but something will change for sure. If we want to influence the system we don't really need to change it all at once, it's enough to change some elements. Interesting question will be which element of the system we need to change to have the biggest impact.

To summarize this part, invite participants for 4 minutes movie "How wolves change the river": https://www.youtube.com/watch?v=ysa5OBhXz-Q&ab_channel=SustainableHuman

7. Summary

Invite participants to the final round, asking for their thoughts, learnings and impressions from the workshop.
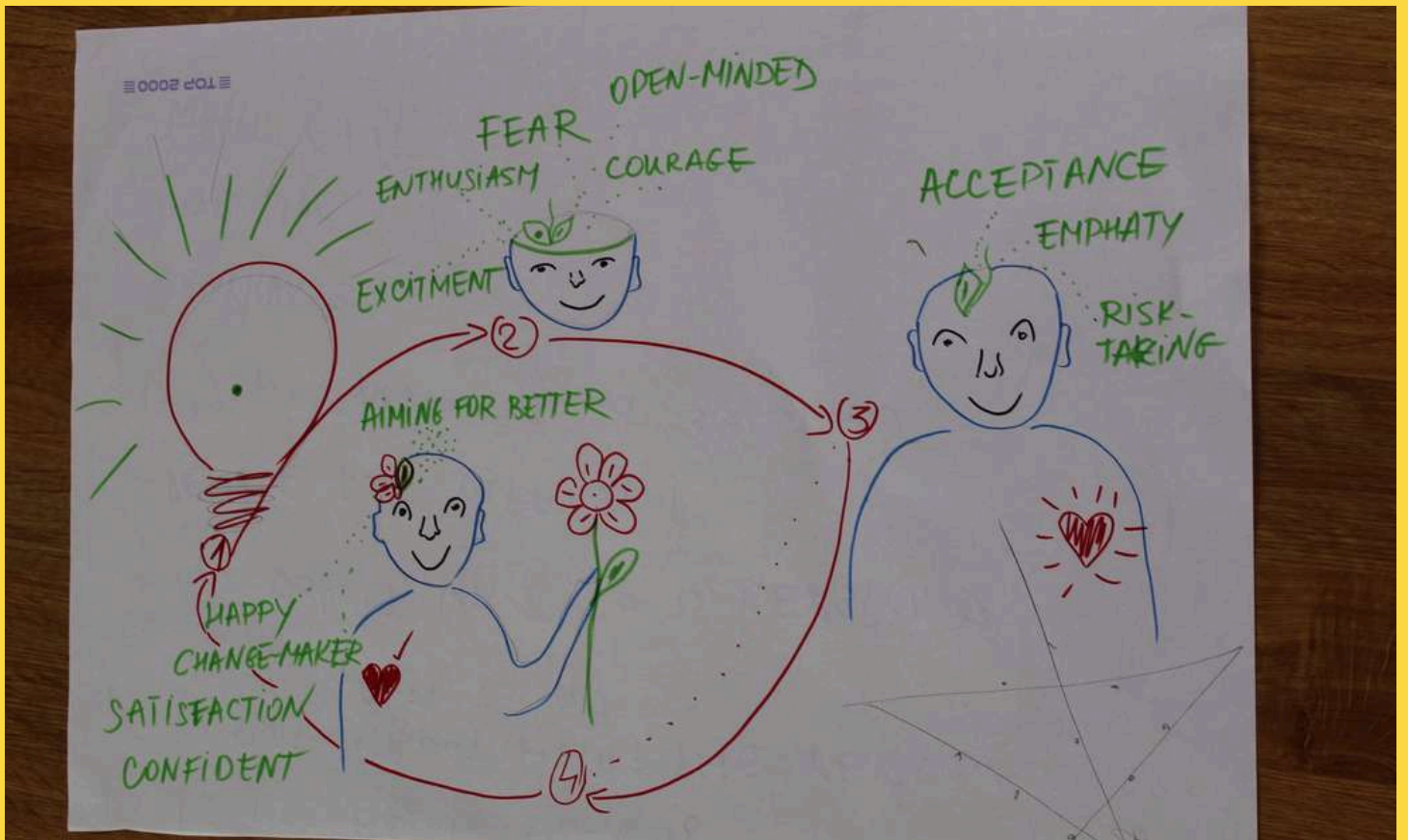
CHANGEMAKERS SKILLS

COMMUNICATION AND APPRECIATION OF DIVERSITY

COMMUNICATION AND APPRECIATION OF DIVERSITY

Main objectives:

- Practicing communication as one of the crucial changemakers skills.

- Appreciation of diversity and development of intercultural competences.

During the workshops participants will (specific objectives):

- Developing communication skills, including communication between different cultures and groups.

- Reflect on what they have in common with other people in the group and what is unique about them.

- Develop their intercultural competences and appreciation for diversity.

Time:

1.5 - 2h

Place:

indoor/outdoor

Materials:

- Paper/cardboard, glue, tape, scissors, ruler, pencils, poster/flipchart, markers

For this workshop you would also need two separate spaces from which participants, divided into two groups, don't see each other (the second space, beside the main room, can be another room, a corridor or a suitable corner outside).

Course:

1. Story of the name

If the group is relatively new you can use the Story of the name exercise to integrate them a bit better and introduce the concept of diversity. If the group knows each other well or you have a limited amount of time, you can go straight to the next point.

Invite participants to share the story of their name: who gave them the name? Do they know its meaning? Do they like it? Do they remember any interesting story connected to their name? Start to set an example and ask the person to your left to continue. At the end, introduce the topic of today's workshop: communication and diversity. We all have different names and also different features, beliefs, needs, cultural background, etc. Cultural diversity can be seen already in this exercise, especially if you have in the group somebody coming from a different country. In many cultures names have special meanings and they can vary a lot from most common names used in our country.

2. Flower

Divide people into small groups of 4-6 people. Give each group a poster and invite them to draw a daisy-like flower - one petal per each member of the group. Ask each person to write his or her name in one petal. The task of the group is to write things all people in the small group have in common in the middle of the flower and things which are unique to only one person in his or her personal petal. You can see an example of the flower in Appendix 1. Give the groups at least 10-15 minutes to fulfill this task, so they can go beyond obvious features like color of the eyes or hair and step into deeper topics, connected to skills, experiences, dreams, hobbies, beliefs, etc.

After 10-15 minutes ask the groups to present their flowers. One person from the group can read the middle part with things they have in common and then each member of the group can read his or her own uniqueness. Appreciate the diversity of people.

3. Derdians

Divide participants into two groups: around ⅓ of the group receive the "Engineers" instruction (Appendix 3) and the rest the "Derdians" instruction (Appendix 2). Before starting, make sure that none of the participants played the Derdian game before, and if so, invite him or her to take the role of Derdian (or observer). If there are more than 20 people you can also add the additional role of observers and ask them to pen down what they notice during the game. You can divide the group randomly, letting people pick up one of the instructions (but hand them upside down, so people don't start to read till you tell them to do so) or deciding yourself, if you know your participants enough. Before people start to read instructions, ask them to quickly read only the title and if the title says "Derdians" - they should stay in the room, if the title says

"Engineers" - they should go out to another room or corridor. Only when they are in separate spaces, invite participants to read all the instructions carefully.

In a nutshell, this is a game about communication and cultural differences. The task of Engineers is to teach Derdians how to build a bridge (symbolized by a paper bridge). They have 15 minutes first to discuss and design the bridge - they should have all the materials already available (make sure to prepare them beforehand and give them to engineers while they read the instructions). The bridge can be built between two chairs standing 1 meter away from each other - prepare the chairs both in the Engineer's Room and in Derdia, the distance should be always the same. While Engineers design the bridge, Derdians should learn by heart and practice their habits and behaviors, so they remember it and don't have to come back to the instruction when the proper game starts. Ask them to hide the instructions once the Engineers come to the room, so none of the Engineers can read it. As a trainer, go between groups to make sure they understand the instructions and encourage them to fulfill their task of designing the bridge or practicing Derdian habits. Of course Engineers don't know anything about Derdia and it should stay so till they "arrive" to the country (which is the room where the Derdians are).

After 15 minutes, invite the Engineers to Derdia and inform everybody that they have 25 minutes to learn and build the bridge. It has to be Derdians to build the bridge from scratch, Engineers can only instruct them. From that point on don't intervene in the game anymore, observe what is going on, make notes to share feedback with the group later. After 25 minutes (or before, if they finish building the bridge earlier) gather the group to discuss the experience.

Auxiliary questions:

- How did you feel as Derdian/Engineer? (pay attention to speak about emotions, not thoughts)
- What did you think when you arrived in Derdia/when Engineers arrived in your country?
- As an Engineer, what did you learn about Derdian culture? (it's a good moment to reveal all the rules)
- What helped you to succeed in building the bridge (or what made it hard to fulfill the task)?
- What can we learn about diversity and intercultural communication from this exercise?
- What can we learn about communication in general from this exercise?
- How was the exercise connected to the topic of being a changemaker?

Derdia is of course just a metaphor. What can Derdia be in real life? Pay attention that it is not only about people from different countries, but even in the same country we have many groups which can have difficulties in communicating and understanding each other, because of age, different interests, place of living, etc.

This exercise can be quite emotional for some people, so before you go to the next part make sure participants went out of their roles of Derdians and Engineers. You can ask them to "take off" the role as it was a costume to symbolically leave the roles behind.

From our experience people usually take a lot from this exercise and they also have some good fun.

4. Summary

Invite participants to the final round. You can ask them to take a place in the room, depending on their satisfaction from the workshop - the closer to the middle, the more satisfied they are. Ask each participant to express their opinion about the workshop and explain why they choose this particular place.
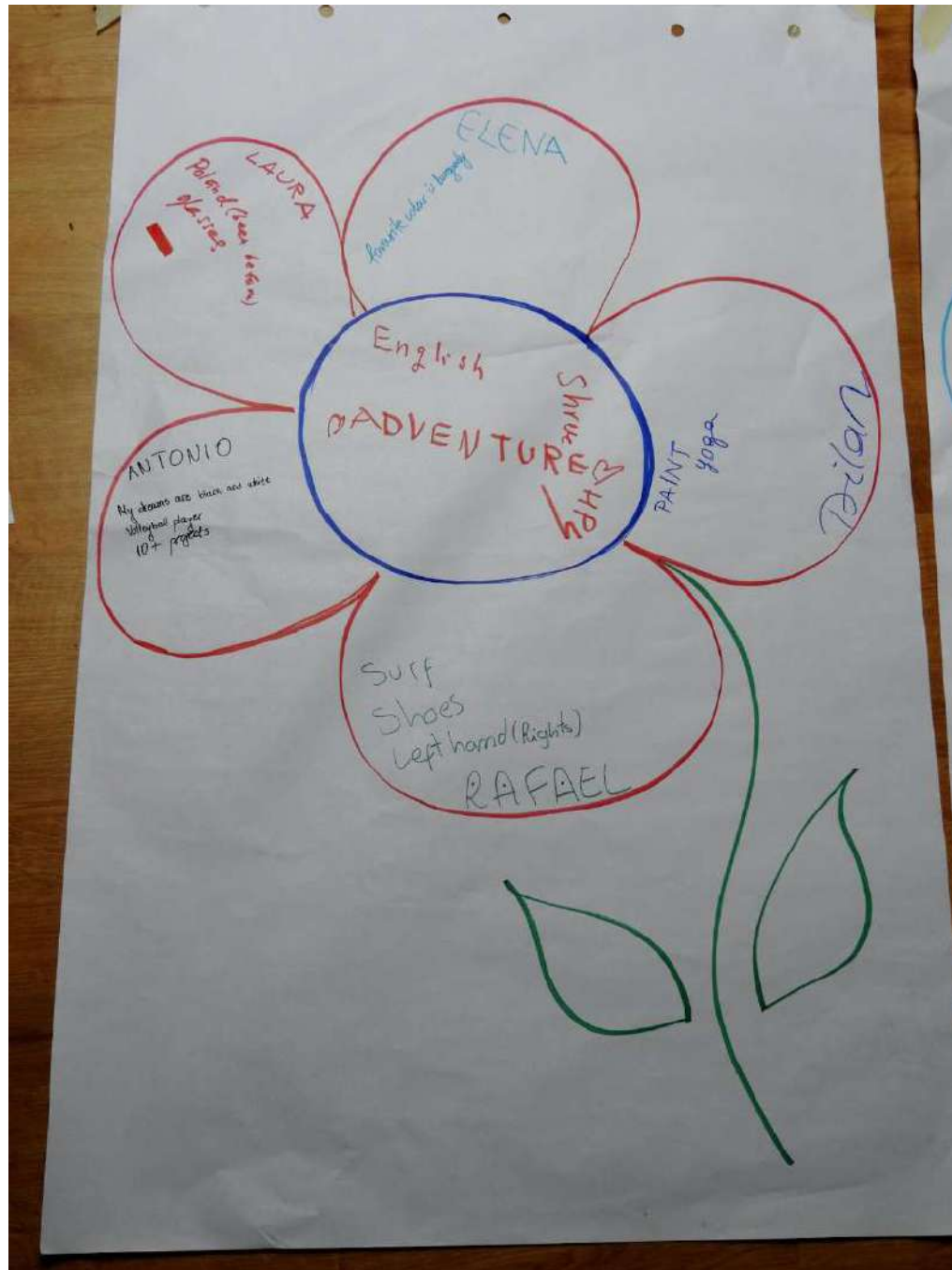
After the workshop you can share with participants the additional materials (Appendix 4).

Appendixes

Appendix 1

Example of flower

Appendix 2

"The Derdians" - These are the instructions for the Derdians.

The Situation:

You live in a country called Derdia. The village you live in is separated from the next city where there is a market by a deep valley. To reach the market you have to walk for two days. If you had a bridge across the valley, you could get there in 5 hours. The government of Derdia made a deal with a foreign firm to come to your village and teach you how to build a bridge. Your people will then be Derdia's first engineers. After having built that first bridge with the foreign experts you will be able to build bridges all over Derdia to facilitate other people's lives. The bridge will be built out of paper, using pencils, rulers, scissors and glue. You know the materials and tools, but you don't know the construction techniques.

Social behavior:

The Derdians are used to touching each other. Their communication doesn't work without touching. Not being in contact while talking is considered very rude. You don't have to be in direct contact, though. If you join a group, you just hang on to one member and are instantly included in the conversation. It is also very important to greet each other when you meet, even when you just pass someone.

Greetings:

The traditional greeting is a touch of the shoulder. The person who starts the greeting touches the other on the right shoulder. The other then touches on the left shoulder. Every other form of greeting is insulting! Shaking hands is one of the biggest insults possible in Derdia. If a Derdian ever is insulted by not being greeted or touched while being talked to, he/she starts shouting loudly about it.

Yes/No:

Derdians don't use the word no. They always say yes, although if they mean 'no', they accompany the 'yes' with an emphatic nodding of the head (you should practice this well).

Work behavior:

While working, the Derdians also touch a lot. The tools are gender-specific: scissors and ruler are male, pencil and tape are female. Glue, and paper are neutral. Men never ever touch a pencil or a

tape. The same goes for women and scissors or rulers (I think it's got something to do with tradition or religion).

Foreigners:

Derdians like company. Therefore they also like foreigners. But they are also very proud of themselves and their culture. They know that they'll never be able to build the bridge on their own. On the other hand they don't consider the foreigner's culture and education as superior. Building bridges is just a thing they don't know. They expect the foreigners to adapt to their culture. But because their own behavior is natural to them, they can't explain it to the experts (this point is VERY important). A Derdian man will never get in contact with another man unless he is introduced by a woman. It does not matter whether the woman is Derdian or not.

Appendix 3

"The Engineers" - These are the instructions for the Engineers.

The Situation:

You are a group of international engineers working for a multinational construction company. Your company has just signed a very important contract with the government of Derdia in which it committed itself to teach Derdians how to build a bridge. According to the contract signed, it is very important that you respect the deadline agreed, otherwise the contract will be canceled and you will be unemployed. The Derdian government has a great interest in this project, which is funded by the European Union. Derdia is a very mountainous country, with many canyons and deep valleys, but no bridges. Therefore it always takes many days for Derdians to go from the villages to the market in the main city. It is estimated that with the bridge the Derdians could make the trip in only 5 hours. Since there are many canyons and rivers in Derdia, you can't just put a bridge there and take off again. You'll have to instruct the Derdians how to build a bridge themselves.

Playing the simulation:

First you should take time to carefully read these instructions and decide together about the way you are going to build the bridge. You have 15 minutes for that. Then you will have 25 minutes to teach Derdians how to build the bridge.

The bridge:

The bridge will be symbolized by a paper bridge! The bridge will link two chairs or tables over a distance of approximately 1 meter. It has to be stable. At the end of the building process it should support the weight of the scissors and glue used in its construction. The pieces of the bridge cannot just be cut out and assembled in Derdia because otherwise the Derdians would not learn how to do it themselves. They have to learn all the stages of the construction. Each piece needs to be drawn with pencil and ruler and then cut out with the scissors.

Materials:

The bridge will be made with paper/cardboard. You can use it for planning and building paper/cardboard, glue, tape, scissors, ruler, pencils.

Appendix 4

ADDITIONAL MATERIALS

Intercultural education / global education:

- https://changemakertoolkit.wixsite.com/change
- https://www.developmentperspectives.ie/
- https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/intercultural-aspects
- https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101
- https://teachpsych.org/resources/DiversityActivities/Global%20Awareness%20Activities%20WorldVision-GEAR.pdf
- https://www.centreforglobaleducation.com/sites/default/files/Action-on-Global-Citizenship.pdf

CHANGEMAKERS SKILLS

LISTENING AND EMPATHY

LISTENING AND EMPATHY

Main objectives:

- Practicing listening and empathy as one of the crucial changemakers skills.

During the workshops participants will (specific objectives):

- Reflect on what listening and empathy means.
- Practice their listening skills in different circumstances.
- Understand why listening is crucial in changemaking work.

Time:

1.5h

Place:

indoor

Materials:

Flipchart, markers

Course:

1. Introduction

If there is a single, most important changemaker skill, that's probably empathy.

Write on a flipchart three nouns: mindfulness, listening, empathy. Define together with the participants what each of them mean? How do they understand each of them? At the end, underline that all of them are connected. There is no true listening without mindfulness and there is no empathy without both of them. That's why in this workshop we will work on all of them at the same time.

If you did before a mindfulness workshop, while discussing the definition of mindfulness you can simply recall conclusions and thoughts from the previous workshop.

Before you go to practice you may also watch a TED talk about 10 ways to have a better conversation: https://www.youtube.com/watch?v=R1vskiVDwl4

2. Meditation

Let's try our mindfulness/listening/empathy starting from ourselves. You can invite participants for short body scan using instructions below or recording of audio meditation from https://www.coursera.org/learn/mindfulness/supplement/TRDhj/med-lab-1-exercises.

You can also check Mindfulness workshop for more inspiration. If you did it with participants before this workshop, you don't need to go for long meditation at this moment, it can be enough to focus on one breath for just a few minutes.

If you decide to lead a body scan meditation, ask participants to sit comfortably, close their eyes and follow your instructions. With a soft, calm voice read them sentence by sentence, at a slow pace so participants can really visualize what you are saying. During the meditation they shouldn't comment or ask about anything, after there will be time for discussion.

- Concentrate on all sounds you can hear around. Notice every single noise.
- What are the smells which you feel?
- Pay attention to your skin. What sensations do you feel? Is it cold, hot, itchy, vibrating?
- Feel the chair you are sitting on, the floor under your feet.
- Put your attention on breathing. Feel the air coming in and flowing out.
- Now, put attention on your head. What do you feel in your head?
- Stay a little bit longer with your face. Is there any tension? If yes, let it go.
- Go slowly to your neck. What's going on in this part of your body?
- After the neck, pay attention to your arm. What are the sensations you feel there? Is there any tension?
- Slowly move your attention from the shoulder to the hand, till the end of fingers. First one hand, then the other.

- Go to your chest. What do you notice there?
- Pay attention to your stomach. Is there any tension?
- Go to your back. How is it feeling today?
- Slowly move down, to your legs. Go through one leg and then another, from the top, till the end of your toes.
- Come back to your breathing, notice the air coming in and flowing out.
- Before coming back to us, pay attention to your emotions. How do you feel? Where are those emotions located in your body?
- When you are ready, open your eyes.

When everybody opens their eyes, ask about their experience.

Auxiliary questions:

- How did you feel? How do you feel now?
- What has changed?
- Why is focusing on the moment important? What being here and now brings?
- Is there anything you would like to add to the definition of mindfulness which we created at the beginning of this workshop?

3. Listening in pairs

Let's try to keep our mindfulness while listening to another person. Ask participants to find a partner to work with. Decide which person in the couple will be Person A and which Person B. Person A for 3 minutes speaks, finishing the sentence "I want you to know about me that…". The task of Person B is to listen. Being here and now, fully concentrated on the person, just listen. Without asking questions, commenting, talking. After 3 minutes change: Person B is speaking, Person A is listening. Before changing you can invite participants to close their eyes, take 3 deep breaths and let go of what they just heard. When Person B starts to speak, it is not to continue or comment on the story shared by Person A, but to start a new story by finishing the sentence "I want you to know about me that…"

Discuss with the participants about their experience.

Auxiliary questions:

- How did you feel while speaking/listening?
- How was it different from daily life conversations?
- What helped you to listen/speak and what disturbed you?
- How was it to speak/listen without asking questions or/and commenting? (for some people it will be very helpful, while others will find it strange and that's ok)
- What did you learn about listening and empathy from this exercise?

You can underline how important it is to listen with intention to help other people to say what they need to say (and not what they believe we want to hear). Listening is not about filling in our curiosity or sharing our own experience - it's about creating space for people to share what they need to share, and that's crucial, especially in changemaking. If we are not able to deeply listen to people we work with, change would be very difficult to achieve.

Ask participants to find a new partner to speak to. Again, they should decide who is Person A and who is Person B. This time when Person A will finish the sentence "I'm proud of myself because..". Person B listens the way they wish. They can ask questions if they feel it will help Person A to speak, but only with the intention of support, and not to fulfill their curiosity or share their own experience. They can speak, but they don't have to, their main task is to listen carefully and help the other person speak. After 3 minutes, invite participants to close their eyes, take 3 deep breaths and then change - Person B speaks and Person A listens. Remind participants that Person B doesn't continue or comment on what Person A said, but they start a new story by finishing the sentence "I'm proud of myself because…"

Listening is not only about the language. Staying in the same couples invites participants to listen without the words. Person A is just breathing, while Person B tries to adjust to the breath of the partner and starts to breathe the same way. Do this exercise in silence. After 2 minutes change: Person B is breathing and Person A is adjusting.

Discuss the experience with the participants.

Auxiliary questions:

- How did you feel?
- What helped you to adjust to the breathing and what disturbed you?
- How was it to breathe as another person?
- What did you discover about your partner?
- Did you feel connected with him/her?
- How is this exercise connected with listening and empathy? How can it be helpful in our changemaking work?

Underline that we can connect with other people also without words, sometimes it's even easier. Body language (not only breathing) is very powerful and it can, if we listen carefully, tell us more than verbal communication.

In the last step, if you feel participants are ready for it, ask them to keep eye contact with their partner for one minute. In silence, trying to be as much here and now as possible.

Discuss the experience with the participants.

Auxiliary questions:

- How was it?
- Did you find it easy or difficult? Why?
- What did you learn about your partner?
- Did you feel connected?
- What is the role of eye contact in our culture?
- What did you learn about listening, mindfulness and empathy from this exercise?

If needed, you can add conclusions to the poster created in previous exercises.

4. Summary

Invite participants to the final round in which they can share what they learned and discovered during this workshop.

CHANGEMAKERS SKILLS

MINDFULNESS

MINDFULNESS

Main objectives:

- Getting familiar with the concept of mindfulness as one of the crucial changemakers skills.

During the workshops participants will (specific objectives):

- Reflect on what mindfulness is and how it can enrich our life and changemaking work.
- Exchange experiences connected to mindfulness.
- Experience chosen technique of mindfulness.

Time:

2h

Place:

indoor or outdoor (depending on the chosen technique)

Materials:

- Stationary - paper (recycled if possible), pens, in case of mandalas - crayons, paints, brushes, markers, chalks
- Equipment - computer, speakers

To print:

- Appendix 2 - one copy for each person
- Mandalas from website suggested in the scenario

Course:

1. Introduction

Tell participants that today's workshop would be about mindfulness. Divide them in small groups of 3-4 people and invite them to discuss what mindfulness means to them? How do they understand this word? Do they have any experiences with mindfulness? Summarize discussion together, adding to definitions if needed. Reflect together: how mindfulness is connected with changemaking? How can it influence our work with other people?

2. Mindfulness practise

There are several ways we can practice mindfulness. Below we listed techniques which we have experience with - we proposed them to our target groups during various workshops. You can choose those which suit the best your group and their needs.

a. Meditation

Invite participants to different kinds of meditations. You can start from body scan, most common meditation, which helps us to pay attention to sensations of our body. You can guide it yourself following the introduction from Appendix 1 or use audio meditation proposed in Coursera online course of De-Mystifying Mindfulness (https://www.coursera.org/learn/mindfulness/supplement/TRDhj/med-lab-1-exercises).

After the meditation, ask participants about their impression. Encourage any comments - both positive and negative. Meditation, especially for those who have no experience with it, can be quite difficult or/and boring experience and that's fine. Meditation is one of many ways we can practice our mindfulness.

After body scan you can propose different kinds of meditation (for example walking meditation - https://www.coursera.org/learn/mindfulness/supplement/mk9X7/med-lab-2-exercises or Compassion & Befriending meditation - https://www.coursera.org/learn/mindfulness/supplement/Aq6Yj/med-lab-5-exercises). You can

also try the speaking exercise suggested below or use some of the alternative methods described in next points.

Speaking exercise - divide participants into couples. Ask them to decide who is person A and who is person B. For 1 minute person A describes everything which is happening right now, everything she or he notices (for example: I feel something itchy in my toes, my back starts to hurt, I noticed that the light has changed, I have thought coming how difficult and stupid is this exercise, I see that you are smiling, I smell something pleasant, etc). Person A just notices and names what she or he notices, without judgment or analyzing. Person B is listening without any comment. After one minute they change - person B describes what she or he notices and person A is listening. Repeat this exercise three times, so three times person A speaks about what she or he notices for one minute and three times person B speaks about their observations, changing the speaking person after each minute. Then invite participants to discuss this experience in pairs and after that in the whole group. How was the experience for them? How did it change with every round? What did they learn from it?

b. Mandalas

Another form of meditation or mindfulness practice which brings great effect in our workshops is making mandalas. Before the workshop print various mandalas (you can find them in Internet, for example here: https://mondaymandala.com/m, https://www.justcolor.net/relaxation/coloring-mandalas/, https://www.free-mandalas.net/, http://www.supercoloring.com/coloring-pages/arts-culture/mandala).

Put all mandalas in the middle of the room. Prepare crayons, markers, paints with brushes, chalk. Before starting, tell participants about the concept of mandala.

Mandala has a shape of circle, by many cultures considered the perfect one. Mandalas are said to come from Buddhist tradition. While creating them we focus rather on process than on outcome, in fact many people destroy mandalas when they are finished to underline that everything is

temporary. Similar concept of temporarily we can see in kolams - traditional drawing from Tamil Nadu (region in India), where women draw various shapes in the morning in front of their houses with chalk powder or rice flower. During the day kolams are destroyed by weather, people and animals and washed away in the evening to give space for next to come in the following morning.

In all those cases process is what counts, not the outcome. Making your own mandala, don't overthink it, don't plan perfect colors, let yourself go, let your hand, your intuition choose, not your mind. Try to start from the outside part of the mandala, slowly coming with coloring into the middle, which will help you to come with your attention from the outside world to your inner world.

Before you start, have a close look at different mandalas in the room. See which one is calling you. Take it, together with tools you want for coloring. Spend some time just watching mandala, noticing different details of it. And when you are ready - start coloring, without thinking. Let yourself be lost in the process.

Ask participants to go through the process in silence. Put relaxing music in the background. Give them enough time and space to get into it.

After participants finish, create time and space to share their experiences. You can do it in smaller groups or, if there are not that many participants, you can share in the bigger circle. Ask participants how the process was for them, how they feel, what they discover?

c. Nature

Nature is a powerful tool for mindfulness. There are several ways you can use nature in this workshop.

You can propose walking meditation (as suggested in point a), but in the forest, instead of the training room.

You can invite participants to think about one question they need an answer for and go for a lonely walk for 30-40 minutes, observing what answer nature has for them. Discuss the experience when they come back. You can ask them to bring one object from nature which symbolizes their experience, to share it with others.
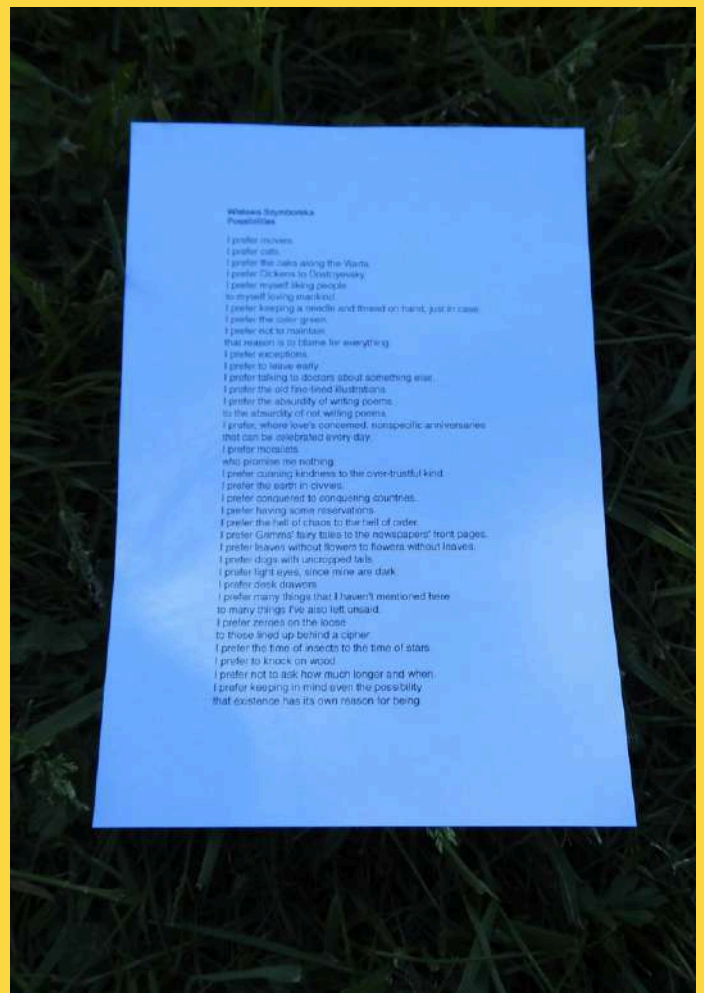
You can also use poetry and creative writing. Introduce participants the poem of Wisława Szymborska "Possibilities" (Appendix 2). Give every person a copy and read it loudly. Invite participants to go around to nature, find their place in it, discover it with different senses and when they are ready - write their own poem. They can follow the example of the poem, finishing the sentence "I prefer…" or create something completely new. After 40-50 minutes, invite them to come back and share their experience in small groups. Then open the circle for those who want to read their poems. Don't push anyone, but give enough time to settle and decide.

3. Summary

Ask participants about their impression of today's workshop. What did they learn about mindfulness? How can they use it in their daily life and changemaking work?

Bibliography (and materials to share with participants after the workshop):
- Websites with mandalas to print: https://mondaymandala.com/m, https://www.justcolor.net/relaxation/coloring-mandalas/, https://www.free-mandalas.net/, http://www.supercoloring.com/coloring-pages/arts-culture/mandala
- Wisława Szymborska, Possibilities
- Coursera course of De-mystifying Mindfulness: https://www.coursera.org/learn/mindfulness/home/welcome

Appendixes

Appendix 1 - Instruction to body scan meditation

Read it slowly, leaving some time after each instruction:

- Concentrate on all sounds you can hear around. Notice every single noise.
- What are the smells which you feel?
- Pay attention to your skin. What sensations do you feel? Is it cold, hot, itchy, vibrating?
- Feel the chair you are sitting on, the floor under your feet.
- Put your attention on breathing. Feel the air coming in and flowing out.
- Now, put attention on your head. What do you feel in your head?
- Stay a little bit longer with your face. Is there any tension? If yes, let it go.
- Go slowly to your neck. What's going on in this part of your body?
- After the neck, pay attention to your arm. What are the sensations you feel there? Is there any tension?
- Slowly move your attention from the shoulder to the hand, till the end of fingers. First one hand, then the other.
- Go to your chest. What do you notice there?
- Pay attention to your stomach. Is there any tension?
- Go to your back. How does it feel today?
- Slowly move down, to your legs. Go through one leg and then another, from the top, till the end of your toes.
- Come back to your breathing, notice the air coming in and flowing out.
- Before coming back to us, pay attention to your emotions. How do you feel? Where are those emotions located in your body?
- When you are ready, open your eyes.

Appendix 2 - Poem of Wisława Szymborska

Possibilities

I prefer movies.

I prefer cats.

I prefer the oaks along the Warta.

I prefer Dickens to Dostoyevsky.

I prefer myself liking people

to myself, loving mankind.

I prefer keeping a needle and thread on hand, just in case.

I prefer the color green.

I prefer not to maintain

that reason is to blame for everything.

I prefer exceptions.

I prefer to leave early.

I prefer talking to doctors about something else.

I prefer the old fine-lined illustrations.

I prefer the absurdity of writing poems

to the absurdity of not writing poems.

I prefer, where love's concerned, nonspecific anniversaries

that can be celebrated every day.

I prefer moralists

who promise me nothing.

I prefer cunning kindness to the over-trustful kind.

I prefer the earth in civvies.

I prefer conquered to conquering countries.

I prefer having some reservations.

I prefer the hell of chaos to the hell of order.

I prefer Grimms' fairy tales to the newspapers' front pages.

I prefer leaves without flowers to flowers without leaves.

I prefer dogs with uncropped tails.

I prefer light eyes, since mine are dark.

I prefer desk drawers.

I prefer many things that I haven't mentioned here

to many things I've also left unsaid.

I prefer zeroes on the loose

to those lined up behind a cipher.

I prefer the time of insects to the time of stars.

I prefer to knock on wood.

I prefer not to ask how much longer and when.

I prefer keeping in mind even the possibility

that existence has its own reason for being.

CHANGEMAKERS SKILLS

TEAMWORK AND LEADERSHIP

TEAMWORK AND LEADERSHIP

Main objectives:

- Practicing teamwork as one of the crucial changemakers skills.

During the workshops participants will (specific objectives):

- Reflect on their teamwork skill based on the experience.
- Understand the role of setting goals and intentions.
- Discuss the role of leadership in changing the world.

Time:

1.5h

Place:

indoor

Materials:

- For each team of 4 people: 1 marshmallow, 20 pieces of spaghetti, 1 meter of thread, 1 meter of paper/masking tape
- Stationary: flipchart, paper, pen, markers
- Equipment: computer, projector, speakers

Course:

1. Marshmallow Challenge

Divide participants in groups of 4 people (for example by asking them to draw papers with different numbers or colors). Ask each team to sit around the tables prepared before. On each table participants can find 1 marshmallow, 20 spaghetti, 1 meter of thread and 1 meter of paper/masking tape. Their task is to build a tower, as high as possible, with the marshmallow on top. The marshmallow cannot be cut. When time finishes you will measure the height of the

tower from the table till the marshmallow. They have exactly 18 minutes to fulfill the task (you can put the timer in a visible place, using for example the projector). When time is over the participants have to leave the tower the way it is, they cannot touch it anymore. Ask if participants have any questions. If not, start the challenge. You can put some energetic music in the background.

You can see a full instruction of the Marshmallow Challenge in Appendix 1 and we recommend reading it before running the workshop.

After 18 minutes measure the towers. Then discuss the experience.

Auxiliary questions:

- How was the process in your group? How did you decide how to build the tower? What steps have you taken?
- What did you notice?
- What helped you fulfill the task/made it difficult?
- What can you learn from this exercise?
- Are you satisfied with your teamwork? What was helpful/disturbing?

Write down on the flipchart what helps in teamwork.

Then invite participants to come back to their group and give each other feedback - what was the role of each person in the group? Try to focus on the strengths of each person. If you have time you can expand this part of exercise by:

- Writing down feedback for each person and put it in their envelopes (if you use envelopes in your training) or give it to the person directly, so they can come back to it after the workshop.
- Hanging on the walls a description of Belbin Team Roles (see Appendix 2) and invite participants to go around the room and read them first before giving feedback to people from their group. Maybe they can even identify which role each member played? You can comment that there are no good and bad roles, each role is needed in the team and one person can have different roles in different groups they belong to.

After the feedback, to summarize the whole exercise, show to the participants a 6 minute video which describes how different groups deal with the Marshmallow Challenge: https://www.ted.com/talks/tom_wujec_build_a_tower.

Discuss the video.

Auxiliary questions:

- What do you think about the video?

- What caught your attention?
- Was there anything surprising?
- What could we learn from it?
- Who was the best in building the tower and why?
- How outside reward influenced the process and why?
- What can we learn about teamwork?
- What is the marshmallow in your project?

If you organize this workshop at the beginning of the course, and participants haven't set their intention for the course yet, you can use this moment to ask them - what is their marshmallow, their intention for this course? What do they want to achieve, learn, discover? Ask them to write their intention down and share if that's ok for them.

2. Leadership

After discussing teamwork, you may continue by inviting participants to discussion about leadership. Prepare a separate flipchart to write down conclusions.

Auxiliary questions:

- Who is a leader? How do you understand this term?
- How do leaders differ from manager/boss/facilitator?
- What are the features and skills a leader needs?
- What being a leader means nowadays and how does it differ from the past?
- What are the other important roles in every group?
- Is it possible to change roles in the group or are they stable?
- Is it possible to learn how to be a leader?
- Should the changemaker be a leader?
- Are you a leader?
- How can you learn to be a leader?

3. Summary

Invite participants for the final round - what do they take from this workshop?

Appendixes

Appendix 1

Marshmallow Challenge - instruction

Source: http://www.marshmallowchallenge.com/Instructions.html

Step One: Schedule a Meeting

Find 45-60 minutes when your team can fully engage in the challenge. I've run challenges with groups containing as four people to as many as 800 people. Ensure that you have tables for each team.

Step Two: Assemble a Kit for Each Team

In advance of the meeting, create a marshmallow challenge kit for each team, with each kit containing twenty sticks of spaghetti, one yard of masking tape, one yard of string and one marshmallow. These ingredients should be placed into a paper lunch bag, which simplifies distribution and hides the contents, maximizing the element of surprise.

- Spaghetti: Ensure that you use uncooked spaghetti. Avoid spaghettini as it is too thin and breaks easily. Fettucini is too thick.
- String: Include strings that can be easily broken by hand. If the string is thick, include scissors in your kit.
- Marshmallow: Use a name brand or private label brand of marshmallows that measure the 'standard' size, about an inch and a half across. Avoid mini or jumbo marshmallows. Also avoid stale marshmallows. You'll want squishy marshmallows that give the impression of lightness.
- Masking Tape: Get standard masking tape. Generally, you'll want to put the tape on the side of the table, the back of a chair or a nearby wall. Rolling it in the bag tangles the tape.
- Paper Lunch Bags: Standard size lunch bags work well as do letter size manilla envelopes.

Also ensure that you have the following tools to run the challenge:

- Measuring Tape: Have a contractor's retractable measuring available after the challenge is finished so you can measure the height of the structures.
- Countdown Application or Stopwatch: The actual marshmallow challenge takes eighteen minutes. Eighteen minutes seems to be the magic time. Twenty minutes is too long and fifteen is too short. You can use a stopwatch, but better yet is to use a video projector and

display the countdown time. For Shareware Windows applications, consider http://www.timeleft.info/ and http://www.orzeszek.org/blog/2009/08/21/simple-countdown-timer-for-windows/. For a Mac, consider, http://www.baldgeeks.com/3-2-1.htm.

- Video Projector and Sound System (optional): For more impact, use a video projector to deliver the Marshmallow Challenge Presentation (or your own) and a sound system for music during the challenge. Time out a playlist of exactly 18 minutes of music. You'll want the challenge to end at the conclusion of the last song.
- Download a copy of the presentation: You can find the pdf instructions here: TED2010_Tom_Wujec_Marshmallow_Challenge_Web_Version.pdf

Step Three: Deliver Clear Instructions

Be clear about the goals and rules of the Marshmallow Challenge. Use the Acrobat Presentation to introduce the challenge as well as to visually reinforce the instructions:

- Build the Tallest Freestanding Structure: The winning team is the one that has the tallest structure measured from the table top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.
- The Entire Marshmallow Must be on Top: The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
- Use as Much or as Little of the Kit: The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure.
- Break up the Spaghetti, String or Tape: Teams are free to break the spaghetti, cut up the tape and string to create new structures.
- The Challenge Lasts 18 minutes: Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.
- Ensure Everyone Understands the Rules: Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.

Step Four: Start the Challenge

Start the countdown clock and the music with the start of the challenge.

- Walk around the Room: It's amazing to see the development of the structures as well as notice the patterns of innovation most teams follow.

- Remind the Teams of the Time: Countdown the time. Usually, I call 12 minutes, 9 minutes (half-way through), 7 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and a ten-second countdown.
- Call Out How the Teams are Doing: Let the entire group know how teams are progressing. Call out each time a team builds a standing structure. Build a friendly rivalry. Encourage people to look around. Don't be afraid to raise the energy and the stakes.
- Remind the Teams that Holders will be Disqualified: Several teams will have the powerful desire to hold on to their structure at the end. Usually because of the marshmallow, which they just placed onto their structure moments before, causing the structure to buckle. The winning structure needs to be stable.

Step Five: Finish the Challenge

After the clock runs out, ask everyone in the room to sit down so everyone can see the structures. Likely, just over half the teams will have standing structures.

- Measure the Structures: From the shortest standing structure to the tallest, measure and call out the heights. If you're documenting the challenge, have someone record the heights.
- Identify the Winning Team: Ensure they get a standing ovation and a prize (if you've offered one).
- Wrap up with the Lessons of the Marshmallow Challenge: Deliver the attached presentation or just describe some of the key lessons of the marshmallow challenge:
- Kids do Better than Business Students: On virtually every measure of innovation, kindergarteners create taller and more interesting structures.
- Prototyping Matters: The reason kids do better than business school students is kids spend more time playing and prototyping. They naturally start with the marshmallow in the sticks. The Business School students spend a vast amount of time planning, then executing on the plan, with almost no time to fix the design once they put the marshmallow on top.
- The Marshmallow is a Metaphor for the Hidden Assumptions of a Project: The assumption in the Marshmallow Challenge is that marshmallows are light and fluffy and easily supported by the spaghetti sticks. When you actually try to build the structure, the marshmallows don't seem so light. The lesson in the marshmallow challenge is that we need to identify the assumptions in our project - the real customer needs, the cost of the product, the duration of the service - and test them early and often. That's the mechanism that leads to effective innovation.

Tips:

- Introduction: Generally, a tight presentation introducing the challenge will motivate the team. Let them know this challenge has been conducted by tens of thousands of people in every continent, from the CFOs of the Fortune 50 to Students at all levels. The lessons learned are universal.
- Goals & Rules: Be very clear about the goals and rules of the challenge. Generally, you'll want to repeat them three times and reinforce them visually.
- Cheating: In almost every challenge, there is at least one team that will want to cheat or bend the rules in their favor. The clearer you are about the rules the better the results.
- Prizes: Offer a prize to the winning team. A standing ovation from the rest of the group is great. Books, software, perks - even cash are also great incentives. But be wary of big prizes as you'll read in the Lessons of the Challenge.
- Music: Select the appropriate music for the challenge. I prefer driving Rock or Pop, but dramatic classical works well too.

Appendix 2

Belbin Team Roles (source: https://www.belbin.com/)

Resource Investigator

- Uses their inquisitive nature to find ideas to bring back to the team.
- Strengths: Outgoing, enthusiastic. Explores opportunities and develops contacts.
- Allowable weaknesses: Might be over-optimistic, and can lose interest once the initial enthusiasm has passed.
- Don't be surprised to find that: They might forget to follow up on a lead.

Teamworker

- Helps the team to gel, using their versatility to identify the work required and complete it on behalf of the team.
- Strengths: Co-operative, perceptive and diplomatic. Listens and averts friction.
- Allowable weaknesses: Can be indecisive in crunch situations and tends to avoid confrontation.
- Don't be surprised to find that: They might be hesitant to make unpopular decisions.

Co-ordinator

- Needed to focus on the team's objectives, draw out team members and delegate work appropriately.
- Strengths: Mature, confident, identifies talent. Clarifies goals.
- Allowable weaknesses: Can be seen as manipulative and might offload their own share of the work.
- Don't be surprised to find that: They might over-delegate, leaving themselves little work to do.

Plant

- Tends to be highly creative and good at solving problems in unconventional ways.
- Strengths: Creative, imaginative, free-thinking, generates ideas and solves difficult problems.
- Allowable weaknesses: Might ignore incidentals, and may be too preoccupied to communicate effectively.
- Don't be surprised to find that: They could be absent-minded or forgetful.

Monitor Evaluator

- Provides a logical eye, making impartial judgements where required and weighs up the team's options in a dispassionate way.
- Strengths: Sober, strategic and discerning. Sees all options and judges accurately.

- Allowable weaknesses: Sometimes lacks the drive and ability to inspire others and can be overly critical.
- Don't be surprised to find that: They could be slow to come to decisions.

Specialist
- Brings in-depth knowledge of a key area to the team.
- Strengths: Single-minded, self-starting and dedicated. They provide specialist knowledge and skills.
- Allowable weaknesses: Tends to contribute on a narrow front and can dwell on the technicalities.
- Don't be surprised to find that: They overload you with information.

Shaper
- Provides the necessary drive to ensure that the team keeps moving and does not lose focus or momentum.
- Strengths: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.
- Allowable weaknesses: Can be prone to provocation, and may sometimes offend people's feelings.
- Don't be surprised to find that: They could risk becoming aggressive and bad-humored in their attempts to get things done.

Implementer
- Needed to plan a workable strategy and carry it out as efficiently as possible.
- Strengths: Practical, reliable, efficient. Turns ideas into actions and organizes work that needs to be done.
- Allowable weaknesses: Can be a bit inflexible and slow to respond to new possibilities.
- Don't be surprised to find that: They might be slow to relinquish their plans in favor of positive changes.

Completer Finisher
- Most effectively used at the end of tasks to polish and scrutinize the work for errors, subjecting it to the highest standards of quality control.
- Strengths: Painstaking, conscientious, anxious. Searches for errors. Polishes and perfects.
- Allowable weaknesses: Can be inclined to worry unduly, and reluctant to delegate.
- Don't be surprised to find that: They could be accused of taking their perfectionism to extremes.

PERSONAL VALUES, STRENGTHS, VISIONS

DREAMS AND VALUES

DREAMS AND VALUES

Main objectives:

● Identifying one's dreams and values and understanding their role in changemaking

During the workshops participants will (specific objectives):

● Prepare a map of their dreams and identify their values based on it.
● Understand how recognising and implementing our dreams and values can influence our changemaking path.

Time:

2h

Place:

indoor

Materials:

● Stationary - flipcharts or big pieces of paper (one for each participant), old magazines with photos (at least one per participant), glues, scissors, post-its or small pieces of paper.
● Equipment - phone or computer with speaker (to put relaxing music).

Course:

1. Introduction

Tell participants that during today's workshop they will have a chance to identify their own dreams and values. Most of the tasks would be done individually and they can decide how much of their work they want to share with others. Ensure participants that they won't be obliged to share anything, if they don't want to, so they can stay honest to themselves while fulfilling today's workshop's tasks.

2. Map of dreams

Put old magazines (with photos), flipcharts, glues and scissors in the middle. Tell participants that their task will be to create a map (or rather a collage) of dreams. Ask them to try and stop thinking, just take a magazine, go through it and cut pictures which somehow call their attention, without planning, without reflecting. Then, they take the next magazine and do the same. When they have enough pictures they should glue them to a big piece of paper the way they feel like. Give at least 30 minutes for this exercise.
Put relaxing music in the background and ask participants to fulfill the task in silence, to not disturb others.
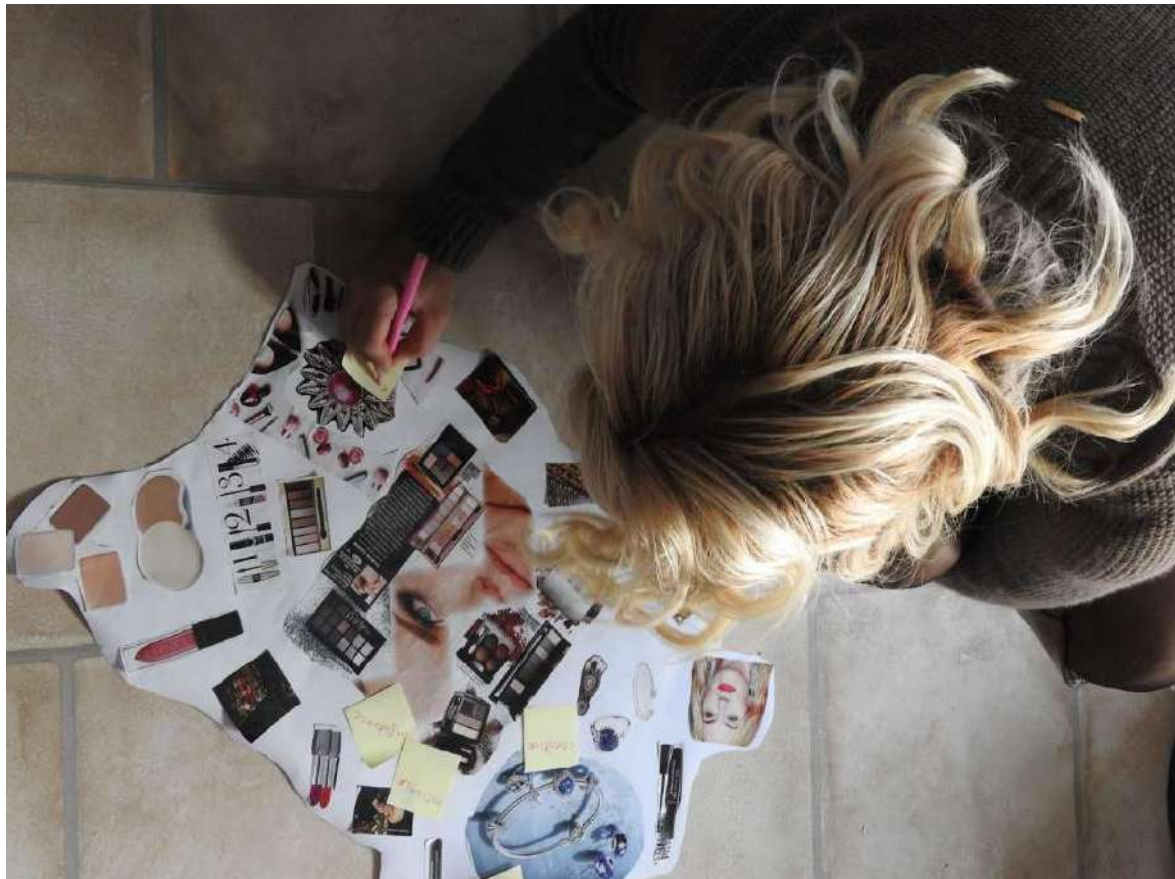
When they finish, invite participants to put all the maps of dreams in the middle of the room and have a walk to see what other people prepared.

Then ask participants to find a partner or two and tell them about their map of dreams. Don't force participants to talk, let them decide how much they want to share. After a few minutes, come back to the circle and ask about their experience.

Auxiliary questions:
- How did you like creating your map of dreams?
- How did you feel?
- Was it easy/difficult?
- What did you notice?
- Did you manage to let your thoughts go?

3. Values

Put a lot of post-its (or small pieces of paper) and pens in the middle and ask participants to write down values which stand behind the pictures they put on their maps of dreams. Each value should be written on one post-it (this is important!). If there is more than one value behind the pictures, they can write more, still keeping them in separate post-its. If there are some values which are not connected with pictures but they feel important, they can add them. At the end they should have a list of no less than 10 values. When you see they are close to the end, encourage them to look again carefully and make sure that all the values important for them are written down. You can also ask them to check if all the values they wrote down are their own values.

The next step is putting the values in a line, starting from the most important in this moment of their life to the least important. Some participants may find it difficult, underline that all those values are important, otherwise they would not be there, but ask them to try and see what will happen.

When this is ready, you can ask participants to rate each value using the scale from 1 to 5, considering how much in reality they care about each particular value, how much energy and

time they put on it. 1 means they don't put time and effort at all, 5 means they put in a lot. Sometimes we consider a value very important to us, but in fact we don't really give attention to it in our daily life.

As the last step you can invite participants to take those from the first 5 values which got a lower score than 4 and write two tangible strategies and ideas of how this particular value can be more present in their life. For example if they wrote family, the ideas could be calling my grandmother tonight, inviting my sister for dinner, organizing a family gathering for my birthday, etc.

When everybody has finished, discuss with participants their experience.

Auxiliary questions:
- How do you feel now?
- What did you learn or notice?
- Which insights did you have during this exercise?
- Was it easy/difficult?
- Which part was the most challenging and why?
- Why is it important to know our values? To rank them? To rate them?
- How can this exercise help us in daily life?
- How can knowing our values be useful? How does it influence our decisions?
- How knowing our dreams and values influence our changemaking path?
- Should our changemaking activity be connected to our dreams and values? Why?

Encourage participants to repeat the exercises about dreams and values from time to time. The results usually change during the seasons of our lives.

4. Summary

Ask participants how they feel, what did they learn, with what they finish this workshop? Tell them that their homework is to put the map of dream in a visible place in their home, so they don't forget about it.

PERSONAL VALUES, STRENGTHS, VISIONS

STRENGTHS

STRENGTHS AND TALENTS

Main objectives:

- Identifying one's strengths and talents and understanding their role in changemaking

During the workshops participants will (specific objectives):

- Recognize their strengths and talents.
- Receive feedback from others regarding their strengths and talent.
- Learn how to give positive feedback and appreciation.
- Reflect on how we can use our strengths and talents in changemaking actions.

Time:

1.5h

Place:

indoor

Materials:

- Stationary - papers, pens, paper tape

To print:

- Appendix 1 - one per each participant (needs to be cut before the workshop)

Course:

1. 7 Strengths

Give each participant a pile of strengths cards (cut from Appendix 1 - "Strengths"). Ask them to put the first 7 in front of them in a line. Then, they uncover one by one the other cards from the

pile and check if the strength on it matches them better than any of the 7 which already lie in front of them. If yes, they should replace the new strength with the one among the 7 they feel further from them; if not, they put the card aside. Then, they uncover the next card and repeat the process till the end of the pile. At the end they should have their 7 biggest strengths in front of them.

Ask about their experience.

Auxiliary questions:
- Was it easy/difficult? Why?
- Did anything surprise you?
- Did you choose strengths which you have or those you would like to have? What is the difference?
- Do you think your friend/partner/family will choose the same 7 strengths for you? (you can suggest them to ask a close person - friend or relative - to do this exercise and choose their 7 strengths as seen from outside so as to compare the results)
- Is it easy to speak about our strengths? Why?
- Why is it important to know our strengths? How can we use this knowledge in our changemaking actions?

2. Feedback and appreciation

Invite participants to share what strength and talents they see in others. You can choose various ways to do so:

- If the participants feel comfortable with each other, you can ask them to find a partner and discuss in pairs for 5 minutes, naming strengths they see in the person they speak with. You can ask participants to find a random partner or make it more specific (for example: find somebody who knows you well, find somebody you don't work with often, etc.). After 5 minutes ask participants to find another person to speak with and repeat the

exercise. Do it 3-4 times, so everybody can get feedback from different people. Participants can get inspired by strengths mentioned in the card in the previous exercise, but they don't have to. They can simply describe the strengths and talents of the other person with their own words.

- If the group is not so comfortable to speak face to face you can ask each person to take an A4 paper and write their name on the top of it. Then, sitting in the circle, ask participants to pass the paper to the person on the right. Their task is to write the strengths of the person whose name they see on the top. After 1-2 minutes ask them to change and again pass the papers to the person on the right. Continue till every person has a chance to write something on the paper of all the other participants. It may seem difficult for people who don't know each other well, but you can point out that in fact very often people who meet us for the first time may notice some strengths in us which are not so visible for people who have known us for a long time, as we also change with time. It's good to have both points of view. Encourage participants to avoid writing things like "nice" which don't have much meaning. Let's put an effort in giving others valuable feedback and appreciation.

- Another way, which also allows participants to move a bit, is to put A4 paper on the back of each participant (for example with a paper tape) and invite them to go around the room and write strengths and talents of a particular person on the paper on their back. In this case participants don't have to write on everybody's paper, which can be easier, although you have to take good care that nobody stays with no or very little positive feedback on their paper.

- You can also invite participants to ask 5 people among their friends, colleagues, family to name their 3 strengths.

Discuss the exercise together.

Auxiliary questions:
- How do you feel now?
- How did you feel during the exercise?

- What did you learn/discover?
- Was it easy or difficult to give and receive positive feedback and appreciation?
- Why is appreciation important? How can we use it as changemakers?
- Were the strengths and talents identified by other people similar to the 7 you chose during the first exercise?

3. Summary

Invite participants to share how they feel, what they learn, with what they finish this workshop?

Appendixes

Appendix 1 - Strengths

SENSE OF HUMOR	OPEN-MINDEDNESS	PATIENCE	COOPERATION	CRITICAL THINKING
RESPONSIBILITY	COMMITMENT	PUBLIC SPEAKING	CURIOSITY	ENTHUSIASM
PLANNING	QUICK LEARNING SKILLS	FLEXIBILITY	INITIATIVE	EMOTIONAL INTELLIGENCE
ACTIVE LISTENING	ANALYTICAL SKILLS	ORGANIZATION SKILLS	RELIABILITY	LEARNING FROM FAILURES
CONFIDENCE	ATTENTION TO DETAILS	RISK TAKING	PERSEVERANCE	PERSUASION
EMPATHY	DEFINING PROBLEMS	STRATEGIC THINKING	BRAVERY	STRONG WORK ETHIC
COMMON SENSE	DETERMINATION	LOGICAL THINKING	COMMUNICATION	TACT & DIPLOMACY
SELF-MOTIVATION	ENCOURAGING PEOPLE	TIME MANAGEMENT	LEADERSHIP	PROBLEM SOLVING
CREATIVITY	MULTI-TASKING	CARING	STORYTELLING	COMPETITIVE

IDENTIFYING AND ANALYZING SOCIAL/ENVIRONMENTAL CHALLENGES

PROBLEM ANALYSIS

PROBLEM ANALYSIS

Main objectives:

- Analyzing the problem/challenge participants chose to work on.

During the workshops participants will (specific objectives):

- Choose one particular area/problem/challenge they want to focus on.
- Reflect on causes and consequences of the particular challenge.
- Reflect on why it is important to analyze the problem before we start to look for solutions.

Time:

1.5h

Place:

indoor/outdoor

Materials:

- Stationary - papers, pens

Course:

1. The problem I want to work on

Invite participants to reflect on which challenge, need or problem from their own community they want to work on as changemakers. They can get inspired by world problems and mind maps they created in the previous workshops. It could also be useful to do a small research or survey before the workshop, asking people from the community, which kind of needs, challenges and problems they consider important. Invite participants to choose the problem which they care about and they are motivated to find solutions for. Ask them to be specific, for example lack of

inclusion of people with disabilities is much less specific than lack of inclusion of people in wheelchairs. Pay attention that they choose a problem, not a solution. For example, organizing career training for high school students is a solution, making bad choices regarding professional future is a problem. For today we want to stay with problems, without projecting any solutions yet.

For some people, defining the problem may be difficult and they may need a bit of support. If that's the case, you can invite people to work in smaller groups and help each other to define challenges they want to work on or support them yourself, using coaching questions. At the end of this part each participant should have one sentence which describes the problem or challenge they want to focus on in the exercises during this and next workshops.

If participants have too many problems they want to work on, encourage them to choose one at the moment and ensure that all the tools we will get to know during next workshops can be later used also to work with other problems they have in mind.

2. Problem tree

Participants work individually, unless there are people who want to focus on the same problem and prefer to work in groups. Ask them to analyze the chosen problem by using the problem tree method. Invite participants to draw a tree. On the trunk of the tree they should put the problem they want to work on. In the roots - the causes of the problem and in the branches the consequences of it.

For example, if the problem I want to work on is the lack of inclusion of people in wheelchairs causes could be: lack of infrastructure, discrimination, low confidence of people in wheelchairs, etc. You can go even deeper trying to understand what are the causes of those causes, such as why there is no infrastructure, why there is discrimination, etc. Considering the consequences, you may think about depression of people in wheelchairs, loss of their potential, other people not exposed to diversity, etc. Also in this case, you can go deeper thinking what are the consequences of those consequences? Try to analyze it as deeply as possible. Ask participants to analyze even more at home, by checking statistics or/and speaking with people from the group they want to work with.

When they finish, ask participants to work in pairs or small groups and present their tree. Maybe others will see some cause or consequence which the author of the tree didn't notice.

At the end discuss the exercise with participants.

Auxiliary questions:

- Was the problem tree useful for you? Why?
- How can we improve it, gain even more information?
- In which other situations can we use it?
- Why is it important to understand causes and consequences of the problem we are working on?

One of the reasons we work with problem trees is that often as changemakers we are not able to tackle the whole problem named in the trunk at once. But maybe we can do something tangible about one of the roots. And then with other people working on various roots we may be able to move the tree as a whole.

At the end of this exercise ask participants to reflect again on the problem they want to focus on. Is it the one written down on the trunk of the tree or would they like to change for something mentioned in the roots?

Invite participants for a round in which everybody in one sentence shares what is the problem they want to continue working with.

3. Summary

Invite participants to share their thoughts after the workshop in the final round.

IDENTIFYING AND ANALYZING SOCIAL/ENVIRONMENTAL CHALLENGES

WORLD PROBLEMS

WORLD PROBLEMS

Main objectives:

- Reflecting on the problems the world faces today.

During the workshops participants will (specific objectives):

- Reflect on the situation of people from various discriminating groups.
- Discuss the challenges of today's world.

Time:

1.5h

Place:

indoor/outdoor

Materials:

- Stationary - flipchart, papers, pens

To print:

- Appendix 1 and 2 - one copy per group

Course:

1. Take a step

Source: *Compass. Manual for human right education for young people.* We suggest reading a full instruction to exercise "Take a step" before running this part of the workshop. Below you can find its summary.

Ask participants to take a role card out of a hat (see Appendix 1). Tell them to keep it to themselves and not to show it to anyone else. Invite them to read carefully what is their role and

begin to get into it. To help, you can read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives in the role:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What kind of work did your parents do?
- How is your everyday life now? Where do you socialize? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do during your holidays?
- What excites you and what are you afraid of?

Now ask people to remain silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of statements or events (Appendix 2). Every time that they can answer "yes" to the statement (being still in their role), they should take a step forward. Otherwise, they should stay where they are and not move. Read out the sentence one at a time. Pause for a while between each sentence to allow people to reflect and step forward (or not). At the end, invite everyone to take note of their final positions.

After the exercise, ask participants to come back to the circle and discuss the experience.

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

Auxiliary questions:

- How did you feel stepping forward - or not?
- For those who stepped forward often, at what point did you notice that others were not moving as fast as you were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion).
- How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like?

This is a good moment to go out of the role. You can ask participants to imagine that the role is a kind of costume, which now they need to take out. After that you can ask few more general questions:

- Does the exercise mirror society in some way? How?
- Considering our real-life situation, where are we on the line?
- What do we learn from this exercise about challenges the world is facing today?
- What can we learn from this exercise as changemakers?

2. Problems of the world – mind map

Invite participants to work in smaller groups of 3-5 people and create a mind map of the world's problems. Ask participants to categorize problems the way they wish and write them down on a big piece of paper or flipchart. After 10-15 minutes ask participants to put their posters in the middle of the room and walk around, reading the work of other groups. At the end discuss the experience together.

Auxiliary questions:

- Was it easy for you to create a mind map of the problems of the world? Why?
- Was there anything which surprised you in the posters other groups did?
- What did you learn from this exercise?
- Is it important for a changemaker to be aware of various challenges even if they focus on just one area? Why?
- Is there any area, a particular challenge, you feel more connected to?

3. Summary

Invite participants for the final round to summarize the workshop. You can also invite them to start to reflect on which challenge/area they would like to work on?

Appendixes

Appendix 1

Source: Compass – Manual for human rights education with young people - Council of Europe, page 284

You are an unemployed single mother.	You are the president of a party-political youth organisation (whose "mother" party is now in power).	You are the daughter of the local bank manager. You study economics at university.
You are the son of a Chinese immigrant who runs a successful fast food business.	You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in the army, doing compulsory military service.	You are the owner of a successful import-export company.	You are a disabled young man who can only move in a wheelchair.
You are a retired worker from a factory that makes shoes.	You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.

You are an HIV positive, middle-aged prostitute.	You are an unemployed university graduate waiting for the first opportunity to work.	You are a 22-year-old lesbian.
You are a fashion model of African origin.	You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are an illegal immigrant from Mali.	You are the 19-year-old son of a farmer in a remote village in the mountains.	

Appendix 2

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theater at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship

PLANNING AND IMPLEMENTING SOCIAL PROJECTS

PLANNING SOCIAL PROJECTS

PLANNING SOCIAL PROJECTS

Main objectives:

- Creating a social project which answers identified needs/challenges.

During the workshops participants will (specific objectives):

- Brainstorm possible solutions for the chosen problem/challenge/need.
- Choose one solution they want to focus on.
- Learn and practice the SMART method to define goals of social projects.
- Learn and practice SWOT analysis to understand better the context and available resources.
- Create a step by step plan which helps to implement the chosen solutions to a social problem.

Time:

3h

Place:

indoor/outdoor

Materials:

- Stationary - papers, pens, post-its (or small pieces of paper), crayons

Course:

1. Brainstorm

In this exercise participants use their creativity to help each other in finding solutions for social problems. If you wish, you can propose a small warm up to boost the creativity (for example invite participants to find as many uses of a particular object as possible). Then divide the

participants in small groups of 4-5 people. Every person has 7-10 minutes during which the group brainstorm about the problem they want to solve. The participant should remind in 2-3 sentences what the problem is about. For the next few minutes everybody gives as many solutions as possible. They don't have to be smart, rational or possible. As in every brainstorming, there is no judgment. We try to generate as many ideas as possible, without commenting, asking and judging anything. The person presenting the problem cannot say anything, they just write down all ideas they hear. There will be time later to choose the solution they like (or even reject them all). Go from one group to another to be sure that they don't discuss or comment ideas.

2. My solution

Give participants a few minutes to go through all solutions they wrote down during the brainstorming process and choose the solution they want to work on. It can be one solution from the list or a combination of them. They can also decide to reject all the ideas and go for the solution they've already had in mind. Once they are ready, ask participants to shortly share with others what is the solution they want to focus on.

3. SMART

Introduce the SMART technique of defining goals. Most probably some of the participants have already heard about it and if so - invite them to share their knowledge. You can also use the SMART(er) technique, according to which goal should be not only Specific, Measurable, Attractive/Ambitious, Realistic and Time-framed, but also Ecological (it should take into consideration people around, our environment and society) and Recorded (written down). Underline that the goal should also be positive, written in one sentence and 100% dependable on us. Discuss all those rules with the participants to be sure they understand them. Then, ask them to write down the goal of their solution which will follow all those rules. It can be a goal for the whole solution or - in case of big projects - for an important milestone. When participants are ready, divide them in small groups of 3-5 people and ask to share their goals. Others check if the

goal follows all the rules and if not they help the person to make it SMART(er). Finish by reading all the goals loudly.

4. SWOT

Introduce and explain to participants the SWOT technique of analyzing our inner situation (Strengths and Weaknesses) as well as outer situation (Opportunities and Threads). Ask participants to perform a SWOT analysis, taking into consideration the solution they work on. When they are ready, divide them in pairs and ask to share their work as well as help their partner to make the SWOT analysis even better (rather through asking questions than giving suggestions).

If the group is more advanced or particularly interested in social business you may use Business Model Canvas instead of SWOT. Descriptions of both can be found [here](#).

5. Visualization

Visualizing the goal can be a very powerful tool. Ask participants to close their eyes and imagine themselves in the moment they fulfill their goal. It can be just after the workshop they want to organize, or maybe during the opening of their restaurant or whatever is the moment their goal will be achieved.

Ask them, one by one, the following questions:

- Where are you? See exactly the place, pay attention to every detail.
- What do you hear?
- What can you smell?
- How are you dressed?
- Are there any other people around you? What do they do?
- How do you feel?
- What did you learn?

When they are ready, ask participants to open their eyes and draw on A4 paper what they visualized. It doesn't have to be beautiful or understandable for others. It's important that looking at the drawing they can recall their mental picture.

6. Steps

Ask participants to put the drawing representing their visualization somewhere in the room. Then they should write the word "Today" on another piece of paper. That is the starting point. Their task is to write on post-its every small step they need to take from today to the day their goal will be achieved and create a path which connects one with another. Participants should write steps on post-its or small pieces of paper (one step per post-it) so they can always move them, add something, etc. When they finish, invite participants to find another person who is ready (or create small groups of few people) and share their path with others. Meanwhile, you can also work with participants, by supporting them in creating their way or going with them through the way they've already created. Let them literally walk on the way they created and imagine every step. Ask how they feel, how easy/difficult the particular step is, what can help them to take steps which are the most challenging. See together with them if all necessary steps are included. When you reach the end of the path, ask the person to look back. How do they feel now? Is there anything they want to say from the position of achieving the goal to themselves today?

During this exercise each participant will work at a different pace and this is ok. Ask them to share their path with as many people as possible, making them responsible for finding people who are free to speak. Meanwhile you as trainer (and all other trainers) should go around and work with as many participants as possible, using your trainer and coach skills. If needed, you may also work with some of the participants during the coffee break or after finishing the workshop. Make yourself as available as possible.

Ask participants about their experience with creating the step by step plan.

Auxiliary questions:

- How do you feel?
- How did you like this method? Why?

- Was it useful?

- How did you feel sharing your plan with others?

- What did you learn/discover?

If there is time you can ask participants to set exact dates to every step on the way.

After discussing the experience, ask all participants to write down the first small step, a micro-step, they will take today to be a little bit closer to their goal. Let them share their micro-steps with others. That would be their homework for today.

7. Summary

Ask participants how they feel, what did they learn, with what they finish the workshop?
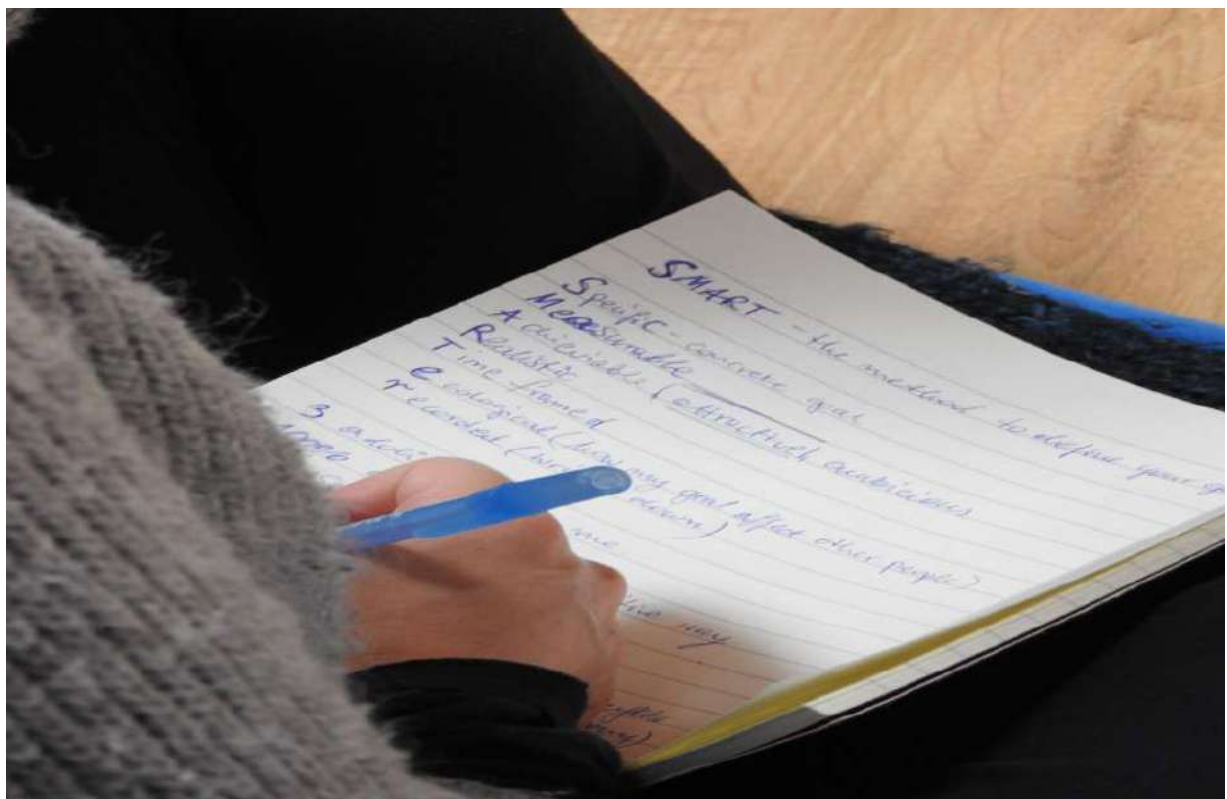
SHARING THE VISION

COLLABORATION WITH MEDIA

COLLABORATION WITH MEDIA

Main objectives:

- Exchanging experiences connected to using media for promotions of social projects.

During the workshops participants will (specific objectives):

- Organize (social) media campaigns to share results or ideas for their projects.
- Exchange experiences connected to effective usage of various ways in which we can promote our actions.

Time:

2h

Place:

indoor/outdoor

Materials:

Stationary - pens, paper, flipchart, markers

Equipment - camera, computer, speaker, projector

Course:

1. Promoting social actions

Discuss with the group how we can promote social actions? You can divide a flipchart in 3 different categories: social media, traditional media, offline actions and write down advice and suggestions to all of them. Discuss how those three kinds of promotions differ from one another, what are the tricks we can use and which of them are the most helpful for the social actions you want to take.

2. One Hour Challenge

Introduce participants to the One Hour Challenge. Their task will be to promote being a changemaker and making steps in changing the world. They can use any tool among those discussed before. After one hour you will check how many people they reached and how. If the group is big you can divide them in 3 small groups, each group will work on one category (social media, traditional media, offline actions).

Examples of what groups did during previous editions of the Changemaker Course:

- Social Media: Interview/movie about being a changemaker and how to change the world published on the fanpage (facebook.com/exchangetheworld.info or/and the fanpage of the hosting organization) and participants' private accounts.
- Traditional media: Create a list of phone and email contacts to local radio, TV and newspaper journalists and call them to schedule meetings for interviews (in one of the Courses the participants managed to get an interview on a radio a few days later to share the experience from the Course and their own ideas for social actions). The list of journalists was shared with everybody, and used after the Course as well. The group which created the list collected contacts of journalists from all participants, they also called some of their friends which they thought may know somebody in the media.
- Offline actions: Stickers, printed and put in different places in the city, encouraging people to take action.

You may also decide for Mission (Im)possible format, in which you give participants a list of tasks they need to fulfill as a group in one hour, instead of letting them decide what to do.

Example of tasks:

- Make a photo of the whole group, post it on facebook and tag everybody.
- Get 100 like for a fanpage of choice.
- Record opinions of every participant about the Changemaker Course.
- Make short interviews with 5 people on the street asking them what changing the world means to them. Record the interviews.

- Create a video about change and post it on Youtube or TikTok.
- Prepare a list of 10 local journalists with direct contact to them (mail or phone number). Make an appointment with one of them.
- Do a flash mob connected with the topic of changing the world. Record it.

3. One Hour Challenge - discussion

Discuss with the participants the One Hour Challenge experience.

Auxiliary questions:

- What did you manage to achieve?
- How many people did you reach? How did you do that?
- How can you use the result of your work in your future actions?
- Which of the skills we worked on the previous days you managed to use (teamwork, planning, communication, empathy, listening)?
- What are you satisfied with and what could be done better?
- What are you mostly proud of?
- What would you do differently next time?
- What would it be your feedback for yourself and other members of the group (remember about giving feedback rules)?

4. Summary

Invite participants for the final round to share their thoughts and learnings.

SHARING THE VISION

PUBLIC SPEAKING

PUBLIC SPEAKING

Main objectives:

- Developing skills of public speaking and sharing ideas.

During the workshops participants will (specific objectives):

- Reflect on what public speaking is, when do we use it and how being able to express our ideas influence different areas of our life.
- Discuss the theory and tips for public speaking.
- See and analyze different examples of public speeches.
- Prepare and present public speech.
- Learn to give and receive valuable feedback.

Time:

4h

Place:

indoor

Materials:

Stationary - pens, paper (recycled if possible), flipcharts, markers

Equipment - camera, computer, speaker, projector (x2 if there is more than 10 participants)

Note: It's good to do this workshop as one of the last, when participants already have social project/business ideas they could speak about and, even more importantly, when they feel good and secure in the group, ready to go out of their comfort zone and receive supporting feedback.

Course:

1. Introduction

As a warming up exercise, ask participants to share the story of their names. Do they know where their name comes from? Do they have any funny or interesting anecdotes connected with their name? Do they like their name? Maybe they use a nickname?
(If you used the exercise of the story of the name in previous workshops, you can invite participants to say about their hobby or the best trip, the topic is not as important, it's rather about having a step by step introduction to speaking in front of the others).

After everyone shared their story, congratulate them on the first public speech they made during today's workshop. Discuss for a few minutes - what is public speaking? When do we speak publicly (basically every time we speak with other people)? Why is it important to develop public speaking skills? How public speaking skills are related to changemaking and how it can help us implement social projects? How being able to share our ideas influences different areas of our life?

2. The perfect speaker

Invite participants to the second public speaking experience. Ask every person to stand in the middle and introduce themselves for one minute, sharing who they are, what they do, what they like, etc. If they want to practice introducing themselves in a particular situation (for example for the parents of the children they want to work with, for volunteers, for potential employer or investor, etc.) allow them to do so. Don't record anything yet, just check the time and inform them after the presentation how long it took so they start to perceive how long one minute of speech is. After each presentation ask participants to write down what was helpful and what disturbed them in listening. They should not comment on one's performance, rather try to create a general list of DOs and DON'Ts in public speaking. Ask participants to start writing only after the one-minute presentation, not during it. Give 20-30 seconds after each presentation to do so. Once everybody has presented, congratulate them again and ask how they feel. If needed, exchange ideas of how to deal with stress. Then, divide participants in small groups of 4-6 people and ask them to prepare the portrait of the perfect speaker based on the notes they made

after each presentation and other experiences they have. When finished, create one portrait together on the board/flipchart which will contain advice, suggestions and practices from all groups and your experience as trainer. If needed, comment and present the proper way of, for example, gesturing, etc.
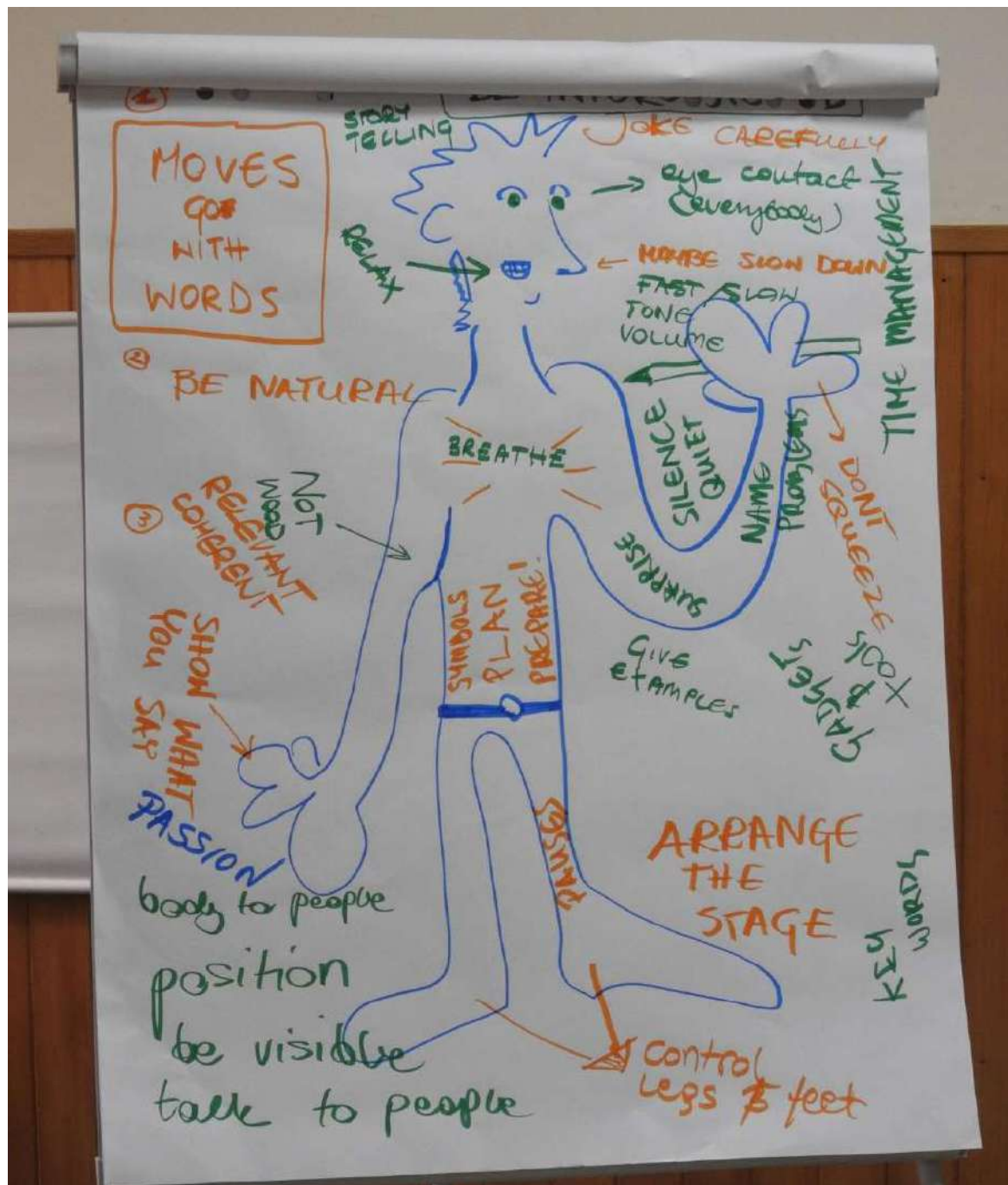
If you have time, you can show participants some short videos with examples of good (or bad) public speeches, for example:

- Al Pacino's speech from Any Given Sunday:
  https://www.youtube.com/watch?v=WO4tIrjBDkk
- Madonna, Woman of The Year Speech:
  https://www.youtube.com/watch?v=c6Xgbh2E0NM&ab_channel=Billboard
- Greta Thunberg, speech at UN Climate Change COP24 Conference:
  https://www.youtube.com/watch?v=VFkQSGyeCWg&ab_channel=Connect4Climate

(This last speech is a great example of how technically not so good speech can actually change the world.)

Discuss together what techniques the speaker used, if needed add something to your poster of the perfect speaker.

You can also use How to sound smart in TEDx:
https://www.youtube.com/watch?v=8S0FDjFBj8o

3. Presentations

Invite participants to the third presentation, this time it will be recorded on camera. They can speak about social projects they planned before or any other topic which they find useful. Presentation should be no longer than 2 minutes. If somebody doesn't want to work with a camera, you can offer the option of speaking and receiving feedback immediately without recording or recording it for their own use after the workshop and not showing it to others. Ensure participants that you will cancel all the recordings just after the workshop and they won't be published anywhere. If needed, tell participants about benefits of working with a camera, but don't force anybody to do so - it has to be their own, independent decision.

Give participants 15 minutes to prepare and then record all presentations, one by one. Once it's ready, transfer them into the computer, meanwhile discussing how to give good feedback. You

can introduce the "sandwich" method for giving feedback (in which we say firstly what was good, then what could be improved and finish again with what was good). Underline that feedback is just a personal opinion of one particular person, it can be accepted or rejected but there is no point to discuss it. The aim of our feedback is to help the person to be a better speaker and only with this intention it should be given.

Once you are sure everybody understands how to give feedback, show the first record. After it, ask the person who was presenting how they feel and what feedback they would give to themself. If needed, ask questions (What was good? What could be improved?). Make sure that each person notices at least one good thing about themself. Then ask if they would like to hear the feedback from others. If yes, invite other participants to share their thoughts. Make sure their feedback is constructive and helps the person to improve their public speaking skills. At the end, share your feedback as a trainer. Ask the person if there is anything they want to add, but don't let them discuss what they heard. Then, go to the next record and continue till the last. If the group is bigger than 10 people, you need another trainer, room, camera and projector to do this part simultaneously in two different groups (more than 10 people is far too much to concentrate and give good feedback, you will also not have enough time for it).
If the group is small and you have time, after the feedback session you can record the same speech again to see the improvement.

4. Summary

Ask participants about their impressions, thoughts, feelings. For many people, public speaking and receiving feedback is a very emotional experience and it needs to be closed and summarized properly before they come back to their daily life. From our experience, it's one of the most empowering and emotional workshops of all series, which not by chance come as one of the last.

GETTING RESOURCES AND ALLIES FOR SOCIAL PROJECTS

RESOURCES

GETTING RESOURCES FOR SOCIAL PROJECTS

Main objectives:

- Discussing different ways of getting resources for (social) projects.

During the workshops participants will (specific objectives):

- Brainstorm possible ideas of getting resources for social projects.
- Dive deeper into chosen methods of getting resources.
- Reflect on which method of getting resources they would like to try for their own social/life projects.

Time:

2h

Place:

indoor

Materials:

Stationary: flipcharts, markers, paper (recycled if possible), pen

Equipment: access to Internet

Course:

1. Introduction

Welcome participants and tell them that today's workshop will be about getting resources. It is focused on getting resources for social projects (including social businesses), but methods we will discuss can be used in various situations. You can ask for participants' experiences with the topic.

2. Resources

There are different ways to approach the topic of resources, depending mostly on how experienced the group is already. Below we present a few different ideas of how to run this workshop, you can choose the option which suits the best your group and their needs.

a. Brainstorm + mini debates with participants as experts

Propose to the participants a specific form of brainstorming: every person should have one piece of paper; their task is to write down three ideas about how to get resources for a social project. After you say "change", they pass the paper to the person on their right and receive the paper from the person on their left. There they have to write three more ideas which have to be different from those they wrote before and different from those already written on the paper. Then, you say "change" and the process is repeated again. Continue for 5-6 rounds, so that each paper has about 15-18 ideas. Ask participants how they liked this kind of brainstorming, which are its main advantages and in which other situations we can use it. Summarize the exercise by writing down all ideas in one place, on flipchart/board. Then, ask participants which ideas they want to discuss deeper and mark them. Usually people are interested in topics like sponsors, grants, crowdfunding, opening business, exchange.

Choose a first topic to discuss. Ask which participants have experience in that particular topic. For example, if you discuss crowdfunding, ask who already prepared a crowdfunding campaign. Invite participants with experience in that particular topic to sit in the middle as experts in a mini-debate. Each expert describes in a few sentences what their experience is. As a trainer, you can be one of the experts. Let participants ask questions regarding this particular topic. They can ask directly to one expert or to all of them. Continue till all the questions are answered (if you feel one topic takes too much time, you can also decide to finish it earlier and encourage participants to ask additional questions during the break). Once the debate is over, go to the next marked topic and invite other experts following the same rules.
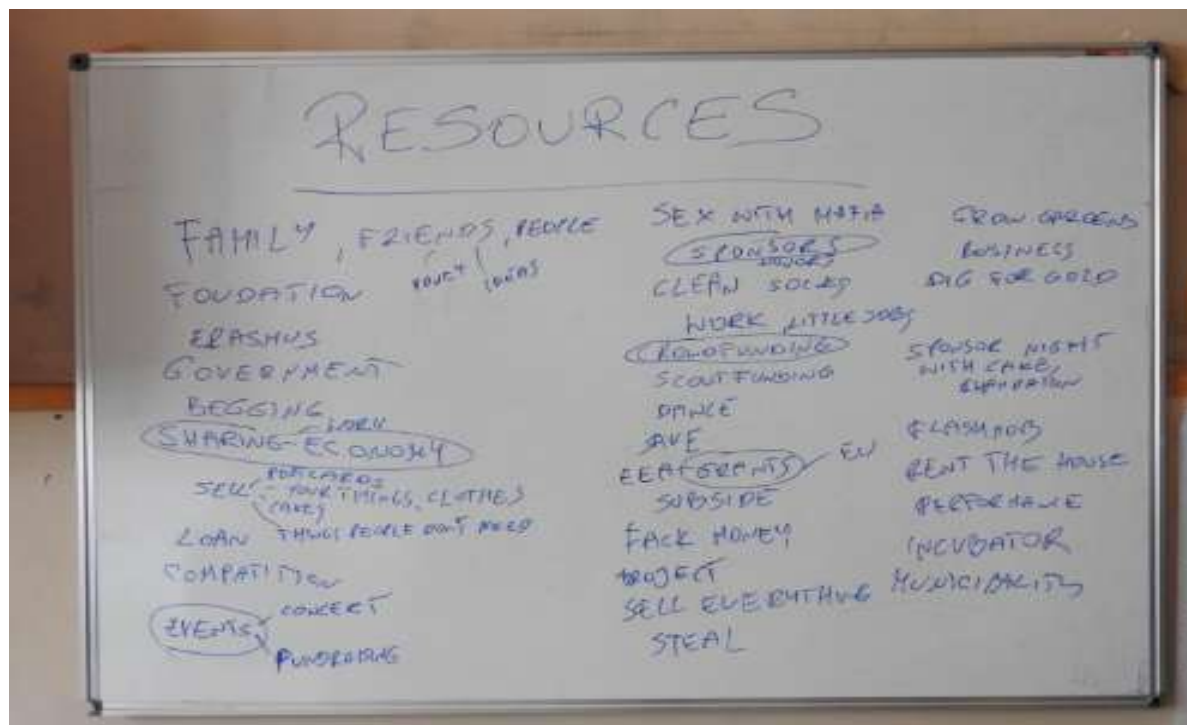
This workshop lasts quite long and it is just talking, so it's good to set a coffee break in the middle. The break is also a good time for asking additional questions to the experts.

If you have time you can also practice some things, for example meeting with sponsors. Use drama method, ask participants to play themselves coming to sponsor to present their social project and propose collaboration. As a trainer you can play the sponsor. Encourage participants to use all rules of communication, listening, empathy, and public speaking which they practiced in previous workshops. Give participants feedback and discuss together what was good in that particular conversation and what could be done better.

b. Visit of an outside experts

If participants have no experience in the topic you can choose to invite an outside expert (or 2-3 of them, specialized in different things). Let them introduce themselves and then answer any questions participants may have. If you have time, you can encourage participants to tell experts

about their ideas (for example about social projects/social business they designed during previous workshops), and also practice their public speaking skills. Ask experts what method of getting resources they would suggest in case of a particular project.

c. Group work

Instead of asking experts, you can also decide to look for information yourself. In this case, you can start from a brainstorm described in point a and mark a few ideas which are the most interesting. Then, divide participants in a smaller group of 3-4 people and give them 40-50 minutes to gather information and prepare presentations about a particular topic.To make it easier, you can distribute guidance questions to the groups. Each group works on one idea of getting resources. Make sure each group has internet access, e.g. on their phone.

For preparing presentations you can use flipcharts and markers or online tools, for example padlet.

Examples of guidance questions:

Crowdfunding and mini-credits
● What is crowdfunding? What are mini-credits?

- Give examples of crowdfunding platforms, explain how they work.
- Give an example of an interesting crowdfunding campaign.
- What do you have to remember when preparing your own campaign?

"Pay as you like", "tips" - you decide how much you pay
- What is the idea of "pay as you like" about? How does it look in practice?
- Give examples of initiatives operating on this basis (one of the best known are city tours, the so-called "free tours").
- What are the advantages and disadvantages of such a solution? What are the challenges associated with it?

Sponsors
- What are the good and bad sides of getting sponsors?
- Prepare the set of rules/advice for people who want to start to collaborate with sponsors. What should we remember about?
- What can we offer to sponsors in exchange for their support?
- Make a list of companies in your local communities which you think could be interested in sponsoring social projects. Why did you choose those ones?

Grants
- What kind of local, national and international grants could be useful for social projects of your size?
- Where to find more information about available grants?
- Who from your community could help you to prepare the first grant application and how?
- What steps do you have to take to write a successful grant application?

Social businesses
- What is social business?
- How is social business different from traditional?
- Give examples of social businesses from your country
- What do we need to do to open a social business?

After a given time each group presents the results of their work. To sum up, you can present stories of changemakers from all over the world to illustrate some of the ideas discussed during the workshop.

Crowdfunding and mini-credits
- [$ 25 can change lives](#)

"Pay as you like"
- [Come as a guest, leave as a friend](#)

Social businesses:
- [Roma means human](#)
- [Discover the dark side of Barcelona](#)
- [Inclusion first](#)

3. Summary

Regardless of the option you use for running this workshop, at the end ask participants to reflect which of the methods of getting resources they would like to try in case of their project. Ask them to write down particular ideas of how they can start to get resources. At the end ask participants for impressions, thoughts, doubts after the workshop.

INSPIRATIONS

SOCIOCRACY AND OTHER WAYS OF DECISSION MAKING

SOCIOCRACY AND OTHER METHODS OF DECISION MAKING AND GROUP MANAGEMENT

Main objectives:

- Reflect on various ways of making group decisions, including sociocracy

During the workshops participants will (specific objectives):

- Take part in a group discussion and a decision making process.
- Reflect on various ways of making group decisions and managing the groups, their strong and weak sides.
- Get to know and understand the concept of sociocracy.

Time:
3h

Place:
Offline or online

Course:

1. Introduction

Welcome participants in the workshop about Sociocracy and other methods of group management and decision making. Explain that we will start with an experience and then go into the theory and discussion. Invite participants into the round, asking their names, expectations toward the workshop and experiences with group decision making.

2. Lost at sea

Give each participant access to their own copy of Lost at sea Ranking chart (https://docs.google.com/spreadsheets/d/1XnjTYySlpv92WIkv96vQzozk_VWW_CZAljfncc VoRok/edit#gid=0). Check if they understand the English words of all the items listed. Ask

them to imagine that they are lost at sea. Their boat is not functioning and with time they will have to get rid of some things to increase their chances for survival. They have a box of matches at their disposal and the 15 objects listed in the chart. Their task is to rank the items in order of importance, 1 being the most important and 15 the least important (so the one which can be thrown away as first). Ask each participant to decide the order individually and to pen it down on the first column of their own chart. Then, divide participants into groups of 5 people and give them 15-20 minutes to decide the order together and write it down in the second column. At the end, each participant will have two columns filled, one with their own ranking and one with the ranking decided within the group.

When the time is over, ask each group if they managed to decide and how did they make decisions. Did they vote? Did they follow one expert/leader's opinion? Did they try to find a consensus, accepted by everybody? How do they feel after this process? Are they satisfied with the outcome? Was their voice heard?

Now, read out the "correct" order, as suggested by the experts at the US Coast Guard:

1. Shaving mirror. (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)
2. Can of petrol. (Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.)
3. Water container. (Essential for collecting water to restore your lost fluids.)
4. Emergency rations. (Valuable for basic food intake.)
5. Plastic sheet. (Could be used for shelter, or to collect rainwater.)
6. Chocolate bars. (A handy food supply.)
7. Fishing rod. (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)
8. Rope. (Handy for tying equipment together, but not necessarily vital for survival.)
9. Floating seat or cushion. (Useful as a life preserver.)
10. Shark repellent. (Potentially important when in the water.)
11. Bottle of rum. (Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.)
12. Radio. (Chances are that you're out of range of any signal, anyway.)
13. Sea chart. (Worthless without navigational equipment.)

14. Mosquito net. (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)
15. Sextant. (Impractical without relevant tables or a chronometer.)

Ask participants to write the US Coast Guards order in the third column so it's easier for them to compare. If they wish they can calculate their score and their team score by filling the column 4 and 5. If you use the digital version of the chart, the score will be calculated automatically. The lower the score (lower difference between the answers of a person or a group and the answers of the Coast Guards), the bigger chance for surviving - participants can check if they would have a bigger chance to survive alone or in the group.

Full instructions to "Lost at sea" can be found here:
https://docs.google.com/document/d/1wrQecvv70oOMg0NWNI6PqdJnTetWTScgJDfgiRHJt
sE/edit#heading=h.a0aiku9zto52

3. Decision making methods

Come back to the topic of decision making and group management. Invite participants for a World Cafe. Choose three people to facilitate the discussions in smaller groups which will happen in three different stations. Each station will focus on one of the most common methods of decision making mentioned below. The task of each group is to discuss advantages and disadvantages of a particular method. The facilitator writes down notes from each discussion on a flipchart (offline) or jamboard (online). Participants freely decide which group they want to join, having in mind to keep the size of the groups balanced. After 7-8 minutes invite participants to change groups - again they can freely choose which group they want to go next. Facilitators are the only people who don't change groups and stick to their station. They inform new people what the previous group worked on so they can continue going deeper in the topic. After 7-8 minutes, invite participants to change groups one last time, so at the end they should have participated in all discussions. On a workshop offline, you can use three different tables in the space; in case of an online meeting, many platforms, e.g. Zoom, have the option of renaming breakout rooms and give participants the chance to choose which one they want to go to. In this case after each round, invite participants back to the main room, make sure everybody understands what's going on and if yes - let them follow to the next room.

Decision making methods to discuss:

    a. Democracy/Majority voting (making decisions by voting/majority agreement)
    b. Authoritarian (decisions made by one person or small group of people, for example expert)
    c. Consensus (making decisions by group agreement, so each member of the group has to agree with the outcome)

Detailed description of the World Cafe method:

https://theworldcafe.com/key-concepts-resources/world-cafe-method/.

After the three rounds ask each facilitator to shortly summarise the outcome of the exercise and present the notes. Ask participants for their thoughts and conclusions after the exercise. One of the most important things should be that there are no good or bad decision making methods. They all depend on the context, situation and needs of the particular group. For example, although authoritarian decision making may not be the best choice in leading communities or organisations, in the moment of crisis (like being on the sinking boat or during the pandemia) it can potentially increase our chances for survival.

    4. Sociocracy

Tell participants about sociocracy - a decision making and group management method used in various groups, communities, organisations, businesses, which tries to answer some of the challenges connected to common decision making methods discussed in the previous exercise. You can use this presentation:
https://jamboard.google.com/d/1smL-W99f3gCwZE-Dls3PI-OyPPDzD57ER1imtGCKDAs/viewer?pli=1.

Basic information about sociocracy, together with examples from real life, can be found in this article: https://epale.ec.europa.eu/en/blog/sociocracy.

If sociocracy is something new for you, you can also invite somebody from the group which uses sociocracy or contact us and we will be happy to share our knowledge and experience (Anna and Andrea - wyobrazsobie.erasmus@gmail.com).

After the short presentation, open the space for questions and comments. Sociocracy is quite a complex method, what we recommend is to give a basic, introductory presentation and then give room to participant's questions to go deeper into aspects which are most interesting for them.

Invite participants to share their opinions - would sociocracy work in their context? Which elements seem the most interesting and why? Which do they find challenging?

5. Summary

Invite participants for a final round, to share their thoughts and learning from the workshop.

Exercise 1: Lost at Sea*

In this activity, participants must pretend that they've been shipwrecked and are stranded in a lifeboat. Each team has a box of matches, and a number of items that they've salvaged from the sinking ship. Members must agree which items are most important for their survival.

Uses

This activity builds problem-solving skills as team members analyse information, negotiate and cooperate with one another. It also encourages them to listen and to think about the way they make decisions.

What You'll Need

- Up to five people in each group.
- A large, private room.
- A "lost at sea" ranking chart for each team member. This should comprise six columns. The first simply lists each item (see below). The second is empty so that each team member can rank the items. The third is for group rankings. The fourth is for the "correct" rankings, which are revealed at the end of the exercise. And the fifth and sixth are for the team to enter the difference between their individual and correct score, and the team and correct rankings, respectively.
- The items to be ranked are: a mosquito net, a can of petrol, a water container, a shaving mirror, a sextant, emergency rations, a sea chart, a floating seat or cushion, a rope, some chocolate bars, a waterproof sheet, a fishing rod, shark repellent, a bottle of rum, and a VHF radio. These can be listed in the ranking chart or displayed on a whiteboard, or both.
- The experience can be made more fun by having some lost-at-sea props in the room.

Time

Flexible, but normally between 25 and 40 minutes.

Instructions

1. Divide participants into their teams, and provide everyone with a ranking sheet.
2. Ask team members to take 10 minutes on their own to rank the items in order of importance. They should do this in the second column of their sheet.
3. Give the teams a further 10 minutes to confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets.
4. Ask each group to compare their individual rankings with their collective ones, and consider why any scores differ. Did anyone change their mind about their own rankings during the team discussions? How much were people influenced by the group conversation?
5. Now read out the "correct" order, collated by the experts at the US Coast Guard (from most to least important):
   - Shaving mirror. (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)
   - Can of petrol. (Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.)
   - Water container. (Essential for collecting water to restore your lost fluids.)
   - Emergency rations. (Valuable for basic food intake.)
   - Plastic sheet. (Could be used for shelter, or to collect rainwater.)
   - Chocolate bars. (A handy food supply.)
   - Fishing rod. (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)
   - Rope. (Handy for tying equipment together, but not necessarily vital for survival.)
   - Floating seat or cushion. (Useful as a life preserver.)
   - Shark repellent. (Potentially important when in the water.)
   - Bottle of rum. (Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.)
   - Radio. (Chances are that you're out of range of any signal, anyway.)
   - Sea chart. (Worthless without navigational equipment.)
   - Mosquito net. (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)
   - Sextant. (Impractical without relevant tables or a chronometer.)

Lost at Sea Ranking Chart

Item	Column 1 Your Individual Ranking	Column 2 Your Group Ranking	Column 3 Coast Guard Ranking	Difference Between Column 1 & 3	Difference Between Column 2 & 3
A mosquito net					
A can of petrol					
A water container					
A shaving mirror					
A sextant					
Emergency rations					
A sea chart					
A floating seat or cushion					
A rope					
Some chocolate bars					
A waterproof sheet					
A fishing rod					
Shark repellent					
A bottle of rum					
A VHF radio					
			Totals:		