

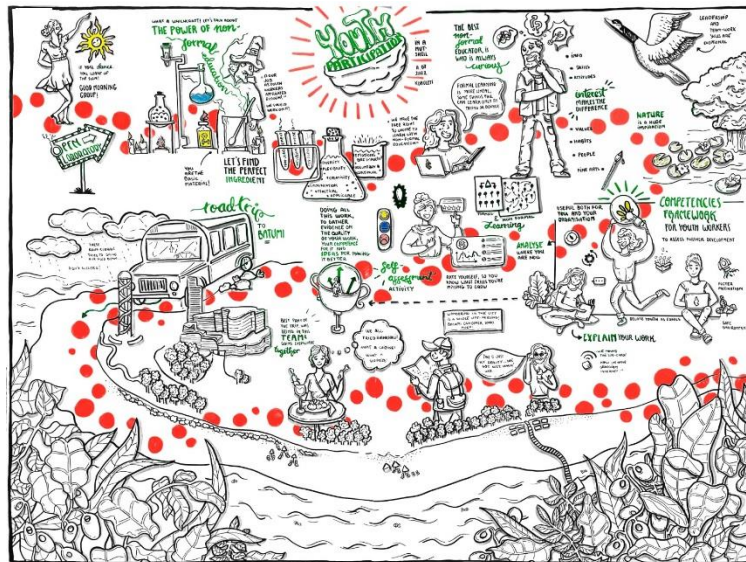


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ecorasmus

ECOrasmus – Sustainable and eco-friendly practices in educational youth work

Training Manual 2023



Training programme on eco-friendly practices in
educational youth work

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ECORASMUS – WHAT IS ALL ABOUT?

ECOrasmus is a grass-root initiative that aims to strengthen the organisational capacities of youth stakeholders to apply more eco-friendly and sustainable practices in educational youth work.

For this purpose, a consortium of five civil society organisations from France, Germany, Hungary, the Netherlands and Spain have taken on the challenge to contribute to the use of eco-friendly and sustainable practices in the youth sector. This, specifically in view of the thousands of annual international mobility activities within the Erasmus+ framework and beyond that work towards a peaceful and prosperous Europe but unfortunately come along with unintended tremendous environmental footprints.

ECOrasmus is about reducing this negative impact on the environment by promoting sustainable practices while still engaging in the very needed international and intercultural youth encounters that foster solidarity, democracy and peace across Europe.

At the core of ECOrasmus is the development of a handbook on environmental practices that every organiser of international, national and even local youth events – no matter of youth exchanges, training courses or workshops - can apply.

With this said, ECOrasmus reaches out to a wide range of youth stakeholders that are willing and are in the position to make a difference in the very next youth mobility or educational event they organise. This includes but is not limited to youth NGOs, CSOs working in the youth sector, umbrella organisations, networks and alliances of youth stakeholders, private and public donor programmes on European, transnational and national level and of course youth workers, young leaders, educators, project coordinators, and consultants of youth CSOs and NGOs working in the youth sector. If you are one of them, ECOrasmus is for you.

During our work on ECOrasmus, we have discovered that a lot of decisions have to be made regarding plenty of aspects that form a successful youth event, amongst those are travel, food, accommodation, educational activities, the way we work with our partners and how we communicate our actions.

Once the decisions have been made, the challenge continues, and one has to ensure they are put into practice for them to stand the feasibility test.

With this training manual, we would like to share with you our educational practices. Knowing that the course we organised in March 2023 in Spain was far from perfect, and that we still have to improve a lot, we would like to make you part of our journey.

Thus, this manual provides you with an insight into how we - within ECOrasmus - organise the educational side of international training courses and seminars.

To put it short, the manual gives you our example of a seminar on sustainable educational practices in international youth work. It details the sessions that were realised and hopefully inspires you by its example.

The manual contains the following content:

- Chapter 1 - Our approach to sustainable training
- Chapter 2 – The training programme

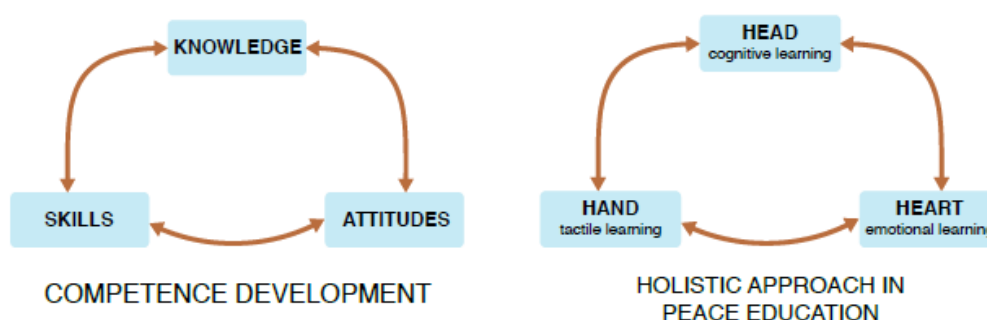
While chapter 1 is providing you with information about our methodological approach, chapter 2 details you how we put the approach into practice and contains detailed session outlines for you ready to use.

1 ECORASMUS – OUR TRAINING APPROACH

ECOrasmus's **methodological approach** is built upon the principles of non-formal education and the "Designing Learning for Peace" competence framework on peace education.

The approach that we applied is holistic in the sense that it focuses on:

- **Competence development** understood as the development of knowledge, skills and attitudes, to ensure that the learning process translates into changed behaviour
- **Catering to different forms of learning** (cognitive, emotional and tactile) using the head, heart and hand approach to contribute to a learning process that responds to different learning styles
- Integrating a **holistic understanding of peace** in the educational activities addressing aspects of inner, social and environmental peace



(Designing Learning for Peace, 2016)

Furthermore, essential principles of non-formal education shape the educational approach as follows:

1. **Learner centred** - The needs of the learner are in the centre of the educational process and the programme is tailored to the specific circumstances and learning intentions of the learner.
2. **Flexible and adaptable** – Content and methodology are flexible to adapt throughout the learning process to the learning needs and intentions of the learner. This means changes to made plans are rather the rule than the exceptional.
3. **Inclusive** – No learning obstacles shall affect the participation of the learner in the educational programme that is why it is essential to create a barrier free programme making it accessible for anybody by a sensitive use of exercises and language.
4. **Planned** – All educational activities are planned alongside the learning intentions of the learners and have clear objectives in relation to competence development. This allows for both, the evaluation of the entire educational programme but also to evaluate single programme elements such as sessions, exercises or simulations based on debriefing techniques and participant-based feedback.
5. **Voluntary** – All participation at any time voluntary and based on the free choice of the learner. All learning achievements are welcome and considered right.

Drawing both from non-formal and from peace education, we have deduced the following implications for your methodological framework and made them guidelines to consider when realising residential training programmes:

- Every educational event is journey for the participants, the hosts, and the team
- It is not about teaching, but mutual learning
- Keep it applicable, feasible and realistic; less is sometimes more
- Gradual sustainable improvement is better than postponing to implement changes in search of perfection
- Any educational event might face challenges, so be brave, try out new things and learn from mistakes
- Make use of the entire space including its natural and social environment
- Connect with social and environmental initiatives in your host community
- Be aware of the environmental impact of your project and act accordingly

The specific educational **methods** that we use in our courses include the following:

- Workshops and discussions to provide space and time for the participants to generate and exchange their ideas and thoughts on the respective topic and sub-topics of the course
- Structured input sessions to introduce key thematic concepts and to conceptualise the learnt content
- Simulation games and role plays to involve the participants emotionally and to expose them to realities which allow us to debrief on jointly observable behaviour, displayed attitudes and emotions and to make use of these experiences for our work in real life
- Exercises to foster the participants critical thinking and creativity to think outside of the box
- Case studies and on-site visits to enhance analytical thinking, to learn from experiences from the past and others and to inspire participants with examples of other peoples' work
- Monitoring and evaluation measures to make the learning process transparent, receive on-going feedback from the participants and to be able to respond immediately to the learners needs, as well as to be able to evaluate and learn from the made experience

2 THE TRAINING COURSE

The training programme was designed to contribute **to make international and local youth work greener and eco-friendlier**. It is particularly residential educational activities, especially international ones, that often come along with a significant environmental footprint.

While some organisers of international youth encounters already undertake a wide range of measures to reduce this footprint, many are still in search of concrete practices and guidance to make their own training course, seminars or youth exchange more environmentally friendly.

Therefore, the course pursued the following **objectives**:

- To develop skills for organising eco-friendly educational youth activities
- To share and co-create eco-friendly practices and tools
- To build partnerships for a greener youth work across Europe

Our educational programme was composed of two educational activities:

- a preparatory 4-week **online course** in February 2023 with a weekly workload of no more than 1,5 hours accompanied by two 2-hours **webinars**
- a 6-days residential **training course** in Vilanova i la Geltrú, Spain (08 – 15 March 2023)

We expected the participants to gain the following:

- Know-how for making your own (international) youth projects more eco-friendly
- New applicable green practices and tools
- New friends and partners for future international educational youth projects
- New information, skills, ideas, and inspiration for future work

Within the context of our project ECOasmus, the training course aimed at **three outcomes**:

- **Competence development** on eco-friendly practices in youth work
- Collection of **feedback and recommendations** for the ECOasmus handbook
- Creation of **follow-up projects and new partnerships** by participants

2.1 THE PROGRAMME

Timing/ Dates	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
08:00	Arrivals	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:30		Free time	Morning activity	Morning activity	Travel to BCN	Walk	Morning activity	Departures
10:00		Getting to know each other	Framing sustainable youth work	Sharing the ECOasmus handbook on green practices	Visit a local green project in Barcelona: Can Masdeu	Local tree planting action	Project factory	
11:30		Break	Break	Break			Break	
12:00		Framing expectations and learning	City walk	Collecting feedback on the handbook			Final evaluation	
13:30		Lunch	Lunch out	Lunch	Picnic	Lunch	Lunch	
16:00		Team building and group culture	Me in Nature	Sustainable youth work through social theatre	Free time in Barcelona	What's next? Creating a new initiative	Personal time for disconnecting and any other business	
17:30		Break	Break	Break		Break		
18:00		Eco-scan of the venue and its surroundings	Sharing eco-friendly practices in youth work	Open space		Project factory		
19:30		Daily reflection	Daily reflection	Daily reflection		Daily reflection		
20:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner out	Dinner	
21:30	Course opening	Free space	Intergalactic night	NGO Fair	Travel back to Vilanova	Free space	See you soon celebration	

2.2 THE TRAINING SESSIONS

DAY 1

Session title	Course opening
Day/ Session	Day 1, Session 1 after dinner from approx. 21.00-22.00h
Session duration	60 min
Session objectives	To open the course and to welcome the participants To build a good group atmosphere To communicate urgent practicalities
Session methodology	<p>Welcome of participants, short presentation of the course and venue (15 minutes)</p> <p>Name game: Web of names (15 minutes) Tell participants to get up and stand in a circle. First, do a very quick round in a circle in which every participant says their name and country in order to clarify the correct pronunciation of everyone's name. Then one participant will start holding the ball of string. He/she will have to say his/her name and the name of another person in the circle and throw the ball to this person while still holding the tip of the string. We will do this with all participants and a whole web will form at the end. The trainer will explain how this web reflects all the connections that are going to happen during the next days in the Training. Then the participants will have to throw the ball back to the person that gave it to them and say the names, undoing the web.</p> <p>Pictionary games (30 minutes) An easy and fun game to break the ice during the informal course opening. Ask the participants to write whatever comes to their minds in 1 or 2 papers (depending on the total number). It can be a famous person, an object... But it has to be identifiable by the rest. Then divide the group into two teams and each team has to try to guess as many words as possible in 1 minute. The person that has to explain the word will have to do it only with gestures, or with one word, or with a sound depending on the round.</p> <p>Wrap up (5 minutes) End the sessions with a last name round and "see you tomorrow" reminder.</p>
Session materials	Paper Pens or markers

DAY 2

Session title	Getting to know
Day/ Session	Day 2, Session 1
Session duration	90 min
Session objectives	To Welcome the complete group To offer a Brief overview of the day and the week. To get to know, to connect, to learn names
Session methodology	<p>We Welcome (10 minutes) Start the session with welcoming words and a presentation of the team by stating each one's function and background.</p> <p>How was your trip? (10 minutes) Considering that people came to the venue by different means of transportation - some of them from far - take some time to collect travel stories and check-in with them how they feel after their travels. Tell the participants to get up and to position themselves in the room on an invisible scale from very bad on one side of the room, to very good on the other side. Ask some participants to share their stories.</p> <p>Sustainable Name Game (10 minutes) This name game intends to connect people's names with the topic of the training course: eco-friendly practices. In a round, everyone says their name with a sustainable practice starting with the same letter. Start by giving some examples: Juice-making Julia or Plastic-free Pedro. Every name is repeated by the group afterwards.</p> <p>Sherlock Holmes (25 minutes) In this game, participants will get to know each other a bit better. Every participant takes a paper and a marker. Tell them to write their name on the top of the sheet and then divide the page in four parts. They have to write one fact about themselves in each part; three of them being true and one being a lie. Then they pin the paper on their breast. Once everyone is finished, invite the participants to walk around the room and get into conversations with each other, trying to guess which of the facts are a lie.</p> <p>Your Unique Portrait (30 minutes) Stand in a circle. Give each participant one A4 sheet and one pen (each one gets a different colour). You ask them to write their name on the top of the sheet and to put it on the ground. Instructions: you tell them that when the music is on, they will walk in a circle around the A4 sheets. When the music stops, they will stop in front of one paper that belongs to one of the participants. Give the instructions of which part of the face they will draw, for instance "right eye", "lips", "shape of the face", "hair" etc. Give one instruction (one trait to draw) at a time, give them a few minutes to draw that trait, then play the music again and it goes</p>

	<p>on, until participants have completed the portrait of their peers.</p> <p>Wrap up (5 minutes) Close the session with a short wrap up of the happenings and an outlook to the up-coming session.</p>
Session materials	<p>Recycled papers for each participant Pens in different colours Paper tape</p>

Session title	Framing expectations and learning
Day/ Session	Day 2, Session 2
Session duration	90 min
Session objectives	<p>To explain the programme To show the timeline of the programme To present our methods used To share expectations, fears and contributions</p>
Session methodology	<p>Warm-Up: Tornado (10 minutes) An energiser that makes the participants move, have fun and learn personal things about each other. Ask the participants to form a circle with their chairs and to take a seat. Make sure that there is one chair less than people in the circle. Then explain to the participants that the person standing in the middle (for the beginning one of the trainers) has to say “The wind blows to everybody who ...”, and that everybody to whom that applies has to swap seats. Extra rules of the game:</p> <ul style="list-style-type: none"> - You cannot swap seats with your neighbour. - When the person in the middle says “Tornado” everybody has to swap seats. <p>Use “Tornado” during the entire workshop so that you can easily re-arrange the seating order of the participants.</p> <p>Why are we here? (10 minutes) Briefly present the training course’s aims, general and specific objectives, and foreseen results. You can use a presentation for this.</p> <p>Presentation of programme (15 minutes) Introduce the weekly programme, preferably visible to the participants on the wall, by explaining the daily flow of activities, especially the ones that need for the participants to be prepared (travel day or excursions and activities that need material).</p> <p>Assessing background and expertise of the participants (15 minutes) Ask the participants to stand in a circle. Position yourself in the middle of the circle and inform the participants that you will read out several statements, and</p>

that they have to answer the questions by simply making a step into the circle for saying “yes” and by staying put for saying “no”.

Statements:

- I am concerned about environmental issues.
- I am involved in an ecological movement or civil society organisation.
- I am organising activities in my community with the aim to bring about change.
- I am working on social issues.
- I am working on environmental issues.
- I can easily define sustainability.
- I know what sustainable youth work is about.
- I have been involved in sustainable youth work.
- I organised youth activities with a focus on sustainability/environment.

Other questions can be added. Feel free to stop at some questions and ask those you made a step forward to explain a bit what they do. At the end of the exercise, value all different types of knowledge, and say that it is no bad at all if somebody

did not make any step forward as we are all here to learn. Encourage those you made a lot of steps to bring in their knowledge and experience at any time during the programme.

Expectations, fears, contributions (40 minutes)

In case you already collected participants’ learning needs in a preparatory webinar or e-course, briefly summarise the general outcome and the aspects mentioned most often.

Explain that we are now going to share expectations, fears and contributions towards the TC, and why this step is important: To open up a discourse, to make this week a success, to do justice to everybody.

Have three flip charts prepared to place in different corners of the room: One for expectations, one for fears, and one for contributions. Give the participants some time to think about their answers and to then write them on the respective flipchart. Put on some music for that.

When they are all finished, read out loud the main expectations and fears in the big group and, if necessary, ask questions for clarifications. Hang up the flipcharts in a visible place of the room so you can refer back to them later.

Finally, look at the flipchart for contributions and encourage participants to bring in what they want to share. Also mention when there is time in the programme for that (e.g., in the Open Space sessions).

Check-out-Circle

Ask everyone to stand in a circle. Everyone starts rubbing their hands. Ask the group to come up with 3 words that they take away from this session. Once you agree on 3 words, you repeat them all together as a group and clap simultaneously in your hands afterwards. Repeat this ritual after every session if you want.

Session materials	Timetable prepared on the wall 3 Flipcharts, pens and markers Music and speakers Laptop and projector for the project presentation
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Session title	Team Building & Common group culture
Day/ Session	Day 2, Session 3
Session duration	90 min
Session objectives	To create a common group culture
Session methodology	<p>Circular Name Game (10 minutes) An energizer to fresh up the memory of names. Ask participants to stand in a circle and ask for two volunteers. One has to run one round around the circle trying to reach their spot again, the other one has to try to catch them. While running, both have to say the name of each person in the circle that they pass. Play various rounds.</p> <p>Agreeing on common group culture (70 minutes) “Mission impossible” Divide the group in teams of 5-6 and present them a list of tasks that they are supposed to get done within 20 minutes. Examples of tasks:</p> <ul style="list-style-type: none"> - Find a cool name for your group and invent an energising eco-slogan - Choose a totem animal for your group - Take 4 different group pictures, at different places, representing the 4 seasons - Write a poem/song with all your names in it and rehearse it once - Make an eco-friendly art work (using natural materials) - How many colours are you wearing together on your clothes? - Make a phantasy eco-friendly recipe with ingredients only starting with the first letter of the name of your youngest group member - Count the number of days you lived together on earth - Find the middle point between your hometowns - Present the most sustainable practice you can do this week according to your group <p>Once the time is over, gather in plenary and let every group present. Celebrate the tasks that were successfully done.</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. Make a quick round in which every participant describes in one word how they feel right now. 2. Ask them: What happened during the activity? Did you manage to complete all the tasks? What helped you in completing it? What did you miss/what did you need to complete all your tasks more efficiently? 3. Tell the participants that based on this experience, you will now set up mutual agreements together. Participants can share their ideas and requests for fruitful

	<p>cooperation and make proposals to optimise a safe and pleasant learning environment. Proposals are discussed, clarified and agreed upon, and written on a flipchart. The agreements are not used as a weapon or 'hard' rules but as a reminder an instrument for fruitful communication. Proposed agreements can always be changed or assessed. From the side of the trainers respect, responsibility and communication is proposed and requested to the participants.</p> <p>Tasks / Contribution wall (10 minutes) Tell the participants that to make the training a success, the contribution of everyone is needed and that there are certain tasks to be divided between the group, such as cleaning or doing energizers. Hang up a poster where participants can write down their names for different tasks on different days of the week:</p> <ul style="list-style-type: none"> - Clean up seminar room, - timekeepers, - energizers, - fun/interesting activities in the evening, free time or open space.
Session materials	<p>Tasks for mission impossible on presentation, projector/screen to show it or write them on a flipchart Poster to write down group agreements Poster with grid with the different tasks and days prepared Markers</p>

Session title	Eco Scan
Day/ Session	Day 2, Session 4
Session duration	90 min
Session objectives	<p>To Explore the building, the rooms, surroundings with "green lenses" To Raise awareness on eco-friendly practices To invite participants to share ideas and take responsibility for their own behaviours, create an "eco-friendly group culture" To Make use of our surroundings in the best possible way</p>
Session methodology	<p>Photographer-photo camera (15 Minutes) A warming exercise for the following ECO-scan and observation exercise. The aim is to "see with different eyes". In couples, participants are invited to go outside. One plays the camera and has their eyes closed. One plays the operator and brings the 'camera' to a certain spot that shows something in nature they want to present. No words are used. The camera can film or zoom in. Participants are instructed to work safely/carefully reminding that people have their eyes closed while walking around. Participants are proposed to change roles, so that operators can experience being now the observer (camera) and vice versa. At the end of the exercise ask briefly how it was. Was it interesting, exciting? Any surprises?</p> <p>ECO-scan building (70 minutes)</p>

	<p>In this exercise the concept of an ECO-scan will be introduced and performed: practically discovering and observing our surroundings, consciously asking eco-related questions about the purpose and set up of the space where we are in. Explain the objective of the ECO-scan and assess whether participants already have experienced such a thing.</p> <p>Divide the group in three, each small group focussing on their zone to be observed: the Sleeping Rooms, Work Space and Outside/Hallway. You can add additional groups if there are more spaces you want to examine.</p> <p>Explain the three phases: 1) doing individual observations and taking notes, 2) comparing and discussing observations in small groups. 3) Sharing and presenting observations plenary.</p> <p>Finalise this exercise with making a list of proposals, tips, best practices and recommendations on how we can make use of our spaces in an eco-friendly and mindful way as possible.</p> <p>Debriefing of the ECO-scan: How was it? What did you do? How did you experience this? How did you feel? Did you agree with each other or not? What have you learnt? Why do you think it is new for so many of us? Was this the first time for you to do such a thing? Should we do this more often? What can you do/tell yourself for the better of it? Is this exercise in some form useful, applicable in your context back home?</p>
Session materials	Pen and paper to take notes Projector/Screen/WIFI to collect info Posters/Paper to gather Ideas Relaxing Background music

Session title	Daily reflection
Day/ Session	Day 2, Session 5
Session duration	30
Session objectives	<ul style="list-style-type: none"> -To Form Evaluation Groups -To present the daily questions of reflections and how we work; to explain why we reflect. -Participants reflect on their learnings, trainers receive feedback from the group
Session methodology	<p>Building of reflection groups</p> <p>To form daily reflection groups, prepare little papers, each one with the name of an animal on it. Write down as many different animals as you want to make groups (e.g., sheep, cows, wild hogs, ...). There should be one paper for every participant. Let them each draw a paper without revealing what is on it. Tell them that they now have to find their group without talking, only by making the sound of their animal. Optionally you can do this game with closed eyes, or you could also include mimes. Once everyone found their animal group, tell them that this will be their daily reflection group.</p> <p>Daily reflection</p> <p>Present the questions for the daily reflection groups:</p>

	<ul style="list-style-type: none"> - What did you learn today? - What was your highlight? - What needs do you have? - What do you look forward to? <p>You can collect the answers in a digital tool, such as Padlet, and make the link available via a QR-Code you can share on a big screen.</p>
Session materials	<p>Small papers with animal names Relaxed music, paper/pens Flipchart/screen with the questions on it Padlet or other digital tool to collect answers</p>

DAY 3

Session title	Morning activity
Day/ Session	Day 3, Session 0
Session duration	30 min
Session objectives	To discover more about the place we are in, To make participants aware of the importance of taking care of the space.
Session methodology	<p>Energizer (5 minutes) Start the day with a short energizer. For example, put on some music (e.g., Lion King: "The Circle of Life") and decide on one or several leaders who come up with a spontaneous choreography the group has to follow.</p> <p>Talk with the venue owner (20 minutes) Invite the venue owner to give a short presentation of the venue, including the eco-friendly practices they are already doing and about the ones they plan to implement. After 10 minutes the participants have the option to ask questions and things they want to reflect on after yesterday's eco-scan.</p> <p>Give feedback to the evaluation of last day and remind today's programme (5 minutes)</p>
Session materials	Speaker and music for the energizer

Session title	Framing sustainable youth work
Day/ Session	Day 3, Session 1

Session duration	90 min
Session objectives	To learn what eco-friendly practices in youth work imply. To reflect on the planning process of an educational youth activity and important phases to make youth work eco-friendly To be critical about (own) eco-friendly practices
Session methodology	<p>Welcome, warm up: Sustainability Quotes (20 minutes) Have the room prepared with quotes on sustainability spread out around the floor. You can combine it with other objects related to the topic to set up a scenic atmosphere: e.g., trash you collected from the venue and surroundings, combined with the sound of waves as background “music”. Everyone walks around and picks a quote that resonates with them. Then tell the participants to get together in groups of three and have a short talk about their quotes with these guiding questions: <i>Why do you like it or not, understand it or not, which question does it ask you? How could you relate the quote to youth work?</i> Afterwards, ask if some people would like to share about these tasks with the big group.</p> <p>Concepts, Terminology and Definitions (30 minutes) To give some conceptual background to sustainable youth work, present some of the most important models and concepts, such as the different dimensions of Sustainability, Non-Formal Education and Experiential Learning. In addition, the concept ‘Natural Peace’ from the peace education framework will be introduced. Also make sure to explain which terminology you use, e.g., what exactly to you mean with “eco-friendly” or “eco practice” in the context of youth work.</p> <p>Your Voice: Sustainable Youth Work (20 minutes) During the ECOasmus e-course, participants were asked to share their own definitions of sustainable youth work, as well as to make a small video or photo series on the topic. Show the collected results in a presentation. Afterwards, you can ask participants what they think about the different contributions, which similarities and different perspectives they can observe.</p> <p>Wrap-Up (5 minutes) End the sessions by concluding that we introduced European Youth Work, concepts and definitions, including their own visions of it. Remind them that in the evening you will organise a tool fair to share practical tools to implement and that on the next day you will look more into the ECOasmus handbook with a constructive-critical eye <i>and</i> creativity.</p>
Session materials	Sustainability quotes printed out Presentation with sustainability models Presentation with quotes, photos and videos of the participants

Session title	City walk and visit of community garden for lunch
Day/ Session	Day 3, Session 2
Session duration	90 min

Session objectives	To get acquainted with the venue and hosting community To support orientation and a feeling of welcomeness among the participants
Session methodology	A guided walk from the venue through the city centre to Urban Harvest, a local community garden, including facts about the city and its historical background.

Session title	“Learning from nature”
Day/ Session	Day 3, Session 3
Session duration	90 min
Session objectives	To connect with nature and the group, to open up To facilitate the participants to reflect; to invite to open up about their reflections on nature, humans and nature/ humans in nature. To gain insight/raise awareness that our learning and growing is not only a cognitive (knowledge-based) process.
Session methodology	<p>Find my heart (20 minutes) The energizer ‘Find my Heart’ combines a team/trust building element, intercultural appreciation, with outside playful activity. It also has a symbolic meaning, connecting to the idea of learning with the “heart” that will be highlighted in this session. For this energizer you need a whiteboard in which you will write down instructions in a different language (known by at least one person of the group) for saying “left”, “right”, “up”, “down”, “straight”. Build groups of 4-5 people. In each group, one member gets their eyes folded. Show the other members an object, ideally a heart, that you will now place somewhere on the premises. Each group has to try to instruct their blind team member, only using the foreign language, to reach the heart first. Remind them to be careful and watch out for obstacles. Afterwards, switch roles and choose another language, write down the instructive words and practise them briefly, before starting the next round.</p> <p>Learning from Nature (20 minutes) With materials collected from the previous meals and the visit like fruit peels, herbs, plants, seeds, leaves, vegetables and fruits (also collected from the community garden visited in the morning and found in the wild), this activity aims to invoke creativity for working and learning with nature.</p> <p>One part of the group makes eco-confetti (100% biodegradable) from coloured leaves with a hole puncher.</p> <p>A second group studies a common plant found in the close surroundings: mallow (<i>malva sylvestris</i>) and quickly studies its characteristics (being edible, medicinal), its cultural use and so on.</p> <p>The rest of the group discovers talents and knowledge in the group, by learning things you could do with all sorts of natural materials. Examples: - the peel of an orange/lemon (in combination with vinegar produces a</p>

	<p>bio-deterrent for households)</p> <ul style="list-style-type: none"> - assessing the opportunities of field flowers in waters, teas and other drinks, foods and salads and ice cubes for flowers like dandelion, daisies, clover, borage (<i>borago officinalis</i>), nettle (<i>Urtica dioica</i>), ground ivy (<i>Glechoma hederacea</i>), Indian cress (<i>Tropaeolum majus</i>) and many more - making a 'flower seed bomb' with flower seeds and clay - preparing anti-inflammatory cream from marigolds (<i>calendula officinalis</i>) - plucking, if needed drying, and selling laurel (<i>laurus nobilis</i>), thyme, mint, rosemary, sage, oregano and other practical herbs - emphasising the many opportunities for playing and learning on one hand, but also learning eco-practices, the possibility for festive workshops or team building activities, and even sources of fundraising the green way for your projects. <p>Sit out (35 minutes) Immersion exercise to find a place outside, sitting there calmly and silently, while observing ourselves and nature in a deeply involved, immersing way.</p> <p>Debriefing, (10 minutes) Words that come to your mind What did you see? What did you feel? What did you think? What insights did you gain? Could you use this within youth work? How would you apply it?</p> <p>Wrap up Introduce head, heart and hands (knowledge, attitude, skills) exercise that shows learning and experiencing on different levels - making the attitude level more present. Marking the holistic learning methods of youth work.</p> <p>Ask participants to bring their sustainable objects to the next session.</p>
Session materials	

Session title	Sharing eco-friendly practices in youth work
Day/ Session	Day 3, Session 4
Session duration	90 min
Session objectives	<p>To share tools and best practices</p> <p>To inventories talents, knowledge, skills, network and experience present and needed</p> <p>To experiment with the tools, to analyse and to reflect on the transferability of these tools</p>
Session methodology	<p>Tool market</p> <p>Introduction (10 minutes)</p> <p>Start with a quick brainstorming in plenary: What is a tool?</p>

	<p>A tool is any educational means, process or materials that can be used to support trainers, youth workers or young people themselves to better achieve the aims or goals of their activities.</p> <p>It can be "touchable", "showable", like a video, a booklet, a report, etc.</p> <p>It can be experienced, like a simulation game, a creative workshop, a quiz, a role plays or outdoor activity, etc.</p> <p>Preparation phase (30 minutes)</p> <p>Tell participants to build groups of three and explain how the tool market is going to work: Within the groups, participants make a shortlist of tools and methods they know and that can be used in sustainable youth work. It can be any kind of tool, and they can also include the sustainable objects they brought, and reflecting on how they could be used in youth work. After the first brainstorming, everyone chooses one tool (the coolest/newest/most interesting one) and prepares a tool description on a paper:</p> <ul style="list-style-type: none"> - Name - Type of tool (activity, method, project, approach...) - Target group - Aims and objectives of the tool - Short description <p>Then, each group prepares a market stand with their papers and they can also put their sustainable objects and decorate their table.</p> <p>Presentation phase (40 minutes)</p> <p>Open the market square. During the presentation phase, the participants can visit the other market stands and get into a conversation with people from other groups. The condition is that there is always one of the "shop owners" at each stand to receive visitors, present their tools and/or answer questions. After a while, participants switch roles (you can give sound signals, e.g., with a bell, to indicate rounds).</p> <p>Wrap up (10 minutes):</p> <p>In the end, ask participants to take pictures of their tool descriptions and objects and to upload them in a Padlet (prepared with different categories).</p> <p>Come together in a big group and reflect on this exchange: How was it? What new things did they learn?</p>
Session materials	Tables, one for each group Recycled paper, different kinds of pens, big pieces of paper

Session title	Daily reflection
Day/ Session	Day 3, Session 5
Session duration	30 min
Session objectives	Participants reflect on their learnings; trainers receive feedback from the group

Session methodology	Kindly refer to Day 2, Session 5.
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Session title	Intergalactic Night
Day/ Session	Day 3, Session 6 after dinner from approx. 21.00-22.00h
Session duration	60 min
Session objectives	Form the group Discover sustainable practices
Session methodology	<p>Introduction to the dynamic of the sustainable gift activity (15 minutes) Each participant was supposed to bring a little present, showing a sustainable practice or giving away something they have and don't use but can be interesting for others. Make sure all gifts are wrapped (e.g., in newspapers or other re-usable material). The participants stand in a circle and all the gifts are placed on a table in the middle of the circle.</p> <p>Take a gift or steal a gift (40 minutes) One participant starts by selecting a gift from the table and opening it. If wished, the gift giver can reveal themselves and give a little explanation. Then the next participant in the row has the option to either pick and open another gift from the table or steal one of the previous opened gifts from another participant. In this case, the one whose gift was stolen can open a new gift from the table. You are not allowed to steal back your gift immediately. And it goes like this for an entire round in the circle. If the group has fun, you can add another round in which participants can decide if they want to keep their gift or steal one from someone else again.</p> <p>Wrap up (5 minutes) Ask the participants if they are happy with their final gifts or if they want to make some last exchanges. Remark some of the most surprising gifts and connect them with the programme.</p>
Session materials	Each participant should bring one gift as displayed on the info pack (prepare some emergency gifts in case someone doesn't have anything) Used papers, e.g., newspapers, or fabrics ready for those who still need to wrap their gifts

DAY 4

Session title	Morning warm-up
Day/ Session	Day 4, Session 0
Session duration	30 min
Session objectives	To activate, connect
Session methodology	Energizer led by participants Feedback to the evaluation of last day Remind today's programme

Session title	Our Handbook I
Day/ Session	Day 4, Session 1
Session duration	90 min
Session objectives	To present the draft handbook To gather feedback and suggestions for Chapters 1-8 of the handbook
Session methodology	<p>Introduction of the ECorasmus handbook (15 minutes) Start the session by introducing the purpose of the ECorasmus handbook, as well as its intended use and the process of making it. Currently, the handbook is in the production phase and the team looks for feedback on some of its chapters, as well as the handbook design.</p> <p>ECorasmus World Café (60 minutes) Participants get to know different chapters of the handbook through the World Café method. Tell them, there will be two rounds, lasting about 25 minutes each, in which participants can choose two different topics and get together to first read the respective chapter and then discuss it using the guiding questions provided.</p> <p>The chapters to choose from are:</p> <ul style="list-style-type: none"> - Project Planning - Travel - Accommodation & Food - Materials - Communication & Collaboration <p>Every group works with a Padlet in which they can provide feedback according to these questions:</p> <ul style="list-style-type: none"> - What are your general impressions?

	<ul style="list-style-type: none"> - What did you like the most? - What did you like the least? - Is there anything you would like to add? - Any other comments? <p>Additionally, there is also a design group to harvest feedback on design questions.</p> <p>Wrap up (15 minutes) Come together in plenary and ask the group how they liked this handbook session and what their learnings were. Tell them that in the next session they get the chance to get creative with the handbook.</p>
Session materials	<p>Chapters printed out and digital versions of them available</p> <p>Links to Padlet</p> <p>Whiteboard with overview of the chapters</p>

Session title	Our Handbook II
Day/ Session	Day 4, Session 2
Session duration	90 min
Session objectives	To engage in a practical and creative way with the handbook
Session methodology	<p>“Sharing the mission, sharing the passion”</p> <p>Quickly introduce the aim of this session: To play with the handbook in a creative way and discover possible uses for it. Provide some ideas what this could imply:</p> <ul style="list-style-type: none"> - Role play ‘when would you use the booklet’ - Write a recension about the booklet - Make a simple promotional video of the handbook / or a tip/practice in the handbook that deserves more attention - Make an artwork about/for the handbook - Write a social media post with a learning/opportunity you want to offer - Make a song with minimal 4 eco practices in it (text/drama) - Brainstorm how you could implement one eco-practice in your organisation and make an action plan <p>Ask participants to form groups. They will have 45 minutes for this “instant creation”.</p> <p>When the time is up, come together in plenary and let the groups present. Celebrate their creative process and thank them for their contributions.</p>
Session materials	Materials for the creation process, such as recycled papers, markers, different colour pens, ...

Session title	Exploring Sustainable Youth Work through Social Theatre
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Day/ Session	Day 4, Session 3
Session duration	90 min
Session objectives	<p>To discover social theatre as a tool</p> <p>To create creative visions for more sustainable youth work</p> <p>To explore non-verbal communication and body expression</p> <p>To change perspectives, strengthen intuition, imagination and creativity</p>
Session methodology	<p>Short intro: What is Social Theatre? (5 minutes)</p> <p>Ask the group if they already have heard of social theatre and/or Theatre of the Oppressed, harvest their knowledge and if needed, provide additional background information.</p> <p>Social Theatre is a means to build communities around social justice and change, through the use of theatre. It is an umbrella term for different forms of theatre. In general, it means working with communities who are not professional theatre makers, in settings that are not traditionally associated with theatre.</p> <p>The Theatre of the Oppressed (TO) is one form of social theatre and was coined by the Brazilian theatre practitioner Augusto Boal. The idea is to use theatre as a tool for social transformation: To raise awareness on social issues and to look for solutions, by taking the stage as a “rehearsal for real life”. It breaks the division between actors and audience: The audience is actively included as “spect-actors”. Quote: “Everyone can be an actor, even the actors!”</p> <p>Within TO, there are a variety of methods, such as forum theatre, image theatre or newspaper theatre. Tell the participants that in this session we will work with image theatre and explore how we can express concepts and ideas with our body.</p> <p>Statue dialogue in pairs (10 min)</p> <p>An easy warm-up exercise to get into acting. Ask for two volunteers to demonstrate the task. Tell them to shake their hands and freeze. They are now statues. Ask the others: What do you see? What could be the story behind it? There are many different interpretations possible. Now ask one of the statues to unfreeze and position themselves in another posture in relation to the other statue, so that a new image is created. Ask the group again what they see now. Again, there could be different meanings in the picture. Then the other person steps out, looks at the image and quickly takes another posture. And so on.</p> <p>Now everyone gets together in pairs to do the statue dialogue, starting with the hand shake. For a few minutes, the pairs do the exercise “free style”. Remind them to “think with their body”, not with their mind. Then announce that you will now call out some words for inspiration. The pairs can pick up the words for their images, but they don’t have to. Words: team, driver and car, teacher and student, family, flower and pot, fork and knife, gardener and plant, sun and moon, ...</p> <p>End the exercise with a quick debrief: How was it? Which images did you like the most?</p>

Statue museum (20 minutes)

In this exercise, participants will become sculptors and express an idea by using the body of another person. Tell them to get together in pairs; one is the sculptor that will form the statue, the other one the “clay” that will be sculptured. Quickly show with a volunteer how the sculptor can form their “human material”: by gently moving body parts, pulling on invisible strings or showing a facial expression that the clay has to copy.

Their task is to create a statue with the topic: “Sustainable Youth Work”. When finished, the sculptor thinks of a “secret” for his/her artwork, a short sentence/sound that s/he tells his/her statue. Afterwards open the statue museum and invite all sculptors to a “gallery walk” through the statues. The statues reveal their secret when someone stands in front of them and looks into their eyes.

When the sculptors finished their walk around, let participants switch roles and do another round.

Come together for a quick debrief: How did you feel in the different roles? Which topics were presented? How was it to hear the secrets of the statues?

Statue theatre: From the real to the ideal image (50 minutes)

Preparation phase:

In 3 to 4 groups, the task is to create an image that shows a current problem/challenge people observe when it comes to making youth work more sustainable.

Guiding question: “In which ways is youth work still not sustainable enough?”

The group should pick one identified problem and make a group statue of it. The image should represent a concrete problematic situation and contain people/society in it. This should not last longer than 10 minutes.

Presentation phase:

First round: The audience sits with their eyes closed. group 1 comes up and builds up their image. When they are ready, the audience can open up their eyes and observe the image.

Questions for the audience: What do you see? Who could the characters be? Which situation could that be?

Afterwards, ask the audience what would be the ideal version of this image. They should respond not by talking but by showing: They can come up and act as sculptors, like in the previous exercise, and change the expression and posture of the statues.

Once the audience is satisfied with the ideal image, the actors of Group 1 can leave their roles and explain their view on the situation.

Round 2: The same procedure as with group 1, but this time with more interaction. Once the real image is built up by group 2, tell them that you will tip on the shoulders of the statues and they have to say a word, a short sentence or make a sound that fits their role. You can play a bit with this by tipping on them various times to create more dynamic, wit and profundity. Afterwards, the audience builds up again an ideal image. You can again go around and tip on

	<p>the statues shoulders to hear new words/sounds. Question to the audience: What has changed now? Are you now satisfied with the image? Afterwards, the actors of group 2 can add comments.</p> <p>Round 3 and 4: The same process. You can also add a repetitive movement to the scene. After the ideal image is created. You now ask the audience: How do we get from the real image to the ideal image? What would be a step towards the ideal image? The audience now has to build a transition image that shows one step to realise the vision. The last group can show the whole transition of images: real image, transition image, ideal image</p> <p>Leaving roles: Explain that in theatre work, it is important to step out of our roles after acting. For that, we make a circle and literally “shake off” our roles. Starting with the right hand, shaking 5 times, counting 1-2-3-4-5. Afterwards the left hand, then the right food, then the left food. Then repeating the row, this time only 4 times etc. until all body parts are shaken one time.</p> <p>Debrief questions: How was it for you to be the audience? How was it to be an actor? Were the images (especially the ideal and the transition images) realistic? How do you imagine the transition in “real life”?</p> <p>Optional: Human machine of green youth work (5 minutes) Task: Create together a machine that makes youth work green! Quick reminder: How does a machine work? - It consists of many parts, the parts are connected, and each part does repetitive movements. Now, everyone will be one piece of the machine and make one repetitive movement with a sound. The machine builds up by people stepping in and connecting to one of the pieces one by one. Once the machine is built up, you can play with it by turning up the speed. Finally, you can give a sign to slowly die down. Make sure to take a video of it.</p> <p>Check-out: Circle of gesture (3 minutes) Make a circle. For a quick evaluation of the session, tell participants that you will ask three questions and they are supposed to answer them each with a gesture. After each question, slowly count to three and then everyone shows their gesture at the same time. Question 1: How do you feel now? Question 2: Which image of this session stays in your mind? Question 3: What do you take away from this session?</p>
Sources	<p>Augusto Boal: “Games for Actors and Non-Actors”, second edition published 2002 by Routledge “Vielfalt bewegt. Theatermethoden zum Thema Biodiversität in der Arbeit mit Jugendlichen”, published 2017 by Umweltdachverband GmbH</p>

Session title	Open Space
Day/ Session	Day 4, Session 4

Session duration	90 min
Session objectives	Learning from each other, sharing knowledge and skills
Session methodology	<p>Presentation of Open Space Technology (10 minutes) Tell participants that in this session they will be able to learn from each other on their work, tools, methodologies, ideas related to the topics of the training: sustainability, eco-friendly practices and youth work. They will do it by using the open space technology method.</p> <p>Present the principles of open space technology. 4 principles: 1. Whoever comes are the right people, 2. Whatever happens is the only thing that could have happened, 3. Whenever it starts is the right time, 4. When it is over, it is over.</p> <p>In addition, there is the Law of Mobility: tell participants that if at any time they are in a place where they feel they are neither contributing nor learning, they alone have the responsibility to remove themselves from that place and find a place where they CAN contribute and learn.</p> <p>Collecting themes (20 minutes) After introducing these rules, ask participants to say which themes they are interested in learning and which others they can contribute (share their experience). List them on the whiteboard and create initial groups where there is at least one participant who can share his/her experience and others who are interested to learn.</p> <p>Group sessions (40 minutes) Participants go to whichever group they want to join and the discussion starts in groups. Each initiator of a workshop is invited to ensure that a record of the group discussion be prepared. The reporter may not be the initiator of the group, but someone else. Remind participants that they can move to any group whenever they feel like, including the initiator of the discussion who can be replaced by a participant who can continue the discussion by sharing his/her experience on a certain theme.</p> <p>Wrap-up (20 minutes) Wrap up and summarise main reflections with the support of the rapporteurs.</p>
Session materials	Whiteboard and marker

Session title	Daily reflection
Day/ Session	Day 4, Session 5
Session duration	30 min

Session objectives	Participants reflect on their learnings; trainers receive feedback from the group
Session methodology	Kindly refer to Day 2, Session 5.

DAY 5

Session title	Visit a local green project in Barcelona: Can Masdeu
Day/ Session	Day 5, all sessions
Session duration	Whole day
Session objectives	To discover a local green initiative To inspire the participants with a community project on sustainability To provide time for exploring Green Barcelona and recharge energy for the next days
Session methodology	<p>Opening of the day (15 min) Start the day with a short introduction to the purpose, structure, flow and time schedule of the day to make sure the participants are aware about how the day will unfold. In order to utilise the travel time, share three questions for self-reflection and conversation with others that the participants can explore during the train ride:</p> <ul style="list-style-type: none"> - Do you already have experience in organising youth and/or sustainability projects? - Any project ideas on our mind? Dreams? - How can I collaborate with your idea? <p>Travel to Barcelona and Can Masdeu (2 hours) Guide the group during the train and metro ride to ensure that nobody gets lost and the group stays together feeling safe doing the travel.</p> <p>Visit to Can Masdeu (4 hours) Upon arrival to the social green initiative repeat briefly the purpose of the visit and introduce the host who is guiding you through the venue explaining the history of the place and the movement as well as the organisation and its social, political and legal struggles. Provide time to explore the place so that the participants can develop a good understanding of the initiative. Then transition to the next step – the tree planting – by dividing the group into smaller teams and ensure that everyone knows what to do and has the needed materials for the planting action. Important to note is that you have agreed with the local initiative before what and where needs to be planted.</p>

	<p>Make sure to include everyone in preparing a shared picnic that the group and the hosts will enjoy together before the group's journey continues.</p> <p>Exploring Barcelona (4 hours) After the visit to Can Masdeu, the participants receive time to explore Barcelona and its green initiatives of their choice and to enjoy a bit of free time for relaxing and recharging their energy for the next day. Facilitate the exploration of green initiatives by sharing locations of relevant initiatives beforehand with the participants.</p> <p>For the closing of the day, invite the participants to a shared dinner out in an organic restaurant.</p>
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DAY 6

Session title	Morning warm-up
Day/ Session	Day 6, Session 0
Session duration	30 min
Session objectives	To activate and connect
Session methodology	Walk to the tree planting area.

Session title	Local tree planting action I
Day/ Session	Day 6, Session 1
Session duration	90 min
Session objectives	<p>To get to know a local initiative, learning a concrete environmental practice</p> <p>To learn to plant a tree step by step</p> <p>Harvest ideas for possible methods of youth work</p> <p>To experience an outside planting work day</p> <p>To give back to the place where you stay</p>
Session methodology	<p>Tree planting action in Vilanova: Ortol Platform (15 minutes)</p> <p>Introduction about how a local eco-organization functions.</p> <p>Enhancing some environmental practices; how to plant a tree for non-</p>

	<p>professionals. Practical instruction. Working safely. Work in a group. Listening to your body.</p> <p>Showing an example of local partnership. Reflecting on how to incorporate outdoor green activities with your actual curriculum/agenda.</p> <p>How Do You Plant a Tree? (75 minutes)</p> <p>Step 1: Instruction and introduction by Ortol volunteers</p> <p>Step 2: Preparing the work: forming groups, dividing tasks, organising tools and planting materials</p> <p>Step 3: Tree Planting! Digging holes, clearing paths</p> <p>Step 4: Watering the newly planted trees</p> <p>Step 5: Talk afterwards - how did it go?</p>
Session materials	<p>For the participants: old, robust, safe working clothes.</p> <p>For the tree planting: planting material, picks, shovels, wheel-barrels, gloves, water, buckets/jars, to water the freshly planted plants. Also: water, snacks and sunscreen for the workers are present.</p>

Session title	Local tree planting action II
Day/ Session	Day 6, Session 2
Session duration	90 min
Session objectives	<p>To learn about trees in a funny and engaging way</p> <p>To connect with plants, nature, landscape/culture history and the surrounding in a conscious, non-mechanical way.</p> <p>To introduce and/or to enhance the skill of botanical self-study.</p> <p>To reflect on planting in a more mindful way.</p>
Session methodology	<p>Introducing the Tree Catwalk as a method (10 min)</p> <p>Briefly introduce the participants to the Tree Catwalk by explaining the process of the session and the essence of the exercise: to explore the trees they have just planned including their key features, usability and fun facts.</p> <p>The Tree Catwalk (60 minutes)</p> <p>Split the group into teams of 4 to 5 people, and have them decide by themselves how they would like to go about their cooperation (05 min).</p> <p>Give each group one of the trees they have planted for a deeper investigation. Dedicate a certain amount of time (15 min) to do a little research on the tree for background information.</p> <p>In the next step (15 min), invite the teams to prepare a short (maximum 50 seconds) interesting and fun presentation of their tree. With this little time, highlight the importance of improvisation, simplicity and creativity.</p> <p>Once all presentations are ready, ensure a calm and productive atmosphere for sharing the tree presentations (15 min). After each presentation allow for few questions for clarifications and add up (if necessary) fun information about the respective trees.</p>

	<p>Debriefing (15 min)</p> <p>Close the session with a short debriefing of the Tree Catwalk</p> <p>Questions for debriefing:</p> <p>How was it? Was it useful? What was useful for you and why? What did you learn/what was interesting? What did you concretely take out of this exercise? Have you ever done such a thing? Or something similar? Could you use this form in some way for your own work/situation?</p> <p>Is this exercise suitable for everybody? For whom not? What would you change? What do you think you will remember?</p>
Session materials	<p>Every group needs at least one smartphone for doing the tree-research.</p> <p>A time keeper and a Tree Fashion Show host are to be assigned to assist.</p>

Session title	What's next? Project follow-up and networking
Day/ Session	Day 6, Session 3
Session duration	90 min
Session objectives	<p>To learn different resources,</p> <p>To make participants excited about the idea of running or helping on environmental projects and campaigns</p>
Session methodology	<p>Energizer led by the participants (10-15 minutes)</p> <p>Presentation of a Case study (40 minutes)</p> <p>Environmental organisation "La Rede Xixón Oeste" and how they mobilised their entire neighbourhood to fight against the pollution.</p> <p>Presenting the case: Introduce the case with a presentation. You can make it more inclusive by giving everyone a little paper with a question that will be revealed during the presentation to discover a fact about the movement and think about the process of making a campaign. For example: What are SMART goals? Can you think of a similar struggle in your country/region? What do you need to make a project/campaign successful? How would you mobilise youth?</p> <p>Collection of own project ideas (35 minutes)</p> <p>In order to move on to creating their own projects, let participants reflect first individually on two questions: What are the needs of your community? Which project ideas do you have? Afterwards, collect their ideas.</p> <p>Wrap up</p> <p>Try that everyone is involved in one of the ideas proposed (so they are already divided in groups). Tell them that after the break they will work in groups on concrete project ideas.</p>
Session materials	<p>Little papers prepared with questions for the interactive presentation</p> <p>PowerPoint presentation with pictures and facts about the case study presented</p>

	Recycled paper and pens
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Session title	Planning follow-up and networking
Day/ Session	Day 6, Session 4
Session duration	90 min
Session objectives	To support diverse action plans and to create a generative peer support environment Networking
Session methodology	<p>Project factory (90 minutes)</p> <p>Let the participants form groups according to their project interests. Now they will have the task to prepare a first draft of their project plan. The planning will take place in four rounds in which the participants will get specific questions to work on, 10 minutes per round:</p> <ul style="list-style-type: none"> - 1st round: Briefly describe your idea. - 2nd round: Set up the objectives of your campaign/project - 3rd round: Who will be your target group? How will you reach them? - 4th round: What concrete activities will you organise? <p>At the end, let them briefly present their project plan. The others can give feedback. Let them know that tomorrow they will get time to work on a concrete timeline.</p>
Session materials	Recycled paper and pens

Session title	Daily reflection
Day/ Session	Day 6, Session 5
Session duration	30 min
Session objectives	Participants reflect on their learnings; trainers receive feedback from the group
Session methodology	Kindly refer to Day 2, Session 5

DAY 7

Session title	Morning warm-up
Day/ Session	Day 7, Session 0
Session duration	30 min
Session objectives	To activate and connect
Session methodology	Energizer led by participants Feedback to the evaluation of last day Reminder of today's programme

Session title	Project factory
Day/ Session	Day 7, Session 1
Session duration	90 min
Session objectives	Finalise Project Plans Networking Learning from each other, sharing knowledge and skills
Session methodology	<p>Project factory (90 minutes)</p> <p>This session was left as a free space to allow the participants to finalise their project ideas of the previous day. Let participants go back to their project groups and give them time to work on these questions:</p> <ul style="list-style-type: none"> - Who do you want to get on board? Which concrete partners do you want to involve? - Do you already have ideas for funding? - Make a timeline with concrete steps: Who does what when? <p>The time can also be used to further network and make “deals” with other participants to collaborate in future projects. Make sure to collect all of these “deals made” in a shared document.</p>
Session materials	Whiteboard with instructions Online document to collect new project ideas and “deals” made

Session title	Final evaluation
Day/ Session	Day 7, Session 2

Session duration	90 min
Session objectives	To support the participants in identifying their learning
Session methodology	<p>Energizer (10 minutes) Start with a little energizer, ideally a theatre exercise to warm up the group for the next task. For example, let participants get together in pairs and instruct them to recite the alphabet together, each one saying one letter in turns. Then announce different moods that participants should incorporate while reciting the alphabet: happy, sad, angry, in love, ...</p> <p>Silent theatre (30 minutes) Build as many groups as there were days during the training course. Every group gets 10 minutes time to prepare a silent theatre performance about one specific day of the course. Then come together in plenary and let the groups present one by one. After each performance, ask the audience what they saw and what happened that day.</p> <p>Evaluation with objects (30 minutes) Place three objects in the middle of the circle, each one representing one evaluation question. For example: A flower pot for “What did you like?”, a stone for “What did you learn?”, and a bell for “What do you still have to learn?”. Invite participants to step into the circle when they feel like it and share their take on the questions with the group. Make sure that this is a voluntary task. For a more detailed and anonymous course evaluation, participants shall receive an online questionnaire (see next session).</p> <p>Certification celebration (10 minutes) To reduce paper use, certifications such as the Youth Pass and the Certification of Participation are only printed on request. Nevertheless, you can make a little ritual by having one symbolic certificate that the group can pass around, for example by dancing to nice music.</p> <p>Closing (10 minutes) End the session with last announcements, thanking everyone for their participation and contributions.</p>
Session materials	Objects for the evaluation, speaker and music, a (symbolic) certificate

Session title	Personal time for disconnecting and any other business
Day/ Session	Day 7, Session 3 and 4
Session duration	180 min
Session	To disconnect from the place, the group and the people

objectives	To evaluate the course and provide feedback
Session methodology	<p>This is a free space and self-organised session. Instruct the participants in the evaluation session (see above) as follows:</p> <ul style="list-style-type: none"> - The afternoon is personal time for you to disconnect from the place, the group and people, to complete the evaluation form and prepare the farewell party in the evening - How you arrange your time is up to you, keep I calm and slow, but get it done <p>To facilitate this process, do the following:</p> <ul style="list-style-type: none"> - Share the online evaluation form with the participants via email and the social media group of the course - Send regular reminders to help the participants not to forget the evaluation form - Stay around the seminar room or at the venue to provide support for the evening preparation or for informal talks with the participants - Offer certain activities that allow for calmness, reflection and time in small groups such as a walk through the town, nature, at the beach or a coffee/tea out - Set a time frame for the evening to help the participants manage their time
Session materials	Evaluation form