

# Youth Empowerment & Leadership Development Through Non-Formal Education



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*We would like to emphasize that sessions and methods were collected by partner organisations, participants and trainers of the training and youth leaders of youth exchange. Although they have been reminded to include resources in case they were inspired by some other publication or website, partner organisations are not responsible for the absence of it / if any.*

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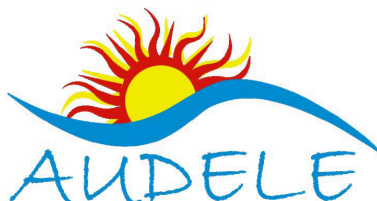
Italy: MV International



North Macedonia: Youth Council Next Generation Skopje



Uruguay: AUDELE - Asociación Uruguaya de Difusión del Español como Lengua  
Extranjera



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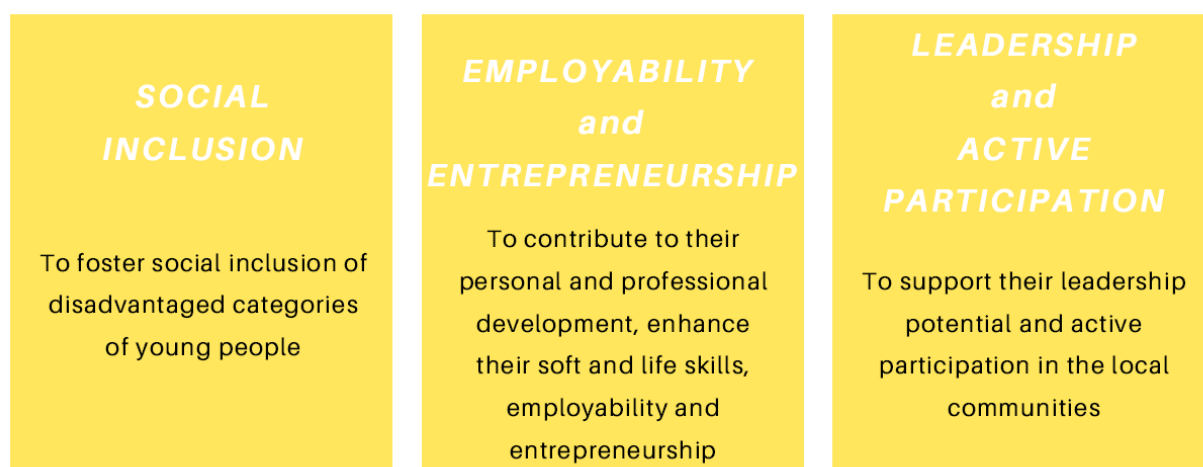
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# INTRODUCTION

CUSPYDAL – CUstomized SuPport to Youth Development of Active Leadership is a project based on cooperation between Europe (Slovakia, Italy, North Macedonia ) and Latin America (Brazil, Costa Rica, Uruguay).

## Aim of the project:

CUSPYDAL aims to enhance social inclusion of disadvantaged young people (affected by unemployment, from rural or less developed areas); to contribute to their personal and professional development, enhance their soft and life skills, employability and entrepreneurship, and support their active participation in the local communities.



## Activities of the project:

There were various educational and research activities organized between 2019-2021 (meeting of partners, desk research about good practices, Training course in Italy, Youth Exchange in Costa Rica, local events and development of e-learning platform).

## Motto of the project:

We have chosen the motto that very well describes the aim of our project. This motto was used on all our promotional materials:

**„IF MANY LITTLE PEOPLE  
IN MANY LITTLE PLACES  
DO MANY LITTLE THINGS,  
THEY CAN CHANGE THE FACE OF THE EARTH!“**

More information about the project, its activities and results are available on the website – **[www.youthleaders.eu](http://www.youthleaders.eu)**

## About publication:

This publication is intended for youth workers, educators, facilitators, and youth leaders who would like to develop leadership skills of young people.

Educational modules can be used basically during whatever local or international events, trainings or workshops – e.g., youth exchanges, local workshops or camps.

The publication is divided into four main categories: leadership in the field of Volunteering, Environment, Community Engagement, and Sport. Educational modules about those four topics contain various activities of diverse length and learning outcomes.

However, modules and their activities can be used independently. The facilitator can select only certain activity or module since there is no direct connection between them or follow-up. All of them can be used with young people of various age depending on the needs and the profiles of the participants and can be also adapted.



# LEADERSHIP & PERSONAL DEVELOPMENT

In this part, you can find educational module and activities focused on the development of the general leadership skills, soft-skills and activities focused on the participants' personal and professional development.



# What is Leadership?

**Duration:** 1,5 hour

**Aim / Learning outcomes:**

To familiarize participants with what leadership is and why it is needed, what values leaders should follow and what skills are necessary for effective leadership.

**Description/ Instructions:**

The session is divided into 3 parts:

**1. Introduction to the leadership.** There are many definitions, e.g.

*„Leadership is the capacity to translate vision into reality“. – Warren Bennis*

*“Leadership is not about titles, positions or flowcharts. It's about one life influencing another.” – John C. Maxwell*

*„Leadership is the art of motivating a group of people to act towards achieving a common goal.“ and many others.*

You can continue the discussion with participants using questions as:

- Do you see yourself as a leader?
- Why do you think we need leaders?
- Is it possible to become a leader and how?

**2. Individual reflection** - ask participants individually to write on small papers:

- 3 values that a leader should have;
- 3 competencies that leader should have;
- Person that they consider to be a leader.

**3. Group work** - create mixed groups of 4-5 people with the tasks:

- First, share what you wrote,
- Imagine that you are on an inhabited Island and discuss together,

What leader would you like to have?

What 3 values and competencies should he or she have?

Choose the name, system and prepare an interactive performance of your idea of leader to other groups.

OR an alternative version of step 3:

The facilitator provides a list of leaders, each group chooses one of the leaders and their task is:

- to collect and select the most important information about the person. They can use the internet if available,
- to make a poster presenting the leader and his leadership skills,
- to create and tell a story that made a person a good leader.



After the presentation of each group, participants can create together a list of max. 10 Top leadership skills. Support the discussion if necessary by naming those that were repeated regularly.

### **Reflection/ Evaluation:**

Reflection questions might include:

- After the group work, did you change your opinion about the individual reflection from the beginning of this activity?
- Are you still confident about the 3 values and competencies that the leader should have?
- Do you think that current leaders have those values and competencies?

### **Material:**

Flipcharts and markers.

If you choose an alternative version of the 3rd step, prepare also a list of leaders.

# Building Bridges

**Duration:** 1,5 hour

**Aim / Learning outcomes:**

To enhance collaboration and communication within the team and emphasize the importance of these aspects among the leaders.

**Description/ Instructions:**

Tell the participants at the beginning:  
Imagine that you are a famous building company representative and you have received the contract to build a bridge from Denmark to Sweden or from France to the United Kingdom or from Sicily to Calabria.

Another company has received the contract to build the same bridge but from the opposite side. How will you deal with the situation? Will you/can you work with the other company and build the bridge together?

**Rules:**

Each group may choose a supervisor and a PR person. Each group starts their work without communicating anything with the other company. Following negotiation with the facilitator, the supervisor could be democratic, laissez-faire, or a dictator. The groups are given only two opportunities to send their public relations staff to meet with the other group. Each group can only use their "mother tongue" to communicate with members of the other group.

When the time is up, both groups have to attempt to connect their bridges.  
(It will probably be impossible.)

**Reflection/ Evaluation:**

- Reflection questions might include:
- How did you feel during this activity?
  - What are the main lessons to take from this activity in the real life?
  - Have you ever experienced some situations during which the lack of communication or cooperation cause the problems?

**Material:**

Scissors, paper, colored cardboard, eraser, nylon, colored pencil, pens, Notebooks

# Forum Theatre

**Duration:** 1,5 hour

**Aim / Learning outcomes:**

To stimulate participants' creativity and thinking and encourage them to play a proactive role in their communities and find new solutions.

**Description/ Instructions:**

Forum Theatre is an opportunity to raise a problem and to create the proper context for those who attend the performance to exchange ideas, express opinions and get involved. After the performance of the play, members of the audience can become “actors” and switch places with the characters. Once they become “actors”, the flow of the action and the finish line are up to them, because they have the freedom to change the attitudes of the characters they have replaced and take different decisions and actions.

Forum theater is a social intervention tool, since the themes that the plays tackle are essential. The plays can be focused on discrimination issues, on the problems faced by people with disabilities, labeling or ignorance. The theme must be chosen well and in advance, so the audience resonates with it and the theme arouses its emotions. It's a must that the scenario reflects situations from the community where the performance is going to take place. The plays must be personalized and adjusted to the community, so that the impact is strong enough to generate reactions. The situation presented in a forum theater play is one of oppression, a situation out of which the main character does not know how to escape. Therefore, eventually, he/she is defeated. The situation stirs emotions in the members of the audience who, as a result, want to get involved and replace characters, so that they can change the ending of the play.

In a forum theatre play, there are two main categories of characters: oppressors and oppressed. As a rule, there is one main character, the oppressed, who has allies and different types of oppressors. There also is a mediator - the “joker”, who has the primary role to present the play and connect the various acts. The joker is the one that, once the first performance of the play is over, explains to the audience that the play will be put on stage again and that they can take the place of a character. Once the performance has taken place, the joker initiates the discussion with the public what has happened, reflects the situation, the types of characters in the play, the relations between them.

**Reflection/  
Evaluation:**

After each intervention, the joker initiates a debate with the audience to analyze the new approach and new ending of the play. If the solution is realistic it is analyzed and the audience comes up with pros and cons of proposed change and argument whether to keep it. Once the audience decides what is to be kept and what not, the action continues. As the final version of the play is reached, the debate with the audience continues. The solutions should be focused on being applicable also in the real life.

**Material:**

None

# Where do you stand

**Duration:** 1,5 hour

**Aim / Learning outcomes:**

To give participants the opportunity to comment on different statements and situations and to confront the reality of other countries.

**Description/ Instructions:**

The participants stand in one line. There are signs Yes (Left) and No (Right) or neutral (stay in the middle). Read the statements. Statements can be adapted based on your target group, the following are for youth coming from rural areas or mixed groups.

**Examples:**

- Young people from rural areas confront a high unemployment rate and no career prospects.
- Young people from rural areas have an equal chance of education as people from urban areas.
- Young people from rural areas have an equal chance to take part in social, sport or intercultural events and activities.
- Young people coming from rural areas have lower chances to be hired.
- Young people from rural areas often leave the countryside to search for opportunities.
- The position of the woman in rural and urban areas is different.
- Young people from the urban area often underestimate youngsters from rural areas.
- Young people from rural areas often face verbal abuse and discrimination being called uneducated, farmers, etc.
- Young people from rural areas often have more life-surviving skills compared to the youngsters living in urban areas.
- Young people can change their rural areas by getting elected as a mayor or members of the local council. (from certain age)
- NGOs and youth organizations can make the rural areas more attractive for the young people.
- Young people in rural areas have the potential to start new businesses.

**Reflection/ Evaluation:**

After every statement give the opportunity to hear participant's opinions - those who voted, yes, no or stayed neutral. The focus of the reflection should be on the last 3 statements - motivate them to become leaders, change their area and be active either in NGO field, politics or business.

**Material:**

Tape to create marks on the floor

**Recommendations  
for facilitators:**

You can adapt the number of statements according to the group´s size. Be careful about it, otherwise participants can get bored.

# Become a good speaker!

**Duration:**

2 hours

**Aim / Learning outcomes:**

- To exchange the opinions about the features of good speech and presentation;
- To improve participants' presentation skills and their self-confidence during the practical session.

**Description/ Instructions:**

**Step 1:** Start the session with a general discussion about the importance of delivering good speech or presentation. What good or bad presentation or speech they remember? What do they have in common?

**Step 2:** The participants will evaluate their current presentation skills.

Three colored signs (Fair, Good, Excellent) should be laid on the floor and they should move to the colored sign that most closely fits their own assessment of their abilities.

Examples of the questions:

- How do you rate your level of comfort and confidence in delivering a presentation?
- How do you rate your ability to organize the content of your presentation?
- How do you rate your ability to create an exciting introduction and a powerful conclusion?
- How do you rate your use of visual aids to enhance your presentation?
- How do you rate your energy during the delivery of your performance?

**Step 3:** After evaluation the participants are divided into groups to share what they know about presentations and create a list of the tips on how excellent presentation and speech should look like. Afterward, each group presents its recommendations.

**Step 4:** Participants will practice their public presentation skills. The room can be set up as for Toastmaster's International format and each person gets a word-expression or topic that is related to leadership skills. The person has to speak about this word for 1 minute.

**Reflection/ Evaluation:**

Reflections questions might include:

- How did you feel during this activity?
- Have you taken into consideration the tips about good presentation?
- Would you like to add some other/new tips on our list?

**Material:**

Three colored signs; if possible - small stand for speakers

# LEADERSHIP IN THE FIELD OF VOLUNTEERING

In this part, you can find educational module and activities focused on the development of the leadership skills through volunteering and how to encourage young people to become volunteers.





# Ideas Challenge

**Duration:** 1,5 hour

**Aim / Learning outcomes:** Motivate participants to become volunteers and let them share the reality of volunteering in their countries.

**Description/  
Instructions:**

In the beginning, ask the group to answer one by one:

How would you define the word “VOLUNTEER”? What is the first thing and word that comes to your mind?

Then, divide participants into 5 groups. The topics and questions the groups receive are:

- MOTIVATION & OBSTACLES - Have you ever started an action or volunteered in your community? What was your motivation? Why do you think young people don't volunteer?

- BENEFITS - What were the benefits you personally got? What were the benefits for the community or society?

- HOW TO VOLUNTEER - What are possible ways how we can volunteer? (e.g., on a local level or abroad, in the animal shelter, with an elderly people or handicapped kids, etc.)

- WHAT TO CHANGE - If you could have an impact on a big issue in the world, what would it be and why?

- ROLE OF SOCIAL MEDIA - What is the influence of social media on volunteering? Can social media increase the volunteering activity?

The activity should be carried out using the world café method. Each group selects one moderator who stays at the same table and facilitates the discussion on the topic. The rest of the group rotates tables and topics every 7 minutes, so everybody has a chance to discuss each topic.

In addition to a general discussion of the topic, the moderator should also collect ideas regarding:

- photo describing the topic they discuss,
- 2 minutes theatre show – how to introduce this topic to others.

Give a signal when groups should swap and continue until every group has discussed all the topics.

In the end, each group returns to the table and topic they started. They will choose one picture and prepare a short

theatre show introducing their topic and the opinions of the participants.

After, the moderators of each table are invited on the stage to present the group work and discussion. Each group will be asked to perform the show on the stage and share the picture.

**Reflection/  
Evaluation:**

Reflection questions might include:

- Do you still share the same opinion and the same definition of “VOLUNTEER” as you did at the beginning of the session?
- How was the discussion, the final selection of the picture and preparation of the theatre show?

**Material:**

Flipcharts, Markers,

**Recommendations  
for facilitators:**

- Keep track of the time during the group discussion (7 minutes each topic).
- Take videos during the performance and you can share it on the social media of your organization or participants can share it on their own profiles and motivate others to become volunteers.

# Employability Skills

**Duration:** 1,5 hour

**Aim / Learning outcomes:**

To familiarize participants with what employability skills are, how to develop them through volunteering, and how to ensure recognition of these skills.

**Description/ Instructions:**

Start the activity with a discussion about the skills needed in the job market and those that can be developed through volunteering (e.g., communication, organizational skills, decision making, problem-solving, teamwork, sense of initiative etc.) Emphasize that young people should be aware of those skills and know how to present and sell them to employers.

You can ask participants questions like:

- Who already has some volunteering experience?
- What skills and competences have they got and developed through volunteering?

After, introduce to the participants 6 persons playing the following roles:

1. HR Manager at a company
2. Parent
3. Friend
4. Admission Officer at a university
5. NGO representative
6. Donor

These people should be the facilitators, staff or the leaders. They will sit on the specific location around the training venue. Each participant should visit at least 4 people in 1 hour.

The aim of the meetings is:

**1. HR Manager at a company:** to convince the HR Manager that the skills you gained through volunteering are valuable and beneficial for a job.

**2. Parent:** to convince your parent that volunteering is not a waste of time, it does not affect the school activities or university grades and that the skills gained are valuable for your future.

**3. Friend:** to encourage a friend to join as a volunteer with you as well.

**4. Admission Officer at a university:** to convince the admissions officer that the skills you have gained through volunteering add value to your university application.

**5. NGO representative:** to convince the NGO representative that you have the experience needed to join the organization as a staff member.

**6. Donor:** to convince the donor to give you the funds needed for some of your project ideas and your previous

volunteering experience can contribute to its successful implementation.

People playing the roles should try to make the task as difficult as possible for participants in order to prepare them for real situations.

### **Reflection/ Evaluation:**

After participants complete their meetings and get the required signature from the people on their paper as confirmation, everybody returns to the training room for reflection.

Reflection questions might include

- What did you learn from this activity?
- How difficult was it for you to make other people recognize the skills you have gained through volunteering?
- Who was the most difficult person to convince?
- Who was the easiest person to convince?
- What could we do to increase the recognition of the skills we gain through volunteering? (highlight it in your CV, interactions between the business and the NGO field, etc.)

People playing the role-play can also share their experience during this activity.

### **Material:**

Papers and pens

### **Recommendations for facilitators:**

In the initial discussion of employability skills, it is also recommended to mention some current research or survey among HR managers or employers – e.g., <https://www.nacweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/>

## UPS AND DOWNS CHALLENGE

**Duration:** 2 hours

**Aim / Learning outcomes:** To encourage participants to get involved in the volunteering and present themselves and their ideas in an effective and clear manner.

**Description/  
Instructions:**

In the beginning, describe the elevator pitch method – it should be short, as the name implies, delivered in the time it takes to complete your average elevator ride - under two minutes. Then discuss with participants how a good speech looks like. You can ask questions like:

- Do you remember some especially good presentation or speech? What do they have in common?
- What about bad ones? What are the common mistakes people usually do when presenting something?
- Whom do you consider to be a good speaker?

You can also mention some interesting findings based on the research, that information comes: 7% from words, 38% from tone of voice and 55% from nonverbal communication. Therefore, remind participants to focus on important information, speech style, body language, etc.

After, give them time to prepare the speech about some of their idea – initiative, project or social enterprise that tackles some issue in the society.

Then, depends on the number of participants, you can either:

- divide participants into pairs for role play in the real elevator,
- or everybody present in front of the whole group.

Everyone has 2 minutes to present and to persuade the other person(s) either to invest their money or the time as a volunteer for their idea.

**Reflection/  
Evaluation:**

You can record all speeches and provide it later to participants for their individual reflection. Or you can ask and encourage other participants to write anonymous feedbacks and recommendations for each speaker on post-it notes and then share it only with that particular person.

**Material:** smartphone to record the speeches, data projector

**Recommendations  
for facilitators:**

- If you divide them into the pairs, some of them can use a real elevator if possible.
- Help the participants to prepare the speech if necessary - inspire them with some ideas or provide tips and tricks on how to present it.

# LEADERSHIP IN THE FIELD OF ENVIRONMENT

In this part, you can find educational module and activities focused on the development of the leadership skills in environmental field and how to encourage young people to become more eco-friendly.



# Environmental Shock

**Duration:** 2 - 3hours

**Aim / Learning outcomes:**

- To raise awareness about current environmental issues and plastic pollution.
- To learn how trash should be appropriately recycled and to encourage participants to recycle.

**Description/ Instructions:**

Start activity with short documentary movie or video about the topic and share some interesting statistics, based on the country participants are from. For example: based on prognosis, in 2035 the EU will be missing capacity for processing more than 40 million tons of trash; Slovakia recycles only 23% of its waste (one of the worse position in the EU) etc.

Introduce the participants to the correct way in which the trash should be recycled, particularly point out some exceptions (e.g., metal goes in the yellow container if there is no red one) or the mistakes have done very often (e.g., the box from pizza in the blue container), etc. You can also choose a more interactive way, for example - quiz or Kahoot.

Prepare some materials which will be used in recycling competition (bottles, paper, cans, egg containers, shampoo bottles...) and five trash bins or boxes. Set up areas that need to be cleaned and the participants should separate trash into the bins correctly.

Divide participants into the teams and provide them the same quantity and similar types of litter items. Set up the recycling center. You can make either one set for each team, or one main set up for everyone to use - if you opt for using one recycling center, mark the teams somehow - ask each group to label each litter item with its respective number for you to know which team to award with the points. The team should try to clean up the area and separate the trash as quickly as possible.

The teams gain points according to the order in which they finish cleaning and separating (e.g., 5 points for fastest, 4 for second-fastest, and so on). In case the item is not in the right bin, no point.

**Reflection/ Evaluation:**

- Reflection questions might include:
- How did you like this activity?
  - Why is the environment changing?
  - How can we reduce consumption?
  - What can you do as an individual to help the environment?



- What can you do as a group to help the environment?
- Can you replicate such action or event in your communities?

**Material:**

5 trash bins, gloves, at least 3 containers or boxes, various trash from your household, stopwatch, some reward or sweets for winning team, tape and pens for tagging the trash

**Recommendations for facilitators:**

- Be sure that you are well familiar with the topic of the environment and recycling yourself, or an environment expert can be invited.

# Don't be a trash

**Duration:** 2 - 3 hours

**Aim / Learning outcomes:**

Increase young people's awareness of pollution and become more knowledgeable about the use of digital tools and social media.

**Description/ Instructions:**

Divide participants into 4 groups.

**1. Social media managers** - will be responsible for creating a Facebook fan page, Instagram account and YouTube channel (name is up to them, but can use the hashtag #DontBeTrash). FB fan page should get 300 likes and 300 Instagram followers, YouTube channel more than 1000 views (adapt the numbers based on the number of participants and time dedicated for tasks). Pictures and videos created by the camera team will be published there and other content – e.g., tips on how to save the environment.

**2. Content-art masters** – should create a social media campaign about raising awareness of pollution and trash.

**3. Video team** – should create eco-challenge video that could be used internationally (going to school by bicycle, planting a tree, using reusable sources, etc.). The video should take 15-60 seconds, encouraging eco action from friends and followers. Video must contain hashtag #DontBeTrash, #RecordGoodActions, #BeGreen and others.

**4. Camera team** - the responsibility to take videos and present some inspiring actions taken by the participants and inspirational messages.

**Reflection/ Evaluation:**

Reflection questions might include:

- How was your teamwork?
- Do you feel your work could have a positive impact on society?
- Have you improved your skills while using digital tools?
- What channel will make the most significant impact?

**Material:**

Video camera or good quality phone, laptop, projector, WIFI

**Recommendations for facilitators:**

- Motivate the participants to be creative to set an example and to have a significant impact.
- Show other successful campaigns.
- At least every 30 minutes walk around to check the progress and provide supervision during group work if needed.

# Recycling art

<b>Duration:</b>	1 - 2 hours
<b>Aim / Learning outcomes:</b>	To raise awareness about the pollution and enhance the creativity of the participants how to communicate this topic to the public.
<b>Description/ Instructions:</b>	<p>Split participants into several groups and provide them with the task to collect garbage and make some statue, art or another “masterpiece”. The most suitable would be if the art groups create would spread the message about environmental problems, plastic pollution and the importance of recycling.</p> <p>Then groups get together, present what they have done and create competition on social media to choose which piece is the best to raise awareness about the environmental issues online.</p> <p>After, if possible, exhibit masterpieces in certain public places, for example a local park with written information about the activity and its aims.</p>
<b>Reflection/ Evaluation:</b>	<p>Reflection questions might include:</p> <ul style="list-style-type: none"><li>- How did you feel during this activity?</li><li>- What message did you want to share?</li><li>- What were the comments and reactions on social media?</li><li>- Do you have any other idea on how to raise awareness about environmental issues on social media?</li></ul>
<b>Material:</b>	Gloves, bags, rope
<b>Recommendations for facilitators:</b>	<ul style="list-style-type: none"><li>- Choose properly the area where the workshop will be done since it can get dirty.</li><li>- Remind participants to wash their hands after the activity.</li></ul>

# The Islanders

**Duration:** 1 hour

**Aim / Learning outcomes:**

To raise awareness about the environmental problems in the world and motivate participants towards an individual action to tackle a climate change and protect the environment.

**Description/ Instructions:**

Tell participants to imagine that two-three islands (according to the number of teams) are created by a volcanic eruption. Players are about to live on the islands.

Instructions:

- Create name, resources, landscape and paint it. You can add any other elements as the motto, society, currency. Write the name of the island on the A4 white sheet and tape it on the plastic bottle given to each team.
- Use rope or tape to shape the island.
- Present your island to other islands.

Each island has a boat to get to the trainer's island (can be mainland) to get water. Water will be provided for answering questions about the environment.

Quiz instructions:

- discuss the answer to the given question in your group.
- choose one person to go by boat to the trainer's island. This person will run with the 5 liter bottle to the port of the trainers (hand of a trainer) to answer the question.
- the first team which answers correctly wins 3 cups of water, the second gets 2 and the third one gets 1.
- if there is an incorrect answer, they need to go back to their island to discuss it again.
- each question has 1 minute (max) to be answered and the correct answer means that the facilitator delivers water into the bottle.

Examples of questions:

1. What percentage of the Earth is covered by water? - 71% (97% salty, 3% sweet water)
2. What do we need more: water or food and why? - Water because we are made of 60% water.
3. In terms of global emissions, what form of transportation pollutes the air the most? - Cars
4. How many kilos of food waste an average person living in Europe per year? 173 kilograms
5. What do tornados, droughts and floods have in common? They are being increased with the presence of global warming.

6. Which is the country with currently the highest CO2 emission? - China.

7. How much waste does a person produce per day on average? – 0.74

(worldwide it ranges from 0,11 to 4,54. In the EU – 1,3kg)

**Reflection/  
Evaluation:**

Reflection questions might include:

- How did you like this activity?
- What do you think is the knowledge of young people about the environment?
- How do you think it could be changed?

**Material:**

empty 5 liter bottles for each team and one for delivery, 1 funnel, list of questions, 6 small cups, tape, 4 ropes: 2 meters minimum per each, visualization layers – (storm, fire, pollution – drawings or photos)

**Recommendations  
for facilitators:**

- Before the activity set up the location of the islands and make sure that all the participants have the same distance from the port.

# Web of life

**Duration:** 1 hour

**Aim / Learning outcomes:**

To brainstorm the links in a global food web, explore the interdependency and the impact and consequences of human activities on the environment.

**Description/ Instructions:**

The activity is divided into 3 parts:

**1 – BUILDING THE COBWEB OF LIFE:**

- Ask participants to stand in a circle and explain that, during the activity they will build a model of the web of life.
- You are the first to start. Hold the string, shaped like a ball, in your hand and name a green plant, e.g., a cabbage.
- Hold onto the end of the string and throw the ball to someone across the circle. There is now a straight line of string between the two of you.
- This person has to name an animal that eats cabbage, e.g., a caterpillar, then holds the string and throws the ball to the next person.
- This person has to think of an animal that feeds off caterpillars, e.g., a bird, such as thrush and then throws the ball to the next person.
- Continue the game until everybody speaks and you have created a criss-cross mesh that represents the “cobweb of life”.

**2 - ITS DESTRUCTION:**

- Ask each participant to give a specific example of what can harm this cobweb of life (e.g., motorways being built over farmland, over-fishing or burning fossil fuels). When they have spoken, they let go of the string.
- When everyone spoke, ask participants to look at the heap of tangled threads lying uselessly on the floor. Tell them that this will be our world if we do not come with any actions. However, there are simple things that we can all do to somehow prevent it.

**3 - BRAINSTORMING OF ECO ACTIONS**

- Invite participants to make a promise to take a simple, practical action to rescue the world. For example - to save electricity, eat less meat or fly less.
- After promise, they pick up a random threat from the floor.
- In the end, look for a minute at the new web and point out that it isn't the same web as they had before; it is too late for that; real recovery is impossible because extinctions are irreversible.

## Reflection/ Evaluation:

Reflection questions might include:

- How did you feel when seeing the web gradually being destroyed?
- Was it easy to name animals and plants in different food cobwebs?
- How did you feel as you saw the new web forming?
- Was it easy to think of personal actions that reduce our impact on the environment?
- Whose responsibility is it to protect the environment?
- How effective are individual actions?
- How should decisions on how to use a resource be made? For example, whether to cut down a forest so that the land can be used for growing crops? The people who gain their livelihood from the forest will suffer at the expense of those who get a profit from agriculture.
- Article 1 of the International Covenant on Economic, Social and Cultural Rights states that “all peoples may, for their ends, freely dispose of their natural wealth and resources.” Does this mean that people have a right to damage the environment?
- Emphasize that we rely on our environment to provide us with food to eat and clean air to breathe. Do we, therefore, have a duty to respect the environment that limits our rights to use it?
- Do we need any new human rights to protect us from the consequences of climate change?

## Material:

A ball of thin thread or strong yarn

## Recommendations for facilitators:

Each food chain should illustrate actual or possible relationships: for example, grass – sheep – humans; or plankton – whales; or plankton – herrings – pigs (pigs are often fed by fish) – humans – tigers! Remember that when an animal dies, bacteria decay its body, and the minerals released are taken up by other green plants. Thus the cycle of life begins over again. Billions of such cycles interlink to make the web of life. Try to get participants to think of as many different food chains as possible. Think about examples in woodland, forest, mountain, moorland, marsh, pond, river and marine habitats.

You may need to intervene by saying something like, “now the minerals get washed to the sea and get used by marine phytoplankton (plant plankton)”. Or, for example, to move from a marine ecosystem to an earth one, you may have to say, “now the seagull that ate the shore crab flew inland to scavenge over farmland where it died”. If a player cannot think of the next link, suggest they may ask other group members for suggestions.

In part 3 in the debriefing, you will have to be ready for some

controversial answers to the question, “what is damaging the cobweb?” Some people, for instance, vegetarians, may say that people eating meat damages the web. You should acknowledge the point of view and ask the other players for their opinion. However, be careful not to enter into a big discussion at this stage; keep the dedication to the goal of the activity - the effect of human activity on the environment.

Check some good examples of success stories on [www.eco-tippingpoints.org](http://www.eco-tippingpoints.org). You should also look out for local sources of information. For instance, in Portugal, the association Quercus ([www.quercus.pt](http://www.quercus.pt)) regularly uses public TV to give information about environmental issues and tips on how to reduce our impact on the environment – how to live in a more “environmentally friendly” way.



# Energizer: Environmental version of Goblins, Wizards and Giants“

**Duration:** 20 min

**Aim / Learning outcomes:**

To learn about the connection, impact and interdependence of all parts of our ecosystem through interactive energizer.

**Description/ Instructions:**

There are two groups; in each round, one group will try to catch members of the other group. When someone is caught, they join the other group. Each group decides on one of three roles in each round (without sharing with the others). Then the groups stand in two lines facing each other. On the signal, they perform their roles by doing the action specified below. The group whose role beats the other chases the other group to their side of the room (or a defined line outside) and tries to catch anybody they can from the other team. If both have chosen the same role, they have to go back into their groups to decide on a role again.

The three roles are:

1. People beat trees (by cutting them down)
2. Trees beat CO2 (by breathing it in)
3. CO2 beats people (by creating climate change).

How they play:

Trees: swaying arms above the head

People: chopping down a tree with an ax

CO2: Rising from the earth into the atmosphere (doing a “starjump” jumping up with arms and legs spread widely)

**Reflection/ Evaluation:**

Reflection questions might include:

- Do you know other various harmful actions that affect our environment?
- What can we all do to limit them and protect the environment?

**Material:**

None

**Recommendations for facilitators:**

Explanation of general game “ Goblins, Wizards and Giants” is available at:

<https://www.youtube.com/watch?v=qCt14bCSjoQ>  
(adapted version of this game)

# The Six Hats - leaders in action

**Duration:** 1,5 hours

**Aim / Learning outcomes:**

- To discuss about the environmental problems and explore its solutions through team-based problem solving and brainstorming techniques;
- To uncover ideas and solutions that might otherwise be overlooked by a homogeneously thinking group.

**Description/ Instructions:**

The thinking hat is a metaphor that represents different kinds of personality and thinking direction as the hats can be easily put on and taken off. In real life, there are different types of people/characters that leaders are facing in teamwork. In the role-play, different personality types are represented with a different hat color. Present participants an introductory video explaining the concept (<https://www.youtube.com/watch?v=UZ8vF8HRWE4>) and provide additional description if needed.

Role-playing.

Split participants into the groups and give a color card (hat), which they stick to during the game. The hats are represented in the following way:

**Orange hat - Informative:** represents the facts and the information available about the problem or the argument. What is the available information and what are the facts we have?

**Yellow hat - Constructive:** thinks from an optimistic point of view about the problem or solution. What are the advantages of applying the solution and why do you think it is doable?

**Black hat - Cautious:** thinks about the problem or suggestion cautiously and defensively. Why the proposal may not work based on logical reasons, what are the risks?

**Red hat - Intuitive:** understands the different emotional reactions such as love, hate, like and dislike. "How do you feel about the solution?"

**Green hat - Creative:** looks at the possible suggestions from a creative perspective.

**Blue hat - the leader:** negotiates professionally between different models and by managing the discussion, emphasizes responsibility for the solution on time and positive mood in the team.

Ask participants to join the teams with the same color as the hat. Leaders have 1 min to decide about the topic related to environmental issues, while other hats discuss whether they correctly understand their roles. Leaders share the environmental theme with each group. The groups have 2 min to

prepare their opinions/comments on the topic and then they are asked in 1 min. to sum up their point of view on the issue. Discussions between the hats take place and they can question one another, address what was said, discuss the topic etc. The next topic can be announced and the roles are swapped, so more people have a chance to try different hats and roles.

**Reflection/  
Evaluation:**

Reflection questions might include:

1. How did you feel in your role?
2. Which role suited you the most?
3. Was it easy to conclude?
4. Who had the hardest task?
5. How would you relate this activity to real-life leadership skills?

**Material:**

Data projector, colorful paper hats

**Recommendations  
for facilitators:**

- You can start this activity by energizer using “Feeling Images” related to the environment shown on the screen and participants should act how the images make them feel, using their body or their voice.
- Make sure that all participants understand the role of hats.

# LEADERSHIP IN COMMUNITY ENGAGEMENT

In this part, you can find educational module and activities focused on the development of the leadership skills in the community engagement and how to encourage young people to become active citizens in their communities.



# Active Citizens Line

**Duration:** 1,5 hour

**Aim / Learning outcomes:**

- To introduce to the participants how to be active citizens, why is it essential and about different inequalities of people in the society;
- To exchange opinions what can young people gain from being active citizens or what can happen when people are not interested in politics,

**Description/ Instructions:**

Write on small papers, different roles such as handicapped, homosexual, refugee, a migrant, unemployed graduate, young person, single mother etc. Each person will take one paper.

After, align all participants in line. Ask various questions concerning their activities within the society, for example: I can vote in EP elections, I can run as a candidate in the local elections, I can travel across Europe, I can get married to the person I chose, I can afford TV, etc.

Every time a person says "YES", she or he steps one step forward. After a few rounds of questions, we will see different positions in society, especially those who are privileged or those not able to perform all the actions in society.

This is a good starting point for participants to think about the topic of active participation and the different roles of people in society.

After, choose some controversial statements or quotes about the topic of active participation and place it on the big flipchart paper.

Statements can be, for example:

"One vote won't change anything."

"There are no possibilities to change your communities."

"Voting is enough for active participation."

"Young people have no chance to change something."

"Migrants should not have the right to run as candidates in the elections."

You can choose and write more statements but always put it in the middle of a large flipchart paper. Then, ask participants to remain silent and just write their opinions on the statements – and also comment on each-others answers.

**Reflection/ Evaluation:**

Reflection questions might include:

- How can young people be active in society?
- What does it mean to be an active citizen?
- Why is it important to be active citizens?

**Reflection/  
Evaluation:**

- What can happen when people are not interested in politics?
- What can we gain from being active citizens?
- How can we ensure that everybody has equal chances to be an active citizen?

**Material:**

Small papers for writing down the roles, flipchart papers, pens

**Recommendations  
for facilitators:**

- Make sure you have enough space for people to make a line; you can also take the group outside.

## Me as an active citizen

**Duration:** 1,5 hours

**Aim / Learning outcomes:**

- To reflect on the participants' lifestyles and routines, situation and problems in their local communities;
- To encourage them to be active citizens and to contribute by finding and implementing solutions.

**Description/ Instructions:**

There will be 3 topics placed in different venues of the room:

- Some projects or initiatives that I like in my community.
- Realities and/or situations that I don't like in my community.
- What is my weekly routine? List everything you do during a week.

Divide the participants into the groups and each group takes one topic. They have 5 minutes for the topic. First, individually, they should write down the answers on a piece of paper and then share it with the peers in their group.

Then, each group should rotate and discuss each topic (world café method but without moderator). After all groups switched and discussed every topic, each participant gets another piece of paper with the following questions:

1. Am I involved in any of the things I identified in question A?
2. Do I react anyhow to help solve the issues I identified in B? If yes, how?/what do I do to help to improve the situation? If no, who or what do I think should be responsible for taking some action and developing the issues that aren't working well?
3. On my routine in C, do I take into consideration my community and environment while I am doing ANY of the things/activities I listed on my routine? Or do I simply forget that there is an environment and just keep on going with my activities?

**Reflection/ Evaluation:**

- Reflection questions might include:
- Who would like to share what they wrote and discovered?
  - Looking back at our weekly routine and living in a society, do you think you are an active citizen and care for your community/environment?
  - Do you think you should pay a little more attention to the need of your surroundings to have a better quality of life?

Conclude that we are active parts of the places we live in - a city or a community is not the only entity, but are completed by the PEOPLE that live there. Therefore, people should

take an active role in the construction and maintenance of the well-being of our society. For example, if more **cultural events** are wanted, the **community can organize them**.

**Material:**

Papers, pens

**Recommendations  
for facilitators:**

Make sure participants have enough time for discussion.



# Fictional Country

<b>Duration:</b>	2 hours
<b>Aim / Learning outcomes:</b>	<ul style="list-style-type: none"><li>- To simulate the role of government, learn how the state institutions work and what are their competencies,</li><li>- To encourage active citizenship of participants through reflection about possible solutions for various political and economic issues,</li><li>- To improve soft-skills like argumentation, teamwork, the compromise process etc.</li></ul>
<b>Description/ Instructions:</b>	<p>Divide participants into several groups and give them various political and economic issues that have to be solved in the best possible way. Nonetheless, at the same time, solutions should be real and applicable to the real world.</p> <p>Each group should create their fiction country, simulate their role as government and discuss how to solve the received problem. Problems can be current or former problems of a certain country / or can be slightly adapted to the realities.</p> <p>After discussions, each group will present their country, problem and proposals for solving it.</p>
<b>Reflection/ Evaluation:</b>	<p>After the presentation of the proposals, other groups should raise comments, concerns or feedback towards other ideas. Presenting groups can stand for their solution or accept the solution of others.</p> <p>Keep discussion focused on how we could achieve such solutions without political power (through specific projects, initiatives, NGOs etc.) or how we could force politicians to do something...what are our rights etc.</p>
<b>Material:</b>	Flipcharts, markers
<b>Recommendations for facilitators:</b>	<p>This method can be adapted under various circumstances and environments. For example, on solving issues only in the participants' local community or their schools.</p> <p>It is inspired by the "Create &amp; Control" project that lasted for 1 year and young people met regularly every 2 months during the summits. The results of the negotiations and proposed solutions were assessed by invited experts who selected the teams that handled and tackled issues in the most efficient way.</p>

In addition, there are various political simulations organized – e.g., Model European Union, Model United Nations etc. to think about the problems and solutions on the European or international level.

# Action Plan Development

**Duration:** 1,5 - 2 hours

**Aim / Learning outcomes:**

- To identify problems in participants' local communities and develop an action plan/socially oriented initiative contributing to their solutions;
- To get know some interesting initiatives, active leaders, available grants or other fundraising methods for their ideas.

**Description/ Instructions:**

First, introduce examples of interesting initiatives (for example, „odkazprestarostu.sk“– an online tool for sending complaints to municipality board) and active young leaders (for example, Greta Thunberg or Xiuhtezcatl, but also some from the countries of participants origin). You can present some of their famous speech as well.

Continue with short input on the opportunities how to get grants from different sources for implementation of their ideas or how to start other fundraising methods (crowd-funding, cooperation with companies etc.).

Ask participants also to share their knowledge and exchange opinions if they know some grants or some active leaders.

Then, continue with short theoretical input about project management, introducing the problem tree/solution tree – tool helping to identify the problem, its direct and indirect causes and effects. Solution tree helps to identify some possible ideas and actions.

Ask participants to take a paper and write on the paper 3 issues that they consider as the most important in their local communities (1st the most critical, 2nd a bit less, 3rd the least critical). Depending on the size of the group, each participant can present the problems or they can just walk around and observe what others wrote. Then, based on the similarity of the issues, split participants into several groups and in which they should discuss together how those issues could be solved.

**Reflection/ Evaluation:**

After each group presents their ideas, ask some additional questions or provide some advices on how those ideas can be organized in the best possible way or where to get funding for its implementation.

**Material:** Flipcharts, markers, data projector

**Recommendations  
for facilitators:**

During the individual reflection, participants can also divide the paper into the three columns and write in the 2nd their passions and 3rd their skills that they are good at. Then, they can try to match their skills to the problems and how they could contribute to solving them.

# LEADERSHIP IN AND THROUGH SPORT

In this part, you can find educational module and activities focused on the development of the leadership skills in and through sport and how to encourage young people to become volunteers.



# Rope Challenge

**Duration:** 2 hours

**Aim / Learning outcomes:**

- To explore group interaction, problem-solving, and leadership styles;
- To enhance cooperation, decision making, positive risk-taking, trust, leadership, goal setting, and teamwork among participants.

**Description/ Instructions:**

In the first part of the activities, divide participants into two groups.  
Two facilitators (or facilitator and some other helper) are holding the long rope.

The goal is for each participant to pass the rope without touching it, but done in several rounds:

- pass once,
- spinning jump,
- pass in couples,
- pass in threes,
- in every turn of the rope, somebody has to pass.

If somebody touches the rope, the whole group has to start over again. Therefore, they have to discuss and agree on the methods of how to pass it, help each-others to make it happen together as a team and succeed.

**Reflection/ Evaluation:**

Reflection questions might include:

- How did you feel? Was it difficult?
- Did you notice that somebody was more active as a leader/trying to find a solution?
- Did you see that somebody wanted to give up? How did others react?

**Material:** Long rope

**Recommendations for facilitators:**

- You can finish the exercise by introducing different leadership styles, the role of effective leadership in the crisis or challenges.

## Energizer - Peer connection

**Duration:** 30 minutes

**Aim / Learning outcomes:**

- To enhance cooperation, problem-solving and communication among the participants and raise awareness of their abilities.

**Description/ Instructions:**

Divide the group into the teams. Put one ball in the middle of the room/or outdoor place with the same distance between the two groups.

The goal of the game - group should try to stay together with more players than the other group. At the moment when the facilitator gives the starting signal, one player in each group runs to catch the ball. The slower group loose one member of the team and the game continues until one team loses all its members.

**Reflection/ Evaluation:**

Reflection questions might include:

- How was the cooperation and communication in the team?
- What could be done better?
- What are in your opinion principles of effective teamwork, competition and team building?

**Material:**

Ball

## Energizer - Flip the blanket

<b>Duration:</b>	30 minutes
<b>Aim / Learning outcomes:</b>	<ul style="list-style-type: none"><li>- To encourage cooperation and leadership of young people;</li><li>- To introduce the attitudes and reactions in conflict situations, where the need for a strategy play the critical role</li></ul>
<b>Description/ Instructions:</b>	<p>First, create two groups, bring one blanket per group. Each group should stretch the blanket and place it on the floor. Explain that all members of the group should stand on it and must work as a team to turn it without leaving the blanket at any time.</p> <p>Observe the leadership skills during the team work and find out the main characteristics and people involved.</p>
<b>Reflection/ Evaluation:</b>	<p>Reflection questions might include:</p> <ul style="list-style-type: none"><li>- What factors influenced your success?</li><li>- Who has been particularly active in finding some solution?</li><li>- Did anyone think that with another strategy you could have achieved a better result?</li></ul>
<b>Material:</b>	Blankets
<b>Recommendations for facilitators:</b>	<ul style="list-style-type: none"><li>- If no blankets are available, you can also use large big trash bags.</li><li>- This method is used by the Association of Girl Guides and Scouts of Costa Rica, therefore if you are interested, you can find more information about it on their website.</li></ul>



# Taller Circo Social/ Cirque du Monde

**Duration:** 2 hours

**Aim / Learning outcomes:**

- To develop soft and physical skills of participants, such as coordination, listening, perceptive-motor skills, kinesthetic perception, space-time perception, reaction speed and frequency of movement

**Description/ Instructions:**

Start activity by telling the participants that the room they are about to enter is a magic space. Space where each person can be whom they are without being judged, it is a space to share and a space to experiment and learn. It's a space where it is okay to make a mistake.

Once inside the space, they should walk through the room, recognizing the elements integrated in it. Then, ask them to stop, close their eyes and guess the color of someone's shirt, how many windows there are, emergency exits, textures, etc.

Next, the group gets to know each other and connects with their concerns and hobbies. Throw a ball and everybody with the ball must say the name, what he/she likes to do and what is difficult for him/her to do because of a physical barrier.

**Warm-up:**

Introduce a play „Cross the rope while you are spinning“. Participants must jump over the rope without touching it. The exercise starts with one person jumping, then pairs, then three people, four people, until the whole group is involved. The objective is to boost the communication between the participants, teamwork, the reflection to resolve the problems and to achieve a common goal.

**Juggling ball choreography:**

Give one juggling ball to each participant and ask them to explore what can be done with the ball. The intention is to develop creativity and every idea the participant suggests should be included in a small choreography of the juggling ball.

Next, let the group decide to check the order of the ball, to analyze the movement of the ball. Here they face independence in decision-making, working as a team and coordinating how they want to present the choreography of the ball.

**Reflection/  
Evaluation:**

After each round, start a critical reflection through the experiential learning cycle – ask them what happened, what they did, how they felt and how they could improve it.

**Material:**

Juggling balls, rope

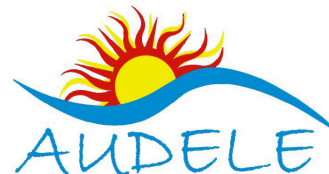
**Recommendations  
for facilitators:**

- More information about the activity are available here:  
<https://parquelalibertad.org/noticias/2017/02/16/como-aliados-el-parque-la-libertad-y-el-programa-cirque-du-monde-del-cirque-du-soleil-dedican-semana-al-circo-social/>

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