

IDENTITY

Author: Anna Książek

Main objectives:

- Reflecting on the concept of identity

During the workshops participants will (specific objectives):

- Reflect on groups they identify with.
- Define identity and its influence on our life.
- Get to know the concept of primary and secondary identity.
- Discuss how identifying as a woman influences our life and choices.

Time:

1,5h

Place:

indoor or outdoor

Materials:

Stationary: pens, paper (recycled if possible)

Note: The whole scenario is based on materials published in Pakiet edukacyjny.
Dyskryminacja (<http://bc.ore.edu.pl/Content/190/antydiskryminacja.pdf>).



Course:

1. Introduction

Invite participants to share the story of their name. Do they know where it comes from? Who gave them this name? What is the meaning of it? Do they like it? Would they like to be called differently? After everybody shared, discuss for a few minutes: how the name is connected to the topic of today's workshop - identity?

2. Parts of my identity

Source: <http://bc.ore.edu.pl/Content/190/antydiskryminacja.pdf>, pages 49-52

Explain that this exercise is about different groups participants identify with. They won't have to share the results of this exercise if they don't wish so.

a) Individual work

Ask participants to draw the circle and divide it into 5 equal parts. Invite them to write down their names in the middle of the circle and then fill the five empty parts by writing down the names of the groups they identify themselves with, they feel they belong to. One group in one part. Ask participants to do this exercise spontaneously, without thinking. They can always change their mind later. At the end of this part ask participants to underline one from the five groups which they feel is the most important for them at the moment.

b) Small group work

Divide participants into small groups of 2-3 people and give them time to share the results of their work (if they wish so). Summarise by asking of any thoughts, surprise or conclusions participants would like to share with others.



c) Whole group work

Explain to the participants this part of the exercise. In a moment you will start to read the names of certain categories. If the name of a category corresponds to one of the groups written down by participants in their circle, they are asked to stand up. This part of exercise should be done in silence, with no comments. After a few seconds you ask participants for whom this particular group is the most important to keep standing and the rest to sit down. After a few seconds, ask everybody to sit down and continue to the next category. Before starting, ensure participants that they don't have to stand up if they don't want to, even when the category corresponds to what they wrote.

Make sure everybody understands the exercise and if so, start to read the first category. Give it time. Even if nobody stands up, don't rush to the next category. If any questions or comments appear, ask gently to keep silent and ensure that after the exercise there will be time to share the questions, doubts and comments.

Proposed categories:

- religion
- origin
- sex
- sexual orientation
- profession
- age
- social status
- hobby, free time
- family
- friends
- school, university



- sport
- charity activities
- political orientation
- neighbourhood
- music and art
- eating habits (e.g. vegetarianism)

You don't have to read all categories, you can adjust them to the group. At the end you can also ask if there is anybody who would like to propose their own category.

d) Summary

Discuss the exercise with participants and ask about their impressions.

Suggested questions:

- Which part of the exercise was the most difficult for you and why?
- How did you feel when you were standing alone, and how when almost everyone was standing?
- How did you feel when you were sitting alone (or almost alone) while others were standing?
- Did you learn something new about other people in the group? Did you learn something new about yourself?
- Are there any groups that are more difficult to stand or sit with?
- During the exercise, you didn't have a chance to explain why you stood up. Was it uncomfortable for you? Why?
- What did you learn through this exercise?
- What is identity? How would you define it? How does it influence our life?

After the exercise tell participants about the concept of primary and secondary identity, also sometimes called Primary and Secondary Characteristics of Diversity:



“Primary characteristics of diversity are usually the most visible; for example, gender, race, sexual orientation, and age, although often these may not be apparent. The visibility of primary characteristics is critical to the assumptions made by the majority society about the presumed worth of minority group members. The values and judgements assigned to these attributes by the majority group may determine whether minority group members are accepted as full participants.

Secondary characteristics are defined by way of experience. Secondary characteristics, such as family status, education, income, and communication style are vital in shaping one's educational and career trajectories. Secondary characteristics account for human agency and choice, so the influence of secondary characteristics is more variable and presumably less defining, although not always, than primary characteristics.”

Source: https://serc.carleton.edu/advancegeo/resources/what_diversity.html

Discrimination is usually connected to our primary characteristics, so those we are not really in power to change.

3. Summary

Summarising, bring it back to the topic of identifying as a woman in today's society. What does it mean for participants? How identifying as a woman influences their life? How many of them actually put women as one of the categories? What do they think - do men put gender as frequently in categories as women do? Probably not, as the majority category tends to be invisible. Probably participants themselves didn't put race in their categories (as most non-white people would do) or sexual orientation (as most homosexual will do). You can continue this topic by proposing the workshop about Discrimination. At the end ask participants to fill the application form.

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GENDER

Author: Anna Książek

Main objectives:

- Introducing the topic of gender and image of women created by our culture

During the workshops participants will (specific objectives):

- Consider the differences between (biological) sex and (socio-cultural) gender.
- Analyze songs, proverbs and other elements of culture considering what kind of image of women and girls they present.
- Learn to be critical toward the media, especially advertisements, and to see not only the products or services they advertise, but also the cultural message they give, especially in relation to gender.
- Get to know examples of positive actions, initiatives and social campaigns related to gender equality.

Time:

3h

Place:

indoor

Materials:

- Stationery - pens, paper (preferably recycled)
- Equipment - computer, speakers, blackboard or flipchart
- To prepare before the meeting - cut out from magazines advertisements showing girls and women

Note: You can also run this workshop in two separate meetings: one about gender and one about advertisements and images of women presented in them.



Course:

1. Introduction

Invite participants to the introductory round, during which they will say a few words about themselves and their expectations towards the workshop. Verify the expectations by informing which of them are likely to be met, which are not and, if possible, where participants can look for answers to expectations that are not related to the content of this workshop.

2. Sex versus gender

Divide the board / flipchart into two columns, writing "women" on the top of the first one and "men" on the top of the second one. Ask participants to tell what women are like and what men are like (for example: sensitive, emotional, lazy, reasonable, strong, mothers, fighters, aggressive, always in control, etc). We will rely on stereotypes here, which may raise objections from some of the participants, but ask them to reflect for a moment on what common beliefs about men and women can be found in our society. Write them all down in the proper column, with no judgment. When the list is complete, ask the participants to identify those terms from the board/flipchart that are 100% related to biology, that are natural – that is, common to all women or all men no matter where and under what conditions they were born. It will turn out that there are very few (if any) such terms that can be unequivocally attributed to biology, and therefore biological sex. Natural, biological features are, for example, giving birth to children, breastfeeding, but caring for children or greater willingness to care is already questionable. All those features that cannot be clearly ascribed to biology are called gender (in other words – socio-cultural sex). That's all we learn about being male and female after we are born.



3. How do we learn it?

Divide the participants into groups of a few people and ask them to write down all the sayings, proverbs, songs, and jokes about women and girls that come to their mind. These can be sayings or quotes in which the word woman appears directly (e.g. no women no cry), but also those in which there is another word clearly indicating a woman (for example jokes about blonde). After a few minutes, ask the groups to pass the quotes and sayings they wrote to the group on their right. The next task will be to create an image of a woman that emerges from quotes and sayings written by another group. What is the woman like according to what is written on the sheet of paper they received from the other group? What information does a woman/girl receive about who she should be, how to behave, what to do and what not to do? Finally, ask the groups to present the results of their work and discuss their conclusions. Very often images which emerge are contradictory - on one hand women should be modest, caring, virgin, good mothers and wife, on the other sexual, provocative, experienced and independent.

If the group needs a break, this is a good moment for it.

4. Killing us softly - movie

Invite the participants to the screening of the film "Killing us softly" - <https://www.killingussoftly4.org/> or another film related to the image of women in the media and in advertising. After the film, ask participants about their impressions, thoughts, doubts.



5. Ads around us

Divide the participants into new groups. Give each group a few ads featuring women, cut from available magazines. If you are working with a group that you know better, you can ask the participants to cut out such advertisements themselves or to take pictures of billboards and posters with images of women in preparation for the workshop. Based on the information from the video, ask the participants in the groups to analyze the ads, wondering what, apart from the product, each of them sells? What is the cultural message of the advertisement, what does it tell us about the role of women? How does this affect us, our girlfriends, our daughters?

6. Positive examples

Although there is still much to be done in the topic of this workshop, it's worth noticing that there is significant progress. Show the participants a few social campaigns devoted to the topics (you can get inspired by the links below). You can also share female related changemaker stories

(<https://www.exchangetheworld.info/changemakers/tags/women>), finishing the workshop with a bit of hope, inspiration and motivation.

Examples of social campaigns:

- Dream Gap Project: https://www.youtube.com/watch?v=i_xU7VbF09I&ab_channel=Barbie
- Dove | Real Beauty Sketches: https://www.youtube.com/watch?v=XpaOjMXyJGk&ab_channel=DoveUS
- Run like a girl: https://www.youtube.com/watch?v=XjJQBjWYDTs&ab_channel=Always



7. Summary

Invite the participants to the final round, ask about their learnings and impressions after the workshop. Take care to give a voice to every participant to express whatever needs to be expressed before the workshop ends.

Bibliography (and materials to share with participants after the workshop):

- Fundacja Autonomia (<https://autonomia.org.pl/publikacje/delikatnie-nas-zabijaja-3-Images-kobiet-w-reklamach/>)
- Antydyskryminacja. Pakiet edukacyjny, wydawnictwo CODN (<http://bc.ore.edu.pl/Content/190/antydyskryminacja.pdf>)
- Killing us softly (<https://www.killingussoftly4.org/>)
- ExChange The World (<https://www.exchangetheworld.info/changemakers/tags/women>)

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DISCRIMINATION

Author: Anna Książek

Main objectives:

- Discuss the topic of discrimination and practice possible reactions

During the workshops participants will (specific objectives):

- Discuss the definition of discrimination, as well as its causes and consequences.
- Reflect on situation in which they felt discriminated, they discriminated somebody else or/and they witness discrimination.
- Discuss and role play possible reactions for discrimination.
- Reflect on ways of reacting for discrimination which feel acceptable and safe for them.

Time:

3h

Place:

indoor

Materials:

- pens, paper (recycled if possible), flipchart, markers

To print:

- Appendix 1 - one for each participant

Note: The whole scenario is based on materials published in Pakiet edukacyjny.
Dyskryminacja (<http://bc.ore.edu.pl/Content/190/antydiskryminacja.pdf>)



Course:

1. Introduction

Tell participants that during this workshop we will work on the topic of discrimination. Let's start with the definition. Propose participants the exercise "Definition of discrimination" (source: <http://bc.ore.edu.pl/Content/190/antydiskryminacja.pdf>, pages 90-91):

Draw a tree on the blackboard or large sheet of paper, and write the word "discrimination" on the trunk of the tree. Invite the participants to a brainstorming session on the causes and effects/consequences of discrimination. Participants should specify whether their proposal is the cause or the effect of the discrimination. Write down the participants' suggestions on the drawing - causes as roots and effects as branches. After the brainstorming is over, turn the sheet of paper with the tree by 180 degrees. Participants may now find out that it also works the other way around: the effects of discrimination often become the cause of new discrimination. This means that discrimination is a kind of vicious circle which is very difficult to go out from.

After the brainstorm session, divide the participants into groups of 4-5 people. Ask the groups to write the definition of the word discrimination. The definition should reflect the opinions of all group members. After a few minutes ask each group to present their definition.

2. Four positions

Source: <http://bc.ore.edu.pl/Content/190/antydiskryminacja.pdf>, pages 92-94

This exercise refers to the participants' personal experiences of discrimination and inequality.



Give each participant table from Appendix 1 and ask them to describe four different situations:

- Situation in which they felt discriminated against or treated unfairly by someone else.
- Situation in which they behaved in a discriminatory way to another person.
- Situation in which they witnessed an act of discrimination and they didn't do anything to react or prevent it.
- Situation in which they witnessed an act of discrimination and they reacted.

Ask participants to complete the activity cards individually. Say that the completed cards will not be collected and they will decide themselves how much they want to share.

After they complete the cards, divide participants into groups of 4-5 people and invite them to discuss their experiences, sharing as much as they want to share.

3. Drama exercise

Source: <http://bc.ore.edu.pl/Content/190/antydiskryminacja.pdf>, pages 99-100

Continuing the work in groups from the previous exercise, ask participants to choose one situation they would like to work on. That can be any situation from those written down, in which they would like to behave differently than they did. Give them a few minutes to discuss how they would like to behave, what they would like to do if the situation would happen again. Then, invite them to prepare a small role-play which will present the new solution. It's not necessary that the person to which the situation belongs play herself, sometimes it can be interesting to actually play another role in this situation. After groups are ready, invite them to play a prepared scene in front of the others, showing at least one possible solution to the presented situation. After they finish, ask firstly the actors how they feel in their roles and what they learned. Then you can invite feedback from the audience. If any new solution pops up you can invite the group to play it as well and check how they feel it in their bodies and emotions. After all groups presented their role play, discuss with participants how the exercise was for them and what they learned from it.





4. Summary

Summarizing the workshop you can write down on flipchart or the board possible ways to react for discrimination (both as victims and witness) and discuss which of them participants would feel comfortable with. What would help them to be able to react for discrimination? At the end ask participants to fill the evaluation form.





Appendixes

Appendix 1

<p>Describe one situation in which you felt discriminated against or treated unfairly by someone else.</p>	<p>Describe one situation in which you behaved in a discriminatory way to another person.</p>
<p>Describe one situation in which you witnessed an act of discrimination and you did nothing to prevent or counteract it.</p>	<p>Describe one situation in which you witnessed an act of discrimination and you reacted or opposed to it.</p>





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SETTING BOUNDARIES

Author: Anna Książek

Main objectives:

- Learn to recognize and set the boundaries

During the workshops participants will (specific objectives):

- Get to know and feel their bodies better.
- Start to feel more confident in listening and working with their bodies.
- Recognize their limits.
- Learn how to say “no” and set their boundaries.
- Recognize that “I don’t know” also means “no”.
- Discuss different ways of expressing their agreement or disagreement.

Time:

1h

Place:

indoor or outdoor

Materials:

Stationary: flipchart/board if you decide to write down conclusions



Course:

1. Introduction

Tell participants that during this workshop we will work quite a lot with our bodies and propose a few warm-up exercises which will help them to connect to their bodies and feel more secure in working with them also in presence of other people.

Examples of warm up exercises:

a) Walking in the space

Invite participants to walk in the space freely, in any direction. Then give them different instructions to follow:

- Notice the space around you, feel the floor under your feet, notice the walls, ceiling, objects in the space.
- Notice people around you, be aware of every person you cross by.
- Look at the eyes of people you meet, see them clearly.
- Imagine that your current walking speed is 5. I will give you the numbers from 1 to 10: 1 is the slowest, 10 is the fastest. Adjust your speed to the given number, being careful for other people (give a few different numbers).
- Following the speed instruction, change speed according to the number but be aware of space at the same time. If you see a gap somewhere, fill it, so people are distributed equally across the room.
- Following the speed instruction, change speed according to the given number but be aware and notice people at the same time, look at their eyes.
- Stop for a minute and try to feel the rhythm of your heart. Once you have it, start to walk with the speed reflecting your heart beating. With time, notice the speed of other people. If you lose your rhythm, stay still for a few seconds and reconnect to your heart beat. You can do it by placing your fingers on your neck or wrist.
- Find the way to come together in the circle.



Discuss the experience with participants.

b) Exercises in couples

There are various body exercises in couples you can propose. With every new exercise change also the couples, so participants have a chance to work with different people.

- Marionette

Decide who is the person A and who the person B. Person A is a marionette with imaginary strings coming from her hands and legs. Person B can pull the imaginary strings and give marionetter direction. After 1-2 minutes change the roles. At the end give 2 minutes to the couples to discuss their experience.

- Mirrors

Person A is a mirror which repeats everything person B does. After 1-2 minutes - change the roles. At the end give 2 minutes to the couples to discuss their experience.

- Sound

People in couples decide one sound. Ask each couple to present their sound to make sure that sounds of different couples are not too similar to each other. Person A closes her eyes. Person B is leading person A just with the sound they decided. Person A is slowly following. Person B is responsible for her security. At the beginning the sound should be very close to the person, once the person starts to feel more secure, person B can start to distant a bit. After 2 minutes change the roles. At the end give 2 minutes to the couples to discuss their experience.



c) Exercises in groups

You can follow with group exercises if participants are ready for it.

- Group massage

In the group of 5 people one is lying down on her belly on the mattress. Ask the person to declare which parts of her body she doesn't want others to touch. Then invite the other 4 members of the group to massage the person for a few minutes. The person who receives a massage can express her wishes and stop the things she doesn't like, setting her boundaries. Put relaxing music in the background. After a few minutes, change the person on the mattress and continue till everybody has a chance to receive a massage.

- Falling

Group of 5 people stand in the circle. One is coming in the middle, closes her eyes, and keeping the body straight she falls down into one of the directions. The task of 4 other people is to gently catch the person and put her in another direction. 4 members of the team are passing the person in the middle to each other making sure she is safe and has a good experience. Give every participant the chance to be in the middle and do the exercise till the extent which feels comfortable to them.

2. Setting boundaries

After warming up our bodies, propose a series of exercises which help us to recognise and set our boundaries.

- Trees

Divide participants into couples. Ask person A to imagine that she is a tree, deeply rooted to the ground, in firm posture. Person B is pushing person A in different points with hand or all her body, at the beginning gently, then stronger and stronger. The task of person A is to stay firmed, with her feet strongly on the ground. After a few minutes change the role. Invite participants to discuss this experience firstly in couples and then in the whole group.



- No

Ask participants in different couples to stand opposite to each other, creating two lines of people. The task of women on the left side would be to stop those who are at the right side. When you say start, women from the right side start to go toward their partners on the left side. Women on the left should say stop or no whenever they start to feel uncomfortable with their partner coming closer. First time probably their “stop” would be very delicate and gentle. Repeat the exercise a few times, asking them to say it stronger, to shout, to show with all their body that they are serious in saying NO. You can ask women on the right to go faster, more aggressively. After a few trials, change the roles. Let participants discuss the experience in couples and then in the whole group.

- Consent

Divide participants into new couples. Person A names parts of the body she doesn't want to be touched. The task of person B would be to put her hand in different parts of the body of person A (omitting those which person A named as untouchable). Task of person A is to physically reject the hand of person B from their body (by pushing it away) and say out loud “no”. Person B is trying in different parts of the body. After a few minutes change the role. Then give a few minutes to discuss these experiences.

In the second round of this exercise, the person who is touched has three options: yes, I don't know, no. In case of no and I don't know she rejects the hand physically pushing it away. In the case of yes, the person who is touching leaves the hand for a few more seconds and then takes it away by herself. Person who is touched can spend a few seconds to really feel if the touch she is experiencing is acceptable (yes), not acceptable (no) or she is not sure (I don't know). Very important part is that “I don't know” also means a lack of agreement. Change the role, give time after to discuss this experience in couples and summarize in the whole group. What did you learn about consent? What is the difference between no, I don't know and yes?



- Circle of no

To have a strong closing of this part you can invite women to stand together in the circle and one by one shout “NO!” with the body expressing clear disagreement (they can stamp their leg, put the hand ahead, do anything with the body which confirms their disagreement). At the end you can all shout together.

3. Summary

Discuss with participants what they have learned and experienced in this workshop. How can we give our agreement and disagreement in daily life? Why is setting boundaries important? How can we recognize them? How can we train our ability to say “no”? At the end ask participants to fill the application form.

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STRENGTHS, DREAMS, VALUES

Author: Anna Książek

Main objectives:

- Identifying our strengths, dreams and values

During the workshops participants will (specific objectives):

- Recognize their strengths and talents.
- Prepare a map of their dreams and identify their values based on it.
- Understand how getting to know ourselves influences our self-esteem and can help to prevent psychological violence.

Time:

3h

Place:

indoor

Materials:

- Stationary - flipcharts or big pieces of paper (one for each participant), old magazines with photos (at least one per participant), glues, scissors, post-its or small pieces of paper (can be recycled after cutting Appendix 1)
- Equipment - phone or computer with speaker (to put relaxing music)

To print:

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



Course:

1. Introduction

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

2. Strengths

Give each participant a pile of strengths cards (cut from Appendix 1 - "Strengths"). Ask them to put the first 7 in front of them in a line. Then, they uncover one by one the other cards from the pile and check if the strength on it matches them better than any of the 7 which already lie in front of them. If yes, they should replace the new strength with the one among the 7 they feel further from them; if not, they put the card aside. Then, they uncover the next card and repeat the process till the end of the pile. At the end they should have their 7 biggest strengths in front of them.

Ask about their experience.

Auxiliary questions:

- Was it easy/difficult? Why?
- Did anything surprise you?
- Did you choose strengths which you have or those you would like to have? What is the difference?
- Do you think your friend/partner/family will choose the same 7 strengths for you? (you can suggest them to ask a close person - friend or relative - to do this exercise and choose their 7 strengths as seen from outside so as to compare the results)



- Is it easy to speak about our strengths? Why?
- Why is it important to know our strengths? How can we use this knowledge to protect ourselves from violence or discrimination?

At the second part of the activity about strengths, invite participants to share what strength they see in others. If the participants feel comfortable with each other, you can ask them to find a partner and discuss in pairs for 5 minutes, naming strengths they see in the person they speak with. After 5 minutes ask them to find another person to speak with and repeat the exercise. Do it 3–4 times, so participants can get feedback from different people. If the group is not so comfortable to speak face to face you can ask each person to take an A4 paper and write her name on the top of it. Then, sitting in the circle, ask participants to pass the paper to the person on the right. Their task is to write the strengths of the person whose name they see on the top. After 1–2 minutes ask them to change and again pass the papers to the person on the right. Continue till every person has a chance to write something on paper of all the other participants. It may seem difficult for people who don't know each other well, but you can point out that in fact very often people who meet us for the first time may notice some strengths in us which are not so visible for people who have known us for a long time, as we also change with time. It's good to have both points of view.

You can summarize this part by asking participants if the strengths indicated by other people are similar to those they chose themselves?

3. Map of dreams

Put old magazines (with photos), flipcharts, glues and scissors in the middle. Tell participants that their task will be to create a map (or rather a collage) of dreams. Ask them to try and stop thinking, just take a magazine, go through it and cut pictures which somehow call their attention, without planning, without reflecting. Then, they take the next magazine and do the same. When they have enough pictures they should glue them to a big piece of paper the way they feel like. Give at least 30 minutes for this exercise.



Put relaxing music in the background and ask participants to fulfill the task in silence, to not disturb others.

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

Auxiliary questions:

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

4. Values

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

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



When this is ready, you can ask participants to rate each value using the scale from 1 to 5, considering how much in reality they care about each particular value, how much energy and time they put on it. 1 means they don't put time and effort at all, 5 means they put in a lot. Sometimes we consider a value very important to us, but in fact we don't really give attention to it in our daily life.

When everybody has finished, discuss with participants their experience.

Auxiliary questions:

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

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

5. Summary

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



Appendixes

Appendix 1 – Strengths

SENSE OF HUMOR

PLANNING

OPEN-MINDEDNESS

QUICK LEARNING

PATIENCE

SKILLS

COOPERATION

FLEXIBILITY

CRITICAL THINKING

INITIATIVE

RESPONSIBILITY

EMOTIONAL INTELLIGENCE

COMMITMENT

ACTIVE LISTENING

PUBLIC SPEAKING

ANALYTICAL SKILLS

CURIOSITY

ORGANIZATION SKILLS

ENTHUSIASM

RELIABILITY

COMPETITIVE

STORYTELLING





LEARNING FROM

FAILURES

CONFIDENCE

ATTENTION TO DETAILS

RISK TAKING

PERSEVERANCE

PERSUASION

EMPATHY

DEFINING PROBLEMS

STRATEGIC THINKING

BRAVERY

STRONG WORK ETHIC

COMMON SENSE

DETERMINATION

LOGICAL THINKING

COMMUNICATION

TACT&DIPLOMACY

SELF-MOTIVATION

ENCOURAGING PEOPLE

TIME MANAGEMENT

LEADERSHIP

PROBLEM SOLVING

CREATIVITY

MUTLI-TASKING

CARING





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PROCESS OF CHANGE

Author: Anna Książek

Main objectives:

- Getting familiar with the process of change

During the workshops participants will (specific objectives):

- Understand what the process of change looks like.
- Know how to approach the process of change, both in our lives and lives of other people.
- Get motivated to introduce changes in their life and be realistic about their implementation.

Time:

1,5h

Place:

indoor (or outdoor with access to projector)

Materials:

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

Note: there is a presentation prepared for this workshop which contains every step of it, including some diagrams, theories and inspiration quotes. You can find the presentation here: <https://jamboard.google.com/d/11N-mTrZ9jxoTnuiTCLukya51YnlzRMPWzSGAu6Olr6I/viewer?f=5>. It's good to use it as a background guide through the workshop.



Course:

1. Introduction - fist exercise

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

2. My experience of change

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

3. Stages of change

Divide participants in small groups of 4-6 people (spreading pairs from previous exercise in different groups). Based on the talk they had before as well as their general experiences, ask participants to prepare a poster which shows different phases of change. What phases can they identify? What emotions and thoughts are connected with every phase? After 10 minutes of work, ask them to present the results to other groups. Summarizing, show to the participants the diagram with the process of change and explain to them that this is one of the theories of how the process of change looks like (you can find examples of diagrams here: <https://www.slideteam.net/powerpoint/Change-Management-Timeline> or <https://leadershipthroughchange.com/2012/12/10/using-the-change-curve-in-communication-during-change/>).



It doesn't have to be so in every case, what's most important is that change is always a process. Things like regress, anger, feeling down are completely normal and we need to accept them as a part of change.

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

Every time we come close to Threshold, close to the border of our own comfort zone, different emotions and reactions may appear, as we see in slide number 8 in the presentation. We may experience fear, cynicism, disbelief, lack of energy, etc. Coaching question which may help us to recognize that we resist going out of our comfort zone, to start our adventure is: If I wanted to sabotage myself, how could I do that?

4. How to overcome obstacles?

Brainstorm with participants and write down what we can do when we encounter resistance and obstacles in our process of change. Then compare answers with suggestions from slide number 10 (mentioned also below):

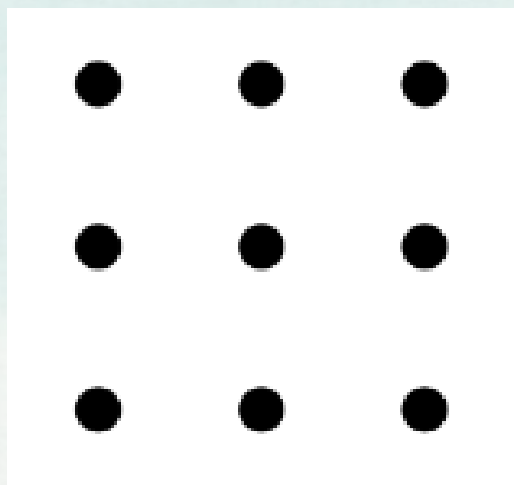
- Recognize your resistance
- Discuss with your inner voice (of fear, cynicism, disbelief, etc)
- Remind yourself WHY
- Prepare yourself (research, mental rehearsal)
- Identify even smaller steps and take them
- Find allies (I can't, we can)
- Feel the fear and do it anyway
- Develop frustration tolerance

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



5. Connect the dots

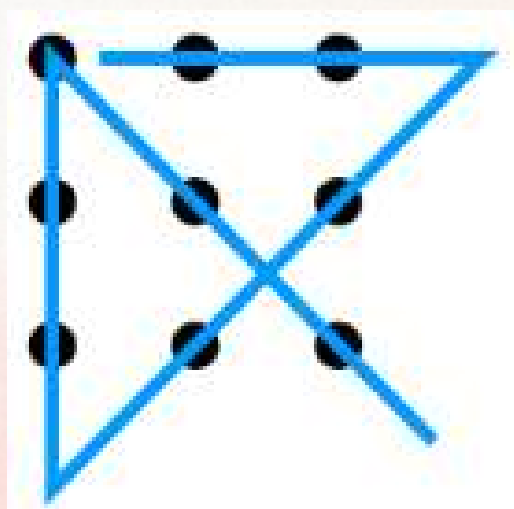
After mentioning Developing frustration tolerance in previous exercise, invite participants to connect the dots challenge. Ask them to draw 9 dots in three lines, as the one below:



Their task is to connect 9 dots with 4 straight lines. Once they put the pen on the paper, they cannot take it away anymore (so 4 lines have to be connected together, drawn in only one shot without taking away the pen and putting it again).

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

At the end show the correct answer (but also appreciate any other creative solution):



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

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

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

6. Triangles

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

Auxiliary questions:

- How was it? Easy? Difficult? Why?
- What helped you to create the triangle and what made it more difficult?
- What did you notice?
- How the move of one person influenced the others?

What can we learn about change from this exercise? What does it tell us about how the systems change?



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

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

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

7. Summary

Invite participants to the final round, asking for their thoughts, learnings and impressions from the workshop. Ask them to fill an evaluation form.

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MINDFULNESS

Author: Anna Książek

Main objectives:

- Getting familiar with the concept of mindfulness

During the workshops participants will (specific objectives):

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

Time:

2h

Place:

indoor or outdoor (depending on the chosen technique)

Materials:

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

Equipment - computer, speakers

To print:

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



Course:

1. Introduction

Tell participants that today's workshop would be about mindfulness. Divide them in small groups of 3-4 people and invite them to discuss what mindfulness means to them? How do they understand this word? Do they have any experiences with mindfulness? Summarize discussion together, adding to definitions if needed. Reflect together: how mindfulness can help us in preventing discrimination or violence? How can it enrich our daily life and help us to become more resilient, empowered and independent?

2. Mindfulness practise

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

a) Meditation

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



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

After body scan you can propose diverse kinds of meditation (for example walking meditation - <https://www.coursera.org/learn/mindfulness/supplement/mk9X7/med-lab-2-exercises> or Compassion & Befriending meditation - <https://www.coursera.org/learn/mindfulness/supplement/Aq6Yj/med-lab-5-exercises>). You can also try the speaking exercise suggested below or use some of the alternative methods described in next points.

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



b) Mandalas

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

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

Mandala has a shape of circle, by many cultures considered the perfect one. Mandalas are said to come from Buddhist tradition. While creating them we focus rather on process than on outcome, in fact many people destroy mandalas when they are finished to underline that everything is temporary. Similar concept of temporarily we can see in kolams - traditional drawing from Tamil Nadu (region in India), where women would draw various shapes in the morning in front of their houses with chalk powder or rice flower. During the day kolams would be destroyed by weather, people and animals and washed away in the evening to give space for next to come in the following morning.

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

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



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

Mandalas helped me, the author of this scenario, a lot, especially during the time of pandemia. It was my meditation, during which my thoughts could calm down, my feelings got ordered. I proposed mandala workshops in various circumstances, both for women and men and it always surprised me how much people get into it, even those who have never tried before.

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

c) Nature

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

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

You can invite participants to think about one question they need an answer for and go for a lonely walk for 30–40 minutes, observing what answer nature has for them. Discuss the experience when they come back. You can also ask them to bring one object from nature which symbolizes their experience, to share it with others.



You can also use poetry and creative writing. Introduce participants the poem of Wisława Szymborska “Possibilities” (Appendix 2). Give every person a copy and read it loudly. Invite participants to go around to nature, find their place in it, discover it with different senses and when they are ready - write their own poem. They can follow the example of the poem, finishing the sentence “I prefer...” or create something completely new. After 40-50 minutes, invite them to come back and share their experience in small groups. Then open the circle for those who want to read their poems. Don’t push anyone, but give enough time to settle and decide.

3. Summary

Ask participants about their impression of today's workshop. What did they learn about mindfulness? How can they use it in their daily life? Ask them to fill the evaluation form.

Bibliography (and materials to share with participants after the workshop):

- Websites with mandalas to print: <https://mondaymandala.com/m>, <https://www.justcolor.net/relaxation/coloring-mandalas/>, <https://www.free-mandalas.net/>, <http://www.supercoloring.com/coloring-pages/arts-culture/mandala>
- Wisława Szymborska, Possibilities
- Coursera course of De-mystifying Mindfulness: <https://www.coursera.org/learn/mindfulness/home/welcome>



Appendixes

Appendix 1 – Instruction to body scan meditation

Read it slowly, leaving some time after each instruction:

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



Appendix 2 - Poem of Wisława Szymborska

Possibilities

I prefer movies.

I prefer cats.

I prefer the oaks along the Warta.

I prefer Dickens to Dostoyevsky.

I prefer myself liking people
to myself loving mankind.

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

I prefer the color green.

I prefer not to maintain
that reason is to blame for everything.

I prefer exceptions.

I prefer to leave early.

I prefer talking to doctors about something else.

I prefer the old fine-lined illustrations.

I prefer the absurdity of writing poems
to the absurdity of not writing poems.

I prefer, where love's concerned, nonspecific anniversaries
that can be celebrated every day.

I prefer moralists
who promise me nothing.

I prefer cunning kindness to the over-trustful kind.

I prefer the earth in civvies.





I prefer conquered to conquering countries.
I prefer having some reservations.
I prefer the hell of chaos to the hell of order.
I prefer Grimms' fairy tales to the newspapers' front pages.
I prefer leaves without flowers to flowers without leaves.
I prefer dogs with uncropped tails.
I prefer light eyes, since mine are dark.
I prefer desk drawers.
I prefer many things that I haven't mentioned here
to many things I've also left unsaid.
I prefer zeroes on the loose
to those lined up behind a cipher.
I prefer the time of insects to the time of stars.
I prefer to knock on wood.
I prefer not to ask how much longer and when.
I prefer keeping in mind even the possibility
that existence has its own reason for being.

Translated by Stanislaw Baranczak and Clare Cavanagh

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LIFE GOALS AND PRIORITIES

Author: Anna Książek

Main objectives:

- Reflecting on our satisfaction in different areas of life
- Learning to identify life goals and priorities

During the workshops participants will (specific objectives):

- Reflect on their satisfaction in 8 different areas of life.
- Create a vision and set the goal in one chosen area of life.
- Identify doable steps which can bring them from today's situation to created vision.
- Get to know the Eisenhower matrix and other time management and priority setting methods.

Time:

2h

Place:

indoor

Materials:

Stationary: paper (if possible recycled), pens, crayons, markers, flipchart

Equipment: computer and projector if you want to use presentation or diagrams

To print:

Appendix 1 - one for each participant (participants can also draw The Wheels of Life themselves if access to the printer is a problem)



Course:

1. Introduction

Welcome participants and tell them that during today's workshops we will have a look at our life situation and discuss life priorities and goals. There will be quite a lot of individual work. Ensure participants that they won't have to share results if they don't want to, so they can be honest to themselves in their answers.

2. The Wheel of Life

Give the participants the printed blank templates of The Wheels of Life (Appendix 1) or ask them to draw one. Explain that we use The Wheel of Life to test how satisfied a person is with different areas of their life. The Wheels of Life are empty at the moment. The first step is to complete eight categories. Suggest the following categories to participants, but allow them to modify if they wish so. Perhaps one of the categories will not fit their current situation, and on the other hand, they will find that some other key area is missing.

Examples of categories:

- Work and career
- Relationships (partner/friends)
- Family
- Personal development
- Health
- Spirituality and philosophy of life
- Finances
- Fun, rest and recreation



Once the participants have entered their categories, ask them to rate their satisfaction on a scale of 1 to 10 on each of them and fill in the appropriate number of boxes. One starts in the center of the circle, ten are outside. If a person is satisfied with e.g. 6 in the finance category, they should fill in all fields between 1 and 6 in that category using pens, crayons or markers. It is worth emphasizing that we mean subjective satisfaction, not objective data, e.g. I can earn little compared to the national average, but recognize that it is enough for me.

In conclusion, ask if it was difficult for people to complete The Wheel of Life? What surprised them? What did they discover? What should the Wheel of a person who cares about their well-being look like? The circle should be evenly filled, it is less important whether the satisfaction will be at the level of 6 or 10, because each of us assesses it differently, it is more important that we have a similar result in all categories. A wheel with 2 in one category and 10 in the other will travel slower, stumbling over any obstacle, than a wheel with e.g. 5 in all categories.

As the next step, ask participants to choose one category they would like to work on. Invite them to reflect: if their situation would change and satisfaction grows 2-3 steps on the scale, how would they recognize it? Ask them to describe a situation which will satisfy them in this particular area (for example: I earn 20% more than I earn today and I'm not afraid to make ends meet at the end of the month). Encourage participants to describe their vision and goals in this particular area using present tense. The more details the better. To summarize this step, divide participants into small groups of 2-3 people and invite them to share their vision (as much as they feel like). The more defined the vision, the bigger the chance for us to achieve it.

Then, ask participants to define steps they could take to close the gap between today's situation and the envisioned one. Encourage them to think about small, achievable steps they feel they could really introduce in their life.



If you have enough time, after filling the task ask participants to come back to small groups and share their steps with others. They can also support each other in case of doubts or difficulties in defining doable steps.

At the end, ask participants to define and write down one small thing they could implement during the next 24 hours to be closer to their vision and read it out loud, sharing with other participants.

This could be the end of the workshop, but if you want to explore the topic of goals and priorities more, you can use The Wheel of Life for the next exercise.

3. The Eisenhower matrix

Let's focus back on all categories of The Wheel of Life. Ask participants to list the tasks they have to complete in each of the categories. These can be both large tasks, e.g. completing a project, organizing a conference, writing a report, as well as small, everyday matters, e.g. shopping, visiting grandma, calling a friend, paying bills. Ask participants to also write down tasks they have been postponing for a long time and which they would like to do one day, e.g. start a French course, read a book, go on a trip. Ask participants to write down at least 2-3 tasks in each category.

Then introduce them to the concept of the Eisenhower matrix, according to which all tasks can be divided into important and urgent. Urgent refers to the time in which we need to do the thing, important to its value. Therefore, we can divide all tasks into important and urgent, important and non-urgent, unimportant and urgent, unimportant and non-urgent.

After sharing the theory, ask participants to break down the activities listed earlier into the four categories mentioned above. Summarizing, talk about whether it was difficult and why, in which category were the most tasks and what time management strategies should be adopted in order to balance this result, especially if, for example, most of our things to do were included in the important and urgent category.



Discuss together:

- Why setting priorities and identifying what's important, not only what's urgent, is crucial in life?
- How is it connected with our life satisfaction, with preventing others to use us, violent or ignore our needs?
- Which category of tasks is essential for our well-being and life satisfaction in the long run?
- How can we ensure we give enough time and energy to things which are important to us and not only to those which are important to others?

If you want to dig deeper into the topic of time management, you can get inspired by methods and strategies mentioned in this presentation:

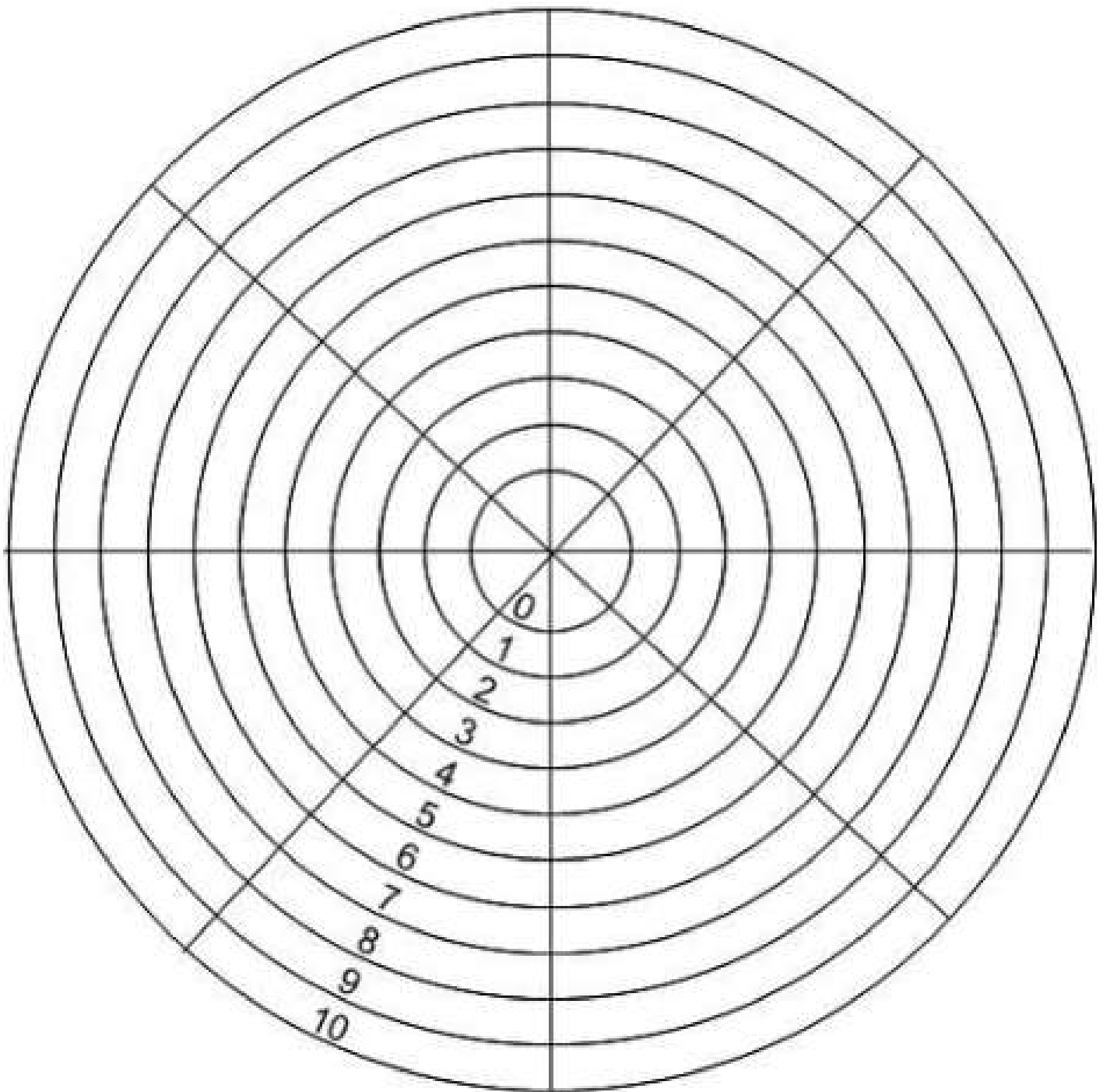
https://docs.google.com/presentation/d/18TzAeMD_WWkUXbPH9UvH_fpiWfkzs_lSbu5sXeEBjg38/edit





Appendixes

Appendix 1 - The Wheel of Life





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CHANGEMAKER GAME - SOCIAL BUSINESSES FROM ALL OVER THE WORLD

Author: Anna Książek

Main objectives:

- Disclosing to the participants the concept of social entrepreneurship

During the workshops participants will (specific objectives):

- Get to know the idea of social entrepreneurship and organizations which support this kind of activity.
- Get to know ways of changing the world for better, including real life examples of social enterprises from all over the world.
- Get motivated to take their own actions.

Time:

2h

Place:

indoor or outdoor with access to projector

Materials:

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

Note: As a continuation of this workshop you can propose participants to design their own social business (check “Social business” scenario).



Course:

1. Introduction

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

2. Game

Explain the rules of the game. On the table or on the floor put many squares of paper in three different colors, creating a path along which the piece will move (in a game of goose fashion). Each color means something different, for example:

- blue – story of changemaker
- red – task
- yellow – hazard

The number of squares depends on the time you have and the number of participants. If needed, you can add more squares or remove some during the game, it's going in line with the idea of the game itself (especially, adding more squares): if somebody is changing the world, she/he often finds out that the path is different from the one she/he imagined at the beginning.



Participants play the game in small groups of 4-6 people. They don't play against each other, but together. It's very important! There is only one piece. The first team throws the dice and the piece moves the appropriate number of squares. Depending on the color of the square, the team which threw the dice chooses a changemaker story (if landed on a blue square), draws the task for teams (if red) or the hazard card (if yellow). The task for teams is undertaken by all teams. For every team which fulfills the task correctly, move the piece one square ahead. Hazard tasks are done once and they regard moving the piece forward or backward on the board. Then, the next team throws the dice. All the time you play with one piece only, having the same aim – going ahead.

Before the meeting prepare cards with changemakers stories, cards with tasks for teams and hazard cards.

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

Below we selected some stories of social businesses you can use for this workshop, based on ExChange The World material, but you can also propose different stories which you know or which happen in your surroundings. Remember to include social businesses run by women and for women.

For each story we propose below you can find a short version in Appendix 1 and the full version (with photos) under the given link. In some cases we also link a movie.

- Latin Latas - zero waste music from Colombia

Full story (and photos): <https://www.exchangetheworld.info/single-post/2018/10/19/the-sound-of-garbage>

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



- Eco-Maximus - paper produced from elephant poo in Sri Lanka
Full story (and photos): <https://www.exchangetheworld.info/single-post/2020/05/09/paper-from-poop>
- Stanimira Chocolate House - socially responsible chocolate factory from Bulgaria
Full story (and photos): <https://www.exchangetheworld.info/single-post/2017/03/03/sweet-happens-1>
Movie: https://www.youtube.com/watch?v=nlQTEs0SWzo&list=PLEMUu_oPmwZbDRI6OBwLXiHdBWOCF41DQ&index=1&ab_channel=ExChangetheWorld
- Klondinsor - tool which allows blind children to draw, produced in Thailand
Full story (and photos): <https://www.exchangetheworld.info/single-post/2015/09/28/drawing-your-feelings-1>
- Organic coffee production - story of coffee farm from Peru + social business which produces machines roasting coffee with solar power
Full story (and photos): <https://www.exchangetheworld.info/single-post/2020/03/22/coffee-stories>
Movie: https://www.youtube.com/watch?v=claKexxkEHo&list=PLEMUu_oPmwZYU6VyFe_eNVnQS6LU3Mh&index=7&ab_channel=ExChangetheWorld
- Laboratoria - 6-month coding courses for women in Chile, after which most of them get a well-paid job
Full story (and photos): <https://www.exchangetheworld.info/single-post/2020/04/11/recode-coding>
- Dancing - intergenerational parties organized by Polish seniors
Full story (and photos): <https://www.exchangetheworld.info/single-post/2019/10/21/grandma-dj>



More stories:

- <https://www.exchangetheworld.info/changemakers-1>
- https://www.youtube.com/watch?v=nlQTEs0SWzo&list=PLEMUu_oPmwZbDRI6OBwLXiHdBWOCF41DQ&ab_channel=ExChangeTheWorld

- Tasks for teams (you can either write them on separate papers for participants to draw when they stand on a red square or read them the task directly, so as to keep a logic order). To the list reported below add some tasks connected with the situation in your country or other interesting issues related to social entrepreneurship:
- Explain the term “social entrepreneurship”.

Summarizing the answers of the teams, show them a short movie, prepared by the Smart Kolektiv, which explains what social entrepreneurship is:

<https://www.youtube.com/watch?v=1ecKK3S8DOE>

Social enterprise (social business) is a kind of business, for which it is important not only to earn money, but also to solve social problems. It can be an enterprise which hires disenfranchised people (for example with disabilities), which gives its profits to charity or which produces fair, ecological products. Examples of social enterprises are presented on <https://www.exchangetheworld.info/changemakers-1>.

- Give one example of a social business from your country.
- Give one example of a social business which can help people with mental disabilities.
- Mention three things which you can put into action from today to become a more responsible consumer.
- Give two examples of a social business that can help single mothers.
- Name two organizations which support social entrepreneurs.



Summarizing the answers of teams, tell shortly for example about Kanthari (organization from India which leads courses for changemakers, including social entrepreneurs - <https://www.exchangetheworld.info/single-post/a-spicy-change>) or Ashoka (present a short movie which explains what Ashoka is and what it means to change the world: <https://www.youtube.com/watch?v=yck2K6S-8>)

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

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

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

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



Metaphors:

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

3. Story of Solution

Propose participants a 9 minutes movie which contributed to inspire the Changemaker Game, and which brings it to a close in a good way:

www.youtube.com/watch?v=cpkRvc-sOKk.

4. Summarizing

Invite participants for the final round, asking how they like today's workshop. At the end, invite participants to fill the evaluation form.



Appendixes

Appendix 1

- Latin Latas – zero waste music from Colombia

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

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



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

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

Eco Maximus is a social business from Sri Lanka that produces eco-friendly paper from ... elephant poo! Instead of cutting down trees, the founder of Eco Maximus, Thusitha Ranasinghe, and his team developed a method of making paper using the dung of these popular Sri Lankan animals. They collect shite in the elephant orphanage and, with the help of locally employed workers, prepare beautiful notebooks, books and calendars. Quite often the first thing customers do is to smell their products, but from first-hand experience we can assure you that it is impossible to tell what they are made of. Eco Maximus makes sure that each stage of production is as environmentally and socially friendly as possible – they do not use toxic materials, electricity in the factory comes from solar panels, 80% of employees are women who work close enough to their house to be able to come on foot.

- Stanimira Chocolate House – socially responsible chocolate factory from Bulgaria

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

Stanimira from Bulgaria loved chocolate. On the occasion of her birthday, her husband bought her a ticket to Belgium to test chocolate. On the spot, however, it turned out that her husband was wrong and instead of a testing event, he bought her tickets for an advanced chocolate production course, before which she should have completed the previous 7 levels. She took on the challenge: for the next year, Stanimira worked in a corporation during the day, and in the evenings she learned to make chocolate, achieving better and better results after her first failures.



When more friends began to ask if they could buy her chocolate products, she decided to quit her stable job and set up her own responsible mini-chocolate factory, which donates 10% of the income and a lot of chocolate products to local NGOs, and also hires a person in a difficult situation - at the moment of the interview, it was a boy from an orphanage house who, when entering adulthood, had to start to make a living, having no experience in the labor market. The internships in the factory, where each chocolate is prepared by hand, with great passion and love, is an important opportunity for him to enrich his CV and find himself in a new, adult life.

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

One of the key products of Klondinsor's social business from Thailand is a drawing board for visually impaired children.

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

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

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



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

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

Laboratoria is a social business from Peru that prepares women in a difficult situation to find their way on the labor market through six-month coding courses.

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



- Dancing - intergenerational parties organized by Polish seniors

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

You go to a party in one of the best clubs in Warsaw, Poland, and there you meet your grandmother and her friends. Surprised? Unnecessarily! Dancing Międzypokoleniowy shows that at any age you can find meaning in life, a diverse group of good friends and great fun!

The idea of Dancing is to break stereotypes and barriers related to the perception of old age. The community connects generations and engages both young and seniors in joint activities. Dancing teaches tolerance and courage in life, inspires you to develop your passions regardless of your age. Dancing provides services in the field of silver marketing, creates campaigns targeted at the silver generation client, organizes events, specializes in the organization of castings for people aged 50+ and cooperates with silver influencers.

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HOME BUDGET MANAGEMENT

Author: Anna Książek

Main objectives:

- Learn to manage (home) budget

During the workshops participants will (specific objectives):

- Reflect on their beliefs related to money.
- Get to know the basics of (home) budget management.
- Set their financial goals.
- Get to know specific techniques of saving money.
- Brainstorm on possible ways of increasing income.
- Decide on changes they want to introduce in their life regarding their financial situation.

Time:

2h

Place:

indoor

Materials:

Stationary: paper (recycled if possible), pens

Equipment: computer and projector to show the presentation

To print:

- Appendix 1 - one for every 2-3 participants

Note: We prepared a presentation which gives a structure to the workshop. You can use it in the background

(<https://jamboard.google.com/d/1aecLrtuUZZfXpqr0oGTOZ2lZIn5cblRniv4nr4GzWWE/viewer?f=19>).



Course:

1. Introduction

Tell participants that the topic of today's workshop is finances. We will have a look at our relation with money and different techniques we could use to manage our home budget. This workshop is based on work of Michał Szafranski from *Jak oszczędzać pieniądze* (<https://jakoszczedzacpieniadze.pl/>) and Aneta Rokicka from Fundacja Wyobraż sobie (<https://wyobrazsobie.org.pl/>).

2. Where to start?

a) What are your beliefs about money?

Invite participants to take a piece of paper and for 5–7 minutes write everything which comes to their mind about money. Through this spontaneous writing we try to identify beliefs participants have about money. If we believe that money is dirty or that we are not able to save money, we will not go very far with any of the suggested techniques. After a few minutes of writing, ask participants to analyze what they wrote and see what their beliefs are. Do they have a positive attitude toward money and their ability to earn it? Are they scared of money? What's their view on people who earn money or save money? Identify any limiting belief which may stop participants from developing in the area of finances and discuss it. If you want to go deeper into the topic, you can divide participants in groups of 2–3 people and invite them to become each other coaches by asking following questions to their partners:

- Name your beliefs /choose the one you want to work with.
- Can you remember where this belief comes from? Who gave it to you?
- What do you do/not do thanks to this belief? How does it protect you? How do you benefit from it?



- What do you lose because of this belief?
- What are the exceptions? Describe the situations which denied your belief, prove your belief is not always true.
- Do other people believe in your belief? What would they (a particular person) tell you about it?
- What belief do you want to have instead? What belief will be more useful/supportive for you? What belief will still protect you but at the same time enable your full potential/help you to achieve your goals?
- On the scale 0-100% how much do you believe in the new belief?
- What proves that your new belief is true? Give examples showing that your new belief is true.

Summarize the exercise asking how our beliefs influence our financial situation and independence?

b) Know your income and expenses

There is not much we can do without knowing exactly how much money we get and how much we spend. If you know your group better, you can propose to them to write down their income and expenses for 2-4 weeks before the workshop. If not, you can discuss why it's important and show a few examples of simple excel sheets which allow us to note down income and expenses, divided into categories (for example food, house, entertainment, education, transport, etc). Most of us believe that we know what we spend money on, but very often after writing things down we are surprised to discover how much money we spend in some of the categories. Already knowing it brings motivation to change and clear indication where the change could start from.



c) Set the financial goal

As in any other areas, knowing what we want helps us to achieve it. Invite participants to define their financial goals. They can use SMART techniques. Most probably some of the participants have already heard about it, so ask them to share their knowledge. You can also use the SMART(er) technique, according to which goal should be not only Specific, Measurable, Attractive/Ambitious, Realistic and Time-framed, but also Ecological (it should take into consideration people around, our environment and society) and Recorded (written down). Underline that the goal should also be positive, written in one sentence and 100% dependable on us. Discuss all those rules with the participants to be sure they understand them. Then, ask them to write down their financial goals which will follow all those rules (for example: Till the end of the year I get a 10% increase in my monthly income. Till the end of November I will save 5.000 zloty for a new car. During the next 2 weeks I will introduce 2 methods of saving money, which will allow me to spend 5% less every month than I spend today). When participants are ready, divide them in small groups of 4-6 people and ask to share their goals. Others check if the goal follows all the rules and if not they help the person to make it SMART(er). Finish by reading all the goals loudly (if it's not comfortable for people to share their goals, they can keep them for themselves - for many of us speaking about money is still a taboo topic).

c. Pay off your debts

Before we start to do anything else, we need to pay our debts. There is no bigger saving strategy than not paying interests from our debts. Beside mortgage, encourage participants to pay all their debts as soon as possible. If needed, you can brainstorm together how it could be done.

d) Saving accounts

Once debts are paid, one of the strategies on managing our budget is to set three different accounts:



- Current expenses - for everything we have to pay on daily basis.
- Emergency fund - for unexpected situation like health issues, broken car, etc.
- Financial pillow - enough saving to survive 3-6 months without income in case of any emergency.

How much money we need on every account depends on the particular person/household. Invite participants to reflect - how much money would they need on each account to feel safe?

e) Investments

Only when all the conditions mentioned above are fulfilled can we start to think about investments. Investment is not the topic of today's workshop, so we won't go into it, but it's important to know, that we shouldn't invest if we have debt, if we don't have a financial pillow, if we don't know what our monthly incomes and expenses are.

3. Financial habits

There are two ways to have more money: reduce expenses or get more income (or both).

a) Saving money

Invite participants to reflect on how they can reduce expenses. Divide them in small groups of 2-3 people. Give each group a list of saving ideas (Appendix 1) and ask them to choose 10 that seem to them the most realistic, easy to implement and provide the biggest savings in the household budget. You can even try to sum up the potential savings.

Summarizing, ask groups which ideas they chose and if there is something else they would like to add to the list.



You can also share some techniques which may make reducing expenses and saving money easier:

- Transfer 10% of your income to savings account

First thing after receiving your salary - save 10% into your savings account (or financial pillow) before you actually start to spend on anything else.

- Envelope system

When you receive your salary or other income, divide it into different envelopes. You can have one envelope for every week of the month (to make sure that you don't spend most of your money at the beginning and stay with nothing at the end) or you can divide envelopes according to categories (for example fixed expenses, food, transport, etc). It will help you to not spend more on the given category than you decided to (based on analysis of your monthly incomes and expenses).

Remember to transfer 10% first to your savings account or create an envelope with money for saving/investments.

- Separate finances from emotions

In practise it may mean to not take children for shopping or make agreement with yourself to not buy things immediately when you spot them which is connected to the next point:

- If you shop for more than 50 euro - wait 48h

If you want to buy something which is more expensive than 50 euro, don't do it immediately. Wait 48h. This will give time for your emotions to calm down and separate them from the financial decision.

- Sell unnecessary things

Things which we don't need and we keep in our houses or basements not only don't bring us money, very often they actually generate costs (especially in the case of things which need to be repaired from time to time or lose their value with time).

Consider selling them and use the money in a better way.

- Money versus time - how much do you earn per hour?

It's important to know how much you actually earn for an hour and take it into consideration while thinking if you should do some work yourself or rather pay somebody to do it.



- Diversify

This is an important point in all things related to money - earning, saving or investing. Diversify. Having only one source of income is very risky in case of any troubles.

b) Getting more income

How can you get more income? Invite participants for a brainstorm. You can use standard brainstorming or paper technique: every person should have one piece of paper; their task is to write down three ideas about how to get more income. After you say “change”, they pass the paper to the person on their right and receive the paper from the person on their left. There they have to write three more ideas which should be different from those they wrote before and different from those already written on the paper. Then, you say “change” and the process is repeated again. Continue for 5-6 rounds, so that each paper has about 15-18 ideas. Summarize the exercise by writing down all ideas in one place, on flipchart/board. Then, ask participants to choose 3-5 methods of getting more income which they believe they could try in their life. If you did a workshop about Strengths, dreams and values you can ask participants to see how they could use their strengths and talents in getting more resources.

4. Summary

Ask participants to write down one thing they can do during the next 24 hours which will bring them closer to their financial goal. It can be related to saving money or getting more income. If that's ok for participants - ask them to share, a witnessed declaration has bigger chances to be implemented. Ask participants about their thoughts, questions, doubts about the workshop and invite them to fill the evaluation form.

Bibliography (and materials to share with participants after the workshop):

- <https://jakoszczedzacpieniadze.pl/>
- Michał Szafrąński, Finansowy ninja



Appendixes

Appendix 1 - List of saving ideas (inspired by <https://jakoszczedzacpieniadze.pl/>)

Food

- Go shopping with a list and don't purchase anything outside of your list.
- Don't overpay on food.
- Limit sweets and sodas.
- Limit eating out, prepare homemade food for school or work.
- Make preserves and your own products.
- Make wholesale purchases for yourself and your friends.

Bank, finances

- Change your bank account to one with no fees.
- Close unused bank accounts.
- Exchange your currency in an online exchange office (banks take a bigger fee).
- Save on debts - pay on time, determine the optimal order for paying off debts.
- Negotiate interest rates on credit card debts (and other things).



- Automate payments for monthly services.
- Cut credit cards if you can't cut debt.

Insurance

- Search for the cheapest insurance for your car – preferably 2 months before the deadline. Actively seek discounts.
- Pay the insurance with a one annual fee.

Transport

- Choose the optimal means of transport.
- Become an Honorary Blood Donor.
- Drive with your friends to work.
- Drive the car economically.
- Drive and park in accordance with the regulations – avoid fines.
- Replace the car with a bicycle.
- Hand wash your car.
- Change the car to a more economical one.
- If you don't have a car, think carefully before buying it.



Household fees and expenses

- Do you rent an apartment? Move closer to work.
- Consider changing electricity suppliers.
- Make good use of the day / night tariff.
- Minimize the number of devices in standby mode.
- Disconnect unused devices from the main net.
- Replace lighting with energy-saving one.
- Cancel unnecessary subscriptions.
- Take care of the refrigerator - it is responsible for 25% of electricity consumption in homes.
- Do not run the dishwasher until it is full.
- Use home-saving hygiene: turn off the lights, close the tap, splash less water in the toilet, seal leaks.
- Learn to use heating wisely.
- Change your mobile operator.
- Turn off all unnecessary telecommunications services - analyze the bill telephone.
- Replace a live Christmas tree with an artificial one.



Clothes

- Visit second hand shops.
- Use store sales wisely.
- Sell or give away clothes you don't use anymore.

Entertainment

- Search for cheap or free entertainment.
- Read free newspapers and magazines lined up for shared use.
- Buy magazines with friends (in turns).
- Use the library.
- Borrow books from friends and relatives.
- Are you a "collector"? Think about what you need it for.
- Don't spend a fortune on kids - you can play with your kids cheaply with a bit of invention.

Other shopping

- Take advantage of loyalty programs.
- Make gifts yourself.



- Give your services instead of buying products, e.g. looking after children.
- If you have to buy gifts, buy them all year round.
- Avoid impulsive purchases.
- If you want something, put it on the gift list for yourself.
- Do not take your children to shopping - in particular, to shopping centers and hypermarkets.
- Don't consider shopping as a de-stress method.
- Return the products to the store if you change your mind.
- Buy cheaper on the Internet.
- Use discount coupons and group purchase services.
- Produce household chemicals - washing powder, soap and other cosmetics.

Other

- Sell unnecessary items - Allegro, Gumtree, etc.
- Give away unnecessary items.
- Get rid of unnecessary electronics quickly.
- Use barter trade.
- Return metal, plastic, paper and electro-waste to collection centers.



Changing habits

- Don't watch too much TV.
- Quit smoking, alcohol and other stimulants.
- Don't go to the movies on weekends.
- Put your change into a piggy bank.
- Write down expenses and plan expenses.
- Convert purchases to the number of working hours.
- Learn to talk to yourself - Ask yourself "Do I really need it?" and "Why do I want to buy it?"
- Don't blame yourself if you fail.
- Read good personal finance blogs.
- Don't be selfish and exchange information with your friends.
- Make your own list of saving ideas.

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GETTING RESOURCES FOR SOCIAL PROJECTS

Author: Anna Książek

Main objectives:

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

During the workshops participants will (specific objectives):

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

Time:

2h

Place:

indoor

Materials:

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

Equipment: access to Internet



Course:

1. Introduction

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

2. Resources

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

a) **Brainstorm + mini debates with participants as experts**

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



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

This workshop lasts quite long and it is just talking, so it's good to set a coffee break in the middle. The break is also a good time for asking additional questions to the experts.

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

b) Visit of an outside experts

If participants have no experience in the topic you can choose to invite an outside expert (or 2-3 of them, specialised in different things). Let them introduce themselves and then answer any questions participants may have. If you have time, you can encourage participants to tell experts about their ideas (for example about social projects/social business they designed during previous workshops), practising also their public speaking skills. Ask experts what method of getting resources they would suggest in case of a particular project.



c) Group work

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

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

Examples of guidance questions:

Crowdfunding and mini-credits

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

"Pay as you like", "tips" - you decide how much you pay

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



Sponsors

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

Grants

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

If you haven't run the workshop about social business you can also propose this option:

Social businesses

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

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

Crowdfunding and mini-credits

- \$ 25 can change lives



"Pay as you like"

- Come as a guest, leave as a friend

Social businesses:

- Roma means human
- Discover the dark side of Barcelona
- Inclusion first

3. Summary

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

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PUBLIC SPEAKING

Author: Anna Książek

Main objectives:

- Developing skills of public speaking and sharing ideas

During the workshops participants will (specific objectives):

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

Time:

4h

Place:

indoor

Materials:

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

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



Course:

1. Introduction

As a warming up exercise, ask participants to share the story of their names. Do they know where their name comes from? Do they have any funny or interesting anecdotes connected with their name? Do they like their name? Maybe they use a nickname?

(If you used the exercise of the story of the name in previous workshops, you can invite participants to say about their hobby or the best trip, the topic is not as important, it's rather about having a step by step introduction to speaking in front of the others).

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

2. The perfect speaker

Invite participants to the second public speaking experience. Ask every person to stand in the middle and introduce herself for one minute, sharing who they are, what they do, what they like, etc. If they want to practise introducing themselves in a particular situation (for example for the parents of the children they want to work with, for volunteers, for potential employer or investor, etc.) allow them to do so.



Don't record anything yet, just check the time and inform them after the presentation how long it took so they start to perceive how long one minute of speech is. After each presentation ask participants to write down what was helpful and what disturbed them in listening. They should not comment on one's performance, rather try to create a general list of DOs and DON'Ts in public speaking. Ask them to start writing only after the one-minute presentation, not during it. Give 20-30 seconds after each presentation to do so. Once everybody has presented, congratulate them again and ask how they feel. If needed, exchange ideas of how to deal with stress. Then, divide participants in small groups of 4-6 people and ask them to prepare the portrait of the perfect speaker based on the notes they made after each presentation and other experiences they have. When finished, create one portrait together on the board/flipchart which will contain advice, suggestions and practices from all groups and your experience as trainer. If needed, comment and present the proper way of, for example, gesturing, etc.

If you have time, you can show participants some short videos with examples of good (or bad) public speeches, for example:

- Al Pacino's speech from Any Given Sunday: <https://www.youtube.com/watch?v=WO4tIrjBDkk>
- Madonna, Woman of The Year Speech: https://www.youtube.com/watch?v=c6Xgbh2E0NM&ab_channel=Billboard

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

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

BREAK



3. Presentations

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

Give participants 15 minutes to prepare and then record all presentations, one by one. Once it's ready, transfer them into the computer, meanwhile discussing how to give good feedback. You can introduce the "sandwich" method for giving feedback (in which we say firstly what was good, then what could be improved and finish again with what was good). Underline that feedback is just a personal opinion of one particular person, it can be accepted or rejected but there is no point to discuss it. The aim of our feedback is to help the person to be a better speaker and only with this intention it should be given.

Once you are sure everybody understands how to give feedback, show the first record. After it, ask the person who was presenting how she feels and what feedback she would give to herself. If needed, ask questions (What was good? What could be improved?). Make sure that each person notices at least one good thing about herself. Then ask if she would like to hear the feedback from others. If yes, invite other participants to share their thoughts. Make sure their feedback is constructive and helps the person to improve her public speaking skills. At the end, share your feedback as a trainer. Ask the person if there is anything she wants to add, but don't let her discuss what she heard. Then, go to the next record and continue till the last.



If the group is bigger than 10 people, you need another trainer, room, camera and projector to do this part simultaneously in two different groups (more than 10 people is far too much to concentrate and give good feedback, you will also not have enough time for it). If the group is small and you have time, after the feedback session you can record the same speech again to see the improvement.

4. Summary

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

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