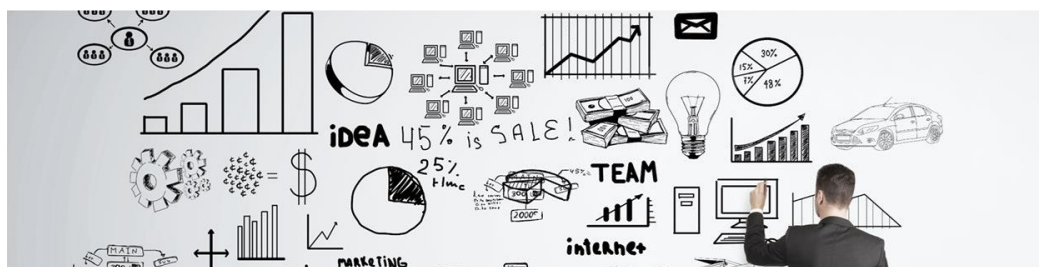


TOOLBOX



Youth Employability Stimulators of Tomorrow



Erasmus+ Training course
25/01 – 02/02/2017, Szklarska Poręba, Poland



“Youth Employability Stimulators of Tomorrow” was a 8-day Mobility of Youth workers – Training course, organised by Youth Support Centre in Szklarska Poręba, Poland from 25th of January to 2nd of February 2017 that brought together 32 youth workers, youth leaders, trainers, staff of organisations from Poland, Czech Republic, Macedonia, Greece, Spain, Italy, Romania, Lithuania and Croatia.

FUNDED BY:



GRANTED BY:



ACKNOWLEDGEMENTS

This booklet brings you a compilation of workshops that can be used on Youth Exchanges with young people, Training Courses and Seminars with youth workers and youth leaders on the topics of unemployment, employability, entrepreneurship and intercultural learning.

This publication has been created as a result of the intensive work by participants and trainer's team during the Training Course „**Youth Employability Stimulators of Tomorrow**” (2016-2-PL01-KA105-027183), organised by **Youth Support Centre** Foundation in Szklarska Poręba, Poland from 25th January to 2nd of February 2017.

We would like to express our gratitude to all those who contributed to creating this toolbox, with their suggestions, feedback and dedicated work. We thank all of the participants, project team and volunteers from Youth Support Centre who took part in the project and made it possible as well as the local community of Stara Kraśnica where the project was hosted.

The project was funded by [Erasmus Plus](#) Programme of the European Union and granted through the Polish National Agency [Fundacja Rozwoju Systemu Edukacji](#).

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Funded by the
Erasmus+ Programme
of the European Union



Fundacja Rozwoju Systemu Edukacji

WHY DID WE ORGANISE THE TRAINING COURSE?

The main aim of “Youth Employability Stimulators of Tomorrow” was to train, empower and improve professional competences of youth workers, youth leaders and professionals in the youth sector to successfully work through non-formal education on improving the entrepreneurial, employability and transversal skills of young people they work with within their organisations and communities as a way to combat youth unemployment and promote active participation in democratic life and the labour market in Europe.

More information you can find on:

www.youthemployability.wordpress.com/about/aims-and-objectives/

PROJECT OBJECTIVES

01: To raise awareness about the common European problem of youth unemployment by exploring its roots and challenges as well as the social, political and economic consequences of it on our societies

02: To explore and compare current situations and different models in European countries regarding unemployment and share experiences and good practices of supporting youth entrepreneurship and addressing youth unemployment

03: To increase participants' knowledge and skills on using NFL activities and methods as tools to boost young people's entrepreneurial, practical and transversal skills that can ultimately lead towards employment or starting their own business

04: To reflect on one's own role as a youth worker and the role of organisations to support young people in recognizing and gaining competences for employability

05: To provide participants with information about possible European funding and support programmes for tackling unemployment, such as: EURES, Erasmus for Young Entrepreneurs, European Social Fund, EU programme for Employment and Social Innovation and others

06: To explore and promote youth entrepreneurship while in the same time provide knowledge about business development process: from the identification of an idea or a need, through its development to management

07: To foster sustainable international cooperation and networks, capacity and partnership building in the youth field working with youth unemployment, employability and entrepreneurship

08: To promote Erasmus+ Programme as platform and Youthpass as recognition tool for non-formal and informal learning as important processes for getting new skills that boost employability

PARTNER ORGANISATIONS

Organisation	Country
Youth Support Centre	Poland
VIVID z.s.	Czech Republic
Zdrudzenie za opshtestvena grizha i vladeenje na pravoto "Urbano Opshtestvo"	Macedonia
BUSINESS MENTALITY	Greece
Educadaje	Spain
ASAP EUROPE AS SOON AS POSSIBLE	Italy
Asociatia Tinerilor Activi Civic	Romania
Lietuvos kuno kultūros akademijos turistu klubas "Altus"	Lithuania
Civilna, edukativna i transparentna platforma	Croatia

WHAT IS THIS BOOKLET?

- It is a booklet made by participants of the Training Course Youth Employability Stimulators of Tomorrow.
- They designed and implemented workshops in small groups during the Training in order to discover and create new tools and methods of non formal learning.
- The workshops were tested on the rest of participants, improved and prepared to be published by participants after the training course.
- Participants also tried out the toolbox while local follow-up activates and included their improvements and proposals into this booklet.
- It is manual for youth workers and youth leaders and it is free of charge.

If you need more information, please do not hesitate to contact us: contact.ysc@gmail.com

NON-FORMAL LEARNING

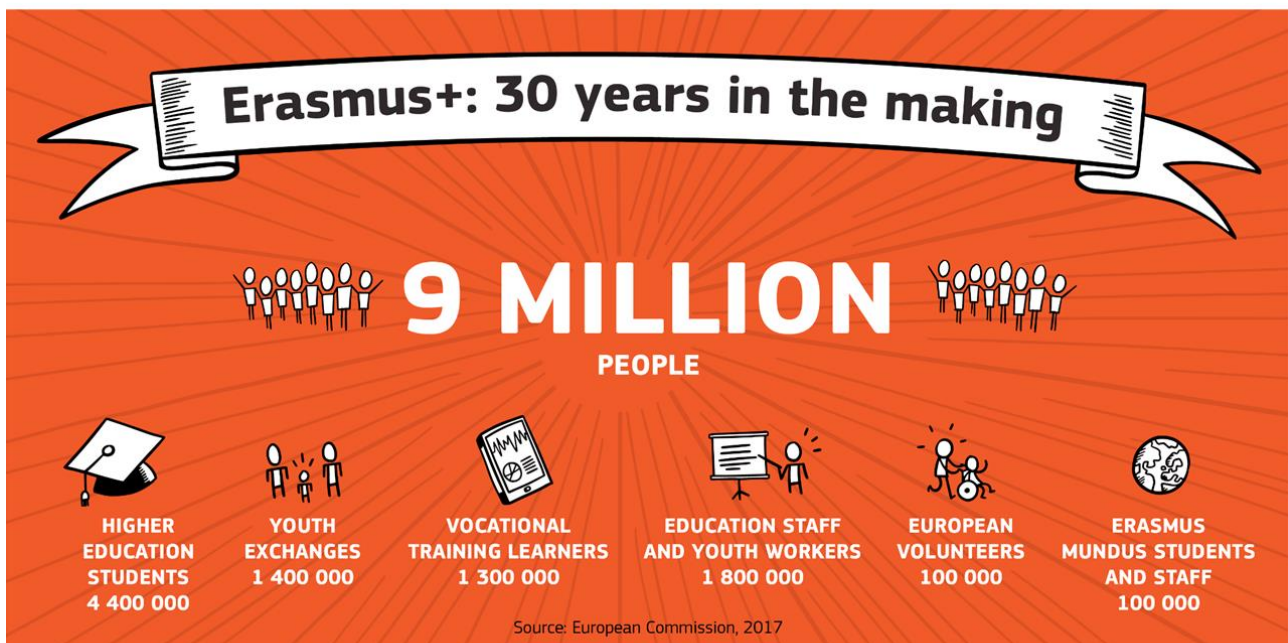
- You may find many different explanation of what a non formal learning is but we consider the best way to understand it is to be part of it.
- You may participate in local activities of your local organisation and foundations or take part in an international youth exchange or training course.
- Besides learning you will have also a lot of fun, just do not think it is easy!
- You need to pay a lot of attention, be involved, work in groups, be creative and open-minded.
- You will gain a lot of new experience and meet new friends.
- It is not the same as at school so be ready for great fun!

WHAT ARE YOUTH WORKERS AND LEADERS?

- Person who understands and loves youngsters
- Person whom youngsters consider as a leader
- Person who gives proposals not orders
- Person who is tolerant and open-minded
- Person who works for youth and with youth
- Person whom youth respect and like
- A friend
- A mentor
- Non-formal teacher
- Person full of energy and positive vibes
- Person who motivates youth for self development
- Person who uses markers and flipcharts
- Person who is creative and innovative
- Good liver
- Person who believes in youth
- Person who uses non-formal methods of learning

ERASMUS PLUS

- Erasmus+ is the European Union programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020, with organisations invited to [apply for funding](#) each year to undertake creative and worthwhile activities.
- Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector. It offers exciting opportunities for UK participants to then study, work, volunteer, teach and train abroad in Europe.





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OSMISMĚRKA (FIND-WORDS)

Developed by: Jakub Zdražil, Czech Republic, Dolores Miličić, Croatia, Božena Stankenič, Lithuania

Summary of the activity:

A group game to find words which are connected to a topic about transversal skills. Group will be divided to 3 smaller groups and they will get their own "find-words" quiz. After they finished with their quiz, they will need to prepare definitions for each word (term), which they founded in find-words. When they will be ready with definitions, they will need to say all these definitions to other 2 groups and they will need to guess.

Themes/Issues addressed (that the activity tackles)	Transversal skills/soft skills
Target group: (For who are you making the activity and who can use it?)	Participants on project, youth workers 18+
Learning outcomes: (What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)	They will improve or they will learn about team work skills and they will get deeper knowledge about transversal and soft skills.
Aims and Objectives: (What do you want to accomplish by implementing the activity?)	To learn differences between skills, knowledges and attitudes.
Group size: (What is most suitable number of participants for activity?)	3 groups (7 people in each group)
Time: (in minutes)	~ 80min



Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)

1. Energizer (fruit salad ~ 5min).
 - every participant gets a fruit name (3 names, 3 groups)
 - make a circle with chairs
 - after that one person from inside the circle has to say one of the fruit or say just fruit salad and people has to move to a different (empty) chair
 - if someone didn't find a free chair, he has to stay in circle and say another fruit
2. Introduction about topic (~ 15min).
 - we will speak about the topic and we will set the goals and the most important points of our topic
3. Division in groups (~ 1min).
 - every one still remember their fruit (that make 3 groups)
4. Activity Osmisměrka (~ 40 min)
 - Firstly we will provide to each group 2 quizzes on one paper. One it will be find-words which is filled with letters and hidden words and the second one which is a cross word (empty).
 - Every group have to find words (terms) in "osmisměrka" quiz (find-words) and they will have to put these words inside the crossword and finish both quizzes.
 - After they will be ready with quizzes and they will know all of the words (terms) for knowledges, attitudes and soft skills, they will need to prepare a definition for each word (terms) without using these words.
 - When they will be ready with definitions, they will prepare the same crossword for other groups and they will have to just read the definitions and other groups will be guessing and filling the cross-word.
5. We will speak about all words (terms) what we found and there will be open discussion. (10min)
6. Evaluation (~ 10min) is provide with prepared questions.

Debriefing and evaluation:

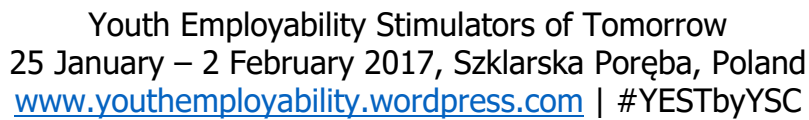
(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)

What do you think about this activity of finding a words?
Was it helpful to learn about transversal skills and explain terms/definitions?
Did you enjoy the activity?

Space requirements and training materials:

(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)

A place for activity should be like a room for conference (24 people).
Materials: prepared forms (with quiz), dash board, markers, pens, participants :)



First letters of the words (terms) can be included in a crosswords if you would like to speed up the process.

[illegible]

The website is in Czech, but to create the quiz is very simple without any knowledge of Czech language. You have to just put words into the form, set width and height and just press start (that's it :))

GROUP 2

A	Z	V	B	F	X	A	R	Q	Q	Q	W	W	H	D
M	J	X	D	F	E	G	T	Y	O	Q	O	W	Y	K
T	X	R	O	X	T	P	U	Q	H	O	U	I	V	G
E	V	I	T	I	T	E	P	M	O	C	T	K	A	I
F	K	K	J	K	C	O	H	W	U	O	G	L	S	K
D	A	C	W	W	A	N	A	M	Y	B	O	U	S	D
P	C	R	H	I	L	Y	R	S	R	Z	I	G	E	P
N	T	E	A	U	S	C	D	J	E	H	N	Z	R	W
A	I	A	D	F	Q	W	W	G	V	Y	G	A	T	Z
Y	V	T	A	Q	O	U	O	K	A	J	P	M	I	K
O	E	I	U	D	C	F	R	R	R	Z	B	R	V	V
S	Z	V	H	A	K	V	K	L	B	I	S	X	E	K
N	Z	E	B	R	C	Q	I	S	K	T	M	Z	L	L
G	J	D	Y	O	P	E	N	M	I	N	D	E	D	I
T	U	C	V	O	W	V	G	L	B	O	K	C	F	M

				B						
			A							
				A						
H				-						
			C							
					O					
	O									
				C						

Solution:

								B	R	A	V	E	R	Y		
				A	S	S	E	R	T	I	V	E				
							A	C	T	I	V	E				
H	A	R	D	-	W	O	R	K	I	N	G					
				C	O	M	P	E	T	I	T	I	V	E		
								O	U	T	G	O	I	N	G	
		O	P	E	N	M	I	N	D	E	D					
							C	R	E	A	T	I	V	E		



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GROUP 3

H	E	M	A	G	C	E	O	E	L	M	N	T	V	V
Z	J	L	I	T	L	S	E	X	C	A	C	H	G	J
Y	P	Z	D	B	L	G	C	S	H	R	P	G	G	P
A	Q	O	F	I	A	A	G	N	T	K	Y	B	R	V
P	W	C	L	U	G	O	F	E	X	E	H	R	E	B
X	G	V	G	I	A	I	S	W	D	T	A	U	Y	M
V	K	N	Z	Q	T	I	T	F	W	I	L	L	S	B
Y	A	Q	R	C	T	I	O	A	P	N	C	T	V	Q
L	I	E	B	R	K	I	C	S	L	G	C	U	C	Q
S	U	I	E	B	U	R	E	A	U	C	R	A	C	Y
Q	J	P	S	D	M	Y	W	U	L	J	N	G	B	V
Z	X	V	S	E	V	J	D	J	K	E	P	M	H	D
E	P	U	O	K	C	I	M	O	N	O	C	E	K	K
W	O	M	O	I	T	C	X	F	Z	Q	O	P	X	I
E	P	F	S	Y	S	M	O	M	J	T	B	O	G	F

M														
E														
			P											
		L												
				L										
				E										
				D										
L														
B														

Solution:

M	A	R	K	E	T	I	N	G						
E	C	O	N	O	M	I	C							
			P	O	L	I	T	I	C	A	L			
		L	A	W										
				L										
				E	X	P	E	R	T	I	S	E		
				D	I	G	I	T	A	L				
L	A	N	G	U	A	G	E							
B	U	R	E	A	U	C	R	A	C	Y				

Overcome your fears in a job interview

Developed by: Larisa Maria Nechita, Romania, Monica Sanchez Rosa, Spain, Barbara Petricevic, Croatia

Summary of the activity:

The activity that we are planning is to simulate a job interview and to make everyone aware of the challenges that people face during this process. Our main tool will be role plays in order to get comfortable with each other. We will mainly focus on their fears, doubts, previous experiences and common errors.

Themes/Issues addressed (that the activity tackles)

- The fears that young people have regarding the interview
- The obstacles encountered

Target group: (For who are you making the activity and who can use it?)

The activity is created for everyone that is willing to find a job. There is no age limit, because not only young people are having this difficulty. Moreover, we think that students or unemployed young people are more interested to take part in this activity.

Learning outcomes: (What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)

The participants will learn how to behave, so they can change their attitudes. Their thinking will become more positive so they will feel more confident when they have to speak with a manager. They will know in big lines what it is suitable to do and what they should definitely avoid. Our final result would be to encourage everyone to go to interviews, without any anxiety.

Aims and Objectives: (What do you want to accomplish by implementing the activity?)

- To provide tools for a successful interview
- To identify the common errors
- To find solutions in order to correct the common mistakes
- To raise awareness about the right behavior
- To give the group clues about the most common questions and suggest them answers

Group size: (What is most suitable number of participants for activity?)

20 - 30 participants

Time: (in minutes)

70 minutes



Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)

1. Energizer: The director of the orchestra

Everyone in the room will stand in a circle except for one person who will live the place for a couple of minutes, so he / she will have no idea about what is happening inside. The group will choose a director who proposes some movements and teaches them to everyone. The whole group should practice the movements and to do them simultaneously. Then, the person who is outside will enter and will observe what everyone is doing. His / her main role is to guess who the director is. If twice the guess is wrong, the group should establish a punishment.

Estimated time: 10 minutes;

2. Behavior presentation:

We will give everyone examples about what to wear, how much they need to smile, which is the right body posture, what gestures they should avoid, etc. We will also include in the presentation tips about relaxing before an interview, and clues about obtaining a positive thinking. We will also explain what are the values that they need to take into account: punctuality, dressing code and manners.

Estimated time: 10 minutes

1. Common questions:

A short presentation about the common questions that the manager might address will follow. We will explain why the manager wants to know certain things and why it is important to prepare some answers in advance and to read information about the company. In the common question presentation the mistakes that young people do will be included and explained in details.

Estimated time: 10 minutes

2. Splitting the participants in groups

The participants will be divided in five groups. In every group, someone will volunteer for the manager position. Together they will choose a company that the manager should run according to their common interests. The other participants will have the role of job applicants. The role of the manager is to choose five questions and to address them to each participant from the group. All the group should analyze each participant's behavior. After everyone answered to the questions, the manager together with the group should establish based on the answers and on the behavior which are the main reasons for employing and why would they turn down a job applicant. At the end of the group work they should have five reasons for employing and 5 reasons for refusing somebody. After the group work is over, the manager should come in front of everyone and present all the reasons they found. Comments and questions will be welcomed from the other groups.

Estimated time: 30 minutes;

3. Evaluation

<p>Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)</i></p>	<p>Feedback: questions:</p> <ol style="list-style-type: none"> 1. Have you ever had unpleasant experiences in a job interview? 2. Did it happen to you to feel awkward? 3. Did we manage to bust a little bit your confidence? 4. Did you manage to understand which are the main obstacle and to get some ideas to overcome them? <p>In order to evaluate our activity, we will come up with an unusual method. We will draw on the blackboard a big circle that will represent a pizza which will be divided in four areas. Every area will stand for an aspect from our workshop: energizer, trainer's presentation, group work and learning (how useful was in fact the whole activity). The big pizza will also include to smaller circles inside. The participants will be able to evaluate our work depending on the circle in which they will draw a star. If they really loved the activity, they should draw a star in the smallest circle (the one closer to the center). If they were between liking and disliking, the star should be added in the middle circle. If they considered it un useful, the stars should be placed in the first circle. The participants should draw a star for each area.</p> <p>Under the circle, we will have space for suggestions. If the participants want to suggest improvements, they should write it under the circle using bullet points.</p>
<p>Space requirements and training materials: <i>(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)</i></p>	<ul style="list-style-type: none"> - Blackboard - Five rounded tables - 30 chairs - Colorful markers - Chart
<p>Tips for facilitators: <i>(Any remarks or tips that facilitators of this activity could use or follow for best implementation)</i></p>	
<p>Additional information, notes (Appendixes) <i>(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)</i></p>	

SELF – PROMOTIONS AUCTION

Developed by: Karolina Pilatova, Czech Republic, Egidio Lacanna, Italy, Nayomi Lopez Andres, Spain

Summary of the activity:

This non- formal activity is aimed to develop communication through a creative way to chance your probabilities of Getting a job. Everyone would need know how present him or herself in as interview.

Themes/Issues addressed (that the activity tackles)	<ul style="list-style-type: none"> - employability - soft skills - intercultural learning
Target group: (For who are you making the activity and who can use it?)	This activity would be useful for anyone, but we are addressing it to young people who could need to gain to improve their communication and social skills.
Learning outcomes: (What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)	<ul style="list-style-type: none"> - Better communication and presenting skills - More confident about themselves (as they need to think about their qualities and they're going to listen to nice stuff about them) - Team- building abilities, team work. - Intercultural learning as they're working with other countries
Aims and Objectives: (What do you want to accomplish by implementing the activity?)	Make young people feel more confident and improve their communication and presenting skills so they can get a job when they go to interview
Group size: (What is most suitable number of participants for activity?)	25 people
Time: (in minutes)	70 minutes



Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)

1. Energizer Paper, stone and scissors 10 minutes
2. Presentation The importance of self- promotion for employability
3. Explanation of the non-formal activity. Divide them in 8 group and each one has to sell benefits and qualities of one of the members.
4. Group work together for 10 minutes preparing went and then they present In 2 minutes
5. Conclusion emphasize the point of self-promotion
6. Evaluation without words, just emotions

Debriefing and evaluation:

(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)

- Evaluation of us as trainers collecting drawings of the emotions.
- We, as trainers, will write everything down and from this information will come to a conclusion and we will prove the relevance of the promotions

Space requirements and training Materials

Energizer outside to pick fresh air
Activity in the normal room
Materials: pen, markers, tape, hammer, fake money.

Tips for facilitators:

(Any remarks or tips that facilitators of this activity could use or follow for best implementation)

If it's raining outside we'll do it inside common space.

Additional information, notes (Appendixes)

(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)

Create a blog for our activity

WORK FOR IT

Developed by: Valeria Carparelli, Italy, Dickens Nika, Greece, Neringa Venckute, Lithuania

Summary of the activity:

Short job interview simulation to help people to develop their best skills to get a job and to work under pressure.

Themes/Issues addressed (that the activity tackles)	<ul style="list-style-type: none"> - Unemployment - Employability - Learning
Target group: (For who are you making the activity and who can use it?)	<ul style="list-style-type: none"> - For people that are finding a job. - Everybody can use it and it also can be used outside the project.
Learning outcomes: (What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)	<ul style="list-style-type: none"> - Getting prepared for real life situations. - Doing your best under pressure. - Finding your best skills. - Improving communication skills. - Managing the time.
Aims and Objectives: (What do you want to accomplish by implementing the activity?)	<ul style="list-style-type: none"> - Learning to express strengths as well as finding weaknesses as a professional.
Group size: (What is most suitable number of participants for activity?)	No more than 30 participants
Time: (in minutes)	25 minutes



Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)

1. There are 3 facilitators. They explain the activity and then they split the whole group in 2 smaller groups.
2. The facilitators give a job position to group 1 and another job position to group 2.
3. Each participant has 2 minutes to prepare himself for the job interview simulation.
4. Two of the facilitators are the employers and the third one is a coordinator who is responsible for time management. Each participant has 1 minute to present himself in the best way to impress the employer and get the job.
5. When the time is over (after around 17 minutes) the employers announce who are the two participants from each group which get the job.

Debriefing and evaluation:

(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)

After the activity the facilitators will evaluate the results by some questions e.g.:

- What have you learned from this activity?
- How do you feel about the results?
- Why do you think some participants got the job and others didn't?
- What should you improve to get the job in real life?
- Do you think this activity was useful for you as a job seeker?

Space requirements and training materials:

(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)

- A conference room, 2 tables with chairs, some chairs for the participants, a timer, some papers and pens.

Tips for facilitators:

(Any remarks or tips that facilitators of this activity could use or follow for best implementation)

- Be as objective as possible.
- Pay attention to what characteristics are participants pointing out.
- Take notes about the participants' peculiarities.

Additional information, notes (Appendixes)

(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)

- It is recommended to do an energizer before starting and some relaxing exercises afterwards.

History image!

Developed by: Luca Privitera, Italy, Aida Nika, Greece, Slavjan Stojanov, Macedonia

Summary of the activity:

This activity is dedicated to young people to present and learn with creative methods of still image different periods of history and how much workers rights were developed back then.

Themes/Issues addressed (that the activity tackles)	<ul style="list-style-type: none"> - Employment - Human rights - Gender rights
Target group: (For who are you making the activity and who can use it?)	Young people from 18-30
Learning outcomes: (What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)	<ul style="list-style-type: none"> -Presentation Skills. -To learn workers rights in different periods of history. -To learn what could change workers rights to be better. -Level of respecting human rights (and gender rights) in different period of History.
Aims and Objectives: (What do you want to accomplish by implementing the activity?)	<ul style="list-style-type: none"> - To make young people to learn about workers situations and rights through creative method of theater. - To be aware how workers rights have changed and what this change depends of.
Group size: (What is most suitable number of participants for activity?)	15-30 people
Time: (in minutes)	90 minutes



Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)

1. Energizer Love the Trainer (5 minutes)

Put the whole group of people in to a one line. In front of the line is the trainer, And you give them instruction that they should one by one go and hug the trainer.

Since the person hug trainer goes behind him and start clapping and don't stop Doing so until all the people finished hugging the trainer. Every person of the group also after hugging the trainer join the group that clap so the applause will be bigger and bigger

2. Main activity

- Separation in groups, giving role cards and explanation of the tasks (10 minutes)

Separate the people in three groups, explain each group that they will get a card on which is written one historical period, each group should present through still image the workers' rights in that period, and the other groups should guess which Period the others are presenting, and all the groups one by one are Presenting in this way.

You explain that they have 30 minutes to prepare the sculpture (You give the note that they could use any materials that they can find around, all in order to present the period More creatively.

- Working in teams (30 minutes)

During the working in teams you go around and ask if everything is clear so you can clarify if they don't get something.

- Presentation of the still images (30 minutes)

During this each group present the still image that they prepared, and the other groups are guessing which period the group is presenting. Each group have 10 minutes for presenting and guessing the period.

- Debriefing (10 minutes)

In this part you offer them some key points that affect workers' rights through history (for example the French revolution and so on).

- Participants evaluation of the activity (5 minutes)

The participants will evaluate the session, the topic, the trainers, and themselves, with the so called "pizza way". You draw on flipchart a pizza separated in four slices, on every slices is written different thing that they should evaluate

(1st slice trainers / 2nd slice activity / 3rd slices your participation / 4th slice topic covered).

You put the flipchart in the middle of the room which some markers around and you ask them all of them to get-up and put one symbol by their choices on each slices of the pizza. If they like more they put the symbol close to the center of each slice, if they don't close to the ending part of the slice.



Youth
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Debriefing and evaluation:

(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)

- 1) What you think effect workers rights through history?
- 2) Do you think that there is still work to be done for achieving more Equal workers rights?
- 3) Do you think that workers rights are different between countries?
- 4) Do you think that workers rights are different for each gender?

Space requirements and training materials:

(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)

Normal session room in which 30 people can work: Chairs, markers, flipcharts, Paper, scissor and handouts.

Tips for facilitators:

(Any remarks or tips that facilitators of this activity could use or follow for best implementation)

Be very well prepared with information about crucial moments in history when workers' rights have changed.

Additional information, notes (Appendixes)

(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)

You can give them some printed materials or links connected with definition or International laws connected workers' rights.

Fighting discrimination in the work place

Developed by: Anja Ilieva, Macedonia, Tei Marius Ovidiu, Romania, Manos Koutsakis, Greece

Summary of the activity:

Our activity will be about 3 interviewers that will ask random questions to job candidates.
An activity that tackles homophobia, sexism and stereotypes through theater.
Main competence that people will acquire will be: communication, team work, creativity.

Themes/Issues addressed (that the activity tackles)	Our theme is employability and our issues are: sexism, homophobia and stereotypes.
Target group: (For who are you making the activity and who can use it?)	The activity is addressed to all people that want to apply for a job.
Learning outcomes: (What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)	Participants will be more aware of the aspects that they will have to emphasize when they are interviewed. The activity looks to raise awareness of importance of: team work and communication.
Aims and Objectives: (What do you want to accomplish by implementing the activity?)	- Raising awareness on homophobia, sexism and stereotypes.
Group size: (What is most suitable number of participants for activity?)	At least 12 people and maximum 32.
Time: (in minutes)	25 minutes



<p>Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)</i></p>	<ol style="list-style-type: none"> 1. The participants will be divided into 3 groups and asked to brainstorm on the best method of convincing an employer to hire them. 2. Every group will have a specific job on which they have to focus on. 3. The workshop will actually be a theatre play. We are going to be the employers and one representative of every group will be the candidate and will have to try to convince us to hire him. 4. There will be 3 employers and everyone of the them will have a certain Attribute. One will be against women, one against men and gay interviewer, and they will all try to make the participants uncomfortable and to make their best in order not to get the job because we want to make the candidates to try to give their best. 5. One group will focus on marketing, second group tourist agent and the third group will focus on furniture and interior design.
<p>Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)</i></p>	<p>We will evaluate the activity with direct specific questions. The questions will be:</p> <ul style="list-style-type: none"> - Did you learn something about how to approach a difficult employer and manage difficult questions you didn't expect? - Did you get any knowledge on how to convince the employer to hire you? - Would you treat the problem differently in real life?
<p>Space requirements and training materials: <i>(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)</i></p>	<p>30 square meter room, 1 desks, 4 chairs, one laptop, 10 empty papers, plastic glasses, 10 pencils, one A4 paper print with palette of colors with their names.</p>
<p>Tips for facilitators: <i>(Any remarks or tips that facilitators of this activity could use or follow for best implementation)</i></p>	<p>Creativity and improvising skills are required in order to moderate the talk.</p>
<p>Additional information, notes (Appendixes) <i>(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)</i></p>	<p>Formal dressing, business vocabulary, acting skills, communication skills, confidence, creativity and improvising skills.</p>

Entrepreneurizer

Developed by: Karel Janásek, Czech Republic, Goran Domitrović, Croatia, José Garcia, Spain

Summary of the activity:

We will use the word entrepreneur as a main object of the activity. The task will be to use every letter from the word “entrepreneur” and to invent one adjective that the real entrepreneur should have. One adjective per letter. We make a poster and in the end we share our invented adjectives and poster with the others and reflect if the adjectives are relevant or not.

Themes/Issues addressed (that the activity tackles)	<ul style="list-style-type: none"> - Entrepreneurship - Creativity - Communication - Teamwork
Target group: (For who are you making the activity and who can use it?)	Youth, 14 – 30.
Learning outcomes: (What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)	Activity will provide deeper understanding about what does it take to be an entrepreneur, which qualities this kind of person should possess, it will boost creativity of participants, their abilities to work in teams and their communication skills. By implementing this activity we would like to encourage young people to become entrepreneurs in the future and to change their attitude to more positive one when they hear about the word “entrepreneurship” in the future.
Aims and Objectives: (What do you want to accomplish by implementing the activity?)	<ul style="list-style-type: none"> - to provide deeper understanding about entrepreneurship - to boost creativity of the participants - to increase participants communication and team working skills
Group size: (What is most suitable number of participants for activity?)	4 participants per group, total number of the groups is not important (optimally 6-8)
Time: (in minutes)	30 – 40 minutes

<p>Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)</i></p>	<ol style="list-style-type: none"> 1. Facilitator will divide participants into groups (2 minutes). 2. Facilitator will explain the activity to the participants (3 minutes). 3. Facilitator will distribute materials to the participants (2 minutes). 4. Let participants to create the flipcharts (10 minutes). 5. When every group is finished, let come together to circle for the presentations (1 minute). 6. Participants will start the presentations, let every group present (15 minutes). 7. Discussion, comments and evaluation moderated by facilitator (5 minutes).
<p>Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)</i></p>	<ul style="list-style-type: none"> - Do you think that you also possess the qualities that you wrote on your posters? - Do you think that these attitudes and qualities can be obtained by learning or by experience? - Do you think that there is only one model of perfect entrepreneur or there can be more of them? - Do you think that these attitudes and qualities depend on the field where the entrepreneur would like to develop his business?
<p>Space requirements and training materials: <i>(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)</i></p>	<p>Conference room, pens, markers, papers, flipcharts.</p>
<p>Tips for facilitators: <i>(Any remarks or tips that facilitators of this activity could use or follow for best implementation)</i></p>	
<p>Additional information, notes (Appendixes) <i>(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)</i></p>	

Different types of entrepreneurs

Developed by: Evelina Graciova, Lithuania; Disea Anda Maria, Romania

Summary of the activity: *(Short overview of the activity and what is it about)*

This activity presents 5 types of entrepreneurs. The activity-game helping participants to develop a deeper understanding about the types of entrepreneurs through imitating real life situations.

Themes/Issues addressed <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> - Entrepreneurship - Different types of entrepreneurs
Target group: <i>(For who are you making the activity and who can use it?)</i>	Young people above 18 year old.
Learning outcomes: <i>(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)</i>	Knowledge about different types of entrepreneurs.
Aims and Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> - To improve entrepreneurs skills. - To clarify that different types of entrepreneurs have good and bad characteristics.
Group size: <i>(What is most suitable number of participants for activity?)</i>	25-30 people, this group will be divided into 5 teams of 5 or 6 people.
Time: <i>(in minutes)</i>	Around 100 min.



Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)

1. 10min introduction:

In the introduction the facilitator should explain the whole activity.

2. 3min splitting. Method: cut from the paper: stars, squares, rounds, rectangles, triangles.

Put all the figures into envelope (or some bag). Then each member chooses the figure from the envelope. Members with the same figures create a team. Should be 5 teams, because of the 5 types of entrepreneurs which will be discussed.

3. 20-30 min working in groups.

Each team receives a paper with a type of entrepreneur and a description of it. During this time, each group has to discuss the type of entrepreneur their received. Also, each group should prepare acting during which they will present their type of entrepreneur (basically they have to concentrate on the characteristics of each type). Also, each team has to prepare a short explanation of what type of entrepreneur they had presented.

4. Each group has 3min for acting/presenting.

5. 5min to debate/discuss about each group performance and particular type of entrepreneur.

After the each team's acting, the facilitator of the activity should ask other teams what characteristics they have noticed, do they think that it is good or bad type of entrepreneur. After short discussion, the acting team should say what type they have presented, read the description they have received from the facilitator before team working. And also, shortly explain the description, how do they understand it.

6. 10 min for evaluation of the whole activity.

Debriefing and evaluation:

(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)

- Have you ever had experience with any of these types of entrepreneurs?
- Have you ever acted like one of them?
- How do you think which type of entrepreneur could be the most successful one and which the least?

Space requirements and training materials:

(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)

Space: a working room, so that the team can fit in the room.

Materials: 5 papers with 5 types of entrepreneurs for each group.

Small paper: stars, squares, rounds, rectangles, triangles. 5 of each (if group is of 25people) or 6 of each (if the group consists of 30 people)

Tips for facilitators:

(Any remarks or tips that facilitators of this activity could use or follow for best implementation)

This activity can be adapted to a bigger group, because there can be added more types of entrepreneurs.

Handouts:

1. The skeptical entrepreneur

This entrepreneur sees the success of others and immediately starts to question it. They examine that person's business and looks for the "lucky" breaks, or inheritance they think that successful entrepreneur received.

Maybe it's the news, or previous life experiences, but they are skeptical of success and don't believe it's possible without all the stars falling into place.

When you can't see or believe success is possible, you'll never get to a place in your mind that allows you to take action. You will stay stuck; you'll make every excuse and believe it because of your skeptical mindset. This is the scariest type of entrepreneur

2. The copycat entrepreneur

This entrepreneur sees the success of others and tries to copy them exactly. Their website is the same, their business cards are the same, and the way they present themselves is the carbon copy of a leader in their industry. Take Pat Flynn of the popular blog Smart Passive Income. Since Pat became popular, there has been a whole wave of people that copy him line-for-line.

There is nothing wrong with modeling success—it's actually very smart. There is a fine line, however, between modeling and copying. Modeling success means you see what works and figure out how to make it relevant to your business, and who you are as a person. If you have been copying, get honest and switch from copying to modeling.

3. The research entrepreneur

This entrepreneur loves to learn. They research every possible scenario and outcome for strategies to start or grow a business. There is nothing wrong with learning, but when that's all you do, it becomes a problem. The research ends up becoming an excuse for not taking action.

While you should always strive to learn what works, and what could help your business, you have to implement. Most entrepreneurs know more than they think; too many entrepreneurs fall victim to information overload. The key to success is learning and then implementing. The implementing has to happen.

Additional information, notes (Appendixes)

(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)



4. The determined entrepreneur

This entrepreneur hasn't "made it" but they will, no matter what. They see the value in entrepreneurship, they see that success is possible without copying, and they do everything they can to start or grow their business.

Starting and growing a business is hard, and it takes time, but there is proof that it's possible to thrive. To get there, you need change your mindset from focusing on what too many people consider "reality" to what you know your reality can be. Successful entrepreneurs have determination as their backstory.

5. The accomplished entrepreneur

This entrepreneur has gone through all the stages of entrepreneurship and building a business, and has reached success. They are now focused on scaling their business and leaving a legacy that extends beyond their lifetime.

The accomplished entrepreneur has figured out the things that will help you reach success. They have figured out how to connect with their customer and how to solve their biggest struggles. They will never "make it" but they are experiencing true freedom. They understand their time is their most valuable resource so they use it wisely.

FOLLOW-UPS

- Activities run by participants and partner organisations on local/regional/national level after the Training Course which involve workshops, methods and results reached and made during the Training Course.
- Activities which are promoting the Training Course and disseminating its results.
- Activities which are the opportunity to try out the toolbox on local youth and local youth workers.



Erasmus Plus gives you many possibilities and opportunities to develop, explore and discover. Do not get lazy and sit at home, go and gain new skills together with people from all around the world. Discuss, play, meet people and establish new friendships. It is totally worth it! Warning! It is addictive, so be prepared 😊.

This document had been created by participants of the project **„Youth Employability Stimulators of Tomorrow”** hosted by Youth Support Centre Foundation from 25th of January to 2nd of February in Szklarska Poręba, Poland. Thank you for your interest. If you would like to know more or have any questions, feel invited to visit the website of the project:

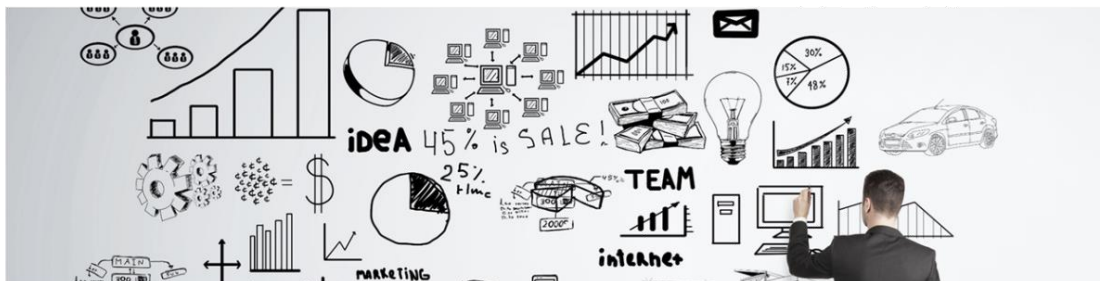
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Thank you all for being part of the project. Without you it would never happen. Thanks to all partner organisations of the project for support and great collaboration. We hope our partnership will last long and become even stronger”.





Youth Employability Stimulators of Tomorrow



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