

# Toolbox

Training Course  
**Youth Employability  
Leaders of Tomorrow**

10-18 December 2018  
Wroclaw, Poland



Youth  
Support  
Centre

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This **Toolbox** consists of the most important tools used/created by youth workers and youth leaders during the Training Course “Youth Employability Leaders of Tomorrow” hosted from 10th to 18th of December 2018 in Wroclaw, Poland by Foundation Youth Support Centre within Erasmus + Programme.

**To begin the adventure with us, we prepared for you short explanation of 3, the most important for us, terms used during the project. Let us know how you understand them 😊**

# **Employability**

Means having a certain amount of skills, mind set, ambition, knowledge, motivation and using all of it in order to find a fulfilling work position and be successful at it.

# Leadership

The ability to influence people to cooperate and communicate effectively. A leader should be patient, reliable and open-minded.

# Soft Skills

Combination of skills: social, communication, attitude, emotional that enable people to navigate their environment, work well with others, perform well and achieve their goals. Can be learnt and improved over time be complemented with a positive personal attitude.

# What I can find here?

- Project description
- Template for Strategic plan for start-up
- Example of strategic plan for start-up
- Template for creating non-formal learning activity
- Concrete NFL activities created by participants
- Guidelines for writing on project websites
- Template for Strategic plan for follow-ups
- Methods for group reflection, debriefing and sharing
- Contact



# Project description

Youth Employability Leaders of Tomorrow was an 9-day Mobility of Youth workers - Training course, organised by Youth Support Centre in Wrocław, Poland from 10th to 18th of December 2018 with participation of youth workers, leaders, trainers and staff of organisations from Poland, Spain, Italy, Croatia, Macedonia, Bulgaria, Cyprus, Greece and Portugal.

The project aimed to combat youth unemployment in participating countries by providing new and improved competences and practical tools to youth workers, exchanging good practices and experiences between organisations and by serving as space to plan and design activities that can improve the employability of young people they work with.

More information about the project can be found on: [www.youthemployabilityleaders.wordpress.com](http://www.youthemployabilityleaders.wordpress.com)

# Strategic Plan for Start-ups

During the project we explored different ways of writing the business plans, at some point we discovered that the first thing each of us should do before writing the business plan is a strategic plan.

We have prepared many amazing strategic plans for own idea of start ups – here we will share one of those – as an example – as well as you can download the empty template to start your own strategic plan!

The empty template: [www.youthemployabilityleaders.files.wordpress.com/2019/05/empty\\_template\\_strategicplan.pptx](http://www.youthemployabilityleaders.files.wordpress.com/2019/05/empty_template_strategicplan.pptx)

The created example: [www.youthemployabilityleaders.files.wordpress.com/2019/05/strategic\\_plan\\_example.pptx](http://www.youthemployabilityleaders.files.wordpress.com/2019/05/strategic_plan_example.pptx)

# Creating non-formal learning activity

We had also an opportunity to create/design/upgrade non-formal learning activities, test our ideas in a group and receive feedback from other youth workers and trainers.

On the next pages you can find our proposals of NFL activities.

You can use our activities on youth exchanges, training courses, seminars or any other meetings with young people but also in your company or at home.

The empty template: [www.youthemployabilityleaders.files.wordpress.com/2018/12/template-for-creating-nfl-activity.docx](http://www.youthemployabilityleaders.files.wordpress.com/2018/12/template-for-creating-nfl-activity.docx)



## SOFT CROSSWORDS

### Developed by:

Kalina Trajanovska (Macedonia), Silvia Ribecco (Italy), Aaron Garcia (Spain), Paulina Szpikowska (Poland)

*Explaining soft skills with using crosswords which contains description of each word. In the end the conclusion is to create the discussion about improving and understanding the soft skills.*

<b>Themes/Issues addressed</b>	<ul style="list-style-type: none"> <li>- Soft skills</li> <li>- Crosswords</li> </ul>
<b>Target group:</b>	For young people looking for a job (aged 18 to 25).
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"> <li>- to better understand the value of soft skills in labor market</li> <li>- to improve and acquire soft skills</li> <li>- to use soft skills in daily life</li> </ul>
<b>Learning outcomes:</b>	Understanding the value of soft skills by using team working is improving them as well. Team work means collaborating, willingness of a group of people to work together to achieve a common aim.
<b>Group size:</b>	10 to 20 people divided in groups which have up to 3 people.
<b>Time:</b>	120 minutes
<b>Instructions:</b>	<ol style="list-style-type: none"> <li>1. Energizer called Name adjective</li> <li>2. Understanding description about soft skills</li> <li>3. Putting the correspondent word in the crosswords</li> <li>4. Debriefing and evaluating the topic.</li> <li>5. Opening discussion about how get and improve soft skill, how this soft skills can help you in every day life</li> </ol>

### Debriefing and evaluation:

Providing question that include the topic which include every group:

- What are soft skills?
- How can you improve soft skills?
- In which context you can apply it?
- It was hard to understand it? If yes, which one?

Open discussion between the participants following the asked questions.

### Space requirements and training materials:

For this activity we need room where people can be divided in 5 or 6 groups and feel comfortable talking each other. Also we need printed crosswords and pens and one big paper for the last debrief.

### Tips for facilitators:

Facilitator should make close relation with each of the group in order to give them the right direction.

### Additional information, notes (Attachments)

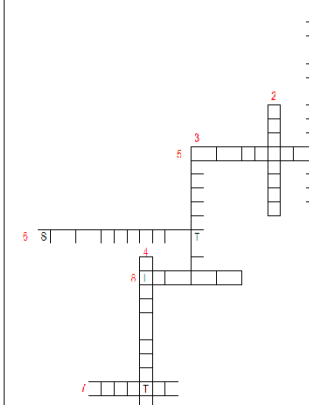
Crosswords that we made for the trial.

#### VERTICAL

- 1 the importing or exchanging of information by speaking, writing, or using some other medium
- 2 willingness of a group of people to work together to achieve a common aim
- 3 the process of stimulating people to actions to accomplish the goals
- 4 the ability to be easily modified

#### HORIZONTAL

- 5 the ability to plan, organize, monitor and direct individuals
- 6 a feeling of trust in your abilities, qualities, and judgement
- 7 the ability to understand and share the feelings of another
- 8 take notice of and act on what someone says, respond to advice or a request





## Bond & Learn

### Developed by:

Talip Chavdarov (Bulgaria), Aleksandra Radeva (Bulgaria), Angelo Buongiorno (Italy), Olga Effrosynidou (Greece)

*First we are going to present an energizer like a pre-activity. Then we are going to explain the rules of the main activity and will let them time to design their strategy for each of the tasks and to accomplish them. Then they have to present us their results and, in the end, we are going to make an evaluation of the whole process.*

<b>Themes/Issues addressed</b>	<ul style="list-style-type: none"><li>- Soft skills</li><li>- Inclusion</li></ul>
<b>Target group:</b>	Youngsters
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>- To develop soft skills such as: creativity, communication, problem solving, cooperation and teamwork.</li><li>- To promote inclusion and participation.</li></ul>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"><li>- Team work.</li><li>- Increase creativity.</li><li>- Enhance emotional intelligence.</li><li>- Improve the problem solving, communication and cooperation skills.</li></ul>
<b>Group size:</b>	10 to 40 participants
<b>Time:</b>	120 minutes



<b>Instructions:</b>	<p>Energizer - 15 minutes. Explaining the rules - 5 minutes Tasks – 60 minutes.</p> <ol style="list-style-type: none"><li>1. Take a group photo with only 17 legs on the ground.</li><li>2. Count the different countries that all group members have been to without repeating countries.</li><li>3. Find out which is the common word that come in your minds when you think about employability and write it with your body (try to include as many people as possible).</li><li>4. Make a melody together by making some motion with parts of your body.</li><li>5. Find and bring 3 red things from outside that you don't have to pay for, and create all together a short story based on them.</li></ol> <p>Evaluation - 30 minutes.</p>
<b>Debriefing and evaluation:</b>	<ul style="list-style-type: none"><li>- Did you feel included in the game?</li><li>- If not why?</li><li>- Was it difficult?</li><li>- Did you have fun?</li><li>- Did you learn about the others?</li><li>- And yourself?</li><li>- Did you communicate effectively?</li><li>- Do you think you could have change something about your strategy?</li></ul>
<b>Space requirements and training materials:</b>	<ul style="list-style-type: none"><li>- Indoors and outdoors.</li><li>- Paper with the tasks, white paper and pens.</li></ul>
<b>Tips for facilitators:</b>	
<b>Additional information, notes (Attachments)</b>	



## Action!

### Developed by:

Carla Dias (Portugal), Hristijan Najcheski (Macedonia), Matina Voulgaridou (Greece), Mishel Taneva (Bulgaria)

*The activity aims to address some of the main difficulties youngers face when they are trying to find a job position. This activity would give them the opportunity to enhance their public-speaking skills as well as boost their self-esteem, both of which have proven to be vital for their future employability. The main assignment will be to encourage the youngers to use their creative-thinking skills and create a play which shows a real-life case of the lack of such skills.*

<b>Themes/Issues addressed</b>	<ul style="list-style-type: none"><li>- Youth unemployment</li><li>- Development of soft skills</li><li>- Solving the issue with communication skills among youngers</li></ul>
<b>Target group:</b>	Young people aged between fifteen and twenty-five
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>- Improving the youngers communication skills</li><li>- Boost self-confidence</li><li>- Raise their chance of being employed in the future</li></ul>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"><li>- Sense of belonging to a community</li><li>- Improved communication skills</li><li>- Higher self-confidence</li><li>- Better public-speaking skills</li></ul>
<b>Group size:</b>	Ten to fifteen participants
<b>Time:</b>	Between 1 hour 40 minutes and 2 hours



### Instructions:

1. Energizer- flash mob, everybody dancing together (10 minutes)
2. Brainstorming within the whole group-what causes the problem with self-esteem and public-speaking (5 minutes)
3. Analyzing the reasons that lead to the main issue (giving examples and finding possible solutions) – 10 to 15 minutes
4. Dividing the participants into five groups consisting of three people and explaining the task- having a play presenting a real-life case when someone had such problems and how to overcome their fears. Everybody should get included even with a small role (5 minutes)
5. Preparation for the activity (30 minutes)
6. Completing the task in front of the others (up to 5 minutes per group; 30 minutes in total)

### Debriefing and evaluation:

Debriefing: Discussing the whole session and asking the other groups questions about their plays (description of what they saw, how did they perceive it, what was the main point, etc.)

Sandwich evaluation:

- Feelings after the activity (top piece of bread)
- Criticism and if something went wrong, what was it? (middle)
- What did you gain? (lower piece of bread)

### Space requirements and training materials:

We need a spacious room, chairs, paper, markers, a computer as well as positive vibes.

### Tips for facilitators:

Have energy and patience. BE KIND!

### Additional information, notes (Attachments)

## Collect as many points as possible (two-player variant)

### Developed by:

Francesco Carnimeo (Italy), Matija Žagar (Croatia), Elena Knezović (Croatia), Vasilis Tzoulis (Cyprus)

*This activity is a diplomacy-based game competition. It is inspired by the non-formal learning methodology and it includes elements of negotiation, communication, cooperation, trust-building and decision-making.*

<b>Themes/Issues addressed</b>	<ul style="list-style-type: none"> <li>- negotiation</li> <li>- communication</li> <li>- trust-building</li> <li>- Decision-making</li> </ul>
<b>Target group:</b>	<p>Teenagers, students, drug addicts, company employees, youth workers, any group who wants to improve their negotiation, communication, trust-building and decision-making skills.</p> <p>It can be used mainly by trainers, youth workers, counselors and teachers.</p>
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"> <li>- Tackling conflict propensity in a group;</li> <li>- promoting negotiation, communication and trust when making decisions;</li> <li>- promoting a win-win mindset strategy.</li> </ul>
<b>Learning outcomes:</b>	<p>The participants will first get the chance to reflect whether they prefer to win at the cost of others, or to get an ever bigger win by cooperation with their partner. Moreover, they will raise their negotiation and communication skills, by discussing about a common strategy with their game partner. They will also get accustomed to making fast decisions in a funny and entertaining environment.</p>
<b>Group size:</b>	<p>Minimum 4 participants. Must be an even number, in order to form pairs. Bigger groups preferred.</p>
<b>Time:</b>	<p>1h (45 min game + 15 min debriefing)</p>

### Instructions:

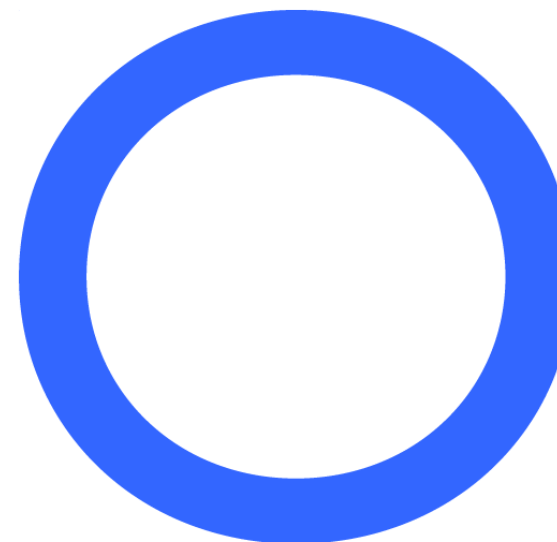
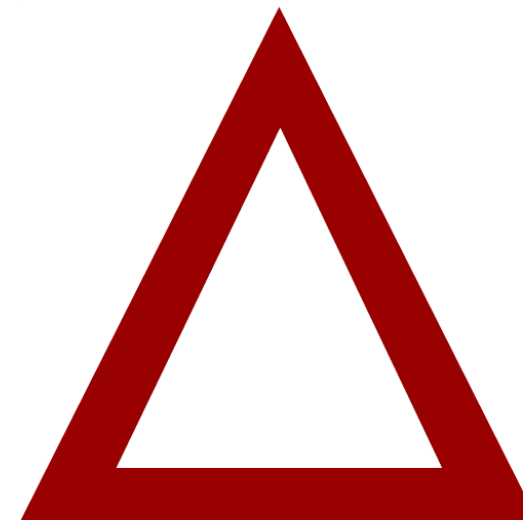
1. Split the participants in pairs (A, B).
2. Arrange the participants in two lines, matching each pair (A, B) in front of each other, but distant to each other, so that they cannot communicate.
3. Explain them the goal of the game; literally: "to collect as many points as possible", without any further explanation on the strategy to adopt.
4. Explain them the rules of the game:
  - 10 rounds;
  - scoring system:
    - circle + circle = +3 points each
    - triangle + circle = +6 points for triangle; -3 points for circle
    - circle + triangle = -3 points for circle; +6 points for triangle
    - triangle + triangle = -3 points each;
  - when the facilitator says so (3...2...1...go), the participants show their choice;
  - the choice cannot be changed after being shown;
  - no communication allowed between, during and after rounds;
  - exception: before round 4, 8, 9, 10 there is a 30~60s diplomacy phase, when they can try and find some agreement or communication of any sort with their game partner;
  - on round 4 and 8 points count double (x2 multiplier); round 9 points count triple (x3 multiplier); round 10 points count 5 times (5x multiplier).
5. Repeat that the point of the game is to "collect as many points as possible", and gently remind the participants that at this point of the game the facilitator cannot give them any feedback on the choices to take.
6. Go through all rounds, according to the rules above, while the score assistants keep track of the scores.
7. During the diplomacy phases, ask the participant to gather in the respective pairs and not to communicate with the other pairs.
8. The scoring assistants sum up the total scores and announce them to the participants.
9. Debriefing phase lead by the main facilitator.

### Debriefing and evaluation:

- How did you like this game?
  - Any of you got the most points? Any of you got the most points as a pair?
  - (for winners) How did you feel about winning?
  - (for defeated) How did you feel being defeated?
  - How did you feel winning as a pair, and not individually?
  - Did you find mostly competition or cooperation with your partner? How so?
  - Did the diplomacy phase help? Did anything change after it?
  - Did you keep the pacts you made? Did you break them when showing your choice? Why?
  - How did you feel when you were outguessing your partner?
  - How did you feel when you were losing points? Did you try to talk about that to your partner during the diplomacy phase? What happened?
  - Was the multiplier an incentive to try and get an edge over your opponent?
- Evaluation: explain to the participants that the point of the game was namely to "collect as many points as possible". Most likely the participants who worked as a team got the most points, and that is because it was the result of a win-win approach. Moreover, it can be explained how negotiation and diplomacy have such a fundamental role in making decisions, and that they are the key elements to build trust.



<b>Space requirements and training materials:</b>	<ul style="list-style-type: none"> <li>- Big room or outdoor space, so that the pairs don't communicate to each other;</li> <li>- walls or flip-chart presentation easels;</li> <li>- 2x flip-chart papers for scoring rules + 1x flip-chart paper as scoreboard for each 10 players (approx.);</li> <li>- 2x A5 paper with circle and triangle for each participant;</li> <li>- 1x marker for each scoreboard;</li> <li>- 1x calculator for each scoreboard.</li> </ul>
<b>Tips for facilitators:</b>	<ul style="list-style-type: none"> <li>- Prepare a flip-chart paper with the circle/triangle scoring rule;</li> <li>- prepare a flip-chart for keeping the scores. Recommended 1 sheet for 10 participants;</li> <li>- do not explain the strategy to adopt to win the game;</li> <li>- in case the participants request for further clarification, simply clearly explain again the scoring rules, and restate the point of the game: "collect as many points as possible";</li> <li>- use the biggest space available! It is crucial to prevent communication outside the diplomacy phases;</li> <li>- at the beginning, arrange the participants so that you can clearly see the pairs and count the scores fast;</li> <li>- towards the end, be ready for fast counting the final scores, with the help of a calculator if needed;</li> <li>- one facilitator interacts with the participants, while the others keep the scores on the flip-charts. This way the feedback is immediate and there are no dead phases in the game;</li> <li>- recommended to have 1 scoring assistant for approx. 10 players (5 pairs).</li> </ul>
<b>Additional information, notes (Attachments)</b>	<p>Circles and triangles printout (2x A5 sheets).</p>



## Job interview theatre

### Developed by:

Antonis Kakoullis (Cyprus), Ivo Monteiro (Portugal), Margarida Freitas (Portugal), Marija Mihajlova (Macedonia)

*Role play workshop based in improvisation theatre that will help participants at their job interviews and improve their employability.*

<b>Themes/Issues addressed</b>	- Improving soft skills - Employability
<b>Target group:</b>	Unemployed people and recent graduated students
<b>Aims and Objectives:</b>	- Get them the skills to get a job - Improve communication skills - Being more comfortable in job interview situation
<b>Learning outcomes:</b>	After this their will gain more self-confidence and self-esteem and their employability will improve by improving their soft skills
<b>Group size:</b>	Up to 20 people that will separate in groups of 4 or 5
<b>Time:</b>	10 to 15 minutes per group
<b>Instructions:</b>	<ol style="list-style-type: none"> <li>1. We divide the groups of 4 or 5 participants, randomly;</li> <li>2. Each group will have a topic to tackle, they can choose what they think is one of the concerning issues that can be seen in job interviews and develop a small improvisation of this job interview. How will you address this problem that you choose, how will you get the people from your group involved with the roles.. Think about some sub questions concerning the problem that you choose. Make this into a theatre play, you have 10-15 minutes to prepare;</li> <li>3. After the groups are done with the making of their improvised theatre, the group gets all together and we start with the first group, where anyone from the rest of the group is free to stop the scene and change</li> </ol>

	<p>a character of his choice whenever they want. The main idea is to continue addressing the issue but from different perspectives and add different kinds of solutions to it. The group should get their final conclusion about the problem together</p> <ol style="list-style-type: none"> <li>4. When we reach a conclusion from the first theatre, we proceed to the next group and we continue again with the same procedure until the last group is done.</li> <li>5. At the end of this activity the participants would have tackled 4«5 big issues (depending on the number of the groups we had at the beginning, depending on how many participants we have) that we can find at job interviews and they will also get the solution to this problems. We continue with discussing the outcomes of the problems that we tackle and how we can use them in reality when we are actually present at a job interview.</li> </ol>
<b>Debriefing and evaluation:</b>	<p>We will ask certain questions that will help the participants to sum up the whole workshop:</p> <ul style="list-style-type: none"> <li>- How did this situation made you feel?</li> <li>- If you had the chance would you change something, or maybe address the problem differently</li> <li>- Have you seen any attitude/ behavior that you would adapt?</li> <li>- Did you find difficult to intervene in the scene or difficult to answer some questions?</li> </ul> <p>Evaluation: close the eyes and show with the hand 1 to 5 how much they liked the activity.</p>
<b>Space requirements and training materials:</b>	A normal room, with a ´´stage´´ and chairs. Any materials that the group may decide.
<b>Tips for facilitators:</b>	Setting the respect rule and all the contributions should have a real purpose.
<b>Additional information, notes (Attachments)</b>	

## The letter

**Developed by:** Martyna Bartoszak (Poland), Ivana Milicic (Croatia), Tomislav Korovic (Croatia)

*Activity that stimulates to be honest and solve problems while in the same time avoiding conflicts.*

<b>Themes/Issues addressed</b>	Honest communication, solving problems, avoiding conflicts
<b>Target group:</b>	16+, young people, youth workers, family members, employees
<b>Aims and Objectives:</b>	To show the way of communication when regular speaking is too hard or impossible. Usually it is hard to speak about honest things with family members, employers, employees, co-workers. This way is safe and easier.
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Learning how to communicate honestly</li> <li>- Skill in Creating constructive criticism</li> <li>- Attitude of how to Appreciate the other person</li> </ul>
<b>Group size:</b>	Everyone should have a pair (couple).
<b>Time:</b>	45 minutes

### Instructions:

After the energizer. Ask people to sit with closed eyes, breath in and out 5 times and to open their eyes. Now, ask them to go in pairs with person in front. When they take a sit give papers to each and ask question: What do you like/admire in person in front? Ask them to start writing the letter. After 8 minutes, tell them to finish and now ask the other question: What the other person could improve in her/himself? And ask them to continue writing the letter. Remind that the feedback about improvements should be constructive and pleasant. Remind about respect. After 15 minutes in total, ask people to exchange letters or read it to themselves (they choose what they feel for). Give them 10 minutes maximum to finish in pairs and ask to join the circle. Start debriefing.

### Debriefing and evaluation:

When they sit in the circle ask question: How was it? How do you see this activity? Was it easy or hard to say something good? Was it easier or harder to give feedback on improvements? Was it useful for you? What option did you choose: reading or exchanging the letters and why? How would you use this method in your life/work?

### Space requirements and training materials:

Space should be big enough so people sitting in pairs facing each other should feel the privacy. The best to do it in the evening, with candles and calming music. You need A5 white paper for each person and a pen.

### Tips for facilitators:

Be gentle when debriefing. Give time to the group, even if it seems no one would like to share.

### Additional information, notes (Attachments)

Before you start do the energizer: fruit salad or tornado, make sure that the group of participants is sitting in the circle randomly.

## The Tree Method

### Developed by:

Alberto Aroca (Spain), Raúl Requena (Spain), Georgios Mardelis (Greece), Dimitris Imanimis (Cyprus)

*The Tree Method is about choose a personal problem and try to find some solutions, with a efficient method which permit us to work with other people at the same time. With this method we will improve your public skills.*

<b>Themes/Issues addressed</b>	The problems or causes would be, for example: unemployment, anxiety, working stress, lack of self-confidence, empathy, lack of cooperation, lack of outgoing communication
<b>Target group:</b>	For employees who needs help about their own problems and also a good way for developing different skills in public.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"> <li>- To help people to know better their own problems.</li> <li>- To help people feel better in their working and personal environment.</li> <li>- To develop skills about be more competent with your teamwork.</li> <li>- To fight against the lack of inhibition.</li> </ul>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- More self-esteem.</li> <li>- More productive.</li> <li>- More cooperative.</li> <li>- Better speak skills.</li> <li>- Team work.</li> </ul>
<b>Group size:</b>	A wide variety and also divided into smaller groups for better feedback (maybe 3/4 people).
<b>Time:</b>	60 minutes.

<b>Instructions:</b>	<ol style="list-style-type: none"> <li>1. Make an appointment with the leader.</li> <li>2. Explain the Tree Method</li> <li>3. Make groups and every group choose a problem.</li> <li>4. Worktime (analysis about the causes, process and solutions)</li> <li>5. Every group do a speech about their work.</li> </ol>
<b>Debriefing and evaluation:</b>	<ul style="list-style-type: none"> <li>- How did you find the method?</li> <li>- Did it help you?</li> <li>- Did you find a good solutions?</li> <li>- Does the method fullfill your expectations?</li> <li>- Do you want to improve something?</li> </ul>
<b>Space requirements and training materials:</b>	Big space, convenience, comfortable. Materials: pen, crayons and paper. Conference room.
<b>Tips for facilitators:</b>	Be patient, be flexible and innovative.
<b>Additional information, notes (Attachments)</b>	Probably some books or projectors to find and show some examples by using the technology.



# Guideliness for writting on website

Here, we thought about doing something that will last longer than only 8 days of the Training Course. We wanted to save details, information, tools, activities, knowledge, ideas and memories so we designed the website of the project.

There was many activities to be described and saved, there was many hardorking people to support it, so we prepared the guideliness and list of names and activities to make it together.

Website: [www.youthemployabilityleaders.wordpress.com](http://www.youthemployabilityleaders.wordpress.com)

**Before giving the rules on how to prepare posts for blog/website – make sure you have groups of participants for each day/session of the project. The best is to divide them in international teams of 2-3 people and already prepare the schedule with days/workshops and teams.**

- ☐ Each website post should have **creative subject/headline**.
- ☐ Each post should have **minimum 15 sentences** (half a page) of text written.
- ☐ Your post should be clear, concise and should explain as detail as possible the session/s you write about: **how was the process, methods used and learning outcomes of the session**. Feel free to use quotes and be creative!
- ☐ Each post should contain minimum 3 pictures took during the session/s that show what you write about. Feel free to ask others to provide you with good quality pictures.
- ☐ You have 24 hours deadline to send us the posts after the realisation of the session you needed to write about. Please respect the deadline and try to send us your posts as soon as possible.
- ☐ Please send your written posts as word document to XXXXXXXX@XXXXXXX.com

# Strategic plan for follow-up activities

When we reflected on how much we did during all days of the Training Course we understood the importance of sharing and disseminating all the results from the project. We think that the best way to do it is to organise a follow-up activities when we can meet other youth workers and youth leaders but also young people to speak about topics we want to address and to share knowledge, skills and tools.

A template can be used to work on brainstorming and drafting strategic plans for organising follow-up activities after any project.

Template for follow-up activities:

[www.youthemployabilityleaders.files.wordpress.com/2018/12/strategic-plans-for-follow-up-activities.docx](http://www.youthemployabilityleaders.files.wordpress.com/2018/12/strategic-plans-for-follow-up-activities.docx)

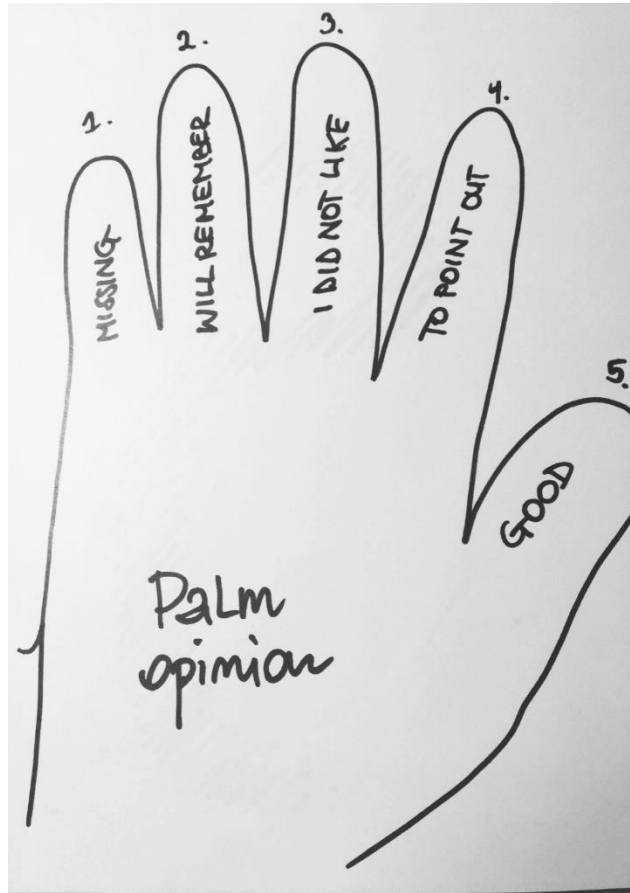
# Daily reflection, debriefing, sharing

There are many ways on how to reflect on past day during the project, how to debrief the workshops and how to release all energy, doubts or worriess and share own opinion. From big box of tools, we selected 3 methods that we agreed on the most usefull and in the same way interesting and easy to do for participants at any age.

- Group reflection: Palm opinion – whole group
- Self - reflection: What was good/what can be improved? - individually
- Sharing: Chewing Trios - in small groups of 3



# Palm opinion – group reflection



This method is good for receiving a daily feedback - reflection in a whole group. Prepare white A5 papers and markers and ask participants to draw their palm, explain the method starting from 5 to 1. Give some time for fulfilling the palms and ask participants to share what they wrote down.

**5. GOOD** - Write something that was good today, what you did like.

**4. TO POINT OUT** - Is there anything to point out? Your recommendation for improvements? What should be different?

**3. DID NOT LIKE** - Was there anything that you did not like? If yes, why?

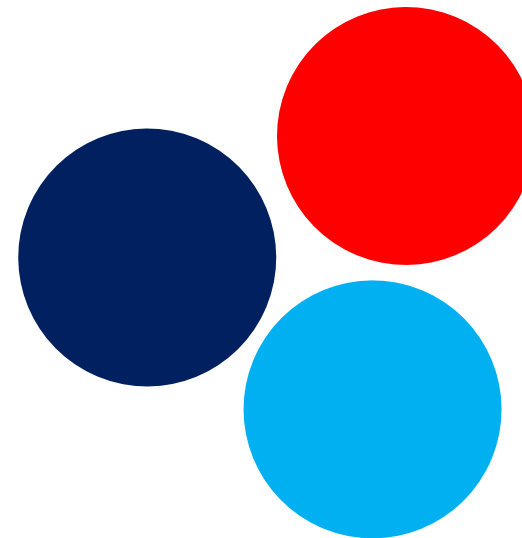
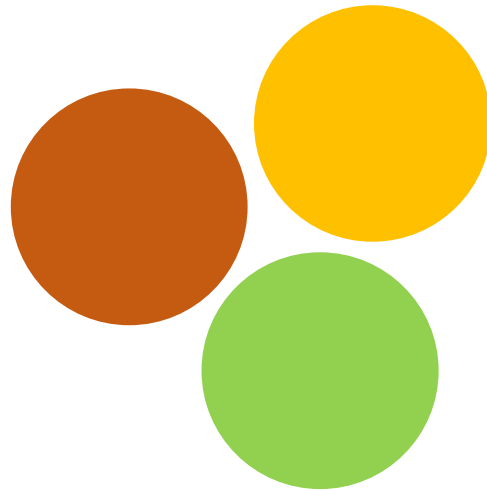
**2. WILL REMEMBER** - What was the most important for you? What you will remember the best and take home?

**1. MISSING** – What was not enough? Is there anything not clear? Is there any topic that should be still covered? Anything that you still need?

# Chewing trios – reflection in small groups

**This method is good for sharing and debriefing the day when participants are not willing to share a lot in open space.**

Divide participants in small groups of 3 – the best if group are international. Ask them to meet every day at certain time (they need to agree on time and place) for up to 10 mins to discuss the past day, share feelings and emotions and find solution for any problems, if appeared. Ask one person from the group to prepare short notes for trainers/leaders/coordinator.



# Self-reflection

This method is focused on personal and individual reflection of each participant, it gives time to evaluate learning process, needs, think about expectations, involvement, skills to improve etc.

Prepare small notebooks for all participants.  
Give them time to think and reflect.

**Ask questions:** *What was good today? What did you learn? How was your learning process going on? Is there anything new you have discovered? What was your contribution today? What did you give from yourself to the group? What did you share with others? What could be better? What could be improved? How to improve it?*

# Contact

If you have any questions regarding the project or materials, do not hesitate to contact us on: [contact.ysc@gmail.com](mailto:contact.ysc@gmail.com)

More materials you can find here:

[www.youthemployabilityleaders.wordpress.com/2018/12/10/training-resources](http://www.youthemployabilityleaders.wordpress.com/2018/12/10/training-resources)

Erasmus Plus Programme:

[www.ec.europa.eu/programmes/erasmus-plus/about\\_en](http://www.ec.europa.eu/programmes/erasmus-plus/about_en)



