Entrepreneurship, digital content & branding

Training kit for youth workers

musicling
recycled instruments

Preface

Following the completion of Musicling in the partner countries, the consortium has reached an understanding that training needs have to be addressed and associated material has to be developed along four modules related to the areas identified in young entrepreneurs' literacy and training. Thus, the identified needs allowed for the formulation of the following training Modules:

Module No.1: *Speak in Public*
Module No.2: *Run a Business*
Module No.3: *Visual Identity*
Module No.4: *Community engagement*

Co-funded by the Erasmus+ Programme of the European Union

About the project

The aim of this project is to get youth to develop key skills for their future through creativity and arts, specifically music and crafts, since they will be able to create recycled instruments from waste, and they will also learn how to play these instruments with basic notions of music theory so that they can get involved in projects related to music, arts and culture.

In addition, they will be trained with the necessary knowledge, tools and skills to empower them to start their own entrepreneurship projects related to music and recycled instruments, as well as acquire skills on dissemination of results, management of social networks, promotion of their projects and products, and visibility of their creations through the creation of attractive videos that get the maximum number of young people to reach out in a way that can create a multiplier effect.

www.musicling.eu

Content

DECLARATION

The present module has been prepared solely for training purposes. Its text does not necessarily claim originality, as, besides the authors' own contribution, it is also based on material from various other sources considered to be relevant, useful for training purposes and transferable. This is dully acknowledged in the text in various ways. The authors however accept responsibility for any failure to fully record all such instances in the text.

Training delivery guidelines - Emotional Intelligence

Preparation	**Content** Extract content from this module (not all but some extracts even a table that can summarize the main ideas) **Materials** • Ice-breaker: visual cards for presentation • "Value List" • Markers and panels or a board for possible final conclusions
Implementation Instructions	Here is a detailed description of activities for a 2 hours training module. It includes the icebreaker and introduction to go forward with specific activities and then a final break for general evaluation.
5 min	**Ice-breaker activity:** In order to get to know each other, one of the possibilities will be using visual cards. **How** 1. Each participant catches one visual card, maybe with some element that catches their attention. They will have 3 min to think about their expectations, and then how to connect the card (the image, the meaning that this image has got for him/her), with the expectation of this training. 2. Each participant will introduce him/her to sharing those thoughts.
Debriefing questions	• Did you find it hard to connect your expectations with the image? • Would you like to change something? • Do you feel better knowing the thoughts of others too?
10 min	**Introduction** Provide the key elements of the module: • Contextualization of Public Speaking: Emotional Intelligence • Describe briefly the 2 key elements to be applied • To invite participants to play, act and learn as learners that will get some tools to be replicated on other beneficiaries.

35 min	**SELF-AWARENESS AND SELF-REGULATION: "Value List"** Materials: Pens & Value Lists **How** 1. Provide a copy of the "Value List" to each person. 2. Ask them to identify ten values that they strongly believe in or that are important to them. The list is provided as a reference only. They can add any other value they feel strongly about to the list and select it as part of their most important ten values. Ask them to write these values on a separate piece of paper. For best results, they should be as honest as they can. They should not pick values to show off, for being politically correct or popular fashion. They should choose only based on what's important to them. 3. Allocate about 5 minutes for this part. 4. Now in the next step, ask the participants to select only five values from the ten they have selected. This is now much harder, but the selection process will force them to see what they truly value the most. 5. Allocate 2 minutes for this part. 6. Allocate a few more minutes for reflection so participants can think about what their choices really mean to them. 7. Bring back everyone together and ask them to share their values and observations one by one. If the people know each other or are part of a team, sharing important values can be quite educational as people can see what's most important to other team members.
Debriefing Questions:	• Did you find the selection of your values hard? • Was it easy to prioritize your values? • How did you feel sharing your values to others? • Could you easily identify your fears?
45 min	**SOCIAL SKILLS:** "Same message, different audiences" How 1. In groups of 5, participants have to define 1 role of speaker, and the rest as audience. 2. The speaker will have to "convince" his/her audience to attend a Fair that will take place next weekend in the city. He/she has to find the arguments, the reasons why they have to come. The audience can give feedback, make questions, but always put some difficulties to be convinced. 3. The trick part of the activity is that, the kind of audience will change, so the speaker will have to "adapt" his/her speech according to it: - 1st audience: adults (general) - 2nd audience: kids under 10 years old - 3rd audience: elderly - 4th audience: migrants with language limitation 4. The facilitator will make the speakers (all of them) twist the audience every 5 minutes. The roles among participants can change if they wish, or the facilitator considers so.

Debriefing Questions:	• How did you feel in each position? • What was your strategy? • How difficult was it to convince them? • Which target group did you find the hardest to convince?
15 min	General balance: participants will be invited to add comments, ideas, and analyze together the relevance of the 2 skills developed during this module. The facilitator can consider taking notes, post-its with the key elements to visibilize the main ideas that all participants extracted from the module.
Reflections & Debriefing	• It is important that the facilitator lives some minutes for the “Debriefing Questions” section of each activity, as it provides the real meaning of the activity/game. • All those activities make participants reflect on the relevance of those skills described as part of public speaking. • Any speaker has to train his/her skills and also find new strategies to reach our audience: the sensible part of our messages can be the strong point to reach them. Feelings, empathy, and being aware of what the audience expects are also key elements to assure the success of our communication.
Duration	The total duration of the module is 2 hours and is distributed accordingly by each activity (timing). The facilitator can decide to give longer time to some of the activities according to their development, or according to the size of the group. But always a frame of 10 minutes should be saved in order to make a final evaluation and conclusion.

Training delivery guidelines - Non-verbal attitude/communication

Preparation	**Content** Extract content from this module (some ideas, concepts and visions to complement theoretically) **Materials** • Ice-breaker: post-its and markers. • white panels to post in the wall and pictures of diverse characters (famous and no famous ones) • Markers and panels or a board for possible final conclusions
Implementation Instructions	Here is a detailed description of activities for a 2 hours training module. It includes the icebreaker and introduction to go forward with specific activities and then a final break for general evaluation.activities and then a final break for general evaluation.
15 min	**Ice-breaker activity:** In order to get to know each other, one of the possibilities will be using visual images to represent how they feel, how they identify themselves. **Materials:** Pens, color markers & value Lists **How** 1. Each participant catches one to 4 post-its and color markers. They are invited to describe themselves creatively in a simple way, no words can be used but images. They can draw just one imagen / picture in each post-it, and use as many as they want (no more than 4). And those drawing can represent: - Who they are (like, preferences) - What they do expect from the training module 2. Each participant will introduce him/her sharing the images in a panel and the meaning of them. Each new participant can connect his/her drawings with the previous ones with arrows; so there will be a final picture of drawings and connection among participants.
Debriefing Questions:	- Did you find it difficult to present yourselves to others? - Was communication with no words hard for you? - How did you feel presenting your habits and likes to others?
10 min	**Introduction:** Provide the key elements of the module: contextualization of Non-verbal communication • Contextualization of Non-verbal communication • Describe briefly the 2 elements that will be developed • To invite participants to get the most of the training course as they will be able to replicate the content or tools.

35 min	**BODY-LANGUAGE:** “the same message, in diverse shapes” **Role playing** **How** 1. There will be diverse papers with specific messages and small papers with diverse roles, as for example: - Messages: “Nature is our home and we have to take care of it”, “To become a good teacher we have to have to trust in the long learning process” (messages can be the same, but the roles have to change) - Role: a) Naturist with a very romantic vision of life. b) Leader who things he/she has got the truth of each word… (etc) 2. Participants in couples will be invited to choose one message and one role (randomly): and then act as the role and transfer the message. They have to think about the attitude, movements, body expression, standing up or not. etc.. They will take 5 min to decide why they will do it and how. 3. Teams will expose the message by turns and the rest will attend and listen and interact somehow. 4. After each speech participants will be invited to discover the role behind each presentation.
Debriefing Questions:	• Did the others understand the message you wanted to pass them? • Did they find your role? • Was it difficult for you to act in your role? • What would you change?
45 min	**NEGOTIATION PROFILE:** “The big communication problem” **How** • Split participants into 2 groups (if the group is not bigger than 12 people, then 1 group will be fine). • There will be roles to distribute (secretly) in each group. Examples: “never give the word to others”, “you always sticks on one concrete idea, and nobody can take you out from it”, “you like speaking even not arriving to a clear point”, “you like to confrontate”, “you are open to debate”, “You like arrive to consensus”... • one person is selected as the moderator and then a conversation has to start: solve a problem, plan an activity together, etc.. The issue is not that relevant. Each person has to act as their role indicates and the Moderator has to apply diverse strategies to try to arrive at a consensus, negotiate and try to provide a final resolution after 15 minutes. • The moderator has to twist with another participant 3 times. • Final evaluation all together.

Debriefing Questions:	• Was it easy for you to stay with your role? • How did you feel for the moderator? • How did you manage the conversation as a moderator? • Did you find a balance between understanding and listening?
15 min	**General balance:** participants will be invited to add comments, ideas, and analyze together the relevance of the diverse issues discussed, understanding the diverse elements of a communication process that goes together with the words (as body language). The facilitator can consider taking notes, post-its with the key elements to visibilize the main ideas that all participants extracted from the module.
Reflections & Debriefing	• It is important that the facilitator lives some minutes for the "Debriefing Questions" section of each activity, as it provides the real meaning of the activity/game. • All those activities make participants reflect and analyze elements as their attitude and what else they do transmit a part from their words • It is important to consider all the capacity that a speaker has in order to attend and project the message to the audience, so we have to be aware of all that we transmit in order not to be contradictory or assure the arrival of the message. • The expectations of the audicente but also the feeling that we can transmit with our attitude can be the key elements for an effective communication.
Duration	The total duration of the module is 2 hours, and are distributed accordingly by each activity (timing). The facilitator can decide to give longer time to some of the activities according to the development of them, or according to the size of the group. But always a frame of 15 minutes should be saved in order to make a final evaluation and conclusion.

Section summary points

Public speaking can be based on Emotional Intelligence (EI) as a strategy to make our message reach our target or audiences. The EI includes 2 specific skills that a speaker has to consider and be trained on.

1. Self-awareness and Self-regulation, as the speaker has to be aware of his/her behavior considering that “your emotion drives your behavior”; as our behavior can condition how our message reaches the audience. Also, he needs to train his/her reactions and be able to modify /adequate them to the final goal of the communication act.
2. Social Skills, as the speaker has to build good social dynamics and connection through a group, assure and adapt the diverse aspects, always making sure that the audience gets engaged and the message arrives.

The attitude of a speaker can totally condition the result of the communication act, that’s why it is so relevant that all elements of a communication (not just the words themselves) are planned and conscient.

The non-verbal attitude of communication include diverse elements as the:

- Vocal aspects
- Spatial movements
- And body language, that can perfectly change the understanding or the arrival of the message according to how the speakers are making use of them. Being aware of those elements can totally influence the final result of the communication act.

Being a good speaker also means being aware of the effect of our communication in the audience, so be able to adapt or change according to our expectations. So we should also be good “readers” of the impact and reaction of the audience.

When willing to influence others or make our message arrive to the audience, it is also relevant to have a negotiation capacity. This skills makes reference to diverse elements as:

- Motivation to our goal, so we put our efforts on that
- Flexibility, to adapt our message to the reaction on the audience,
- Initiative to find alternatives and solutions,
- management of diversity, as we never know the exact profile of audience,
- and understanding of others, as our speech may change according to who we have in front of us, not changing our goal but maybe the words, the body language, our attitude etc.

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HOW TO BE

A GREAT SPEAKER

01 Practice makes perfect

02 Create an opportunity to engage your audience

03 Pay attention to your body language

04 Boost your confidence

05 Cope with nerves

06 Record your speeches

SPEAK IN PUBLIC

A. EMOTIONAL INTELLIGENCE

A1 SELF-AWARENESS AND SELF-REGULATION

Self-awareness of our capacity for communication is a key element to be effective in what we want to say when it comes the time for speaking in front of a group, avoiding small difficulties, and promoting our message and our voice as speakers. self-regulation is a key element to be flexible and adapt to any potential situation.

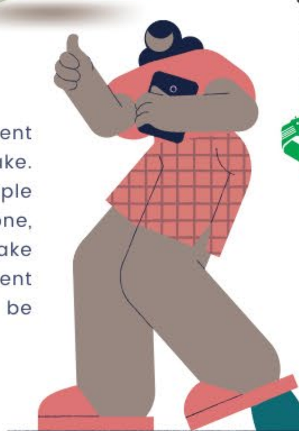
A2 SOCIAL SKILLS - BECOMING A LEADER

As speakers, we have to adapt our message and arguments according to the audience. We have to be aware of their needs, expectations, and desires and try to get to them throw a concrete strategy.
This game facilitate us the understanding of how flexible maybe can be or may be, in order to be standing up in front of a group. As much as we are flexible, as more as we will control the communication process.

B. NON-VERBAL ATTITUDE

Verbal	Non Verbal
The use of language to convey information through speech or sign language.	Is conveyed to others through body language, gestures, and facial expressions.

B1 BODY LANGUAGE



The same message can be transferred in different ways according to the role and attitude we take. Attitudes can be defined clearly by simple elements such as the position, the voice, the tone, the way we talk to people, etc. So this can make our audience receive the message in a different way, so the effect of the message can also be different.

musicling recycled instruments

B2 NEGOTIATION PROFILE - BEING IN THE MIDDLE

All participants will assure a role but especially the moderator has to learn the process of listening, being flexible, adapting, and trying to provide answers to all the needs of the group... This situation can represent "metaphorically" a real situation where diverse positions are confronted.

Module No.2

Run a business-Essential tools

Ethical and Sustainable thinking

Ethical and sustainable thinking is a matter of the attitudes, behaviors, values, and mindset that an entrepreneur should have to make ethical decisions and act sustainably. Typically, an ethically thinking entrepreneur does not just have only the profit in mind, but also the people and planet. Ethical businesses are advocating for values like diversity, trust, and boldness, traits that highlight social relationships over workflow. Large businesses have the power to support progress and lead societal shifts so are expected to adopt sustainable business practices both internally and externally. Some suggested values for the ethical conduct of entrepreneurial endeavors: respect, honor, integrity, customer focus, results in orientation, risk-taking, passion, and persistence.

Sustainability entrepreneurship contributes to solving social and environmental problems, particularly in emerging and developing countries. Analyzing this kind of statement can explain why ethical thinking is important to an entrepreneur. The activity is selected in order for our participants to recognize behaviors that show integrity, honesty, responsibility, courage, and commitment. By evaluating the impact of value-generating ideas and the impact of entrepreneurship on the target community, market, society and environment, they will be able as entrepreneurs to focus on environmental friendly management of their business and promote social equality and protection.

Working with Others

Even the hardest working and efficient entrepreneurs can not manage the path from an idea to market success without the help of a team. There is just too much work for one person to do on his own. As good as a business idea is, entrepreneurship cannot be a device without a good team. The team you are assembling should contain some skill set so that the full team of people can do tasks that you, as the team leader, could not do on your own.

With this activity, the participants will learn how to work closely with others and take decisions together. We use this exercise as an activity to illustrate team-building processes, and have the group discuss the solutions they have chosen or not chosen the right employees in the right positions. This exercise can also be used for getting a team out of a complex, confusing situation by working together.

Taking the initiative

It is an exercise that teaches the participant to raise their voices and demand what they want. It is an essential skill for business owners and people that want to do something on their own. It is also a problem-solving activity with the impact of value-generating ideas and the impact of entrepreneurship on the target community, market, society, and environment.

Management

The goal is to establish an open debate about the good solutions that were invented. The aim of this workshop is to encourage participants to develop problem-solving thinking about entrepreneurship. They need also to be prepared in order to face these problems in their future business.

Financial and Economic

The main aim of the activity is to raise awareness among the group of the general concept and ensure a common understanding of entrepreneurship finance and economical aspects.

Risk Assessment and Strategic Planning

This activity aims to develop the participants' competencies in risk assessment and strategic planning. The participants have to know about different actors and rules involved in entrepreneurship in order to be able to manage better the upcoming situations. It is also an exercise to develop critical and logical thinking for entrepreneurship.

RUN A BUSINESS

ESSENTIAL TOOLS

INTO ACTION

01 ETHICAL AND SUSTAINABLE THINKING

Ethical and sustainable thinking is a matter of the attitudes, behaviors, values, and mindset that an entrepreneur should have to make ethical decisions and act sustainably. Ethical businesses are advocating for values like diversity, trust, and boldness, traits that highlight social relationships over workflow.

02 WORKING WITH OTHERS

As good as a business idea is, entrepreneurship cannot be a device without a good team. The team you are assembling should contain some skill set so that the full team of people can do tasks that you, as the team leader, could not do on your own.

03 TAKING THE INITIATIVE

It is an a very essential action for business owners and people that want to do something on their own. Taking the initiative is related to problem-solving activities with the impact of value-generating ideas and the impact of entrepreneurship on the target community, market, society, and environment.

THE MANAGEMENT

04 MANAGEMENT

With the proper planning and management, people can set short and long-term goals, and define their priorities and action plans. It is essential for adapting to unforeseen changes and face them as good as possible.

05 FINANCIAL AND ECONOMIC

The idea is to develop financial and economic know-how. It is important to know how to estimate the cost of turning an idea into a value-creating activity. Plan, put in place, and evaluate financial decisions over time. Moreover, to manage financing to make sure my value-creating activity can last over the long term.

06 RISK ASSESSMENT AND STRATEGIC PLANNING

Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexibly.

Training delivery guidelines - Into Action

Preparation	**Content:** Extract content from this module (not all but some extracts even a table that can summarize the main ideas) **Materials:** 3 colour strings, paper tape, flip charts, pens, markers, and panels (or a board)
Implementation/ Instructions	Here is share a detailed description of activities for a 3 hours training module. It includes the icebreaker and introduction to go forward with specific activities and then a final break for general evaluation.
10 min	**Ice-breaker activity** **How:** 1. Big space is needed. Everyone stands in a line. 2. The facilitator/trainer makes 10-15 personal questions to the participants regarding the difficulty that they have to open a business on their own. If the participants belong to one of these groups or this situation has happened to them, they make one step forward. **Possible Questions:** • I am a woman. • I come from an environment with inequalities. • I have economic obstacles. My family is single parental etc.
Debriefing Questions:	• How do you feel in this position? • Would you like to change something? • Can you think of any solution to your problems? • Do you feel better knowing the situation of the other too?
10 min	**Introduction:** Provide the key elements of the module: • Conceptualize the section: Run a business • Analyze the 3 tools of this module: Ethical and Sustainable Thinking, Working with Others, Taking the Initiative • To invite participants to play, act and learn as learners that will get some tools to be replicated on other beneficiaries.

25 min	**SUSTAINABLE AND ETHICAL THINKING:** "Where do you stand?" Materials: Flip charts papers with statements "Agree, Disagree, Mostly Agree, Mostly Disagree" signs are fixed in the corners of the room. **How:** 1. It is needed enough room so the participants can get divided into groups of 8-10. 2. Prepare 5-10 statements that touch on the various aspects of ethical and sustainable thinking in social business and social dilemmas. The statements should be clear so as not to raise discussions about how to perceive them. 3. Introduce the exercise to the participants. A statement is going to be contributed to them. They are asked to decide whether they agree or disagree with the statement and go to the appropriate side of the room (Agree, Disagree, and mostly Agree/Disagree). Everybody has to take a stand, you cannot remain in the middle. Everybody is free to change sides during the discussion if you have been convinced by an argument you heard. 4. Start the exercise by showing the first statement. Ask people to take their side, and, once everybody has decided, invite them to explain their decision. 5. It is not the purpose of the exercise at this stage to reach a consensus. Decide for yourself when you feel it is a good time to finish the discussion and move on to the next statement. Move through all the statements following this routine. **Example of statements:** 1. Everyone can be a good entrepreneur. 2. Social enterprise does not need a lot of money to be started/run. 3. Every entrepreneur should focus on three areas of sustainability - economic viability, environmental protection, and social justice. 4. Profit is very important for social enterprise and we should do everything in order to maximize it. 5. Private sector has the resources and entrepreneurial skills to create big social change. 6. Big private companies in the development sphere can make changes at a far larger scale than many smaller NGO-s combined. 7. Sustainability is no longer about doing less harm. It is about doing more good. 8. Everything we need for the survival and prosperity of our business depends, directly or indirectly, on our natural environment
Debriefing Questions:	• What have you learned from this exercise? • How important is sustainable thinking for a businessperson? • How many times did you change your mind? Why? • How to implement ethical thinking in your everyday lives?

25 min	**WORKING WITH OTHERS:** “Planning of a business complex” Materials: Pens, markers, a sheet of wrapping paper, Written names of the employees, Evaluation sheet **How:** 1. Make small or large teams depending on the group size. This exercise is about planning a business complex together with others, which is going to be helpful for all your employees. 2. The business complex needs to be planned - six offices are to be built - the environment is still to be designed. (Parking? kindergarten? park with a pond?) The planning team is you - the group - and you have every opportunity to build this complex according to your wishes (there are no limits to your imagination - money does not matter). 3. Read to the groups of the 9 employees. Then, begin to plan the business complex together. You can use all the materials provided to design and present it on wrapping paper. Attention! Of the 9 employees, only 6 are allowed to move into the terraced business complex. Also, only one would take a promotion. **The employees:** • the couple Rosa 60 years and Franz 64 years that works 20 years together and share the most of years in the same office. Now, one of them has kinesiological problems. They also have three grandchildren. • the single mother Ingrid 29 years that has two children (Sebastian 1 year and Florian 4 years). She often does overtime because she has economic difficulties. No car, use of public transportation. • the dad of the Huber family (the mother is 37 years old, he is 45 years old) and he has 4 children (Lisa 18, Manuel16, Patrick 12, Maria 3). Big car and house in 40 km away. • Single Thomas 23 years old does excellent work for the business. He is also an independent musician and lives really close to the complex. He comes from a rich family also. • Single widow Anna Sophie 60 years young. She has two children studying in different cities and she is the oldest employee of the business. • A young couple Karin and Werner (26 and 28 years old). They got hired together and they are freelancer photographers. They travel a lot and their job needs a lot of inspiration. Werner has a small disability percentage because of chronic illness. • The poor secretary Manuela (32 years), an immigrant and abounded by her husband with 2 children Lena (8 years) and Lisa (6 years). 4. Plan and build this business complex together. Justify and argue together in your team the selection of employees well. Your decision must stand the Supreme Court. You have 30 minutes to design it. 5. Now present the plan of your business complex to the other planning teams and justify your decision on who may move into the business complex and who may not. Mention the one that gets the promotion. 6. Now take the evaluation sheet and answer all questions alone in writing. Be as honest with yourself as possible!

	Questions of Evaluation Sheet: • How could I develop my ideas? • Who hampered me? Who supported me? • How did I influence? • What feelings - friendly or unfriendly - did not I express? • Whose ideas have been considered? Whose ideas were ignored? • What did I learn about my ability to cooperate or my readiness to cooperate? • How were decisions made? Did someone feel ignored? • Have disturbances been pronounced? 7. Now find someone else from your workgroup. Together, you now discuss your evaluation forms. Give each other feedback! Does your self-assessment agree with how your counterpart would evaluate you?
Debriefing Questions:	The debriefing questions are included in their evaluation sheets.
50 min	**TAKING THE INITIATIVE:** “Make your business” Materials: Three flip charts papers for Municipality, Community, Citizens, Markers, Paper tape, Strings of three different colors **How:** 1. We split equally into three groups and each one takes one role (Municipality, Community, Citizens). 2. The citizens want to open a sustainable and environmentally friendly business (you can make it specifically or not). These three parts need to write down their needs/fears/expectations/problems etc for this business. 3. The citizens have the first word, about what they need from their Municipality and Community. The Municipality writes down what expects from this business – What are the purposes? What do they need from me? and so on. The Community specifies their needs/fears, their suspicions, etc. They have to write down at least three demands (15 minutes). 4. It will follow an open discussion between the three parts in a circle. They need to solve their differences and find (or not) a way to make the business work. Every part has its color of the string. For its demand, we start a new string and if the demand is solved, we write it down and we run the string to the part that solved it (e.g. Municipality-half prices on the water) (30 minutes).
Debriefing Questions:	• Do you think this is the right way to demand what you want? • What is the hardest part of coming up with a solution for social challenges? • Is there anything particular that stands out to you about the activity? • What can help you to be more effective in communicating with others?

15 min	General balance: participants will be invited to add comments, ideas, and analyze together the relevance of the 3 skills developed during this module. The facilitator can consider taking notes, and post-its with the key elements to visualize the main ideas that all participants extracted from the module.
Reflections & Debriefing	It is important that the facilitator takes some minutes for the “Debriefing Questions” section of each activity, as it provides the real meaning of the activity/game. All those activities make participants reflect on the relevance of running business skills and necessary knowledge. Any speaker has to train his/her skills and also find new strategies to reach our audience: the sensible part of our messages can be the strong point to reach them.
Duration	The total duration of the module is 3 hours and is distributed accordingly by each activity (timing). The facilitator can decide to give more or less time to some of the activities according to their development, or according to the size of the group. But always a frame of 10-15 minutes should be saved in order to make a final evaluation and conclusion.

Training delivery guidelines - The management

Preparation	**Content:** Extract content from this module (not all but some extracts even a table that can summarize the main ideas) **Materials:** Photos, markers and pens, A4 papers, colorful arrows, flipcharts or a board (optional), spoons, a bag of candy
Implementation/ Instructions	Here is share a detailed description of activities for a 3 hours training module. It includes the icebreaker and introduction to go forward with specific activities and then a final break for general evaluation.
10 min	**Ice-breaker activity:** "My Problem-My Solution" **Materials:** A worksheet MY problem, MY solution for each participant, Pens **How:** 1. All of the participants will identify a real-life problem they are currently facing (in any area of their life) and they will write it down in the worksheet MY problem, MY solution (section A). 2. They have to think about how they can solve that problem, defining concrete measures to solve it. Write down the answers in the worksheet MY problem, MY solution (section B). 3. They have to think about the activity answering to debriefing activities, also available on the worksheet MY problem, MY solution (section C).
Debriefing Questions:	• Have you been able to come up with a possible solution to your problem? • Have you followed any systematic tools for problem-solving? • Was it helpful? • Are your short-term goals realistic?
5 min	**Introduction:** Provide the key elements of the module: • Conceptualize the second part of the section: Run a business • Analyze the 3 tools of this module: Management, Financial and Economic, Risk Assessment and Strategic Planning. • To invite participants to play, act and learn as learners that will get some tools to be replicated on other beneficiaries.

80 min	MANAGEMENT: "Role-playing - What do you see?" **Materials:** Photos **How:** 1. First, divide all participants into groups. Groups should contain max. 6 members. 2. Each team gets the same folder with 10 random pictures. Pictures represent different aspects and possible problems of a small local business. 3. Each team must choose 4 out of 10 photos and develop a story about this business and some problems that it is facing connected to the photos they choose. This story has to be a small theatrical play (15 minutes). 4. Each team should present the play they developed with the inspiration of the photos. The team has a maximum of 7 minutes for presentation (around 40 minutes). 5. Each group is invited to find solutions to the problems of each theatrical piece and discuss them with the actors right after they finish their play. (20 minutes)
Debriefing Questions:	• How did your play meet up the reality when you were actually preparing the play? • What kind of similar challenges have you met in your life? How did you overcome them? • How did you feel during the process of the game, what were the highlights? (for each group) • How difficult it was to find a solution to others' problems?
40 min	**FINANCIAL AND ECONOMIC:** "PuzzlEntrepreneurship" Materials: Flipcharts, A4 papers, Pens, Colorful arrows, Printed definitions and headlines **How:** 1. Before the activity, you need to prepare the room separating it into a few corners depending on the groups you will create. Prepare definitions and terms you want to discuss, and print them for each team. Also, print the headlines and arrows for each team. 2. Start the activity, by asking a few general questions: who has experience with entrepreneurship, do they know what it is, etc. 3. Afterwards make smaller groups into teams of 5-6 people and give them each-printed definitions of terms, headlines, and arrows printed. 4. Each team will have to match the headlines with the definitions printed. The next step is that they have to find the connections between all the terms and explain them later in the bigger group.

Debriefing Questions:	• What is the most valuable lesson you learned during the activity? • Is there still something you need to clear out? • Were the definitions helpful?
40 min	**RISK ASSESSMENT AND STRATEGIC PLANNING:** “Take the Risk” Materials: A spoon for each member of the group, A bag of candy, Pens **How:** 1. Prepare in one corner of the room a “warehouse” where you will put all the candy. Create out of pens an enclosed space for the candy. Mark this space with a paper sign saying “warehouse”. 2. In the opposite corner of the room create a “shop” - another enclosed space made out of pens, but this one will have no candy in it. Mark this space with a paper sign saying “shop”. Prepare written instructions for the three groups: Mafia, Police, and Business Owners. 3. Give each person a spoon and divide the group into three teams. One group will be MAFIA, one group will be the POLICE and the other group will be the BUSINESS OWNERS. 4. The Business Owners will start the game from the “shop” corner. Mafia will have their designated headquarters in the corner of the room, situated on the left side of the “shop”. Police will have their designated headquarters in the corner of the room, situated on the right side of the “shop”. The Police headquarters include the “jail” – a sitting area with a few chairs or a coach. No one is based at the candy warehouse. Give each group their written instructions. Go to every group and make sure they understand the rules. 5. During the game, you have to keep the time for the Police and announce when they are working and when they are on break. **Instructions for Business Owners** Your goal is to transport as much candy as possible from the warehouse to your shop, in 12 minutes. Each of you can only carry one candy at a time. The candy has to be transported in the spoon. You have to be very careful because Mafia is after your candy. To take candy from the warehouse, you must remove one pen, but after you take the candy, you have to close “the door” of the ware-house, by putting the pen back. If you leave the warehouse open, Mafia can come and still your candy. If you are touched by a member of the Mafia team you have to give them the candy you were transporting. If you see any Police around you can alert them of the danger you are in and they can choose to arrest the Mafia member that was after you. But be careful, not all cops are honest, and if you announce the danger to a corrupt cop, you might be the one that ends up in jail. And then the game is over for you. The rest of your team will continue to play without you. Throughout the game you have to walk very slowly, placing your heel in front of your toe, almost tiptoeing. You win the game if you manage to collect more candy than the Mafia.

Instructions for the police

Your job is to protect the community and make sure that Business owners can conduct their business without interference from the Mafia. The goal of the Business owners is to transport as much candy as possible from the warehouse to their shop. The goal of the Mafia is to steal the candy from the Business owners. Half of you will be honest cops and the other half corrupt cops. Decide amongst yourselves which part you want to play. As a public institution you have a fix schedule: you work for two minutes and then you take a break for two minutes. This means, that in the total 12 minutes of the game, you can only intervene in 3 rounds, two minutes each. Within working minutes you patrol the game area and if any Business owner alerts you that he is in danger of being robbed you have to intervene. If you are an honest cop then you arrest the Mafia member and escort them to jail. If you are a corrupt cop, then you arrest the Business owner and accept the candy stolen by the Mafia member as bribe. You can only transport the candy in your spoon. Throughout the game you have to walk very slowly, placing your heel in front of arrested and taken to jail and the game is over for you. The rest of your team continues to play without you. If you are caught by a corrupt cop, then you can bribe them, by giving them the candy you were stealing. You have to return to your base and start again, but at least, you will have your freedom. You win the game if you manage to collect more candy than the Business owners.

Instruction for Mafia

Your goal is to steal the candy from the Business owners and transport it back to your headquarters. The goal of the Business owners is to transport as much candy as possible from the warehouse to their shop. Throughout the game you have to walk very slowly, placing your heel in front of your toe, almost tiptoeing. To steal candy from Business owners you have to get close to them and touch them. If you touch them, then they have to give you the candy they were trans-porting, and you have to carry it slowly to your base. You can only transport the candy in your spoon. You can also steal candy from the warehouse if Business owners forget to close the door of the warehouse. Be careful, Police are also involved, and not all cops are on your side. If an honest cop catches you trying to steal from the business owners, then he arrests you and takes you to jail and the game is over for you. The rest of your team continues to play without you. If a corrupt cop catches you, then you can bribe them, by giving them the candy you were stealing. You have to return to your base and start again, but at least, you will have your freedom. You win the game if you manage to collect more candy than the Business owners.

Debriefing Questions:	• How did you feel playing this game? • What was frustrating about the game? • What was difficult in your group? • In which way do you think the game relates to everyday life?
10 min	**General balance:** Participants will be invited to add comments, ideas, and analyze together the relevance of the 3 tools developed during this module. The facilitator can consider taking notes, and post-its with the key elements to visualize the main ideas that all participants extracted from the module.
Reflections & Debriefing	• It is important that the facilitator takes some minutes for the "Debriefing Questions" section of each activity, as it provides the real meaning of the activity/game. • All those activities make participants reflect on the relevance of running business skills and necessary knowledge. • Any speaker has to train his/her skills and also find new strategies to reach our audience: the sensible part of our messages can be the strong point to reach them. • Having the essential knowledge and entrepreneurial skills are also key elements to assure the success of a business.
Duration	The total duration of the module is almost 3 hours and is distributed accordingly to each activity (timing). The facilitator can decide to give more or less time to some of the activities according to their development, or according to the size of the group. But always a frame of 10-15 minutes should be saved in order to make a final evaluation and conclusion.

Module No.3
Visual Identity

Brand Yourself

Preparation	**Purpose:** Know how you will present yourself **Materials:** Pieces of paper, pencils, markers or crayons
Procedure:	Distribute one piece of paper to each participant. Each participant writes her nickname on a piece of paper. Besides the name, each participant is responsible for adding a branding element on the tag. This way he can tell about his passions or how he would like to be seen by the others.

Positioning and Branding

Preparation	To recognize the importance for youth NGOs to strategically position themselves in their communities and promote their brand. This tool is for 12-36 pax and addresses Social Inclusion, Youth Initiatives, Project Management, Organisational Management, Youth Democracy projects, Youth Participation **Materials needed:** A4 paper, nothing more.
90 - 120 min	At first, participants are sent in smaller groups to some shops in the surrounding areas, their task is to observe the following. 1) where is the shop located 2) what are the first things that jump to the eye, inside the shop and outside 3) what kind of costumers does this shop attract? 4) How are the products displayed? 5) Anything you notice on colours, sizes and prices? 6) What is the first thing you see when you walk in? 7) Did you buy anything? If yes, why? The in the process of feedback of this activity participants were asked about what is the position of their organisation in their local community, as to compared to the shops they saw. Asking themselves the same questions as above, concerning attracting the public to their activities and organisation. The second part of the this session, was more on brand identity. Participants were asked to draw on a piece of paper the logo of their organisation, and on another the name of their NGO. Then they would stick them on opposite sides of the wall, and finally participants went to write under the logo, what feelings and images that logo brings to their mind, and the same under the name on the opposite side of the room. Then they would take back their papers, and see if the two match.

Market Research Methods

Market Research Definition

- How would you define market research?
- “The work of collecting information about what people buy and why” (Oxford Dictionary)
- “Research into the size, location, and makeup of a product market” (Merriam-Webster)

Market Research in Youth Work

- What is market research in youth work?
- Who is our target group?
- Who are the customers?
- What are the products/services that we are “selling”?

Major categories of Market Research

- What are the two major categories of market research?
- Primary - Primary market research is original research conducted by you or someone that does research for you. It involves collecting information directly from your customers/ target group.
- Secondary - Secondary market research is research already completed by someone else and it is available to you. Secondary research often appears in journals or publicly

Four Basic Methods of Market Research

1. Surveys
2. Focus Groups
3. Personal Interviews
4. Observation

Surveys

- The most common method used for the market research
- Reaching out to your participants to answer your questions
- Using concise and straightforward questionnaires
- The larger the sample, the more reliable the results will be

Focus Groups

- A moderator using scripted series of questions/topics to lead a discussion among a group of people
- Lasts 1-2 hours and the ideal size is 5 to 8 participants
- Advantage over surveys is that is that it allows longer and deeper interaction with the participants
- Usually done with at least 3 different groups to get more balanced results

Personal Interviews

- Qualitative interviews
- Unstructured, open-ended questions
- More subjective data then surveys
- Often not statistically reliable because of smaller sample

Observation
- Act of studying how customers actually act in regular everyday situations
- More accurate picture of habits and needs of customers or your target group
- Can be done as a field trial, offering service/product to our target group and then observing their behaviour and reactions

Not to forget!
- Research helps us learn the needs of young people or our target group
- In youth work and while creating projects, primary research can be often more valuable than the secondary one
- The main research methods that are being used are: surveys, focus groups, personal interviews and observation

"If we knew what we're doing, it wouldn't be called research."
Albert Einstein

Group work
- Create a survey by using google form
- Choose the topic of your survey
- It should consist of 5-10 questions
- You can use different types of questions (yes/no, multiple options, open question, etc.)
- You have 25 minutes for this task
- After you finish the survey, share it in our WhatsApp group
- Everyone should fill all surveys after they are shared in our WhatsApp group

Visual identity

Kissing Race - energizer	You need more space for this energizer so if possible do it outside of the building. By counting to two, divide participants into 2 teams. Ask them to stand in two lines next to each other facing you (like standing in a queue). The task is to pass the kiss (on the chick, shoulder, arm, or back) from the last person in the queue to the first person. Once the first person receives a kiss needs to run to the end of the queue and pass the kiss to the person in front of them. It goes again and again until the first person from the beginning will move to the front again. Winners are participants from the team which is faster. You can do a few rounds. Make sure there is space around so participants will be safe while running and racing.

<table>
<tr><td>Activity</td><td>Give an example of a company (ex: Since4you) adapting to a different country (ex: China) – name change, color, channels of communication, etc.

Group size: 30 pax (Later divide into Small groups: 3 to 5 people)

Time: 45min/1h

Objectives:
• Get an overview about the Visual Identity
• Understand more about cultural differences

Materials: Paper, pens, whiteboard</td></tr>
<tr><td>Instructions:</td><td>1. Introduce the importance of Visual Identity and ask for the first brand name when they think of a color, shape, or pattern
2. Tell about the company (name, what they sell, target) and the country they want to start selling (culture differences, the meaning of the colors in that country, knowledge about other alphabets, habits of consumption, etc.)
3. Make groups of 3-4 person
4. The groups should start to brainstorm the difference to make in the image of the brand and choose the social media channels and way they should communicate
5. Present the ideas to the other groups
6. Some people will be telling negative points and the group that presents should argue to defend their ideas.
7. When all the groups present discuss with others what were the best ideas and why they choose to make that change
8. After getting to a final decision (if you get), make a final pitch

• At the beginning of the activity, show some examples of brands with a strong visual identity and give out an idea that they don´t need to be very complex to be very good.
• Show these videos to get participants more involved with the theme and start getting some ideas:
https://www.youtube.com/watch?v=NNGrd_VY_5E&ab_channel=BrandMasterAcademy
https://www.youtube.com/watch?v=OcF1KBnlvTc&ab_channel=TEDxTalks
• Use a whiteboard when presenting ideas
• Define one person to be the moderator during the discussion of the ideas

Suggestions to follow-up
• If you are interested in the topic, look for some online courses and apply for them. Read books about the topic.
• If you know a friend that is creating a brand/company, help them with the knowledge that you get from the workshop.</td></tr>
</table>

Module No.4
Community engagement

Design Thinking, Project-in-a day
General outline

Design Thinking (DT) is a design methodology that provides a solution-based approach to solving problems. It is extremely useful in tackling complex problems that are ill-defined or unknown, by understanding the human needs involved, and by re-framing the problem in human-centric ways. This is prosecuted by stimulating the creation of innovative ideas in brainstorming sessions and by adopting a hands-on approach in prototyping and testing through the five stages of Design Thinking. It is a general approach, that could be applied to many occasions and will empower anyone to apply the Design Thinking methods in order to solve complex problems that occur around us — in companies, public administration, and urban scenarios. This method is very interesting when we are looking for “rapid prototyping” and “learning by making” as a strategy for effective innovation. processes, and have the group discuss the solutions they have chosen or not chosen the right employees in the right positions. This exercise can also be used for getting a team out of a complex, confusing situation by working together.

Objective
The objective is to stimulate the unlock forms of value, not available clearly at the beginning of the process and to help create a sort of “multiplier effects”. Hence, we also need to design processes that allow us to spot new patterns, encourage the evolution of new ideas, and help new ideas scale to the point where they have impact.

Information	**Target:** Researchers, Academia, Industry, Consumers, NGOs, Citizens **Geographical scope:** Local, national, and European **Impacts:** Inform, Consult, Involve **Engagement stream(s):** “Quality of science” Engagement window: Pre-mandate (“Quality of science” stream only) **Timeframe:** The timeline is typically 2-3 months, in order to separate the different phases. **Required skills and resources:** The role of the facilitator is key and a skilled person is needed.
Required tools	• Besides the expert facilitator and assistant to the facilitator (1 in ever 2 groups, in order to be supportive) it is necessary to have an enough flexible large room available • Table and chairs, not fixed • Several large sheets of white paper • 1 Whiteboard for the facilitator • As many as possible: blocks of Post-it in several colours, color markers (big top) • ActionCam/HiFi-Cam to acquire groups activity (and enable participants’ dynamics analysis offline) • Double check if it is possible to attach to the wall room surface posters and printed materials

Implementation	The aim of this engagement method is to stimulate the unlock forms of value, not available clearly at the beginning of the process and to help to create a sort of "multiplier effect". Hence, we also need to design processes that allow us to spot new patterns, encourage the evolution of new ideas, and help new ideas scale to the point where they have an impact. **The five stages of Design Thinking are:** 1. Empathizing: Understanding the human needs involved. 2. Defining: Re-framing and defining the problem in human-centric ways. 3. Ideating: Creating many ideas in ideation sessions. 4. Prototyping: Adopting a hands-on approach to prototyping. 5. Testing: Developing a prototype/solution to the problem. The design thinking could be implemented through laboratories that involve directly participants. 25-40 participants per laboratory is a good number that enables, one single expert facilitator to manage the participants in groups of 4-5 people. It is important to define with accuracy the participants to the lab, maybe splitting it into more rounds, but in general, it is a process that involves not more than 40-50 persons, from beginning to end. The lab is not strictly closed, so everyone could propose participants to the lab, and in general, they are welcomed always, even if the process is already in phase 2 or 3. Participants need to be invited to the first event and then must be kept in the loop for the entire process.
Benefits & risks	**Benefits:** This methodology is very useful to figure out how to make information available, more understandable, and clearer for all participants. This method is very interesting when we are looking for "rapid prototyping" and "learning by making" as a strategy for doing effective innovation. This method is also very appropriate as a participatory method because the complexity of the interactions cannot possibly be anticipated by even the smartest of plans, it is important to make plans and test them in participatory ways, letting others participate in the innovation activities. A design mindset is not problem-focused, it's solution-focused and action-oriented. **Risks:** If not managed well, it can result in failure. If not sufficiently motivated, it might be difficult to keep the commitment of the participants over different phases
More	**Comments:** This method could work in some specific reflexions involving stakeholders (i.e. strategy definition) or to facilitate reflections during the early stages of the RA process (problem formulation) **Useful links:** https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-visions-strategies-projects/project-in-a-day-method-description https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process **Examples:** Project in a day tested in Trento, Kosice, and Vas County https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-visions-strategies-projects/project-in-a-day-method-description/showcase-project-in-a-day

Fishbowl
General outline

A fishbowl conversation is a form of dialogue that can be used when discussing topics within large groups. Best used in conferences and workshops, the Fishbowl focuses the entire group's attention on a discussion among 3 - 6 people. Other people present become observers, active listeners, and potential participants through a rotation process, which reduces the distance between speakers and audience.
Fishbowl facilitation is a simple, effective alternative to a plenum discussion. In combining large group facilitation with small group discussions, fishbowl creates a vivid and spontaneous discussion format. The Fishbowl facilitation got its name from the way the participants are seating. The chairs are placed in two circles: the inner circle ("fishbowl") and one or more outer circle(s).

Objective
Facilitating dialogue between experts in a way that exposes others to their knowledge while expanding the collective understanding of a subject. This method is used to foster dynamic participation, avoiding lengthy presentations.

Information	**Target:** Academia, NGOs, farmers and primary producers, business and food industry, distributors, practitioners, policymakers, consumers **Geographical scope:** Local, national, and European **Impacts:** Consult, Involve **Engagement stream(s):** "Preparedness", "Quality of science", "Stakeholder dialogue" **Engagement window:** ("Quality of science" stream only), Pre-mandate, Plan, Do **Timeframe:** From 1 hour and a half to 3 hours. Suggestion on the break-down of activities for a 1h30 session: • Introduce the method and the objectives/guiding questions of the discussion (10 minutes) • Fishbowl discussion (1 hour) • Debriefing (20 minutes) • Introduce the method and the objectives/guiding questions of the discussion (10 minutes) • Fishbowl discussion (1 hour) • Debriefing (20 minutes). **Required skills and resources:** 1 or more facilitators to stimulate the discussion. Support team. Optional: Rapporteu
Required tools	Open space or large room with enough space for participants to move around easily. One chair for every participant (plus three or four empty chairs). Flip chart and markers for the note-taker. Microphone(s) (optional) Double check if it is possible to attach to the wall room surface posters and printed materials

Implementation	Fishbowls involve a small group of people seated in the inner circle, having a conversation in full view of a larger group of listeners. The participants in the inner circle discuss the topic(s) while all other participants seating in the outer circles(s) listen and observe the discussion. • Identify 3-6 experts (or participants who have experience) on the issue to be discussed. • Brief the experts/participants on the Fishbowl process. Set up a small circle of chairs surrounded by a larger circle, with 3 or 4 additional chairs to facilitate mobility. • Open the session with the experts in the centre circle. • Explain the process, the objectives and the issue that will be discussed. You can opt for one of the two types of Fishbowl: open or closed. An open fishbowl contains several empty chairs in the centre circle from the outset. Any member of the audience can join the discussion by occupying an empty chair at any time. A “fish” must voluntarily leave the centre circle to free a chair. The discussion continues with participants frequently entering and leaving the Fishbowl. Participants can have more than one opportunity to move into the inner circle. In a closed fishbowl, the facilitator splits the participants into two groups (or more as needed) and assigns the role of speakers to one group, and the role of observers to the other. The initial participants in the inner circle speak for some time about the chosen subject. When time runs out (or when no new points are added to the discussion), the first group of participants leaves the fishbowl and a new group from the audience enters. The new group continues discussing the issue. This may continue until all audience members have spent some time in the fishbowl. The closed fishbowl approach is only appropriate when all participants have at least some level of knowledge about the subject. The outer circle must always observe silently, and this principle should be enforced diligently by the facilitator. Participants in the outer circle can prepare questions and comments so that they are ready to move into the inner circle. Once the topics or the time allocated have been covered, the facilitator should summarize the discussion and open the floor for a debriefing, after removing the inner circle of chairs. During the debriefing, review key points, interesting comments and the group’s feelings regarding particular issues. Participants must be allowed to develop conclusions and express themselves freely. Providing the participants with an overview document of the lessons learned and a list of key resources can be helpful after the exercise has ended. A Feedback Fishbowl is a variation which systematizes interaction between the inner and outer circle. The “fish” discuss the issue for 15 minutes, then turn their chairs around to face the outer circle. The outer circle puts their comments and feedback directly to the “fish” in front of them. Then members of the inner circle again face the centre and incorporate the new information into the conversation (while the outer circle remains silent). After the conclusion of this round, the two groups change places, and the process is repeated. Another variation is to invite people with similar opinions or experiences to sit in a Homogeneous Fishbowl. This arrangement aims to provide the outer circle with evidence and logic to support a cohesive perspective. This helps to avoid wasteful disagreements at the early stages of the discussion and creates clear concepts for debate.

In contrast to the previous variation, in a Heterogeneous Fishbowl, one person from each divergent viewpoint is invited to sit in the fishbowl. The debate must be carefully managed by the facilitator to ensure that it is productive and examines the full variety of opinions equally.

Multiple Fishbowls are ideal for addressing issues with large groups, or for cases when there are language barriers between participants. Assign a moderator to each fishbowl to provide clear instructions as well as support throughout the exercise. After the first discussions, representatives from each fishbowl form a new central fishbowl, and continue the conversation. According to the composition of the group, decide if the debriefing would be more effective in the large group or back in the original multiple fishbowls. Ensure that each moderator records the reflections so that these can be shared in a resource for all the participants.

Roleplays can be conducted in closed fishbowls. Divide participants into as many groups as the number of roles you have prepared. Each group then prepares a role, although only one of their members will play it. The roleplay is then held in the middle of the room while the other participants observe from outside. After the roleplay, close the session with a debriefing. If the debriefing takes longer than the roleplay, it means the exercise was thought-provoking.

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Benefits & risks

Benefits: Reduces distinctions between the speakers and the audience. This method is alternative to traditional debates. It could be a valid substitute for panel discussions, allows to foster dynamic participation and address controversial topics.

Risks: More reserved groups may require encouragement to take up a place in the inner circle. This can be helped by well-formulated objectives and introductions to the subject matter.

More	**Comments:** If the outer circle participants want to make more contributions after the fishbowl session has ended, open a blog, wiki or discussion forum to continue capturing their comments, reflections and questions. **Useful links** https://www.unicef.org/knowledge-exchange/files/Fishbowl_production.pdf http://acnudh.org/wp-content/uploads/2011/11/slitoolkit.pdf **Examples** https://experience.sap.com/skillup/fishbowl-a-user-research-method-for-future-scenarios/ http://www.genresbridge.eu/fileadmin/templates/Genres/Uploads/Documents/GenRes_Bridge_Sharing_Perspectives_workshop_report.pdf

Six thinking hats
General outline

The Thinking Hats exercise is a kind of roleplay in which different perspectives are represented by hats of different colours. When a participant is symbolically wearing a specific hat, they must seek to perceive the situation through the lens associated with that colour. This method shows how different aspects of one's personality can approach a problem differently. It helps to achieve more comprehensive perspectives and sounder solutions, by forcing the participants to step outside the limits of their standard thought processes and points of view.

Objective
The main objective is to assist in the critical analysis of complex situations by simulating diverse points of view in a controlled environment. This method is normally used in the context of training and can be considered a training technique.

Information	**Target:** Researchers, students, academia, risk assessors **Geographical scope:** Local, national, and European **Impacts:** Involve **Engagement stream(s):** "Preparedness", "Quality of science", "Stakeholder dialogue" **Engagement window:** ('Quality of science' stream only) **Timeframe:** Timing (1 hour to 1 hour 30 minutes): Introduction to thinking hats method and roles (15 minutes), Group processes and discussion (30-45 minutes), Collective debriefing (20-30 minutes). **Required skills and resources:** Skilled facilitator
Required tools	If hats are not appropriate, use T-shirts, coloured pens. Copies of the descriptions and roles for the participants who have a specific role to play. Pencils and markers. Flip chart.
Implementation	Six thinking hats is a powerful technique for looking at decision making from different points of view. It allows emotion and skepticism to be brought into what might normally be a purely rational process, and it opens up the opportunity for creativity within decision making each "Thinking Hat" is a different style of thinking. These are explained below: • White Hat: with this thinking hat, you focus on the available data. Look at the information that you have, analyze past trends, and see what you can learn from it. Look for gaps in your knowledge, and try to either fill them or take account of them. • Red Hat: "wearing" the Red Hat, you look at problems using your intuition, gut reaction, and emotion. Also, think how others could react emotionally. Try to understand the responses of people who do not fully know your reasoning.

Information	• Black Hat: using Black Hat thinking, look at a decision's potentially negative outcomes. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them. Black Hat thinking helps to make your plans "tougher" and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. It's one of the real benefits of this model, as many successful people get so used to thinking positively that they often cannot see problems in advance, leaving them under-prepared for difficulties. • Yellow Hat: this hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult. • Green Hat: this hat represents creativity. This is where you develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. (You can explore a range of creativity tools to help you). • Blue Hat: this hat represents process control. It's the hat worn by people chairing meetings, for example. When facing difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking.
Benefits & risks	**Benefits:** It helps to achieve more comprehensive perspectives and sounder solutions, by forcing the participants to step outside the limits of their standard thought processes and points of view. Discussions can be more productive. The method reduces the possibility that participants are permanently stuck in one mode of thinking. The structure allows participants to easily track where the conversation is going. Facilitates less defensiveness and greater participation. Facilitates deeper thinking and creativity; thinkers only have to deal with one thing at a time. **Risks:** Participants are not typically familiar with the process and need to learn it before they can use it. Facilitator needs to manage the tendency for labelling (e.g. you are definitely a black hat person)
More	**Comments** http://www.fao.org/elearning/course/FK/en/pdf/trainerresources/PG_SixThinkingHats.pdf https://coast.noaa.gov/data/digitalcoast/pdf/met-activities-hats.pdfde Bono Consulting -Six Thinking Hats www.debonoonline.com/Six_Thinking_Hats.asp **Useful links** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4310607/ https://en.wikipedia.org/wiki/BarCamp

Unconference
General outline

An unconference is a participant-driven meeting. They are open, participatory workshop-events, the content of which is provided by participants. Typically, at an unconference the agenda is created by the attendees at the beginning of the meeting. Anyone who wants to initiate a discussion on a topic can claim a time and a space. Some unconference sessions are led by the participant who suggested its topic; other unconference sessions are basically open discussions of the session topic.

Objective
Avoid hierarchical aspects of a conventional conference, such as sponsored presentations and top-down organization

Information	**Target:** Researchers, NGOs, academia, risk assessors **Geographical scope:** Local **Impacts:** Inform, Consult, Involve **Engagement stream(s):** "Preparedness", "Stakeholder dialogue" **Timeframe:** From half-a-day to a one-day event **Required skills and resources:** Facilitators, supporting teams
Required tools	It is important to have tools that allow attendees to share the resources, ideas, and challenges of the session conversations. Space to organize participatory workshops and materials
Implementation	Unconferences are well suited to promoting interactions and networking between attendees as they allow a more flexible agenda. Discussion topics are shaped and influenced by participants, with exchanges of knowledge from many to many. This works particularly well when discussion groups are relatively small, creating a flexible, creative, and conducive environment for exchanges. Depending on the mission and the goals of the participants, unconferences can be organized in many different ways: events accompanying a traditional conference, where participants organize themselves to discuss topics without any pre-planned agenda, similar to "bar camps," where the program is rewritten or overwritten on-the-fly by the participants using whiteboard schedule templates. Other examples involving project-driven events include those mainly focused on technology topics such as "hackathons." During such events, small sub-teams gather to work together on developing/addressing particular parts of a software project. A little more organization is needed to arrange a "curated unconference" where topics and structures are collected by potential participants prior to the event. A group of organizers, in a transparent and open procedure, then sort through these ideas to build a structure of large and/or small-group discussion.

Information	Other guidelines for their implementation cover: • Having a clear and visible mission statement can be a very effective way of focusing ideas for the content and structure of the event. • Minimize the Lecture-Style Presentations. One of the defining features of an unconference is its inversion of the common features of more traditional meetings, in particular academic conferences. • Involve participants in planning and structuring of the event. • Participant-centric thinking is perhaps the key feature that differentiates unconferences from more traditional meetings. • Empowered participants, who know that they can directly influence and contribute to the structure and content of a meeting, tend to be much more invested in its success and outcome. • Provide an open, relaxed atmosphere. In order to make an unconference a success, the atmosphere of the event should be relaxed, open, friendly, and fun. • An effective way to encourage communication and participation is through ice-breaker activities during the early stages of the event. • Trust your community unconferences prioritize focusing on, and engaging with, everyone who chooses to get involved in the event. This is in contrast to more traditional meetings, where the focus is much more on what the organizers have planned and the scheduled session presenters. Thus, in an unconference format, responsibility for the success of the event is more equally distributed across all participants. • Engaging in communication is one of the reasons why people choose to come together for any meeting. One main characteristic of unconferences is the emphasis on interactive communication that gives all participants a chance to have their contributions heard by others. • A great way to extract the collective expertise, knowledge, and experience of attendees during unconference sessions is to encourage participants to identify and work together towards a common goal, and to document how they attempted to get there. A good way to do this is to write down all ideas and suggestions so that later they can be sorted and considered.
Benefits & risks	**Benefits:** Advantages of the unconference format include: • a focus on topics that are relevant to the attendees (because they suggested them); • an opportunity for teamwork development; • flexibility of schedule; • an emphasis on contributions from every participant. The relationships built during an unconference often continue well past the event. The interactions can lead to productive collaborations, professional development opportunities, and a network of resources and are very effective at building a community amongst participants. The unconference format, therefore, gives participants experience in working together.

	Risks: Being a user-driven engagement event, the risk is to lose control on the real goals and mission of the unconference. Some governance and management tools need to be put in place while guaranteeing the participants' freedom in structuring the event. In an unconference format, the organizers will be successful if they trust the community to work with them to make the event a success.
More	**Comments** An event organizer could be involved **Useful links** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4310607/ https://en.wikipedia.org/wiki/BarCamp **Examples** UK Health Camp https://ukhealthcamp.com

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