



LEADERSHIP FOR CHANGE TOOLKIT

INTRODUCTION

This toolkit was created during the project “[Leadership for change](#)” organized by CEIPES with support of Erasmus Plus programme.

The project consisted of a 7 day training course that took place in Serra Guarneri, in the province of Palermo (Italy) from 24th of May to the 1st of June 2018. It gathered 25 youth workers and young leaders from 10 partner organisations from Belarus, Georgia, The Netherlands, Portugal, France, Armenia, Poland, Turkey, Italy and Ukraine.

Leadership for Change was a pilot project aimed at strengthening youth workers’ inner leadership skills, which is an approach to leadership based in the idea of Gandhi’s saying “be the change you want to see in the world”.

Inner leadership is an approach to leadership that develops from the inner values and core qualities of the person, flowing to the outside in a way that inspires people and creates value to others and the world. It is deep rooted in self-knowledge and self-awareness.

The course is divided in 3 main learning pillars:

- Inner Leadership (self)
- Leadership with Others (others)
- Community Leadership (world)

The [Inner Leadership](#) pillar addresses the roots of identity and self: values, motivations, life mission/purpose, strengths, emotional intelligence, self-discipline, etc. These aspects create a sense of purpose and groundedness, allowing youth workers to know themselves better, being aware of their patterns and needs, and thus also starting to bring these characteristics into their work with greater authenticity.

In the pillar [Leadership with Others](#) and [Community Leadership](#) participants developed competences about relevant aspects of human behaviour, shared leadership, embracing diversity, individual and social change, amongst others.

The methodological approach to leadership development follows the metaphorical framework of the [Hero/Shero’s Journey](#) (Joseph Campbell) and the [Dragon Dreaming](#) as the experiential framework for learning. Besides, through the development and implementation of real projects in the Environmental Educational Center of Serra Guarneri, participants’ engaged in an experience that became the basis of their transformational and learning journey.

In the follow-up phase, and coherently with a competences based-approach, participants’ implemented local projects related to what they learned during the training thus reinforcing their learning achievements and building sustainable competences. This process has been sustained by [peer learning circles](#) formed beforehand during the training and that consisted in small support groups for the implementation of the projects.

Both the conceptual framework and the methodology of the training were developed in collaboration with [Education to Freedom](#) , one of our local partners for the course implementation.

Enjoy the reading!

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LEADERSHIP FOR CHANGE TRAINING COURSE, PALERMO (ITALY) 24TH MAY - 1ST JUNE 2018

	THURSDAY 24	FRIDAY 25 1 ST DAY	SATURDAY 26 2 ND DAY	SUNDAY 27 3 RD DAY	MONDAY 28 4 TH DAY	TUESDAY 29 5 TH DAY	WEDNESDAY 30 6 TH DAY	THURSDAY 31 7 TH DAY	FRIDAY 1
08:00 09:00	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
09:30 11:00 BREAK 11:30 13:00		WELCOME TO THE HERO/SHERO'S JOURNEY! GETTING TO KNOW EACH OTHER	HERO/SHERO'S JOURNEY: THE CALL	COMMUNICATION	DRAGON DREAMING: CREATIVE IDEAS FOR CHANGE	DRAGON DREAMING: PLANNING	DRAGON DREAMING: CONCLUDE DOING & CELEBRATION	OPENING A NEW DRAGON DREAMING CYCLE: FOLLOW-UP PROJECTS	DEPARTURE OF PARTICIPANTS
13:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
15:00 16:30 BREAK 16.45 18.30	ARRIVAL OF PARTICIPANTS	TEAM BUILDING LEARNING BUDDIES	UNDERSTANDING LEADERSHIP DAILY REFLECTION	FREE AFTERNOON	DRAGON DREAMING: DREAMING & PLANNING SHARING & DAILY REFLECTION	DRAGON DREAMING: DOING SHARING & DAILY REFLECTION	REIMBURSEMENTS HERO/SHERO'S TRANSFORMATIONAL JOURNEY: WHO AM I AS A LEADER? SOCIAL APERITIF	YOUTHPASS & FINAL EVALUATION	
20:00	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER
21:00	FREE EVENING	EVENING TOGETHER	CELEBRATING DIVERSITY	FREE EVENING	FREE EVENING	FREE EVENING	FREE EVENING	FAREWELL PART	

PREPARATORY TASKS

Time in L4C schedule

Before the training (minimum 1 month before)

Duration

4 hours

Objectives

1. To encourage participants' interaction before the course.
2. To stimulate reflection on intercultural topics and create a predisposition to see the "other" in a open way.
3. To promote self-reflection and self-awareness.

Methods & Description

Different tasks related to the objectives set above and that can be done autonomously by the participants. It includes a discussion forum to share reflections and opinions about the videos proposed.

- 1) observation day on the local community and in daily work with young people to analyse the issues that create deeper concern and towards which youth workers are more passionate about (this task will be useful in the session about the Hero/Shero's Call);
- 2) fill in the pre-course self-assessment on leadership development;
- 3) intercultural preparation task that consists in watching 2 TED talks on the subject of diversity and sharing reflections about both videos on a FB page created for the project, therefore stimulating already discussion and interaction, and starting the process of knowing each other.

All tasks are well described in the [annex I](#) to at the end of the document. The Training Course Learning Pillars and the Self-Assessment Tool are also enclosed as [annexes II](#) and [III](#) respectively.

Material/ spaces needed

FB group
Links to videos
SAT

Tips for Facilitators

It is important to send the preparation tasks at least one month before so that participants have time to interact in the forum and complete the tasks successfully.

It could be interesting to encourage participants interaction on the SAT before they meet at the training.

Welcome to the Hero/Shero's Journey!

Getting to know each other: the Shero/Hero inside

Time in L4C schedule

1st morning
25 May

Duration

180'

Objectives

1. To create a first space for interaction and sharing among the participants
2. To know more about the surrounding environment where the training takes place
3. Self-awareness of objectives and potential obstacles related to the training
4. To give an overview of the week and the program

Methods & Description

This is the first session of the training, which is meant to facilitate the getting to know each other among participants and to introduce them to the path that will lead them into the Hero/Shero's Journey; it's also introduced the place where the training is held. It's given space to share about the feelings and expectations related to the training course and it's introduced the secret friend.

Welcome and introduction -5'

Participants are welcomed to the path that will involve them during the week and general informations about the training course are given to them.

Presentation of the staff and participants 25'

At first the trainers introduce themselves; then, standing in a circle, we ask each participant to introduce himself/herself saying his/her name and add a quality starting with the first letter of the name.

Once everyone's introduced himself/herself, each participant, remembering what said before, changes place, saying the name and the quality of the person he/she wants to replace.

Knowing each other "Where are you a local?" 20'

We remind the participants about the 2 TED talks, shared with them for the preparatory tasks, especially one: "Don't ask me where I'm from, ask me where I'm local", on multiple identities and feeling of belonging.

https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local

We ask them to share, in small groups, their reflections that had come up from watching the video.

We make 4 rounds of sharing and, each 5 minutes, they change group and share with other participants.

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Methods & Description

Icebreaking - 10'

In the first round we put on music and while it goes, we walk around.

When someone stops with a movement, everyone needs to stop doing the same movement.

In the second round, music keeps on going and we walk around; when one person starts a movement, the others need to follow, when the person stops, someone else will start .

Introduction on Serra Guarneri - 20'

Since the training takes place in Serra Guarneri, we ask the staff to introduce the place and talk about its story and development through the years, as well as the activities and aims of Palma Nana, the cooperative that is in charge of it.

It's explained also about the rules of the management and shared responsibilities of each person, based on the ideal underlying their activity, linked to environmental education - recycling, keep the rooms clean and tidy, give support for setting and clearing the table, etc..

Programme of the week and training - 20'

We explain the activity programme of the week and the main steps of the Hero/Shero's Journey

Calendar of contributions - 15'

We prepared three different flipcharts for contributions:

1. energizer of each morning and afternoon
2. contributions for the intercultural evening and storytelling night; setting and clearing the table
3. Suggestions for activities during free times

We put the flipchart on the floor and each participant writes his/her name according to the task he/she wants to give support. For setting and clearing the table, we ask them to write their name twice, to have balance.

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Methods & Description

Expectations and fears - 20'

We explain to the participants the symbolic meaning of the air balloon drawn on a flipchart:

Bottom: represents our **FEARS** that lead the air balloon falling to the ground

Fire: the air balloon to fly and go up, needs our **CONTRIBUTIONS** to be powered

Top: our **EXPECTATIONS** give the air balloon the chance to go increasingly up

Each participant has three different coloured post-it, one colour for each topic (fears, contributions and expectations related to the training.); we ask them to write about on the post-it and stick them on the flipchart.

We read the post-it to give an overview of the feelings within the group

Creating the learning diaries - 30'

The participants create their own learning diaries, for their notes of the training, with several materials, mostly recycled.

Secret friend - 5'

People in circle. We give each participant a tiny piece of paper, where to write their name, and we ask them to put it in a box.

Be careful that everyone puts his/her name in the box. Then we mix and we ask each of them to pick a name and to keep it secret to everyone in the group: that person will be his/her secret friend during the training course.

Material/ spaces needed

Music for ice breaking
Flipcharts of the programme and contributions
Air balloon
Pens and colours
Coloured post- it
Recycled papers, stapler, tape, scissors
Little box



Team Building Activity

Time in L4C schedule

1st afternoon
25 May

Duration

180'

Objectives

1. to stimulate and increase collaboration, cohesion, trust and communication
2. to recognize each one's skills
3. to know better the surrounding environment

Methods & Description

This session takes place in the 1st afternoon and it's developed as an orienteering activity, in the wood, so it's led by a member of the staff of Serra Guarneri, while the debriefing it's led by the facilitators.

Team building- Orienteering 2h 15'

One facilitator of the staff of Serra Guarneri, in charge of the Orienteering, divides the participants in 5 small groups.

Each small groups receives a map, marked with a symbol, of the wood of Serra Guarneri.

In the woods there are 8 numbered lanterns, containing sticks with the different symbols of the teams and a letter, different for each one.

The goal is to find all the sticks, with the specific symbol, and complete the sequence of letters, different for each team, in the shortest time.

Teams have 2 hours to reach the goal and go back to the starting point.

In the map, each lantern is indicated with a number, from 1 to 8, and each team has a different path to follow.

It's up to the teams decide which strategy to follow.

Two teams, at once, start in the same time, and it's taken note of the exact starting time.

Then, the other 3 start.

Debriefing 45'

Once each time 's come back to the starting point, we ask:

How did it go?

Where there any difficulties?

Within the team, what worked and what didn't?

In turn, each team talks about the experience and things that contributed or not to achieve the goal.

At the end, at the end it shows the ranking of the teams, based on time and stick collected and which team wins.

Material/ spaces needed

Maps of the wood of Serra Guarneri

Numbered Lanterns

Sticks with letters and symbols

Tips for facilitators

After the end of the activity, remind which is the aim of this; make sure that each person's points of view emerges to better understand and focus on the elements that contributed or not to group work, at first from each one's side.

Learning buddies

Time in L4C schedule

1st afternoon
25 May

Duration

90'

Objectives

1. to start creating a community of learning support among the participants
2. to develop self - knowledge and awareness about oneself
3. to feel the contact with nature

Methods & Description

This session, that take place on the first day of the training, is meant to be a bridge between the three different phases of the project, the preparation, the implementation and the follow - up. It introduces the concept of learning buddy that will accompany the participants also after the end of the training and during the follow - up phase and gives space for sharing with the learning buddy reflections on the Self - Assessment Tool that was one of the tasks given for the preparation part. It also gives a first approach to the surrounding environment and to the element of nature.

Creating the learning buddies - 10 min

We explain the participant that during the training everyone will have a person they can refer to regarding the learning process, every day they will share a reflection moment that can help them to evaluate the day.

We form the couples --- we give each participant a little paper with one opposite written on it. Participants have to find each other making gestures, without speaking, that show which name they have. (e.g. for opposites: white/black, cold/hot, sea/mountain etc...)

The couples that found themselves are now the learning buddies for the week.

Sharing the SAT - 30 min

We ask participants to bring their SAT filled in and give printed out version for those who don't have it.

We ask them to go the learning buddies and share the assessment, if they want they can follow some guiding questions.

We underline that the objective is not to answer the questions but to reflect on how the tool was useful for our self - knowledge.

Guiding questions written on a flipchart:

- What questions were hardest to answer?
- What questions were very clear and easy to answer?
- How was this assessment useful for you?
- Which aspects would you like to deepen during the training?
- Were there any questions that made you reflect about new things?
- What realisations did you have while answering the questions?
- How realistic do you think your self-assessment is?

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Methods & Description

SOLO - 30 min

We ask for silence and to breathe deeply. We remind them where we are and underline the importance of being in the nature having this experience. We invite them to take their time to discover the place, to go around observing with the 5 senses, to hear from their inside how they feel, and to stop in the place where they feel more comfortable. They will come back to that place during the following days. We will call them with “to the camp”, everyone has to shout it back when hearing it. We come back to the circle and share one word on how we feel.

Group evaluation - 15 min

We ask for a group evaluation of the day, to understand how they felt during the first day and if there are issues to address. We call different aspects and they can evaluate them in the following way: if they like it they have to stand up, if it was so so they stay sit down, if they didn't like it they have to sit on the floor. If needed we ask for some comments.

The aspects that will be asked:

- Venue - rooms and spaces
- Food - breakfast, lunch
- Spirit and cooperation of the group
- Activities and methodology
- Surroundings

Material/ spaces needed

SAT printed out (for the ones that doesn't have them)
pens
papers with couples of opposites
flipchart with guiding questions
Aspects for the group evaluation

Tips for facilitators

Choose carefully the couples of opposites that can be easily understandable without speaking and that not create stereotypes. The method used for the group evaluation is very easy and short, good to be used if the day has been intense and the participants are tired. Keep in mind that is not very useful if participants are particularly shy or avoid to tell directly difficulties that they may have. In that case you can choose another method that allow them to give their evaluation more discreetly and anonymously (such as writing on post - it, or putting dots to the different aspects).



The Call of the Shero/Hero

Time in L4C schedule

2nd day morning
26 May (Saturday)

Duration

120'

Objectives

1. Help participants express "Why I am I here (my calling)" with regard to the situations they face in their respective countries.
2. Identify the fears and associated assumptions that impede us in responding to the call (resisting the call to action instead of passing the threshold).
3. Sort those fears in terms of Wounds, Longing and Commitments to be made.
4. Symbolically start the Hero/Shero's transformational journey.

Methods & Description

To start the transformational journey participants must become aware of their Call (passion) and explore the fears that impede them to take action (and in general that may impede young people to take action). What happens, according to Joseph Campbell concept of the [hero's journey](#) is that all Heros/Sheros ignore their Call when they hear it first and they want to proceed with life as usual, being lazy or afraid of taking action on what deeply touches them. By exploring their FEARS it becomes evident what blockages they have and with this awareness they can jump into the underworld to start their transformational journey!

Other links to the hero's journey:

<https://scottjeffrey.com/heros-journey/>

On the [Shero's Journey](#) by Maureen Murdock

Energizer

[Introduction to the Hero's Journey - 10'](#)

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Methods & Description

Listening the CALL: 20-25'

On the floor, spread over the space, we put A4 papers with the 10 [Human Capabilities](#) developed by Amartya Sen e Martha Nussbaum in the framework of the human development approach based on human beings capabilities and freedoms, instead of economic aspects. The so called [Human Capabilities Approach](#)

1. Life
2. Body health
3. Bodily integrity
4. Senses, Imagination and Thought
5. Emotions
6. Practical reason
7. Affiliation
8. Other species
9. Play
10. Control over one's environment

From these issues, and based on the observation day previous to the training, participants will choose the one which calls them and that relates to their CALL, both in youth work and in general. Openly participants will be invited to share the reason of their choice. **Allow 20-25 minutes to this part.**

Resisting the CALL: 30'

Come back to the fears listed in day 1 and connect them to 3 categories:

- The fear that something may happen (Wound)
- The fear of missing out (Longing)
- The fear that it wouldn't make a difference (Lack of commitment). 5'

Reveal the acronym of **FEAR**: False Expectation of Assumed Reality.

Say that we will visit those fears together to dissolve our assumptions about them. Mention that **suffering usually arise from 3 sources**: our sense of **Woundedness** (we believe we are weak), the tyranny of our **Longing** (we are not enough, we want to be somebody else that who we are), our lack of **Commitment** to something important for us (we have given up something important and it's reminding us of our abandonment). What we will do is acknowledge our sense of Woundedness (Vulnerability), to ease their Longing (Self-Acceptance) and to make a relevant Commitment for themselves (Self-Reliance).

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Methods & Description

Invite PAX to complete the following sentences for themselves (5'):

“Today, my woundedness is...” 5 words or less (eg. Today, my woundedness is to believe that nobody will listen to me.)

“Today, my longing is...” 5 words or less (eg. Today, my longing is that I would want to deliver with full confidence)

“Today, my commitment is...” 5 words or less (eg. Today, my commitment is to have fun no matter what happens)

Introduction to deep listening

In small groups of 4, participants will present their 3 sentences to their partners (they listen carefully and empathically). 4 rounds of 3 min max for each participant. If possible introduce here the deep listening from the Dragon Dreaming.

Crossing the threshold: 20'

- Get dressed or put some special accessories on to look like a guardian
- Introduce the concept of the guardian
- If we have the video projector show the “DARE” video: <https://www.youtube.com/watch?v=XKC3oM5gFw4>
- Ask PAX take 5' to complete the statement “Today, I hear/feel the call to...” + 5 words or less.
- In the meantime, facilitators set a line to separate the room from the outside. To be able to cross it PAX will have to say their sentence and add “I’m IN” and convince the guardians. If a guardian is not convinced, he might oppose the PAX.

Material/ spaces needed

Outdoor space

Projector and speakers

Access to internet

A4 papers with the human capabilities

Paper and pens

Sticky notes

A space to do the last dynamic where participants have to get inside the circle

Tips for facilitators

We suggest for future implementation to create a specific context, magic and symbolic, since the beginning, maybe also by showing a video on the hero’s journey, showing parts of some movies, or other.

As well, give clear instructions on the idea of the call, the resistance to the call, the fears and the listening of the call. On the fears part, it may be useful to have a simplified version of the above description, which can be to complete the sentences on the fears, giving concrete examples from trainers.

Understanding leadership

Time in L4C schedule

2nd day afternoon
26 May (Saturday)

Duration

3 hours

Objectives

1. To encourage self-appreciation and the acknowledgement of personal strengths and resources.
2. To boost positive thinking.
3. To share ideas and stimulate reflection on leadership.
4. To understand participants' experiences and ideas on leadership and how those frame their behaviour in a teambuilding activity.

Methods & Description

This is an experiential session using the group and the surroundings as main resources for learning. With simple activities our goal is to get started on the subject of the training and especially to understand the dynamics of the group when challenged to do an activity that requires collaboration, communication and concentration to be completed successfully at all levels (process, results and procedures).

Moving to the woods - 10'

Walk towards the view point and do the energiser proposed by the group

Warm up - 20 min

Use Bomb&Shield (theatre of the oppressed, Augusto Boal) for starting the discussion

Close the activity with a short reflection on the relation with leadership and followers

Move to the second spot in the woods to do the next activities:

Inner leadership - 20 min

Each participant chooses one question and share in the groups of 4.

1. Looking at your life experience and events, remember a time when you felt recognised and appreciated by others around you. What competencies and talents were you acting at that moment?
2. Looking at your life experience and events, remember a time when you felt empowered for life. How that felt like?
3. Looking at your life experience and events, remember a time when you had a positive impact in someone/in the world. Now remember a time when someone had a positive impact on you/in the world.

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Methods & Description

Leadership with others - 90 min

First of all find a suitable place to do this activity, it should be a space free from obstacles but with reference points at the beginning and at the end. The group task is to get from the start till the end blindfolded. They have 45 minutes. Participants have to touch a piece of fabric at the end of the path, all of them. They can talk and support each other, but once they start all have to be blindfolded.

After the group finish move silently to another place, or just have some moments of inner reflection, and then start the debriefing focusing on what happened during the activity.

Sunset from the top of the mountain

Close the day and the experience with a beautiful celebration

Material/ spaces needed

blindfolds
piece of fabric to mark the end of the path

Tips for facilitators

Amongst the most relevant topics that can come out in the debriefing of the last activity there are:

- Listening and communicating
- Power
- Give voice to all and have someone in charge of facilitating
- Responsibility
- Motivation



Communication

Time in L4C schedule

3rd day afternoon
27 May

Duration

3 hours

Objectives

1. to experiment and reflect on different ways of interacting with others and using communication
2. to understand and use properly observation and interpretation
3. to learn on how to give and receive feedback for stronger and more trustable relationships with others

Methods & Description

The planning phase of the DD usually raises several issues related to leadership, among them trust, communication, decision-making, conflict resolution and responsibility. We have chosen to work on **Communication** due to its key importance for leadership development. The afternoon will be used to practice effective communication with practical exercises.

Energizer - 10 min

Blindfolded in couples - 30 min

We divide the participants in couple forming two lines and asking them to pick the person in front of them. we ask one person in the couple to be blindfolded and the other one to guide her/him to discover unknown corners of the place. After 10 minutes they exchange in the couple after a sign from us.

De - briefing

How was to lead?

How was to be led?

What was more difficult/easy for you?

What kind of leading ways have you observed in the group?

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Methods & Description

Observation/Interpretation - 30 min

We ask participants to describe a situation/episode that happened during the days of the training.

We give a personal example coming from the group of the facilitators.

Then we ask someone to share it and ask the participants if it is an observation or an interpretation. If it is an interpretation we ask the group to reformulate it until it becomes an observation.

Giving/taking feedback - 90 min

• Introduction - 15 min

The group stands in two lines, music is on, facilitators ask who is willing to receive a “shower” from the rest of the group, going through the two lines and allowing the others to massage him/herself as he/she is in a shower. The energizer works on a voluntary basis, nobody is asked to receive the shower if she/he doesn't want to. Important to underline the action of giving and receiving as it gives the basis for the feedback exercise.

• Simulation - 20 min

We ask for 8 volunteers to go out from the room/space.

We explain to the rest of the group that we are going to hide some scissors and then we will ask the volunteers to find them.

We need their support to interact with the volunteers.

We will ask each time to two volunteers to enter the room.

To the first group of two volunteers the participants will not say anything, they will not give any feedback.

To the second group of two volunteers they will give him/her some negative/demotivating feedback.

To the third group of two volunteer they will give positive/encouraging feedback.

To the fourth group of two volunteer they will give specific feedback helping her/him to find the object.

• Debriefing and explanation - 30 min

Ask the participants to describe what happened during the simulation.

Then ask them how they felt:

How did you feel during the simulation?

How was to receive feedback? For the different groups of volunteers.

How was to give feedback? Was more difficult for you to give negative or positive feedback?

How the feedback influences the result of finding the scissor?

• Rules for giving and receiving feedback - 10 min

Here is a pretty complete guide on how to give feedback you can check out:

https://www.mindtools.com/pages/article/newTMM_98.htm

• Appreciation to Learning buddies - 10 min

Each couple of learning buddies will practise the exchange of positive feedback.

Dragon Dreaming - General introduction

Time in L4C schedule

4th day morning
28 May (Monday)

Duration

90'

Objectives

1. To offer relevant information on the Dragon Dreaming in a nutshell.
2. To give an overview of the Dragon Dreaming project cycle.
3. To motivate and engage the group for the Dragon Dreaming approach.
4. To make explicit the principle ideas of the Dragon Dreaming and thus facilitate future exploration.

Methods & Description

Now that the Heros/Sheros are in the Underworld they can start their transformational journey. That will happen by experiencing the process of the DD creative project management. In this session we will introduce the DD project management approach, its origin and scope.

Have the DD project circle on the floor made with beautiful colors and key words. Create a centre where participants can put one personal object too. This object works to help overcoming the forgetting curve as back home it will always work as a reminder.

Energizer 15'

Use the storyline to tell the story of the DD, the Gaia Foundation and the Noongar people. - 20'

To go deeper on this part check [Fact Sheets](#) #4 and #7 (on the shared folder with materials)

At the end explain the project cycle and the 3 goals of a DD project as well as what they define as change and success (development, education and community). - 20'

Symbolism of the project axes:

yellow - fire, the start of things (in the axe Individual, Self)

white - air, the ideas and dreams (axe Theory, Thinking)

red - earth, the concretization of things (axe Environment, Others)

black - fexis, the end of things (axe Practice, Sensing)

To go deeper on the project cycle check Fact Sheet #5 (on the shared folder with materials)

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Materials

indoor room for the project cycle to stay
4 colourful stripes: 1 yellow, 1 white, 1 red, 1 black
a beautiful bowl to put at the centre with objects inside
candles if you like and is not dangerous
outdoor space for the storyline
the parts of the story draw in A5 papers
string and tape to glue the story in order with participants' help

Tips for Facilitators

Even if not described here an activity that proved very successful to get people into the magic and concept of the Dragon Dreaming is to create the personal songline of each participant. Check [Fact Sheets](#) : #4, page 24, to see how to do it.



Developing project ideas

Time in L4C schedule

3rd day afternoon
27 May (sunday)

Duration

3h

Objectives

1. To come up with 3 clear project ideas for the dragon dreaming circle
2. To create 3 groups based on the interest and the motivation of the participants for the improvement of Serra Guarnieri

Methods & Description

After the introduction to the DD methodology participants will be invited to DREAM and to share their ideas to help the community of Serra Guarnieri.

Energizer - 5 min

Music. In circle, everyone should pass to another point of the circle in a different way (jumping, dancing, like monkey, in couple...). The facilitators can start the process and suggest more creative ways if they see that the participants are stuck in usual movements.

Preparatory activities:

Activities aimed at stimulating the project ideas. You can choose the most appropriate ones based on the time you have.

• Observation - 30 min

I step - go and explore the place - 10 min

We ask the participants to spend some time, individually, to explore the surrounding. With a sound we call them back.

II step - go and explore the place with 5 senses - 10 min

We suggest the participants to now use all their 5 senses exploring the place at the maximum of their capacity.

When they are back, ask for some comments and description of what they have found out that was already there before. It usually happens that most people concentrate on all the senses only when we ask them to use the 5 senses. Underline the importance to be present, to feel the space and the environment and to be aware of what surrounds us if we want to make some improvements and make the place better than it is.

• Imagination - 30 min

We divide the group in small groups of 3 and give them 3 objects (such as pen, rope, rubber band, leave etc...). They have to list how they can alternatively use those objects and share with the group the 10 best ones. They have 10 min to think.

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Methods & Description

If there is time: Give the same task imagining the object 10 or 100 time bigger or smaller - 10 min

- Creativity - 30 min

In small groups, we give them different small objects and we ask them to create a game with rules in 15 minutes. Afterwards, they show the games to the rest of the group.

Objects can be: rope, scissors, pencils, balls, etc..

- Talk with Serra Gaurneri staff - 20 min

Since the project will be realized in Serra Guarnieri space, we ask their staff to explain what are the needs and possibilities, to give suggestions on activities to do and to answer the questions coming from the participants.

Starting the dream: 30 min

We ask the participants to imagine the coolest things they would do if we had no limits in time, money and resources - everyone writes one idea on one post-it and stick it on a flipchart.

We group the ideas, order them on a flipchart and we give the pax 3 dot stickers to vote for 3 best ideas they like.

Once the most voted ideas are chosen, participants can write their names besides the ideas, reaching a maximum number of 9 people for each of the 3 groups.

Each group will be then in charge of one idea and has the task to transform it in something feasible in the case is too general/expensive/difficult to realize.

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Methods & Description

(Added activity) Analysing the teams:

One more activity to do in the session can be about analysing the composition of the teams. You can find instructions on how to realize on Pag. 13 of the [Dragon Dreaming Bookle](#)

Participants will also explore their own profile (are they dreamers, planners, doers or celebrators) and be more aware of their comfort zone.

Description of profiles:

- **Dreamers:** Are open to new experience, are more intuitive, in touch with their visions and intentions, and tend also to be agreeable and slightly more introverted than others. They need directional leadership, and learn best through engaging the imagination through good stories.
- **Planners:** Are also open to new experience, but are more judgemental, in touch with goals and objectives. They tend to be extroverts, comfortable in engaging with the natural environment and with other people. They need effective coaching and learn best through understanding the concepts.
- **Doers:** Are more conscientious, self-disciplined and committed to making things happen. They learn best through perceiving what is happening when they are doing it, and like the extroverts, are comfortable in engaging within the natural world. Doers are less interested in the overall strategy but are more interested in others behaviour and in appropriate support for what they are doing.
- **Celebrators:** Are the group that is most agreeable, and like seeing what happens at the completion of the task. They are interested in the review process, the meta-cognition, of knowing what can be learned from what has been done, and celebrating the satisfactory completion of the tasks completed and of the people who have been engaged for who they are. Celebrators are interested not just in the product, but also in the process. For them the end does not justify the means.

Material/ spaces needed

Music for the energizer
Objects for imagination and creativity exercises
post -it, flip charts, dot stickers
Printed descriptions of the profiles



Tips for facilitators

Underline to the participants to write one idea on one post - it to give the same opportunity to share their ideas to all of them. Motivate the group to think creatively and practically at the same time.

Dragon Dreaming - Dreaming (or Creation) Circle

Time in L4C schedule

4th day afternoon
28 May (Monday)

Duration

90'

Objectives

1. To move from the individual dream to a group dream that generates ownership and motivation to engage in the rest of the process.
2. To introduce the concept of Pinakarri deep listening, inviting participants to practice it during the circle.
3. To develop a concrete idea of the project upon which the 3 small groups will be dedicating their time.

Methods & Description

For the next days participants will work in 3 small groups upon 3 different project ideas. The first session of this programme slot is the Dreaming or Creation Circle.

Start by remind the group the amount of time the project will last (1 day of implementation) and, of course, the purpose of the dreaming circle.

You can also remind that most project never happen because there is a blockage at this stage: People don't share their dreams, for fear. Additionally, if the individual dreams don't become group dreams there will always be a problem with the motivation and involvement of people, not to mention lack of responsibility.

Share roles/responsibilities: The guardians (Pinakarri, Time, Energy, Celebration)

Tell the group the generative question that stimulates their work this morning:

****How should this project be to make me feel I belong to it?***

Choose a Recorder with a good handwriting and explain her/him the role of the recorder and how to record ([see below*](#))

Explain the use of the talking piece that goes around the group in order. If a person does not want to contribute he/she will say 'pass'

Remember that the dreaming circle closes when people ends up their contribution, when it is clear that no more dreams are added to the list.

To close the Circle remember to ask the Recorder, or someone else who wants, to read what has been written out loud and in the past.

The Dreaming Circle recording should be posted in a place where people can go back to when they lose track of their "why".

Plus, it can be used to do a final evaluation: "To what extent do you feel we have achieved this goal?", The next question is "What needs to happen to get it to 100%?"

In [Fact Sheets](#)¹⁰ in the shared folder you can read in detail about the dream circle.

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Methods & Description

*From FS#10 page 7:

At an early stage it is important to clarify the purpose of the dreaming circle. Is this a dreaming circle just for this particular event or gathering or is it for the project as a whole? For how long will the project run; for 6 months, 2 years, or indefinitely? If it is the latter, to which part of the whole period will the dreaming circle apply? It is a good idea to look at separating the initial Establishment Phase from the secondary Maintenance Phase of a Project, a second phase which may require its own new Dream Circle. Confusion at this stage can often mean that impossible goals are set upon a limited time.

Each person then speaks in turn and the results are written down. Thus one important role in a Dream Circle is that of a recorder. There are two ways in which this can be done. The recorder can firstly write what people say upon a flip chart. I find this method preferable as it allows all participants to see what has gone before, and allows them to see the flow of ideas. In such cases it is important to choose a recorder whose writing is fairly legible. If a flip chart is not available then the recorder can write down on a normal pad or book or loose sheets of paper what people say. The recorder writes the name of the person speaking and then the dream of that person. In new groups this is helpful in learning the names of all members, but it is also important later to be able to refer back to the person whose dream idea was captured. As a general rule, it is important that the recorder try not to get every word that is said, but to capture the “essence” or the “soul” of the idea that is shared. This is very important, as people can have a tendency to get very long winded in sharing their dreams. But in every case, it is important that the recorder give the person the chance to say whether the essence of their idea has been captured. In the second case this is done by reading back to the group what the recorder has written, and the person then has the chance to correct any error. “No, that isn’t quite what I was meaning, what I meant was....”. Often too the person may repeat an idea that has already been covered. In such cases it is sufficient to add an extra mark against the previous idea.

Material/ spaces needed

Have 1 or 2 flipcharts available

Have a Talking Piece (or similar)

Write down the generative question visible

Have all the tools for the guardians (triangle or other instrument for time, little plates for Pinakarri, something else if you wish for the other two roles)

Tips for facilitators

We suggest to invite the group to be specific as possible in this phase, until having a dream that is as clear and detailed as possible. This process will avoid the group to feel lost and unable to plan in the next phases.

Remind the group that the dreams are not only about material things and activities, but should also include emotions and other characteristics such as having fun, being together, involving a lot of people, etc.

Bear in mind that in a real life project it is important to create a diverse team of people. In your invitations to people to take part in a dream circle make sure you include diverse people, with different interests and competences.

In a group with people who tend to dominate, in a win-lose dynamic that creates lack of motivation and other issues, it is important to remind the talking piece and if necessary make obvious what is going on, thus helping the group to act accordingly to the Dragon Dreaming principles and values.

Dragon Dreaming - Planning the project

Time in L4C schedule

4th afternoon

28 May (Monday) with conclusion the 29 May morning

Duration

90'

Objectives

1. To move from the Dreaming phase to Planning, activating a different sort of energy and activity.
2. To define: objectives, mission, tasks, task board and responsible for each task, budget and timing.
3. To offer the group tools for project planning in their working and personal contexts.
4. To stimulate a process based on win-win games where participants can become aware of their attitudes and values.

Methods & Description

The next task of the 3 groups is to start to PLAN their projects. In order to do so the session foresees different DD activities that involve all participants in every sub-group.

Start by raising the group awareness on the fact we are now moving from a Dreaming stage to a Planning stage, which requires a different type of energy and approach. While Dreaming is a creative phase, open to paradoxes and contradictory ideas and dreams, here the focus is on considering alternatives in a practical way, setting a strategy to be tested. We are still in the Theory quadrant, but already getting involved with the environment and moving slowly to be in touch with reality that will tell us whether our theory of change works or not.

In this phase projects can fail because this is a moment where people can get involved in conflicts and stuck on differences. To remind of win-win games is useful and also to use Pinakarri to help the group to go over conflicts and blockages.

- a. Defining objectives + giving priority to the objectives
- b. Defining the mission
- c. Defining the tasks
- d. The Karabirrdt of the project
- e. Tasks and responsibilities
- f. Budget and time

To go through the different activities described in all detail please refer to the eBooklet from page 17 till page 23 (in the shared folder). Make sure you know all the little steps as there are many but all very meaningful to the process and that create the difference from other project development approaches.

[Fact Sheets #15](#) in the shared folder goes deeper in the Karabirrdt.

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Material/ spaces needed

Flipchart paper and markers
Sticky notes
Karabirrdt
Percussion

Tips for Facilitators

Even if not described here, it would be great to find time to do the personal profile and team profile, i.e., to know whether the different elements were dreamers, planners, doers or celebrators. To have a look on how to do this, that is important to get a feeling of the group, you can check the eBooklet or the [Fact Sheets #27](#) in the shared folder.

Be aware that planning can lower the energy of the group. The energy guardian is thus very important at this stage, make sure he/she takes initiative to raise the group energy.

In general, if the group feels lost at this stage, remind them it is possible and useful to stop and if needed to go back to the Dream stage to review things or to make the dream stronger and clearer.

Due to its intuitive and non traditional nature the budget and timing can be difficult for participants. It is therefore useful to do some sort of preparatory activity that brings participants in the mood and help them to connect and trust themselves.



Dragon Dreaming - Doing

Time in L4C schedule

5th day and 6th day morning
29 May (Tuesday) and 30 May (Wednesday)

Duration

1 day

Objectives

1. To implement the project ideas and give a real contribution to Serra Guarneri.
2. To give space to the group to work alone and manage their own situations, therefore allowing the possibility to go out of the comfort zone and learn.

Methods & Description

The entire day is self-managed by the group, with the facilitator being available for what needed. This possibility is essential for the training purpose to develop inner leadership; it is expected that through the common work the group elements will experience cooperation and realise the need for shared leadership, an approach in which every element is important to the process and the results. At the same time, in the perspective of the Dragon Dreaming and the idea of empowering leadership, this is the moment when the facilitators and, so far, leaders of the training process, leave room for the group to lead their own process and experience, thus optimising learning and hopefully creating real empowerment.

At the end of the day the 3 groups meet to share where they are in the process. As well, the group start the day together, as a group, with an energiser.

The doing phase is quite challenging from the point of view of the group process and here the dragons start to show up fostering inner and interpersonal conflicts. Be attentive to sustain the group when they need, without being too invasive.

Material/ spaces needed

Depends on the groups

Tips for Facilitators

Make clear to the group that in the doing phase they will be more autonomous and the facilitator will take a step back. This is coherent with the Dragon Dreaming understanding of leadership that aims to empower people. Allow more time for this phase so that the groups can enjoy all steps with no time pressure (although this element is useful to somehow bring the dragons out!).

Dragon Dreaming - Celebrating

Time in L4C schedule

6th day morning
30 May (Wednesday)

Duration

90'

Objectives

1. To emphasise the importance of celebration.
2. To reflect on the joint achievements and celebrate them, as well as the negative things that happened.
3. To practice appreciation (positive feedback) and self recognition.

Methods & Description

In the big group:

The groups go together to visit each other outcomes, sharing them also with the Serra Guarneri staff and doing a short celebration all together, on the spot.

Emphasise the importance of celebration and its meaning on the Dragon Dreaming approach. Help participants to understand the importance of celebrating frequently and at this last stage to use celebration to embrace everything that happened, good and bad (as we always like to evaluate things).

Guided meditation to remember what happened in the last days – 5 min

In small groups:

Harvesting – Each group has a flipchart with a draw of a tree and they have to write on the floor of the tree the things they would change if they had to do the project again, on the tree the things they would like to maintain in future projects. – 20 min

Appreciation dynamic – each participant has one blank paper and draws one thing he/she appreciates about her/him self that contributed to the group. On a second step all the others write a positive appreciation about this person, also in relation to her/his contribution to the group work and results achieved. Every time something is written the person has to folder the paper so that the next one won't see what she or he wrote.

Once the paper returns to the "owner" he or she has to say if is or not satisfied with the feedback and if recognises him or herself in it. – 20 min

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Material/ spaces needed

Soft music for the meditation
Sound system
The flipcharts with the trees
Colourful pens and pencils
A4 paper (white or colourful)

Tips for Facilitators

We suggest to have a first activity before those here described and that would be to revisit the various steps of the Dragon Dreaming, one facilitator with her/his own group, and do a group evaluation. Another tip is to go back to the dream circle flipchart and use it to evaluate the work done and the success of the project.

In the suggested activities above we suggest the facilitator to take part of the activities.

In the harvesting phase make clear that the reflection is about the individual behaviour of each person in the team and not on external factors or other members of the team.



Gender and Leadership

Time in L4C schedule

Plan this activity after the Dragon Dreaming

Duration

120' or more, depends on the activities chosen

Objectives

1. To explore participants stereotypes and prejudices related with gender.
2. To explore the interconnection between gender and leadership.
3. To raise awareness on the way gender roles and stereotypes interfere with women's access to leadership positions.

Methods & Description

Start by clarifying shortly few basic concepts related to gender: gender, sex, gender and sexual identity, gender roles. In the [Gender Matters](#) manual, from the Council of Europe, you find a glossary you can refer to.

Now show the video of [Sheryl Sandberg](#) and after it facilitate a discussion on the most important aspects:

personal and professional life balance
self-perception and attributions of success
others perception - likability and success
importance of having women at top positions
interpersonal diversity vs gender based differences
power imbalances

This will be a great occasion to have participants sharing their views and experiences and to provide some inputs that can help them to realise their own stereotypes and prejudices.

You can use the fishbowl method if you want.

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AUSTRALIAN
ABORIGINAL



HEY! HEY!
HOW'S THE
WATER TODAY?

POWER
WIN-LOSE
GAMES



JENARDYNE'S

THE EARTH IS
DYING...
SUICIDAL CULTURE!



DANGER!!

Ameo

ALL PROJECTS START
FROM ONE PERIOD

Methods & Description

Path 1: You can conclude the session with a second activity that focus on the [gender stereotypes in the media](#) and from that raise awareness of the different sources of gender socialisation and how gender roles and stereotypes create discrimination and inequality. Activity [Gender in a Box](#), page 100, of the manual Gender Matters above.

Path 2: On the other side, you can choose to move in another direction, namely to work on [ways to deal with the difficulties identified during the video discussion](#). For instance:

- work on how to combat and prevent issues of self-perception and self-confidence
- how to work within the organisation to raise awareness and to change attitudes and perceptions towards women leaders
- work on communication skills and assertiveness
- work on the [master suppression techniques](#) (see [annex IV](#))

Path 3: Work on [identities](#), therefore going deeper in the diversity topic and on the importance of appreciating and valuing interpersonal differences instead of having always in mind the general gender differences, which only contribute to reinforce and maintain inequality. This topic can also help to explore participants identities and how those have affected their life experiences and opportunities. You can use the activity [Who are I?](#) from Compass.

If you would like to get some basic information on gender please refer to the chapter [Gender](#) from Compass. It is a great start for those who are not acquainted with the theme.

Material/ spaces needed

Video projector

Sound system

Chairs for the fishbowl

Depending on the activity you may need magazines, stationery materials, cardboard, etc.



Who am I as a leader?

Time in L4C schedule

6th day afternoon
30 May (Wednesday)

Duration

120'

Objectives

1. To offer an alternative conception to the mainstream idea of leadership.
2. To understand the connection between leadership and group development.
3. To provide some basic theoretical knowledge and bibliographic references on leadership.

Methods & Description

The whole training is about leadership development for the youth workers, so this session is meant to focus on the weekly path and how the idea of the participants about themselves as leader has changed and how they may use their potential in the future. The closure is a short introduction to the theory of leadership, providing also bibliographic references.

Dixit card 30'

We put all dixit cards on the floor and we ask each participant to choose a card that most represents him/her as a leader during this week and explain why.

Clap 10'

We're in circle. One person claps the hands in the centre and, one by one, the others do the same. The second time, the first two people clap their hands at the same time; the others do the same, one by one. Then, the first three people do it at the same time, and so on, till all the group claps, at once, in the same time.

Reflection 60'

We propose five questions to reflect, in plenary, using the week experience as base of reflection

- How your understanding of yourself as a leader changed during this week?
- What kind of leadership approaches have you observed in the group this week?
- What was the most authentic part of yourself you have seen emerge during the week?
- How do you think you can inspire and empower young people?
- How could you give a service to the earth with your potential?

We wrote these questions in papers and give each participants 3 sticky dots: when they want to answer one of the questions, they have to stick one dot to the corresponding question sheet; they can answer until the available dots are finished.

If someone wants to ask something to somebody that's answered to a question, a dot has to be used.

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Methods & Description

Theoretical introduction on leadership 20'

We provide participants some theoretical knowledge and references on the topic of leadership and ones related to:

- Inner leadership
- Authenticity
- Dragon Dreaming sentences
- Empowering leader
- Situational leadership

We give space for questions.

[Alternative activity to DIXIT CARD, if there's more time available:](#)

DIGITAL STORYTELLING 90'

Participants will tell the way they see themselves as leaders, both in the present (who am I now) and in the future (what characteristics they have to develop) through storytelling and photography. The activity foresees a short introduction to the technique and input questions to share in couples, giving and receiving feedback.

The creative work will be done individually and shared in plenary before the closure.

- Introduction to the method
 - STEP 1. Come up with an idea (individual and in pairs)
- Self-reflection through guided visualization

The facilitator helps to focus on a single moment that they can use to shape and illustrate their story's meaning.

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Methods & Description

[Inputs: I am a leader..? I am a leader when.. What was that moment in which you felt as a leader? What could you see around you? How were you feeling yourself in that moment? It was a positive feeling? What did you do in that moment? What this happening means for you?]

Participants will form couples and they will tell to each other what they have visualized

- STEP 2. Script (individual)

Participants write down their story starting with “My experience of leadership..”;

- STEP 3. Editing (individual; logistic support in pairs)

Individually, Participants create a storyboard selecting or making images and/or videos that illustrate their script
Individually or in pairs participants choose or create the voice or music of background that fit with their narrative

[Facilitation:“ would the story and the scenes be enhanced by the use of voice over and or additional layers of sound? Would the use of ambient sound or music highlight the turning point in your story?”]

Participants work to assemble their story, bringing together the key elements in a video or film editing program: their voice-over recording, visual images, and music and/or sounds.

[Facilitation: a storyteller’s script requires fewer words: “How should the titles start, Should the music only be at the start and end of the story? How are visuals & audio working together? If image works better than words at conveying idea, what additional idea can words convey?”]

- STEP 4. Sharing

Videos projection

- STEP 5. Debriefing through discussion

Material/ spaces needed

Dixit Cards
Sticky dots
Questions

Tips for facilitators

Make sure that participants understand that this session is focused on the reflection about themselves and their inner leadership, not which is their general idea about the concept of leadership.

Opening a new Dragon Dreaming cycle:

Time in L4C schedule

7th morning
31st May (Thursday)

Duration/Person in charge

3h/Ana

Objectives

1. leading the participants to open a new Dragon Dreaming cycle for the follow - up phase
2. to encourage the creation of a resilient community of youth workers-leaders who have been trained in the inner leadership approach that can support each other in implementing what they learnt

Methods & Description

Energizer proposed by participants - 10 min

Discovering the secret friends - 40 min

One volunteer goes to the middle and close his/her eyes. His/her secret friend gets close to the person who tries to guess who is. That person stays in the middle for discovering his/her secret friend and it goes on until everyone has discovered the secret friend of the week.

Getting to know each other organisations - 30 min

Informal sharing with A5 papers on the chest of each participant with written on them:

1. Organisation name
2. General areas of intervention

People informally choose the persons they want to talk with for the next 30 minutes.

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Methods & Description

Defining the follow-up activity 45 min

We ask the participants to get together in their national groups and define a draft of the activities they want to implement in the follow - up phase.

We remind them the objectives and the rules of the follow - up phase:

It is the goal of the follow-up phase to encourage the creation of a resilient community of youth workers-leaders who have been trained in the inner leadership approach. As part of this community participants are expected to implement a follow-up activity in their local community through which they involve young people and contribute to their growth and life project development. This is the way to put in practice the new learning achievements and to reinforce them.

In quantitative terms the commitment required from participants is the following:

What - One local activity lasting at least 4 hours. It can take the form of a workshop, short training, individual support, aimed at sustaining and encouraging youth development in a broad sense.

Who - The activity should involve at least 6 young people in the local community where the youth worker is involved (working or volunteering).

When - In the 2 months that follow the end of the training in Palermo.

Reporting - Every activity should be reported in maximum 1 page. A format report will be facilitated by the team.

We request each national group to write on a calendar Name of the organization, What, When, Target Group, Date.

Peer learning circles 30 min

We ask the couples of learning buddies to find another couple to create a Peer learning circle, share their ideas for the follow - up phase and decide when and how to keep the contact in the next months.

Concept of peer learning circles (PLC) - Throughout the follow-up phase PLC composed of 4 participants will contribute to weave a network of mutual support amongst the group, sustaining the implementation of the local activities. The peer learning circles have an online format and make use of tools such as sharing, dialogue, active listening and feedback. In practice participants will meet online to share about their ideas/results, get feedback and input, discuss about the main difficulties and reflect about their learning achievements.

Material/ spaces needed

A5 papers

markers

Calendar with ideas and time for the follow - up



Youth pass & Final evaluation

Time in L4C schedule

7th afternoon
31st May (Thursday)

Duration

2h 30 min

Objectives

1. to reflect on the learning achievement and give feedback to the staff for the improvement of the activities
2. to get to know the importance and the advantages of youth pass and reflect on the 8 key competences developed during the training
3. to take a commitment for the future and to safely go out from the learning cycle of the training

Methods & Description

Reaching the place by walking and resting: 1h

Individual questionnaire - 30'

We give participants one printed out anonymous questionnaire each and we ask them to fill it in individually. We underline that evaluation phase is fundamental to reflect on the learning process. We ask them to be very specific in their comments in order to give constructive feedback that can be useful for the staff and the next participants.

Introduction of Youthpass 30'

Short introduction on youth pass, recognition of non formal education and 8 Key competences.

In learning buddies, they reflect and take notes on the competences they acquired during the training, this session will help them

Giving certificates to the pax 15'

In a circle, facilitators give the certificate and the youth passes to each participant congratulating them for the good job done.

Closure activity 15'

This final ritual is to symbolise the going back to reality, awaring for the fact that there is a change inside of participants but the world is the same as before, thus encouraging participants to be active and to keep their motivation.

We ask the participants to hold hands and form a big circle and one by one participants leave the circle saying in one word: "I am grateful for" ... and "I am committed to ...". Little by little, the people going out of the circle create a new circle that everyone will join at the end for final greetings.

Material/ spaces needed

Relaxing and enjoyable place where to concentrate
Printed out questionnaires, pens
printed out 8 key competences (if needed)
certificates

Tips for facilitators

We decided to held our evaluation session on the beach, to create a relaxing and peaceful environment and an enjoyable moment for the group to spend the last hours together and to reach it through almost 1 hour walking all together

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Tips for facilitators

For the introduction of the youth pass, it is useful to have the description of the 8 key competences printed out for the participants to read. Here the link to download them: <https://www.youthpass.eu/en/help/for/youth-initiatives/learn/information/> In the same link you also find some guiding questions that can be used by participants for the reflection.

E.i. Communication in mother tongue

- What **new things** (forms of communicating, phrases, structures, words, traditions, etc.) did you discover in your native language? Which elements of the project helped you in that?
- How did you communicate **in your team** (for example direct meetings, e-mails, direct talks, telephone, SMS, written messages, etc)? Did you have **any special communication code** or methods? What was the most effective for you? Why?
- Did you face any **problems to express** yourself? In which situations? What did you learn from that?
- Which form (oral or written, or maybe other) did you find the most helpful to **express your thoughts and feelings**?
- Do you feel now more **self confident** when you want to express yourself? In which situations?
- What else could you do **to increase your competence** in this area? Who and what can help you in that?

A shorter version of [guiding questions](#) realize by us:



ANNEXES I

PREPARATION TASKS

Please read carefully the tasks below and complete them by the proposed deadline. Your engagement in these tasks will sustain your learning process and results during the training.

You will need around **4 hours** to complete all the tasks.

TASK 1

Observation day on your local community or/and in your daily work with young people.

- What attracts your attention?
- What issues create deeper concern in you and towards which you are more passionate about?
- Please register the discoveries you've done.

Deadline: before the training course

TASK 2

Self-assessment on inner leadership development. Please find it attached to this e-mail.

Deadline: before the training course

TASK 3

Intercultural preparation. Watch the 2 TED talks below and share your reflections about them on the FB page of the project.

The main goal is to encourage reflection on diversity and intercultural issues, as well as to stimulate in you the need and the interest to present your culture in a non stereotypical way, interacting thus with each other in a way that is more human and personal.

This online forum will be moderated by the team of trainers.

Please ask the access to the FB group: [Leadership for change - Ka1 Erasmus Plus Training Course](#)

TED's list:

[Don't ask me where I'm from, ask me where I'm local](#)

[The danger of a single story](#)

ANNEXES II

The training course has 3 main pillars:

Inner Leadership, Leadership with Others and Community Leadership each defining a number of contents that in turn relates to the expected learning outcomes and specific questions.

Inner Leadership - The journey towards becoming a great youth worker-leader starts from the self and by strengthening self-knowledge and awareness. This is the first and most basic dimension of leadership.

The main learning outcomes are:

1. Increased awareness about the individual call/passion and how it relates to youth work.
2. Increased awareness of individual strengths, weaknesses, motivations and values.
3. Development of emotional intelligence (self-knowledge, self-discipline, motivation, empathy).
4. Understanding the importance and defining personal strategies of self-care.
5. Awareness on the personal attitude towards change and how it influences life.
6. Clearer self-image as a leader and elaboration of a self-development plan.

Questions related to the pillar:

- Who am I?
- What makes me special?
- What competencies do I have / need?
- Where am I going and why? (relates to the question of personal leadership: Can I be a inspiring youth leader if I am not clear about my own way?)

Questions related to the pillar:

- How can I inspire others?
- How to develop meaningful relationships?
 - What is leadership?
- What is the role and tasks of the leader?

Leadership with others - Leadership is a collaborative skill and as such requires the relationship with others. It is of utmost importance for a leader to be able to know and understand human behaviour, specifically: communication, conflict resolution and diversity.

Main learning outcomes:

1. Knowledge of communication basics and improved communication skills.
2. Increased awareness of personal attitudes towards conflict and knowledge of conflict resolution strategies.
3. Increased understanding and acceptance of diversity.
4. Understanding team roles, shared leadership and how to use them to motivate people.

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ANNEXES II

Community leadership - The third dimension is about roots and connection to the world. It is a specific geographical place and the young people inhabiting it that will benefit from the capacities of the youth worker-leader, by adopting a leadership approach that can inspire young people, offering them a model and example to follow. This dimension focuses on leadership tasks, gender relations and tools to develop projects and initiatives.

Main learning outcomes:

1. Knowledge of the main leadership tasks and challenges and the 3Ps model on leadership.
2. Development of critical thinking on gender and leadership.
3. Knowledge of a creative project management tool (Dragon Dreaming).
4. Knowledge of storytelling basics and learning how to tell a story in a compelling way.

Questions related to the pillar:

- How can we promote sustainable change?
- What are the tools and strategies?

How to encourage and develop an approach to leadership based on the ethics of respect, participation and compassion, and that empowers young people to achieve their full potential and be active in their community?

This generative question focus on several relevant aspects:

- encouragement
- development - relates with skills and the possibility to learn
- approach to leadership - leadership as a conversation going on in reality, something we can't deny exists, so how do we approach it?
([conversational nature of reality - David Whyte](#))
- ethics - moral values underneath
- respect, participation and compassion - seeing the other as she/he is, stimulating active involvement, seeing the other is his/her completeness and accepting and embracing beauty as well and weakness
- empowerment - regaining power and confidence
- young people - frames the context in youth work
- full potential - becoming the best possible self, fully expressing personal talents and passions
- active in the community - orientation to action and engagement with the world

ANNEXES III

Self-Assessment Tool Pre-Course

Introduction

This tool has been developed in the framework of the “Leadership for Change” training course by the trainers’ team. In this sense the concept of leadership underlying the present document has been **contextualized** in the youth work field of action, thus bearing in mind youth workers’ role and tasks, and envisioning them as empowering leaders shining from the inside with authenticity.

Our **goal** with this tool is to encourage reflection on the topics proposed, promote self-awareness and help you being ready to fully participate and enjoy the learning experience in Serra Guarneri.

Read carefully the sentences below and **rate** them **according to the extent they apply to you**: choose 1 if they don’t apply to you at all, choose 5 whenever they describe you fully and chose the numbers in between if the sentences apply to you in some situations or moments, or if you don’t know.

The assessment is **individual** and **private**, so be as honest as possible in order to have a realistic overview of yourself in terms of the competences and situations described.

We don’t expect you to be a “number 5”, not before or after the training, this tool is just a **guide** and a **reference** that can be used in different situations and with different purposes.

After filling it in please **print it** and **bring it with you** to Serra Guarneri.

Enjoy!!

The Team



ANNEXES III

NAME:

DATE:

“BE THE CHANGE YOU WANT TO SEE IN THE WORLD. - GANDHI”

PART I - INNER LEADERSHIP

The journey towards becoming a great youth worker-leader starts from the self and by strengthening self-knowledge and awareness. This is the first and most important dimension of leadership.

	1	2	3	4	5
Call					
I am aware of the things I deeply care about.					
I don't have yet clear what is my purpose in life.					
I am engaged in creating a future that embodies what I most care about.					
I find it difficult to engage other people in my vision of the future.					
Emotional Intelligence					
I find it difficult to identify my strengths and weaknesses.					
I know the values that are important to me and that guide my life choices.					
I find it difficult to connect with my weaknesses and be vulnerable.					
I am aware of the fears that block my personal growth and development.					
I often find it difficult to identify my emotions and feelings.					
I know and apply strategies of emotional regulation. ¹					
I can recognize other people's emotions and act appropriately.					
To me it's difficult to put myself in "other people's shoes".					
I am driven to achieve the objectives I establish for my life.					

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	1	2	3	4	5
When things are not going in the expected direction I tend to assume a pessimistic attitude.					
I am capable of finding common points with other people and creating harmonious relations.					
Self-Care					
Very often I am not aware of my needs.					
I have personal strategies of self-care that I apply regularly.					
I feel my life is balanced. ²					
I don't dedicate enough time to things I like and are important to my well-being.					
I have reliable people with whom I can talk and feel understood.					
I can advise others on how to take care of themselves, but don't apply it to myself.					
Change and Growth					
I like and search for challenges in my life.					
When I am not very good at something I accept it and focus on something else.					
I feel stressed when confronted with challenging situations.					
I avoid changes and I prefer to have a routine that I know and feel comfortable with.					
I am not afraid of facing evidence that contradicts my ideas and understanding of the world or myself.					

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¹ Emotions are like a compass, signalling how we feel about what is going on around us. **Emotional regulation** is the capacity to regulate our emotions so that our behavior does not end up at their mercy.

² The capacity to maintain a **balance** between all spheres of life, allowing time to all needs and tasks, in a way that is coherent with self well-being and in respect of others.

ANNEXES III

	1	2	3	4	5
I have am often negative about unexpected changes.					
I am curious and eager to learn.					
Self-Image as Youth-Worker/Leader					
My characteristics and competences are still unclear to me.					
Other people's opinion about me often contradicts my own judgment.					
I am comfortable with receiving positive and negative feedback.					
There are many things about me that I don't like.					
I tend to be critical and exigent towards myself.					

Key competences most relevant to this pillar [EU Key Competences Framework](#)

- Learning to learn
- Social and civic competences

ANNEXES III

PART II - Leadership with others

Leadership is a collaborative skill and as such requires the relationship with others. It is of utmost importance for a youth worker/leader to know and understand human behaviour, nonetheless to understand his/her own needs, reactions and relational models.

	1	2	3	4	5
Communication					
People often tell me I am a good listener.					
While listening, my inner voice tends to criticize and judge people.					
I am aware of my communication style (passive, assertive, aggressive).					
I find it difficult to give negative feedback.					
I am always say what I think in a direct and clear way.					
I am sometimes afraid of expressing my ideas and thoughts.					
Conflict Transformation					
Conflicts don't scare me!					
I see conflicts as an opportunity.					
In conflict situations I tend to create peace, even if I need to put my own needs in second place.					
To me it's difficult to see things from a different perspective.					
I find it difficult to forgive and to forget.					
Diversity					
I believe every person creates her/his own reality.					

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ANNEXES III

	1	2	3	4	5
I believe the first diversity I need to accept is inside myself.					
I am open and curious about new things and people.					
I feel uncomfortable with uncertainty.					
I feel I have a lot of stereotypes and prejudices.					
To me it's difficult to accept ideas I don't agree with.					
Cooperation					
I believe every person has specific abilities and talents that should be respected in the group.					
I believe there is only one leader in a team.					
I believe leadership in a group can change and be shared.					
I believe some people are lazy and their voice irrelevant to the group development.					
To me it is not clear what attitude and role I tend to adopt in a group.					

Key competences most relevant to this pillar [EU Key Competences Framework](#)

- Social and civic competences
- Sense of initiative and entrepreneurship

ANNEXES III

PART III - Community leadership

The third dimension is about roots and connection to the world. Youth workers/leaders are engaged in a specific geographical place and with a group of young people inhabiting it. The leadership approach adopted by the youth worker-leader should inspire young people, empowering them to build their life projects, follow their dreams and be active in their communities.

	1	2	3	4	5
Leadership					
When engaged in a project/task I am oriented to achieve great results.					
When engaged in a project/task I care mostly about people and their development.					
I don't trust intuition when I have to take decisions or solve problems.					
I am often afraid of taking risks, especially when other people are involved.					
I often feel stressed and unease in front of problems.					
I believe problems are part of life.					
I understand the dynamics of motivation in a group.					
I am compassionate about people's vulnerabilities.					
I think power is something negative that causes suffering.					
I believe female youth workers face more difficulties when they lead a project or activity.					
Knowledge about specific areas					
I know and can implement the Dragon Dreaming approach to project management.					
I know how to tell stories in a compelling way.					
I am aware of dynamics related to individual and community change.					

Key competences most relevant to this pillar [EU Key Competences Framework](#)

- Social and civic competences
- Sense of initiative and entrepreneurship

ANNEXES IV

Overview of ten Master suppression techniques, Counter strategies and Validation techniques

1. Master suppression techniques/Ruler techniques,
2. Counter strategies, methods for dealing with master suppression techniques
3. Validation techniques, methods for changing social climates

Ruler Technique	Counter strategy	Validation Technique
<p>1. Invisibilizing Ignore people, interrupt, forget what they say, neglect themes or groups</p>	<p>Taking up space Insist on transparency, point out when people dominate Goal:To feel visible, seen and heard</p>	<p>Visibilizing others</p>
<p>2. Ridiculing Making fun of people, or their behavior, appearance, traits, etc. Taunt people, or belittle people</p>	<p>Questioning, speaking up Do not go with the joke, point out if the tone is unacceptable Goal: to feel respected, safe, important</p>	<p>Respecting</p>
<p>3. Withholding information Not sharing information on purpose or by mistake, forgetting to invite all colleagues or relevant persons</p>	<p>Cards on Table Demand transparency and maybe more time, ask questions, only agree on important decisions if you are well-informed Goal: to feel well informed enough to take competent decisions</p>	<p>Informing</p>

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ANNEXES IV

Ruler Technique	Counter strategy	Validation Technique
<p>4. Damned if do. Damned if you don't/double punishment Blaming or scolding people both for what they do and don't do, no matter what they do</p>	<p>Altering/break free of the pattern Demand the right to say no and decide on your own priorities Goal: Not feeling guilty or wrong because of own choices, dilemmas and priorities</p>	<p>Double Reward To respect individual choices and priorities, reward for (respect) every choice a person makes</p>
<p>5. Heaping blame and putting to shame Blaming people for mistakes, saying it is your own fault, have people feel ashamed of things that are hard</p>	<p>Intellectualization Only take responsibility for what you reasonably are responsible for, analyzes the situation, do not take blame for something you can not change Goal: not feeling guilty for something that are hard</p>	<p>Setting reasonable standards To accept your part of the responsibility, practice recognition and affirmation</p>
<p>6. Welcoming but resistant (welcoming resistance) To show apparent consensus or approachability but not act upon it, not taking responsibility (in a power position) for a problem</p>	<p>Demand to be taken serious Demand that people take co-responsibility for creating change, set concrete goals and share responsibility Goal: wishes for change is taken seriously and is acted upon</p>	<p>Wishes for change is taken seriously, and acted upon.</p>

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ANNEXES IV

Ruler Technique	Counter strategy	Validation Technique
<p>7. Defining of reality To position yourself as the (only) one who has the right to define norms, the truth or reality</p>	<p>Demand getting and keeping the word, question outspoken and unspoken claims of reality, create room for curiosity, exploration, dialogue Goal: to feel that your world view/experience is respected and taken serious</p>	<p>To accept and respect different realities, even if you don't understand them</p>
<p>8. Objectifying To comment on or discuss a person's appearance when it is irrelevant, or treat a person as an object</p>	<p>Say no to comments that are not relevant, confront people who discriminate and objectify, Require that people relate to the relevant Goal: to feel able to act, feel important and respected</p>	<p>To see others as subjects/whole persons, not as objects</p>
<p>9. Violence and threatening behaviour To use physical, psychological or verbal violence or threatening behaviour, to make people feel unsafe</p>	<p>Demand support Report threats and possibly go to a leader, demand that there are others that can be present, who may act as witnesses Goal: To not feel intimidated, to feel safe enough to act and speak out, also when disagreeing</p>	<p>Respecting other persons boundaries, be respectful and diplomatic, even when strongly disagreeing</p>
<p>10. Stereotyping To categorize and 'lock' people in stereotypical positions and roles, attributing them certain behavior</p>	<p>Confronting Speaking up and confronting the stereotyping Goal: to be seen as a whole person, not being limited by stereotypes and expectations</p>	<p>Individualizing To see others as whole persons, not limited by stereotypes and expectations</p>



