



GLOBALAB IN ACTION!





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ABOUT THE GLOBALAB IN ACTION! PROJECT

GLOBALAB IN Action! is the follow-up project on 2 previous initiatives with the same title involving 7 partners from Europe and Africa: Lithuania, Spain, Bulgaria, Greece, Uganda, Tanzania and Kenya.

It aims to foster quality improvements in youth work in order to broaden active participation of young people in project partner countries and empower them to take action towards meeting the targets of the SDG agenda.



OUR WORLD, OUR RESPONSIBILITY!

We live in a world where we are connected with other people – socially, politically, economically and environmentally. Increased trade between countries, migration flows, the growth of international and political organisations and changes in transport and communications technology mean that these connections are rapidly increasing.

Being a part of the globalised and closely interconnected community brings a lot of benefits to human beings. It contributes to the widening of people's horizons, increases possibilities to consume goods produced in different parts of the world, ensures access to knowledge and the products of science and technology, helps developing people's understanding of diversity in the societies, provides more opportunities for personal and social development and possibilities of sharing ideas and joint action towards solutions to common problems.

At the same time, the process of globalisation causes many social, economic and environmental challenges, namely, increasing poverty in societies, a growing gap between rich and poor countries, disparities between privileged and non-privileged people, forced migration, human rights violations, exploitation of vulnerable groups of people, racism and xenophobia, armed conflicts, insecurity and growing individualism, climate change, ecological imbalance, pollution, the exhaustion of natural resources and many more.

To tackle the major issues that the global society is facing today, the world leaders came up with an agreement that will help to foster the sustainable development of our planet. In September 2015, the General Assembly of the United Nations adopted the 2030 Agenda for Sustainable Development also known as Sustainable Development Goals (SDGs). This agenda is applicable in every country and aims to mobilize efforts to end all forms of poverty; fight inequalities and tackle climate change while ensuring that no one is left behind. The Agenda includes 17 goals with 169 associated targets that address major social, economic and environmental challenges of today's world. It is built on 5Ps:

- **People** – the SDGs aim to end poverty and hunger and to ensure that all people can fulfil their potential in dignity and equality and in a healthy environment.
- **Planet** – the SDGs stand for the protection of our planet from degradation through sustainable consumption and production, sustainable management of natural resources and urgent action on climate change.
- **Prosperity** – the SDGs are meant to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.
- **Peace** – the SDGs aim to foster peaceful, just and inclusive societies which are free from fear and violence. Sustainable development is not possible without peace, and peace is not possible without sustainable development!
- **Partnership** – the SDG Agenda calls all stakeholders to mobilise their efforts towards achieving the targets of the SDGs, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.



THE GLOBAL GOALS

THE ROLE OF GLOBAL EDUCATION IN ACHIEVING SDGS

Achieving the targets of the SDGs is the joint responsibility of everyone: governments, businesses, civil society. Every individual also plays an important role in the implementation of the SDG Agenda. Individual habits, behaviours and actions have an effect on people and planet, that's why, we need every human being of this world to act in the society as active and responsible global citizens.

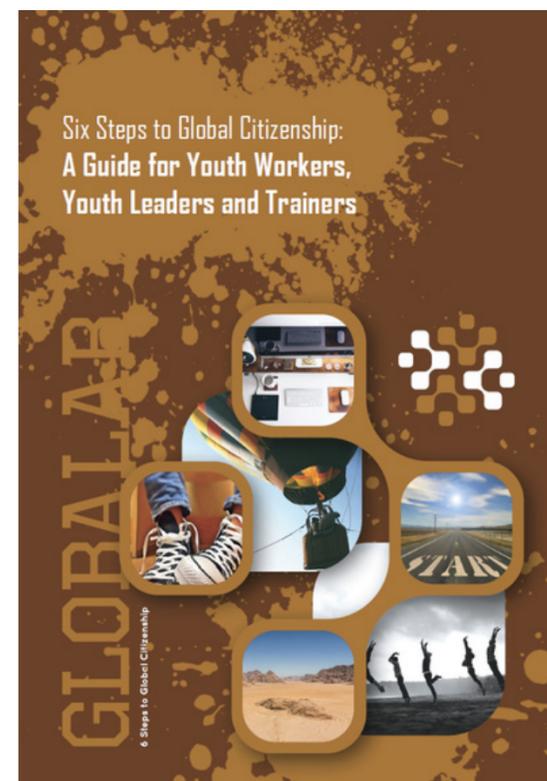
Whom can we consider as a global citizen? All of us use many benefits and privileges of being a part of the global community. But how do we deal with the global challenges? What is our responsibility towards them?

There are many definitions of a global citizen. Here is the one provided by the authors of the toolkit Six Steps to Global Citizenship. A Guide for Youth Workers, Youth Leaders and Trainers:

“We can call a global citizen the one who acknowledges the benefits of being a part of a global community but also recognises personal responsibility towards it and acts on it. The behaviour of a global citizen is based on an understanding of the global interconnectedness and a commitment to the collective good.”

SDG target 4.7 recognises the importance for every person to acquire the knowledge and skills needed to promote sustainable development. Global education is one of the holistic educational approaches, which can help any person grow and develop as active and responsible citizens and contribute to positive change towards a more sustainable and fairer planet both locally and globally. It is an active learning process built on the values of solidarity, equality, justice, inclusion and cooperation and contributes to the eradication of poverty and the promotion of sustainable development. Global education allows every learner to go through a process from learning to action and thus develop their own understanding, skills and values necessary for the contribution to the sustainability of the local and global communities.

To know more about global education and the competences that this concept helps to develop, we invite you to take a look to the toolkit "Six Steps to Global Citizenship. A Guide for Youth Workers, Youth Leaders and Trainers" that was developed in the frame of the 1st edition of the GLOBALAB project.



YOUNG PEOPLE IN ACTION TOWARDS SDGS

No matter where you are in life, taking action is crucial. It doesn't matter if you know where you want to go, what goals you want to reach, or if you feel like you are just floating around trying to find something to hang onto. Taking action is going to help you get to where you want to go and benefit your life in so many ways that you will kick yourself for not doing it sooner. There are so many chances to say I CAN. And you can:

- spread the word about the Sustainable Development Goals so that more people can take action and contribute to meeting the Goals;
- join an organisation that actively contributes to meeting the Goals;
- reduce your general waste and your environmental footprint, avoid plastics, take the train instead of the airplane, bike instead of the car;
- make conscious choices in your consumption, buy local and try to make sure what you buy is produced in fair and sustainable ways;
- show compassion and stand up against racism, exclusion, discrimination and injustice.

And these are just a few examples of how you can start initiating a positive and sustainable change around you. Everything is up to your imagination! And if you are still wondering why you should take action, here are some arguments to make up your mind!

Actions activate information

No matter how many books you have read and tips you got, you will not magically escape from all your insecurities and boundaries. Only by applying information and theoretical knowledge, you will be able to experience and understand it better. The same philosophy applies to sustainable development: until you start reducing general waste or consume less you will not see things in full cope. We encourage you to try it!

Actions eliminate complains and make you a more positive person.

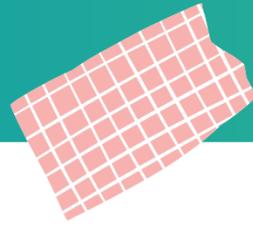
You usually take action on things in life that you want, and when you do not take action, you complain about not having the things you want. Therefore, if you complain about anything, it is the best indicator that you do not take action! For example, if you complain that you do not have a clean house or surroundings of your neighbourhood, it means that you do not do things that help you have a clean house and neighbourhood!

Actions create habits which lead to success

It's important to understand that change and success is an ongoing process. You cannot just take one action, make one attempt, and call it a day. New actions that initially require a lot of effort eventually turn into habitual patterns of behaviour. The hardest part about taking action towards change is actually getting started. The more you repeat a new action, the more natural it becomes. But if you never start, it will never become a habit. The most important thing is consistency. Repetitive actions can remarkably improve your daily life quality and reduce a big burden of our planet earth!

Taking action helps you overcome fear.

Fear can take a hold of you and push you into a corner where you don't want to ever leave, which is commonly called your comfort zone. You become scared of life when you let fear take over, and it can be detrimental to your happiness, health, and success in life. In short, taking action gives you a boost to your self-confidence and makes you a stronger person.



You serve others through action

Taking action results in affecting not just your life but other people's lives too. When you get into the habit of taking action, you do things that help other people in one way or the other. For instance, if you take action on your work, you likely serve people in some way by providing a service or creating a product that benefits them. Moreover, the more you do for yourself, the more you will naturally do for others. You will have moved out of a protective selfish ego state where you don't want to get hurt, experience setbacks or fail at something. That will encourage you to interact more with the world where you naturally serve others daily. As we mentioned before, there are so many opportunities how you can leave your social imprint for a society: stand against micro-racial or xenophobic situations, help your neighbour to clean the community's yard and etc.





GET INSPIRED FOR ACTION!



In the following pages, you will find the descriptions of action that the partners of the GLOBALAB in Action! project implemented in their countries.

Check them and get inspired for your own action!



‘NOT ONE MORE’: DANCE AGAINST GENDER-BASED VIOLENCE



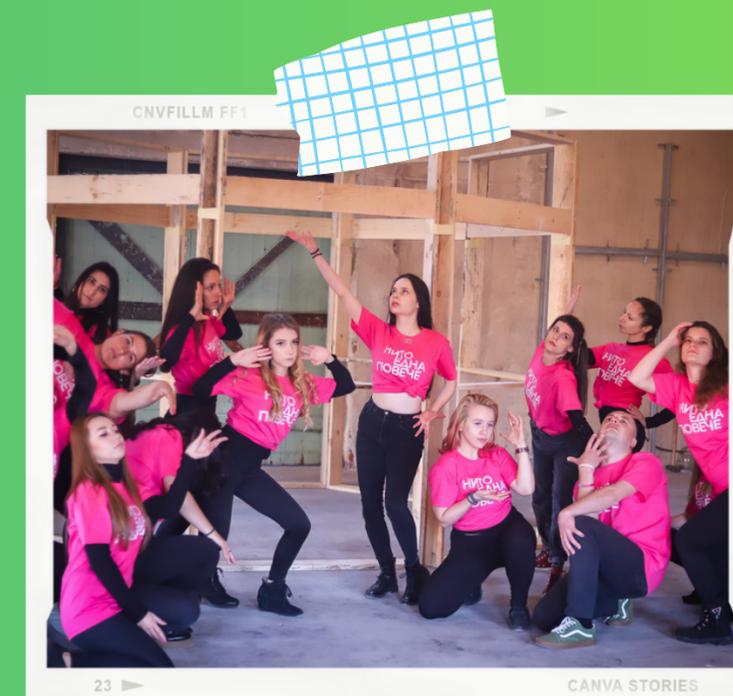
Since 2017, in Bulgaria, Sofia, a protest takes place annually on the occasion of the International Day for the Elimination of Violence against Women – November 25th (as proclaimed by the United Nations in 1999). The team of Pro European Network (Bulgaria) has been actively involved in the protests and the coalitions and collectives organizing them. We have, however always wanted to use different types of mediums and tools to engage more young people in the protest itself and related conversations and activities around the topic of gender-based violence. We then got inspired by the practices of some of our African partners (Soul-Xpressions from Uganda in particular) to use dance and other types of arts as a tool for both youth engagement and expression.

In October 2021 we reached out to the famous Bulgarian dancer and choreographer Iva Iordanova and offered a collaboration on a dance project that would engage young people in a month of regular dance and learning classes, with a final product – dance choreography – to be performed during the protest on November 25th of the same year. Together with Iva, we further developed the idea to include a video production that can reach much more people than the participants in the protest. With her, we agreed on a schedule, place and conditions for the sessions to take place. We then launched an open call for participants, targeting both girls and boys, up to the age of 30 to join the initiative. While more than 30 people initially enrolled, the COVID-19 measures at the time changed and required us to introduce a certificate check for every in-person session. This reduced the number of actively involved people to 15.

In the length of a month, we held 8 dance and learning sessions, mainly through the weekend, for 2 hours each. The sessions included discussions, guests, sharing and support and of course – dancing. The group, led by Iva and voguing choreographer Alexandra Tarlyakova, prepared small choreographies for 4 different songs, all of which with a distinct feminist message: ‘You don’t own me’ by Lesley Gore, ‘Wonder Woman’ by Lion Babe, ‘Who Run The World (Girls!)’ by Beyonce and ‘Respect’ by Aretha Franklin. The four songs were merged in an overall composition.

On November 21st, the group spent the whole day together – to rehearse in the morning and to shoot the video in the afternoon (up until 8 pm!). Iva directed the video, while a supportive production company was engaged in the shooting and post-production. For the video production, we made branded T-shirts with the sign ‘Not one more’, which also gave name to the video itself. ‘Not one more’ is the slogan of the 25th of November protest and is inspired by the South-American ‘Ni una menos’, implying that not one more woman should suffer violence. On November 25th 2021, the video ‘Not one more’ premiered on the Bulgarian National Television’s morning show and was presented by choreographer and director Iva Iordanova and Vladislav Petkov from Pro European Network. Live on TV they had the chance to present the project, talk about gender-based violence and promote the protest that would take place later the same day. The video was also released in social media, with the version on Pro European Network’s Facebook page having generated more than 9 200 views and has an overall reach of 33 000 people.

The youth dance group came together for the protest on the same day with their branded T-shirts, but decided not to dance to honour the mood of the protest and the death of one more woman on the very same day. However, they disseminated another 100 T-shirts with the slogan ‘Not one more’ to promote the message of the protest.





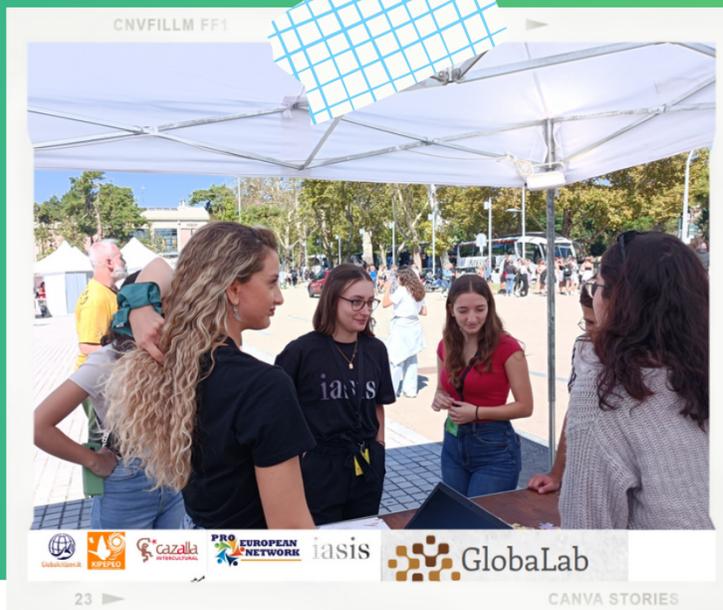
CONNECTED WE STAND!

IASIS (Greece) and its initiatives (Connect Your City and Fabric Republic) created CONNECTED WE STAND (CWS), a multi-thematic festival of volunteering with a focus on young people. The Festival aims to promote issues of solidarity, encourage young people's participation, influence attitudes via commonplace actions, and bring people together regardless of their nationality, gender, or age.

In 2022, CWS was conducted in Thessaloniki with the participation of 5,000 volunteers and 35,000 participants.

The aim of CWS 2022 was to:

- Promote Thessaloniki as a point of reference for all youth of the Balkans
- Raise awareness about environmental and social issues
- Promote cultural, social and environmental actions
- Increase the rate of volunteering in Greece
- Strengthen the feeling of the European citizenship
- Activate the participation of young people in awareness actions and promote Youth Work
- Highlight individuals and initiatives with who have created a significant impact in our society

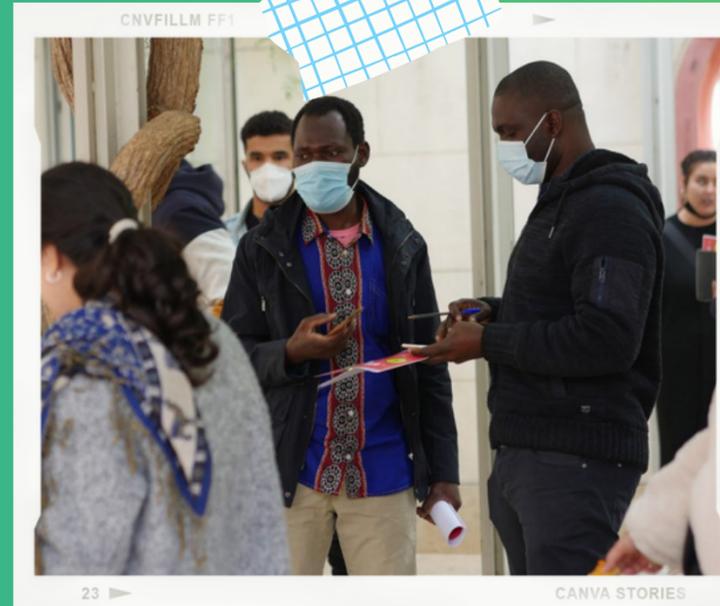
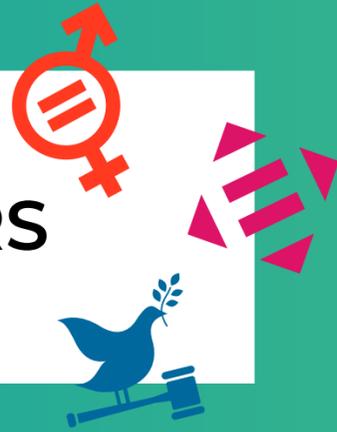


Under CWS 2022 Thessaloniki the “Globalab exhibition showcase” was created in order to promote the values of Globalab project, promote Global Competence, Youth Leadership and Youth Work. As described below, a series of trainings were implemented with the aim of building the competences of young global leaders.

CWS 2022 was implemented with success as it exceeded the expected indicators since:

- 120 Civil Society organizations participated in the event
- 30 reports on radio and television about the success of the festival
- 35,000 participants joined the event over the course of 2 days
- 400+ new volunteers enrolled at Connect Your City
- 40,000+ new website users
- 2,000+ people aware of the Globalab project
- 50+ Youth Workers trained

RUMBO INCIERTO: MEETING ON BORDERS AND HUMAN RIGHTS`



The meeting was the result of collaboration with Atefah Hassani, an Afghan girl who reached our association and proposed to organize something in order to raise awareness about human rights, especially connected to the situation that Afghan women were living in throughout the war. Through the various meetings here, we came up with the idea of the event in order to give visibility to the situation that many people were living in other countries and what it meant for the local community. The other topic we tackled at the event was how media shows the political conflicts and how the public attention can support the people that have to flee their countries because of the war in the searching for safety. We tried, together with experts, to answer to a core question for many social movements: what can we do when medias stop giving coverage to our struggle and it seems that people are not interested anymore, but the problem keeps existing? Together with Atefah, City Hall department of equality, and CONVIVE Cepaim foundation we organized an event to celebrate the International Human Rights Day. During the whole day event Cazalla team did interactive dynamics on migration, human rights, and their impact on our lives. As a final part of the event the participants could hear a talk from the journalist Lucia Rodríguez from the Foundation PorCausa called "Migrations, communities and network: what can we do when the crisis remains but the media tension disappears?". How we manage to have participants? Atefah during the International day of elimination of gender based violence read a manifestation letter which had huge visibility as it was retransmitted through various media and people who attend to the protest. Her letter was printed and distributed between the Lorca's citizens just before we have started with the campaign of the event.

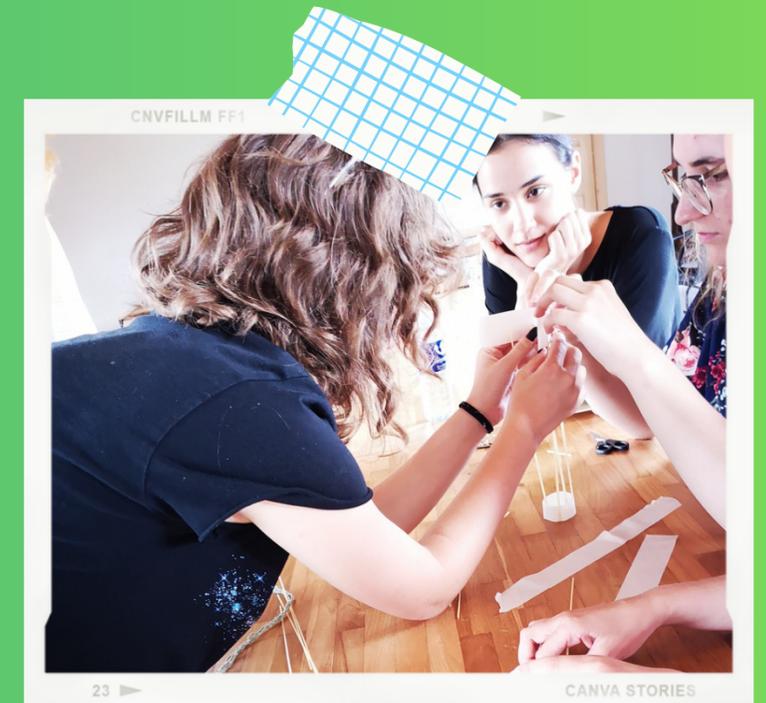
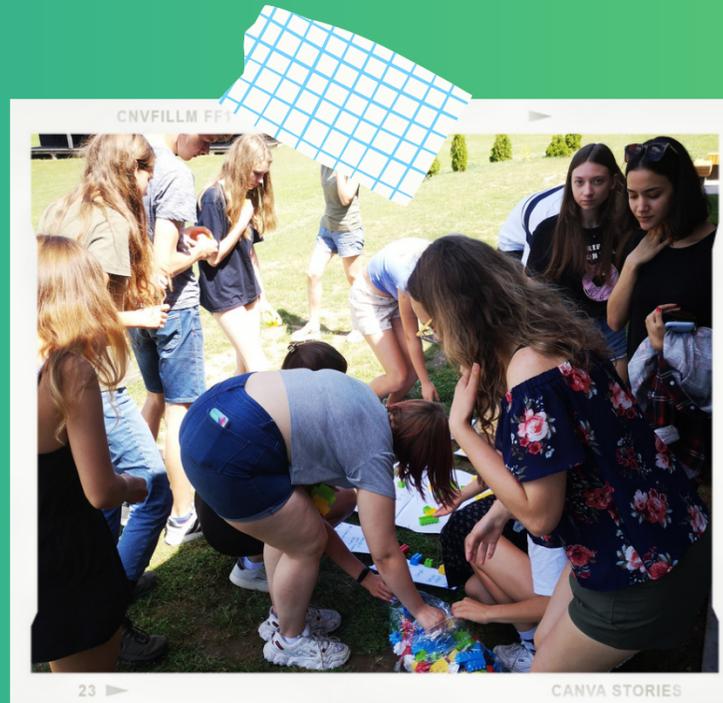
The event was a success, between the participants we had the people from: Lorca (Spain), Italy, Romania, Ghana, Morocco, Nigeria, Afghanistan, Mali, Senegal, Ecuador. As Lorca town is famous of having a huge percentage of migrants (23% of Lorca population) we consider a success to create a space where many nationalities could share their experiences, mostly because Lorca citizens are becoming more racists through the years and you can feel the lack of integration in the society. The feedback from the event was very good, many people finished the day saying us that it was a beautiful experience to hear other people histories and problems they are facing and could speak about all of it. As an effect of this event, local volunteers reach our association and they prepared the series of activities to gather. Together the people like workshops from Spanish language for foreigners, gatherings about different topics like LGBTQ+ rights, migrations and sustainability.



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- **GLOBALAB WITH YOUNG PEOPLE**
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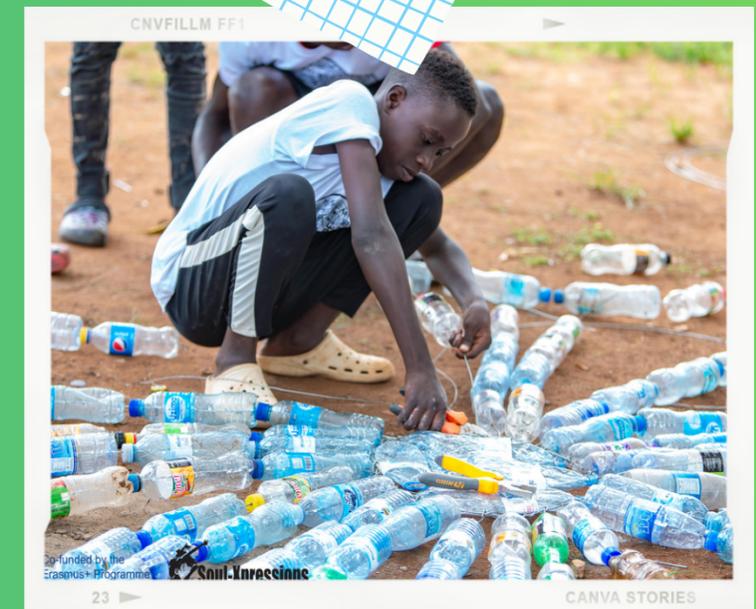
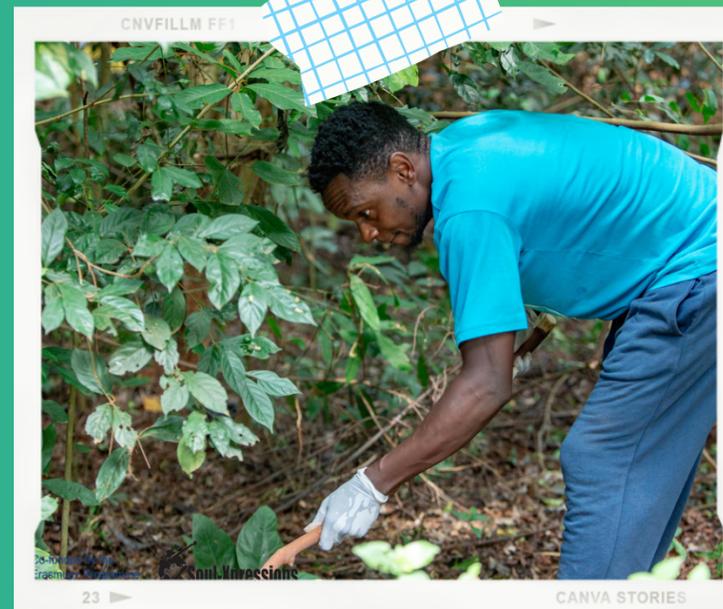
Global Citizens' Academy (Lithuania) believes that every young person can make a difference not only locally but also globally. Therefore, we invited young people from all over Lithuania to take part in a 3-day GLOBALAB where they had an opportunity to learn about the Sustainable Development Goals, explore multiple dimensions of global justice and strengthen their global citizenship competencies that are necessary to take action and make a change not only locally but also globally. This kind of action allowed us to support people in the development of the competences that will allow them to take an active role towards sustainable changes in the long term.



ENVIRONMENT ACTION

In Uganda, we aimed to mobilize and sensitize youth about environmental protection through conscious actions. We held 3 days of activities that engaged 30 youth in team building games, environment-based discussions, and recycling of plastic bottles by making trash bins and cleaning. Also, we made 8 plastic recycled trash bins during the action and placed them at Kaazi scouts' ground. Also, during these 3 days, we did trash picking and cleaning in one of Kampala's remaining botanical forests.

We believe that after the action, the involved youth, more than before, are more aware of their action and consequences when it comes to trash management and littering and is more active in environmental protection activities. Also, there have been small-scale cleaning activities at sight as a follow-up of this action and continuous collection and recycling of plastic bottles making trash bins.



SGDS AWARENESS THROUGH ARTS



Chamwino Arts Center (Tanzania) came up with the idea of creating and implementing this action because of the lack of awareness of the Sustainable Development Goals (SDGs) among many in their community. The SDGs are proclaimed mainly in big reports by the government and by policymakers but in reality, the targeted group which is the common citizens knows nothing. In that case, then, we thought the better way to put it into the community we should target every home which has a student in our schools around and through them, they will be able to talk about it, sing it, draw it and internalize it at home where the dissemination will be high. We organized the action by partnering with two primary schools and one secondary school in Chamwino Ikulu village whereby students used different forms of arts to communicate different messages about SDGs to their peers and the community at large.

The idea of local action was shared with the teachers for awareness together with our Ward and District Development Officers who are responsible for all matters of community development from the government. From there then we had an open call for students with talents to register, and then on our last event, we used posters, our social media accounts as well as students themselves to disseminate the information and mobilize people for our workshop day.

The action helped us to strengthen awareness about SDGs in the local community and build the commitment of students individually and in their groups to continue doing arts and educating people about SDGs. Students that took part in the action remained curious in arts and development, some of them formed new arts and development clubs.





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MOBILISING YOUNG PEOPLE FOR ACTION. SOME TOOLS



In the following pages, you will find several tools that could help you to build young people's consciousness and motivate them to take action towards SDGs.

For more ideas, you can also check our toolkit "Six Steps to Global Citizenship: A Guide for Youth Workers, Youth Leaders and Trainers"



WHY ARE WE HERE?

Objectives:

- Allow participants to reflect on their self-interest, goals-setting and increase their motivation;
- Create a safe and supportive environment in which people feel like they belong;
- Translate abstract issues to personal and understandable experiences from 'real life';

Recommended time: 20-30 min.

Space and materials: Enough space for sitting in a circle

Description of the tool

This is a warm-up exercise for a group of people that will learn or act together on a specific issue.

- Ask participants to reflect on why they have decided to come to the event / join this specific content. Where does their motivation come from?
- Before asking them to share, set the tone for an honest conversation. Either you as a facilitator share your own experience and motivation first, or work with a group member in advance.
- Avoid vague and 'empty' answers like "I want to learn something new" or "I want to do good". There are hundreds of ways to do that, but for some reason they've decided to come to this specific meeting. Try to help them understand what this reason is.
- Share in a circle and make sure to show support if/when people share personal experiences. Allow additional questions and additions from others. Try facilitating in a way which is not facilitated.
- Once everyone has shared, ask people about how they feel after hearing the motivation of others.

Additional remarks:

The tool was used in Bulgaria within the local action 'Dance against gender-based violence'. The first dance and learning session of the group was open with an honest conversation about the participants' motivation to join the campaign. Some people shared about their personal experience with violence in their previous relationships or in their homes.

PERSONAL STORIES

Objectives:

- Raise awareness about the situation of an issue in other countries and discuss global dimensions of local issues;
- Translate abstract issues to personal and understandable experiences from 'real life';
- Expand understanding on a specific issue (or issues) in different communities and contexts.

Recommended time: 30-90 min.

Space and materials: Enough space for sitting in a circle

Description of the tool

- Identify a person from a minority community (e.g. a refugee and migrant) and who has some knowledge and sensitivity on a topic you would like to engage your group with.
- Have a preparation meeting with the guest-speaker and give them details about the group they will be meeting, what you expect as a result of the meeting and some directions/points on how they can prepare their input. Help them come up with examples from their personal lives or lives of their community that is affected by the issue in question.
- During the meeting itself, allow time for the guest to talk about themselves, their personal journey and the main issue of the meeting. Make them feel safe and comfortable.
- Allow time for questions and answers, which would help both the guest speaker to focus on specific issues and will answer needs and interests in the group.
- Have a short reflection session, where people can reflect (and depending on time, also share) the highlights and learning point from the encounter.

Additional remarks:

The tool was used in Bulgaria within the local action 'Dance against gender-based violence'. In one of our dance and learning sessions we invited as a guest an Afgani girl, living in Bulgaria, and asked her to talk about the experience of her family and friends in Afghanistan after the takeover of the Taliban. We then engaged in Q and A conversation.

SEE, THINK AND WONDER

Objectives: To practice critical observation, critical thinking and inspire action or active response
Recommended time: 30 – 45 min.

Space and materials:

- a closer and more intimate/shared space;
- image(s) or motion picture/film.

Description of the tool

After preparing participants with some group building and personal awareness activities, sit them down and make sure they are fully focused and calm.

Show them an image with activities and give them time to critically look at it asking them to pay attention to what arises in their body (sensations), mind (thoughts) and emotional heart (feelings)

After 5mins, more or less depending on the side of the group, ask them three (3) questions and note down their responses/answers on a piece of manila.

1. What do you see?
2. What do you think?
3. What do you feel...? Wonder?

Because this activity is intended to inspire the participants and motivate them to take action, the next step is to ask what they would like to do about the situation. Keep them together or split them into smaller groups to then discuss steps to take action. In our case the images shown were of a polluted environment with plastic trash and after the activity, we decided as a group to take action by recycling the plastic waste (bottles) in our immediate environment and clean up by collecting the other waste with the support of a trash collecting company.

Additional remarks: it's a very recommended tool/activity for inspiring groups/people to take action, just make sure that you choose the right objects, images/film that will have a deeper impact on the participants' emotions. Feelings have a way to drive people to action!

RE-PURPOSING IT

Objectives:

- To make use of wasted material (plastic bottles) to serve another purpose (trash bins) than what it was created for initially.
- To exercise our creativity

Recommended time: 4-8 hours

Space and materials:

- Plastic bottles
- Pliers
- Copper wires
- Liquid soap
- Water

Description of the tool

After orientating the participants about the activity split them into small groups and ask them to collect plastic bottles, sort them, keep the good ones and keep away the more damaged ones as trash trash.

After cleaning the bottles with water demonstrate how to create the trash bins by showing them the technical part of cutting wire, making holes in the bottles, aligning them by size and connecting them together to create a bin shape of the desired size.

Additional remarks: Making trash bins out of plastic bottles requires some technical skills, of course they can be learned in a few hours of instruction by an experienced trainer who can guide the participants all throughout the process to make sure what is produced can be actually used.

While preparing the descriptions of the tools, you can consult the toolkit “Six Steps to Global Citizenship” and check how the description is prepared.

● DANCE YOUR ● FEELINGS ●

Objectives:

- Express (and let go of) strong feelings about a specific issue;
- Promote dance as a tool of expression, statement and healing;
- Set group dynamics of creativity and support;

Recommended time: 20-30 min.

Space and materials:

- Enough space for people to move and dance freely
- Speakers
- Instrumental, energetic music

Description of the tool

- Play some music and facilitate some warmup moves with everyone.
- After everyone is warmed up, let them know that you'll go through an experimental process together and ask them to trust and follow you.
- Start an instrumental, energetic music. Start with a group dance where everyone follows you. The dance moves should be expressive, unusual, energetic.
- Once the group gets used to the music, ask everyone to form a circle and instruct each participant to dance their feelings away. They can either do it in the circle or from their place within the circle. Encourage them to take as much time as they need and to "dance it all away".
- Once everyone has expressed themselves through dance, come back to a group dance (you can repeat the group moves from point 3).
- After a while ask everyone to go around and thank the others one by one (depending on the context and group culture, hugs can be an option as a 'thank you' sign).
- At the end, stop the music and ask if someone wants to share something about their feeling or experience. Some people might want to, others not – don't force or even encourage them to talk. For many, dancing might have been enough to express themselves.

SIX THINKING HATS

Objectives:

- Recognize different attitudes of thinking about the situations
- Experience different ways to look the same situation
- Increase his/hers problem-solving abilities regarding both personal and collective choices
- Reflect on what type of thinking could be more or less functional in a specific situation
- Be less critical/rigid about others' usual way to think.

Recommended time: 3 hours

Space and materials:

Six colored hats respectively of 1. White 2. Red 3. Black 4. Yellow 5. Green 6. Blue
(Alternatively, you can use colored cards)

Description of the tool

- The Youth Workers introduces the activity involving the participants in a confrontation about the way they think. He/she should stimulate the reference to direct experiences of participants through which to identify different attitudes of thought. In this phase the aim is to incite interest within the group about the existence of different types of thinking and about the possibility to “learn how to think efficiently”.
- The YW asks the group to collect three or four problematic situations – preferably related to their direct experiences – where they had difficulty in finding a good solution or in solving a conflict.
- The YW invites the participant to perform the first situation, giving them one of the six colored hats (if participants are more than six there will be more participants playing with the same color of the hat). The declared final goal will be to find together new solutions to the problem and/or new ways to solve the conflict.

- The YW explains how to perform the scene using different hats:

Rules of different hat = thinking type

WHITE hat: "ABSENCE of color"

Focus: Neutrality, data, numbers, facts, information.

Who wear the white hat will try to solve the problem asking questions like: What information do we have available? What information is missing? Is the information we have necessary? What are the facts? Do you think it or have you read it somewhere? Is it a fact or a probability? Is it a fact or your belief?

RED hat: "like PASSION!"

Focus: Emotions, sensations, premonitions, intuitions.

Who wear the red hat will try to solve the problem asking questions like: What does your intuition tell you about future development? What is bothering you? Why don't you tell us what bothers you? If the proposal were yours, would it seem acceptable to you? Why don't we trust each other?

BLACK hat: "as the STORM!"

Focus: Negative aspects, risks, problems.

Who wear the black hat will try to solve the problem asking questions like: Is this how it is? What risks do I take? Is that all? Are the data and facts accurate? Are they relevant? Will it work?

YELLOW hat: "like the SUN!"

Focus: Positive aspects, constructive attitudes, opportunities.

Who wear the yellow hat will try to solve the problem asking questions like: There is this situation. Couldn't we exploit it with? And what do you suggest? What are the opportunities? What's going to happen tomorrow? To achieve this, what could we do? How could we improve? What could we propose, to improve?

GREEN hat: "like GRASS"

Focus: Fertility of thought, new ideas, creativity.

Who wear the green hat will try to solve the problem asking questions like: Are there other alternatives? Could this be done in a different way? What is interesting about this idea? What does it suggest? What does this lead to? Where does it lead?

BLUE hat: "like the SKY that overlooks all" Focus: Supervision, control, direction.

- Who wear the blue hat will try to solve the problem asking questions like: What outcomes do we want to achieve? What decision do we want to make? How do we test if this is working? How do we organize ourselves? What factors do we take into consideration? Where do we start? How do we get started? Who does what? What is our scale of priorities?

- The scene is performed: the problem/situation is described in detail and participants start to confront, express their opinion, ask questions based on the hat they're wearing. This phase will last about 20 minutes.
- The YW stops the performance, shuffles the hats and assigns each participant a different color from the previous one.
- The scene continues and all participants play following the new thinking features. Also this phase will last about 20 minutes.
- Debriefing: At the end of the activity, the YW will propose to the group to sit in a circle and reflect about the experience of the activity. Have they found a good/better solution to the problem/conflict? Whether they did or not, the debriefing phase will aim to collect as many impressions, thoughts, emotions as possible in order to create a common narrative of the different aspects of the activity.
- The group is invited to deepen the experience, answering to the questions about:

Experience: Did you learn something new from this activity? How did you feel wearing (one of the colors) hat? How did you feel about changing the colour of your hat?

- Identification: Could you recognize yourself in one of the thinking hats? Have you learned something about your usual way of thinking?
- Problem-solving: How did the (one of the colors) hat contribute to the problem solving? How did the (one of the colors) hat limit the problem solving? What would have happened if the (one of the colors) hat was missing?

Additional remarks:

The choice of situation performed should be adapted to every specific target group, following the main issues that emerged in the introduction phase of the activity.

Based on time availability, the YW can choose to reduce or increase the number of scenes that will be performed.

● SELF-CARE ● ASSESSMENT ●

Objectives:

- Raise youth awareness about their strengths
- Raise their positive potential and aspiration
- Empower them to share experiences with peers

Recommended time: 30 min.

Space and materials:

- Markers or pens
- Self-care questionnaire

Description of the tool

The aim of the current activity is to raise awareness about social and mental health of young trainees. The steps are:

- Provide the Self-Care Questionnaire to your young trainees
- The Questionnaire consists of open questions only
- Before young trainees fill the answer, you have to employ a relaxation technique:

“Get in a very comfortable sitting or lying position. Make sure you are warm enough but not too warm and that you will not be interrupted by the phone, doorbells or needs of others.

Start at a spot above your head on the ceiling. Take a deep breath into a count of 8, hold it for a count of 4, let it out for a count of 8. Do that 2 more times. Now close your eyes but keep them in the same position they were in when you were staring at the spot on the ceiling.

Breathe in to a count of 8, hold for a count of 4, breathe out for a count of 8. Now focus on your toes. Let them be completely relaxed. Now move the relaxation slowly up your legs, through your heels and calves to your knees. Now let the warm feeling of relaxation move up your thighs. Feel your whole lower body relaxing. Let the relaxation move very slowly through your buttocks, lower abdomen and lower back. Now feel it moving, very slowly, up your spine and through your abdomen. Now feel the warm relaxation flowing into your chest and upper back.

Let this relaxation flow from your shoulders, down your arms, through your elbows and wrists, out through your hands and fingers. Now let the relaxation go slowly through your throat, up your neck, letting it all soften and relax. Let it now move up into your face. Fill the relaxation, fill your jaw, cheek muscles, and around your eyes. Let it move up into your forehead. Now let your whole scalp relax and feel warm and comfortable. Your body is now completely relaxed with the warm feeling of relaxation filling every muscle and cell of your body.

- Now give trainees 20 minutes to fill the questionnaire

Self-care questionnaire

- How do you feel the last few days?
- Are you getting enough sleep?
- Are you eating well?
- Are you taking care of your health?
- Do you exercise?
- When was the last time you visited the doctor?
- If you do not feel good, whom will you inform?
- Do you have activities in your life that make you feel better?
- What do you enjoy doing?
- How many friends do you have?
- When was the last time you hung out with a friend?
- Do you have good relations with your family?
- When was the last time you told someone you love that you really loved them?

BALLOON

Objectives:

- Raise the solution for a specific issue
- Discuss the obstacles and enabling factors to implement the solution

Recommended time: 1,5 hours

Space and materials:

- Large room;
- A variety of materials – plain and coloured paper, pencils, crayons, newspapers and magazines, string or rope, empty boxes, etc.

Description of the tool

- Divide the participants into small groups and tell them that they have to build a hot air balloon representing their vision of a specific issue.
- Instruct the participants that their balloons should include the following elements:

A basket representing the current situation of the issue the groups have chosen to solve;

Envelope representing the ideal situation of the issue;

Burner (stream of hot air) representing all factors enabling the balloon to fly;

Pegs and ropes, representing obstacles which hold the balloon on the ground and does not allow it to fly.

- Ask the participants to build the balloon out of different used materials: plastic bags, boxes (both paper and plastic), textiles, newspapers and magazines, etc. When all groups complete the task, invite them to show and share their thoughts in a plenary.
- Invite the participants back to their groups to think of possible solutions to deal with the obstacles they have identified (in the form of pegs and ropes). One proposed solution allows the groups to cut either one rope or take away one peg holding the balloon on the ground. Groups have to think of as many solutions as they need to take out all pegs and cut all ropes, thus enabling their balloon to fly.
- Ask the participants to present their solutions and symbolically cut ropes or remove pegs. Then discuss using the following questions:

What did you learn during the activity?

What is mostly needed to cope with the issue you have explored?

How do you see yourself in the process of coping with the issue? How can you cooperate with your peers in order to contribute to making a difference towards the issue?

SWIMMING PLAN

Objectives:

- Plan an action

Recommended time: 1 hour

Space and materials:

- Room with the possibility to sit in a circle, move and work in small groups;
- Copies of 'Activity Plan Sheet';
- Markers, pencils/pens;
- Posters.

Description of the tool

The participants have already decided what action to take previously.

- Ask the participants to visualise this action together on a piece of paper. Let them draw or write how they imagine this action and what will change when they implement it. Ask the participants to provide as many details as possible.
- Then ask the participants to think and share about plans they have made in the past – either individually or in groups (could be friends, siblings, family). Let them share what their experience was and if their plans worked.
- Ask the participants to move on one of the sides of the room. Put their visualised action on the other side of the room. Let them know that there is a swamp in-between and they can only cross it with a stable path, which consists of the activities they need to implement as a preparation for their action. Make references to some of the examples they gave from their previous experience in planning.
- Divide the participants into smaller groups and hand them the copies of the 'Activity Plan Sheet'. Each group should work on their set of steps to reach the final goal. They should leave the part 'Responsible' empty.
- .When the groups complete the task, ask them to present their work. While presenting, they need to put the steps on the floor from one to the other side of the room chronologically. In the end, there should be a couple of parallel paths connecting the participants and their goal.
- Discuss together which steps are a must and if there's anything missing. Remove repetitive steps and add more steps if needed. Finally, there should be only one path (ideally including steps from different groups). Once all activities are agreed, assign roles and responsibilities together, including people from the whole group. In the end, ask volunteers to copy the steps in a single poster or virtual document.

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PUT IN, PUT OUT

Objectives:

- To reflect on the outcomes and the impact of the action

Recommended time: 30 min.

Space and materials:

- Room with possibility to sit in a circle and move;
- Post-its;
- Poster and markers.

Description of the tool

- Draw a funnel on a poster.
- Distribute post-its to the participants and ask them to think about all the things (resources) invested in their action and all the things (results) they have achieved. Ask to note them down on different post-it each and put it above the funnel for resources or below - for results.
- In case the participants don't come up with it themselves, ask them to also include their time as a resource, including the time for research, learning and planning.
- Review the post-its, group similar or remove repetitive ones and give an overview to the group. Discuss, using the following exemplary questions:
- How do you feel about the balance between what you invested and what you achieved?
- Do you think it is possible to get better results with the same resources or the same results with fewer resources? How?
- Is 'learning' part of the results? Should it be? What else might be missing? (motivation, emotions, experience, fun)



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