



# TRAINING TOOLKIT

## FOR YOUTH WORKERS

ENABLING YOUTH WORKERS AND EDUCATORS  
TO DELIVER DIGITAL SKILLS ENHANCEMENTS  
WORKSHOPS FOR YOUNG PEOPLE

Partner organizations:



## **The Training Toolkit**

The toolkit provides instructions on how to hold a workshop for young people on selected competences and presents theory and research-based facts on the work related to digital enhancement needs, as well as ready-to-use scenarios.

The Training Toolkit was developed within the framework of the Skill IT for Youth – Integrating Digital and Future Skills into Youth Work (Skill IT/Skill IT for Youth) project.

**The Skill IT for Youth project (2018-2020)** aims to increase the quality of youth work, combining higher levels of excellence and attractiveness in services, obtained through the digitalisation of youth work, with increased opportunities for young people. The main objective of the project is to equip youth workers with skills and digital tools to enhance young people's futures in the 21st Century.

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## **Authors**

Paula Beudean, Joanna Stempel, Agnieszka Grzymkowska, Tracey Moore, Anne L'Henoret, Abdurrahim Gunaydin, Vedat Sevincer, Janice Feighery

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## **Project Title**

Skill It for Youth – Integrating Digital and Future Skills into Youth Work <https://digipathways.io/>

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**Part A:**

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# Introduction to Training Toolkit

# Chapter 1 Introduction to Skill IT project and Training Toolkit

Welcome to the Training Toolkit - your friendly guide in helping young people to better face the challenge of developing the right skills to meet the requirements of the modern job market.

The Toolkit was compiled as part of the *Skill IT for Youth – Integrating Digital and Future Skills into Youth Work* project. The aim of the project is to increase the quality, attractiveness and effectiveness of working with young people through digital tools and programmes. It is about equipping youth workers with knowledge, skills and self-confidence in the field of digital competences so that they can share these with young people and strengthen them in order to meet the challenges of the 21st century.

The training materials presented here refer to the latest research findings and in particular to skills identified in the P21 Framework for 21st Century Learning. The training toolkit was developed also based on the needs of young people in both general work competences and specifically in digital skills, identified in our qualitative research study, conducted as part of this project in each partner country (Ireland, Norway, Poland and Romania) with 4 types of respondents:

1. Youth, aged 16-24
2. Employers
3. Youth workers
4. NGOs' leaders and managers from the youth sector

The research showed that there is a gap between employers' expectations and young people's perceptions in relation to the set of skills they should possess to deal with a complex and constantly changing work environment.

## Chapter 2 General Training Methodology

### 2.1 General knowledge on competences that need to be enhanced among young people to increase their employment possibilities

Constant changes and the extremely fast development of digital technologies are the reality within which young people have to find their way today. Youth work must be ready to meet these needs. Especially given that in some places the formal education system is not able to keep up with the rapidly changing trends on the digital market. Schools should teach **the ability to search, verify, critically assess and rank the value of information**. This general competence is the foundation of all digital skills. The generation now entering the labour market was born and raised in the connected world of the Internet, so they do not know the reality in which people functioned and coped without it. This is the fundamental difference between the young generation and the generation of their teachers or parents. Young people may think that thanks to the Internet and the vast access they have in the digital area, they have a great knowledge of the world and the competences that are needed to function well in this world. However, the job market discredits this perception. Very often

it turns out that young people lack competences that are seen by employers as essential in the workplace. The role of educators is to effectively help young people acquire the right skills and knowledge. The use of digital technologies and tools is extremely useful and even necessary in today's world.

The research showed that young people use the Internet as the main source of knowledge and communication. They draw knowledge from tutorials and courses on YouTube. But at the same time there was almost no mention of online dictionaries or encyclopaedias (even Wikipedia). The websites and applications used in the school learning process mentioned by the group we surveyed present rather ready-made, reproducible solutions and young people use them on a 'copy/paste' basis. The Youth interviews and focus-groups also showed that there is room for youth organisations and youth workers to work with this; young people want to improve their digital competences, and for example in Poland schools/formal education do not provide them with such opportunity in any way. The employers we surveyed listed universal competences that a young employee should possess: responsibility, attention to detail, communication, openness to people, an adequate assessment of their own skills, as well as readiness to learn and use digital technology. The respondents pointed out that most important is the ability **to use technology to develop one's own ideas and solve problems, as well as being able to find valuable sources and information**. What is also important is the ability to present one's arguments in a concise and attractive format for which digital tools are also very useful. The respondent employers assessed that young people are poorly prepared to act in these areas.

According to the [P21's Framework for 21st Century Learning](#) (Partnership for 21st Century Learning, 2002), there are 3 key skills areas, being critical to ensure 21st century readiness for every student; **Life and Career skills,**

**Learning and Innovation skills,**

**Information, Media & Technology skills.**

P21's Frameworks for 21st Century Learning were developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work and life, as well as the support systems necessary for 21st century learning outcomes. They have been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning. It is „a unified vision for learning to ensure student success in a world where change is constant and learning never stops“.

The following Training Tools provides teaching tools for youth work practice in **7 selected competences**. The selection was based on P21's Framework and "Skill IT for Youth" research findings, referring not only to the needs of young people but also to employers' expectations. All competences mentioned in the research studies from all countries were described, using the definitions from P21 Framework. The competences belong to all 3 groups of skills: Life and Career, Learning and Innovation, Information, Media & Technology skills.

Each competence was ranked according to its relevance to young people's needs as expressed by each stakeholder (employers, NGOs, youth workers, youth) in the research. As a result, after putting together ranking from all 4 countries, we obtained the following short list of 7 competences:

### 1. Creativity & Innovation defined as:

#### Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

**Work Creatively with Others**

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

**Implement Innovations**

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

**2. Communication defined as Communicate Clearly**

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

**3. Collaboration and Teamwork defined as Collaborate with Others:**

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

**4. Productivity and Accountability defined as:****Manage Projects**

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

**Produce Results**

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

### 5. Critical Thinking and Problem Solving defined as Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use Systems Thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make Judgments and Decisions
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes
- Solve Problems
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

### 6. Information Literacy defined as: Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently
- Use and Manage Information
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### 7. Media Literacy defined as: Analyse Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviours
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

It is worth mentioning that Critical Thinking and Problem Solving was ranked the highest in all stakeholders groups and in all countries. The other competences were ranked close to each other.

In the Training Toolkit we present ideas on how to work with young people in order to enhance these 7 competences using digital tools and resources. Supporting young people in developing these competences is not anything new for experienced youth workers. Many methods have been developed and used to approach young people to equip them with knowledge, skills and attitudes needed in the environment. What we propose in this Training Toolkit is **a digital perspective on well-known competences**. We invite you to enrich your activities using tools and resources that new technology brings to the learning process. We strongly believe that blending these two factors will be beneficial for young people on the threshold of a professional career.



Apart from the workshops' scenarios, as a part of Skill IT for Youth project, we also developed the **Competence Framework for Digital Youth Work Practice**, where each competence is presented with its indicators of Knowledge, Skills, Attitude and Behaviour. This document is meant for youth workers to check which competences they may need to acquire in order to make the work with young people more effective and valuable to the new digital generation, and then assess these competences and even make plans for their own improvement. You can find this document in the project website at <https://digipathways.io/>.

## 2.2 How to approach Young People while using digital technology

It sometimes happens that youth workers shy away from using new technologies in their work. They say: "What can I teach young people?", "I am not up to date with technology", "They use digital tools more efficiently than I do". But you don't have to be a digital guru to introduce new technologies into your practice.

2.2

We have several tips that can prove useful:

### Get interested

Interest in new technologies is essential. Young people use them every day. If you work with them, you need to know what they use and how. This does not mean that you should now send Snaps to your friends (if any of them was actually able to receive them) or record TikTok videos. It is important to know what applications are popular among the age group you work with. What purpose they serve, what benefits they offer, what dangers they can bring with them. If you know that Snapchat is used to send photos or short videos, which then disappear, and the user decides who can view their photo, it will be easier for you to understand how young people use this application. You will take into account that Snapchat, thanks to its functionalities, allows young people to share their captured moments, often awkward, raw selfies. Thanks to this, young people can be more authentic, and Snapchat is becoming more and more popular among teenagers and young adults. At the same time, you can draw attention to the dangers that this platform brings with it. Often the photos sent via this application are more daring and bold and would not appear on Instagram or Facebook. This knowledge gives you a strong foundation for working with young people. But first of all, you need to gain this knowledge, be interested in what young people are using and observe the changing trends.

### Learn from the young people

To keep up to date, it is best to learn from young people. Don't be afraid to ask what applications teenagers now use, or how they work. Young people are usually happy to share their knowledge. By being open to new knowledge and learning from young people you can only gain. Being seen as an expert in a certain field, and having an opportunity to share one's knowledge is for young people a sign of appreciation and acknowledgment, and has a positive impact on their self-confidence and belief in their abilities. Such an attitude may also have a positive influence on building your authority. Young people may perceive you as someone who is open to new knowledge, interested in their lives and not afraid to admit that they do not know something.

### Don't be afraid

Don't be afraid to talk to young people about how they use the Internet and new technologies, but also use the opportunities offered by digital tools with courage. Experiment. Introduce new technologies into your youth work practice and observe how they influence the learning process. Ask your workshop participants

about their feelings and impressions. Make changes. Try new things, make mistakes and draw conclusions from them. You don't have to be an IT expert to use digital tools in your work. The applications you'll be using cannot be damaged.

### **Share your knowledge and skills**

It is true that young people are able to use technology fluently and have an intuitive understanding of how to use applications. However, studies show that the use of the Internet by teenagers is very limited. They mainly use it for entertainment: listening to music, watching movies or for communication. They know that they can find the information they need on the Internet. However, their competences are frequently limited to typing a query in the search engine window. It is already difficult for some of them to decide what phrase they should enter to find the desired content. The same applies to the selection of information and the assessment of the credibility of the content. Young people need a guide to the digital world, someone who will show them valuable online places they can learn from, as well as teach them how to deal with the deluge of information and to be critical of the content found online.

Also, our research proved that the development of digital competences can be a field of mutual exchange of experiences between young people and educators. Youth workers do a great job in helping young people to secure their privacy, make them aware of the consequences of online behaviours, and show them the wider context. At the same time, they benefit from the knowledge of young people, learn new tools from them and then show how to use them more widely or to how to solve a problem using technology.

### **Prepare**

Still, in order to incorporate the digital approach into youth work, it is necessary to be prepared. Think about what tools you want to use during a workshop - what will help you achieve your goals and enrich the learning process? Check the functionality of selected tools and how they work before your session, test them with other youth workers or friends to know how to use them and how to give instructions. In addition, you can always use instructions or tutorials for the tool, which you can easily find on the Internet.

We believe that these tips will give you the willingness to integrate new technologies into your work with young people and remove any concerns you may have. You really do have something to share with young people.

## **2.3 Use of digital tools in youth work**

Although the goal of youth work is still the same - we want to prepare young people for adulthood, to be able to live in the environment and to cope with it - the conditions in which we operate and the world around us are constantly changing. Youth work must keep up with, and adapt to these changes. Nowadays, when technology is developing very fast and information systems are present in every aspect of our lives, it is essential to include digital tools in youth work.

It is important to remember that the use of digital tools is intended to support the process of learning and competence-building. It is not about using mobile devices at every step just to make our workshops modern and contemporary. Meaningful use of technology in the learning process enables us to achieve our educational goals faster and more effectively. When introducing new technologies to the sessions, it is worth asking yourself certain questions: what added value does using a given tool bring? What will the participants gain

from the use of this technology? After all, we don't want our participants to just say: "It was fun because we used smartphones". Our task is to prepare young people to enter the job market, to shape the necessary competences based on the use of new technologies.

Sometimes the lack of adequate equipment or access to such equipment can be an obstacle to the introduction of new technologies in the world of youth work. Today, however, we use smartphones more often than laptops or desktops. It is worth taking advantage of the fact that each of us has a device with access to the Internet in their pocket. The Bring Your Own Device (BYOD) approach postulates the use of personal devices during workshops and activities. Consequently, we do not have to worry about raising funds for the purchase of the right equipment. We can take advantage of the opportunities offered by the fact that the majority of participants in our workshops have smartphones, and use them to incorporate new technologies into our projects.

The same applies to software. The Internet is full of great educational resources that we can use free of charge. More and more often it is possible to use tools without having to create an account and log in. Digital tools for learning are intuitive and easy to use.

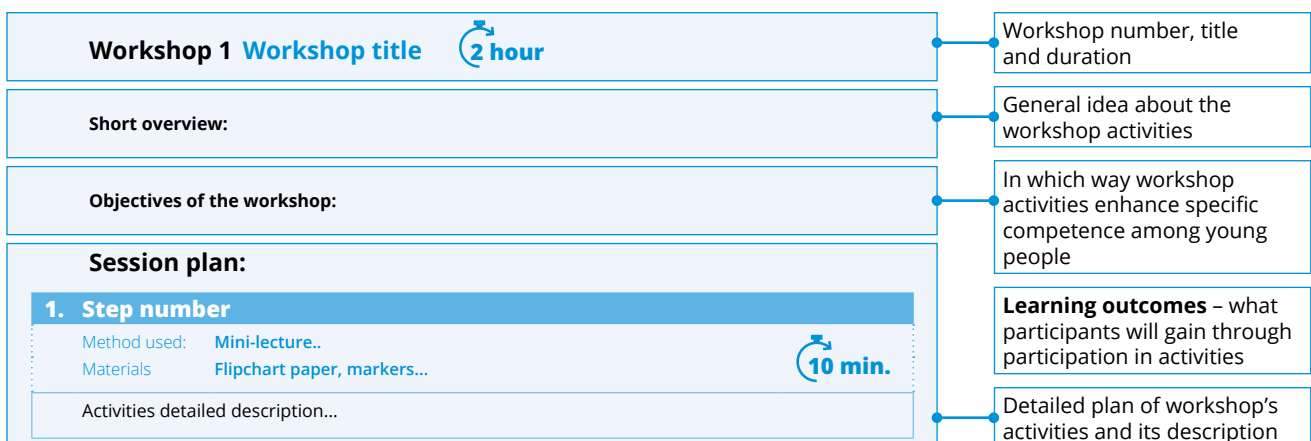
## 2.4 How to use this training toolkit

In this toolkit, we have collected scenarios of workshops for young people aged 16-24. Each chapter corresponds to one of the seven competences selected on the basis of research conducted within the Skill IT for Youth project. It contains a theoretical introduction and briefly discusses the competence and the possible use of new technologies in developing it in young people. You will find important theoretical references, useful models and methods and the current needs of the job market. If you need to dig deeper into the topic, try something from the proposed further reading list.

In the second part of each competence's chapter, 3 to 5 scenarios are offered for use in youth work. Each chapter is colour-coded differently, so you can easily find if there is a need to go to the certain competence quickly.

The scenario structure was designed in a way to help you understand the learning process and to prepare in advance to ensure a smooth experience for both you and your young people.

### The structure of every workshop scenarios contains:



In each scenario you will find all the information needed: how to start a workshop, how to instruct participants on specific work, how to split the group in teams, how to follow-up and reflect on the work done, how much time to spend on each activity, how to sum up and end a workshop.

The scenarios offered are ready to use right away with groups of young people you work with. The structure of each workshop gives you a detailed plan of activities that you can just follow as it is.

## 2.5 How to organize a workshop

Most activities proposed in the scenarios are based on the Kolb's experiential learning cycle. In this approach the starting point is the concrete experience, followed by a reflective observation on the new experience, which leads to the creation of abstract conceptualization, resulting from what the person has learnt. The last stage is active experimentation, during which the learner applies the newly acquired knowledge. The classes offered take place in the form of workshops with the use of active methods. The workshop scenarios are based on non-formal learning principles however all scenarios can be also used by educators in formal educational settings. Scenarios can be used as a whole or in selected parts. If you are an experienced youth worker, we encourage you to combine, shorten and adapt the scenarios to your needs. If you are new to working with young people, we recommend that you conduct a workshop based on the whole scenario.

When organizing a workshop, you have to choose what methods to use in involving your participants, basically what method you choose for helping participants to learn. There are different methods, and some of them are used also in the scenarios we prepared in this training toolkit, such as mini-lecture, individual/group work, open discussion, reflection, games, role-playing, etc. These methods should be chosen and designed based on the learning objectives of your workshop but also based on your experience of working with groups. Be aware that some methods are more risky than others, and might cause you problems, like losing control of the group, losing the workshop focus, taking more time than planned or generating conflicts among participants. From our experience in working with groups, mostly with young people and young adults, if we are to put the methods on a scale, from the less risky ones to the most risky ones, this would be our list: lectures, interactive presentations, directed discussions, open discussions, group work, games, role playing and experiments. If you are a beginner in conducting workshops, we recommend you to use less role playing or experiments, until you have more confidence in your experience and your knowledge of the particular group you are working with.

If you work with a group of young people who do not yet know each other, it will be important to add exercises to get to know each other at the beginning of the activity. If you see that the group's energy is decreasing, add an energizer. If the energy is high and it makes it difficult to conduct a workshop, do a concentration exercise. Adapt the scenarios to your needs and the needs of the group.

Conducting workshops based on the proposed scenarios requires good preparation. First of all, you need to get acquainted with the chosen methodology or approach, e.g. Design Thinking, in order to be able to guide the participants through the whole process. Secondly, the workshops have been prepared in English. If you are not working with an international group, it will be important to search for appropriate materials in the participants' mother tongue or to make sure that the language does not hinder full participation in the activities and does not adversely affect the learning process. Thirdly, you should take the time to get acquainted

with the proposed digital tools, get familiar with how they work, test them on yourself and prepare them for work before the workshop. Sometimes it will require setting up an account in the suggested portal, sometimes downloading a programme or application.

Each workshop is designed to enhance a specific competence among young people and at the same time to use various digital tools for this purpose. When introducing a new digital tool to young people there are different ways to do so. You can either let them experiment with a tool and learn how to use it in an intuitive way or you can give them instructions and guide them through all functionalities. This choice should be made taking into consideration the learning objectives, the time you spend discovering a tool, and your target group.

The scenarios have been developed for young people aged 16-24, but the ideas and methods they contain can also be used in working with other age groups.



## **Part B:**

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**Key Competences  
in theory and  
practice  
– how to teach  
effectively with  
the help of digital  
technology**

## Chapter 3 Creativity & Innovation

### 3.1 Theoretical Introduction – Theory Behind the Scenarios

This chapter includes workshop scenarios aiming at developing young people's 'Creativity and Innovation' competence, as defined by [P21's Framework for 21st Century Learning](#) (Partnership for 21st Century Learning, 2002). The workshops were designed so that all the Creativity and Innovation competence areas from the P21 framework are covered, and young people could acquire new knowledge and develop new specific skills, enhancing their creativity and innovation. Here are the competence areas you should get familiar with as they are relevant throughout the workshop scenarios, which you will conduct:

- Think creatively
  - Use a wide range of idea creation techniques (such as brainstorming);
  - Create new and worthwhile ideas (both incremental and radical concepts);
  - Elaborate, refine, analyse and evaluate their own ideas in order to improve and maximize creative efforts.
- Work creatively with others
  - Develop, implement and communicate new ideas to others effectively;
  - Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work;
  - Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas;
  - View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
- Implement innovations
  - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

As the Skill IT for Youth Training Toolkit also aims at developing the digital skills of young people, almost every scenario includes a digital component, from using a specific app or software, to using digital devices, such as smartphones, tablets, laptops or digital cameras.

In the following sections, to help you deliver the workshops, we will also present some basic knowledge and information on specific topics used in the scenarios, such as creativity myths, creativity principles, and the concepts of intelligent fast failure, design thinking, etc. What we present should be enough for you to deliver any of the workshops immediately, but we can imagine that you are a curious youth worker. For that reason, we also included some additional resources from which you can learn more about the topics.

#### Basics on creativity

There are many definitions for creativity. Last time we checked, there were over two billion results when searching the definition online. However, usually, creativity is understood as the use of our brain capabilities to create something new. If you listen to [Rex Jung](#), a neuropsychologist studying creativity, or other science

people or academia, you will learn that creativity is not only about creating something new or coming up with a new idea, but this has to be also useful in a societal context. And when you put creativity into practice, to solve a problem or respond to people's needs, in a way that was not tried before - this is called innovation.

When you work with young people and you try to enhance their creativity, usually you face these two myths they have about creativity:

- Only some people are creative;
- Only some ideas are creative.

Through the workshop scenarios, we propose in this Training Toolkit you will help young people to go over these myths and learn that everyone is creative in his/her own style, and that not only disruptive, revolutionary ideas are creative. Through this Training Toolkit we promote and support the creative diversity model presented by Penn State professors, in their Coursera course - [Creativity, Innovation and Change](#). The model is built on the following **four principles**:

### 1. Everyone is creative

Not only artists or designers or architects are creative, engineers are also creative. New ideas with a societal use are coming up in the mind of everyone, every day. There are not such things like exclusive creative sectors.

### 2. We are not all creative in the same way

No surprise. We are not all the same, so we also have different ways of being creative, and this diversity is given by the variables presented in the following principle.

### 3. Our creative diversity is described using four variables:

#### a. Creative level

The creative level is given by the amount of skills, knowledge and experience we accumulate. More knowledge, more experience and more skills make us more creative... of course, ideas do not come from nowhere, but from all these things we gain through learning experiences.

#### b. Creative style (adaption versus innovation continuum; more or less structured thinking)

Everyone possesses creative force, but this varies in the style of expression of this creativity. There is a continuum (see [Kirton's KAI model](#)), ranging from a largely adaptive to a strongly innovative creativity style. The people who have a more adaptive style focus more on making good ideas better, developing them in the existing framework. Those who are at the innovative end tend to redefine problems and establish new frameworks of operation. Usually, the innovative people come up with many ideas, while the adaptive people will improve them and make them work.

#### c. Motive

The more we like something, the more creative we will be. It is all about the energy we have around the things we like to do, we need to do or we have to do.

#### d. Opportunity (how we accept or reject opportunities)

Then, creativity it is also about how we respond to opportunities. We use creativity and enhance creativity and come up with new ideas when we accept opportunities or challenges.

### 4. There is no combination of all those four variables that is ideal all the time. What could we add to this? The model is diverse and so are we.



Through the workshops on creativity and innovation, young people will also learn about the principles of creativity, in order to improve their process of generating new ideas with a purpose. Here we summarize the principles presented by Mobilisation Lab in their Campaign Accelerator (Create chapter):

- Quantity is a condition for quality
- For obtaining better ideas, we need to generate more and more ideas.
- Build on each other's ideas
- Collaborative work is recommended in the idea generating process, as we have such diverse creativity on that creative style continuum.
- Think big/encourage wild ideas
- We should try to get out of the "frameworks", and think of impossible things.
- Postpone critical thinking and judgment
- The idea-generation moment is not the moment to judge those ideas. At that moment, we need more and more ideas.
- Listen to other people's ideas
- Everyone should contribute, and then we all benefit from the creative diversity.
- Get all your ideas out
- Let all ideas to come out, even when they sound stupid. That stupid thought might trigger or lead to the next big idea.
- Be visual — use your entire brain
- We should use in the process also visual tools, like drawing - these tools will activate other parts of our brains, so more ideas will come out and these will be more diverse.

If you want to learn more about creativity and the use of creativity for innovation, we recommend to take the PennState Coursera course on [Creativity, Innovation and Change: https://www.coursera.org/learn/creativity-innovation](https://www.coursera.org/learn/creativity-innovation).

Also, listen to this wonderful interview with Rex Jung, the neuropsychologist who studies creativity in people, from the neuroscience point of view: <https://onbeing.org/programs/rex-jung-creativity-and-the-everyday-brain/>.

Finally, you could also read this book: *Creative Confidence*, by Tom and David Kelley, <https://www.creative-confidence.com/>.

## Intelligent fast failure for innovation

Jack Matson, the author of the book [Innovate or Die](#), set out the philosophy of intelligent fast failure. First he observed his students, then entrepreneurs, and he realized that the innovation process involved an incredible number of failures. But each failure becomes a learning experiment, and it provides knowledge that can quickly result in new ideas. So, failures are knowledge building blocks in fully understanding how to succeed and to innovate. Each element of the concept is explained by Matson (1992, p. 35) as follows:

- "Intelligent" means that when you take a risk you want to learn as much as possible about what happened and why it happened, by gathering feedback. "Intelligent" also means the risk is attempted in such a way that not many resources (time and money) are lost if it fails.
- "Fast" means that risk is accelerated so that you know what happened quickly.

- “Failure” means that you should not expect most plans to work out. Most will, in fact, fail; but it is through the process of failure that you acquire the knowledge of the partial truths which will enable you to develop successful risks.

In other words, creative breakthroughs are based on a foundation of knowledge acquisition, acquisition that is done through failures (experiments), as necessary components of the learning process.

Do you want to learn more about intelligent fast failure philosophy? We recommend reading Jack Matson’s book - *Innovate or Die* (1996): <https://www.amazon.com/Innovate-Die-Jack-Matson-ebook/dp/B00EPKSATO>;

or this article that summarizes the philosophy of intelligent fast failure: S. Tahirsylaj, “Stimulating creativity and innovation through Intelligent Fast Failure”, in *Thinking Skills and Creativity*, 7 (2012), pp. 265–270;

or read this book, that we also quoted here, written by the same Jack Matson in 1992: *The art of innovation: Using intelligent fast failure*.

## Introduction to design thinking

Design thinking is a widely used problem-solving process, mainly for generating innovative services and products. It is a method used more and more in the work environment of many companies, and even of NGOs recently, with which young people should get familiar for their future jobs. The method is used to brainstorm solutions of any kind of problems, such as improving work processes, making work more efficient, creating new products or services, better understanding team members or clients, etc. Companies started to train their managers and employees in design thinking, valuing its incredible power of discovering latent needs of clients, but also staff, and its huge potential for innovation. Read more about how design thinking reshapes the working environment, with concrete examples, here: [Design thinking rethinks the workspace](#).

Design thinking is an extremely human-oriented process that helps us to unblock ourselves from the self-imposed constraints we work within, to challenge our assumptions, to redefine problems, and to identify alternative strategies, which might not be instantly obvious. It is focused on solving problems, but what makes this process more special than other problem-solving processes is the focus on the “users”, on those for whom you want to re-design experiences as users, customers, clients, beneficiaries, etc.

The process includes five steps: empathize, define, ideate, prototype, test. Let’s present them one by one:

The main objective of the **empathize** step is to discover the needs of the users (we will call them like that, no matter if we refer to clients, customers, beneficiaries, anyone we want to serve by designing or re-designing their experience). To really empathize it is not enough only to ask people: what is your need? Sometimes they really do not know, or they cannot express it in the best way. There are certain methods used for empathy:

- Search for insights in the people’s stories about their experience, that you want to better understand;
- Observe people, go where they live, work or play; observe what they do or do not do, what they say or do not say;
- Finally, understand people at the following three levels: functional (try out what the people regularly experience), cognitive (understand what makes sense to the people) and emotional (understand what people feel).

Once all the data is collected, and the users are really understood, then we are ready to **define** their problem. This means to unpack and synthesize our empathy findings into compelling needs and insights, and scope a specific and meaningful challenge. Why do we do that? Our goal is to come up with an actionable problem statement, a challenge that will bring specific focus in the idea generation process. In other words, we need to select the direction from which we will address a specific problem we identified, while adding to this perspective any valuable insight we acquired through the empathize step.

In the **ideate** step, our aim is to generate radical design alternatives to the users' experience. We will need to generate a large quantity of ideas, and very diverse, as we have seen when we talked about the creativity principles. Following the same principles, it is very important that in this step we keep the task of generating ideas separated from the task of evaluating ideas. The ideation process happens through complex or simple brainstorming, bodystorming or visual thinking techniques.

To **prototype** means to think with our hands, and any prototype should be cheap, fast and rough. A prototype can be anything that takes a physical form – be it a wall of post-it notes, a role-playing activity, a space, an object, an interface, an acting out, a customer journey or even a storyboard. When we prototype we go back to our users to empathize again, observe and understand how they use the prototype; but also to explore, to test and get inspiration.

In the final step - **test**, it is our chance to get feedback on the solutions we found to the users' problem. And we will use this feedback to refine the solution, but also to continue learning about our users. The testing should be done with a "low-resolution" product/service that should be piloted by our users. Only after we empathize again, we can go back to the process and create the final, the re-designed experience.

Here are our final thoughts on design thinking:

- Keep in mind that this is and should be an iterative process;
- When we empathize, we need to adopt the beginner mindset - we do not know anything about users, we need to leave behind any assumptions we have about the users and their problems;
- We need to involve the users in the creation process, they will co-design the experience with us, being involved in most of the steps;
- This is a process that very much builds on the power of visual thinking and storytelling techniques that activate different parts of our brain, and move us or our users into action.

Different steps or aspects of design thinking appear not only in the workshop scenarios in this chapter, but also in other chapters, as this process can support the development of multiple essential skills for young people. We consider that young people should learn about this process, firstly as a problem-solving process, but also that they should adopt this as a mindset, a meta-competence.

In summarizing the design thinking process, we used the free resources developed by the Institute of Design at Stanford, which we also recommend to you for learning more about the process:

- Institute of Design at Stanford, An Introduction to Design Thinking - Process Guide: <https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf>;
- Institute of Design at Stanford, Design Thinking Bootleg, [https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/5b19b2f2aa4a99e99b26b6bb/1528410876119/dschool\\_bootleg\\_deck\\_2018\\_final\\_sm+%28%29.pdf](https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/5b19b2f2aa4a99e99b26b6bb/1528410876119/dschool_bootleg_deck_2018_final_sm+%28%29.pdf).

Also, for a more in depth knowledge on design thinking, we recommend you to consult these two books:

- Tim Brown, *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*, 2009, available at <https://www.amazon.com/Change-Design-Transforms-Organizations-Innovation/dp/0061766089>;
- IDEO.org, *The Field Guide to Human-Centered Design*, 2015, available at [https://www.amazon.com/Field-Guide-Human-Centered-Design/dp/0991406311/ref=sr\\_1\\_2?keywords=tom+kelly&qid=1557228996&s=books&sr=1-2](https://www.amazon.com/Field-Guide-Human-Centered-Design/dp/0991406311/ref=sr_1_2?keywords=tom+kelly&qid=1557228996&s=books&sr=1-2).

If you want to check an applied design thinking process for developing advocacy campaigns, we also recommend you to find inspiration in the *Campaign Accelerator* resources developed by Mobilisation Lab, based on the field experience of Greenpeace: <https://mobilisationlab.org/campaign-accelerator/campaign-accelerator-resources/>.

## 3.2 Workshop scenarios for Creativity and Innovation

### Workshop 1 Taking a creativity trip

#### Short overview:

The workshop will introduce the participants to the basics of creativity – learning about creativity myths, creativity level, creativity styles and creativity principles. Also, participants will practise some of the creativity principles through idea creation techniques and a digital content creation tool. The participants will also self-assess their creative style, using a Google sharing office suite tool – Google Form, learning more about themselves, but also about the group they are part of.

#### Objectives of the workshop:

- To learn how creativity works (understand the creativity level and creativity styles);
- To learn about creativity principles that help us to create new and worthwhile ideas;
- To be able to use some idea creation techniques.

#### Session plan:

1.

Method used: **Mini-lecture**  
Materials: **Flipchart paper, Markers**



Present the participants a short introduction to the myths of creativity and the definition of creativity (see the theory from this chapter).

3.2

## 2.

Method used: **Individual work**  
**Open discussions**  
**Mini-lecture**

 **25 min.**

Materials: **Colored papers (A4 - with a 5X3 square grid) - one for each participant**  
**Pens/crayons - at least one for each participant**  
**Flipchart paper with the rules of the exercise**  
**Flipchart paper and markers or video-projector and laptop, if you choose to make a digital presentation of the theory**

Each participant receives a colored A4 paper (with a 5X3 square grid on it) and access to pens and crayons;

Ask them “to fill the grid with unique apples” and read them the following rules, written down on a flipchart paper:

- Each apple has to be unique
- Start from top left and end at bottom right of the grid
- In silence!

They have eight minutes to fill the grid. At the end, the participants present and share thoughts on their grids (not all of them have to do it).

Questions you might ask:

- How many apples they manage to create?
- How does the last idea compare to the first idea they had?

Connect their answers to the principle of “quantity is a condition of quality” in the idea creation process. Conclude the exercise presenting the creativity principles (see the theory from this chapter).

3.2

## 3.

Method used: **Group work**  
**Open discussions**

 **40 min.**

Materials: **One tablet or one phone for each group**  
**[Texting story](#) - app to be used**  
**Video-projector & laptop to watch the videos created by the teams**  
**A social media channel group where the teams can share the content they developed**

Tell the participants that now they will practise the creativity principle of “Build on each other’s ideas”. Split the group into teams of a maximum of 4 people, and ask them to download on one of the team members’ phones/tablets the app “[Texting Story](#)”. They will use the app to create a common story that starts with “We are going on a trip...”.

### Rules of the game:

- They choose the name of the two characters from the “Texting Story” conversation, who go on a trip.
- One person starts the story/the conversation and writes down the story in the app (while saying the story out loud for the team);
- After 30 seconds of writing, the person passes the phone to the next team member that resumes the story with “yes, and...” and continues for 30 seconds the story;

- Each team has to take five rounds to develop the common story;
- Participants should think of stories that are not offensive, intolerant, aggressive in any way. Make them aware of the consequences of extreme and cultural or gender insensitive stories.
- At the end, the story is saved as a video and shared on the common social media channel group created for the workshop.

The whole group watches the videos developed, and then reflects on the exercise - what they learned, what was useful, what was challenging, what they think about the final stories they created together, etc.

Conclude the exercise by asking the group what other creativity principles they involved in the exercise.

#### 4.

Method used: **Mini-lecture**  
**Individual work**

 **30 min.**

Materials: **Flipchart paper**  
**Markers or Video-projector and laptop, if you choose to make a digital presentation of the theory**  
**A google form for self-assessment of the creative style**  
**Phones/tablets to be used by participants for self-assessment**  
**Video-projector & laptop to show the final results of the group on creative styles**

Remarks: **For the Google Form, use [Kirton's KAI model](#), as presented in the summary Table 1: *Creative Style Descriptions based on Kirton's Adaption-Innovation Framework*. Create multiple choice grid questions, and on one end of the grid use the descriptions of More Adaptive style, and on the other end use the descriptions of More Innovative style. The participants will have to choose the answer that fits them best for each of the seven aspects of the style: concern for paradigm/structure; importance to organization; continuous improvement and problem solving; change management; communication; teams/team building; and as viewed by others.**  
**Here is a Google Form you could copy and then use for your group: [Creative Style Form](#).**

Present the theory on creativity level and creativity style (see the theory from this chapter).

Using a Google Form you developed in the preparation phase of the workshop, participants self-assess themselves, discovering their creative style; also, using the sharing option of Google Form they can see what creative styles are there in the group of the workshop. The Google Form automatic report can show you only info about the group, but not for each individual.

#### 5.

Method used: **Open discussions**

 **10 min.**

Follow-up discussion:

Reflect with the participants on what they learned throughout the session and how they plan to use what they learnt or practised.

## Workshop 2 What party should we have? 1.5 hours

### Short overview:

The workshop will support the participants to gain awareness on and practise to develop new ideas in group, to incorporate group input into work, to respond to specific limits in the ideation process, and to analyse and evaluate own ideas. The participants will also learn how to use some specific digital tools for collaborative ideas generation and for evaluating and selecting ideas.

### Objectives of the workshop:

- To understand how world limits (real or perceived) affect the idea generation process and our originality and inventiveness;
- To practise to incorporate group input and feedback into common work;
- To practise to develop and communicate new ideas to others effectively;
- To be able to analyze and evaluate own ideas;
- To be able to use some digital technologies for generating collaborative ideas and for making common decisions.

### Session plan:

1.

Method used: **Group work**

Materials: **Phones/tablets (at least one per team)**

[Evernote app](#) and [Evernote template for organizing a party](#)

 **20 min.**

Split the group into teams of 4-5 people, and tell them that each team has to plan a party for the coming weekend with a budget of 100 Euro. They have just passed an important exam and they want to celebrate it with their friends.

For planning the party they have to use [Evernote app](#) and the [Evernote template for organizing a party](#). They will add their ideas there, in the app.

2.

Method used: **Group work**

**Presentations**

Materials: **Phones/tablets (at least one per team)**

[Evernote app](#) and [Evernote template for organizing a party](#)

 **30 min.**

Announce the teams that there is a prize of 1 million Euro for them. They should rethink their party for using the 1 million Euro, as the budget for the party, which is planned in three months from now. The best party receives the 1 million Euro to make it happen.

They should plan the new party using the same [Evernote app](#) and the [template for organizing a party](#).

At the end, one member of the team has to present and pitch their party idea in the big group.

3.2

### 3.

Method used: **Individual work**

Materials: **Phones/tablets**

**Tricider** for creating the party “tricism” and for supporting and voting for the party ideas and the arguments  
**Video-projector and laptop** to show the tricision and the voting moment to the whole group

 **10 min.**

The participants have to decide which party should be organized and received the 1 million Euro budget. For that they will use [Tricider](#).

You create the “tricism” (the question to ask - for instance, *What party should receive the 1 million Euro and why?*). Each participant answers to your question, in forum on Tricider. They need to add the party number and the main argument why that party should be the winner.

Finally, the arguments and the parties are voted by the participants.

### 4.

Method used: **Open discussions**

Materials: **Flipchart paper, markers**

 **20 min.**

Discuss with the whole group the criteria the participants used for selecting one idea, make a list of criteria and write them down on a flipchart paper.

Choose then with the group the most relevant criteria for selecting the party, having in mind the final “users” (the participants to the party - their friends).

Ask questions such as: *What ideas will they try out? Will they change their votes? How could they prototype the ideas before going and spending 1 million Euro on a party that friends might not like? How can they make sure their party will be valued for sure?*

### 5.

Method used: **Mini-lecture**

Materials: **Flipchart paper, markers.**

**Video-projector and laptop, if you choose to make a digital presentation of the theory**

 **5 min.**

Present short theory on ideas evaluation and selection, and on the principle of “think big” in the innovation process.

### 6.

Method used: **Open discussions**

 **5 min.**

Reflect with the participants on what they learned throughout the session and how they plan to use what they learnt or practised.



## Workshop 3 Learn to fail, learn from failures

 1 - 1.5 hours

### Short overview:

The workshop will teach participants to discover and understand the concept of Intelligent Fast Failure through practical exercises, and to become aware of the importance of failures and of learning fast from experiments. The participants will also learn how the concept helps in the innovation process, in developing better and better ideas. In the learning process, the participants will use a digital design tool, simple to use in any context, for developing professional or personal digital content.

### Objectives of the workshop:

- To understand the concept of Intelligent Fast Failure and how this concept is used in the innovation process;
- To be able to generate learning from failures and overcome and understand the fear of failure.

### Session plan:

1.

Method used: **Group work**

Materials: **Spaghetti (20 spaghetti sticks and paper tape)**

Remarks: **You could add marshmallows to the building materials**

 **30 min.**

Split the group into teams of 4-5 people. Each team receives 20 spaghetti sticks and one paper tape. Instruct the teams to use the spaghetti and the paper tape to build the tallest structure. They have 18 minutes for this challenge.

While the teams work, observe how they work (do they have a strategy?, do they go directly into building?, how many times they try to build the structure?, how many ideas they try out?, etc.).

Once the time is up, reflect together with the teams on the process - what strategy they had, if they had one, how many ideas they had, how they tried out the ideas, how many times they built the structure, etc.

\*The exercise is adapted from [Tom Wujec - Spaghetti Challenge](#)

2.

Method used: **Mini-lecture**

Materials: **Flipchart paper  
Markers or**

**Video-projector and laptop, if you choose to make a digital presentation of the theory**

 **10 min.**

Present the theory on *Intelligent Fast Failure* (see the theory part from this chapter).

3.2

### 3.

Method used: **Individual work**  
**Presentations**

 **40 min.**

Materials: **Phones/tablets**  
[Canva app](#)

**Video-projector and laptop for the presentations of the failures resume**

Remarks: **In this exercise you play a very important role in keeping up the morale of the young people. Make sure that when the young people choose their failures, they focus on the lessons learned from those experiences, and not on the failures. When presenting, ask them to insist on these lessons learned. Keep in mind they need to experience the “learning from failure” concept.**

Ask each participant to download on their phone/tablet [Canva app](#).

Then, tell them that they have to use the app to build their resume of failures. They need to identify at least three big failures in their lives and put them as relevant experiences in the resume. Then, they also need to add for each experience, the lessons they have learnt from the failures, as “skills developed”. They will use resume templates from Canva or they can create something from scratch.

The participants who want to share their failure resumes with the group, they will share their final Canva contents (.png or .pdf) on the common social media group created for the workshop.

Ask the participants to share why they chose those failures and how those failures and lessons learnt helped them in life.

### 4.

Method used: **Open discussions**

 **10 min.**

Reflect with the participants on what they learned throughout the session and how they plan to use what they learnt or practised: how they plan to use the concept of intelligent fast failure in their work, mainly in innovation processes.

3.2

## Workshop 4 **Prototype your story!** **3.5 - 4 hours**

### Short overview:

The workshop will support the young people to learn how to act on their creative ideas and put them into practice, using the design thinking process. They will gain knowledge on the main steps and principles of the design thinking process, while experiencing the prototyping phase through a practical exercise. The workshop will also allow the participants to use and learn prototyping tools, such as storyboard and story-map, and digital tools for developing mobile videos or animations.

### Objectives of the workshop:

- To learn how to act on the creative ideas and put them into practice;
- To learn about the design thinking process and how it is used to respond to different users' needs through valuable products and services, that make sense for the users;
- To understand the value of prototyping in the implementation and the innovation process;
- To be able to use prototyping techniques and tools, such as storyboard and story-map.

## Session plan:

1.

Method used: **Open discussions**

 **5 min.**

Ask participants how they usually decide on the stories/messages they use in their personal/professional social media campaigns. Tell them that during the workshop they will learn to use design thinking process in prototyping their messages before launching any communication campaign.

2.

Method used: **Mini-lecture**

Materials: **Flipchart paper, markers or Video-projector and laptop, if you choose to make a digital presentation of the theory**

 **15 min.**

Present the design thinking steps and the use of design thinking in innovation. Present them the steps of the design thinking and the basic principles (see the theory available in this chapter). Tell the participants that during the workshop they will experience the *prototyping step* of the process.

3.

Method used: **Group work**

Materials: **Story-maps - printed or online template/form Pens/crayons**

 **30 min.**

Split the group into teams (3-4 people), and give each team one of the problems/"bad behaviors" you selected, such as a high number of people refusing to recycle; high number of homeless people on the streets; increasing discriminatory speeches/undignified stereotypes about young people with migrant/refugee backgrounds; high number of young people dropping out of school; high number of young people addicted to drugs or gambling, etc.

Express the problems from a clear point of view (see the PoV structure from the design thinking theory available in this chapter).

Give each team three printed *Story-maps* (or give them access to an online form for the Story-Map, such as Google Form), and ask each team to develop three different stories they could use to: educate young people about the problem or to motivate/move them into action to solve the problem or change the behavior of the audience.

4.

Method used: **Mini-lecture and group discussions**

 **30 min.**

Pair the teams and ask them to present to each other the three stories they developed. Each team should ask the other team questions about the stories and provide feedback and relevant input, imagining they are the real audience of that message. Based on the questions, feedback and input received from the "audience" (the other team), each team selects one of the stories they want to further develop.

3.2

5.

Method used: **Group work**  
 Materials: **Storyboards**  
**Pens/crayons**

 **20 min.**

Give each team a printed *Storyboard* and ask them to develop now the story they chose from the three ideas they received feedback on. They should think that at the end they would make their story into a three-minute video or animation.

6.

Method used: **Presentation and group discussions**

 **20 min.**

Once they have finished, the teams go back in the pair of teams and presents their new ideas and receive again feedback and inputs. The teams ask questions from their users, learning to further develop their stories (develop dialogue, slogans, etc.).

7.

Method used: **Group work**  
 Materials: **Storyboards, pens/crayons**  
**Phone for mobile filming or stop motion movies**  
**Materials for animation movies, such as clay, colored paper, scissors, glue, sticks, pens, crayons, etc.**  
 Apps that can be used:  
[FilmoraGo](#) (for mobile filming)  
[Stop Motion Studio](#) (for animations)

 **60 min.**

The teams refine their stories and develop the three-minute movies/animations.

8.

Method used: **Presentations**  
 Materials: **Video-projector, laptop**

 **20 min.**

The teams share their videos/animations in the common social media group created for the workshop, and a common watching session is organized.

9.

Method used: **Open discussions**

 **10 min.**

Conclude the session reflecting with the participants on the process of prototyping: where they started, how the story changed in the process, why it changed, what they appreciated or disliked when receiving feedback and inputs from the “audience”, how and why the prototyping process could be useful in developing messages for their campaigns, and how they would prototype their messages before starting a real campaign.

## Annexes for Workshop **Prototype your story!**

### Story-map

Before going into developing the story and collecting your information, answer first to the following questions:

#### 1. Why are you telling the story?

#### 2. Who is your audience?

#### 3. What do you want people to remember? What do you want your audience to do after hearing/ watching/reading the story?

#### 4. What is the format of your final story? A video, a text for your website, a post on Facebook, a poster, a case study in a brochure, a success story for your grant proposal, etc.?

### The map of your story

<b>Main character / the hero</b>	<b>Setting / places / tone &amp; other characters</b>	
<b>Problem / challenge</b>	<b>Solution / resolution</b>	
<b>Beginning</b> setting, characters, introduce the main conflict / problem (explain the problem you want to solve)	<b>Middle</b> tension increases, it ends with the most tensioned moment of the story, the biggest challenge of the hero (the major crisis)	<b>End</b> the main conflict is solved and success is celebrated (the solution)



## Chapter 4 Communication

### 4.1 Theoretical Introduction – Theory Behind the Scenarios

The chapter includes workshop scenarios that you, the youth worker, could use to support young people to develop specific communication skills, such as:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts;
2. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions;
3. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

The selected communication skills follow the [P21's Framework for 21st Century Learning](#) (Partnership for 21st Century Learning, 2002), which includes the following competence areas:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts;
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions;
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade);
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact;
- Communicate effectively in diverse environments (including multi-lingual).

The three communication skills included in the workshop scenarios from this chapter were selected based also on the learning objectives of other workshop scenarios from this toolkit. Thus, these skills are not covered or are much less covered in other sections, while the others are already included in chapters like Media Literacy and Information Literacy. A final introductory note: as Skill IT for Youth Training Toolkit also aims to support the development of the digital skills of young people, each scenario includes a component supporting the achievement of this goal.

The following sections will give you the basic knowledge you will need for delivering the workshops from this chapter. Do not expect for theory about communication skills, but about specific principles, methods, processes that are used to support young people to acquire the communication skills.

#### **The Golden Circle by Simon Sinek**

The aim of the first workshop scenario from this chapter is to support young people to articulate thoughts and ideas more effectively. We chose to introduce The Golden Circle method to young people because it is very practical, relevant, easy to understand, and Simon Sinek is very charismatic in presenting the way in which great leaders, like Martin Luther King, and awesome brands, choose to communicate their missions, their dreams, their vision for the future. You could watch the full TEDx speech of Simon Sinek here: <https://www.youtube.com/watch?v=qp0HIF3SfI4>.

The Circle you have to use to explain the theory to the young people is this one:



Simon Sinek says that usually we tend to present things we care about, ideas, thoughts, or commercials, from outside to inside - from what we do to why we do it. This is actually the best case scenario, in which we remember to talk about the “why”, our beliefs, our values, the bases of our decisions, etc. But then, what he observed in his research is that influential people, great leaders start to communicate their ideas from inside circle to the outside circle: from “why” they are doing things to “what” they are proposing for the dreams/ ideas to happen. Simon Sinek says that these circles match perfectly the way in which our brain is structured. The “what” circle is our “neocortex” - where rational thinking and language, and figures and abstract things are processed and understood. The “how” and “why” circles represent the limbic part of the brain, which is responsible for feelings, behaviour and decision-making. So, if we start from the “why”, we will get directly to the people feelings and their ability to make decisions.

More curious about the theory? You can also check Simon Sinek’s book dedicated to the Golden Circle: [Start with Why - How Great Leaders Inspire Everyone to Take Action](#), 2011.

4.1

## Basics on empathizing

Design thinking is not only a buzzword of our time, but it is also a very much used problem-solving process. Design thinking is an extreme human-oriented process that helps us to unblock ourselves from the self-imposed constraints we work within, to challenge our assumptions, to redefine problems, and to identify alternative strategies, which might not be instantly obvious. It is focused to solve problems, but what makes this process more special than other problem-solving processes is the focus on the “users”, on the one for whom you want to re-design their experiences, such as online shopping experience, spending free time in nature, getting psychological support, etc. ... any experience you could imagine. :)

The process includes five steps: empathize, define, ideate, prototype, test. If you did not do it so far, then you can go back to Chapter 3 on Creativity and Innovation and read more about these steps. Here, we will focus on *empathize* - because we consider that there is no more efficient way to support young people to learn about the importance of listening to others, collect information and decipher meaning behind what people are saying, doing, thinking or feeling.



The main objective of the empathizing step is to discover the need, the problem of the users, to really understand the other one. And the process says that is not enough to ask people *what is your need?*. Sometimes, they really do not know, or they cannot express it in the best way. So, there are certain methods and steps used for empathizing, from which we selected three of them to be used in the workshop scenario focusing on this competence area:

- Search for insights in people’s stories about the experience you want to better understand and maybe re-design it;
- Observe people, go where they live, work or play - observe what they do or do not do, what they say or do not say;
- Finally, understand people at the following three levels: functional (try out what the people regularly experience), cognitive (understand what makes sense to the people) and emotional (understand what people feel).

Usually, for empathizing, for “listening” to the people, the following methods are used: observation, video ethnography, interviews, group discussions, visual thinking (example: asking people to draw what the experience means to them or to perform a short play on what the experience means to them), storytelling - asking people to tell stories about their experiences (the most successful stories, the worst stories, etc.).

Interested to read more about design thinking process and the five steps it includes? Check the key resources we included in the *Introduction to Design Thinking* from Chapter 3 Creativity and Innovation.

## Communicating with purpose

As we also hope to ignite the young people’s sense of initiative, we chose that the workshop scenario, which is focused on supporting the participants to learn how to use communication for a range of purposes, to be more civic-oriented. The scenario helps the young people to acquire this skill, while also learning some things about social marketing and advocacy campaigns, and a planning tool for organizing these campaigns. Here is what you need to know about social marketing, advocacy campaigns and Story Canvas (developed by Digital Storytellers).

First, social marketing is a process that facilitates the “selling” of a socially-desired behaviour. So, if we want people to recycle more, we make a marketing strategy, and eventually a marketing campaign, to “sell” them this idea. Advocacy campaigns are campaigns that raise public awareness, motivate people to care or to act on relevant public, social, civic, political, economic issues. So, any social marketing or advocacy campaign will serve at least one of the following goals:

- To *educate* specific audience about the issue;
- To motivate specific audience *to care about* the issue;
- To mobilize specific audience *to act upon* the issue in a certain direction.

Our assumption is that if the young people learn about these three purposes and try out to build social messages following clear goals, they would also learn and practice how to communicate with purpose. In order to plan their messages, respectively their campaigns, we propose to also teach them about the Story Canvas developed by Digital Storytellers, available at the following link: <https://www.digitalstorytellers.com.au/the-story-canvas/>.

We summarized for you the main steps (and the order of the steps) and questions you need to use in order to support young people to fill in the canvas for their communication campaign, based on the communication goal they have - to educate, motivate, mobilize or move to action:

<b>PURPOSE:</b> Why this story / these stories need to be told? Why people should care about it?				
<b>3. Audience</b>  <b>Primary</b> – take action  <b>Secondary</b> – hear your story <ul style="list-style-type: none"> <li>• Profile</li> <li>• React (<i>emotions</i>)</li> <li>• Impact</li> </ul>	<b>5. Key messages</b> <i>(3 things you want your audience to remember about the problem &amp; solution; and why now?)</i>	<b>Story</b>  Concept  Structure  Type of story <i>(explainer, vision, personal story, etc.)</i>	<b>4. People &amp; Places</b> <i>(who &amp; where)</i>  <b>People</b> – relevant for you and the audience; how do you reach them  <b>Places</b> – relevant for people, for the story, for the “challenge” people had to take	<b>8. Campaign</b> <i>(how will you get your story out there? Develop it before the story)</i> <ul style="list-style-type: none"> <li>• Delivery channels (online / offline)</li> <li>• Promotion channels</li> <li>• Supporters</li> <li>• Partners/ partnerships</li> <li>• Most important moments</li> </ul>
	<b>6. Call to action</b> <i>(what do you want your audience to do?)</i>  Ex.: share the message to others, challenge themselves, sign a petition, protest, etc.		<b>7. Style &amp; Tone</b> <i>(Look &amp; Feel);</i>  (connected to the emotions / reaction you want to get) Colors, music, language, time of day, font, pace of story, etc.	
<b>1. Outcomes</b> (raising awareness, shifts in perceptions, policy change, etc.)		<b>2. Indicators</b> (SMART)		

4.2

There are many resources online about advocacy campaigns or social marketing campaigns, from big organizations, such as UNICEF, CARE International, Greenpeace, Caritas Europe, etc. Or check the resources of [Mobilisation Lab's](#) resources (MobLab was developed inside Greenpeace based on their long and sound experience on advocating and mobilizing people). Select one which you think fits better your interest and curiosity to read more about the process. Also, check the [Digital Storytellers website](#) to learn more about the Story Canvas.

## 4.2 Workshop Scenarios for Communication

### Workshop 1 How to say it right? 2 hours

**Short overview:**

The workshop will support participants to improve their public speaking and presentation skills, learning how to articulate their ideas effectively. The participants will learn and practice the Golden Circle of Simon Sinek, for a personal story, at the end of the workshop being able to better structure their ideas and thoughts. At the same time, through the workshop activities, the young people will also become aware of the importance and effects of the non-verbal communication aspects of their presentations or speeches.

### Objectives of the workshop:

- To learn how to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills;
- To learn how to structure an inspiring speech and presentation;
- To be able to use the Golden Circle of Simon Sinek - *Why/How/What* - in developing the personal story.

### Session plan:

<b>1.</b>	
Method used: <b>Mini-lecture</b> Materials: <b>Flipchart paper, markers</b>	
Introduce the participants the flash-story or six-word story, as a method of communicating our messages in the most efficient and shortest way. You could use the urban legend about how Ernest Hemingway bet with his friend that he would write the shortest novel in the world and he wrote this six-word novel: "For sale: baby shoes, never worn."	
<b>2.</b>	
Method used: <b>Individual work</b> <b>Presentations</b> Materials: <b>Smartphones</b>	
Ask the participants to write a six-word story about something that happened to them in the last days. Ask them to go to their phones, find a picture taken in the last days, and choose six-words to tell the story of that picture, of what happened. This could be prepared like a story for Instagram. Ask the participants to share and present their story or their idea for the Instagram story.	
<b>3.</b>	
Method used: <b>Mini-lecture</b> <b>Group discussions</b> <b>Individual work</b> Materials: <b>Smartphones</b> <b>Taking notes app, such as <a href="#">Keep</a> for Android or <a href="#">Notes</a> for iOS</b>	
Make a short introduction talking about how important is to express our ideas effectively. Ask participants to think and nominate moments in which their or their friends' less efficient way of communicating generated frustrations or misunderstandings. Tell them that during the workshop they will learn one method of expressing their ideas or their stories in a very effective way, focused on convincing and motivating specific audience. But first, ask them to write down, using an app from their phones for taking notes, a one minute story about the moment when they choose their future career - how and why they chose that specific career, and what they would do to pursue it.	
<b>4.</b>	
Method used: <b>Group work</b> <b>Presentations</b>	
Ask them to share the stories in pairs. Each participant has one minute to share to another participant his/her story. After they are done sharing in pairs, ask for 4-5 examples from the participants, to share what they learned about the person they listened to and what they think about the way in which the story was told.	

<b>5.</b>	<p>Method used: <b>Mini-lecture</b></p> <p>Materials: <b>Flipchart paper, markers</b> Or Video-projector and laptop if you choose to make a digital presentation</p>	 <b>10 min.</b>
<p>Introduce the participants to the Golden Circle of Why/How/What (Simon Sinek), which helps them to talk powerfully about themselves or their ideas.</p>		
<b>6.</b>	<p>Method used: <b>Individual work</b></p> <p>Materials: <b>Smartphones</b> Taking notes app, such as <a href="#">Keep</a> for Android or <a href="#">Notes</a> for iOS</p>	 <b>10 min.</b>
<p>Ask the participants to go back to their stories of choosing their careers, and re-write them using the Golden Circle (Why/How/What).</p>		
<b>7.</b>	<p>Method used: <b>Group work</b></p>	 <b>20 min.</b>
<p>Afterwards, you will ask the participants to sit on two rows of chairs, facing each other, and start a Story Bazaar. Each pair has to share the new stories. After 4-5 minutes, you make a signal and you ask one row to move with one chair, so the pairs change. Do this several times, until each participant can listen to and share his/her story to at least other 5-7 participants. In pairs, participants tell their stories in one minute, and then they give each other feedback.</p>		
<b>8.</b>	<p>Method used: <b>Individual work</b></p> <p>Materials: <b>Smartphones</b> Taking notes app, such as <a href="#">Keep</a> for Android or <a href="#">Notes</a> for iOS</p>	 <b>5 min.</b>
<p>Ask the participants to refine their stories, for the final time, using the feedback they received.</p>		
<b>9.</b>	<p>Method used: <b>Group work</b></p> <p>Materials: <b>Smartphones for filming</b></p>	 <b>15 min.</b>
<p>In pairs, the participants will film each other, using their phones, while they are telling their revised one-minute stories about why they chose their career and how they would pursue it and what exactly their plan is.</p>		
<b>10.</b>	<p>Method used: <b>Presentations</b> <b>Group discussions</b></p> <p>Materials: <b>A social media closed group</b> <b>Video-projector and laptop</b> <b>Flipchart paper, markers</b></p>	 <b>15 min.</b>
<p>Using a closed social media groups, ask the participants to share the videos of their stories. Ask some volunteers to present their videos, and then, with the help of the participants give feedback on the non-verbal aspects of speech (voice/tone, facial expressions, gestures, etc.). Reflect with the participants how the non-verbal communication aspects affect the audience and how they could be improved.</p>		

## Workshop 2 Listen, empathize, listen and empathize again 2 hours

### Short overview:

The workshop will support participants to develop their listening and empathizing skills. Throughout the workshop, they will practice certain listening and empathizing techniques, such as surveys, interviews or visual thinking tools. At the end of the workshop, they will be more aware of the importance of listening and empathizing in any communication and social interactions, and they will better value the information collected through asking more questions than through assuming.

### Objectives of the workshop:

- To learn how to listen effectively and decipher meaning, and empathize with other people;
- To be able to use specific empathizing methods, such as surveys, interviews, visual thinking tools;
- To practice the articulation of thoughts and ideas, based on concrete data collected from other people.

### Session plan:

1.

Method used: **Open discussions**

Materials: **Flipchart paper, markers**

 **15 min.**

Tell the participants that as young people they would have an important job to do for other young people. They need to come up with ideas to redesign the young people cinema experience, to make it cool again for them to go to the cinema.

To be able to do that, they need to investigate the current experience of the young people: what they say, do, what they think and what they feel about going to the cinema. Also, they will have to investigate needs and insights from the group of young people they want to help.

Start by collecting ideas from the participants on how they could investigate these above-mentioned aspects.

Note down their ideas on flipchart paper.

2.

Method used: **Mini-lecture**

Materials: **Flipchart paper, markers**  
**Or Video-projector and laptop if you choose to make a digital presentation**

 **15 min.**

Present them basic information of empathizing step from design thinking process, and several methods of empathizing, they could use in real life, when trying to understand, discover needs and problems people face.

4.2

3.

Method used: **Group work**  
Materials: **Smartphones or laptops  
& use Google Form app**

15 min.

If you work with a big group, split it into four teams; if it is a smaller group, split it in two teams. In each team, there should be 5-6 people.

You will ask each team to think of 3-5 questions they will ask young people about their cinema experience, trying to find out their needs and insights. They will put then the questions in a Google form.

4.

Method used: **Individual work**  
Materials: **Smartphones or laptops**

15 min.

Pair the teams and ask them to exchange the surveys they developed with the other team. Each member of the team answers to the survey prepared by the other team.

5.

Method used: **Group work**  
Materials: **Smartphones & recording app**

15 min.

Pair members of different teams. Their task is to interview a member of the other team and collect at least one story about the cinema experience (the best or the worst experience, or both; what made them give up going to the cinema or what made them go again to the cinema; a story about the cinema "competitor", etc.). They need to "dig" in the story, and you should instruct them to ask many times "why", to find out what is important for the young person, what does he/she want to accomplish with the cinema experience. Ask them to record the interview using their smartphones.

6.

Method used: **Group work  
& Individual work**  
Materials: **A4/A3 sheets paper, colored pencils or markers**

15 min.

Finally, each team will have to think to instructions they have to give to the other team so that they will draw something related to their cinema experience. For instance, one team could ask the other team to draw, individually: "What means cinema to them" or "Draw what you felt last time you went to the cinema", etc.

After finish drawing, each team collects the drawings from the other team.

4.2

## 7.

Method used: **Group work**  
**Presentations**

Materials: **Flipchart paper & markers**  
**or Smartphones/ laptops & Google Doc app**

 **15 min.**

Now, each team has a lot of information collected: the data from the survey, the drawing and the recordings with the stories. Ask them to:

- Read the 5-6 answers from the survey, and write down their first ideas about young people's needs and some insights (what they said about their cinema experience);
- Each member of the team to listen to one or two stories recorded during the interviews (but not the story they recorded). Again, they should write additional information about needs & insights (what young people think and feel about their cinema experiences);
- Analyze together what young people drew, and try to decipher what they feel or think, and what is important to them. Write down the last conclusions from this analysis.

Finally, the team should select the most important need they discover and a relevant insight from the data they collected about young people's cinema experience. Each team presents the need and the insight they discovered.

During the exercise they could collect the information on a common flipchart paper or on a Google Doc file.

## 8.

Method used: **Open discussions**

Materials: **Flipchart paper & markers**

 **15 min.**

Summarize, together with the participants, the steps of the process and the relevance of each step in the process - what new data, information they found out. Reflect also on the analysis process - the biggest challenges, the funniest moments, the "aha" moments, etc.

Finally, reflect on the main learning objectives: to listen and empathize with other people, and leave aside any initial assumptions and show fully curiosity in the process and willingness to understand.

You can write down the conclusions on a flipchart paper.

4.2

## **Workshop 3 Communicate with purpose** **- using Story Canvas for effective** **communication campaigns**

 **1.5 hours**

### **Short overview:**

The workshop will educate participants on using communication for a range of purposes, focusing the learning experience on the three main goals of any social marketing/advocacy/public campaigns: to educate the audience, to motivate the audience to care, or to move the audience into action. At the end of the workshop, the young people will be able to use a new digital tool - Story Canvas - to plan their smaller or bigger communication online campaigns, being more aware of the goals and objectives of their campaigns and of their audience.

### Objectives of the workshop:

- To learn how to use communication, personal or professional, for a range of purposes;
- To learn about social marketing and advocacy campaigns, mainly about the final purpose of these types of campaigns;
- To be able to use the Story Canvas in developing communication campaigns for educating, motivating or moving people into action, for different targeted audiences.

### Session plan:

1.

Method used: **Open discussions**  
**Mini-lecture**

Materials: **Flipchart paper, Markers**  
**Or Video-projector and laptop if you choose to make a digital presentation**

 **15 min.**

Introduce to the participants the idea of using communication and developing messages with certain purposes - at personal or professional level. Ask participants to think about messages from ads or social marketing campaigns or other public campaigns and to reflect about the final purposes of those messages.

Starting from their ideas, talk to them about social marketing and about the three main purposes social marketing/advocacy campaigns are designed for: to educate people, to motivate people or to make people act in a certain direction.

2.

Method used: **Mini-lecture**  
**Open discussions**

Materials: **Video-projector and laptop**

 **15 min.**

Introduce the participants the new planning tool specially designed by Digital Storytellers for online storytelling campaigns, with a social purpose (educate, motivate or move to action).

Select one successful advocacy online campaign and present the canvas by providing examples from this specific campaign; involve the participants in deciphering and analyzing the campaign.

For instance, you could use one of SAIH advocacy videos, from this Youtube channel:

<https://www.youtube.com/user/saihnett/videos>

Such as:

Who wants to be a volunteer?

[https://www.youtube.com/watch?v=ymcflrj\\_rRc&t=1s](https://www.youtube.com/watch?v=ymcflrj_rRc&t=1s)

Let's save Africa, gone wrong

[https://www.youtube.com/watch?v=xbqA6o8\\_WC0&t=7s](https://www.youtube.com/watch?v=xbqA6o8_WC0&t=7s)

Answer to questions of the participants referring to certain aspects from the canvas, insist on the importance of keeping the right order on following the canvas sections, when developing a plan for a storytelling campaign, talk about any advantages the participants see in using the canvas or about any fears/obstacles they could see in implementing it.

4.2



### 3.

Method used: **Group work**  
Materials: **Flipchart paper, markers**  
**Smartphones/tablets/laptops**

 **30 min.**

Split the group in five teams and give each team one of the following topics to work on and plan an online storytelling campaign using the Story Canvas, each of the campaigns having a certain purpose from those you presented before:

1. To educate: a video story project to raise awareness about the environmental disaster caused by an oil company in Amazon villages in Brazil.
2. To move to action: a video story to recruit volunteers for cleaning/taking care of dogs at a dog shelter in your city.
3. To move to action: a video story for fundraising to open a youth center for young people at risk;
4. To motivate: a video story project for promoting the dialogue between young native people and young migrants & refugees from one community, making young people care about this topic;
5. To educate: a video story project to educate young people on the teenage pregnancy phenomenon and negative consequences.

Explain the participants that the video script is the final results of their planning; the story for the video - the core of the *Story Canvas* - is the last section they need to fill in, after they manage to fill out all the other sections of the canvas. Thus, ask the participants to follow the canvas and design the video idea/the story only at the end.

They can take notes on a flipchart paper, in teams, but then they have to fill out the online version of the story canvas available here: <https://www.digitalstorytellers.com.au/the-story-canvas/>.

Filling out the online version helps them in the process, as it explains each step, provide examples and ideas.

Once the Story canvas is filled in online they can download it as .pdf and share it by email or in the social media group you open for them.

4.2

### 4.

Method used: **Presentations**  
Materials: **Video-projector and laptop**

 **15 min.**

Each team presents to the whole group the campaign they planned and the story they designed, once they answered all the canvas' sections.

### 5.

Method used: **Open discussions**

 **15 min.**

Give feedback to the teams on the campaigns they planned and on how they used the canvas. Reflect with the participants on the biggest challenges they had while planning their campaigns, and how the process affected the story they chose to use in the campaign.

Also, reflect with the participants on the purpose of their campaign - how this purpose influences specific objectives, audiences, activities, steps, and, finally, the story.

## Chapter 5 Collaboration and Teamwork

### 5.1 Theoretical Introduction – Theory Behind the Scenarios

According to a survey conducted by Deloitte, the number one global workforce trend is Teamwork (Pelster & Schwartz, 2016). Employees are expected to work more collaboratively than ever before. The results of the Skill IT Research conducted within the framework of this project show that the competence 'Collaboration & Teamwork' is highly valued by employers and is an important feature they are seeking in candidates.

The term Team is derived from sports and games, where it is a well-established concept. When it relates to work, it is of comparatively recent origin (Belbin, 2010). A brief definition of teamwork contains the idea of working with others in order to accomplish a common goal. The definition from P21's Framework for 21st Century Learning (Partnership for 21st Century Learning, 2002) states that:

Collaborating with others means to:

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Teamwork is much more than the simple sum of the individual performances of its members. Individual contributions are enriched by interactions between team players and group dynamics. Advanced teamwork is one of the most efficient ways we know of accomplishing complex tasks and missions (Belbin, 2010).

At the foundation of effective teamwork lays openness and respect for diversity. It is essential to perceive the diversity of the members of the team as a gift that adds value to the process of collaboration and to the outcomes of working together. At first, it can be hard to manage these differences between people, it can cause misunderstandings or conflicts, but when facilitated in a proper way it is beneficial for the team; it gives different perspectives on the situation and has a positive influence on the results of the teamwork.

Traditional teamwork emphasized interactions between team members and put a focus on the personal traits of employees working in teams. According to Patrick Lencioni (2016), an ideal team player possesses three virtues – he is humble, hungry, and smart. A humble employee is someone who is more concerned with the success of the team than with getting credit for his or her contributions. A hungry employee is self-motivated and diligent, ready to work harder and to take on more responsibilities when needed for a team's success. A smart employee knows how to deal with people in the most effective way. While it is still true, nowadays the context of teamwork has changed and it influences how we perceive collaboration.

The development of technology facilitates a new kind of teamwork, it is not only a stationary face-to-face collaboration. The use of online management tools and clouds change the way employees work together and how teams are formed. Cloud storage enables team members to access and share various files; IT software facilitates remote communication. As a result, there is no need to stay at the office all the time. More and more often team members are based in different locations and work remotely. This entails communication and interactions via the Internet and affects group dynamics.

When thinking of youth work and the goal of equipping young people with the competences needed for the job market, we have to take into consideration the use of digital tools which are present in the workplace and to think of combining that with teamwork and collaboration as a competence. Technology advances very fast; to be up-to-date with this progress, developing a growth mindset – being open and ready to adapt to rapid changes – is a must.

This approach is reflected in Agile, a Project Management methodology. It grew out of the IT world, where speed and flexibility are essential and is now gaining popularity in all sorts of teams, not necessarily connected with software development.

Scrum is an innovative method derived from Agile approach. A set of activities that allow employees to make their own decisions, taking into account their needs and pace of work, while giving the employer a sense of security in terms of achieving satisfactory results. It creates a culture of cooperation and openness, giving the employees freedom in making decisions, taking responsibility for the process, responding to the modern needs of young people, who live in the world of innovation and digitization from the beginning of their lives. This simple and transparent process includes 6 practices that ensure effectiveness and provide a sense of security to the team members:

- Project planning: The initial planning for a project
- Release planning: Planning the next set of product features to release
- Sprint: A short cycle of development of the product (1-4 weeks)
- Sprint planning: A meeting at the beginning of each sprint where the team commits to a sprint goal and identifies the requirements and individual tasks
- Sprint review: A meeting at the end of each sprint to demonstrate the working product functionality completed during the sprint
- Sprint retrospective: A meeting at the end of each sprint where the team discusses what went well, what could be changed, and how to make changes

While Scrum is becoming more and more popular and steps out from the IT environment to other fields and industries, the Agile principles can be applied with success in a learning context. Already, we can spot initiatives like eduScrum that aim to bring agility to the classroom. Non-formal education should follow this path as well and give young people an opportunity to take responsibility for their own learning and enhance their ability to adapt to fast-changing environment. Our role should be to support young people in developing an agile mindset, a universal attitude that serves for more effective teamwork.

What does it include? With an agile mindset you:

- Keep a positive attitude
- Focus more on team success than on individual accomplishment
- Appreciate small accomplishments – it leads to confidence
- Treat mistakes and failures as learning opportunities and a starting point to develop another solution
- Adapt to changes and evolving conditions of work
- Take time for self-reflection and draw conclusions
- Have a passion for learning and strive for continuous improvement

To support the development of Teamwork and Collaboration competence as a complement to a growth mindset, it is important to know how to use specific tools used in the workplace. Nowadays, digital tools are widespread and present in nearly every organization so it is essential to include those in youth work. Young

people entering the job market need to be able to cooperate in different teams, take responsibility for accomplishing the common goal, but they also have to be able to decide which are the right digital tools to use and how to deploy them in the most effective manner.

From young people's perspective acquiring strong Teamwork Skills together with learning how to use digital tools use is an asset. In this way, they will gain both soft and hard skills that are complementary and enable the best work performance. Learning these skills during youth work activities transforms the potential of a young person at the beginning of his/her professional path. It equips him/her with job-related experience that can be demonstrated during a job interview and which are characteristic recruiters are looking for.

To create a learning situation for young people, they should experience working in various teams. To draw conclusions from the experience and reinforce the learning, this must be followed by self-reflection. The experience itself is not enough. The proposed workshops follow this idea. They are based on Kolb's experiential learning cycle, where the experience is the starting point. The participants will be invited to work in small groups and to reflect on this process later on. Digital tools are used in the workshops to support the learning experience, giving additional value to participants. The young people will not only enhance the teamwork competence needed in job-related situations but also become familiar with digital resources that support working in a team. This focus is crucial in times where more and more often we work in dispersed teams or remotely.

Delivering these workshops requires solid preparation. In order to be able to guide young people through the use of selected digital tools, youth workers have to get to know them in advance. Sometimes some technical preparation is needed e.g. downloading an application, creating an account etc.

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## 5.2 Workshop scenarios for Collaboration & Teamwork

### Workshop 1 Spaceteam adventure 2 hours

#### Short overview:

The workshop will use a fun game as a learning experience for participants to check how they collaborate with others. It will be followed by a reflection on individual teamwork styles.

#### Objectives of the workshop:

- To experience a collaborative situation and to reflect on the process
- To reflect on rules for good teamwork

#### Session plan:

##### 1. Introduction

Method used: **Trainer's input**

Materials: **Smartphones or tablets with Spaceteam game installed, internet connection**

Remarks: **Read about Spaceteam: <https://spaceteam.ca>**

**Note: Spaceteam works in different languages, it would be easier for participants to use their native language**

 **15 min.**

Welcome the participants. Tell them that in a few minutes they will become a member of a space-ship crew! Ask them to download Spaceteam game for Android or iOS. Description: Spaceteam is a cooperative game for 2 to 8 players who shout orders at each other until their ship explodes. Each player needs a mobile device (Apple or Android). Each player will be assigned a random control panel with buttons, switches, sliders, and dials. She or he needs to follow time-sensitive instructions. However, the instructions are being sent to teammates, so the player has to coordinate before the time runs out. Also, the ship is falling apart. And players are trying to outrun an exploding star. Good luck. And remember to work together... as a Spaceteam!

##### 2.

Method used: **Mobile game**

Materials: **Smartphones/tablets**

Remarks: **Note: when playing Spaceteam people start to scream in order to deliver their instructions, if it is possible, provide separate rooms for each group**

 **40 min.**

Divide the participants into smaller groups (up to 4 people). Ask them to connect over Wi-fi or using Bluetooth. Let them explore the game. Each group can try several times to beat their own score.

##### 3.

Method used: **Free discussion**

 **10 min.**

When time is up ask participants to gather together. Ask about their first impressions. How was it to play Spaceteam?

4.

Method used: **Group reflection**

Materials: **Paper sheets, pens, flipchart, markers**

 **30 min.**

Reflection on the experience. Once emotions calm down, focus on teamwork. Ask participants to list what supported teamwork in their group and what was disrupting. Ask them to share in a whole group. Write down reflections, thus creating "The rules for good teamwork".

5.

Method used: **Mobile game**

Materials: **Smartphones/tablets**

 **10 min.**

Let the participants repeat the game applying the new rules for good teamwork.

6.

Method used: **Open discussion**

 **15 min.**

Ask if this time playing the game was different from the previous round. How can the rules for good teamwork be applied in work related situations?

## Workshop 2 **Online collaboration tools** **2 hours**

### Short overview:

Diverse and multicultural work environments, remote and hybrid work models happen more and more often in modern companies, creating a huge need for openness from their employees. By learning the basics of remote working (such as organizing teleconferences and co-writing online documents) this workshop will allow participants to gain the core IT and communication skills needed in the current workplace

### Objectives of the workshop:

- Acquire the basic set of IT and communication skills needed in the modern workplace
- Test different collaborative tools
- Know how to search for support and solutions for basic online communication and collaboration challenges

### Session plan:

#### 1. Introduction

Method used: **Trainer's input**

 **5 min.**

Welcome the participants. Tell them that during the workshop they will use online collaboration tools. Explain that use of this kind of tools is widespread in modern companies as it supports remote work and collaboration within disperse teams.

5.2

2.

Method used: **Group work**

Materials: **Printed instructions, laptops/computers, internet connection**

Remarks: **For Google Drive provide login and password or share a link if participants use their own accounts**

 **40 min.**

Divide the participants into 3 smaller groups. Each group will be working on the same topic, e.g. Cat and dog lovers. The aim is to create a presentation (using Google Slides). If possible place each group in a separate room. Give printed instructions:

Each group has to login to a shared Google Drive folder

The 1st group has to create a folder and put photos/cartoons connected to the topic (only on Creative Commons license)

The 2nd group has to find interesting facts, information on the topic and collect them in a shared Google document mentioning the sources

The 3rd group has to find statistics on the topic and create charts based on them

If any of the group has a problem, they can make a video call using e.g. Skype or Hangouts to consult a trainer. Groups can use video call to contact each other.

3.

Method used: **Group work**

 **30 min.**

The groups create a presentation (Google Slides) on the topic, using materials prepared by all 3 groups.

4.

Method used: **Presentation**

Materials: **Projector**

 **15 min.**

All groups meet together and present the results of their work.

5.

Method used: **Debriefing**

 **15 min.**

Reflection on the experience. How was the teamwork? How was it to use online collaboration tools?

6.

Method used: **Brainstorm**

Materials: **Paper sheets, pens**

 **15 min.**

What are the benefits and limitations of online collaboration? In different groups, discuss and write it down. Present in the whole group.

5.2

## Workshop 3 Collaboration through Design Thinking

### Short overview:

The workshop will introduce participants to collaborative ways of problem solving, allow them to recognize the importance of receiving feedback and how to respond to it. Design thinking method facilitates teamwork through various stages of the process.

### Objectives of the workshop:

- To introduce Design Thinking as a collaborative problem solving methodology
- To reflect on one's teamwork role

### Session plan:

#### 1. Introduction

Method used: **Trainer's input**

Remarks: **If the participants don't know each other, add a game or exercise to learn each other's names.**

 **5 min.**

Introduction to the workshop. Welcome the participants. During this workshop they will work in groups as software development companies. Their aim is to create an application. They will be going through a Design Thinking process. Ask if anyone knows this method.

#### 2.

Method used: **Drawing**

Materials: **Handout: <http://service-design.pl/wp-content/uploads/2015/07/SDP-30-circles.pdf>**

Remarks: **You can create a handout with instructions in your language**

 **5 min.**

Warm-up. Give away handouts with 30 circles, and ask them to make simple drawings in 180 seconds. Ask who managed to make all 30. Ask what kind of drawings repeat among participants. Did anyone draw something unusual?

#### 3.

Method used: **Mini-lecture**

Materials: **A presentation slide with Design Thinking stages (see example in annex)  
Persona (see annex)**

Remarks: **The Design Thinking process consists of 5 stages: Empathise, Define, Ideate, Prototype, Test**

 **5 min.**

Introduction to Design Thinking, give a brief input on a method and describe what the DT process looks like. Present a persona (fictional character to represent a target group)



4.

Method used: **Group work**

Materials: **Persona (see annex)**

Remarks: **Questions for groups:**

- **What does your Persona think? Feel? Hear from others? See around them?**
- **How it would be if you were this person?**

 **15 min.**

Create groups of 3-4 people. Remind them that they form a software company. They start with the first stage of DT process – Empathise. Ask them to go through the Persona’s information and to try to figure out, what is the situation of that person. At the end, ask groups to share their discoveries.

5.

Method used: **Group work**

Materials: **Paper sheets, pens**

 **15 min.**

The participants have accomplished the first stage of the process and now it is time for the second – Define. Ask them to list min. 10 of the Persona’s problems. At the end ask to choose one problem to work with in the next stage. Ask to turn this problem into a question: How can we (as a software company) help the Persona? In what way? Encourage sharing chosen problems.

6.

Method used: **Brainstorm**

Remarks: **Questions for groups:**

- **How can you respond to the chosen problem?**
  - **What kind of app can you design to help Persona?**
- Note: it is time to brainstorm, design is in the next stage**

 **15 min.**

Third stage – Ideate. The participants brainstorm on possible innovative solutions for the Persona’s problem. Their aim is to think of an application for smartphones.

7.

Method used: **Group work**

Materials: **Paper sheets, pens, colourful markers, templates, Marvel app installed on smartphones, Marvel app instruction**  
**Learn more about Marvel: <https://marvelapp.com>**

Remarks: **Approach groups while working to check out their progress, if needed offer help**

 **35 min.**

Fourth stage – Prototype. The participants put their ideas on paper. Ask them to use a template to visualize their app. After 15 minutes introduce Marvel, an app to prototype applications without code. Ask them to download the app. Show them how to transfer their drawings to Marvel app.

8.

Method used: **Group work**

Remarks: **Note: the elevator pitch is a well-known method to practice presentation skills**

 **15 min.**

Ask the groups to prepare a 60-second presentation (elevator pitch). They should include: which problem this app solves, how this app works, what are the benefits for users.

5.2

9.

Method used: Elevator pitch

Remarks: Give feedback to each presentation as well

 30 min.

Presentation and feedback. After each presentation the rest of the participants gives feedback including what they like about presented idea and what could be improved.

10.

Method used: Self-reflection, group reflection

Remarks: Questions for self-reflection:

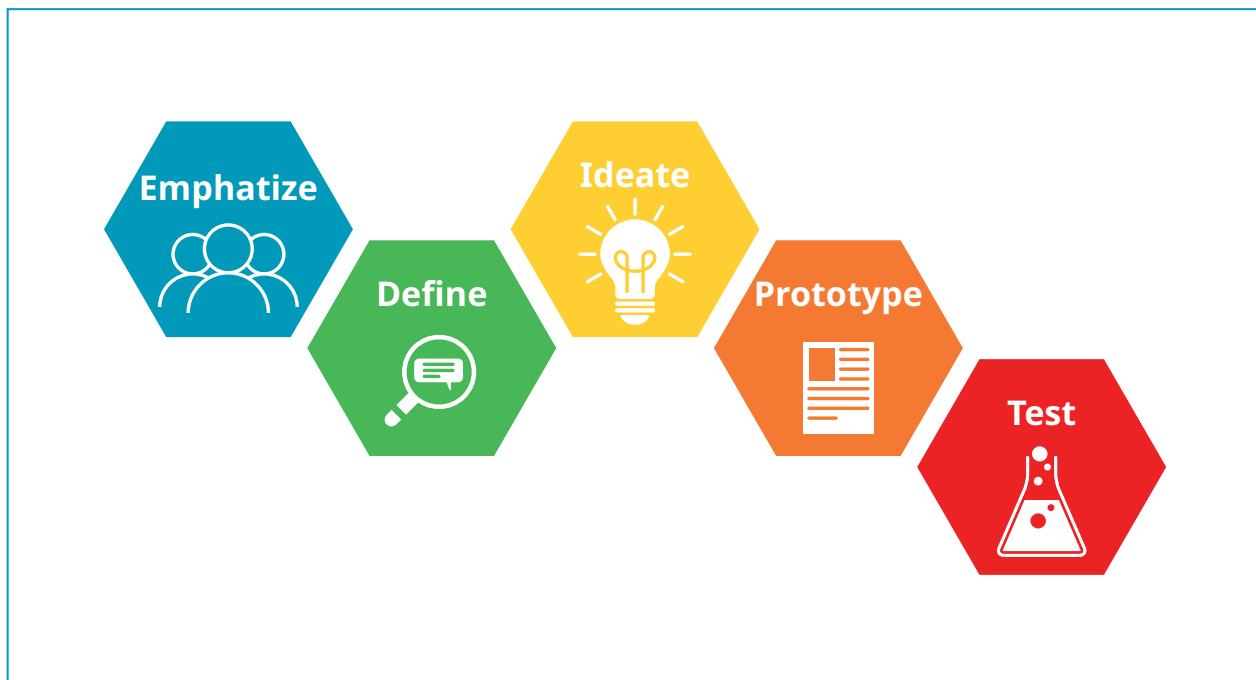
- what was my role in the team?
- what was my input to the team's work?
- am I satisfied with the result? with the team's work?
- what can I improve?
- did I enjoy working in this team? Why/why not?

 40 min.

Sum up the Design Thinking process that participants went through. Mention that this method is used by international companies e.g. Google, Facebook, WhatsApp and can be useful in their future work. Ask which stage participants liked the most. Notice that probably different people felt better in different roles in the group. Encourage participants to spend 10 minutes on self-reflection about their role in a group, about their input. Ask them to write down their reflections. Invite the participants to share their reflections within the groups they were working. At the end, ask groups to share the main reflections from their discussions.

## Annex to Workshop 3

### Design Thinking



### Persona:



**Name:** Sandra  
**Age:** 24  
**Occupation:** management student at University of Warsaw (master studies), scout volunteer  
**Location:** Warsaw, Poland

#### Challenges/ frustrations

- She has to finish her master thesis
- She is not sure which professional path to choose
- She doesn't know if she should go back to her home city or stay in Warsaw

#### Goals/needs

- Finish her studies
- Find a job related to her studies
- Spend time with friends
- Play piano
- Develop job related competences

#### What does she hear?

What are people around her telling her – family, friends etc.

- What are you going to do after studies?
- It is the highest time to write your master thesis
- Last scout trip was awesome!
- Are you still living with your parents?

#### What does she think and feel?

What really matters to her, what does she care about?

- I want to be independent
- I don't have any professional experience
- I enjoy being a volunteer
- I don't have money for additional courses

#### What does she see?

What does she observe? Who or what does she compete with?

- Students at her age that already work
- Job adverts which require previous experience
- Her friends starting 'adult' life, moving to their own apartments, having well-paid jobs

5.2

## Chapter 6 Productivity and Accountability

### 6.1 Theoretical Introduction – Theory Behind the Scenarios

*“By failing to prepare, you are preparing to fail.”*

*– Benjamin Franklin*

In developing digital youth work competence, it is important to be mindful of the range of opportunities to carry out youth work, be it face to face, detached youth work, youth information, or youth clubs. The EU Commission’s publication on Developing Digital Youth Work speaks to the idea of an agile mindset in youth work, as well as the broad range of Agile processes that are in play across a range of industries.

Interestingly, there is a lot of chatter today about developing the right mindset. It is not just associated with Agile but relevant to anything else that might help companies adapt and respond to the changing business landscape, technology shifts and consumer preferences. One problem is that most training and education focuses on specific method names—Agile, Scrum, Kanban, Scaled Agile, Design Thinking, DevOps and these wrap up mindset into fairly complicated processes, practices, values and principles.

In fact, if we consider how to be more productive and accountable in our work, the realisation is that mindset is really part of our core belief systems. It’s the foundation that everything is built on and we need to be explicit on what we believe; what we value.

These beliefs and practices often shape our progress at work. Consider this...

#### **Do you know this person?**

- Someone with a suspicious mindset
- Someone who is trusting
- Someone who is entrepreneurial
- Someone who is always happy and positive
- Someone who is so negative that they bring a cloud into the room just by showing up?

Mindsets can be volatile. You might be in a positive mindset today, and a negative one tomorrow. But, whilst there are potential changes day-to-day, there tends to be norms within a person. And, indeed, inside organisations—which, in company terms, tend to be called culture.

Let’s consider the area of Productivity and Accountability as we have defined it;

*“Managing own work with ownership by setting and meeting goals, even in the face of obstacles and competing pressures Prioritize, plan and manage work to achieve the intended result.*

*Demonstrating additional attributes such as working positively, efficiently and ethically, committing to work with a sense of ownership, by being reliable, punctual and professional. Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results”.*

6.1

Productivity is important since it is the way in which success and failure are established in the working world. Being productive means being able to produce something of a certain quality with a given timeframe. Accountability is equally important since it is how we are assessed on productivity in the working world. People are held accountable for the actions they take to complete a task.

Our Irish research report shows us that Employers note the importance of young people being able to demonstrate certain behaviours and attitudes. These include reliability, strong work ethic, initiative, organised, attention to detail and a positive approach to their work. In relation to 'Future Skills', it is again noted in Ireland that while it is widely acknowledged the future is less obvious due to the pace of technological change, some employers are already naming that their employees need to be agile, open to change and adapt much quicker than they do right now. Change is now the norm as disruption is happening within all sectors.

In 2019, The National Youth Council of Ireland launched **Skills Summary** as an easy to use online tool that measures the skills young people gain by participating in youth work and volunteering opportunities, building their confidence, so that they can better communicate the value of these essential skills to future employers. You can see it on [skillssummary.ie](http://skillssummary.ie)

In our research reports, we find in Romania, among the skills wishlist that employers cite for skills they would like young people to possess are; Communication skills, Flexibility and Adaptability, Results Orientated, Proactivity, Ability to work in a team, Problem Solving and Efficiency. Whilst trying to bring balance to an overall competence level, it is recognisable that the area of Productivity and Accountability draws together many of the key knowledge, skills and attitudes necessary to cover this.

Productivity is the ability to create a product using these skills: setting and meeting goals, prioritizing needs, managing time, working ethically, collaborating and cooperating with colleagues and clients.

Accountability and productivity are interconnected. Accountability is taking a role in the creation of a product and taking responsibility for the performance of the product. Young people need to have examples of how Productivity and Accountability works, and where better than through example.

The objective of this chapter is to provide you with tools and corresponding scenarios, so that a mindset of being agile, productive and accountable for one's own work is promoted. You will gain knowledge on key steps in planning, improving, refining and justifying performance through practice. At the end of the chapter, we suggest a set of exercises that you can use when meeting with young people. You don't have to use all of the scenarios - choose the most suitable for you and your audience. Feel free to modify them if necessary, but test them, take the time to properly perform all of the exercises and tasks proposed. This includes doing your own preparation and finding appropriate resources in your language, reading recommended texts and testing the tools before you propose them to the young people.

One of the scenarios (**Workshop 6.3**) is an offline workshop, and is suggested to help encourage the mindset of productivity. It is intended to help the learner cope with a fast moving / stressful situation, yet generate learning from failure and overcome and understand the prospect of improvement, ultimately resulting in success. This is a typical reality for a work situation, and the scenario leans on other competence areas such as teamwork and problem solving. However the overall learning will encompass enhanced competence in Productivity in a Reflective setting. We are mindful of the diversity in learning styles when presenting an activity such as this one, so we suggest an alternative based on the same learning model, which does not require a mathematical mindset. A really fun activity whichever way you implement it!

Teaching productivity and accountability involves practice! Improvement comes from practice, so showing young people how to prioritize the tasks they are required to complete, to set goals that are SMART, and to plan well and to allocate and manage time according to the demand imposed by the task to be completed. If young people learn these skills, they become good at managing projects. Good project managers are in high demand in the 21st century Information Economy.

Trilling and Fadel (2009) say that teaching students to work so they produce results or high quality products involves teaching them how to:

- Work positively and ethically
- Manage time and projects effectively
- Multitask
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity; and
- Be accountable for results (Trilling & Fadel, 2009, p. 83).

We are lastly reminding you that some of the barriers to Productivity are procrastination, and communication overload. While Digital Technology plays an important role in assisting people to be more productive, it also creates many possibilities for distraction, losing concentration, losing focus and missing important goals or objectives. With this in mind, we suggest a healthy balance and a reminder of our online behaviour through an online tool mentioned in the last scenario; <https://inscreenmode.eu/>

### **Some Learning Outcomes we could expect from the activities in this competence area include:**

- Developing an agile mindset towards digital youth work
- Have awareness of how to support existing youth work goals with digital media and technology
- To be able to plan digital youth work according to the needs and hopes of young people: their interests, preferences, aspirations, hobbies, styles and online habits
- Enhancing organisational skills utilising digital and non-digital methods
- Using experience and knowledge of efficient practice to help others
- Being able to work effectively in multi-disciplinary groups and settings
- Achieving goals and being accountable for results
- Refining work and developing efficiency

### **Further Reading and Resources:**

- Developing Digital Youth Work. (n.d.). Retrieved from <https://publications.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed7>
- [http://www.youth.ie/sites/youth.ie/files/NC0218021ENN.en\\_.pdf](http://www.youth.ie/sites/youth.ie/files/NC0218021ENN.en_.pdf)
- Teaching students to Learn and to Work Well with 21st Century Skills, Retrieved from: <http://dx.doi.org/10.5430/ijhe.v4n1p1>
- Making use of Google Productivity Tools; <https://www.makeuseof.com/tag/google-productivity-tools-maximize-time/>
- Top 19 online productivity tools – <https://clockify.me/blog/productivity/best-productivity-tools/>
- In Screen Mode: <https://inscreenmode.eu/>

## 6.2. Workshop scenarios for Productivity and Accountability

### Workshop 1 Brain Training

#### Short overview:

Online activity to stimulate individual sense of personal challenge and development, some brain fitness workouts that can help your mind process information more quickly, and more efficiently, as well as the ability to perform multiple tasks at the same time. You can get help to concentrate more and increase your brain reflection speed; you will find simple but very effective brain training games and exercises like solving math problems to achieve greater mind fitness.

This is a chance to try some brain stretching and training by playing the Tower of Hanoi or Towers of Hanoi, which is a mathematical game/puzzle.




You can download any app on a mobile device or tablet to play, otherwise here is the link to test the game and your skill <http://www.brainmetrix.com/tower-of-hanoi/>

#### Objectives of the activity:

- Develop focus and concentration
- Identify the most appropriate evaluative approach to solving this puzzle
- Be able to interpret information/data according to the context of the activity
- Be able to follow instructions in order to meet the goal
- Enjoy a sense of achievement

**Group size:** any – Individual Exercise or Competition element

#### Session plan:

<b>1.</b>	<b>Materials:</b> Tablet, phone / electronic device	
Invite participants to go directly to the link or as an option download an app on Tower of Hanoi Instructions to find <a href="http://www.brainmetrix.com/tower-of-hanoi/">www.brainmetrix.com/tower-of-hanoi/</a>		
<b>2.</b>	<b>Materials:</b> Download the app for iPad/iPhone or Android Devices Simple Google Search to play on laptops	
The Puzzle consists of three pegs and a number of discs of different sizes which can slide onto any peg. The puzzle starts with the discs neatly stacked in order of size on one peg, smallest at the top, thus making a conical shape. The object of the game is to move the entire stack to another peg, obeying the following rules: – Only one disc may be moved at a time. – No disc may be placed on top of a smaller disc. The game seems impossible to many beginners, yet is solvable with a simple algorithm.		
<b>3.</b>		
See who solved it first/last and invite comments around Stretching the Brain		

## Workshop 2 Productivity Suite

### Short overview:

This is a test space for participants to find ways to learn how to work effectively, productively and efficiently with online tools to develop a short brief back to the group. It could be the development of a Magazine Cover, Poster, Game, Quiz or Presentation. There should be a short demo (Prepared in advance by Youth worker) of these free tools to be showcased:

Nearpod – [www.nearpod.com](http://www.nearpod.com)

Kahoot – [www.kahoot.it](http://www.kahoot.it)

Mentimetre – [www.mentimetre.com](http://www.mentimetre.com)

Pecha Kucha – <https://paulgordonbrown.com/2014/12/13/your-ultimate-guide-to-giving-pechakucha-presentations/>

MS Office Tools – Word, Powerpoint

We bring your attention to **Workshop 5.2** to observe the use of Google Drive for storing / saving results. This could be a complimentary workshop to this one.

### Objectives of the activity

- Develop a mindset of efficiency and accuracy
- Identify the suitable evaluation techniques for collecting responses or through consultation
- Be able to interpret information/data according to the context of the activity
- Be able to present information easily and accurately
- Preparing oneself for a productive work space
- To learn new ways of planning, organising and setting goals
- Find ways to be productive and efficient using digital media and technology

### Session Plan:

1.

Method used: **Briefing**

Materials: **Paper sheets, pens, devices/tablets, laptops  
Beamer/OH Projector**

Remarks: **Nearpod, Kahoot, Mentimetre, Pecha Kucha**

**Approach groups while working to check out a progress, if needed offer help**

 **30 min.**

#### Productivity Suite

Create a test space for participants to work effectively, productively and efficiently with online tools to develop a project / piece of work.

Briefing / Demo of online tools to test Kahoot, Nearpod, Pecha Kucha, Mentimetre with a test page on any of the interactive tools that the participants can engage in

2.

Method used: **Group work (4 groups)**

 **30-45 min.**

The groups are tasked to develop a 6 minute brief to the group (e.g. Magazine cover/Poster, Game etc)

6.2



3.

Method used: **Presentation**

 **30-45 min.**

Each group presents in 6 minutes their piece of work using one / more of the online tools learned.

4.

Method used: **App via Phone or webpage on laptop**

Materials: **Mobile / laptop**

Remarks: **Facilitator uses [www.mentimeter.com](http://www.mentimeter.com) to present the data, those participating use [www.menti.com](http://www.menti.com) to participate.**

 **10 min.**

Debrief using a voting tool such as Menti.com or Nearpod, set up by Trainer in advance. Participants vote on the tool and method they most prefer for being productive

## Workshop 3 **The Ramp of Improvement** **1 hour**

### Short overview:

In an offline environment, this activity tests productivity, accountability, improvement and reaching a set goal in a reflective environment.

This exercise gives a practical approach on the PDCA CONTINUOUS QUALITY IMPROVEMENT CIRCLE. PDCA stands for: Plan Do Check Act and it is a theory developed by Edwards Deming. PDCA Card game for the tool visit: <https://www.salto-youth.net/tools/toolbox/tool/pdca-plan-do-check-act-card-game.422>

### Objectives of the workshop:

- To be able to generate learning from failures and overcome and understand the prospect of improvement, aiming for success.
- To develop problem solving ideas and ways to find solutions
- To utilise mathematical thinking
- To contribute as a team member in fast moving / stressful situation
- To understand the concept of progress and improvement through efficiency

In the case of literacy / mathematical challenges - we suggest observing this model "[The Egg Challenge](#)" under the same format below. All corresponding resources and instructions are contained in the link.

**Group size:** 16+ - large group most beneficial

6.2

## Session Plan:

1.

Method used: **Group Activity**

Materials: **8 packs of Cards (remove Jacks, Queens and Kings)  
Flipchart / Markers  
Stopwatch / Timer  
Cards. There should be 80 cards in the deck. Eight of each number  
Ace through 10.  
PDCA Instructions**

 **10 min.**

Remarks: **Have observers with each group to assist with debrief**

### The Ramp of Improvement

Briefing

PDCA Game

Introduce the PDCA (Plan, Do, Check, Act) plan and the stages of team development

\*Prior to the activity you will need to presort several decks of cards. Arrange the decks so that each deck has eights aces, eight 2s, eight 3s, and so on through eight 10s. Do not use the face cards (Kings, Queens, Jacks)

2.

 **30 min.**

**FIRST:** Give out one deck to each team. Don't tell them anything about the cards yet, like the total number of points or anything else. They may not touch the cards at all until the trainer says "GO". Tell them the object is to divide the cards as evenly as possible among the team members according to point value on the face of the cards. Ace counts 1 point, 10 counts 10 points, all others count the actual number (2 counts 2, 3 counts 3, etc.). Member totals may vary by one point.

Say "GO" and stop them after 30 seconds. Did they get them all divided evenly? Probably not.

Put the cards back in the middle of each table and tell them once again that they can't touch the cards until you say "GO".

Go on to the plan stage.

**PLAN:** Briefly explain the concept of PDCA. Tell them they will now have a chance to "plan" how to divide the cards equally before actually doing it. Tell them anything they want to know about the cards now. Give them about 5-10 minutes. Be clear that they are not to touch the cards until you say "GO". Most teams will go to great lengths to get their hands on the cards. After most of the teams have their plan together, tell them they have 2 minutes to execute their plans, say "GO".

**DO:** Let them execute their plans and time them (you may want to put a grid on a flipchart to record their times). They will probably take 1.5-4 minutes here.

**CHECK:** Have the teams discuss at their tables how they can improve their process. Again, they may not touch the cards until you say "GO". After 3-5 minutes, say "GO".

**ACT:** Let them execute their improved plans. Many will come very close to the original 30 second time allotment. Record the new times, almost everyone will improve.

6.2

3.

Materials: PDCA Circle Graphic (for debrief)

 15 min.

**Debrief:** Discuss as a large group the various processes and improvements. Review the concept of PDCA.

## Workshop 4 Productivity Hacks 90 min.

### Short overview:

Appreciating time is at the heart of using time to one's benefit. From a moment to moment perspective we feel as though we have lots of time before our internal clocks cease to tick. This workshop helps the learner realise their usage of time, whether for good or bad. It enables them to look at ways to be more organised, efficient and productive whether at work or at home.

### Objectives of the workshop:

- To become aware of how much time is spent on electronic devices, diverting their attention from other tasks
- To enable better organisational skills, such as planning, time keeping, commitment to goals
- To understand the concepts of scheduling or keeping diaries
- To practise using digital and non digital methods to assist with organisational skills

**Group size:** any

## Session Plan

1.

Method used: Opening Discussion  
Discussion and Interaction of Group

Materials: Electronic Devices, Phones, laptops, tablets  
Flipchart  
Paper  
Pens  
Post Its

 20 min.

### Productivity Hacks

Tame 3 attention hijackers.

Start a discussion with the group on how their time is used up on electronic devices and possibly affects their time. Using a Flip Chart, and post-its, have participants note all the apps, devices or attention hackers they use.

When this is done, discuss Attention hijackers – such as alerts from your phone, computer, tablet, and smartwatch – advise that this can cost you as much as 25 minutes in lost productivity.

Have the participants dive into the Settings on each device you own, and tame as many attention hijackers in your work as you can – any that aren't worth losing 25 minutes of productivity over

6.2

2.

Method used: **Creative Space On / Offline**

Materials: **Flipchart**

**Paper**

**Coloured Pens**

**Stickers**

**Print Sample Calendar Templates (Weekly / Daily)**

 **30 min.**

### **“Time Theming”**

Using paper, coloured markers, and allowing for some reflective time, have participants Time Theme a typical week in their life.

Assign a theme to each part of your week so you can segregate it. E.g. Family / Saturdays

Useful video: <https://www.skillshare.com/classes/Productivity-Habits-That-Stick-Using-Time-Theming/1216959000>

Reflection should consider time wasted, opportunities to gain back time and areas for improvement.

3.

Method used: **Reflective Space, supported by facilitator**

Materials: **Electronic Devices, Phones, laptops, tablet**

 **20 min.**

### **Online Behaviour Survey**

Online tool to measure online behaviour and use <https://inscreenmode.eu/>

4.

Method used: **Discussion**

 **10 min.**

Debrief

6.2

# Chapter 7 Critical Thinking and Problem Solving

## 7.1 Theoretical Introduction – Theory Behind the Scenarios

This chapter will introduce learning theories, methods, concepts and workshop scenarios related to developing critical thinking and problem solving skills in young people as defined by the P21's Framework for 21st Century Learning<sup>1</sup>. The Framework defines the knowledge, skills, and expertise young people should master as critical thinkers and problem solvers to succeed in work and life in the 21st century.

The research underpinning the development of this toolkit identified critical thinking and problem solving as one of the most important skill-sets employers expect young people to have to increase their future employability. In addition to this, we are living in a world where young people have an unprecedented opportunity to create change in their lives, their communities and across the world. New technologies and the democratisation of digital tools have been key drivers accelerating this change.

With the right support, young people can develop as critical thinkers and become changemakers. Critical thinking and problem solving skills equip young people to analyse and evaluate whether the information they are receiving, whether from an individual or organisation, is just, fair and truthful.

*“The function of education is to teach one to think intensively and to think critically... Intelligence plus character, that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.”<sup>2</sup>*

*- Rev. Dr. Martin Luther King, Jr.*

There are many types of projects designed to develop young people's critical thinking and problem solving skills to empower them to explore topics and issues they care about. Youth media [1], youth as researchers [2] and youth as changemakers [3] are innovative examples of projects that can empower young people to affect change and have an impact on their intended audience.

### What is Critical Thinking?

Critical thinking can be defined as a mode of reasoning, about any subject, content or problem in which the thinker improves the quality of his / her thinking by skilfully analysing, assessing and reconstructing it [4]. Critical thinking is self-directed self-monitored and self-corrective thinking.

The following, extracted from the P21 Framework for 21st Century Learning, outlines the knowledge and skills young people need to develop to become critical thinkers:

1 Framework for 21st Century Learning was developed by the P21 Partnership for 21st Century Learning. <http://www.battelleforkids.org/networks/p21/frameworks-resources>

2 Clayborne Carson, Ralph Luker, and Penny A. Russell, eds. The Papers of Martin Luther King, Jr. Volume I: Called to Serve, January 1929-June 1951. University of California Press at Berkeley and Los Angeles. 1992.

Reason effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use systems thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make judgments and decisions
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

## What is Problem Solving?

Problem solving can be defined as committing to an action or judgement after evaluating the facts, data or possible learning from a situation [4]. Problem solving is used to develop alternative courses of action that are based on logical assumptions and factual information and that take into consideration resources, constraints, and familiarity with situations.

The following outlines the knowledge and skills young people need to develop to become problem solvers:

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions.

## Learning by Doing and Experiential Learning

Learning by doing and experiential learning are two pedagogical approaches widely used to inform youth work processes and activities. These approaches are informed by two important theories of learning and education; Piaget's constructivism and Papert's constructionism [5].

Learning by doing is a methodology used by The Clubhouse Network [6] to facilitate young people to learn to design, create, experiment, explore, inquire and solve problems through technology and project-based learning.

In *Creators not Consumers* [7], the author Mark Smith discusses experiential learning (learning by doing) in a youth work context and how it is based on three assumptions:

- People learn best when they are personally involved in the learning experience
- Knowledge has to be discovered by the individual if it is to have any significant meaning to them or make a difference in their behaviour
- A person's commitment to learning is highest when they are free to set their own learning objectives and are able to actively pursue them within a given framework

## Introduction to Inquiry Based Learning

Inquiry based learning is a youth centred educational approach driven by young people's questions, informed by learning theories such as Dewey's constructivism [8] and Kolb's experiential learning [9]. Young people

are mentored and guided by youth workers and educators to figure out what their ‘true’ questions are – the things they really care about. Youth media projects, such as producing a film, a photostory or radio show offer authentic inquiry experiences for young people. They are required to ask questions of themselves and others in order to seek answers to the topics they are exploring. These topics can often be grassroots, community based issues, or issues related to the needs of young people. They often get to collaborate and work with others in their community. Through this process, young people can discover multiple answers and perspectives on a given topic that they need to analyze, debate and evaluate. This analysis helps them develop new knowledge and draw conclusions that can be shared with others, often to effect change.

This youth-led learning approach differs to formal education where the learning is driven by a defined curriculum, delivered by a teacher for the purpose of assessment [10]. Inquiry based learning is encouraging to young people who may have different needs. The approach allows young people to find their own interests and move at their own pace. The process may appear unstructured, rather, it is just differently structured and can often take more planning, preparation and responsiveness from the youth worker.

## Introduction to Create with Purpose

Create with Purpose is a methodology designed for Adobe Youth Voices Program to support youth workers to facilitate a highly intentional approach to making media that is youth-led and purposeful [10].

When youth workers guide young people to Create with Purpose they produce media (such as films, photo-stories, animations, websites) that are:

- **Relevant** – to the youth media makers and the audience
- **Intentional** – designed to have a clear impact on an intended audience
- **Personal** – expressing a clear point of view or specific perspective
- **Collaborative** – youth and educators working side by side
- **Original** – evident in style and content
- **Inquiry based** – derived and led by youth questions
- **High quality** – illustrating the effective use of digital tools and techniques

The challenge for youth workers is to strike a fine balance between being completely hands off during the youth-led Create with Purpose process and telling young people exactly what to do. Always push young people to be original and to make something that truly reflects their interests, needs or issues they care about - to make something that only they can make that reflects their vision and creativity.

When young people create media with a purpose they develop critical thinking and problem solving skills applicable to all walks of their lives; in their education, community and careers.

7.1

### Endnotes

1. [Youth media](#) developed by the Adobe Foundation and Education Development Center as part of the Adobe Youth Voices Program.
2. [Youth as Researchers](#) developed by the Child and Family Research Centre at the National University of Ireland, Galway.
3. [Youth as Changemakers](#) developed by Ashoka’s Young Changemakers Program for empathy education.
4. P21 Framework for 21st Century Skills.

5. Resnick, M. Learning by Designing. MIT Media Lab. Accessed on 20.03.19. [www.lablearning.eu/documents/doc\\_inspiration/cch/cc\\_designing.pdf](http://www.lablearning.eu/documents/doc_inspiration/cch/cc_designing.pdf)
6. The Clubhouse Network <https://theclubhousenetwork.org>.
7. Smith, M. Creators Not Consumers, Rediscovering Social Education. 1982.
8. Dewey, J. (1938). Experience and Education. New York: Collier Books
9. Kolb, D. A. (1984) Experiential Learning: Experiences as a source of learning and development. Englewood Cliffs, NJ: Prentice-Hall
10. The Adobe Youth Voices Program Guide <https://edex.adobe.com/youthmedia>.

## 7.2 Workshop Scenarios for Critical Thinking and Problem Solving

### Workshop 1 The Art of the Question

#### Short overview:


The workshop will introduce the participants to inquiry based learning. Participants will learn how to build young people's critical thinking and problem solving skills by learning the art of asking questions. One activity will be introduced within this workshop; What would Happen If...? It uses the 5 Ws is a powerful method of interviewing and investigating often used by journalists, broadcasters and business people to get to the truth of a story or a problem. They are:

- Why?
- What?
- Who?
- Where?
- When?

#### Objectives of the workshop:

- To develop an understanding of inquiry based learning
- To learn about the art of asking constructive questions
- To learn to become a critical thinker and problem solver
- To learn techniques that encourage young people to think laterally and critically about the world they inhabit.

#### Session plan:

<b>1.</b>	<p>Method used: <b>Trainer's introduction</b></p> <p>Materials: <b>Projector</b> <b>Slides</b> <b>Handout</b></p>	
<p>Introduction to inquiry based learning and how it can be used to develop critical thinking and problem solving skills (see the theory from this chapter).</p>		





## 2.

Method used: **Trainer's introduction**

 **5 min.**

### **Activity: What Would Happen If..?**

Explain the purpose of the exercise - it is designed to help you think laterally and discover new ways of looking at the world. Encourage young people to answer these questions using creative and constructive thinking.

Divide participants into groups of 3-4 people. Ask the groups to discuss the 3 questions below and write their answers on coloured post-its using one flip chart sheet per answer. There is no right or wrong answer. Ask them to think of the pros and cons of each answer to the questions (used in step 4).

## 3.

Method used: **Group Work**

Materials: **Flip chart paper**  
**Coloured Post-its**  
**Markers**

 **15 min.**

### **What would happen if...**

... there was no social media in the world?

... you had to choose to stay on Earth (as it is) or leave to live on planet Equality (where all humans, animals and the environment are equal and respected) however, there is no Internet, phones, devices, TVs there?

... you woke up one morning to find your life was being streamed live, all day, every day?

## 4.

Method used: **Group Presentations**

 **10 min.**

Regroup. Each group presents the answers they came up with to each question highlighting the pros and cons.

## 5.

Method used: **Moving debate**

 **10 min.**

Finish up the session by facilitating a moving debate.

Read the following statements:

*"No social media in the world is a good thing."*

Who agrees/disagrees. Participants move left for agree, right for disagree. Ask why?

*"Stay on Earth or move to another planet. Who would stay, who would go?"*

Participants move left for stay and right for go. Ask why?

*"I love my life being streamed all day, every day."*

Who agrees/disagrees. Participants move left for agree, right for disagree. Ask why?

6.

Method used: **Debrief**

 **10 min.**

Wrap up the session. Encourage the group to think about how could they use this within their groups?

For fun, try to think of your own "What Would Happen?" questions and practice the 5 Ws!

Connect the activity to the inquiry based learning and how it helps to develop critical thinking skills.

## Workshop 2 Digital Reporters - Real or Fake News?

 **85 min.**

### Short overview:

This workshop will introduce participants to an activity that explores the concepts of real, true, fake and false news. Participants will learn how to facilitate young people to develop critical thinking skills to analyse and evaluate sources of news and information. Through a role playing activity, participants will learn how to deconstruct a story based on evidence provided by the witnesses. The activity will wrap up with participants devising their own story based on what they believe are the real facts.

### Objectives of the workshop:

- To learn how to use journalism skills to detect what's real, what's fake and who to believe
- To learn how to interview characters using Who, What, When, Where, Why, How (WWWWWH) questions
- To learn how to write a news story

### Session plan:

1.

Method used: **Trainer's introduction**

Materials: **Projector**  
**Slides**  
**Handout**

 **10 min.**

Introduction to recognising fake or false news versus true and real news.

Play video: Recognising Fake News

<https://www.bbc.co.uk/academy/en/articles/art20180313141008154>

2.

Method used: **Trainer's introduction**

 **5 min.**

### Activity: Fake or False v Real and True News?

This activity is designed to help you investigate the truth of a news story, to encourage participants to think critically and solve the truth or fakes news behind the story.

7.2

### 3.

Method used: **Group Discussions**

Materials: Use [Kahoot.com](https://www.kahoot.com) to set up examples of fake and real news stories  
Share Kahoot.it website and pin with participants  
Printed handout 'Real News vs. Fake News Help Sheet'  
[http://downloads.bbc.co.uk/academy/youngreporter/Lesson\\_1\\_helpsheet.pdf](http://downloads.bbc.co.uk/academy/youngreporter/Lesson_1_helpsheet.pdf)



Remarks: Pre-prepare fake and real news stories in Kahoot. Search Google for 'Fake News Examples' and select stories that are relevant to your young people.

Start off with a group discussion around one true and one false news story.

- Ask all participants to open [www.kahoot.com](https://www.kahoot.com) and enter game pin.
- Ask each participant to select the story they think is fake. A discussion will be formed around the answers.
- Reveal which story is fake and facilitate a discussion around why the participants think this is fake.
- Use the Real News vs. Fake News Help Sheet to help you to facilitate the discussion.

### 4.

Method used: **Role play activity**

Materials: Projector with slide to share 'Dog Bites Man Story' or handout  
Printed character cards x 6  
Pens, paper  
Printed handout [Ten Questions for Fake News Detection](#)



Next, start the role play activity. Choose six participants to be the characters in the headline story 'Dog Bites Man'. Each receives a card with a description of the character they are assigned to play

- First, the facilitator or a young person reads out the news article 'Dog Bites Man' from 'The Lying Times'
- Then ask each character to read their individual headlines to the rest of the group. The headline is in bold text and tells their involvement in the story.
- Their card also contains other information about the incident or their connection to it, but they must not reveal this unless they are asked an open question about the incident from the group.
- The rest of the group are journalists. Using their REAL check list and open questions from the Help Sheet, they find out as much of the story as they can. They have to decide what facts they think are real, which are fake, which are mistakes and which are rumours. They then write a news story in four lines with a headline to tell the story. Ask the six characters to write their story as a short opinion piece.

**Activity adapted from:**

[http://downloads.bbc.co.uk/academy/youngreporter/Lesson\\_1\\_Exercise\\_3.pdf](http://downloads.bbc.co.uk/academy/youngreporter/Lesson_1_Exercise_3.pdf)

## Annex to Workshop 2

### Dog Bites Man

A newspaper article from 'The Lying Times'.

A man has been attacked by a dog whilst walking through Tall Tale Park. Mr Jonathan Jones (48) says he was bitten by the pit bull terrier yesterday morning. "I was minding my own business when an enormous, vicious creature leapt out of the bushes and attacked me. I don't think I'll ever use my left hand again." Mr Jones, grandfather of 7, is now recovering at home.

A hospital spokesman said the doctor who had treated Mr Jones was horrified at the extent of the injury. He added that he thought this breed of dog had been banned. The dog is called Putch. His owner told us that he has never been any trouble in the past and is usually as gentle as a kitten.

#### Reporters:

Paul K.Pize & Ivor Fibb

#### The six characters:

##### Mr Jones

**I was walking through the park one morning, minding my own business when an enormous dog ran up and bit me.**

Other info:

1. I've told the park warden I think the park should be kept dog free
2. I like to walk on the grass, not on the path
3. You can't see bite marks because I'm a fast healer
4. I didn't go to the doctor
5. I hate dogs

##### Dog owner

**On that morning a stranger came over and shouted at me and tried to kick my dog.**

Other info:

1. Butch retaliated by barking and bouncing up and around
2. I did shout back and shake my fist, but neither of us touched him
3. I walk Butch every morning at 8 o'clock
4. Butch is a Staffordshire Bull Terrier, very gentle with children
5. This is the first time I've talked to a journalist

### **Eye witness**

**I was crossing the park the other day when I heard a lot of shouting, saw 2 men shaking their fists at each other and a dog jumping about and barking.**

Other info:

1. It was raining so I had my umbrella up, so maybe I wasn't able to see absolutely everything
2. I think the dog looks like a scary dog
3. I saw the owner grab the dog and quickly put it back on the lead
4. I didn't recognise either of the men

### **Neighbour**

**I've lived next door to Butch and his owner for the past 20 years.**

Other info:

1. We do hear the dog bark a lot at night
2. We've never had any trouble with the dog or our neighbours
3. I know his daughter has stopped visiting since she had a baby
4. We go on holiday together every August

### **Dog expert**

**This breed has been known for being temperamental**

Other info:

1. If provoked it's possible that he would bite someone in defence
2. I've had a Staffy myself and have never had a problem
3. Sometimes dogs take on the temperament of their owners
4. They are very loyal dogs and good fun
5. My children grew up with a Staffordshire Bull Terrier and they were fine

### **Park Warden**

**Mr Jones often walks through Tall Tale Park.**

Other info

1. Mr Jones and I had a row last week when I was late opening up the park
2. I got in trouble with my boss after he complained about me being late
3. I've seen him shouting at dogs before
4. I've seen him lose his temper with young lads playing football
5. It's not the first time he's moaned about the dogs and dog walkers

**The rest of class are journalists.**

© BBC Academy

## Workshop 3 Know Want Learn Mapping for Authentic Storytelling

1 hour

### Short overview:

The workshop will introduce the participants to the Know Want Learn Map, a brainstorming tool to help young people to identify a topic or issue they care about. This technique encourages young people to delve deeper into a topic, to identify how and where to find answers to questions they have and to create original and authentic stories.

### Objectives of the workshop:

- To learn how to use the Know Want Learn Map as a brainstorming tool
- To learn how to delve deeper into a topic, issue or need
- To learn about interviewing tools and techniques to create original stories

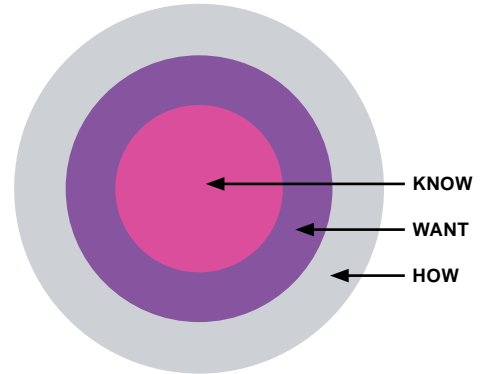


Image credit © Adobe Youth Voices

### Session plan:

1.

Method used: **Trainer's Introduction & Demonstration of How it Works**

Materials: **Projector with KWL Map graphic on screen or Markers, Flip Chart with KWL Map hand drawn**

5 min.

**Introduction to Know Want Learn Map.** Explain how it is used to brainstorm a topic.

#### How it Works:

**Know** - what young people already know about a topic or subject? e.g. veganism

**Want** - what they would like to learn, what questions they have about the subject or topic? e.g. Is it all hype or are there benefits for us and for the planet? What are the benefits?

**How** - how they will find answers to their questions? e.g. interview Joe Bloggs, do a survey of their peers, etc.

2.

Method used: **Small Groups Activity**

Materials: **Paper, markers**

15 min.

#### Activity: Know, Want, Learn Mapping for Authentic Storytelling

Invite the group to explore a topic using the Know Want Learn Map (KWL).

- Divide the group into small teams of 3-4 people.
- Identify possible subjects for a media project by creating the KWL target map.
- Ask participants to place a key topic or issue in the centre (perhaps related to the 'Big Idea' you've introduced).
- Together brainstorm all the questions they might have about the topic.
- Formulate how they might learn the answers based on these questions.

7.2

### 3.

Method used: **Group Discussion**

 **5 min.**

Wrap up the KWL Mapping activity above.

Trainer explains the following:

The process creates a bull's eye-type map in stages. By the time they finish, they will have a map that suggests a number of stories and will help youth make a decision about their ultimate goal.

- This is the most important key to making the map work: participants spending time thinking about their goals and the things they're going to explore in their project.
- Remember that when working on topics, be sure to distinguish between what participants "like" and what they really "care about."
- They may be crazy about a particular artist, movie, or song, but what topics in their world are they really passionate about? What stories in the news or their neighbourhood make them angry or sad?
- These are the topics they'll be dedicated to exploring, especially if in their projects they can somehow identify ways to fix a problem or bring people together.

Ask the participants to quickly share the topic they have decided to explore.

### 4.

Method used: **Small groups activity**

Materials: **Paper, markers**

 **15 min.**

**Next build a question guide by developing interview questions.**

- Ask participants in their groups to formulate questions that explore these topics. Frame them as open-ended questions, such as:
  - "Tell me about an experience..."
  - "What are the best/worst parts about...?"
  - "Can you help me understand more about...?"

**Next, ask participants to organize their questions.**

Organize questions using the following structure:

- Start specific: begin with questions your participants are comfortable answering.
- Go broad: ask more profound questions about hopes, fears and ambitions.
- Probe deep: explore your challenge or any interesting theme you picked up on during the conversation in more depth. Consider prompting thoughts with "what if" scenarios.

**To finish up, ask the participants to collate their questions into a question guide** that is very readable, so you can glance at it quickly during your conversation.

## 5.

Method used: **Role play activity**

Materials: **Paper, markers**  
**Story starters/props to explain topic to interviewee**  
**Question Guide**  
**Smartphone**  
**Flipchart paper**



### **Activity: Preparing and Practicing for an Interview**

#### **A. Build tangible conversation starters.**

- It can be helpful to share early ideas or concepts in your conversation, particularly if you are working on an abstract idea - it only serves the purpose of gaining a better understanding of your topic.
- You can create a sketch, build a simple cardboard representation or describe a scenario that your participants can respond to.

#### **B. Confirm your plans**

Confirm date, time and location for your research activities. Agree on logistics, including transportation, with your team.

#### **C. Assign roles**

Designate one person to lead the interview. Select a second person who will focus on watching participants' body language and facial expressions. Decide which team member will take notes, and choose a photographer. Remember to ask permission before taking any photos.

#### **D. Prepare your equipment**

Make sure to gather materials for your fieldwork ahead of time:

- Question guide
- Participants' contact details
- Team members' contact details
- Directions to location
- Notepads and pens
- Camera (load batteries!)
- Mobile phones
- Thank you gifts for participants (if applicable)
- Post-it notes, Sharpie markers

#### **Get Interviewing!**

Ask the participants to practice interviewing each other using the question guide and conversation starters prepared above.

Ask participants to review footage to analyse what worked/didn't work

Finish up the session by asking them to note what lessons they learned and add them to the Lessons Learned flip chart sheet on the wall.



6.

Method used: **Trainer Wrap Up**

 **5 min.**

**Wrap up the session.**

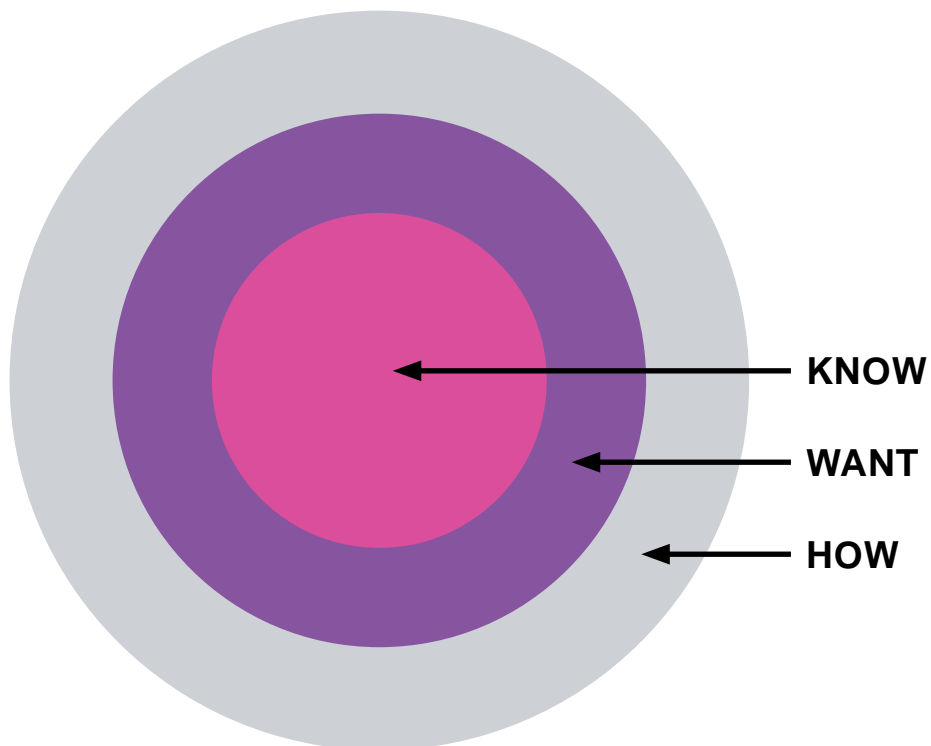
Review lessons learned from the interviews on Flipchart paper.

Connect the session back to the theory part of the chapter. Reflect on the Know, Want, Learn Map as a tool to foster critical thinking and problem solving skills in young people.

**Activity adapted from:** Adobe Youth Voices Program Guide

**Available on:** <https://edex.adobe.com/youthmedia>

**Annex to Workshop 3**



7.2

Image credit © Adobe Youth Voices

## Workshop 4 Critical Analysis of Media 40 min.

### Short overview:

The workshop will introduce the participants to a media mash up activity, an effective tool for developing young people's critical thinking skills. It is particularly effective to deepen young people's engagement in their creation and consumption of all types of media. It also fosters young people to question and uncover an author's bias, and to build connections with their peers through shared cultural artefacts and experiences. This workshop asks participants to become critical listeners and viewers and to discuss and share their thoughts with each other.

### Objectives of the workshop:

- To learn how to use the SAMS technique to analyse adverts and music videos
- To learn how to question and uncover the media author's bias
- To develop an understanding the language used to construct/deconstruct media (symbols, semiotics, aesthetics)

### Session plan:

1.

Method used: [Trainer's Introduction](#)

 5 min.

#### Introduction to Story, Audience, Message, Style (SAMS).

This media viewing technique is a helpful way to introduce young people to critiquing works and identifying central elements – the stories they convey, the audience they intend to have an impact on, what message they are sending, and stylistic elements that the media maker selected. It is always good to underscore that all of these aspects can be controlled by the media artist in the choices they make throughout the production process. From the look, style, objects and symbols that appear to the types of shots used.

2.

Method used: [Small Groups Activity](#)

Materials: [SAMS handout](#)  
[Music videos, YouTube, Speakers](#)

Remarks: [Trainer can select any videos relevant to the young people they work with](#)

 15 min.

#### Activity: Critiquing Media using SAMS Technique

Present a number of videos to the group.

- Break into small groups of 4-5
- Ask them to analyse a music video using the SAMS handout. This activity introduces the process of critically examining music videos.

Play two music videos. Two examples:

Little Mix: <https://www.youtube.com/watch?v=gBAfejUQoA>

Dua Lipa: <https://www.youtube.com/watch?v=k2qgadSvNyU>

7.2

Discussion prompt:

- As the groups are discussing the videos, prompt them to analyse the additional elements; symbols, visual content, lyrics, style, set design, etc.
- Ask them to compare the two videos.

To develop this activity for an older group you can adapt the following resource:

[Analyzing music videos](#)

3.

Method used: **Group Discussion**



### Share

- The workshop culminates with a group discussion with each group sharing their findings.
- What impact might these have on young people?
- Encourage discussion amongst the group to see if others received different meanings.

4.

Method used: **Trainer Wrap Up**

Materials: **Projector, Slide with graphic of the 'History of Media Making'**



### Wrap up workshop

Share how media making has been around for 40+ years, and traditionally involves these core elements:

- Media Production
- Technical & Creative Skills
- Critical Media Analysis
- Civic Engagement/Media Activism

At the intersection of all of these areas is positive youth development.

Helping young people to critically analyse media is one of the most effective ways to keep young people safe. Youth workers are best placed to support them as they navigate our digital world.

**Activity adapted from:** Adobe Youth Voices Program Guide

**Available on:** <https://edex.adobe.com/youthmedia>

## Annex to Workshop 4



### VIEWING MEDIA - SAMS

When watching media, it helps to have a shared language that you can use to understand and critique the work. This “SAMS” (Story, Audience, Message, Style) sheet can help you discuss key points about the media with each other.

Story
What is the story?
What has changed from the beginning of the piece to the end of the piece?
Audience
Who is the audience for this piece?
What in the piece tells you that it was created for this audience?

7.2

Activity adapted from: Adobe Youth Voices Program Guide

### Message

What is the message of this piece? Is there more than one message? If so what are the additional messages?

### Style

Comment on the style of this piece. How would you describe this piece? Is it fiction or non-fiction? Is it poetic? Is it a personal story?

What are the techniques the artists used to convey their message?  
Did they use interviews, text, performance, music etc.?

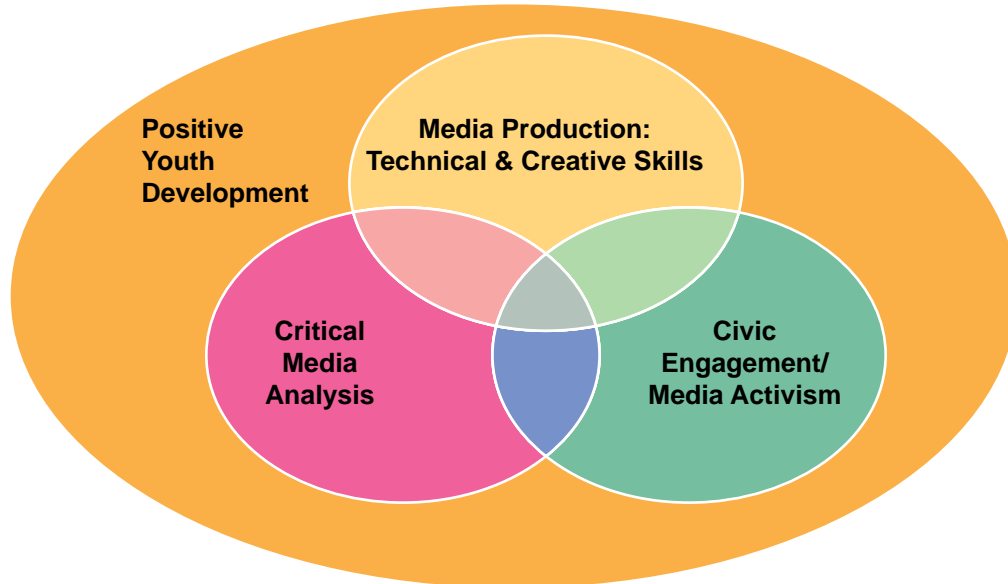
How is the quality of the audio and/or visuals? Are they clear? Is the sound at a good volume? Are there objects or sounds that are distracting?

How do the audio and/or visuals contribute to the message and the story?

7.2

## History of media making

Youth media making has been around for 40+ years, and traditionally involves these core elements:



Developed by The Youth Learning Initiative at EDC for Time Warner, 2005.

Source: 2013 Adobe Systems Incorporated

## Workshop 5 **Creating with Purpose and Mobile Filmmaking**

 **140 min.**

### **Short overview:**

The workshop will introduce the participants to developing critical thinking, build community and disseminate knowledge.

### **Objectives of the workshop:**

- To learn how to create with purpose
- To learn about the five steps involved in the media making process
- To learn about the tools and techniques used for making media with smartphones and recommended equipment to use in a mobile filmmaking kit\*.

### **Session plan:**

**1.**

Method used: **Trainer's Introduction**

Materials: **Projector,  
Slides with Create with Purpose Principles**

 **5 min.**

#### **Introduction to Create with Purpose Approach**

Creating digital content often comes easily to young people who are immersed in technology in their everyday lives. While a young person can practice a skill such as mobile journalism on his or her own, an effective educator functions as a mentor to reinforce good practice, recommend ways to improve, and provide continual moral support to create great stories.

The challenge for educators is to provide guidance and space for young people to create content with originality, vision, and purpose. Creating content using mobile devices and following the Create with Purpose approach can help young people to produce authentic stories about issues and causes they care about.

#### **Create with Purpose Principles**

Introduce the participants to the following principles of how to Create with Purpose.

- **Relevant:** is the content relevant to the young people and their audience?
- **Intentional:** is it designed to have a specific impact on an intended audience?
- **Personal:** does the content express a clear point of view or specific perspective?
- **Collaborative:** have the young people and educators worked side by side?
- **Original:** is there evidence of originality in style and content young people have chosen?
- **Inquiry-based:** is the topic/cause/issue derived and led by the young people and not the educators?
- **High quality:** does the content illustrate an effective and innovative use of the mobile tools and techniques?

**7.2**

## 2.

Method used: **Trainer's Introduction**  
Materials: **Projector**  
**Slide with Production Process**



### **Production Process for Media Making:**

A carefully planned media project (film, animation, photostory, radio show, etc.) or mobile journalism (MoJo) project has at least five steps in the process.

1. Planning
2. Production
3. Post-Production
4. Critique & Revise
5. Showcase & Share

Steps 3-5 above are critical steps in the production process, however, when facilitating media projects with young people they are often skipped or out-sourced to an external facilitator. It is important to include these steps.

- Step 3 covers the editing process and is one of the most creative decision making stages of the project.
- Step 4 is critical to ensure the intended story, audience, message and style is being conveyed. The SAMS handout can be used again here.
- Step 5 is a great motivator to encourage young people to finish the project particularly if they are finding certain tasks challenging e.g. editing.

## 3.

Method used: **Trainer's Introduction**  
Materials: **Projector**  
**Slide with types of roles**



### **Film Crew Roles - Traditional v Mobile**

In traditional media making or filmmaking there are various production roles, for example:

- Camera person - shoot the footage
- Lighting technician - plan and set up lights to create desired look/feel
- Sound recordist - plan and record audio with mics e.g. boom, lapel mic, directional, etc.
- Technical person - back up footage and ensure all equipment is working/charged
- Interviewer - welcomes and preps interviewee(s), ask questions either on or off screen
- Runner - an extra pair of hands to assist all of the above, where needed

For Mobile Journalism (MoJo), sometimes one person will do all of the above roles! However, when working with young people and the MoJo kit, these roles can be condensed to:

- Camera/lighting/sound person using MoJo rig
- Technical manager using laptop to back up and chargers to keep everything running
- Interviewer (sometimes this will be the person on camera)
- Or one person doing all of the above!

When planning a filmmaking or MoJo shoot with young people it is important to decide on roles during the planning process. The group may decide to rotate roles during the shoot so that everyone experiences doing different jobs. This planning will ensure the shoot goes smoothly and everyone is clear on what their role is.



## 4.

Method used: [Trainer's Introduction](#)  
Materials: [Projector](#)  
[Slide with types of roles](#)

 **5 min.**

### Activity: Storytelling for Mobile Filmmaking

Participants are asked to work in small groups of 4-5 and trainer explains brief.

#### Video Project Brief

Participants are given the project brief to create a 2-3 minute video using their smartphones and the recommended mobile filmmaking kit.

Requirements:

- They must be able to film the topic of the video at the location where the activity is happening.
- They must include at least of of each type of camera shot in the video.
- Outline the five steps of the media making process that the participants must follow.

## 5.

Method used: [Small groups activity](#)  
Materials: [Paper, markers](#)  
[KWL template](#)  
[Storyboard template](#)  
[Shot list template](#)  
[Interview guide.](#)  
[Link to an example of a mobile filmmaking kit.](#)

 **20 min.**

### Step 1 - Planning

- Create KWL map to brainstorm a topic (see previous workshop scenario on how to do this)
- Review camera angles and shot composition handout
- Create storyboard or shot list
- Review Production checklist
- Decide on film crew roles
- Create interview questions/guide
- Prep kit

## 6.

Materials: [Flipchart Paper](#)  
Handouts:  
[Blank Shot List](#)  
[- AYV Camera Angles & Shot Composition](#)  
[- Production Checklist](#)  
[- Mobile Filmmaking Kit](#)

 **30 min.**

### Step 2 - Production

- Set up lighting, mics, props, etc.
- Do test shots to test audio levels and framing, etc.
- Participants shoot the footage (interviews, b-roll, etc.) using a smartphone and Mojo kit
- Create graphics, if needed

## 7.

Method used: **Trainer's Demonstration**  
**Small groups activity**

Materials: **Projector**  
**Smartphone**  
**Adapter cable to plug smartphone into laptop/projector (optional)**  
**Download Kinemaster App**  
**Broadband/ wifi**  
**YouTube**  
**Speakers**

 **30 min.**

### Step 3 - Post Production

Ask participants to regroup in the room to begin the Step 3.

- Show the [Kinemaster step-by-step video tutorial](#) on demonstrate how to use KineMaster app to edit.
- Ask participants to start editing their footage using the Kinemaster app with their groups
- Create narration and/or source soundtrack, if needed
- Add transitions, titles, sub-titles, etc.

Facilitator provides support and guidance to the group as the edit their videos. Give them a 5 minute notice to finish editing.

## 8.

Method used: **Small groups activity**

Materials: **Paper, markers**  
**SAMS handout**  
**Kinemaster app**

 **15 min.**

### Step 4 - Critique & Revise

Ask participants to move on Step 4 and guide them through the following steps:

- Export a 'rough cut' of the video.
- As a group, review the video on the smartphone
- Discuss what worked well, what changes would improve it. SAMS technique is a useful tool for critiquing media to assess if the message they wished to convey is clear. It is also useful to get people external to the project to critique it.
- Make a list of the revisions to be made
- Edit the final cut in Kinemaster

## 9.

Method used: **Small groups activity**  
**Group activity**

Materials: **Kinemaster app**  
**Projector**

**Adapter cable to plug smartphone into laptop/projector (optional)**

 **20 min.**

### Step 5 - Showcase & Share

- Ask group to finalise the video and discuss export settings for the different platforms online and offline
- Upload video to YouTube, Facebook, etc.
- Discuss options on where to share the video with a broader audience
- Participants are now invited to watch each others videos. This is a good opportunity to invite feedback by asking the participants to critique each others' videos in a constructive way using the SAMS technique as a guide.

## 10.

Method used: **Trainer Wrap Up**

 **5 min.**

### Wrap Up Session

Connect the session back to the theory part of the chapter. Reflect on how Create with Purpose can help build authentic storytelling and how the five steps of the production process are effective approaches and tools to develop critical thinking and problem solving skills in young people.

**Activity adapted from:** Adobe Youth Voices Program Guide <https://edex.adobe.com/youthmedia>

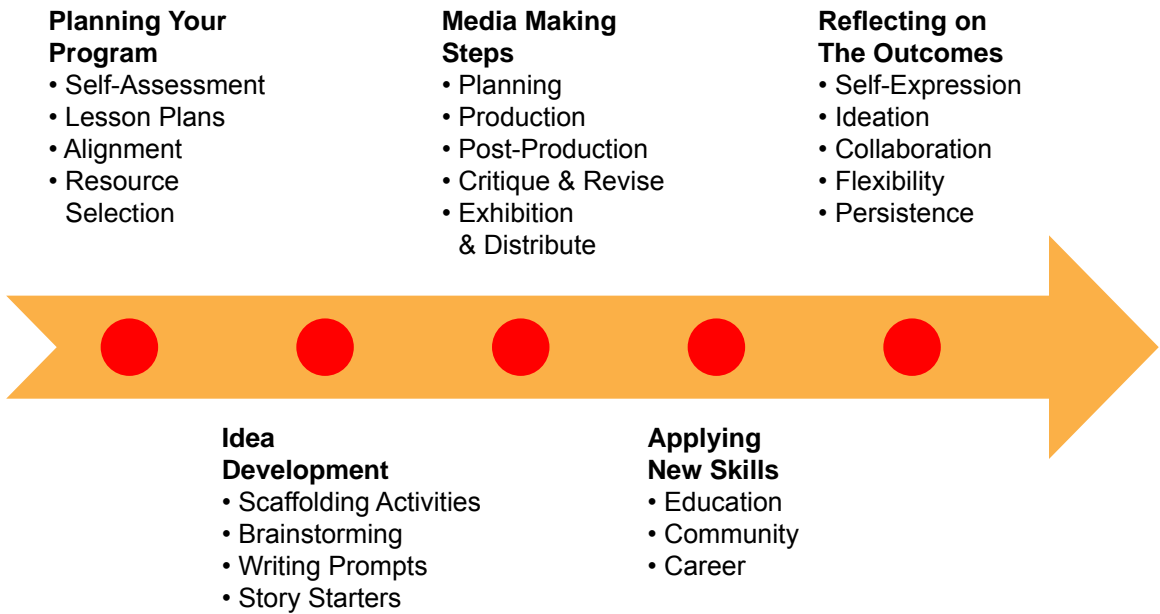
A basic mobile filmmaking kit can include:

- Smartphone rig
- RODE compact video compact microphone
- Tripod and/or handheld gimbal
- LED light

To see an example visit: <https://techspace.ie/join-the-techspace-network/techspace-hardware>

## Annex for Workshop **Creating with Purpose and Mobile Filmmaking**

### The Creative Process – Five Stages



*As youth workers and educators, your job is to manage these various steps and stages.*

Developed by The Youth Learning Initiative at EDC for Time Warner, 2005.



Source: 2013 Adobe Systems Incorporated

**STORYBOARD**


## Workshop 6 Dial it Up

### Short overview:

The workshop will introduce the participants to a problem solving activity. This activity uses old telecommunications to challenge young people to problem solve, ask questions and think critically about how stuff works.

### Objectives of the workshop:

- To learn how to work through a problem using critical thinking
- To learn how to solve problems

### Session plan:

1.

Method used: **Trainer's introduction**

Materials: **Projector with Slides of old Analogue Technologies**

 **10 min.**

There's the perception that young people are much better at technology than their parents/adults. But when it comes to old technology that is clearly not the case.

Introduce examples of analogue technologies that have been replaced by digital technologies.

2.

Method used: **Group challenge**

Materials: **Rotary phone  
Plugged into a phone line**

 **20 min.**

#### Activity: Rotary Phone Challenge

This activity is based around problem solving, and using old technology that was second nature to some but is a step into the dark age for others.

Participants will be asked to do a timed task. They will have a 5 minute maximum limit to complete the task successfully.

- Break into groups of 2.
- Each group will be given a rotary phone to use and a different number to dial.
- The first group to dial the number and connect the call within the time limit will be the winner.

#### Variations on the activity

This activity can be adapted to work with any analogue technology that has been replaced with digital technology.

Some examples:

- Source a portable stereo with FM radio and cassette deck. Challenge young people to create a mix tape of their favourite songs from a radio show using a cassette tape.
- Source a VHS tape, VCR and camcorder. Challenge young people to edit the video.

7.2

3.

Method used: **Wrap up**

 **10 min.**

**Wrap up the session.**

Connect the session back to the theory part of the chapter.

Ask to group if they can suggest other analogue techniques that have been replaced by digital?

Reflect on this activity and how it develops critical thinking and problem solving skills.

Inspired by '17 year olds dial a rotary phone'

Available at: <https://www.youtube.com/watch?v=1OADXNGnjok>

## Chapter 8 Information Literacy

### 8.1 Theoretical Introduction – Theory Behind the Scenarios

The chapter includes workshop scenarios that youth workers could use to support young people to develop specific information literacy skills, such as:

- Access information effectively and evaluate critically and competently information;
- Critically analyze information, with special focus on digital content;
- Understand and recognize hate speech, fake news, and understand the relations between freedom of information, freedom of expression, free press, media pluralism and democracy;
- Be aware of ethical and legal issues surrounding the access and use of information, mainly online.

The selected informational literacy skills follow the [P21's Framework for 21st Century Learning](#) (Partnership for 21st Century Learning, 2002), which include the following competence areas:

- Access and evaluate information
  - Access information efficiently (time) and effectively (sources);
  - Evaluate information critically and competently.
- Use and manage information
  - Use information accurately and creatively for the issue or problem at hand;
  - Manage the flow of information from a wide variety of sources;
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

We also included the perspective of UNESCO in approaching information literacy, by connecting this competence to aspects such as freedom of information, freedom of expression, hate speech, media pluralism, etc.

The following short sections that summarize relevant theory on topics, such as fake news, copyrighting, freedom of information, freedom of expression, hate speech, will help you to conduct the proposed workshop scenarios on information literacy for young people.

#### **Detecting fake news and disinformation**

According to European Commission ("[Tackling online disinformation](#)"), disinformation, what we refer as fake news, "consists of verifiably false or misleading information created, presented and disseminated for economic gain or to intentionally deceive the public. It may have far-reaching consequences, cause public harm, be a threat to democratic political and policy-making processes, and may even put the protection of EU citizens' health, security and their environment at risk." The EC acknowledges that the phenomenon has a bigger impact than ever before, as it is easier for anyone to post and share any news or information online. Moreover, EC stresses the role of social media and online platforms in speeding up the spread of such news and in enabling a global reach without much effort from the authors of the fake news.

Even though we talk a lot about fake news and disinformation recently very often, there are not many comprehensive tools and guidelines to help the youth workers and people who work with young people. However, the issue gets more and more attention from important bodies, such as European Commission, as we have seen. Recently, the EC has even adopted a plan for tackling online disinformation. The Action Plan complements the previous EC Communication on „[Tackling online disinformation](#)“. This Communication sets self-regulatory tools to tackle the spread and impact of online disinformation in Europe, and to ensure the protection of European values and democratic systems. The EC action is guided by several principles, such as improvement of transparency regarding the way information is produced or sponsored, and credibility of information. We believe that these two principles are key elements in raising awareness about disinformation and fake news, and young people should be taught how to check, analyze and evaluate information in the spirit of these two principles.

You could read more about EC activities against online disinformation and also the details of the action plan at <https://ec.europa.eu/digital-single-market/en/fake-news-disinformation>. However, **our focus here will be more practical**: how can we help young people to detect fake news and disinformation?

First of all, it is important to note that there are two kinds of fake news:

1. Stories/contents that aren't true. These are deliberately invented stories designed to make people believe something false, to convince about a certain ideology, to buy a certain product, or to visit a certain website. These can have religious, political, economic and other purposes.
2. There are also stories that have some truth, but aren't 100% accurate. This kind of fake news are usually biased, and aim to convince readers of a certain political or ideological viewpoint, or to trick them into believing or doing something.

But how do we detect what content falls in one of those groups? Using [UNESCO](#) tools and [Mindtools](#), we present here six strategies you could teach young people to take for identifying disinformation and fake news:

### **1. Develop a critical mindset or be suspicious**

Young people should learn that one of the main reasons fake news are such a big problem is that they are often believable, but at the same time easy to get caught out. The moment the young people spot inflammatory or shock value elements in the content, they should learn to keep their emotional responses and check the story. They need to get used to approach the news rationally and critically, asking questions such as „Why has this story been created? Is it to persuade me of a certain viewpoint? Is it selling me a particular product? Or is it trying to get me to click through to another website?“

### **2. Check the source**

Also, teach young people to check the source of the online content. It is the first time they hear about the source, they should do some digging! They should learn to check the publisher - it is a professional, well-known news agency, magazine, newspaper or is it someone's personal blog? Also, the URL of the online content could give hints - strange-sounding URLs that end in extensions like „.infonet“ and „.offer,“ rather than „.com“ or „.eu,“ or that contain spelling errors, might mean that the source is suspect.

Also, young people could check if the content has a clear reporter or author. Most of the time fake news have no reporter/author, because, logically, no one wants to assume fake information. But even if there is an author, the person can be checked easily. Does he/she really exist? Check for authen-



ticity of the author. Finally, only because the news is shared on social media, it does not mean the source is credible. The young people should learn to do the same checking and critically analyze the information and the source.

Young people should also learn about the credibility of the source. If they get the information from another person, they should learn to consider that person's reputation and professional experience. Is the person known for his/her expertise on the matter? Or does the person tend to exaggerate the truth?

### **3. See who else is reporting the story**

If the news is real then it should be somewhere else where, not only on obscure or suspect website. UNESCO advises to find at least two other reputable sources publishing the same news. Teach the young people that they should check whether the story has been picked up by other well-known news publishers. Stories from BBC, Reuters, Euronews or other relevant local or national media will have been checked and verified beforehand. If the information isn't from a well-known source like these, there's a chance that it could be fake.

Make young people aware of the possibility that people who spread fake news and „alternative facts“ sometimes create web pages, newspaper mockups, or „doctored“ images that look official, but aren't. They need to make sure they are really on the BBC web page and not on a false webpage that copied BBC look - check the URL.

In social media channels, it becomes more complicated... with official and unofficial or fake accounts and pages. But with a critical mind, the young people could see that it is a suspicious post, and they could build the habit to search for the official account of the well-known media publisher and see if the news is definitely there. Also, they need to learn not to share things before checking the sources and the information.

### **4. Examine the evidence**

Teach young people that fake news do not have plenty of facts, but mostly inflammatory content, opinions, or information that cannot be attributed or proved. A credible news story will include plenty of facts – quotes from experts, survey data and official statistics.... yes, things that can be checked easily by anyone. If these are missing, if there are only general statements or the sources are an unknown or fake experts, the news should be questioned.

### **5. Look for fake images and videos**

Images and videos can be manipulated. Modern editing software has made it easy for people to create fake images and videos that look professional and real. In fact, research shows that only half of us can tell when images are fake.

However, there are some warning signs that young people should learn to look out for, such as strange shadows on the image, or jagged edges around a figure. You could also show young people how to use Google Reverse Image Search to check whether the image has been altered or it is from another context.

## 6. Check that it „sounds right“

Finally, common sense should be put into practice. The first rule young people could apply is: if a story sounds unbelievable, it probably is. They need to bear in mind that fake news is designed to „feed“ our biases or fears. Young people should learn they need to ignore their biases and be conscious of their limits - just because a story sounds „right“ and true to someone, it doesn't mean that it is.

Here are some online tools you could teach young people about, to help them to verify the contents they find online:

- **AI powered fake news detector**

The website analyzes websites links to see if they are similar to known fake news sites, using a neural network: <http://www.fakenewsai.com/>

- **Google Chrome Extension for source check - NewsCracker**

When reading a news story on a news organization's website, just click the NewsCracker icon to receive the accuracy and spin ratings for the article (on a scale from 0-10).

<https://chrome.google.com/webstore/detail/newscracker/lmpfanpnpoaegbafkodbifallmfcncpb>

## Basics on freedom of accessing information, freedom of expression, hate speech

One of the workshops we propose in this chapter takes the perspective used by UNESCO in approaching information literacy and connecting this competence with aspects such as freedom of information, freedom of expression, media pluralism and free press, civic participation and hate speech. Here, we introduce the basic information on freedom of expression and hate speech, and how these support democratic societies. This basic knowledge you will need to conduct the workshop that supports young people to understand the importance of such rights in democratic communities and societies, while developing their information literacy skills.

### Hate Speech v. Freedom of Expression

We regard young people not only as media consumers, but also as media creators. Every young person is a creator of information and he/she has messages to send out, through various platforms, most common, through social media channels. Also, we consider that empowering them to access new information and knowledge and to express themselves are key prerequisites of a functioning democratic society. But in order to really participate, young people need to know their rights in terms of information and expression. But what exactly constitutes freedom of expression and freedom to information?

Both the international regulations, such as the ones coming from The United Nations Human Rights Council, and local laws, in democratic countries, guarantee our right to freedom of expression, which means that the government does not have the right to forbid us from saying what we like and writing what we like or believe in. This is one of the founding principles of the democratic states - the right to freedom of speech, but also the freedom of access to information (freedom of information). Freedom of speech grants all citizens, disregarding their background and preferences, the liberty to criticize the government and express their minds

without fear of being censored or persecuted. This right is applicable both to information or ideas that are favourably received or regarded as inoffensive, and to those that offend, shock or disturb the government or any groups in the population.

Freedom of information is defined as the right to seek, receive and share information. And this is very well connected to the freedom of expression - if people do not have access to information, then it is hard to think they will have a valuable contribution to a democratic society, to share valuable and diverse opinions. Freedom of information makes the government to facilitate citizen's access to information that is held by public officials, the decision makers or private bodies which activities affect the public interest. Freedom of information enables good governance accountability in government, because people can check what government does, and they can also make better informed decisions while voting for their representatives or for important public decisions.

Even though the concept of freedom of expression seems quite simple, in reality, there are complex lines that can be drawn around what kinds of speech are protected and in what setting - lines that young people should be aware of. And Internet times make these lines even more complicated. The Internet is a fantastic tool for freedom of expression, providing a chance to share ideas, opinions in richer form than ever before. Meanwhile, "speech" gained a broader definition: the expression of opinions, ideas or emotions, not only verbally but also through other forms like images, video or sound. However, this is not a problem-free area. Sometimes young people can come across things online that they may find offensive or content that might 'cross the line' for them.

But how do we draw the line between the offensive/out of line and the right granted by freedom of speech principle? First of all, it is very important for young people to know that freedom of expression does not equate to the right to offend. While freedom of expression is everyone's right, it comes with certain restrictions - hatred, which constitutes incitement to discrimination, hostility or violence, is prohibited by law ([Gagliardone, Gal, Alves, & Martinez, 2015](#)).

At this point, hate speech is a key concept that can contest the limits of free speech or expression. Hate speech can be described as a specific type of expression, which might undermine safety, health, morals or reputation, and sometimes might even turn into a violent act undermining the human rights of others ([Keen & Georgescu, 2016](#)).

In accordance with international human rights law, hate speech in many forms cannot be restricted – this is the subgroup of "mild" hate and intolerance. Yet, in its more extreme forms, when hate is likely to provoke individual or societal harm, hate speech becomes illegal. Because indeed, "there needs to be a balance between allowing people to express their inner thoughts, and ensuring that this does not undermine the rights of others, or cause greater damage to society" ([Keen & Georgescu, 2016, p. 162](#)). Hate speech can be against race, ethnicity, skin colour, language, nationality, religious beliefs or lack thereof, gender, gender identity, sexual orientation, political beliefs, social status, age, mental health, disability, disease, being Roma or refugees.

In conclusion, you could help young people to learn what is hate speech by using this one important criteria: **to look to the content's impact on the targeted group**, to the speech's potential to lead to unreasonable violence, verbal or sometimes physical, against other groups defined by their race, ethnicity, religion, sexual orientation, gender or other characteristics.

If you are interested in reading more about how to combat the hate speech online, we recommend this book: E. Keen & M. Georgescu, *Bookmarks: A manual for combating hate speech online through human rights education*, revised edition from 2016, available at <https://rm.coe.int/168065dac7>.

## **About the rights and limits in using and sharing other's original work**

As a youth worker, you might already know that young people are largely confused about whether it is lawful to use content they find on the Internet, upload, download, and remix these contents... or some of them do not even think about the legal and ethical aspects surrounding the information they use and share. Even if many of them learn how to operate peer-to-peer sharing apps, they rarely learn about the ethical and legal dimensions of the sharing and using content created by other people.

Most of the time, young people are not aware of the illegality of their actions, when accessing and using content to which someone else holds the copyright.

For this we need to support young people to become more familiar with copyright concept and philosophy. To be clear from the beginning, copyright covers neither ideas nor words and short phrases. Copyright today protects works, including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations of other people.

Copyright regime helps to establish a balance between the private, most often commercial interests of creators and the public benefit of using and reusing the cultural materials - the works created. As a general rule, young people should learn that the creator of any original content has *all* rights and it is illegal, and also unethical, to share copyrighted materials without permission, as long as it is not stated the other way. Breaking this rule leads to serious monetary fines in different countries.

But copyright issue is more complex than this very basic principle, because there is a thin line between recognition of the rights of the content creator and the public interests. For this we have a term called „fair use“. Fair use is not an infringement of copyright. It allows under certain conditions a person to use copyright protected material without permission. Fair use enables the public to learn, criticize, parody, and otherwise reuse copyrighted materials that are part of our shared public information heritage. For instance, young people could learn that they are in the fair use of copyrighted work while studying and use materials from the library - fair use allows them to clip, quote, scan, share, and make many other common uses of protected works, with educational purpose. However, fair use depends on a reasoned and balanced application of four factors: the purpose of the use; the nature of the work used; the amount of the work used; and the effect of the use on the market for the original piece of work. You may find a more in-depth discussion of fair use at <https://copyright.columbia.edu/basics/fair-use.html>.

This liberty to reuse copyrighted works, for public interest, such as education, without express permission from the creator, is justified under copyright laws in many countries. But still it is always safer to make sure young people are familiar with the idea of copyright and learn to involve with contents that are free to use, such as public domain materials or creative commons license works.

## Public domain

The term “public domain” refers to creative materials that are not protected by intellectual property laws such as copyright, trademark, or patent laws. The public owns these works, not an individual author or artist. Anyone can use a public domain work without obtaining permission, but no one can ever own it.

However, there is an important wrinkle that young people need to understand about public domain: while each work belongs to the public, collections of public domain works may be protected by copyright. If one person uses his/her creativity to put together public domain works/materials, in a special website, or a book, or music collection, etc., then that final material can be copyrighted by the creator.

How do works end up in the public domain? There are four common ways that works arrive in the public domain:

- the copyright has expired - there is always a time limit on copyright, and this depends on the each country law on copyright;
- the copyright owner failed to follow copyright renewal rules;
- the copyright owner deliberately places it in the public domain, known as “dedication,” or
- copyright law does not protect this type of work.

## Creative Commons license

There is also another term that young people should learn about - Creative Commons (CC) license. CC license enables the free distribution of an otherwise copyrighted work. In other words, the creator/the author has copyrighted the work - he/she owns it - but he/she wants to give other people the freedom to share, use or further develop the work the author created. CC license limits can be decided by the author. For instance, the author can decide to allow only the non-commercial uses of a given work. Young people should know that under CC license can use the work without asking for permission from the creator, but they need to respect his/her requests regarding how the work can be used, for what purpose and how credits should be mentioned.

Searching for open/public/free content is an important function young people should be educated about. For instance, they can use Google to search for Creative Commons or public domain content, look for photos at [Flickr](#) or [Pixabay](#) or music albums at [Jamendo](#). The [Wikimedia Commons](#), the multimedia repository of Wikipedia, is also a good starting point for searching free original works. Additionally, [Vimeo](#) lets you to filter the vimeo video contents according to their licence types.

Check the following link, If you want to learn more about Creative Commons licenses, read about the philosophy and the rules of these, directly from those who came up with the idea - the global nonprofit Creative Commons that enables sharing and reuse of creativity and knowledge through the provision of free legal tools: <https://creativecommons.org/licenses/>.

Also, if you are interested to read more about the attitude of young people regarding copyrights, we recommend you this scientific article: John Palfrey, Urs Gasser, Miriam Simun & Rosalie Fay Barnes, Youth, Creativity, and Copyright in the Digital Age, Int'l J. Learning & Media, Spring 2009, at 79, available at <https://dash.harvard.edu/bitstream/handle/1/3128762/palfrey%20-%20youth,%20creativity,%20and%20copyright%20in%20the%20digital%20age.pdf?sequence=2>.

## 8.2. Workshop scenarios for Information Literacy

### Workshop 1 Fake IT – Spot the fake news

 1.5 hours

#### Short overview:

The workshop will support young people to understand how and why fake news are constructed and spread by media and information providers, and to make them aware of the negative consequences of spreading fake news/false information. Also, through the workshop games, the participants will get in the shoes of unscrupulous media and information providers, helping them to be more critical when accessing and analyzing information.

#### Objectives of the workshop:

- To be aware of the importance of accessing information effectively and of evaluating critically and competently the information;
- To understand how and why fake news are created and spread;
- To be able to critically analyze information.

#### Session plan:

1.

Method used: Individual work

Materials: Smartphones / tablets / laptops

 10 min.

Ask the participants to go on the common closed/private Facebook group you should develop for the workshop session. Each of them will create a poll in the group, with the question: What is the fake/false information about me? The individual poll will include three facts about the participant that creates it, two being true facts, and one being a false fact. When all the polls are created, the other participants vote by choosing the fact they think is false.

2.

Method used: Open discussions

Materials: Video-projector and laptop

 20 min.

Debrief the activity by asking the participants how they chose the false facts about the other participants; talk about ways in which they could have investigated if the facts provided were true or false. Count how many false facts were correctly identified by the participants. Conclude with the main idea that information should be checked and evaluated always, and critically analyzed, and never accepted as it comes, as it is provided. Also, make participants aware that when one decides what is true or false without checking or critically analyzing the information, one could be the “victim” of his/her own beliefs, values, stereotypes, etc. and biased in getting the information.

Also, discuss with the participants about how fake/false information could affect our lives. Ask them to give concrete examples.

8.2

### 3.

Method used: **Group work and presentations**

Materials: **Flipchart paper and markers**



Split the participants into teams of 5-6 people. Their task will be to design a website that will spread fake and sensational news, with the purpose of making money by increasing their number of followers, thus the income coming from online advertising. They will need to think about:

- The title of the website;
- The slogan of the website;
- The type of audience they will target;
- The type of news they will publish.

At the end, each team presents its plan for the fake news website to the whole group.

### 4.

Method used: **Group work**

Materials: **Smartphones / tablets / laptops**



Split the participants in teams of three, and make them to compete by playing the online game *Bad News*: <https://getbadnews.com>. Each team has to play the game until they get at least two badges. The team that reaches with two badges the highest number of 'followers' and the highest rate on 'credibility' will win the competition.

The game will make them to play the role of an unscrupulous media magnate who drops all pretense of ethics and make decisions that will help him/her to get more followers and increase its credibility online. During the game, the teams develop actually a news site and try to reach audience no matter what.

### 5.

Method used: **Open discussions**



Reflect with the participants on their gaming experience, on what they learned through the game, on how it was to be the "bad character" online, and on how they could spot from now on fake news.

## Workshop 2 Own IT

### Short overview:

The workshop will introduce young people to ethical and legal aspects regarding the access and use of information. As photos are an important part of the digital life of young people, the workshop focuses mainly on teaching young people how to identify copyrights and how to give credits for free license photos or for photos under a Creative Commons license. Also, young people will learn about some tools and databases they can use for identifying and creating online content, while using free license photos or photos under a Creative Commons license.

### Objectives of the workshop:

- To be aware and learn about the ethical and legal issues surrounding the access and use of information, mainly online;
- To understand the consequences of not respecting the copyrights put on information, such as photos available online;
- To be able to access and use correctly licensed information, such as photos, and to give copyright credits when creating online content.

### Session plan:

1.

Method used: **Group work and open discussions**

Materials: **Smartphones / tablets/laptops  
Video-projector and laptop**



Split the participants into teams of three members, and tell them that each team has to create a post for the Facebook group they are all in, for this workshop. The key words for the story are: cake, national day, national flag. They need to use a photo or more photos they find online, and add a message in the post, saying something about the photo they find.

At the end of the exercise, in group, check the posts the teams developed. Ask each team to tell from where they got the photo, and then check with them if the photo they used was license protected.

Reflect with the participants on the consequences of using license protected photos, without asking permission or paying for them.

2.

Method used: **Mini-lecture**

Materials: **Video-projector and laptop**



Tell the participants the story about making 24,000 EUR from a Norwegian national day cake photo: in 2014, the Norwegian blogger, Anne Brith Davidsen, made a traditional cake for Norway National Day and put the photo online. The cake and the photo looked so appetizing that everyone started to use the photo online, including big stores. Since 2014, people and companies still use the photo without taking into consideration the copyright Anne Brith put on the photo. Thus, since then, the blogger sends an invoice to anyone who uses her picture without having purchased the rights. So far, she made over 24,000 euro. Read the full story (get help from Google Translate if you do not speak Norwegian) [here](#).

8.2



Then, introduce to the participants the basics on the legal framework of copyrights and types of licenses; also, provide them with examples of sources where they can find free license photos or photos under a Creative Commons license, such as Google Image search, Flickr, Spark or Canva databases. Also, instruct them on how they should credit these photos.

**3.**

Method used: **Group work**

Materials: **Smartphones / tablets/laptops**

 **20 min.**

Ask the participants to go back in their teams of three, and develop a photo story, using [Adobe Spark](#). They need to use in their Spark page at least three photos from [Adobe Spark](#) database. The key words for their story are: *friends, trip, happiness*.

**4.**

Method used: **Presentations and open discussions**

Materials: **Video-projector and laptop**

 **25 min.**

The teams show the pages they developed to the whole group.

Wrap-up the workshop session, by asking the participants to mention the main things they learned about legal and ethical issues on using and accessing information online.

## Workshop 3 Express IT - Limitations of freedom of expression and hate speech

 1.5 hours

### Short overview:

The workshop takes the perspective used by UNESCO in approaching information literacy and connecting this competence with aspects such as freedom of information, freedom of expression, media pluralism and free press, civic participation and hate speech. The workshop can be used to support young people to understand the importance of such rights in democratic communities and societies, while developing their information literacy skills. At the end of the workshop, the young people will be more aware of their freedom of information and freedom of expression rights, and be able to act against expressions that cross a legal and ethical line and enter into the hate speech area.

### Objectives of the workshop:

- To be aware and learn about the ethical and legal issues surrounding the access and use of information;
- To understand the relations between freedom of information, freedom of expression and democracy;
- To be able to recognize hate speech and use some methods of reporting/fighting hate speech online.

### Session plan:

1.

Method used: **Group work, presentations and open discussions**

Materials: **Flipchart paper and markers**

 40 min.

Split the group into teams of 5-6 participants. Each team has to come up with a plan for a program that will develop in their communities called *The nice citizens community!*

Each team should define a set of rules and limitations that will make all citizens to behave, be nice to each other, etc. For instance, tell the teams that they should think about what topics/issues will be forbidden to talk about in their community, so that nobody will be offended; or what websites/social media platforms should be limited or forbidden, so that people will not be allowed to be mean to each other or to spread fake news, etc. Also, they have to decide how they will impose these rules, so that everyone becomes a good and nice citizen.

The idea is that you have to 'trick' the participants in becoming small dictators, limiting people's freedom of expression and access to information.

Each team will present their plans for the *The nice citizens community!* program. After all the presentations are done, ask the teams to empathize with the citizens that have to respect their rules, how they will feel about them, how they will react, what rights are violated to these rules, if it is the case, etc.

Reflect with the participants on the consequences of such ideal projects on people's human rights, on democracy, free press, etc.

8.2

## 2.

Method used: **Mini-lecture**

Materials: **Flipchart paper, markers, video-projector and laptop**



Introduce to the participants the following aspects, so important for a functional democracy:

- Freedom of information;
- Freedom of self-expression and diversity of opinions;

As a practical example, you could use the following campaign - Students at risk - run by the Norwegian national student organization SAIH, in order to raise awareness of students and human rights violations in the academic world, in non-democratic countries:

<https://www.studentsatrisk.no/about>

## 3.

Method used: **Group work**

Materials: **Smartphones / tablets/laptops  
Video-projector and laptop**



Ask the participants to go back to their teams and to create a Facebook event, protesting against something simple - for instance, against all the people that smell bad and use public transport, or against those who are driving their car to work instead of taking public transport, etc. They should describe the event as provocative as possible, and add some hate speech posts in the event discussions.

The idea behind the game is for them to observe how easy one can use hate speech, even when the topics of discussion do not touch upon people/groups' attributes such as race, religion, ethnic origin, national origin, sex, disability, sexual orientation, or gender identity.

Each team presents the Facebook event and the provocative posts were created.

## 4.

Method used: **Mini-lecture and open discussions**

Materials: **Flipchart paper and markers**



After the presentations, introduce shortly the concept of hate speech. Then, brainstorm with the whole group on methods/ways they could stop or undermine such events. Encourage them to think as creatively as possible.

## 5.

Method used: **Open discussions**



Wrap-up the session by asking the participants to reflect on the main things they learned on accessing information, expressing ideas, opinions, and on the limits of freedom of expression.

## Chapter 9 Media Literacy

### 9.1 Theoretical introduction - Theory behind the scenarios

This chapter aims to support youth workers like you to enhance young people's media literacy competence, focusing both on general and specific media literacy skills. The proposed workshop scenarios will help young people to:

- Understand how and why media messages are constructed, and for what purposes;
- Understand how to use the most appropriate media creation tools;
- Learn about design thinking process and how to use it in developing messages with purpose;
- Be able to adapt the *how* and *why* of messages to specific audiences and specific purposes;
- Learn about interviewing and developing stories for different social media channels;
- Learn about interactive storytelling and interactive videos that could be used to develop messages and find the most appropriate expressions in diverse, multicultural environments.

We selected these learning objectives using the [P21's Framework for 21st Century Learning](#) (Partnership for 21st Century Learning, 2002), which includes the following media literacy competence areas:

- Analyze Media
  - Understand both how and why media messages are constructed, and for what purposes;
  - Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors;
  - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Create Media Products
  - Understand and utilize the most appropriate media creation tools, characteristics and conventions;
  - Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Through the workshop scenarios we cover both the analyzing and the creation part, focusing on the creation side, as we want to encourage more and more young people to create their own media products. And for this reason, all the scenarios look to young people as media creators, helping them to better understand their audience when constructing messages; to improve their skills on collecting information and then producing stories for different social media channels; and to improve the interaction with the audience of their media products, by learning new methods of interactive storytelling.

The following short sections will support you in delivering the workshops included in this chapter, offering you the basic theory you would need on design thinking, interviewing people and on interactive storytelling and interactive videos.

## Basics on design thinking

We will not repeat ourselves, here we only remind you that you can read about design thinking - the whole process, or very specific on the first step of the process (empathize) in the chapter on Creativity and Innovation and in the one on Communication. Go back to those chapters and read more carefully the information about the following steps: empathize, define and ideate. These are the steps that you will make young people to follow in the first scenario of this chapter, helping them to better resonate with their audience. The design thinking process will help young people to better understand their audience's needs and perspectives. At the same time, the process will show young people how to adapt the messages they want to construct and send out to specific audiences and to specific purposes.

## Basics on interviewing people

The second scenario proposed in this chapter is focused mainly on supporting young people to use appropriate media creation tools. And they will learn about [Canva](#), [Adobe Spark](#) and also they will practice taking photos with their smartphones. Before the workshop, go on these platforms and try them out for the purposes of the scenarios, and make a plan on how you will demonstrate to the young people to use these two tools. However, before developing the stories, and use these cool tools, young people need to learn how to collect the stories. Here are some advice you can give to young people to improve their interviewing skills, based on our experience and on the experience of Brandon Stanton (the initiator of [Humans of New York](#) project) who has interviewed thousands of strangers so far.

### Approach people with a smile and positive energy

If you are nervous about approaching people and stressed about it, they will feel it and they will run from you. Get your smile and positive energy and approach people in a relaxed way. Keep your arms open, smile with your eyes, face and tone of your voice, and always approach them from the front. Never call them from behind, because you will scare them. They need to see you first, they need to feel your energy before saying hi. The best people to approach are those that are sitting, waiting for something or someone, or just enjoying a break.

### Go step by step

First, introduce yourself like a photographer, storyteller, etc. and shortly your project. Then, ask simply if you could take their photo. Only after you take the photo, you could go further and ask them if they would also like to share something about themselves, for a photo-story, for instance. Do not jump on people with too many requests - like you need more photos and some questions to ask. Make them feel comfortable, step by step. Start with a full portrait photo, and only after they become more comfortable around you, get closer shots. Also, even if you would need them for five minutes, if you stop people with a list of requests they might think it is something that will take too much of their time.

### Ask open-ended questions and start with broad questions

Avoid questions that starts with "do/did" - because these will always end with a "no" or "yes" answer. Use open-ended questions that will allow for more complex answers, so ask "what"/"why"/"how"/"when"/"where", etc. Also, Brandon Stanton advises to start with broad questions, such as "What piece of advice you want to

give to people?”. And then they could answer: “Stay always positive”. And then, you could ask them: “When was the last time it was hard for you to stay positive?”. And then the discussion could continue with more and more personal stories.

### **Go to the “heart”**

Ask people about feelings, because there are the most important stories in life. The most important moment of our life left for sure, behind, strong emotions and feelings people will remember. So, use broad questions to start, but about feelings, such as: “When did you feel the happiest person in the world?”, “What was the moment when you feel very lonely?”, “What was your biggest fear?”, “What was your saddest moment in life?”, “When was the last time you felt appreciated?”, etc.

### **Be genuine and there, in the moment**

Show authentic and genuine emotions during the interview, and empathize with the person. Let the person to express his/her values, feelings, emotions, without judging them while listening. Be really curious and do not assume answers, but better ask more questions to make sure you fully understand. Also, do not interrupt the person, and go question by question. Listen to the answers, and do not focus on the next questions.

If you want to learn more about interviewing, or just to let you charmed by the journalist Brandon Stanton, we recommend you to read the following articles and watch the videos we found for you:

- *Ask better interview questions: 3 lessons from Humans of New York*: <http://openeyecreative.com/blog/ask-better-interview-questions-3-lessons-from-humans-of-new-york/>;
- *Tips and Tricks for Interviewing Storytellers*: [http://familiesusa.org/sites/default/files/story-bank-toolkit/docs/04\\_Tips\\_and\\_Tricks\\_for\\_Interviewing\\_Storytellers.pdf](http://familiesusa.org/sites/default/files/story-bank-toolkit/docs/04_Tips_and_Tricks_for_Interviewing_Storytellers.pdf);
- Brandon Stanton on *the Art of an Effective Interview*: <https://www.youtube.com/watch?v=Cl8dremuIDM>;
- *On how I approach strangers in the street* - Humans of New York creator Brandon Stanton: <https://www.youtube.com/watch?v=KPxzIGPrM3A>.

## **Basics on interactive storytelling and interactive videos**

Storytelling is both a cultural and social activity of sharing stories, narratives in different forms. Each story has at least one character and at least one challenge - a moral or psychological one. Then each story involves emotions that are “sent” to the audience, in order to move their hearts and maybe take action for themselves or for others. Storytelling is most probably the most engaging way of communicating with an audience, when creating messages for different purposes. For that we chose to familiarize young people with storytelling, and more precisely with interactive storytelling.

If in classical or linear storytelling, the audience (also called the users) have no control over the story, except the way in which they react emotionally to it, in the interactive storytelling, the users become part of the “architecture” of the story. If in a regular story, we have the author and the characters, in the interactive story we have: the author, the user and the characters. The author will create the settings, the characters, and the situation, while the users will decide the storyline, based on his/her interaction with the story world. Let’s take the example of Little Red Riding Hood story. In the linear story, the little girl says goodbye to her mom, walks to the grandma, and takes the forbidden path to the woods, meets the wolf, shares where she is

going, the wolf eats grandma, while the girl walks to the woods, then girl meets fake grandma (the wolf), she is eaten by wolf, but then hunter saves both her and grandma, in the end, from the wolf belly, and the wolf dies. The interactive story will set up the scenes, the characters, but not a linear story. It will create only this decisional moments (called “the nodes”) in the story, where the user will have to make choices, and based on these choices the storyline develops until the next “node”, when the user has to decide again what the character/characters should do. For instance, when the Little Red Riding Hood steps into the forest, the user could decide which path she would take, and based on this decision the storyline goes further. Let’s say the user decides “use the path the mom told to use”: you will think that the little girl will get safely to grandma, and the story ends. But then Little Red Riding Hood has her own personality in the story, and on this “safe” path, she could still disobey mom. For the sake of this example, let’s say she decides to open the basket with food and start eating. Then, the smell of the food attracts the wolf on her path. Now, the user has to decide again if the little girl should talk or not with wolf, and then the storyline goes further, and next ‘node’ comes in.

Interactive storytelling also implies the use of technology which allows the user to interact with the story. The workshop we propose teaches young people how to develop interactive stories, and also how to use a specific platform to develop interactive videos. While preparing for delivering this workshop, we recommend you first to read more about interactive storytelling and interactive videos, for example, using these articles:

- What is interactive storytelling?, <https://medium.com/@benhoguet/what-is-interactive-storytelling-46bfd2a8780>
- What is interactive video?, <https://www.wyzowl.com/what-is-interactive-video/>

Then, train yourself in using the interlude.fm platform, which allows for the development of interactive videos. Here is the platform and tutorials to use:

- [interlude.fm](https://interlude.fm) platform;
- Getting started on creating a basic interactive video: [http://guides.helloeko.com/gettingstarted/?fbclid=IwAR1FRL4UZfWQXHjykJub2rQxm9WkKQYxFd9PW5xczUIYpvOe-m8\\_IDVckMk](http://guides.helloeko.com/gettingstarted/?fbclid=IwAR1FRL4UZfWQXHjykJub2rQxm9WkKQYxFd9PW5xczUIYpvOe-m8_IDVckMk).

## 9.2 Workshop scenarios for Media Literacy

### Workshop 1 Design IT – Design your message, start with your audience

 2 hours

#### Short overview:

The workshop will introduce the participants to specific knowledge on design thinking and on how to use design thinking to develop and adapt messages to specific audiences and to specific purposes. The workshop supports young people to learn about how and why media messages are constructed and for what purposes; also, by the end of the workshop, the participants will be able to use specific techniques of interviewing the audience (for empathizing), and also for choosing the purpose (defining) and the content (ideating) of a message they want to send out.

### Objectives of the workshop:

- To understand how and why media messages are constructed, and for what purposes;
- To learn about design thinking process and how to use it in developing messages with purpose;
- To be able to adapt the *how* and *why* of messages to specific audiences and to specific purposes, by using specific techniques for empathizing, defining and ideation, the first three steps of the design thinking process.

### Session plan:

1.

Method used: **Open discussions**  
Materials: **Flipchart paper, markers**

 **5 min.**

Ask participants what experience in organizing communication campaigns they have. If they have some experience, ask them to mention the main steps of planning such a campaign.

2.

Method used: **Mini-lecture**  
Materials: **Video-projector and laptop, if you choose to use a digital presentation**

 **10 min.**

Introduce the participants the steps of the design thinking and the basic principles. Tell them that during the workshop they will experience the first three steps of the process, by using a simple case of a fairytale: empathize, define and ideate. They will learn how to build and adapt their messages to specific audiences for specific purposes.

3.

Method used: **Open discussions**  
Materials: **Flipchart paper, markers**

 **15 min.**

Choose one famous fairytale, such as Little Red Riding Hood, Snow White or Cinderella, together with the group. Tell the story from the memory or with the help of participants. While telling the story, write down on a flipchart paper the main conflict, the characters, the main events of the story.

Also, collect from the participants the main assumptions of the story towards the problem/conflict and the main characters, and also collect what participants think about the causes of the problems present in the story.

Based on the notes made, select together with the participants 3 main characters from the story that one communication campaign could target in order to redesign their experience in the story, by educating them on certain issues and solving the problems or needs they have in the story. For instance, if you work with Little Red Riding Hood, you could choose to redesign the wolf's experience in the story, responding to its needs, but help it, through a raising awareness communication campaign, to become less aggressive towards the community it leaves in.



#### 4.

Method used: **Individual work**  
Materials: **Flipchart paper, markers, pens**  
**Printed empathy map for each participant**



Once you choose the 3 characters, split the group into three teams, with at least 5 participants. In each team, there should be at least 3 participants representing the character chosen. For instance, in "the wolf" team, there should be at least three wolves who have the same problems and needs, like the wolf from the original story. Then, there should be two interviewers, that will play the role of the campaign organizers who interview the target audience - in the example given, the three wolves.

Give to the characters (the interviewees/the audience/the users) and the interviewers the Empathy map annex.

Ask the participants to play the role of the story character, to think about their character and write down on the map how they would describe the story, what they do and say in the story from their perspective, what they think about the problem, what or how they feel about it. The same, the interviewers should think to questions trying to find out from the characters information that will help them to understand their audience's needs and relevant insights that will help them in developing the message and the campaign's strategy.

#### 5.

Method used: **Group work**  
Materials: **Flipchart paper, markers**



The interviews can start. The interviewers interview the characters from their teams. At the end of the interviews, information collected is written down, and summarize in terms of needs of the audience and insights collected during the interviews.

#### 6.

Method used: **Group work & presentations**  
Materials: **Flipchart paper, markers**



Instruct the teams to go to the next step. They have the needs and the insights from their audience, they should define in teams the *Point of View* on the problem they identified for the audience. To make it more fun and interesting, ask them to present the problem-point of view in the format of an ad, more specifically following this structure: [USER] needs to [USER'S NEED] because [SURPRISING INSIGHT].

##### Example:

*"High-energy teenager (USER) seeks awesome social network (NEED). Interests should include issues of societal importance (e.g. how much parents suck and also why being a vegetarian might be cool) (INSIGHT 1). Willingness to IM constantly during the school year is a MUST! (INSIGHT 2)"* (source: Institute of Design at Stanford).

Each team presents the PoV for their audience, the point of view they will use to start to ideate - come up with ideas about the message to be used to educate the audience, whom to deliver the message, how to deliver the message, how to develop the campaign, etc.

## 7.

Method used: **Individual work**  
**Group work**

Materials: **Post-its**  
**Pens**  
**Flipchart paper, markers**

Remarks: **nn**

 **20 min.**

For trying out the ideation step, in the same teams, the participants answer to the following questions, based on the information collected in the previous steps:

1. What the message should definitely NOT be about?
2. What the message should be about?
3. Who should deliver the message?
4. How should we deliver the message?

Each question is answered by the participants on post-its, in the first round. Then, each of them exchanges post-its with another member of the team, reads, and adds something new to the idea or a new idea. Then, they exchange for the final time, and write their inputs or feedback. The group then put all the answers together and make a summary or select one answer and write it on a flipchart paper.

Use time as a constraint, to help the participants to select an answer and move to the next question. This will also help participants to understand that design thinking is an iterative process. Explain that they can always come back to these ideas and answers. Now, they just need to generate many ideas, select some which will be prototyped, and after prototyping they will come back in the process to the ideation stage, etc.

## 8.

Method used: **Presentations**  
**& Mini-lecture**

 **15 min.**

Each team presents the first ideas generated in regard to the development of the campaign, and then you remind them about the following steps in the process (prototyping and testing), which they should try out on real campaigns. Remind shortly couple of methods they could use for prototyping and testing for communication campaigns.

## 9.

Method used: **Open discussions**

 **5 min.**

Debrief the session and ask the participants to reflect on what they learned, on the advantages and disadvantages of using design thinking in communication campaigns, on how they felt in the process, and on how they could use it in the future.

## Annex for Workshop Design IT

### Empathy map

<p><b>SAY</b> What are some quotes and defining words your user said?</p>	<p><b>THINK</b> What might your user be thinking? What does this tell you about his or her beliefs?</p>
<p><b>DO</b> What actions and behaviors did you notice?</p>	<p><b>FEEL</b> What emotions might your subject be feeling?</p>
<p><b>NEEDS</b></p>	
<p><b>INSIGHTS</b></p>	

## Workshop 2 Post IT – Collect one story, make three stories

 3.5 hours




### Short overview:

The workshop will support young people to learn on how to develop messages for different social media channels, and how to utilize the most appropriate media creation tools for these messages. At the end of the workshop, the participants will be able to use specific interviewing techniques and use specific applications/platforms for developing and sharing messages.

### Objectives of the workshop:

- To understand how to use the most appropriate media creation tools;
- To learn about interviewing and developing stories for different social media channels;
- To be able to develop specific messages, by interviewing strangers and writing afterwards short stories from these interviews.

### Session plan:

<b>1.</b>	
Method used: <b>Open discussions &amp; Mini-lecture</b>	 <b>15 min.</b>
Materials: <b>Video-projector, laptop</b>	
Ask the participants if they are familiar with <a href="#">Humans of New York</a> project, and make a short introduction of the project, then show them 3-5 recent stories selected from the project social media channels.	
<b>2.</b>	
Method used: <b>Open discussions</b>	 <b>5 min.</b>
Materials: <b>Pens, post-its</b>	
For each story you show them, ask the participants to think of questions that the journalist asked in order to collect such a story.	
<b>3.</b>	
Method used: <b>Individual work &amp; Group work &amp; Open discussions</b>	 <b>20 min.</b>
Materials: <b>Pens A4 paper sheets or notebooks</b>	
Tell the participants that it is their moment to collect stories from the <i>Stories Bazar</i> . First, each participant will prepare one question to ask other participants in the room to collect a short story. The participants need to walk around and, during five rounds, they will collect and tell stories, asking their question and mutually answering to the question asked by their pair. After five rounds, participants shared their experience: what worked in the short interviews, how people reacted to their stories, how they would change their questions, what other questions they will add, how they felt as interviewers and interviewees, etc.	

4.

Method used: **Mini-lecture**

Materials: **Flipchart paper, markers**  
**Or Video-projector and laptop if you decide to use a digital presentation**

Remarks: **Here, you could also introduce a short introduction on how to take good photographs.**

**To prepare, you could use this short guide:**

<https://www.scribd.com/document/238392093/AYV-ShotComposition-English-2-0>.

 **10 min.**

Deliver a short presentation on how to interview people, what type of questions to ask, what is the right attitude in interviewing, how to respect the interviewees, etc.

5.

Method used: **Group work**

Materials: **Pens, notebooks, smartphones**

 **60 min.**

Split the participants in teams of 2-3 people, and ask them to go on the streets, close to the training place, and collect at least one story from strangers, using the theory they just learned about. Ask them to come back in maximum one hour with at least one story that will include 2-3 pictures of the interviewee, taken with a smartphone for instance, and a short text about him/her in the *Humans of New York* style.

6.

Method used: **Mini-lecture**

Materials: **smartphones/tablets/laptops**  
**Video-projector & laptop**

 **25 min.**

Show the participants how to use:  
[Canva](#) for making a poster, [Adobe Spark](#) for developing a story-page.

7.

Method used: **Group work**

Materials: **smartphones / tablets / laptops**

 **45 min.**

Ask each team to prepare, using the story and the pictures they collected before:

- A post entry for Facebook;
- A poster for Instagram;
- An entry blog using a Adobe Spark Page.

8.

Method used: **Group work & Presentations**

Materials: **Video-projector, laptop and a social media group, where the participants can post their media creations**

 **30 min.**

Each team presents the stories and also the “behind the scenes” story (how they collect it, what questions they asked what the biggest struggle was, what the most enjoyable part was, etc.). Provide the teams direct feedback on the stories they developed for different social media channels.

## Workshop 3 Choose IT – Content Creation – Interactive Storytelling

 2 hours

### Short overview:

The workshop will introduce young people to the technique of developing interactive stories, respectively interactive videos. By learning a modern storytelling method, the participants learn about new ways of developing messages and interacting with the audience. Also, they become aware of the importance of finding the appropriate expressions of messages in diverse, multicultural environments.

### Objectives of the workshop:

- To understand how to use the most appropriate media creation tools;
- To learn about interactive storytelling and interactive videos that could be used to develop messages and find the most appropriate expressions in diverse, multicultural environments;
- To learn about interactive video techniques and technology;
- To be able to develop messages and write scripts for interactive videos.

### Session plan:

1.

Method used: **Open discussions  
& Mini-lecture**  
Materials: **Video-projector and laptop  
Flipchart paper, markers**

 20 min.

Ask the participants what they understand when they hear “interactive storytelling” and how they would make a real interactive story. Discuss the suggestions the participants provide, give example of *Black Mirror: Bandersnatch* interactive movie, and show them one or two interactive videos examples from [interlude.fm](https://interlude.fm) (<https://helloeko.com/tmw/101?autoplay=true>). Then, define what interactive storytelling and interactive video storytelling are and talk about the structural differences from traditional video storytelling by using the following link: <https://www.wyzowl.com/what-is-interactive-video/>.

2.

Method used: **Group work  
& Presentations**  
Materials: **Video-projector and laptop  
Flipchart paper, markers**

 30 min.

Show the participants the following videos as good video storytelling examples:

- *Sandy Hook Promise: Gun violence warning signs*: <https://www.youtube.com/watch?v=9qyD7vjVfLI>;
- *Holding difficult conversations: youth work*: <https://www.youtube.com/watch?v=SM1q-CjSI3Y>.

Then, divide the group into teams of 3-4 and ask them to choose one of the two videos and turn it into an interactive video. Give each team a flipchart paper and ask them to prepare on it the plan of turning that video into an interactive video format. Ask each team to present their interactive video story plan and provide them with direct feedback.

9.2

### 3.

Method used: **Mini-lecture**  
Materials: **Video-projector and laptop**

 **20 min.**

Show the group how they can open a free account on [interlude.fm](https://interlude.fm) and show them how they can use the platform to create an interactive video by using the following tutorial: <https://video.helloeko.com/v/Mekp1A>.

### 4.

Method used: **Group work**  
Materials: **Smartphones and laptops (one laptop/team)**  
**Video-projector and laptop**

 **40 min.**

Ask the participants to go back in their teams and choose one *interactive video story idea*, which they would like to work on and it is possible to work on in the workshop environment. Ask them to prepare a plan, draw the scenes of the max. 30 sec. video, make a short scenario and decide on the messages of the video, on a flipchart paper.

Then, they should film the videos with their smartphones and make the videos using interlude.fm platform on their laptops.

Let the teams present their work and facilitate feedback from the rest of the group, in terms of technical and content wise perspectives.

### 5.

Method used: **Open discussions**

 **10 min.**

Wrap-up the session, concluding together with the participants on the advantages and disadvantages of interactive videos, on their experience developing interactive videos, and on how they could use this storytelling technique in the future.