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WORKSHOP SCRIPT

TO EXPLORE SUSTAINABLE AND GLOBAL TOPICS IN YOUTH WORK

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access SÜDWIND



BGZ

access

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für betriebliche Integration
und Sozialforschung e.V.

www.bisev-berlin.de

Gesellschaft GDLB
für duales Lernen Berlin
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DIE WIENER VOLKSHOCHSCHULEN

www.vhs.at

MUSOL
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por la Solidaridad
y el Fortalecimiento
Institucional

www.musol.org

FVMP
Federació Valenciana de Municipis i Províncies

www.fvmp.org

About the Project:

"Access – Social Space Orientation in Youth Work 4.0" is an Erasmus+ programme funded by the European Union. The project addresses the limitation of opportunities to participate actively in society faced by young disadvantaged people and develops intervention models corresponding to the three focal points of the EU Youth Strategy: inclusion, sustainability and the digital world. In Berlin, Vienna, and Valencia, project tandems, consisting of youth work practitioners and experts in inclusion, sustainability and digitalisation, explored participatory educational programmes for three selected target groups. This workshop script is the result of the Austrian tandem Südwind and VHS Vienna.

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WHY WORKSHOP SCRIPT

This script aims to serve as a guideline for engaging youth outside the school setting on sustainable and global topics through the workshop format. It is designed as a tool to facilitate Global Citizenship Education with youth in non-formal environments.

Youth workers, educators, and anyone working with young people have the opportunity to convey sustainable and global issues through creative workshop sessions.

The workshop format enables the presentation of important topics in a vivid and original manner, fostering discussion and dialogue with participants.

Workshops provide the opportunity for deeper reflection on a subject, gaining additional information and knowledge, and actively engaging in discussion and action. They inspire participants to think critically, acquire new skills, and take self determined action towards addressing global challenges.

This workshop script comprises materials, activities and tips for delivering and discussing sustainable and global topics in youth work in a playful and creative way.



WHO IS IT FOR

Many young people are not reached through formal education. However, it is especially important to convey global and sustainable topics to young people:

- To support them on their path to becoming responsible, active, informed citizens;
- To demonstrate connections and possibilities for action;
- To help them understand what is happening around them and why, and what they can do to act self determined;
- To enable them to contribute to solutions.

Questions such as:

- "What do these topics have to do with me?"
- "What are the impacts on me/my immediate surroundings?"
- "What are the impacts on other people/the environment?"
- "What can I do? How can I become active?"

Should definitely be addressed with young people.



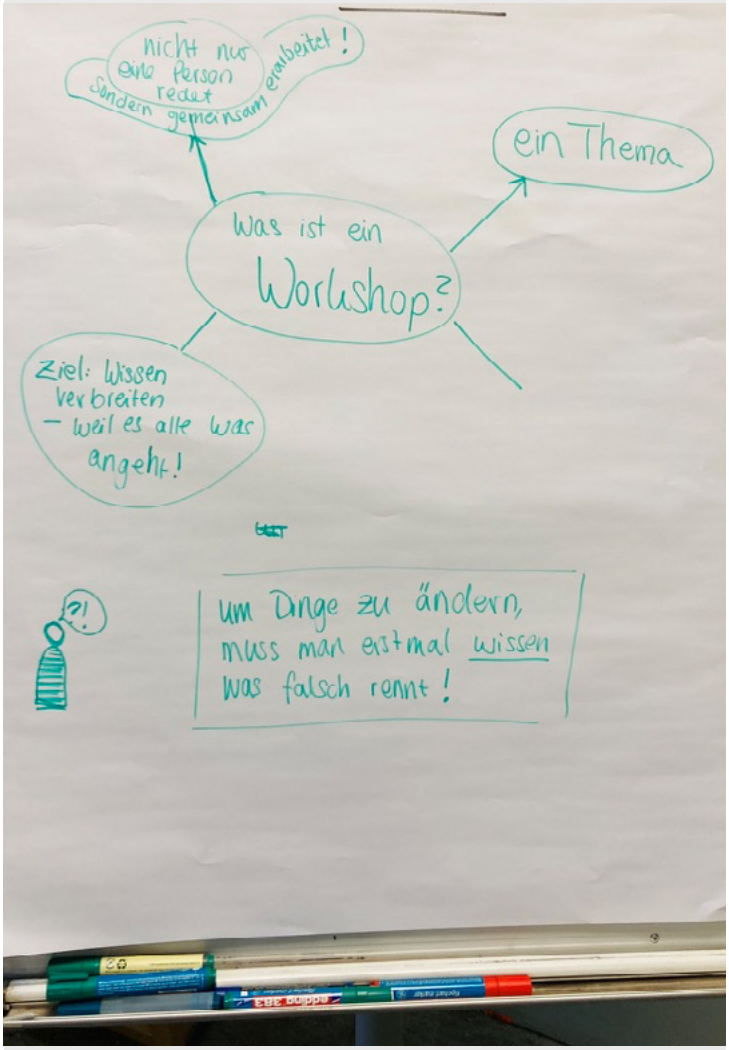


WHICH TOPICS

With the help of this workshop script, topics and content related to Global Citizenship Education are to be conveyed. Young people in particular who otherwise have little or no exposure to these topics.

Topics and content related to Global Citizenship Education

Climate change	Gender equality	Biodiversity	Political power
Democracy and Human Rights	Global Economy and International Trade	Sustainable Development	Consumption and Production
Food and Agriculture	Resources	Diversity and Intercultural Relationships	Poverty
Health and Well-Being	Peace and Conflicts	Education	Migration


nicht nur eine Person redet sondern gemeinsam erarbeitet!
ein Thema
Was ist ein Workshop?
Ziel: Wissen verbreiten – weil es alle was angeht!
?!
um Dinge zu ändern, muss man erstmal wissen was falsch rennt!

Skills addressed through **Global Citizenship Education** include:

- Dealing with information about global issues and content;
- Understanding global processes, connections and interdependencies;
- Making decisions based on information about global issues and content.

Tip

Platform for Global Citizenship Education and Education for Sustainable Development:

https://bildung2030.at/

Key Competencies fostered by **Global Citizenship Education:**

- Communication skills, for example formulating and discussing opinions, acknowledging different perspectives;
- Conflict resolution, for example forming opinions and discussing different positions on global issues/content;
- Creative thinking, for example discussing alternative solutions to global issues/content.

Values conveyed through **Global Citizenship Education** include:

- Sustainability;
- Dignity;
- Justice;
- Equality;
- Freedom;
- Diversity;
- Peace.

Tip

For more information on "Globales Lernen – Global Citizenship Education":

https://www.suedwind.at/wp-content/uploads/2024/01/suedwind-bildung_guidelines_gl_de2014.pdf"Link

Attitudes and mindsets addressed through **Global Citizenship Education** include:

- Respect;
- Openness;
- Empathy;
- Integrity;
- Responsibility;
- Solidarity.



WHAT TO EXPECT

A pre-existing workshop on a sustainable topic was presented to a group of young individuals at the VHS Wien as part of the EU Erasmus project "Access."

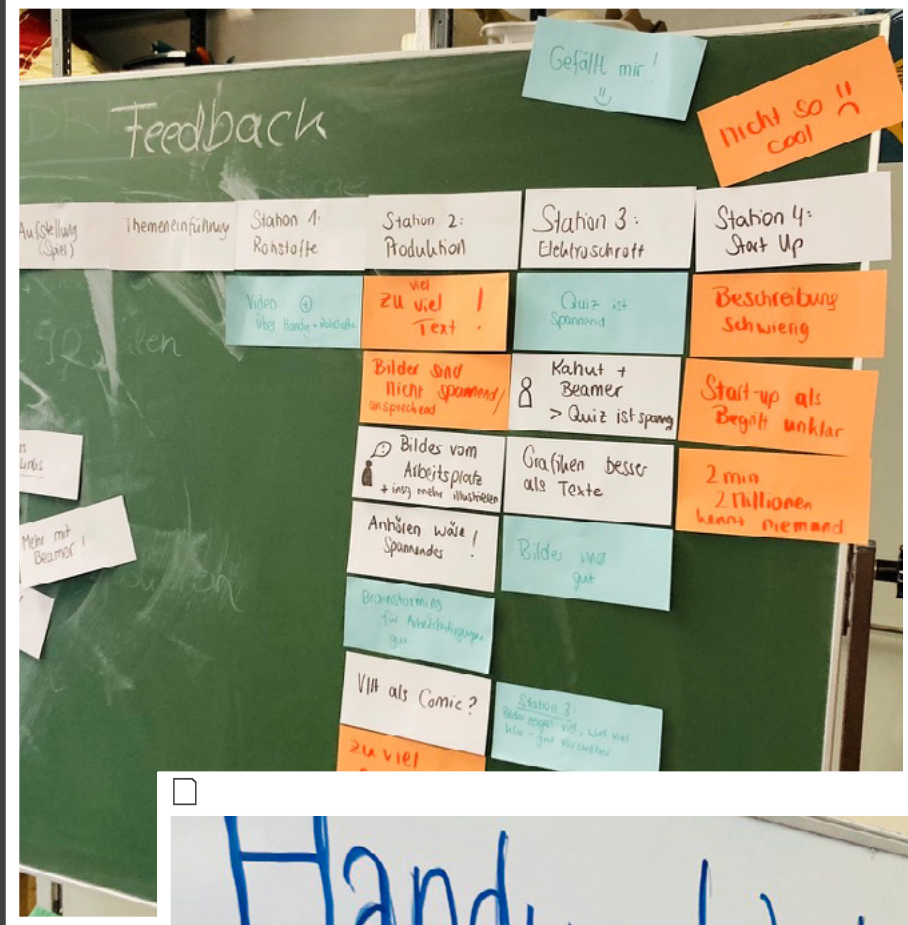
During several meetings, feedback such as criticism, ideas and suggestions were gathered from the youth, upon which methods and materials for a workshop script were developed collaboratively.

The aim was to design workshop activities and materials that are engaging, illustrative and presented in an easily understandable language.

The results are activities, materials and tips presented here, along with descriptions of individual phases of a workshop. It is possible to use only parts of the described workshop phases or individual materials.

The intention is not to strictly follow the script step by step, but rather to create a workshop that fits the specific group and a particular topic.

Youth workers and educators can use these suggestions to fill out a blank workshop planning form on a sustainable or global topic of their choice or a topic selected by the youth themselves, thus creating their own workshop (see Appendix "Workshop Planning Form Template").


Feedback
Gefällt mir!
nicht so cool
Themeneinführung
Station 1: Rohstoffe
Station 2: Produktion
Station 3: Elektroschrott
Station 4: Start Up
Quiz ist Spannend
Beschreibung schwierig
Kahut + Beamer > Quiz ist spannend
Start-up als Begriff unklar
Grafiken besser als Texte
2 min 2 Millionen kennt niemand
Bilder vom Arbeitsplatz
Anhören wäre Spannendes!
Bilder sind gut
VHS als Comic?


Handy - Workshop
10.00 - 11.00 Teil 1
Pause
11.30 - 12.00 Teil 2
Du & dein Handy

Workshop Planning Form	
Workshop Title	Workshop on sustainable/global topic.
Target Group /Setting	Youth outside the formal education system, outside formal educational institutions. Youth center, VHS course, AMS measure, association, etc.
Age Group	15-21
Description of Content	Topic: What are we discussing today? Brief description of the workshop content.
Duration /Breaks	The length of the workshop can be adjusted depending on the available time, the attention span of the youth, etc. A workshop can last between 90–120 minutes. *Tip*: Schedule breaks and clearly communicate them with the participants at the beginning (when – how long – how many)!
General Objektives	• Get an insight into a sustainable and/or global topic; • Understanding of global connections and sustainability ≥ "What impacts can our actions here have on other countries/regions and the people/the environment somewhere else?"; • Support on the path to becoming responsible, active, informed citizens; • How to act self determined; • And contribute to solutions. *Tip*: Highlight possibilities and positive examples: – Do not create feelings of powerlessness or guilt!
Materials /Activities	Paper sheets, flipchart, pinboard or blackboard, colorful pens, participants' mobile phones, if available projector or other means for playing videos and audio, etc. Details about materials and activities can be found in the following sections.



HOW TO
PHASES OF A WORKSHOP

MOTIVATION

The motivation phase is one of the most important elements of a workshop to capture the participants' attention.

Emotions such as surprise, fun, shared laughter, or shared refection stimulate interest and curiosity in the workshop or a specific topic.

This phase can also provide an initial insight into what the participants already know about a topic.

Duration: 5 – 10 minutes

Material	*Activity*
"Unterricht und Seminare lebendig gestalten" – An extraordinary collection of methods for Energizers, Cognizers, Tranquilizers, and Teamergizers: Available in the baobab library and the libraries of Südwind regional offices here. Create **Online Surveys** for Free: https://www.survio.com/de/ Free **QR Code Generator**: https://www.qrcode-generator.de/	Energizer to start the workshop actively and focused: **"Mood Barometer":** Everyone stands up, an imaginary line stretches across the room – the mood barometer. The beginning of the line, for instance, by the door, represents a clear "YES". The end of the line, perhaps by the opposite window, represents a clear "NO". In between lie responses like "more yes", "a bit", "maybe", "more no", "a little", etc. 3–4 questions are asked, and participants position themselves on the "barometer" according to their chosen answer. The questions can be general for getting to know each other better or already, in a very simple form, related to the topic. *Example food (waste):* "Have you ever eaten something that was past its best-before date?", "Do you cook yourself?", "Do you go grocery shopping yourself?", "Can you imagine eating food that has already been thrown away but is still packaged?" etc.



Activity	*Activity*
• Watch short **funny video clips** together related to the topic; *Tip:* Youtube videos can be slowed down and/or subtitles can be turned on under "settings". • Listen to a song/**music;** • Prepare a short **online survey** on the topic e.g., a survey on mobile phone usage habits, eating habits, shopping habits, etc., and make it accessible to participants via a QR code; • Watch (funny/old) thematically relevant **advertisements** (video, poster); • Bring **photos/pictures/props.**	**"Everyone who...":** Everyone sits in a circle of chairs. One chair is missing. The person standing in the middle names a criterion starting with the phrase "Everyone who..." Participants who fit the criterion leave their seats and quickly find a new vacant chair, including the person in the middle. The person who can't find a seat remains in the middle and sets the next criterion. The workshop facilitator should give 2–3 examples and be the first in the middle to give participants an idea of the different directions the criteria can take: "Everyone who likes pizza, stand up." "Everyone who would eat a pizza with pineapple, find a new place." "Everyone who has a denim jacket, stand up." "Everyone who prefers white sneakers to colorful shoes, leave their seat." etc. (from "Unterricht und Seminare lebendig gestalten" — see Material). **"ZipZap":** Learning names differently — Everyone sits in a circle of chairs. One person stands in the middle, points to another person, and shouts "zip" or "zap." This person must quickly say the name of their left (for "zip") or right (for "zap") seat neighbour. If the person is too slow or get the name wrong, he/she must go to the middle. If the person in the middle shouts "zipzap," all participants must change their seats (from "Unterricht und Seminare lebendig gestalten" — see Material).

Tip

When participants do not know each other well, it can be challenging to openly discuss a topic. Here, an online survey on the topic can provide an overview of opinions, habits, prior knowledge, etc.



Tip

Regularly including movement in activities can help participants stay focused and attentive.

INTRODUCTION TO THE TOPIC

This phase focuses on establishing a general understanding of the topic. The workshop's topic is briefly introduced, aiming to provide a clear understanding of the workshop content and what the participants can expect.

Any jargon, technical terms, or difficult terms related to the workshop topic are explained.

A sort of glossary can be created using online tools such as Padlet or Canva.

Efforts should be made beforehand to avoid complicated terms and, whenever possible, replace them with simpler ones.

Duration: 15–30 minutes.



Tip

For those with more time, materials can be prepared in advance using online tools such as Coggle, Mentimeter, Padlet, Canva, or Popplet.

Material	*Activity*
"Dollar Street": The world represented as a street ordered by income. All people live somewhere on this street. The poorest live on the far left, and the richest on the far right. Everyone else lives somewhere in between. Here, you can visit families, houses, food, pets, toothbrushes, toilets, and much more along the street: Dollar Street. **"Didaktisches Handbuch: Werte vermitteln – Werte leben":** Baobab Library **"Hungry Planet" – Images of families and their food from around the world:** Hungry Planet	• Distribute **explanatory cue cards** or images in the room. • Explain unfamiliar words using **pictures and props.** **Match words to images,** match words to their meanings (also possible as an activity for "Working Independently"): Print out the images and texts/words individually and place them randomly. The participants have to put them together correctly.

Material

Mentimeter:
https://www.mentimeter.com

Padlet:
https://padlet.com

Canva:
https://www.canva.com

Coggle:
https://coggle.it

Popplet:
https://www.popplet.com

Free QR Code Generator:
QR Code Generator

Create Online Quiz for Free:
Kahoo



Activity

• Group **brainstorming** on the topic: "What do I know about it?", "What do I imagine it to be?", "How does the topic relate to me?" — Create a **Mind Map** or thematic cluster (poster/board/flipchart).
• OR digitally: Create a **"word cloud"** with Mentimeter. The result can remain visible during the workshop (if a projector is available).



Activity

• Prepare a short **online quiz** on the topic and make it accessible to participants via a QR code;

• **"Flashlight":** Each participant briefly expresses their thoughts on the workshop topic;
• Everyone sits in a circle, and the workshop facilitator asks a question such as "What do I expect from today?", "How interesting is today's topic for me?", "What have I heard about today's topic before?";
• A small object (e.g. a chestnut) is passed from the person who has finished speaking to the next person;
• OR an object that matches the topic is passed around in turn. Everyone says one word that spontaneously comes to mind on the workshop topic;
• The object can be, for example, a piece of clothing for topics such as the clothing industry/consumption/fast fashion or a glass of water for climate change/resource distribution/environmental pollution.

"Text Puzzle":
A quote, proverb, famous saying, etc., is broken down into individual words and written/printed on moderately sized paper (A5). The task is to correctly reassemble the text. Example: "Give a man a fish, and he will eat for a day. Teach him how to fish, and he will eat for a lifetime." – Chinese proverb.

"Four-Corner Game":
Questions related to the workshop topic are asked, with four different answer options. Each corner of the room represents an answer option. If none of the options fit, participants stay in the middle of the room. Example question on the topic of food (waste): "Who has ever eaten something past its expiration date?" Answer options: Yes, I have — No, never, but would do it — No and would never do it — I don't know

Activity	*Activity*
1, 2 or 3 – Game" with questions on the topic: • Bring 3 sheets labelled "1", "2", and "3" and lay them side by side on the floor. Prepare suitable questions with 3 answer options each. All participants stand. A question is read aloud and participants position themselves on the number sheet they believe is correct. They have a few seconds for this, during which the phrase from the TV show "1, 2 or 3 — last chance gone. Whether you're really right, you'll see... now" is said. Then the correct answer is revealed — 3–4 rounds. • A world map can also be used as an **"Icebreaker":** "Where do parents/ grandparents come from?", "Where is the country/the countries we're focusing on today in the workshop?", Where is Austria?" — Entry into the topic: What does "global" mean? For this, shapes of countries can also be prepared and cut out on (coloured) cardboard in a suitable size for the world map. The participants should then look for these on the large map and place them correctly.	Activity with a large **world map** (on the floor or on the wall): Participants are asked to place prepared props/ images thematically correct on the world map; They have to find continents and countries; To do this, prepare a worksheet showing which prop/picture belongs in which country and a short description of why. ***Example:*** What stages does a T-shirt/an electronic device/food go through around the world before it reaches our store?

Tip

When using the world map as an "Icebreaker" with the question "Where do your parents/grandparents come from?" care should be taken to ensure that nobody in the group feels uncomfortable because they either don't know or don't want to share. If in doubt, consider omitting this question or coming up with another, more neutral question.



WORKING INDEPENDENTLY

A workshop is not about frontal knowledge transfer. Therefore, the essence of a workshop is a kind of development or creation phase. The topics should be elaborated through independent work and exchange among participants to expand knowledge and spark interest.

Duration: 45-60min

Tip

A proven format for working independently in a workshop is station rotation.



Tip

Whenever possible, use QR codes that lead to videos, music or audio recordings.

Tip

An additional Joker Station is helpful. If a group finishes a station or activity faster, it can prevent the group from losing focus or getting too loud due to private conversations – for example, offer a small crossword puzzle on the topic or have participants match sentences /statements to appropriate images or do a text puzzle (see "Introduction to the Topic").



When working independently, it is important:

- To provide clear instructions and tasks. All participants should understand what to do;
- Avoid vague tasks such as "Discuss in the group." Otherwise, there is a risk of losing participants to their phones or private conversations. If something needs to be discussed or worked on within the group, provide a short worksheet with clear instructions;
- Choose activities so that as many people as possible in a group have something to do to keep the participants and their attention engaged. Avoid downtime! (see Tip: Joker Station);
- Minimize text for reading on their own (loss of attention, language barriers, etc.);
- If possible, let participants listen to texts – Short stories/reports/news can be recorded, uploaded to a cloud, and made accessible via QR code.

Tip

A gong, bell, or egg timer can be used as an audible signal. At the beginning of the workshop, it can also be agreed with the participants that the signal will sound whenever everyone needs to listen briefly or when it gets too loud. Working independently can also be structured with just one long activity that all participants do at the same time.

For station rotation, activities are compiled for 3–5 stations, which playfully and creatively provide a good overview of a topic. The topic is then worked on in small groups at the different stations in turn. Each small group should go through all stations once. Each station lasts 10-15min. and can consist of one or more activities. After these 10-15min, the workshop leader gives a pre-discussed audible signal, and the stations are switched clockwise. The participants are divided into 3–5 small groups for station rotation and for the "World Café" (see Activity), depending on the number of participants.

Under Activity, options for random group assignment are suggested.

Material	*Activity – group assignment*
„Unterricht und Seminare lebendig gestalten“ — an extraordinary collection of methods on Energizers, Cognizers, Tranquilizers, and Teamergizers: available in the baobab library and the libraries of the Südwind regional offices: Link **Free QR Code Generator:** Link **Free cloud for e.g., recorded texts:** Google Drive **"WeltSpiel" – Instructions and borrowing:** Link **Collection of method manuals and toolkits for Global Learning in youth work:** Link **"Gamification und Globales Lernen – Mit dem spielbasierten Ansatz nachhaltigen Konsum bei Jugendlichen fördern" (also available in the baobab library):** Link **"Methoden-Manual I — Neues Lernen" — Methods for creative and action-oriented engagement with problems and topics:** Link **Free online whiteboard "Miro":** Link **"Das Methodenquartett" — A collection of participant-oriented methods for workshops and seminars: available in the baobab library.** Link **"Youth of the World! — Methodenhandbuch zum Globalen Lernen in der außerschulischen Jugendarbeit":** Link	**For station rotation or a "World Café": "Line-Up"**: Participants line up according to a specific criterion, e.g., alphabetical order (first or last name), house number height, birthdays in the calendar year, size of their favourite animal, etc. Then, depending on how many groups are formed, the line is counted from 1-3 or 1-5 (see Material **„Unterricht und Seminare lebendig gestalten“).** If time is limited, for random group assignment, you can simply **count.** For example, with 4 groups, let them count repeatedly up to 4 until everyone is assigned a number between one and four. Then, all ones form a group, all twos, all threes, and all fours form separate groups. OR, everyone takes turns **pulling a coloured slip** of paper from a bag. Those with the same colour form a group. Prior to this, count the number of participants and place a corresponding number of slips of the respective group colours into the bag. Instead of colours, **country names** can be written on the slips, and everyone with the same country or – slightly more challenging – with countries from the same continent form a group.
	Activity
	Matching **words to pictures** or matching **words to their meaning:** For this, print out the pictures and texts/words individually, lay them out all mixed up and have them matched correctly. Also, pictures and texts can be used that not only have to be correctly matched, but also placed in the correct order. When put in the correct order, the pictures on the back of the page form a solution word. This allows the groups to check themselves. ***For example:*** On the topic of consumption/fashion industry/climate change, these can be pictures from the cotton bush to the finished jeans or on the topic of nutrition/labour conditions/world economy, pictures from the cocoa plant to the finished chocolate bar.

Material

"ChallengeU – Anregungen für die außerschulische Jugendarbeit" — This toolkit contains 28 "Challenge" cards for young people on the topics of nature and environment, health and well-being, public space and participation, lifestyle and consumption:
Link with downloadable poster
Link

"Didaktisches Handbuch: Werte vermitteln — Werte leben":
Baobab Library

Activity

Fault-finding: From a list of 6 (or more) terms, the one term that has nothing to do with this list should be found. To do this, create a worksheet consisting of 6-12 such thematically appropriate groups of terms. Insert a line on the worksheet under each group of terms in which the participants should briefly explain their choice.

At one activity station, have each group in turn work together on an **online whiteboard** on the topic: Design a board in advance, e.g. with Miro (see Material). Specify the topic and a structure (with the help of headings and/or colour coding). The finished whiteboard can be shown, reviewed and used for discussion in the Wrap-Up Session.

In the **"WeltSpiel",** the players work together to create a picture of our planet that shows the distribution of the world's population and the unequal distribution of wealth and goods worldwide and points out unfair economic processes and the impoverishment of many people. This requires a large world map, game figures and game tokens. The instructions are available to download. The game can also be borrowed.

Activity

Tip

Clarify at the beginning of the station rotation that at stations where something has to be matched up or put in the right order, the materials have to be mixed up again at the end for the next group.

Analogue quiz: Prepare a quiz on a sheet of paper (A3 format if possible) with 6-8 questions on the topic and 4 possible answers.

- It can be played as a multiple choice quiz OR as a quiz with only one correct answer option.
- The type of quiz should not be mixed to avoid confusion. The participants of a small group try to solve the quiz together by placing small game pieces on the answers they think are correct. When they have finished, the workshop host gives them the solution, which they can use to check themselves.
- Alternatively, right or wrong questions can also be used.

The workshop can be organised in a **"World Café"** format: Each station, preferably at tables, deals with a specific aspect of the workshop topic. Each station has a "tablecloth" (a large sheet of white paper) that can be written on and pens. There can also be biscuits and something to drink to create a "café atmosphere". Each table is continuously supervised by a host. The small groups spread out and discuss the given question at the table and note down their ideas on the tablecloth. After a predetermined time, the groups change tables. The host explains the status of the discussion to the new group and the discussion continues. After each group has visited each table, the hosts present the results in plenary. (from "Das Methodenquartett")

Activity

Let participants think of the title and, depending on the time available, the chorus of an **imaginary song** on the topic. Provide a worksheet on which the participants can write down their ideas (can also be used as a joker station).

Tip

Following the example of the **"WeltSpiel"**, other activities can also be incorporated in which simple statistics or graphics that fit the topic can be "represented" with (wooden) figures. Figures of different sizes, where each size stands for a number (100,000 – 10,000 - 1000 - 100 –...), are placed, for example, on the bars of a diagram printed out in a usable size to make a number more understandable.

Tip

Workshop as "escape room": Participants can collect points at the different stations and with a certain number of points they receive a symbolic key with which they can leave the room. The final round can also be used for this, e.g. by letting the participants collect points for ideas on possible courses of action or solutions – all groups collect the points together so that EVERYONE can leave the room at the end!

Tip

It is often advisable not to write directly on large sheets of paper, but on prepared cards. These can also have different colours (for different categories such as "positive" or "negative") and can be grouped and assigned later.

Activity

Collages can be created on a **world map.** This can be done, as in "Introduction to the topic", with the help of props/pictures on the topic.

E.g.

"Where in the world does a T-Shirt/ electronic device/food go before it arrives in our shop?". The participants first place the props on the world map as they believe to be correct and also think about the order of the "country stations". Then they justify their choice and the order in writing on a prepared worksheet – "Prop y belongs to... because... and is the xth station". There is a short information sheet with a solution that the participants can use to check themselves. OR a world map is pre-designed with icons for various things that can be viewed on **"Dollar Street"** (Material "Introduction to the topic"). The icons are located on the map in the countries where the participants should visit a toilet, a pet, a car, food, etc. Each group needs at least one mobile phone/ tablet for this or a laptop is set up at the activity station.

"Memory of relationships":

A memory game on the topic is created in advance. However, the individual pairs should not consist of two identical pictures, but of two pictures that are connected in some recognisable way.

For example:

pairs of pictures on the topic of nutrition: fresh salad – rotten salad, glass of milk – cow, cocoa pod – chocolate bar, etc.,

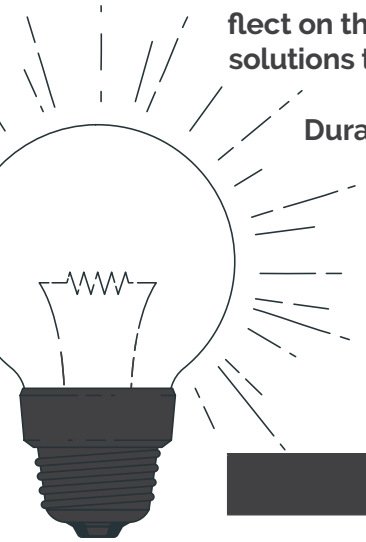
Tip

Activities from "Das Methodenquartett" can be integrated again and again during all phases of a workshop – to promote cooperation, to calm down, to get to know each other better, etc.

WRAP-UP SESSION

At the end of the workshop, all participants gather once again to reflect on the topic, repeat the content, and brainstorm action plans or solutions together.

Duration: 15 minutes.



Tip

A circle of chairs works best for the wrap-up session – have all participants grab a seat and form a circle of chairs.

Material

Free online survey tool:
https://www.survio.com/de/

Free online quiz tool:
https://kahoot.com/de/

Free QR Code generator:
https://www.qrcode-generator.de/

"Fair Electronics — What Can We Do?":
https://www.suedwind.at/konsum-und-verantwortung/rohstoffe-und-elektronik/" Link

Colouring pages for Mandalas:
https://www.mandala-bilder.de

Activity

"Flashlight":
A short statement by all participants on a given question. Everyone sits in a circle and the workshop leader names the question, e.g. "What do I take with me from the workshop", "What did I like/what didn't", "What can we do". An object (e.g. a chestnut) is passed from the person who has finished speaking to the next person.

Activity

"I pass the phone to someone who was also in workshop xy" — Record a voice message. Afterwards, the message can be listened to together — even at a later date when you meet again or play the message to young people who may not have been at the workshop.

Prepare a short **online quiz or survey** on the topic and make it accessible to participants via a QR code. This allows participants to review the workshop content and see what they have remembered.

"My T-Shirt":
Provide each participant with a sheet featuring the outline of a T-Shirt with 3 blank spaces (see appendix).
The task is to draw symbols or images/ write something related to thematic statements/questions in the spaces,

e.g.,
"Something in society that I particularly like — Something in society that I want to improve/change urgently — A change in the world that I wish for in the next 5 years". Provide coloured pencils.

Activity	*Activity*
"Sun" shaped together: A large yellow circle lies in the centre. The participants write answers on strips of paper: "What did I like? What did I memorise? What was new? What else did I want to say?"... OR "What do I take with me for the future/for myself? What challenge do I set myself? How do I tell others about it? What can I do?" The answers are attached all around the circle with clothes pegs until a sun is formed — at the end take a photo of the result or hang it up in the youth centre/ course room. Have **post-its** labelled with thoughts/ ideas/suggested solutions/memories of the workshop, which the participants can stick somewhere at home (laptop, toilet, in their own room, fridge, youth centre, etc.). Hand out colourful post-its or flashcards and pens. Have **mandalas** coloured on the topic, for relaxation and reflection, can also be done in between if a group is very restless. OR also to take with you and think about the topic again at home while colouring in **"Pantomime":** Everyone pantomimes what they are currently thinking, how they feel, what they have memorised, what they need at the moment, etc. It goes in turns, sitting or standing. Everyone stays in their position until everyone is representing something ("tired, want to watch the whole film, hungry, want to tell friends about it",...). Anyone who wants to can explain to the others what they have performed.	**"What can we do"** as main focus: Summarise once again and collect ideas on what today's topic has to do with each person. Ask questions such as: "How can we become active/change something/influence something? — What are the benefits of knowing about it?" Write them down on a large sheet of paper on the floor/blackboard/pin board. Use coloured pens/chalk and cards. *Tip:* Youth workers/trainers can take over the writing on joint posters if the young people do not feel comfortable with this, or a volunteer participant can write for everyone. Create a **"word cloud"** on mentimeter ("What words do you have in mind now after the workshop?") — Compare with the mentimeter from the beginning of the workshop. *Tip* Tip for concluding words: Only when one knows about a topic can one take action or make an informed decision AND also sharing knowledge with friends and family means being active.



IF THAT WASN'T ENOUGH

Perhaps one of the youths feels inclined to further explore the topic, without any obligation, without having to submit or report anything – just for themselves.

Or there might be an opportunity and interest to continue working on the topic with the group.

Film tips: Positive examples on sustainable and global topics:

„Tomorrow – Die Welt ist voller Lösungen"; „Digital Africa – Soziale Sartups revolutionieren den Kontinent"; „Die Zukunft ist besser als ihr Ruf"; „Generation Change – Wer rettet die Welt?"; „Ernährung – die neuen Utopien"

Material	*Activity*
"ChallengeU – Anregungen für die außerschulische Jugendarbeit" – This toolkit contains 28 "Challenge" cards for young people on the topics of nature and environment, health and well-being, public space and participation, lifestyle and consumption: Link with downloadable poster Link „Mach mit bei der Klima-Challenge": https://www.suedwind.at/bildungsmaterial/klima-challenge-plakate/ Klima-Challenge poster p.1: https://www.suedwind.at/bildungsmaterial/klima-challenge-plakate/ Collection of materials on topic "Fair Electronics": https://www.suedwind.at/konsum-und-verantwortung/rohstoffe-und-elektronik/" Link	Design and send/give away/hang up **postcards** on the topic — for friends, family, mayor, youth centre, school, etc. (See appendix "postcard template"); The young people can come up with a **challenge** for themselves as individuals or for the whole group. Either a time period is set for the whole group in which the challenge is to be achieved. Or the individuals can think about how long they want to challenge themselves with their idea. A joint poster can be designed for this purpose. (see Material: "Challenge U" and "Mach mit bei der Klima-Challenge"); Particularly motivated groups can create a **tiktok** video or an **instagram** story on the topic. Watch a **film** together, e.g. organise a joint film evening with snacks and drinks (see film tips) Provide a **list of literature** for young people with film tips, etc. on social media or on a website (joint WhatsApp group, youth centre website, etc.)

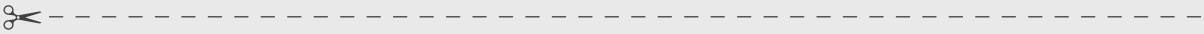
Tip: Offer QR codes that lead to thematically relevant organisations and companies and, if it suits the group, to their job offers



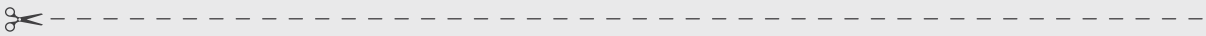
APPENDIX

Workshop Planning Form	
Workshop Title	
Target Group /Setting	
Age Group	
Description of Content	
Duration /Breaks	
General Objektives	
Materials /Activities	

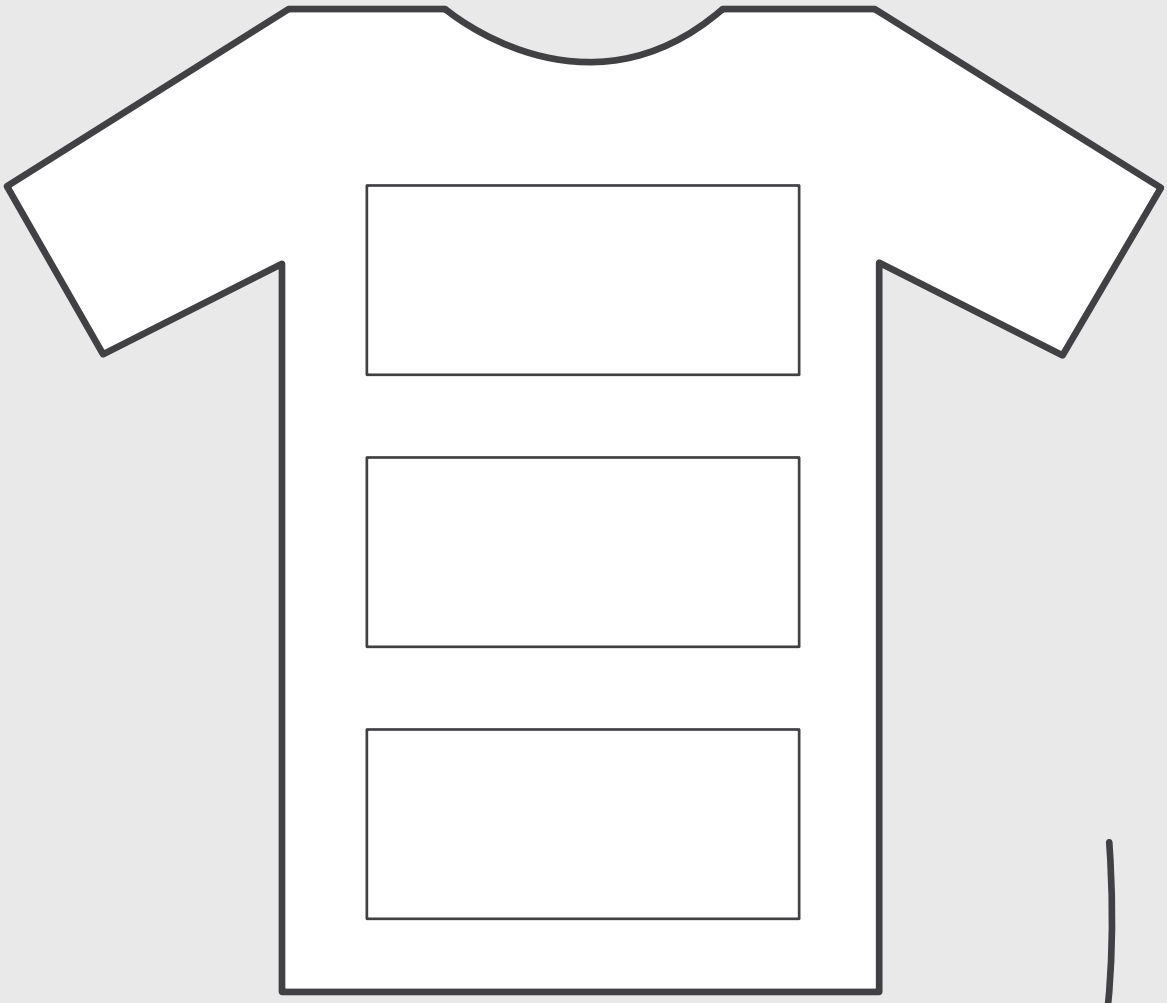
Postcard Template



Postcard Template



My T-shirt



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