

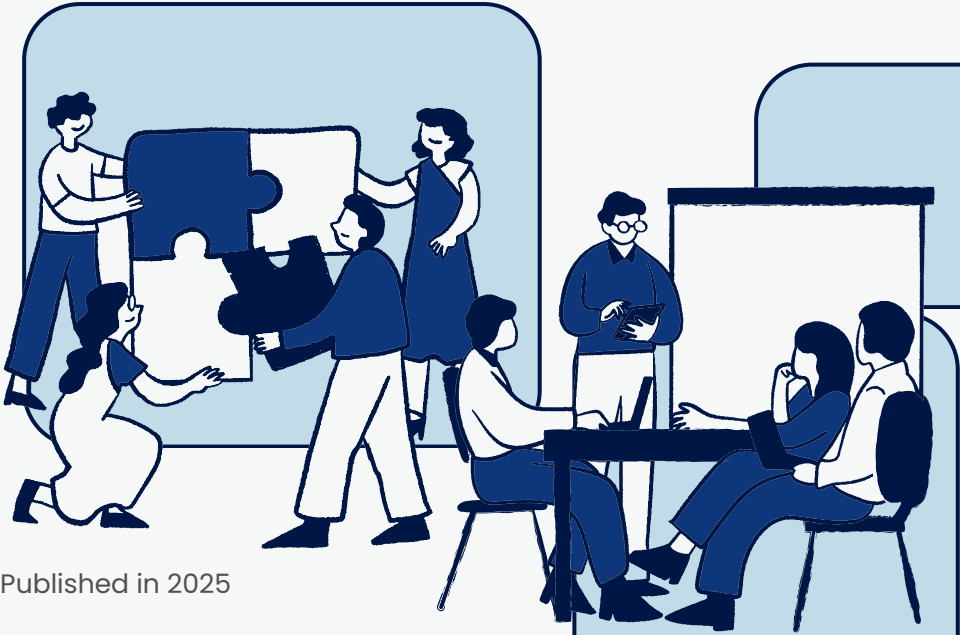
Kutayib **FOYER** دليک

Your guide for Youth Club Development

دليک لتطور نادي الشباب

Powered By:

PHZH - Zurich University of Teacher Education
IIDebate- The International Institute of Debate
Maison des jeunes Jedaida





Kutayib was developed through the FOYER project (2024–2025) to support youth workers and club leaders in fostering creativity, self-confidence, social skills, and active participation among young people in Tunisian youth centers.

FOYER is a partnership between PH Zürich, the University of Tunis, and iiDebate, implemented at the Maison des Jeunes Jedaida and funded by HES-SO / Leading House MENA.

Authors

Elyes Guerhazi, Samar Jandoubi, Khaoula Ebdelli, Samir Boulos, Manuel Zolliker, Laura Kockelkorn, Luca Huder, Nicole Wetli, Laura Bacher, Julie Haller, Michelle Knöpfel, Peter Holzwarth, Thomas Staub, Doris Kuhn

Editors

Mohamed Ouahabi, Doris Kuhn

Graphic Design

Mariem Oueslati, Samar Jandoubi

Preface

Youth is a formative period – whether in Tunisia, Switzerland, or anywhere else in the world. It is a biographical phase marked by exploration, uncertainty, and the search for identity and belonging. Young people (re)shape their understanding of themselves during these years. They search for their place in society, explore their personal and professional abilities as well as their capacities to influence the world around them. In times of social, political and economic challenges, young people are usually particularly affected and should be empowered.

The project “Fostering Self-Competences in Tunisian Youth Centers” (FOYER) was born from the conviction that empowering youth means more than preparing them for the labor market. FOYER aimed at nurturing resilience, self-awareness, and social competence. These abilities are crucial for their personal growth as well as their professional pathway. Youth centers, as spaces of encounter and growth, play a crucial role in this process. They offer young people a safe environment in which to express themselves, to learn together, and to establish long lasting friendships. These centers provide not only non-formal education but also the vital experience of community and belonging. And community and belonging are essential elements in strengthening self-confidence and social cohesion.

This manual called **Kutayib**, presents the educational materials and approaches developed within the FOYER project. It is the result of a close collaboration between the director and the youth of the Jedaïda Youth Center in Manouba, educational experts from the NGO iiDebate and from the Zurich University of Teacher Education. The Jedaïda Youth Center has served as the project’s pilot institution. The sessions outlines in the Kutayib here aim to enhance the capacity of youth workers and club leaders to promote self- and social competences among young people beyond Jedaïda.

Realizing the FOYER-project, would have not been possible without the great commitment from **Mme. Khaoula Ebdelli**, the director of the Jedaïda Youth Center. Her energy and heartfelt admiration for the young people in Jedaïda are true sources of inspiration for us and we want to thank her sincerely for all her support.

A big thank you goes to all the young people of Jedaida who participated in the FOYER-workshops, namely to *Sadok Khalef, Yassine Khalef, Yasmine Jlassi, Kenza Gheriani, Ghassen Nahali, Louay Riahi, Balkis Touzri, Omnia Jendoubi, Nizar Hamza, Maha Khezami, Mounir Daagi, Ghayth Mliki, Louay Arafa, Nour Aouini, Yassine Aouini, Rayen Korbi, Mohamed Rajhi, Dhia Aouini, Mariem Dridi, Nadhem Sahlia, Ahlem Smeti, Mohamed Aouidet, Ahmed Marzouki, Nour Ksontini, Sabri Tlili, Zineddine Abidi, Oumayma Benyounes, Ameni Benyounes, Abdelkodous Aouidet, Amir Trabelsi, Ayoub Mzoughi, Aziz Doufeni, Hamouda Sassi and Yomna Trabelsi*. They contributed to FOYER and continuously tested the materials of the Kutayib with great enthusiasm, joy and motivation.

We also would like to thank our students, *Julie Haller, Laura Bächer, Laura Kockelkorn, Luca Huder, Michelle Knöpfli* and *Nicole Wetli*, for contributing to the FOYER-workshop in April 2025 at the Zurich University of Teacher Education. Moreover, we thank *Laura Kockelkorn, Nicole Wetli* and *Luca Huder* for additionally contributing to the project by revising the Kutayib and/or contributing in workshop sessions.

The FOYER-project would have not been possible without relentless engagement by our colleagues of iiDebate. We warmly thank *Elyes Guermazi* and *Mohamed Ouahebi* for their important contributions and coordination in the FOYER-project, *Samar Jandoubi* for her dedicated contributions to the workshop sessions and to the Kutayib, and *Mariam Oueslati* for editing and the graphic design of Kutayib.

We are also indebted to *Nada Najjar* from the Department of Psychology of the University of Tunis and *Wiltrud Weidinger* from the Department International Projects in Education of the Zurich University of Teacher Education for accompanying FOYER with research. The findings of this research reaffirm the significance of FOYER and serve as a strong motivation to continue working in this spirit.

We also want to express our sincere thanks to our dear colleagues from the Zurich University of Teacher Education, who contributed with their experience and expertise to FOYER: To *Manuel Zolliker* for exploring the possibilities to combine music and life skills, to *Thomas Staub* for introducing the youth of Jedaida and us to the creative possibilities of making and to *Peter Holzwarth* for his input in critical media work – a crucial topic particularly for young people.



We are very grateful to the Leading House MENA for financial support. Without the funding through their Consolidation Grant, we would not have been able to realize FOYER.

Finally, I also want to warmly thank my dear colleague *Doris Kuhn* from the Department International Project in Education of our university. She has contributed to FOYER on all levels and with great dedication since the start of the project.

We hope the Kutayib will serve as both a practical guide and an inspiration for all who work with and for young people in Tunisia and beyond, helping to create youth centers that are true foyers – places of warmth, growth, and community.

Tunis / Zurich, November 2025,
Samir Boulos

Introduction FOYER project

The aims of Kutayib

Kutayib is a manual created in the framework of the project “Fostering Self-Competences in Tunisian Youth Centers” (short: FOYER). Kutayib is designed to support social workers, animators, trainers and club leaders in youth centers through interactive training and learning activities. Youth centers in Tunisia play a critical role in providing non-formal education, fostering social integration, and nurturing personal development. The manual aims to promote self- and social competences of youth, help them create and manage their clubs, enhance their creativity as well as ability to communicate and think critically. The activities in Kutayib will eventually help the youth to effectively engage in their communities, enhance their participation in and hence also their contribution to the Tunisian society.

The Kutayib contains the essence of the educational intervention delivered through the FOYER-project. With Kutayib we would like to provide social workers, animators and youth club leaders with ideas for workshops in their youth center that have succeeded in the framework of the FOYER-project. The workshop-sessions of Kutayib can be freely chosen by the user of this manual and of course can and should be adapted to the context and the needs of their audiences.

What is the FOYER-project?

The Department of International Projects in Education of the Zurich University of Teacher Education, the Department of Psychology of the University of Tunis, and the NGO International Institute of Debate (iiDebate) have jointly implemented the project “Fostering Self-Competences in Tunisian Youth Centers – FOYER” from April 2024 to October 2025. They have closely cooperated with the Jedaida Youth Center in FOYER. The FOYER project has been financially supported by the Leading House MENA, coordinated by HES-SO Haute école spécialisée de Suisse occidentale through the Consolidation Grant.

The FOYER project aims at enhancing the capacities of youth centers to foster self- and social competences of young people. These competences are critical for fostering resilience, employability, and social inclusion among young people. The FOYER project is composed of two main components:

1. An educational intervention to promote the capacities of youth club leaders and animators to provide life skills activities, including through artistic and creative expression.
2. An accompanying research study that examines how the educational intervention in FOYER has contributed to advancing self-competences, social inclusion, and well-being of the young people at the Jedaida Youth Center.

The Jedaida Youth Center is the ideal partner for the FOYER project. After being closed due to staffing issues from 2019 to 2023, the Jedaida Youth Center has reopened and presents a unique opportunity to pilot innovative educational approaches aimed at youth empowerment. Currently, the Youth Center offers a wide variety of clubs, such as music, theater, chess, radio, TV-Web, sports, cinema, technology, robotic and debate. These clubs are run and organised by the young people themselves.

The accompanying research study of FOYER has shown that the educational intervention in this project has enhanced the social competences and self-awareness of the involved youth. The intervention at the Jedaida Youth Center can hence serve as a reference for similar educational interventions at other youth centers.

Structure of Kutayib

The Kutayib consists of two major parts. The first part concerns the topic “Structure and Management” and the second “Activities and Skills Development”. Each of these parts is composed of 3 to 4 modules that is dedicated to a broader topic (e.g. “Club Foundation”, “Club Management”, “Communication and Critical Thinking”, “Power of Community” etc.). The modules consist of three to four workshop sessions dealing with specific subjects (e.g. the session “Strategic Planning” as part of the module “Club Structure”). Some sessions have additional support material, you can find it at the end of the sessions.

Trainers from iiDebate, lecturers, and students from the Zurich University of Teacher Education have conducted these sessions together with the young people of the Jedaida Youth Center. It usually takes between one and four hours to conduct a session. Users of the manual can pick and choose the sessions they find useful for their youth center or youth club; they do not have to follow a specific order.

Kutayib provides the objectives of each session, outlines all activities including the settings and required materials, and provides an estimate of how much time each activity takes. Certain activities contain materials or refer to additional resources that are also provided in Kutayib.

TABLE OF CONTENTS

Preface	03
Introduction	06
A. STRUCTURE AND MANAGEMENT	09
Module 1 Club Foundation	10
1.1. Understanding needs and purposes	10
1.2. Team building and collaborative work	14
1.3. Reflecting leadership and rules	18
1.4. Skills awareness raising and dilemma situation	23
Module 2 Club Structure	29
2.1. Diagnostic assessments of needs and assets	29
2.2. Mission and vision	36
2.3. Strategic planning	39
2.4. Roles and responsibilities	47
Module 3 Club Management	52
3.1. Working with the volunteers - Team management	52
3.2. Internal communication and decisions	58
3.3. Peer coaching for club leaders to support each other	62
B. ACTIVITIES AND SKILLS DEVELOPMENT	65
Module 4 Creativity and Self-expression	66
4.1. Skill Star	66
4.2. Culinary exchange and getting to know each other	69
4.3. Mirroring yourself in music & favourite songs	72
4.4. Making in the club (digital) tinkering, crafting and exploring	76
Module 5 Communication and Critical Thinking	82
5.1. Media competences - social media, fake news and critical thinking	82
5.2. Public speaking	87
5.3. Conflict resolution and debating respectfully in dilemma situations	91
5.4. Conflict resolution and the basics of mediation	97
Module 6 Power of Community	102
6.1. Community engagement	102
6.2. Collective impact	105
6.3. Advocacy	120

A.

Structure and Management



Module 1: Club Foundation

Session 1: Understanding Needs and Purposes

Session Objectives

By the end of the session, participants will be able to:

- Identify personal and collective needs within their youth center/community.
- Define the main purpose(s) of their club and its added value.
- Align their club's purpose(s) with the needs and interests of members.



Duration

03h 10min



Group size

Set by facilitator



Materials needed

Dots stickers, flipcharts, magnets, markers, papers, pens, pins, sticky notes, tape

Session Description

This session provides a space for youth to express themselves, share ideas, and work together to identify and discuss community needs. Through interactive and creative activities, participants reflect, collaborate, and develop a collective sense of purpose. The session promotes participation, teamwork, and positive engagement.




Step 1**Ice Breaker : Animal representation**

 20 min  Individual  Markers, papers, pens

- Each participant draws an animal that represents them.
- They write their name, 3 qualities they share with the animal, and their interests.
- Each participant presents briefly.

Objectives: Break the ice, self-expression, and group connection.

Step 2**Why am I here?**

 20 min  Individual  Flipchart, markers, pens, sticky notes

- Each participant writes on a sticky note why they joined the youth center.
- Notes are placed on a flipchart.
- The facilitator / trainer reads all the answers aloud and clusters them into themes.

Objectives: Help members reflect on why they joined and connect their personal reasons with the club's common goal.

Step 3**Brainstorm and map needs**

 40 min  Group  Flipcharts, pens

- Each group brainstorms and lists youth/community needs.
- Then they select the top 5 needs.
- Write 5 selected needs clearly on a flipchart.
- The facilitator / trainer supports the groups.

Objectives: Assess the club's most pressing needs.

Step 4**Quick presentations & feedback**

 20 min  All together  Magnets or pins or tape

- Each group presents their top 5 needs (2 min each).
- Flipcharts are hung on the wall.
- After each presentation, peers provide sandwich feedback (positive – suggestion – positive).

Objectives: Build speaking confidence, practice constructive feedback, and consider all reviews from their peers before moving forward.

Step 5**Dot voting**

10 min

Room set up
as gallery

Dots stickers or markers

- Each participant receives 3 stickers.
- They walk around, read all needs, and place stickers on their top priorities.
- The facilitator/ trainer highlights the most voted needs.

Objectives: Support group decisions democratically and visually prioritize the most important needs.

Step 6**Deep dive into top two needs**

30 min



Group



Flipcharts, markers, pens

- Each group selects the top 2 voted needs from previous step (see flipcharts)
- On a flipchart, they illustrate these needs (drawing, symbols, keywords) and answer these questions:
 1. Why do these needs matter?
 2. Who is affected the most?

Objectives: Encourage creative, visual expression, and contextualise the needs

Step 7**Presentations & feedback on top needs**

15 min



All together

- Each group presents their illustrations (2 min each).
- Peers give quick feedback.
- The facilitator / trainer summarizes insights.

Objectives: Share insights to build a common understanding of the most pressing needs, create an opportunity for cross-learning between groups.

Step 8**From needs to purpose**

20 min



Group

Flipcharts, markers, paper,
pen

- Each group discusses and answers these questions:
 1. What can our club do to answer these needs?
 2. What will it bring to others?
 3. What makes our solution unique? How is it different?
- Each group prepares a 30-second purpose statement.

Objectives: Move from analysis to action by creating a shared purpose based on community needs.

Step 9**Presentation of purpose statements & feedback**

10 min



Group

- Each group presents their 30-second purpose statement.
- Peers give quick positive and constructive feedback.
- The facilitator / trainer highlights key takeaways.

Objectives: Improve communication and presentation skills and compare goals.

Step 10**Conclusion – One word checkout**

05 min



All together

- Participants stand in a circle.
- Everyone says one word about what they have learned or felt.
- The facilitator / trainer wraps up and thanks everyone.

Objectives: Encourage individual reflection on the session, close on a positive, collective note, and reinforce the main outcomes of the session.

Session 2: Team Building and Collaborative Work

Session Objectives

By the end of the session, participants will be able to:

- Strengthen collaboration between clubs in order to maximize their collective impact on the community.
- Apply teamwork, strategic thinking, and problem-solving skills in the context of inter-club initiatives.
- Design and implement at least three collaborative inter-club activities within the next three months.

Session Description

This session combines interactive games and group discussions to build teamwork, communication, and problem-solving skills. Participants identify challenges, share experiences, and develop practical solutions together. The session encourages collaboration, creativity, and active engagement, ending with a collective reflection to reinforce learning and motivation.



Duration

03h 10min



Group size

10 - 20






Materials needed

Ball, flipchart, markers, paper, pens, sticky notes, whistle

Module 1

Step 1

Sport step: Circle strike


 30 min  Group (10 - 20)  Ball and a whistle

- Participants form two circles: one small inner circle (attackers) and one larger outer circle (defenders).
- The trainer / facilitator explains the rules
- Inner circle players (attackers) pass and throw the ball strategically to eliminate outer circle players.
- A player in the outer circle is eliminated if they fail to catch the ball or are hit while not dodging correctly.
- The inner circle team wins if they manage to eliminate all members of the outer circle within 5 minutes.
- Switch roles after one round so both teams experience both sides.

Objectives: Encourage teamwork and quick decision-making.

Step 2

Identifying challenges at the youth center

 30 min  Individual (in silence)  Pens, sticky notes

- The trainer / facilitator places 4 flipcharts around the room with the following questions:
 1. What is bothering me in the youth center?
 2. What is missing in the youth center?
 3. What can the youth center provide for me?
 4. What can I add to the youth center?
- Participants reflect individually on their experiences and write them down on sticky notes.
- Participants stick their answers under each corresponding question.

Objectives: Reflect individually and express needs and concerns.

Step 3**Discussion of the identified challenges**

30 min

Group
discussionCollected sticky notes,
flipchart, markers

- The trainer / facilitator reads the sticky notes anonymously, grouped by question.
- Participants are invited to react, share, and discuss emerging themes.
- The trainer / facilitator guides participants to identify the 5 key challenges or insights per question.
- Write down these 5 priorities on a new flipchart for visibility and reference.

Objectives: Foster collective reflection and consensus-building to identify shared challenges and goals. Create a foundation for action.

Step 4**Developing responses to challenges across clubs**

45 min



Group Puzzle

Flipchart paper, markers,
sticky notes

- The trainer / facilitator divides participants into (five) mixed groups (4 members from different clubs).
- Assign each group one of the 5 identified priorities.
- The trainer / facilitator guides the groups to brainstorm a solution benefiting from each club's strengths.
- Each group presents a summary of their proposed solution.

Objectives: Foster creativity, a practical approach to problem solving, and collaboration.

Step 5**Co-creating action plans with shared objectives**

45 min

Group
tandemsFlipcharts, markers,
paper, pens

- The trainer/ facilitator pairs clubs based on interests or complementary goals.
- Each pair co-develops a 3-month concrete action plan with specific objectives and defines activities, roles, a timeline, and expected outcomes.
- Each pair presents their plan to the group for feedback and encouragement.

Objectives: Promote long-term collaboration and joint ownership of initiatives by defining realistic, measurable, and time-bound plans between clubs.

Step 6**Conclusions**

10 min



Full group discussion guided by facilitator

- Each participant shares one key takeaway or personal commitment for future collaboration.
- The trainer / facilitator summarizes the workshop, celebrates efforts, and outlines next steps. (Optionally, collect short written feedback.)

Session 3: Reflecting Leadership and Rules

Session Objectives

By the end of the session, participants will be able to:

- Understand what leadership means and recognize its different forms.
- Identify their own leadership style and how it influences teamwork.
- Practice leadership, communication and problem-solving in a crisis scenario.
- Co-create a clear set of rules and values (“Club Code”) for effective collaboration within their clubs.



Duration

02h 15min



Group size

Set by facilitator



Materials needed

Flipchart, markers, printed pictures, printed self-assessment forms, projector

Session Description

This session explores leadership through discussions, self-assessment, and interactive simulations. Participants define leadership, experience different leadership styles in action, and reflect on their own strengths and challenges. The session concludes with creating a shared “Club Code” of values and rules, reinforcing teamwork, responsibility, and collaborative leadership.

Step 1**Brainstorming – What is leadership?**

 20 min  All together  Flipchart, markers

- The facilitator / trainer asks: “What comes to your mind when you hear the word leadership?”
- Participants share ideas and the facilitator/trainer writes key words on the flipchart.
- Discussion concludes with a simple, collective definition of leadership prepared by the facilitator / trainer.

Objectives: Encourage critical thinking and create a shared understanding of leadership concepts.

Step 2**Are they leaders or not?**

 20 min  All together  Projector or printed pictures

- The facilitator / trainer shows pictures of famous people (activists, athletes, politicians, influencers, etc.).
- Participants quickly answer if they consider the person a leader or not, and why.
- Short discussion on how leadership can take different forms.

Objectives: Illustrate that leadership is diverse and not limited to titles, develop observation skills and analytical thinking.

Step 3**Know your leadership style**

 30 min  Individual  Printed self-assessment forms

- Each participant completes a leadership style self-assessment questionnaire.
- The facilitator / trainer explains the main styles and participants reflect on their results.

Objectives: Participants become aware of their personal leadership style, strengths, and areas to develop.

Step 4 — Mise en situation game



40 min



All together

Open space, printed
role cards

- Each participant secretly picks a role card and must act based on their hidden role (they will all receive the “leader” role).
- The facilitator / trainer puts them into a theoretical crisis and they should solve it in a team.
- For 15–20 minutes, they work together to solve the crisis.

Rule: do not show or tell your role.

When the time is over, each participant will have to show their card or reveal their identities.

- Debrief: Discuss which behaviors helped, which made things harder, and how leadership emerged.

The simulation:

Objectives: Explore leadership behaviors in action by assigning each participant a hidden leadership role. Though everyone receives a card labeled “Leader,” each card actually represents a specific leadership style or responsibility. Participants must act according to their role without revealing it.



Instructions

1. Role Assignment

- Each participant receives a card labeled “Leader.”
- In reality, each card contains a unique leadership style or responsibility (e.g., authoritarian, democratic, laissez-faire).
- Roles must remain secret throughout the exercise.

2. Scenario Setup

- The facilitator presents a fictional crisis scenario (e.g., youth struggling to access quality jobs).
- Groups have 20 minutes to prepare a short theatrical act that reflects the issue.
- They may use speech, silence, movement, or any creative format.

3. Performance

- Each group presents their act in 5 minutes.
- Participants must stay in character and not reveal their assigned role.

4. Debrief

- After all performances, participants reveal their roles.
 - Answer few or all these questions:
- How did you experience your role as a leader, and what challenges did you face staying true to it?
 - How did you perceive the behavior of others, and did any styles complement or clash with yours?
 - Did any unspoken leadership emerge during the step, and how did it affect the group dynamic?
 - Are you satisfied with the result your group achieved? What helped or hindered collaboration?
 - What did you learn about leadership styles, and how might you adapt your own in future team settings?

Objectives: Practice leadership, communication, and adaptability under pressure; experience how different personalities affect teamwork and problem-solving.

Step 5**Let's put our rules and charts together**

40 min

Small groups-
Clubs

Flipchart, markers

- Participants reflect on what rules and values their club should follow for effective leadership and teamwork.
- They create a “Club Code” poster with agreed-upon rules and values (e.g., respect, punctuality, shared responsibilities).
- Each group presents their chart.

Objectives: Encourage ownership of group behavior, co-create a shared framework of rules and values, and strengthen commitment to accountability.

Step 6**Conclusion & reflection**

10 min



Circle

- Participants share one takeaway about leadership and one club rule they commit to respecting.
- The facilitator / trainer summarizes the session's key lessons.

Objectives: Reinforce learning and build accountability for future club work.

Session 4: Skills awareness raising and dilemma situation

Session Objectives

By the end of the session, participants will be able to:

- Enhance skills to manage the clubs effectively.
- Raise awareness about their role as a club leader and the corresponding tasks.
- Learn how to set rules in their clubs to support club activities productively.



Duration

03h 50min



Group size

Set by facilitator



Materials needed

Flipchart, handout with schematic tree, pens, pictures of families, post-its

Session Description

This session encourages self-awareness, ethical thinking, and shared responsibility. Participants reflect on their personal skills, where they come from, and how they can pass them on to others. Through discussions and dilemma-based activities, they explore values, decision-making, and respect for different perspectives. The session concludes with a reflection on self-governance and how youth can take an active role in shaping their clubs and communities.

Step 1

Awareness of your skills and their origins*



60 min



Think – pair – share



Flipchart, handout with schematic tree, pens, pictures of families, post-its

- (Alone) The youths look at the illustration of the skills tree ([see page 27](#)). They take a blank sheet and draw a tree with five fruits and five roots. They indicate the skills in the fruits. They write down in the roots the people they learned these skills from ([see page 28](#)). They take a photo of their drawing.
- (in pairs): The youths present their drawing to a partner and exchange their thoughts. They discuss similarities and differences.
- (alone) The youths think about which skills they would like to pass on to others. They write them down. They also indicate how they would teach these skills.
- The youths present the skills they want to pass on in a group. They write each skill on a slip of paper and pin it on the wall (or put it on the floor). A discussion about the skills and how they can be taught to others takes place.

Objectives: To be able to describe their own skills, reflect on the origin of these skills and how to pass them on.

Step 2

Reflection on facilitation methods



30 min



All together guided by facilitator



Flipchart

- The facilitators ask the youth to describe the methods used in the previous slot
- The youth describe the methods used and the facilitator collects them on the flipchart.

Objectives: To become aware of facilitation methods and learn to use them.

CORE Topics 4, Unit 3



Step 3 — Debating values in a dilemma situation



50 min



Think- pair – share, fishbowl discussion

- Facilitator presents the Heinz dilemma by Lawrence Kohlberg:

“A woman was on her deathbed. There was one drug that the doctors said would save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman’s husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: “No, I discovered the drug and I’m going to make money from it.” So, Heinz got desperate and broke into the man’s laboratory to steal the drug for his wife. Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?”



- The youths reflect on the reasons for Heinz to steal or not to steal the money individually.
- The youth exchange their reasons in pairs.
- Discussion pro and contra stealing the money in a [fishbowl discussion](#) **Fishbowl discussion**

Other topics for a dilemma situation¹

- Young people may go to the cinema without asking their parents
- Musicians may perform on the streets
- Old people may remain living with their family
- Girls may participate in karate classes
- Young people are allowed to drink at the age of 16
- Women may ride a bike to work
- You and your friend are interested in the same position for a job
- Somebody you like asks you to cover/lie for them and you want to help them but you are scared for their safety if something happens to them



Objectives:

- Practice leadership, communication, and adaptability under pressure.
- Experience how different personalities affect teamwork and problem-solving.

Step 4

Self-governance of the clubs: Giving yourself your own rules



30 min



Full group discussion



Flipcharts

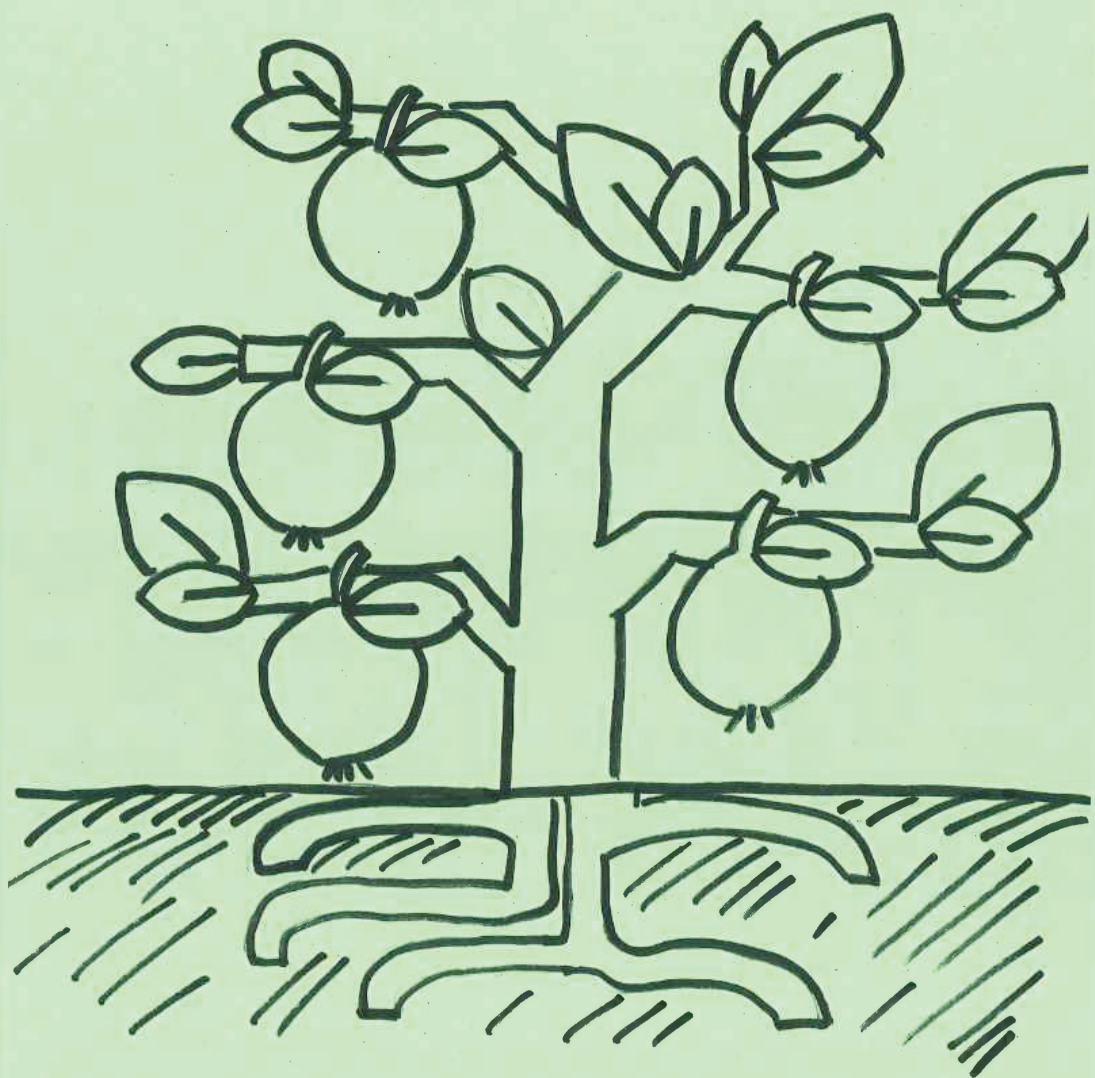
- Facilitator asks the youth on how they determine the rules at their clubs.
- Discussion on obligations and responsibilities of club leaders and members.
- Discuss potentials how to enhance the self-governance of the clubs.

Objectives: Know how to set rules for their club.

¹See [Topic 7 in CORE](#) "How I can solve conflicts" (Scan the QR code below)

Topic 7 in CORE "How I can solve conflicts"





My skills have roots

When?

When?

Where?

From whom?

When?

Where?

From whom?

When?

Where?

From whom?

Module 2: Club Structure

Session 1: Diagnostic assessments of needs and assets

Session Objectives

By the end of the session, participants will be able to:

- Identify the club's strengths and existing resources, and determine gaps or needs for effective functioning.
- Prioritize focus areas and encourage teamwork, collaboration, and problem-solving.
- Foster ownership, commitment, and awareness of the value of diagnostic assessments for club growth.



Duration

02h 25min



Group size

Set by facilitator



Materials needed

Flipcharts, markers, pre-cut blank puzzle pieces, sticky notes

Support



Session Description

This session helps participants assess their club's strengths and needs as a basis for effective planning. Through interactive activities and group discussions, they identify assets, prioritize challenges, and make realistic personal and collective commitments for improvement and growth.

Step 1**Ice breaker: Human knot**

 15 min  Groups

1. The facilitator/ trainer divides participants into clubs.
2. Each club forms a circle.
3. Everyone reaches across to hold hands with two different people
4. Without letting go, each team should untangle into a complete circle.

Clubs compete to finish fastest.

Objectives: Build teamwork, communication, trust, and energize participants.

Step 2**Welcoming and introduction**

 15 min  All together

1. The facilitator/ trainer explains the session flow and activities.
2. The facilitator/ trainer highlights the objectives of the session.
3. The facilitator/ trainer explains the importance of **Diagnostic: Assessment of needs and assets** for club development and planning.

Objectives: Ensure participants understand the session purpose, the value of diagnostic assessments, and what they will achieve.

Step 3**Story of our club : Story chain**

 15 min  Groups

1. Each club sits together in a circle.
2. One member starts by saying a sentence about the club.
3. Each member adds one sentence to continue the story.
4. Continue until everyone has contributed and the story is complete.

Objectives: Encourage creative thinking, listening skills, and collaborative storytelling.

Step 4**Asset mapping : Puzzle pieces**

30 min



Groups



Flipcharts, markers, pre-cut blank puzzle pieces

1. The facilitator/ trainer gives each club puzzle pieces ([see page 34](#)).
2. On each piece, write or draw one item:
 - 5 skills members have
 - 5 resources the club possesses
 - 5 partnerships or networks
3. Assemble the pieces to create a visual representation of the club's assets.

Objectives: Identify and visualize existing strengths, resources, and networks of the club.

Step 5**Club need identification**

20 min



Groups



Flipchart, markers, sticky notes

1. Each participant thinks of what their club lacks to function efficiently and write down one need per sticky note
2. Each team/ Club categorizes their needs in:
 - Skills
 - Resources
 - Support
3. Place all sticky notes on a flipchart for the group to see.

Objectives: Identify gaps, challenges, and needs of the club for effective planning.



Step 6

Focus areas matrix



25 min



Groups



Flipchart with 4 quadrants,
sticky notes from previous
activity

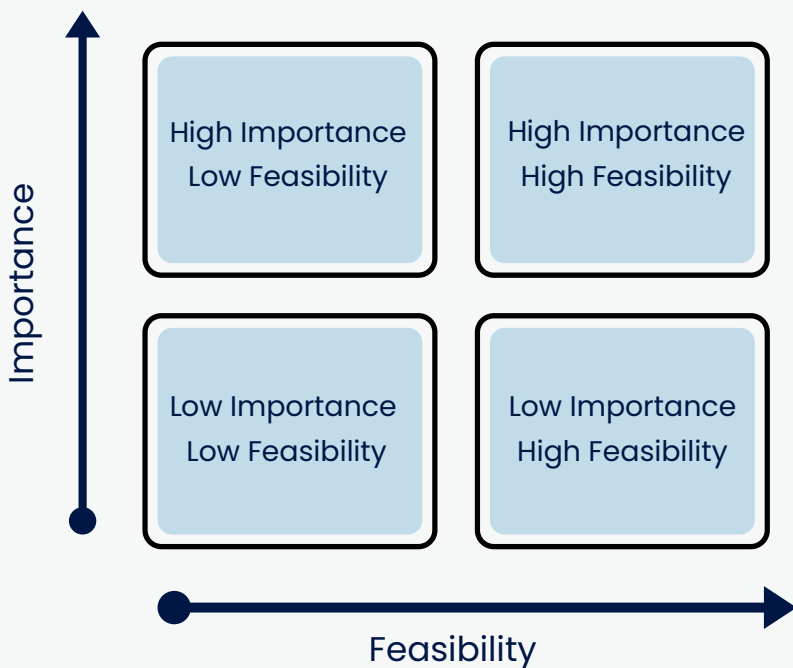
1. The facilitator/ trainer prepares a 4-quadrant matrix on the flipchart:

- High Importance / High Feasibility
- High Importance / Low Feasibility
- Low Importance / High Feasibility
- Low Importance / Low Feasibility

2. Each club places their top needs (from sticky notes) into the appropriate quadrant.

Encourage discussing priorities as a group.

Objectives: Prioritize needs and decide which focus areas the club should address first.



Step 7 — Commitment Seal: From ideas to action



25 min



Individual and
in groups



Flipchart, sticky notes

- Each participant secretly picks a role card and must act based on their hidden role (they will all receive the “leader” role).
- The facilitator / trainer puts them into a theoretical crisis and they should solve it in a team.
- For 15–20 minutes, they work together to solve the crisis.

Step 1: Reflection



10 min

Each participant reflects on the following two questions:

- What should we do as a group or society to address this issue?
- What am I personally able to do—realistically and immediately—to contribute?

Participants then write down one concrete action they personally commit to. This should be:

- Specific and achievable
- Aligned with their skills, resources, or influence
- Focused on impact, even if small

Step 2: Seal the commitment



05 min

Each participant writes their action on a sticky note or card and places it on the **Club Action Board**—a shared space that visually represents collective commitment. ([see page 35](#))

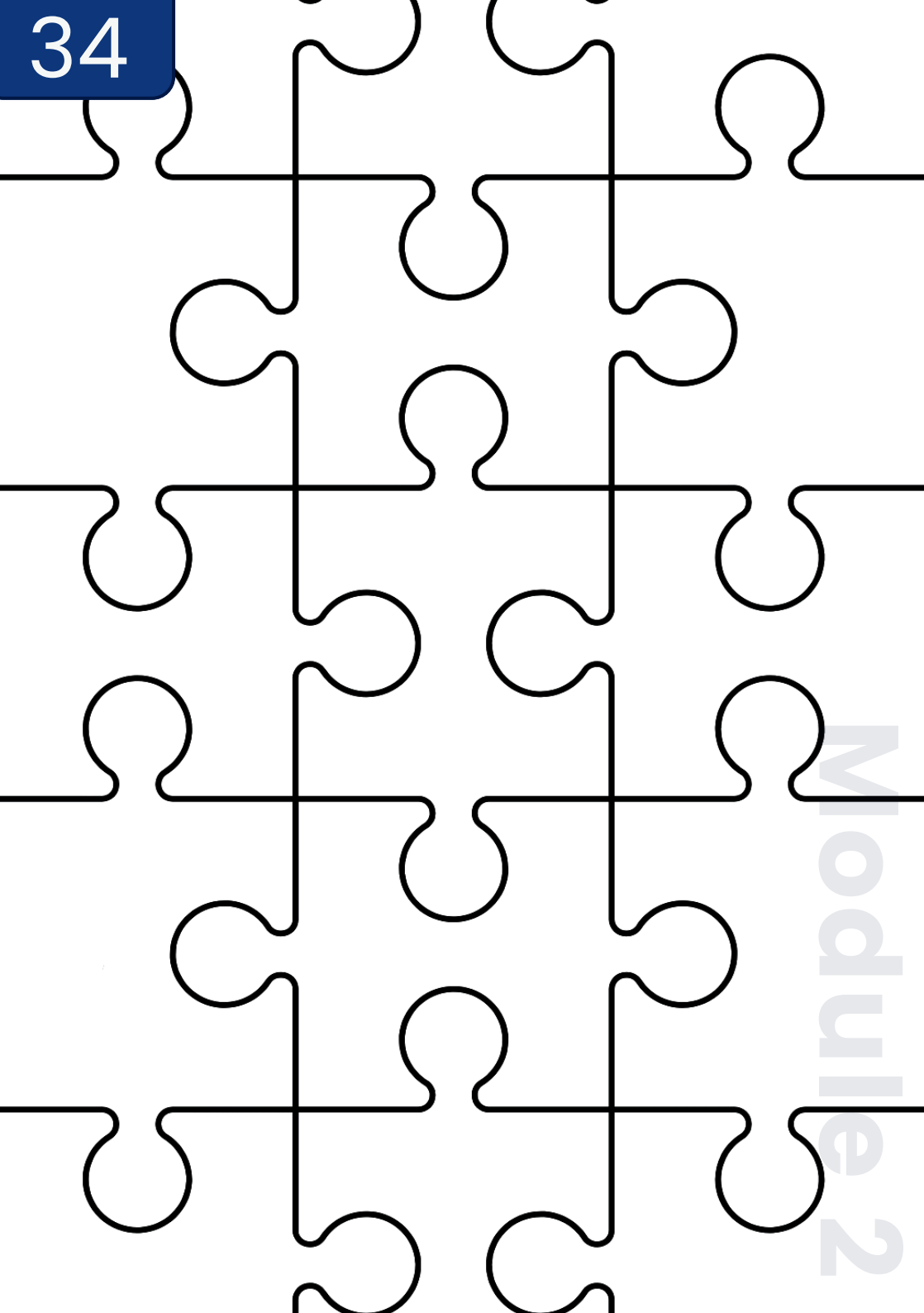
Step 3: Share & inspire



10 min

Participants briefly share their action with the group (1–2 sentences each). This builds accountability and sparks ideas across the room.

Objectives: Practice leadership, communication, and adaptability under pressure; experience how different personalities affect teamwork and problem-solving.



Module 2

Club Action

Session 2: Mission and vision

Session Objectives

By the end of the session, participants will be able to:

- Understand what “mission” and “vision” mean and why they matter for youth clubs.
- Develop a clear vision statement and a mission statement for their club.
- Use mission and vision as a foundation for future club planning and decision-making.
- Strengthen teamwork, creativity, and presentation skills.



Duration

03h 15min



Group size

Set by facilitator



Materials needed

Cards with pictures (as an example, you can check the [dixit cards](#) by scanning the QR code below, please check [the legal notice](#)), colored paper, flipcharts, markers, sticky notes

Support



Session Description

This session guides participants in defining their club’s mission and vision through interactive reflection and creative group work. They explore the meaning of mission and vision, imagine their club’s desired future, and craft concise, inspiring statements that reflect their goals, values, and impact.

Step 1**Energizer – Two lies and one truth**

 15 min  All together

- Each participant thinks of 3 statements about themselves (2 lies, 1 truth).
- They share the three statements, and the group guesses which one is true.
- Quick and fun to get everyone engaged.

Objectives: Energize the group, create a playful mood, and encourage curiosity and interaction.




Step 2**Brainstorming: What does mission and vision mean?**

 25 min  All together  Flipchart, markers

- The facilitator/ trainer asks: “What comes to your mind when you hear the words mission and vision?”
- One participant writes all keywords on a flipchart.
- The facilitator/ trainer wraps up with clear definitions of mission and vision resulting from participants’ contributions.

Objectives: Build a shared understanding of mission and vision.

Step 3**Vision through images**

 30 min  Groups  Cards with pictures (dixit cards)

- Each club chooses 3 cards with images that best represent their vision (how they see the club’s future).
- Each group presents their choice and explains to their peers why they chose those images.

Objectives: Stimulate creative thinking and help clubs visualize their future.

Step 4**Defining the vision (guided questions)**

 30 min  Groups  Flipchart, markers

In groups, Clubs discuss and answer guiding questions:

1. What change do we want to see in our community in 5 years?
2. If our club is successful, what will it look like in the future?
3. Who will benefit the most from our work?
4. What values will guide us to reach this dream?

Each club writes a short vision statement (1–2 sentences).

Objectives: Create a shared vision for the club.

Step 5**Presentation of vision statements and feedback**

 25 min  All together

- Each club presents its vision statement.
- The facilitator/ trainer highlights common themes.
- The facilitator/ trainer leads a round of constructive feedback following the sandwich format.

Objectives: Practice presenting ideas and align group aspirations and refine their statement through constructive feedback.

Build a vision out of the most common themes which suits all.

Step 6**From vision to mission – Creative challenge**

 40 min  Groups  Colored paper, flipcharts, markers, sticky notes

- Clubs brainstorm their mission by answering:
 1. Why do we exist as a club?
 2. What specific needs will we focus on?
 3. What difference do we want to make now (not in the far future)?
- Creative task: Represent their mission as a tagline, a short statement, and a simple drawing or a poster.

Objectives: Help clubs clearly define their mission and express it creatively.

Step 7**Mission presentations & feedback**

 20 min  All together

- Each club presents their mission poster (3 min per group).
- Peers and the facilitator/ trainer give positive feedback and suggestions.

Objectives: Encourage communication, creativity, and clarity of the mission statement.

Step 8**Reflection and wrap-up discussion**

 10 min  All together

How will our mission and vision guide our future activities?

- Participants share their thoughts and what they learned throughout the session
- Write down the new vision and mission in a creative way to decorate the youth centre (for example, a poster) or to make it public (e.g. on social media).

Objectives: Reinforce the connection between mission/vision and planning.

Session 3: Strategic Planning

Session Objectives

By the end of the session, participants will be able to:

- Understand what strategic planning is and why it is important for clubs.
- Learn how to set SMART goals.
- Define 1–2 clear goals for the club and break them down into actionable steps.
- Practice and strengthen teamwork, planning, and presentation skills.



Duration

03h 40min



Group size

Set by facilitator



Materials needed

Action plan, colored pens, flipchart, handouts, markers, paper, projector, slides, worksheet templates

Session Description

This session introduces participants to strategic planning and goal setting, helping them define clear priorities and transform ideas into actionable steps. Through interactive activities like SWOT analysis, SMART goal setting, and action planning, participants learn how to align their club's vision with practical, achievable objectives. The session emphasizes collaboration, clarity, and commitment to realistic actions that strengthen their club's long-term impact.




Step 1**Icebreaker – draw yourself & share your story**

 20 min  Open Space  Colored pens, paper

- Each participant draws themselves (simple sketch).- They introduce themselves by sharing:
 1. A nickname they like
 2. Their favourite food and why
 3. A quote they live by and what it means to them.
- Short presentations in plenary.

Objectives: Create a relaxed and positive atmosphere, foster self-expression and help participants know each other in a creative way.

Step 2**Introduction to strategic planning**

 45 min  All together and groups  Flipchart, projector, slides

1. Opening & context setting

 05 min

- Briefly explain the purpose: to align on strategic priorities and generate practical actions. (scan the QR code below)
- Share a guiding question: *“What should our youth house focus on to better serve young people in the next 12 months?”* Give an example of an example of youth club.

2. SWOT snapshot exercise

 10 min

- Divide into small groups (3–5 people).
- Each group fills out a mini SWOT grid on paper or flipchart (see page 46)
- Groups share one key insight from each quadrant.

Objectives: Quickly identify internal strengths and weaknesses, and external opportunities and threats.

3. Priority mapping

 10 min

- Each group selects top priorities (e.g., youth engagement, employment support, mental health, outreach).
- Use sticky notes or cards to place priorities on a shared board.
- Discuss overlaps and consolidate into 2–3 common themes.

Objectives: Identify 2–3 strategic priorities based on SWOT findings.

Introduction to Strategic Planning

4. Action planning sprint

🕒 15 min

- Each group picks one priority and answers:
 - What is one concrete action we can take in the next 3 months?
 - Who will lead it? What support is needed?
- Write actions on cards and place them on an “Action Wall.”
- Encourage realistic, resource-aware planning.

Objectives: Turn priorities into practical steps.

5. Commitment round & wrap-up

🕒 05 min

- Each participant shares one personal commitment:
“Here’s what I can do to support our plan.”
- Facilitator summarizes key priorities and next steps.
- Optional: Take a photo of the Action Wall as a visual record.

Objectives: Define clear priorities and actionable steps to strengthen the impact of youth house clubs.

Objectives: Introduce participants to the concept and importance of strategic planning as a tool for organizing and guiding club activities.



Step 3 — Understanding SMART goals



45 min



All together & small group reflections



Handouts, projector

1. Introduction to SMART goals (10 minutes)

Facilitator explains the SMART framework

Letter	Meaning	Guiding question
S	Specific	What exactly do I want to achieve?
M	Measurable	How will I know it's done or working?
A	Achievable	Is this realistic given my resources?
R	Relevant	Does this matter to my personal or group goals?
T	Time-bound	When will I complete it?

Example: Instead of “I want to help youth,” a SMART goal would be:

“By June 2026, I will organise two career workshops for youth aged 16–25, reaching at least 50 participants.”



2. Group brainstorm: “What should we do?” vs. “What can I do?” 10 min

- In small groups, list ideas for what youth clubs should do to support young people.
- Then, shift focus: each person writes down one thing they personally can do—realistically and immediately.
- Discuss the difference between collective ambition and personal capacity.

3. SMART goal writing 15 min

- Each participant selects one personal action from the previous step.
- Use a SMART goal template to write it clearly.
- Facilitator circulates to offer feedback and help refine goals.

Template: *By [date], I will [specific action] that achieves [measurable outcome], using [resources], because it supports [relevant purpose].*

4. Sharing & planning 10 min

- Volunteers share their SMART goals with the group.
- Discussion:
 - What makes a goal feel achievable?
 - What support or accountability might help?
- Optional: Stick goals on a “Commitment Wall” or save them for follow-up.

Objectives: Help participants understand the SMART framework and apply it to real-life goals through guided reflection and planning.



1. Introduction: From vision to action

 05 min

- Briefly explain the purpose: turning ideas into executable steps.
- Share a guiding question: *“What specific actions will help us achieve our goal—and who will lead them?”*

2. Goal clarification

 10 min

- In small groups, each participant or team selects one goal or priority to work on.
- Clarify the goal using a simple prompt: *“What do we want to achieve, and why does it matter?”*
- Write the goal clearly at the top of the planning sheet.

3. Action planning framework

 20 min

Each group fills out an Action Plan Grid:

Step	Task Description	Responsible Person	Resources Needed	Deadline
1				
2				
3				



- Encourage realistic, time-bound steps.
- Assign clear roles and identify support or materials needed.
- Facilitator circulates to offer guidance and challenge vague tasks.

4. Sharing & feedback

 05 min

Instructions

- Each group briefly presents their action plan (1–2 minutes).
- Peers or facilitator offer one piece of constructive feedback:
“Is this plan clear, doable, and aligned with the goal?”

5. Commitment & wrap-up

 05 min

Instructions

- Each participant shares one personal commitment: *“Here’s the step I will take or support.”*
- Optional: Stick plans on an “Action Wall” or save for follow-up.
- Needed resources
- Indicators of success

The facilitator / trainer provides guidance during the exercise.

Objectives: Guide participants in transforming strategic priorities or personal goals into clear, actionable plans with defined steps, roles, and timelines.

Step 6

Presentation of action plans & feedback

 20 min  All together

- Each club presents its action plan (3 minutes per group).
- Feedback from peers and the facilitator / trainers focuses on clarity, practicality, and realism.

Objectives: Validate action plans, share ideas between clubs, and refine plans for better implementation.

Step 7

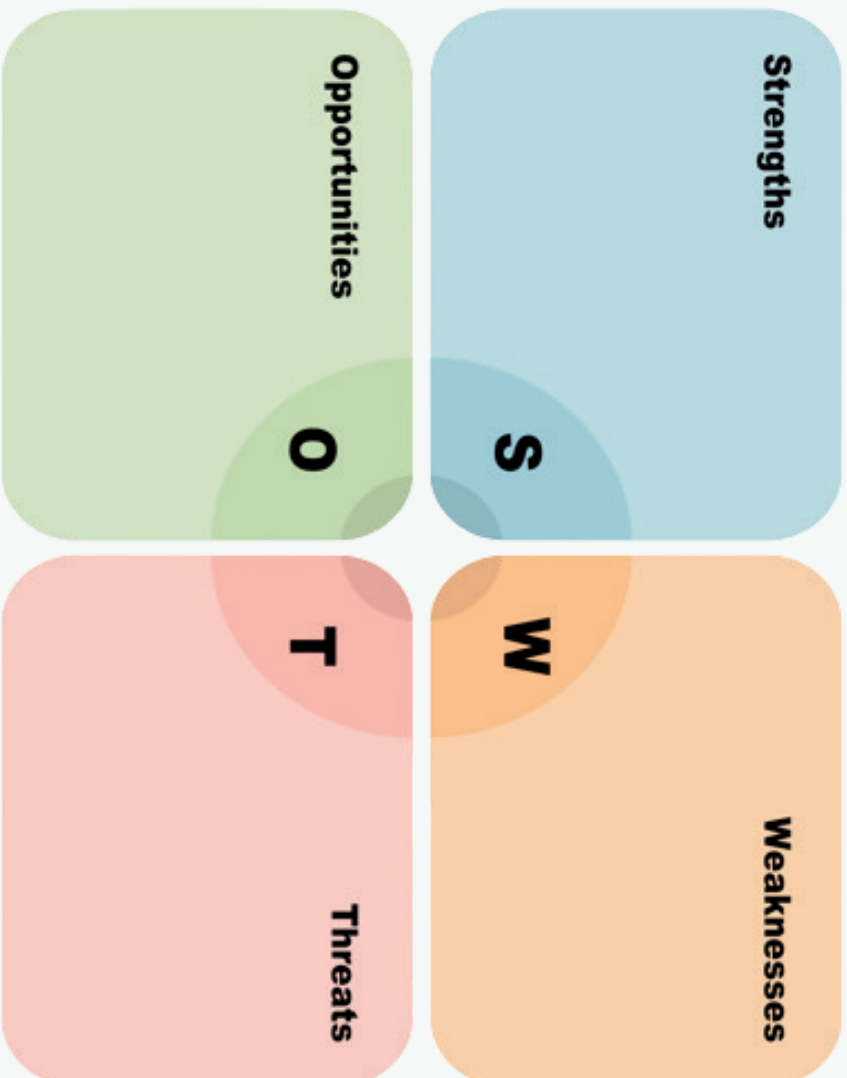
Presentation of vision statements and feedback

 10 min  In a circle

- The facilitator / trainer leads a discussion to reflect on:
 - Key learnings from the session
 - Insights gained from others
 - What clubs will focus on next.
- The facilitator/trainer summarises the main points and thanks participants.

Objectives: Consolidate learning, gather participant feedback, and motivate clubs to apply their planning work.

Module 2



Session 4: Roles and Responsibilities

Session Objectives

By the end of the session, participants will be able to:

- Understand their individual tasks and accountabilities within the team.
- Break down activities into manageable steps, organise work effectively, and adapt to unexpected challenges.
- Build trust among peers and practice effective cooperation in team settings.
- Design and apply gamified systems tailored to their club activities to enhance engagement and participation.



Duration

02h 05min



Group size

Set by facilitator



Materials needed

Ball of yarn, cards, flipcharts, markers, pen

Support



Session Description

This session helps participants organise roles and responsibilities within their clubs. Through interactive exercises like task mapping, a “task marketplace,” and crisis simulations, they learn to assign tasks based on strengths, adapt to challenges, and work collaboratively toward shared goals.

Step 1

Energizer / icebreaker



20 min



All together (in a circle)



Ball of Yarn

- The facilitator starts with a ball of yarn, holds the string, and passes it to a participant.
- The participant holds the string and passes it to another participant.

Each participant shares:

- A skill they feel confident about
- An activity/role they enjoy
- Something they dislike or prefer not to do
- Continue until everyone has participated, creating a web of yarn.
- The facilitator/ trainer leads a brief reflection on how diverse skills and interests strengthen the team.

Objectives: Build trust and rapport among participants, highlight the diversity of skills and interests, and provide a visual representation of the team's interconnections, fostering collaboration and mutual understanding.

Step 2

Breaking down action plans



15 min



Groups



Flipcharts, markers

- Each club reviews their previous action plan. (from Strategic planning session 2.3).
- On a flipchart, they rewrite each activity as concrete tasks (smaller steps).
- Example: "Organise tournament" → design poster, book venue, contact teams, manage registrations, prepare prizes.

Objectives: Break large goals into actionable steps, improve planning and organization skills, and clarify responsibilities for each activity.

Step 3**The task marketplace**

15 min



Individual

Cards, flipchart,
markers, pen

- The facilitator/ trainer writes each task (tasks are taken from the previous activity) on a card and places them on the wall/table.
- Club members walk around, discuss, and claim tasks by writing their name/initials on the card.
- Rule: Each member takes at least one main responsibility and one may support others.

Objectives: Promote ownership and accountability, foster negotiation and collaboration skills, and ensure a fair distribution of tasks within the club.

Step 4**Role mapping & visual responsibility**

20 min



Groups



Flipchart, markers

- Each club reviews their action plan ([see page 51](#)).
- On a flipchart, create a role map:
 - The tasks / roles
 - Who is responsible for each task (main role)
 - Who supports (secondary role)
 - Attach deadlines
- Decorate the map creatively.
- Each group presents their role map and receives feedback from their peers.

Objectives: Clarify roles and responsibilities, reinforce accountability, and create a visual, engaging reference for future work.

Step 5**Scenario planning & crisis management**

40 min



Groups

5 scenarios, flipchart,
markers, pens

- The facilitator/ trainer presents 5 different event preparation scenarios (from their action plans).
- Clubs plan each event on a flipchart, detailing pre-, during-, and post-event tasks based on their claimed responsibilities.
- Crisis: Randomly remove 3 tasks per club (e.g., member absent, resource blocked, deadline changed).
- Clubs adapt their plans to handle the changes.
- Reflection plenary: discuss what went well, challenges faced, and strategies used to adapt.

Objectives: Build problem-solving and adaptability skills, encourage creative thinking under pressure, and foster teamwork and effective decision-making in unexpected situations.

Step 6**Reflection circle – lessons learned**

15 min



All together

- Participants sit in a circle.
- The facilitator/ trainer guides discussion with questions:
 - How did you decide who takes which responsibility?
 - Was it based on skills, interests, or availability?
 - How did it feel when tasks were reshuffled?
 - How can you apply this system in real club work?

Objectives: Consolidate learning from the session, encourage self-awareness and reflection on teamwork processes, and reinforce the practical application of skills for future club activities.

ROLES MAPPING

Action Plan

Tasks/ Roles	Responsible	Support	Deadline

Module 3: Club Management

Session 1: Working with the volunteers - Team management

Session Objectives

By the end of the session, participants will be able to:

- Understand the principles and benefits of gamification.
- Explore real-life examples of gamification in youth settings.
- Design simple gamified systems tailored to their club activities.
- Leave with a ready-to-test gamification concept for their own club.



Duration

02h 15min



Group size

Set by facilitator



Materials needed

Flipcharts, Markers, papers, pens, post-its

Session Description

This session introduces participants to the concept of gamification and its use in motivating and managing volunteers. Through interactive activities, discussions, and creative teamwork, participants explore how game elements (points, badges, and reward) can make club participation more engaging. By the end, each club designs a simple gamification system tailored to its goals, encouraging collaboration, fun, and sustained motivation among members.

Step 1 — Icebreaker – “Would you rather...”



15 min



Participants in line

- The facilitator/ trainer asks fun “Would you rather...” questions related to rewards and challenges. (Choice A step up and choice B step back)
- Debrief with: What made this fun? What caught your attention?

Objectives: Warm up participants and introduce the idea that: fun + challenge = motivation

Examples

1. Rewards & motivation

- Would you rather receive a surprise gift or public recognition for your efforts?
- Would you rather celebrate success with a team party or with an individual reward?
- Would you rather work hard for a big prize or enjoy small rewards more often?

2. Challenges & learning

- Would you rather tackle a challenge alone or as part of a group?
- Would you rather solve a puzzle or complete a physical challenge?
- Would you rather learn by doing or by listening and observing?

3. Teamwork & roles

- Would you rather be the team leader or the creative idea generator?
- Would you rather organise the plan or execute the tasks?
- Would you rather give feedback or receive feedback?

4. Fun & energy

- Would you rather always win but learn nothing or lose sometimes but always learn?
- Would you rather play a game or do a creative activity during training?
- Would you rather compete against other teams or collaborate with them?



Step 2 — Mini-input: What is gamification?



30 min



All together

5 scenarios, flipchart,
markers, pens

- The facilitator/ trainer provides a short explanation of Gamification :

Gamification is using game elements—points, badges, levels, challenges—in non-game contexts to boost motivation and engagement.

- Share 2–3 real examples from youth clubs, NGOs, or sports teams.
- Discuss why it works: recognition, fun, progress, ownership.
- Ask participants: Where have you seen gamification before?

1. Icebreaker: “Game or not?”



05 min

- Read out 5 short scenarios (e.g., “You earn points for attending workshops,” “You get a badge for helping a teammate”).
- Participants vote: Game or Not a Game?
- Use this to introduce the idea that game elements can exist in non-game settings.

2. Group challenge: “Design a gamified activity”



15 min

- Divide into small groups (3–5 people).
- Each group chooses a real activity from their youth club (e.g., attendance, volunteering, learning a skill).
- On a flipchart, they design a gamified version of that activity using at least 3 game elements (e.g., points, badges, levels, surprise rewards, team challenges).
- Encourage creativity: visuals, names, icons, or slogans are welcome.



3. Share & reflect

 05 min

Each group presents their flipchart idea in 1 minute. Facilitator leads a short discussion:

- What made these ideas fun or motivating?
- Which elements could be applied in your own club?
- What would make gamification sustainable and inclusive?

Objectives: Introduce gamification and help participants design a gamified activity using real-life examples and creative teamwork.

Step 3

Brainstorming: Club challenges



20 min



Groups



Pens, post-its

- The trainer / facilitator displays a flipchart with the question: "What do we want to motivate our club members to do more of?"
- Each group answers the question in sticky notes and sticks them on the designated flipchart.

Objectives: Identify specific motivation needs within each youth club.



Step 4 — Gamification system design



30 min



Groups

Colored markers,
flipcharts, papers, pens

1. Introduction & setup



05 min

- The facilitator briefly explains the purpose: “You’ll design a gamification system that fits your club’s needs and motivates your members.”
- Divide participants into their respective clubs or small working groups.
- Provide flipcharts or large sheets for each group to work on.

2. Club Challenge: Design your gamification system



20 min

Each club outlines the key components of their system on a flipchart:

- What behavior or value do you want to promote? (e.g., regular attendance, teamwork, volunteering, skill development)

1. Game Elements

- Choose at least 3 game elements to include:
 - Points
 - Badges
 - Levels
 - Leaderboards
 - Surprise rewards
 - Team challenges
 - Progress bars
 -

2. Tracking Method

- How will you monitor progress and participation? (e.g., sign-in sheets, digital apps, peer reporting, weekly check-ins)
- Encourage creativity: groups can name their system, sketch icons, or create slogans.



Objectives: Help each club prototype their own gamification model tailored to their culture and goals.

Step 5

Pitch time: Vote for the best

 20 min  All together

- Each club presents their idea in 2 minutes.
- Others can vote for “Most Fun”, “Most Useful”, or “Most Realistic” system.

Objectives: Share ideas and inspire one another. Create excitement to implement.

Step 6

Closing circle & action step

 20 min  All together

- The trainer / facilitator asks: What is one game element you'll try in your club next week?
- The trainer / facilitator shares tips for keeping it sustainable (start small, get feedback, keep it playful).

Objectives: Encourage commitment and wrap up the session with intention.

Session 2: Internal Communication and Decisions

Session Objectives

By the end of the session, participants will be able to:

- Recognize the value of clear and accurate communication.
- Analyse current communication flows in their clubs and identify gaps.
- Strengthen empathy, adaptability, teamwork, and negotiation through role-play.
- Co-create a Club Communication & Decision Charter.



Duration

02h 20min



Group size

Set by facilitator



Materials needed

Flipchart, markers, papers, pens

Session Description

This session helps participants improve internal communication and decision-making within their clubs. Through interactive activities, they map existing communication flows, identify gaps, and practice collaborative decision-making. Each club then creates a Communication and Decision Charter to ensure clarity, inclusion, and shared responsibility.

Step 1

Icebreaker – “Message relay drawing”


 20 min  Groups  Papers and pens

- In groups, the facilitator/ trainer gives team members a simple phrase (e.g., “Organise a club event”) except one member who will be guessing.
- Each participant draws something that represents the phrase in 3 seconds and passes it to the next
- The guessing member will try to figure out the phrase from the drawing.
- The winning team is the team that guesses correctly.

Objectives: Highlight the importance of accurate communication, while warming up participants and capturing their attention.

Step 2

Mapping your club communication

 25 min  Groups (by clubs)  Flipchart, markers

Group work

 15 min

- Each group draws a map of how communication currently happens in their club.
- Include:
 - Who talks to whom
 - What tools are used (e.g., WhatsApp, meetings, email)
 - How often communication happens
- Use arrows, icons, or color codes to show flow and frequency.

Analysis

 05 min

- On the same map, mark:
 - Gaps (missing links or people left out)
 - Overlaps (redundant or duplicated channels)
 - Unclear pathways (confusion about who communicates what)

Sharing

 05 min

- Each group presents their map briefly to the plenary.
- Highlight one insight or surprise they discovered.

Objectives: Understand current communication flows and identify weaknesses and opportunities for improvement.

Step 3**Switch roles**

40 min



Groups



Flipchart, marker, scenarios

- The facilitator/ trainer assigns each participant a role of another club member (e.g., president, treasurer, volunteer).
- Participants briefly discuss their role's priorities and responsibilities.
- The facilitator/ trainer presents each group with a scenario (e.g., budget cut, scheduling conflict, team disagreement).
- Groups propose decisions from their role perspectives.
- Each group adapts, communicates, and negotiates to reach a final solution.
- Each group documents all decision-making steps on a flipchart and presents them to their peers.

Objectives: Develop empathy, strengthen communication and negotiation, and enhance problem-solving, adaptability, and teamwork.

Step 4**Charter Creation**

40 min



Groups (by clubs)



Flipchart, markers

1. Regroup by club

- The facilitator redivides participants into their respective clubs.
- Each club receives a flipchart or large sheet to work on.



05 min

2. Charter creation

Each club designs its own Communication & Decision Charter, outlining how members will interact and make decisions. The charter must include:



25 min



1. Preferred tools & channels

- What platforms will the club use to communicate? (e.g., WhatsApp, email, in-person meetings, shared documents)

2. Decision-making process

- How will the club make decisions? (e.g., voting, consensus, rotating leadership, delegation)

3. Inclusion & voice

- What methods will ensure everyone is heard? (e.g., feedback rounds, anonymous suggestions, rotating facilitators)

Encourage creativity: clubs can name their charter, add visuals, or include guiding values.

3. Presentation & comparison
 10 min

- Each club presents their charter in 2–3 minutes.
- Facilitator leads a short discussion:
 - What similarities or differences emerged?
 - Which ideas felt most inclusive or practical?
 - What could be adopted across clubs?

Objectives: Apply learning to club operations, promote ownership and accountability, and encourage structured processes.

Step 5**Reflection & takeaways**
 15 min  All together

- The facilitator/ trainer leads a discussion:
 - What worked?
 - What challenges came up?
 - What did you learn from the session?
- Each participant shares one commitment to improve communication in their club.

Objectives: Reinforce key lessons and encourage personal commitment to action.

Session 3: Peer coaching for club leaders to support each other

Session Objectives

By the end of the session, participants will be able to:

- Consider a problem or difficult situation from multiple perspectives.
- Become aware of their role and hence can better evaluate their possible courses of action.
- To better provide feedback in a constructive manner and foster trust among their peers.
- To enhance their ability to deal with pressure and expectations.

Session Description

This session introduces peer coaching as an interactive and supportive method for youth club leaders to help one another overcome real challenges. Through guided discussions and collaborative reflection, participants share their experiences, explore practical solutions, and develop actionable strategies—enhancing mutual learning, trust, and teamwork within their groups.



Duration

01h 45min



Group size

Set by facilitator



Materials needed

Flipchart, pens, presentation in support

Step 1**Preparation**

Ideally, the group attending the workshop brings at least one of its own cases to discuss. A case can be e.g. a difficult situation in the club requiring action or an interpersonal conflict.

Objectives: Participants can discuss their own case in the peer-coaching framework.

Step 2**Introduction to peer coaching**

30 min



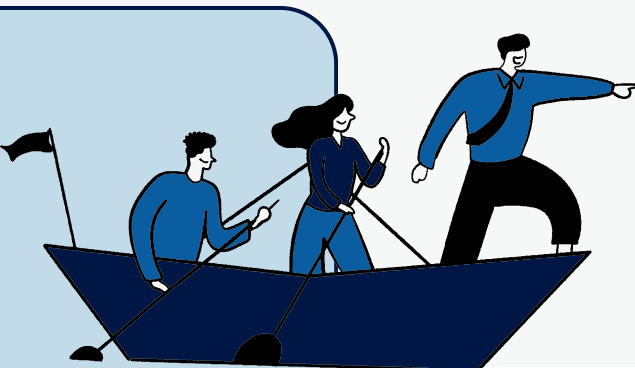
All together

Flipchart, pens,
presentation in support

- Trainer / facilitator asks how the participants deal with difficult situations (e.g. a dilemma situation) at the youth center and how they reach their decisions.
- Participants provide insights into how they deal with difficult situations or conflicts.
- Trainer / facilitator presents peer coaching as a further method, how the participants can approach and discuss difficult issues at the youth center (scan the QR code below).
- Trainer / facilitator explains what peer coaching is and how it takes place.
- Trainer / facilitator describes the roles of the members in peer-coaching in the small group approach.

Objectives: Participants understand what peer coaching is and which roles there are in a peer coaching group.

¹ Based on Engfer (2016)



Introduction to Peer Coaching



Step 3**Case work: Peer coaching in the small group approach**

 45 min  Groups

- Youth meet in groups of 4 to 8. They define the roles. If one group member has prepared a case and wants to share a challenge or issue in their clubs, he/she can take the role as presenter.
- The youth discuss the case following the phases of peer coaching in the small group approach:
 - Presenter describes the case.
 - The group asks questions to make sure they fully understand the case. Do not value, only listen.
 - The peer coaching group brings in their perspective and experience on the case.
 - The presenter concludes from the consultation.
 - The reflector provides observation on the process of the discussion.

Objectives: Finding solutions for challenging situations with your peers

Step 4**Presenting flashlights from the discussion**

 15 min  All together

- The groups gather again in the plenary.
- The trainer/facilitator ask the groups on their major insights (flashlights).
- The groups also contribute their open questions and observations to the joint concluding discussion.

Objectives: Drawing conclusions, learning from the discussions of the other groups

B.

Activities and Skills Development



Module 4: Creativity and self-expression

Session 1: Skill Star

Session Objectives

By the end of the session, participants will be able to:

- Describe own strengths with adjectives.
- Ask questions about another person
- Exchange characteristics and skills.



Duration

45min



Group size

Set by facilitator



Materials needed

Colours, paper, pens

Session Description

This session focuses on helping participants explore and express their personal strengths and qualities in a creative and interactive way. Through drawing and sharing activities, they reflect on their own skills, learn to describe themselves with adjectives, and engage in meaningful exchanges with others. The session promotes self-awareness, confidence, and open communication in a positive group setting.

Step 1

Draw a skill star¹

45 min



Think – pair – share



Colours, paper, pens

- Draw a star with as many arrows as you like ([see page 68](#))
- Write your name or stick a photo of yourself in the centre of the star
- Write something that represents your personality* or something you can do well** on each ray of the star
- Which is your favourite skill?
- Exchange your skills with your neighbour
- Put your skill star on the floor, walk around and look at all the other stars
- Play a guessing game (who's star is it?) and/or discuss it (what did you not know about your friend?)

Objectives: To be able to describe yourself and exchange with others.

***Some adjectives:** honest, creative, small, cool, quiet, funny, artistic, sporty, interested, excited, happy, strong, intelligent, open, courageous, tall, smart, talkative etc.

**** For example:** singing, drawing, listening, cooking, taking pictures, hiking, organizing, knitting, playing football etc.

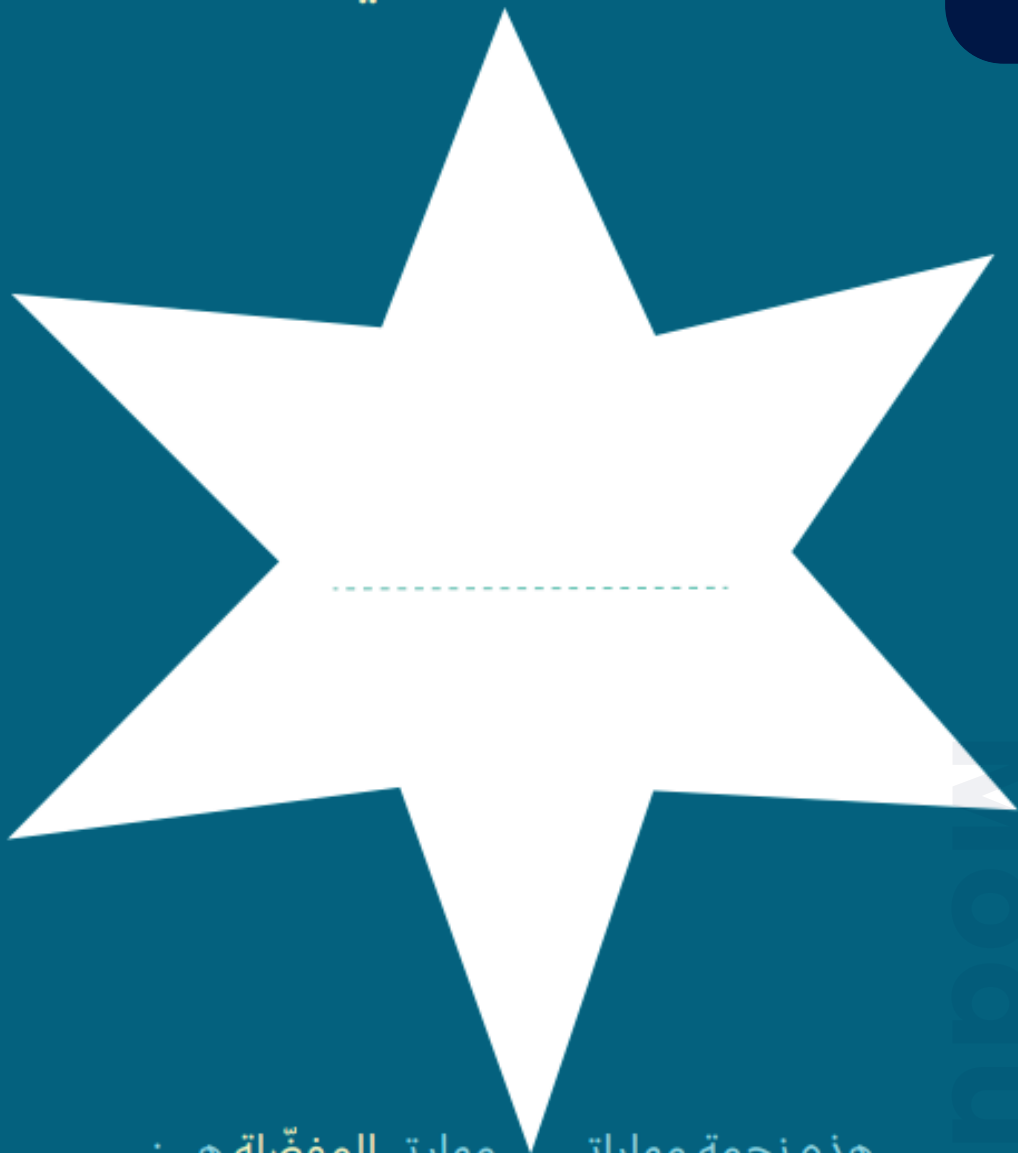
¹FACE (Families and Children in Education) Vol. 2 textbook – page 40 (QR code below)



FACE Vol. 2 textbook



نجمة مهاراتي



هذه نجمة مهاراتي. مهارتي المفضلة هي:



Session 2: Culinary exchange & getting to know each other

Session Objectives

By the end of the session, participants will be able to:

- Showing how food connects people (across cultures).
- Learning about the connection of economics, work and household.



Duration

02h 30min



Group size

Set by facilitator



Materials needed

Beverages, bowl or box, cutlery, dishes, flipcharts, food, glasses, ingredients, kitchen, paper, plates, recipe cards, workspace

Session Description

This session uses food as a way to bring people together and encourage connection. Participants share personal stories, exchange cultural experiences, and take part in collaborative cooking and discussions. The activity fosters openness, curiosity, and mutual understanding, highlighting how shared meals can strengthen relationships and build a sense of community.

Step 1

Getting to know each other through food¹

20–30 min



Think– pair – share



Bowl or box, paper, pens

- Write down your favourite dish or meal that carries a special emotional meaning for you.
- Fold the note and place it into a bowl
- One by one, participants draw a note and guess who wrote it, the author reveals him- or herself and explains their choice

Open questions:*What role does food play in shaping our identity?**Can food connect people across cultures? If so, how?*

Objectives: Connecting people across cultures and getting to know one aspect of your friend or colleague

Step 2

Apéro parcours



45–60 min



Individual or small groups



Cutlery, flipcharts, food, plates

- Everybody brings a small dish and briefly introduces it and explains the personal connection to it
- Participants are divided into mixed groups that rotate between three stations. Each station has a flipchart with a discussion question*. While enjoying the food, participants engage in discussion and note down key ideas

***Discussion questions, one per flipchart:**

- How can shared meals foster community?
- What do you do to promote social bonding?
- In what ways can cooking and sharing food support personal development?

Objectives:

- Experiencing social bonding through food.
- Learning how cooking and sharing food can support personal development.

¹ Developed by students of the Zurich University of Teacher Education: Michelle Knöpfli, Luca Huder, Nicole Wetli, Laura Kockelkorn, Julie Haller, Laura Bächer

Step 3

Cooking activity



60 min



Groups



Ingredients, kitchen workspace, recipe cards

- Choose an easy dish you want to cook together
- Introduce the connection between economics, work and household*
- Cook a dish together, form groups of 4

Economics, work and household are one subject in the Swiss curricula for grades 7–9. It contains five key areas: In **Work and Production, explore the role of work and compare working conditions and production methods. **Economy and Trade** introduces market systems, the importance of trade, and responsible money management. In **Consumption**, students learn to recognize influences on their choices and make thoughtful decisions. **Health and Nutrition** encourages healthy habits and awareness of global food issues. Lastly, **Household and Social Life** teaches students to manage daily tasks and understand social, legal, and economic aspects of living together.*

Objectives:

- Learning about the connection of economics, work and household
- Cooking a dish as a team

Step 4

Eating & reflecting



40 min



All together



Beverages, cutlery, dishes, food, glasses

- Enjoying the food together
- Discuss the following questions:
 - What was new or surprising for you in this activity?
 - What role can cooking and eating together play in youth work?
 - What do the ingredients or the dish itself say about you, your culture or your lifestyle? Compare and share between the participants.

Objectives:

- Enjoying good food together
- A common activity

Session 3: Mirroring yourself in music

Session Objectives

By the end of the session, participants will be able to:

- Know the difference between instruction-based learning and activity-oriented learning.
- Apply activity-oriented learning by acquiring complex musical content through guided doing, rather than having to understand everything first.
- Express their identity through music by listening to and reflecting on favourite songs.

Session Description

This session uses music as a tool for self-expression and connection. Through singing, rhythm, and movement, participants experience how creative activities can support learning, reflection, and emotional awareness. They explore the difference between learning through instruction and through active experience, while discovering how music can express identity and build connections within the group.



Duration

02h 30min



Group size

Set by facilitator



Materials needed

Headphones, instruments, paper, pens, piano or music box, smartphone

Step 1

Activity-oriented learning, coping with stress and learning a song/round with body percussion



75 min
(Warmup: 15,
Rehearsal: 30,
Reflections: 30)



- All together for warmup and rehearsal
- Think – pair – share for reflection



Instruments,
paper & pens,
piano or music
box

- Everybody participates in a short warm-up that activates both the voice and the body.
- A song is rehearsed in multiple layers, using the voice, body percussion, movements, and percussion instruments. It's OK okay if the participants feel overwhelmed at first due to the required multitasking; that's why it's important that they are guided competently. The participants should be able to trust in the leader's ability to guide them towards a viable goal, despite the cognitive and coordinative overload.
 - Example Song 1: Sejdama Skand (Scandinavian folk song) (Scan the QR code " 1 " below)
 - Example Song 2: Sithi Molweni (Zulu/Xhosa traditional) (Scan the QR code " 2 " below)
- In the plenary, these questions for reflection on the learning process are discussed:
 - During the process: How do I feel while doing this? Am I overwhelmed?
 - In the end, when the song is rehearsed: How do I feel now? Did my feelings change when I started understanding how to do it?

Questions for reflection on being musically active:

- How do I feel when I sing?
- What do I feel in my body when I sing? How does it change when I sing in different ways/manners?
- Did I ever "learn" to sing? How? Does one need to learn it?

Objectives:

- Being active in a multi-layered and complex form of song.
- Understanding the difference between "instruction-based learning" and "activity-oriented learning".



1



2



Step 2



Input and reflection on instruction-based learning vs. activity-oriented learning



30 min



Think – pair – share



Paper & pens

- Facilitator / Instructor makes a short presentation about Instruction-based learning vs. activity-oriented learning.

→ **Instruction-based learning:** “you need to understand something first before you can start doing it.”

Understanding → insight → experience

→ **Activity-oriented learning:** “you can (and sometimes should) learn something by starting with the activity itself.”

Experience → insight → understanding

→ Activity-oriented learning is based on the theory of **constructivism:**

When we learn something new we need to interact with the world and reflect on it. This enables us to build our own representation of reality and understanding of our environment. Since we all have our individual representation and knowledge of the world, we do not learn by simply listening to someone else's explanation of something new. We rather need to actively engage with the matter at hand and then reflect on our experiences and integrate our insights into our construct of the world.

- Students answer the reflection questions with the think-pair-share method and make notes.

Objectives: Learning about activity-oriented learning, reflecting on its use and application.



Step 3**Music and identity**

45 min



Think – pair

Headphones, music box,
smartphone

- The workshop leaders introduce themselves by presenting a piece of their favourite music and elaborating how it represents their identity. This serves as a model for the following exercise.
- The participants pick a song or musical piece which they like.
- They answer the questions on the worksheet.
- They form pairs and share their music as well as the parts of the worksheet they are comfortable to share.

Objectives: Picking a favourite song, reflecting on it in regard of one's own identity and sharing it with others.

Session 4: Making in the club (digital) tinkering, crafting and exploring

Session Objectives

By the end of the session, participants will be able to:

- Understand/develop the experience and exploration in the art of Making
- Differentiate different roles in a group
- Reflect on fix and growing mindsets.



Duration

02h 00min



Group size

Set by facilitator



Materials needed

Handout with mindset, lego pieces, (news)paper, pictures of examples, tape

For more information



Session Description

This interactive session invites participants to explore creativity and teamwork through hands-on activities. Using simple materials and playful challenges, they experiment, solve problems, and learn by doing, while reflecting on collaboration, innovation, and the role of facilitation in supporting group learning.

Step 1

Ice breaker



20 min



Pairs



Handout with mindset

- Part 1: Person 1 suggests a trip around the world, Person 2 responds to each suggestion with: Yes, BUT...
(Expl. A: We fly to New York. B: BUT we have no money. A: Let's walk then.... B: BUT...)
- Part 2: Person 1 suggests a trip around the world, Person 2 responds: Yes, AND...
(Expl. A: We fly to New York. B: Yes, and there we take the train to San Francisco...)

Reflection on the mindset

Objectives:

- Experience the different options of answering a question
- Explore fix and growing mindset

Mindset

Avoid challenges

Focus on
proving yourselfCan't accept
failures or mistakesFeel threatened
by others' successBelieve that
talent is staticRefuse to receive
criticism or feedback

FIXED MINDSET

View challenges
as opportunitiesFocus on the process,
not the end resultLearn and grow
from failuresBe inspired by
others' successBelieve that talent
is ever-improvingEmbrace constructive
feedback

GROWTH MINDSET

Step 2

Vehicle challenge



60 min

Groups of 3 or 4
and full groupAnything which is
available, foil, glue,
natural materials, paper,
recycling material, string,
wood

Part 1

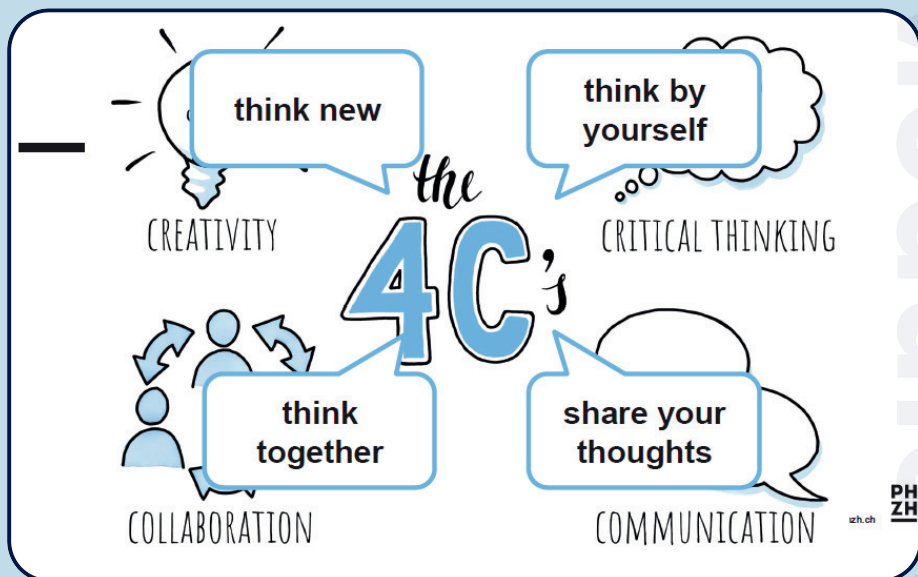
- Ask the participants in advance to bring small material with them, recycling material or anything they can find at home.
- Develop a vehicle that rolls as far as possible off a ramp

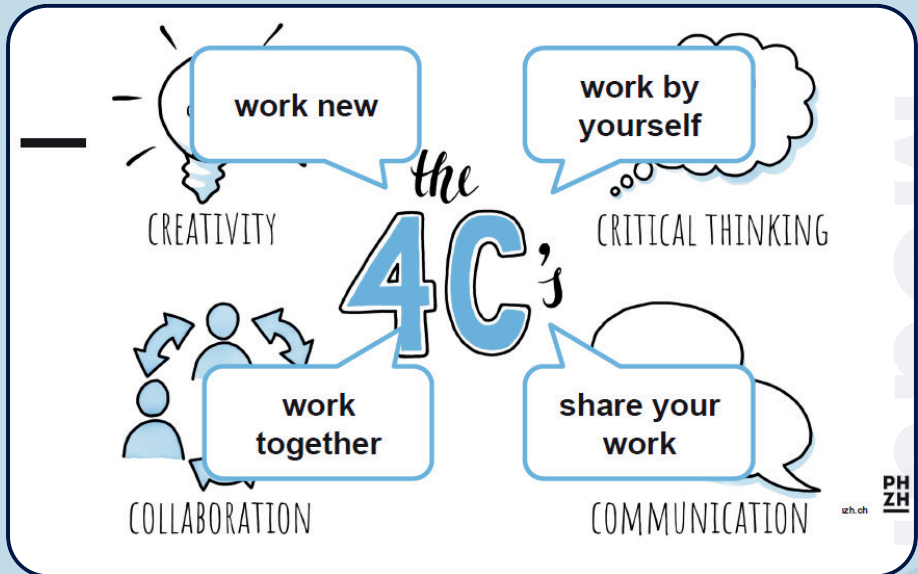
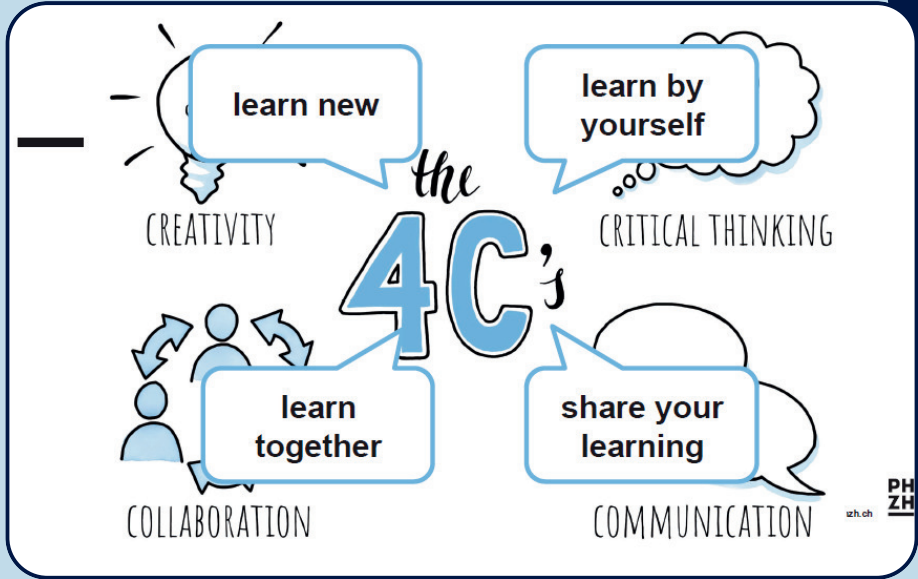
Guideline: Vehicle must consist of at least 5 parts, completely free choice of material.

Part 2

- Draw a line on the floor, change your vehicle in a way that it rolls as close to the line as possible. You can also start from scratch! Again: Vehicle must consist of at least 5 parts.

Reflection on the group work





Which role do you have? Are you a facilitator or part of a group?

Step 3

Different types of exercises

 20 min  All together  Pictures of examples

- Explore freely, problem based challenges, tasks, tutorial based exercises . (Scan the QR code below)

Objectives: Get to know different forms of Making

Different forms of "Making"



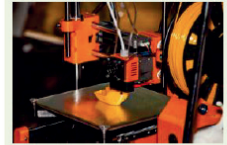
Roboter programmieren



Mechanismen konstruieren



Spiele konzipieren



Objekte herstellen



Rezepte entwickeln



Digitale Welten designen



Musikinstrumente herstellen



Wissenschaftliche Phänomene erklären

22.05.2024 | Making Grundlagenkurs Teil 2

PH
ZH
phzh.ch

Quellen: Adobe Stock, BBC Good Food, BSL



opuie 4

Step 4**Build a skyscraper**

 20 min  Groups  (News)paper and tape

- Build a tower as high as possible out of (news) paper, which is stable for at least 1 minute
- After 10 minutes we look at the different solutions of the different groups. They the groups have another 10 minutes to modify

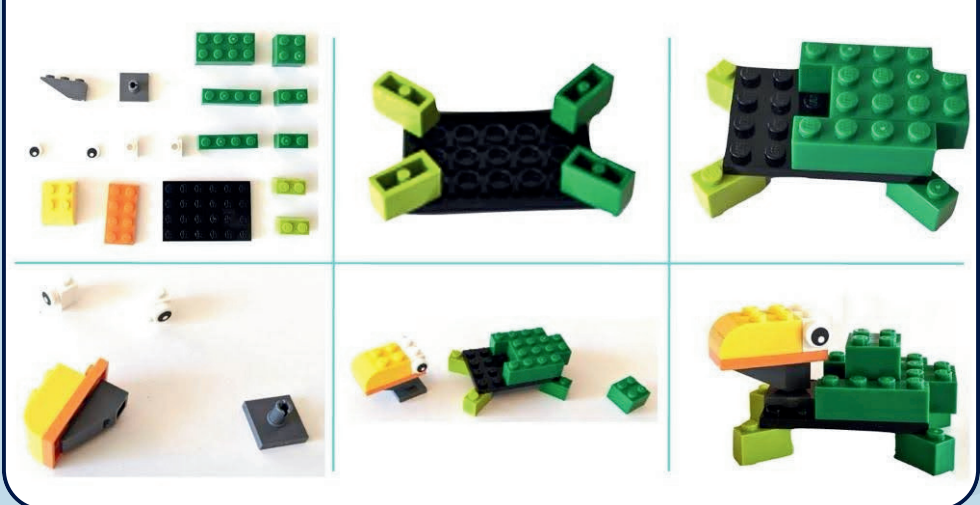
Objectives: Experience different roles in a group and learn how to build something together

Step 5**The Turtle**

 20 min  Groups  Lego Pieces

Objectives: Method improving creative thinking and communication, by building three-dimensional models of the participants ideas and tell stories about their models.

The Turtle



Module 5: Communication and critical thinking

Session 1: Media Competences – social media, fake news and critical thinking

Session Objectives

By the end of the session, participants will be able to:

- Raise awareness and recognise fake news
- Fact-checking and know more about the life skill critical thinking
- Explain the 4 dimensions of media competences



Duration

02h 10min



Group size

Set by facilitator



Materials needed

Music box, paper, pens, pictures

Session Description

This session helps participants develop media competences by exploring social media use, recognizing fake news, and practicing fact-checking. It also introduces the four dimensions of media literacy, fostering awareness and critical thinking in navigating today's digital world.

Step 1 — Introduction to social media and fact-checking



50 min



Pair and share



Music box

- Begin with a YouTube song with all participants present (Expl. Aïcha, Cheb Khaled 1996) (Scan QR code " 1 ")
- Highlights from the Trump–Harris presidential debate of 10 September 2024 (Scan QR code " 2 ")
 - Message – Fact checker "In Springfield they're eating the dogs...." (5:42)

What to do if there is no fact-checking?

- Possible Answer: We have to be fact checkers ourselves (comparing different sources, checking the quality of sources, talking with other people, ...)
- Talk with a partner about your experiences with social media (what you love and what you consider difficult or problematic?). You can also show each other a TikTok film or an Instagram post. Do you have experience with fake news?
- 2 criteria for the pairs:
 - a. You don't know each other
 - b. Different ages
- Which social media applications do you know? Which social media application do you use?

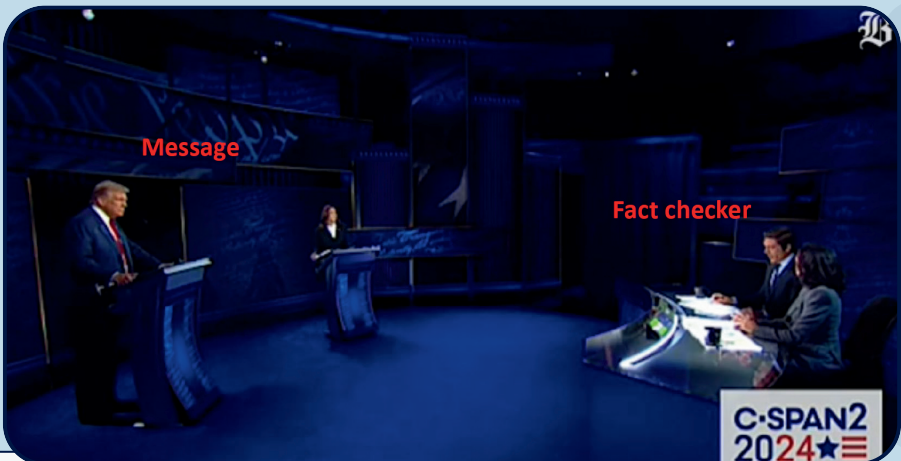
1



2



Objectives: Icebreaker on critical thinking and fact-checking



Step 2 — The 4 dimensions of media competences (according to Dieter Baacke)



80 min



Pairs

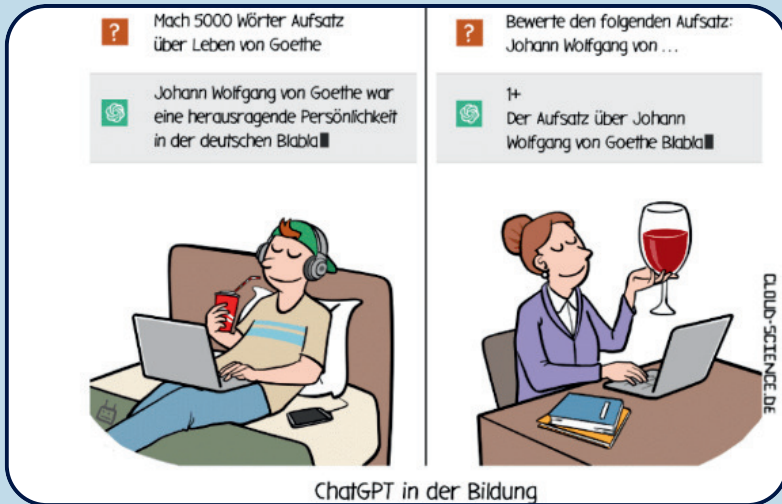


Paper, pens, pictures

- Media criticism
- Media knowledge
- Media use
- Media creation

ChatGPT in Education¹

The risk: Using AI in an uncritical way might let us weaken or lose our critical thinking skills.



(Student uses ChatGPT for writing an Essay about Goethe, a famous German author. The teacher asks ChatGPT to evaluate the essay.)

- Search for examples of influencers. How do they present themselves?
- Can you tell the difference between AI images from real photos? (Scan the QR code below)



- Different perspectives tell different stories (Scan the QR code 1)
- Caption of pictures: Take a picture and create captions (captions can give images a new meaning)
- Stick a photo or image onto a piece of paper and extend the image on all sides (Scan the QR code 2)
- Buy a food product with a picture on it and check if it looks the same, when you open the packaging



- Example for persuasive media strategies: Dark Patterns: Which option would you choose and why?

Basic	Pro	Premium
29.- per month	39.- per month	99.- per month
Feature 1	Feature 1 Feature 2 Feature 3	Feature 1 Feature 2 Feature 3 Feature 4
By online	By online	Buy online

- Think individually about which media activities give you energy?
- Which media activities take away energy from you? Would you like to change anything?

Objectives:

- Learning about the 4 dimensions of media competences
- Experience the fraud in advertisement

Session 2: Public speaking

Session Objectives

By the end of the session, participants will be able to:

- Build confidence and reduce fear of public speaking.
- Improve clarity, structure, and delivery of messages.
- Develop active listening and constructive feedback skills.
- Practice storytelling, improvisation, and speech preparation.
- Translate public speaking skills into real-life youth or club activities.

Session Description

This session strengthens participants' public speaking and storytelling skills through interactive activities. Starting with an icebreaker to build confidence, participants explore key techniques such as posture, voice control, and speech structure. They engage in impromptu speaking, storytelling, and mini-speech exercises, receiving constructive peer feedback. The session concludes with reflection and personal action plans to continue improving communication skills.



Duration

03h 00min



Group size

Set by facilitator



Materials needed

Cards, flipchart, markers, pen

Step 1**Icebreaker – “Introduce your neighbour”**

10 min



Pairs

- Participants pair up
- Each interviews the other for 2–3 minutes - Then, each introduces their partner to the group

Objectives: Warm up participants, build confidence in public speaking, and practice listening and summarizing skills

Step 2**The basics of public speaking**

20 min



All together



Flipchart, markers

- The facilitator/ trainer presents key tips: posture, voice projection, eye contact, gestures, and the structure of a speech.
- Short demonstrations.

Objectives: Understand the key components of effective public speaking and learn foundational skills.

Step 3**Practice speaking spontaneously**

25 min



Groups



Cards, pen

- Each participant picks a random topic card. - They have 1 minute to prepare and 1–2 minutes to speak in front of their group.
- Each group gives feedback (sandwich method).

Objectives: Practice thinking on your feet, build confidence and fluency, and develop constructive feedback skills.

Step 4**Storytelling exercise**

35 min



Pairs

- Each participant tells a 2-minute personal story (real or fictional) to their partner.
- Partner notes what was clear, engaging, or confusing.
- Swap roles.
- Each participants provide a brief about their mate's story to the other participants

Objectives: Improve narrative and engagement skills, practice structuring content for clarity, and enhance active listening and feedback.

Step 5**Speech structure workshop**

40 min



Groups



Flipchart, markers

- Groups choose a topic relevant to youth or their clubs.
- Draft a 3-minute speech with:
 - Opening (hook)
 - Key points (3 max)
 - Closing (call to action or summary)
- Practice delivery in small groups.

Objectives: Learn how to structure speeches effectively, practice teamwork and peer support, and prepare for public delivery.

Step 6**Reflection & action plan**

15 min



All together

- Participants reflect: "What is one thing I will practice this week to improve my public speaking?"
- - Share pledges in pairs or with the group.

Objectives: Reinforce learning outcomes and encourage actionable personal commitment.

Support / example: The basics of public speaking

Key tips for public speaking (facilitator guidance)

1. Posture & presence

- Stand tall with feet shoulder-width apart.
- Keep shoulders relaxed, avoid crossing arms.
- Face the audience fully, avoid turning your back.
- Use stillness with purposeful movement (no pacing).

2. Voice projection

- Speak loudly and clearly enough for the last row to hear.
- Vary tone, pace, and volume to avoid monotony.
- Pause for emphasis instead of filling silence with “um” or “uh.”
- Breathe deeply, don’t rush your words.

3. Eye contact

- Look around the room, not just at one spot.
- Make eye contact with different people for a few seconds each.
- Avoid reading directly from notes, use notes only as prompts.

4. Gestures & body language

- Use natural hand gestures to emphasize points.
- Keep hands visible (not in pockets or behind your back).
- Smile and show facial expressions that match your message.
- Avoid distracting movements like swaying, tapping, or fidgeting.

5. Structure of a speech

- Introduction: Grab attention (a question, a story, or a fact).
- Body: Present 2–3 clear points, supported with examples.
- Conclusion: Summarize the key idea and leave a strong final message.

6. Confidence & connection

- Prepare but don’t memorize word-for-word.
- Use simple, clear language.
- Focus on connecting with the audience, not on being perfect.
- Smile, relax, and enjoy the process. Energy is contagious.

Session 3: Conflict resolution and debating respectfully in dilemma situations

Session Objectives

By the end of the session, participants will be able to:

- Understand different conflict styles and their effects on interactions.
- Apply practical strategies to resolve conflicts constructively and prevent escalation.
- Communicate effectively and respectfully in conflict situations.
- Debate dilemmas thoughtfully, respecting others' opinions and perspectives.
- Reflect on personal conflict behavior and commit to applying learned strategies in real life.

Session Description

This session helps participants explore constructive ways to handle disagreements and express opinions respectfully. Through interactive activities and reflection, they practice effective communication, empathy, and critical thinking to manage conflicts in a positive and collaborative manner.



Duration

02h 15min



Group size

Set by facilitator



Materials needed

"Angry statements", flipchart, markers, papers, pens, scenario cards, statements printed on cards

Step 1**Icebreaker: Agree – disagree**

 20 min  All together  Statements printed on cards

- The facilitator/trainer marks one side of the room as Strongly Agree and the other side as Strongly Disagree.
- The facilitator, trainer reads statements related to conflict resolution and dilemmas. – Participants position themselves along the line based on their opinion.
- Invite a few to share their reasoning respectfully.

Objectives: Build awareness of personal perspectives on conflict and dilemmas. Encourage participants to express opinions respectfully and listen to others.

Step 2**Conflict styles roleplay**

 30 min  Groups  Flipchart, markers, scenario cards

- The facilitator/trainer presents the 5 main conflict styles: **Avoiding, competing, accommodating, compromising, collaborating.**
- The facilitator, trainer divides participants into small groups and assigns the same short conflict scenario.
- Each group roleplays resolving the scenario using their assigned style.
- **Debrief in plenary:** Discuss which styles were effective and why.

Objectives: Identify different conflict styles and understand their impact. Practice applying conflict resolution strategies in realistic scenarios.

Step 3**Conflict escalation mapping**

 20 min  Groups  Flipchart, markers

- The facilitator/ trainer presents conflict escalation steps (e.g., disagreement → stop talking → rumors → fight).
- Each group maps actions to resolve conflicts at each escalation stage on a flipchart.
- Each group shares solutions in plenary.

Objectives: Analyse stages of conflict escalation. Practice proactive conflict resolution strategies to prevent escalation. Encourage creative problem-solving.

Step 4**"I" Statements challenge**

20 min



Groups

"Angry statements",
papers, pens

- The facilitator/ trainer introduces the "I" statement methodology and gives examples to help participants understand how to reframe blame statements respectfully.
- Each group draws 5–10 cards with angry or blaming statements.
- Participants discuss each statement together and collaboratively rewrite them into respectful "I" statements.
- Groups present their rewritten statements to their peers in plenary.

Objectives: Practice communication that reduces defensiveness. Develop skills for respectful expression of feelings and needs during conflict.

Step 5**Reflection circle**

15 min



All together

- The facilitator/ trainer asks guiding questions:
 - What did you learn about your conflict style?
 - How did debating respectfully feel compared to normal arguments?
 - What strategies will you apply in real life?
- Encourage participants to share insights and personal commitments.

Objectives: Consolidate learning and reflection. Encourage personal commitment to applying conflict resolution and respectful debate skills in daily life.

Support / example:

1. Icebreaker: Agree – disagree:

Conflict & communication

- “It’s better to stay silent than to speak up in a conflict.”
- “Shouting helps to make your point stronger.”
- “Apologizing first means you are weak.”
- “Conflicts usually happen because people don’t listen.”
- “Most conflicts come from misunderstandings, not bad intentions.”

Respect & debate

- “You can disagree with someone and still respect them.”
- “In a debate, the goal should be to win.”
- “It’s more important to listen than to convince others.”
- “Respect means never interrupting, even if you strongly disagree.”
- “Respectful debates can strengthen friendships.”

Dilemma situations

- “It’s impossible for everyone to be satisfied in a conflict.”
- “Compromise is the best solution in any dilemma.”
- “Sometimes, walking away is the best way to resolve a conflict.”
- “The majority should always decide in group conflicts.”
- “One person should take the final decision in a conflict.”

Personal attitudes

- “I usually avoid conflict even if I’m right.”
- “It’s hard to admit when I’m wrong in an argument.”
- “I find it easier to talk about conflicts with friends than with family.”
- “It’s better to forgive than to prove your point.”
- “Conflicts can actually make relationships stronger.”

2. Conflict styles roleplay

- **Club funds allocation:** Two members want to use the club budget differently: one wants sports equipment, the other wants art supplies.
- **Event scheduling:** Members disagree on the date of an important club event because some prefer weekends and others prefer weekdays.
- **Team roles in a project:** Two youth want to be the team leader for an upcoming project, causing tension in the group.
- **Resource sharing:** Only one computer is available for the club, but two members need it at the same time.
- **Workload distribution:** Some members feel others aren't contributing enough to a club initiative, causing frustration.
- **Communication style conflict:** One member prefers detailed planning, while another wants spontaneous action, leading to disagreement.
- **Decision-making method:** Members argue whether decisions should be made by majority vote or consensus.
- **Event theme selection:** Group members disagree on the theme of a youth event: one wants a fun party, the other wants a learning workshop.
- **Participation recognition:** Some members feel that contributions aren't fairly recognized, leading to jealousy and conflict.
- **Conflict between friends in the club:** Two friends in the club argue over a minor issue, affecting the group's dynamics.



3. Dilemma debate

- **Shared room conflict:** Both clubs need the same room at the same time for their weekly activities. How do they decide who gets it or how to share?
- **Event date clash:** Both clubs plan to hold their big annual event on the same day in the same hall. Which club should go first, or how can they reschedule?
- **Shared equipment issue:** Only one set of sports equipment / projector / instruments is available, but both clubs need it at the same time. How do they manage usage fairly?
- **Member scheduling conflict:** One active member belongs to both clubs and is required for important tasks in each at the same time. How should the clubs handle this?

4. "I" Statements Challenge

"You don't take anything seriously!"	"You don't listen to anyone else's opinion!"	"You ruined everything!"
"You're always late and waste our time!"	"You always complain but never help!"	"You never do what you say you'll do!"
"You never respect the rules!"	"You don't take responsibility!"	"You made me look bad in front of everyone!"
"You only think about winning!"	"You always try to control everything!"	"You always argue with me!"
"You never support me when I need help!"	"You never apologize when you're wrong!"	"You always blame others for your mistakes!"
"You keep interrupting the discussion!"	"You only think about your own goals!"	"You don't care about our team's success!"

Session 4: Conflict resolution¹ and the basics of mediation

Session Objectives

By the end of the session, participants will be able to:

- Explain how anger can lead to aggression and violence.
- Analyse different ways to solve a conflict.
- Empathise with both parties in a conflict and seek a solution that benefits both parties.
- Learning the basics of mediation.



Duration

02h 50min



Group size

Set by facilitator



Materials needed

Dots stickers, flipchart, markers, paper, paper with different colours or sticky-notes, pens, smartphone, tape or pins or magnets

CORE, Topic 7, Unit 2



Session Description

This session introduces participants to the fundamentals of conflict resolution and mediation. Participants learn the principles and steps of mediation while practicing empathy, communication, and problem-solving in realistic scenarios.

¹Adapted exercises from CORE, Topic 7, Unit 2 (Scan the QR code)

Step 1 — Conflict management: Basics of mediation²



60 min



Pair – share



Paper, pens

Introduction:

- Conflicts are normal and part of life: Cats that fight & fighting siblings
- Conflicts are not fun, but they are not bad in themselves
- Can be a source of innovation
- Think individually about what kind of problems can trigger a conflict? In school, at home, with friends etc.?
- Share with your partner: Are these individual problems or common problems? Are they easy to solve?
- Is there a winner and a loser? Or do both win or both lose?

Exchange first with your partner, then share in the group:

What kind of conflicts do we have at our youth centre?

How do we deal with these conflicts?

Collect kinds of conflicts and categorise.

We distinguish three kinds of conflict

- Conflict of views/opinions (socio-cognitive conflict):

Expl. Our computer is broken and we are discussing a solution, how best to fix it. But we have different opinions. What is the best way to fix it?

☑ same aim, we interpret the problem differently, and we discuss in a productive atmosphere

²Material from [Samir Boulos](#)



- Conflict of interests:

Expl. Two clubs want to use the same room at the same time for a performance.

☒ Each group wants something, the aim is to find a fair solution, where the interests of both parties are taken into account, e.g. they make a compromise

- Relationship conflicts:

Expl.

- *A club member has put a lot of effort into performing a new song. Another club member listens to it and makes fun of the other.*

- *If you don't feel respected as a person in a conflict, if you feel personally attacked and hurt by another person*

☒ through the words the person chose, the tonality of your voice and what you say

Objectives:

- Learn about your conflict experiences and techniques, and how you resolve them
- Distinguish between different types of conflict
- Help resolve conflicts with a mediation approach

Step 2

Differences of anger, aggression and violence



15 min



Think (read) and discuss
in the group



Smartphone

- Read the text (scan the QR code below)
- Think about a situation where you have experienced anger, aggression or violence.

Objectives: Learn about the differences between anger, aggression and violence



Step 3 — Mediation: A strategy to solve conflicts



80 min



Role play



Paper with different colours or sticky-notes

A real-life situation or the following example:

Experiencing a mediation process:

Two members of the youth centre want to use the computer. One has a deadline because she wants to apply for a job. The other has an assignment from the university to write and is stressed. Now they are arguing, who can use the computer.

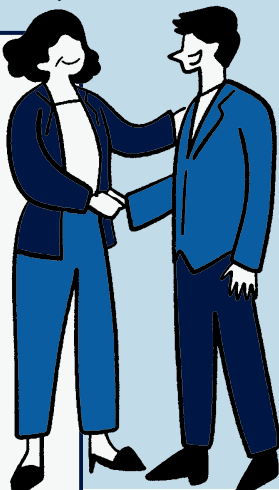
Role play: 2 youths play the scenario. Draw a carpet of peace on the floor

Red	Orange	Yellow	Green	Green	Yellow	Orange	Red
-----	--------	--------	-------	-------	--------	--------	-----

- Person 1 stands on the red field on the left.
- Person 2 stands on the red field on the right.

Explaining the ground rules of the peace process:

- **Red:** Each tells what has happened, and the other listens quietly
- **Orange:** What are your feelings? What do you wish? (each)
- **Yellow:** Think of possible options and scenarios.
Find common interests ☒ *the whole group also makes suggestions*
- **Green:** You find solutions together, and you agree on a common solution. You get along again (shake hands)



What is mediation? What is the role of the mediator?

Definition:

“Mediation is a process whereby a third party assists two or more parties, with their consent, to prevent, manage or resolve a conflict by helping them to develop mutually acceptable agreements.”

–(UN Guidance for Effective Mediation)

Role of the mediator and rules

- Facilitate communication between the conflict parties
- Responsible for **the process** in the mediation, not the content or the result.
- Mediator is impartial and does not take sides
- The conflict parties should trust mediator as everything which is said is confidential for all parties and remains within this group.
- Sets the ground-rules of the mediation process
- Accompanies and moderates the process

Communication: Looping and reframing

Looping: Mediator repeats what the conflict parties say (Expl. “He always thinks he is more important!” – mediator: “You say he feels more important”).

→ Ensures understanding and reduces risks of misunderstanding

→ The conflict party feels taken seriously

→ Listen deeply and identify emotions, issues and interests

Reframing: Rephrases what the parties say in own words

→ Remove toxic language (e.g. insults)

→ Acknowledge emotions

→ Tries to detect the interest

5 Steps of the mediation

1. Setting & Introduction (roles and rules)
2. Information & sharing perspectives
3. Interests, concern, clarification
4. Options & value creation
5. Plan and conclusion

Module 6: Power of Community

Session 1: Community Engagement

Session Objectives

By the end of the session, participants will be able to:

- Understand the importance of community engagement and participants' roles within it.
- Identify barriers to engagement and explore practical ways to overcome them.
- Recognize different levels of community participation and reflect on effective engagement strategies.
- Plan and commit to concrete actions to contribute positively to the community.
- Reflect on personal contributions and responsibilities toward community development.



Duration

02h 05min



Group size

Set by facilitator



Materials needed

Colored sticky notes, flipcharts, pens

Session Description

This session helps participants explore their role in community engagement, identify barriers and solutions, and understand different levels of participation. It concludes with personal action pledges and shared reflections.

Step 1**Two truths and a community wish**

 15 min  All together

- Each participant shares two facts about their communities and one wish.

Objectives: Build rapport among participants. Foster personal connection to the community and surface initial ideas about engagement.

Step 2**Community map**

 25 min  Groups  Colored sticky notes, flipcharts, pens

- Each team draws a map of their region. – The facilitator/trainer gives 3 colored sticky notes:
 - green = life
 - yellow = work or study
 - pink = activities.
- Participants place notes on the map to indicate where they live, work, or volunteer.
- Discuss patterns, similarities, and gaps in engagement.

Objectives: Visualize participants' local environments, identify opportunities for engagement and understand personal connections to the community.

Step 3**Barrier busters**

 20 min  Group  Flipchart, papers, pens

- Facilitator provides cards listing common obstacles to community engagement .
- Each group selects a card and brainstorms ways to overcome the barrier.
- Groups present solutions to plenary for discussion and feedback.

Objectives: Develop problem-solving skills for community challenges. Encourage creativity and collaborative thinking to overcome obstacles.

Step 4

Community engagement ladder



25 min



Groups



Flipcharts, Ladder example, markers

- Facilitator draws a ladder on a flipchart with rungs:
Inform → consult → involve → collaborate → empower
- Participants place sticky notes with examples of engagement activities under each rung.
- Discuss roles, responsibilities, and possibilities for deeper engagement.

Objectives: Understand different levels of community engagement. Reflect on personal and collective roles in promoting meaningful participation.

Step 5

Action pledge wall



20 min



Individual



Markers, pledge wall (flipchart)

- Each participant writes one concrete action they will take to engage their community in the next month.
- Post actions on the pledge wall.
- Optionally, share aloud with peers for accountability.

Objectives: Promote commitment to real-world action. Encourage ownership and accountability in community engagement efforts.

Step 6

Reflection circle



20 min



All together

- Ask guiding questions:
 - What did you learn about your role in community engagement?
 - Which barrier or challenge surprised you?
 - What is your key takeaway for immediate action?
- Encourage participants to share insights and reflections.

Objectives: Consolidate learning and insights. Encourage personal reflection and motivation to engage actively in the community.

Session 2: Collective Impact

Session Objectives

By the end of the session, participants will be able to:

- Understand the concept and key principles of collective impact.
- Reflect on their club's vision and its potential impact on the community.
- Collaborate effectively to build a shared vision within and across clubs.
- Analyse community challenges and develop actionable solutions.
- Plan practical activities to create positive change in their community.
- Engage in group reflection to learn and improve collective efforts.

Session Description

This session explores collective impact and how groups can work together to create positive change. Through interactive activities like icebreakers, reflections, and group planning, participants identify shared goals, challenges, and solutions, while learning to collaborate, engage stakeholders, and plan practical actions for their communities.



Duration

03h 15min



Group size

Set by facilitator



Materials needed

Colored sticky notes, flipcharts, pens

Support



Step 1**Ice breaker: Human bingo**

15 min



All together



Small ball or soft object

- The facilitator/ trainer prepares sheets of 9 prompts (examples: Has travelled abroad, speaks more than one language, plays a musical instrument...) ([see pages 111-113](#)).
- Participants mingle to find someone who matches a prompt and get their signature.
- First to complete a row, shouts “*Bingo!*” and thereby wins the game.
- Quick debrief: What was surprising or fun to discover?

Objectives: Energize participants, encourage interaction and playfully break the ice.

Step 2**Dream exercise (individual reflection)**

10 min



Individual



Papers, pens

- Each participant writes down responses:
 - What do you love about your club?
 - What fascinates you about other clubs?
 - How do you see your club in 1 year?
 - How will your club impact your community?
 - How do you want your community to be in the future?
 - What change do you want to see in your community in 1 year?

Objectives: Encourage self-reflection, connect personal vision to collective impact, and surface aspirations.

Step 3**Group visualisation**

15 min

Groups
(per club)Flipcharts, colored markers,
magazines for collage
(optional)

- Each person shares their individual reflections in their group (by club).
- Together, they create a visual poster (drawing, collage, or diagram) representing their shared dreams for their club and community.

Objectives: Build a common vision within each club, foster teamwork, and encourage creativity.

Step 4**Presentation & discussion**

 15 min  All together  Club posters

- Each group presents their visualization. (3min per group)
- They discuss commonalities and differences

Objectives: Identify shared aspirations across groups and lay the foundation for collaboration.

Step 5**Problem tree**

 20 min  Groups (per club)  Flipchart, markers

- Each club identifies the main problem they want to address.
- The facilitator/ trainer explains the problem tree and its components ([see pages 114-115](#))
- Roots = causes, Trunk = core problem, Leaves = consequences.

Objectives: Develop problem-analysis skills and identify root causes of community challenges.

Step 6**Problem tree presentations**

 15 min  All together  Problem trees

- Each group presents their problem tree. (3min per group)
- The facilitator/ trainer leads a round of constructive feedback from their peers (sandwich method = [a communication method](#), in which a negative message is placed between 2 positive messages)

Objectives: Share and compare problem analyses to validate the relevance of issues.

Step 7**Solution tree**

20 min



Groups



Flipchart, markers

- Each group transforms their problem tree into a solution tree ([see pages 116–117](#)):
 - Causes (Roots) → Actions/solutions
 - Core problem (Trunk) → Main objective
 - Consequences (Leaves) → Positive results

Objectives: Help participants shift from problem focus to solution-oriented thinking.

Step 8**Solution tree presentation**

15 min



All together

- Each group presents their problem tree.
- The facilitator/ trainer leads a round of constructive feedback from their peers (sandwich method = a communication method, in which a negative message is placed between 2 positive messages)

Objectives: Share proposed solutions, highlight innovative ideas, and connect them with collective impact.

Step 9**Activity design**

20 min



Groups



Activity planning template, flipcharts, markers

- Each team selects one feasible solution and designs a concrete activity around it.
- Key elements to include in their plan:
 - Activity title
 - Objective(s)
 - Target group
 - Main steps
 - Resources needed (human, material, financial)
 - Expected results ([see page 118](#))

Objectives: Build practical planning skills, move from ideas to action, and prepare for implementation.

Step 10

Stakeholders mapping



20 min



Groups



Stakeholders mapping template, pens, flipcharts

- The facilitator/ trainer provides a stakeholders mapping template with four columns ([see page 119](#)):
 1. Stakeholder (list as many as possible)
 2. Level of support to the club (high / medium / low)
 3. Influence (high / medium / low)
 4. Actions to approach, inform, or involve them
- Each group fills the template for their club.
- The facilitator/ trainer circulates to support and provide guidance.

Objectives: Identify and prioritize stakeholders relevant to their club activities, and plan actionable engagement strategies.

Step 11

Next steps planning



20 min



Groups



Stakeholders mapping results, previous Activity Plan

- Using the stakeholders mapping results and their activity Plan:
 - Groups discuss what s needed to make their planned activity successful.
 - Consider which stakeholders to involve, resources needed, timing, and possible challenges.
 - Document concrete next steps for implementation

Objectives: Build practical planning skills, move from ideas to action, and prepare for implementation.

Step 12

Reflection & takeaways



10 min

Individual +
full group

Sticky notes, flipchart

- The facilitator/ trainer leads a guided conversation with questions such as:
 - What did you learn today about your club's role in your community?
 - What surprised you in the process?
 - How can clubs work together for greater collective impact?
- Encourage participants to link insights to real next steps.

Objectives: Consolidate learnings, encourage personal commitment, and close the session positively.

HUMAN BINGO

Has traveled to another country	Speaks more than one language	Plays a musical instrument
Has a pet	Loves spicy food	Has met someone famous
Enjoys reading books	Is left-handed	Has run a marathon or race

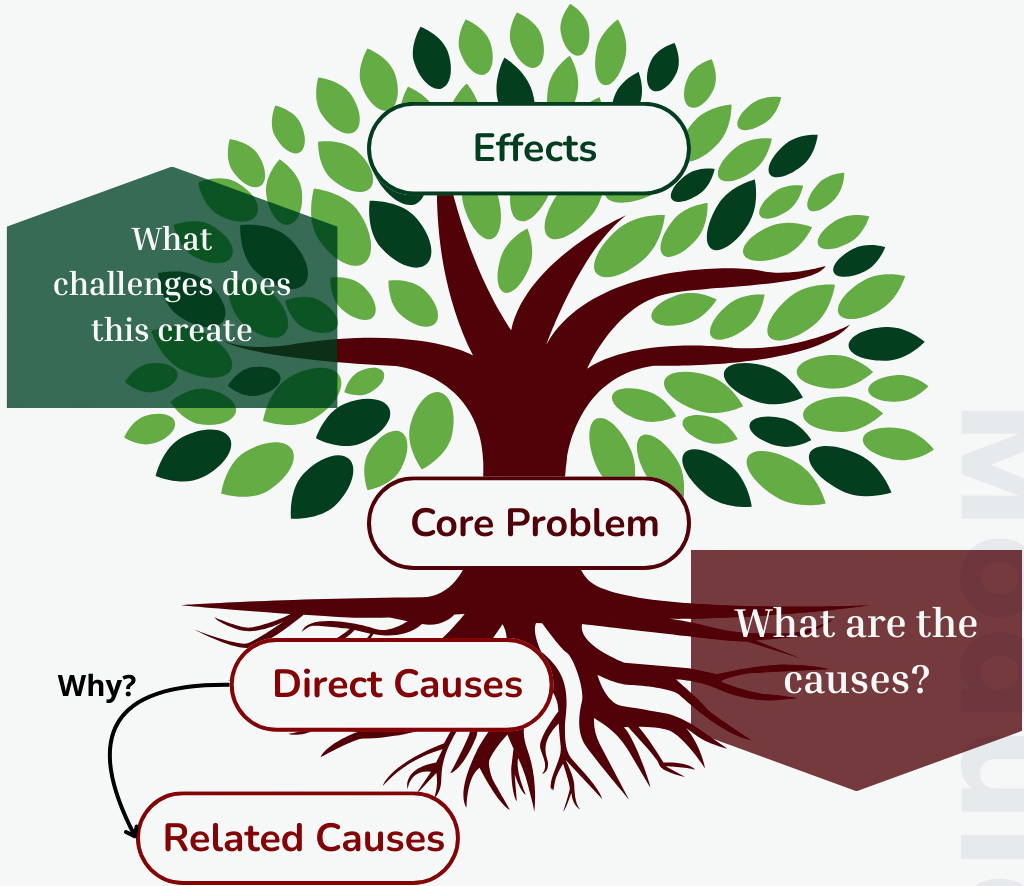
HUMAN BINGO

Can whistle or snap fingers	Loves watching movies	Is an early riser
Has a favorite hobby they practice weekly	Enjoys cooking or baking	Has volunteered in the community
Can dance Hip-Hop	Loves board games or card games	Has a unique talent (magic trick, juggling, etc.)

HUMAN BINGO

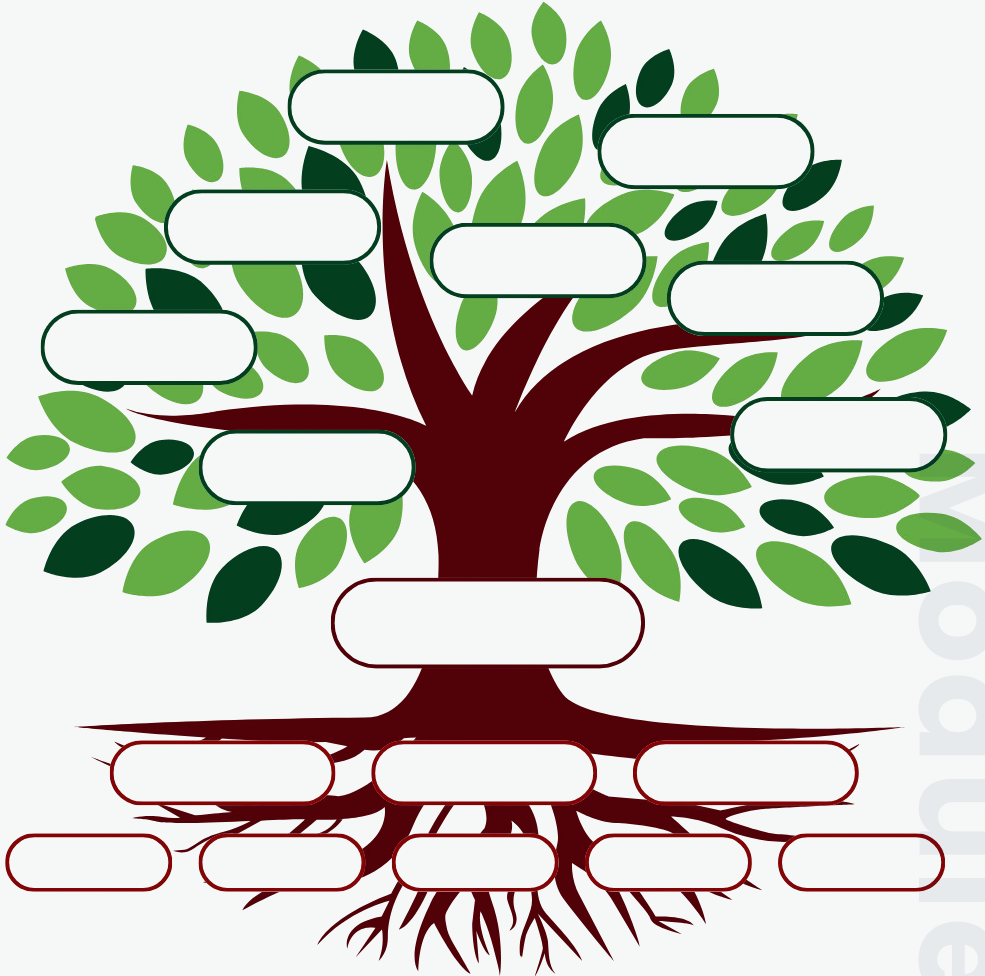
Drinks coffee or tea every day	They favorite sport they play or watch is basketball	Loves singing or karaoke
Can draw or paint	Good at editing Videos	Has a hidden collection (stamps, coins, etc.)
Enjoys hiking or being in nature	Has siblings	Enjoys photography

PROBLEM TREE



Module 6

PROBLEM TREE



SOLUTION TREE



SOLUTION TREE



ACTIVITY PLAN

Activity Title:

Objectives:

Target Group

Main Steps:

Ressources:

Expected Results:

STAKEHOLDERS MAPPING

Stakeholders	Support	Influence	Actions
List of Stakeholders	Rate their support H = High M = Medium L = Low	Rate their Influence H = High M = Medium L = Low	How to approach, inform and involve them

Session 3: Advocacy

Session Objectives

By the end of the session, participants will be able to:

- Define advocacy in their own words and understand its relevance to youth clubs.
- Identify a key issue their club wants to change or improve.
- Create simple, persuasive advocacy messages.
- Explore ways to take action and influence decision-makers.



Duration

01h 20min



Group size

Set by facilitator



Materials needed

Colored sticky notes, flipcharts, pens, slides (optional)

Session Description

This session introduces participants to advocacy and its role in youth clubs. Through interactive activities, participants explore personal causes, learn key advocacy concepts, and design a mini campaign addressing a local challenge. The session concludes with sharing commitments to take concrete advocacy steps in their communities.

Step 1**Icebreaker “Advocacy in action”**

15 min

Individual and
all together

Markers, sticky notes

- Each participant writes one cause or issue they care about on a sticky note (personal or community-related).
- Each participant shares their cause in a form of a pitch.
- The facilitator/ trainer leads a brief discussion linking personal causes to club advocacy.

Objectives: Energize participants, build rapport, and introduce the theme of advocacy.

Step 2**Introduction to advocacy**

15 min



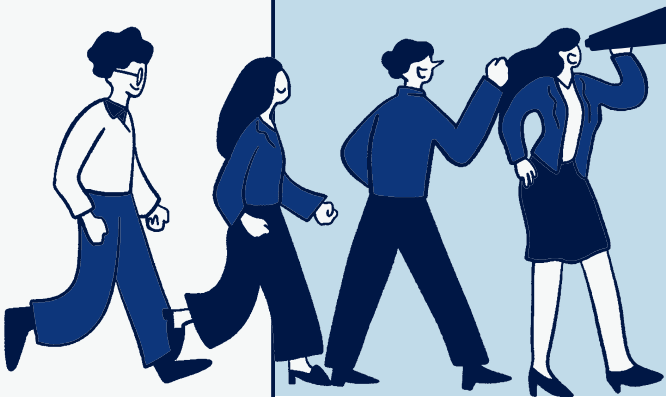
All together



Flipchart, slides (optional)

- The facilitator/ trainer defines advocacy and explains why it matters for youth clubs.
- The facilitator/ trainer shares examples of successful youth-led advocacy campaigns (local or global).

Objectives: Provide a foundational understanding of advocacy and inspire participants with real examples.



Step 3**Advocacy strategy – Mini campaign design**

40 min



Groups

Challenge cards, flipcharts,
markers

- Each group discusses and selects a challenge (a realistic issue in their community).
- Using a simple framework, groups design a mini advocacy campaign:
 - Define goal
 - Identify target audience
 - Choose action method (meeting, social media, event, petition)
 - Craft a one-line message
- Each group presents their campaign and receives a round of feedback from their peers.

Objectives: Hands-on practice planning advocacy campaigns, encourages teamwork, creativity, and communication skills.

Step 4**Closing – Commitment wall**

15 min



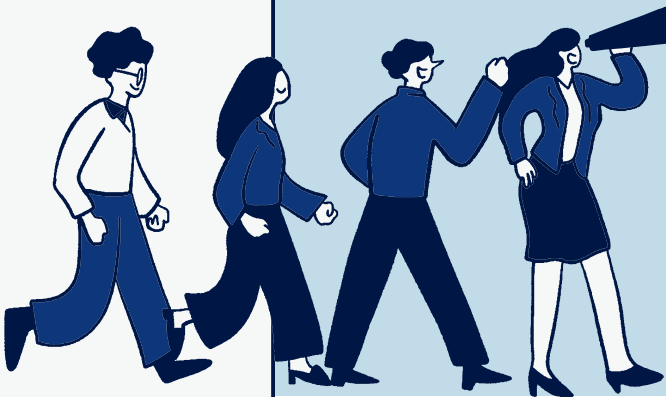
All together



Sticky notes, wall space

- Each participant writes a commitment or first step toward advocacy on a sticky note and places it on the “Commitment Wall”.

Objectives: Encourage follow-through, accountability, and reinforce personal ownership of advocacy actions.



About Kutayib FOYER

Kutayib is a manual developed through the FOYER project (“Fostering Self-Competences in Tunisian Youth Centers”) to help social workers, trainers, and youth leaders run interactive workshops that strengthen young people’s self- and social skills, creativity, and community engagement.

The FOYER project (2024–2025) is a collaboration between the Zurich University of Teacher Education, the University of Tunis, and iiDebate, implemented at the Jedaida Youth Center with financial support from Leading House MENA.

Kutayib compiles proven workshops from FOYER, organized into two parts: “Structure and Management” and “Activities and Skills Development”, each offering adaptable, ready-to-use sessions for youth empowerment.

Sadok Khalef, Yassine Khalef, Yasmine Jlassi, Kenza Gheriani, Ghassen Nahali, Louay Riahi, Balkis Touzri, Omnia Jendoubi, Nizar Hamza, Maha Khezami, Mounir Daagi, Ghayth Mliki, Louay Arafa, Nour Aouini, Yassine Aouini, Rayen Korbi, Mohamed Rajhi, Dhia Aouini, Mariem Dridi, Nadhem Sahlia, Ahlem Smeti, Mohamed Aouidet



Ahmed Marzouki, Nour Ksontini, Sabri Tlili, Zineddine Abidi, Oumayma Benyounes, Ameni Benyounes, Abdelkodous Aouidet, Amir Trabelsi, Ayoub Mzoughi, Aziz Doufeni, Hamouda Sassi and Yomna Trabelsi

The project is funded by HES-SO, Leading House for the Middle East and North Africa (LEADING HOUSE MENA) in Delémont, Switzerland (the donor) and PH Zürich.

Copyright © Zurich University of Teacher Education & iiDebate 2025

Creative Commons License: Attribution-NonCommercial 4.0 International