



PlaNET Social ENTERprise
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YOUTH Academy capacity building toolkit (print&cut, mind maps)



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INTRODUCTION

Purpose of the Publication / What is the YOUth Academy capacity building toolkit?

The *YOUth Academy capacity building toolkit (print & cut, mind maps)* is a structured educational resource developed within an international cooperation project aimed at strengthening the capacities of young people, educators and other key stakeholders in the fields of youth leadership, active citizenship and democratic participation.

All activities included in the toolkit are intentionally designed to promote equal access, active participation and meaningful engagement of diverse participants. The methodologies support the inclusion of different perspectives, backgrounds and learning needs, while fostering a safe, respectful and participatory learning environment.

The toolkit also focuses on the empowerment of students, teachers and youth workers by strengthening their involvement in participatory decision-making processes related to school and community life. Through collaborative learning and shared responsibility, participants develop a sense of ownership over educational and community resources, enhancing their confidence, initiative and ability to influence their surroundings.

Another key objective of the toolkit is to support civic engagement and increased involvement of young people in democratic life. Activities developed within the project framework enhance participants' understanding of civic processes, shared governance, and social responsibility. Young people are encouraged to engage in active citizenship, constructive dialogue, and cooperation with decision-makers, contributing to more inclusive and democratic school communities.

The learning approach underpinning this toolkit is based on **learning by doing** and the principles of non-formal education. Participants develop key competences such as leadership, teamwork, communication, problem-solving, critical thinking, and initiative-taking through interactive methods including simulations, role-plays, group work, community project planning and event-based learning. In addition, the toolkit integrates a strong intercultural dimension, promoting cultural awareness, mutual understanding and respect through the exchange of experiences.

Target group / Who is the *YOUth Academy capacity building toolkit* for?

The *YOUth Academy capacity building toolkit* is primarily intended for **teachers, youth workers, trainers and educators** working with young people in formal, non-formal and informal learning contexts. It serves as a practical guide for designing and delivering participatory workshops and training activities that support leadership development, civic engagement and capacity building among young people. By using this toolkit, educators and youth workers can effectively support young people in building self-confidence, recognizing their competences, and actively contributing to school and community life.

At the same time, the toolkit is **directly addressed to young people** and can be used by them **independently as a self-guided learning resource**. It is designed to enable young participants to go through the leadership development process step by step, at their own pace, using reflection tasks, practical exercises and self-assessment tools.

The toolkit supports young people in **identifying, assessing and naming their competences**, helping them to better understand their strengths, areas for development and learning outcomes. Through guided reflection and self-evaluation activities, young people are encouraged to take ownership of their personal and leadership development, strengthen their self-confidence, and increase their awareness of their role in group processes and community life.

By combining structured guidance with space for individual reflection, the toolkit empowers young people to actively shape their learning journey, prepare for peer-led activities and transfer their acquired competences into practice within their school and local community.

Safeguarding and participant protection guidelines for teachers, youth workers, trainers and educators

Creating a safe, inclusive and respectful learning environment is a fundamental principle of the YOUTh Academy. Teachers, youth workers, trainers, educators and mentors involved in the implementation of activities are responsible for ensuring the well-being, dignity and active participation of all participants throughout the learning process.

The safeguarding approach of the project is grounded in the fundamental principle of human dignity. Every person has value simply because they are human and therefore deserves respect, equal treatment and the opportunity to participate fully in the learning process. In line with the principles reflected in the Charter of Fundamental Rights of the European Union, all participants should be treated with dignity, empathy, fairness and respect, regardless of their background, identity, abilities, beliefs or experiences.

Safe Space Principles

All activities should be conducted according to the following safe space principles:

- Respect and inclusion – every participant has the right to express themselves without fear of discrimination, exclusion or judgement.
- Human dignity and equality – every participant has inherent value and should feel seen, heard, and respected within the group.
- Voluntary participation – participants should never be forced to share personal experiences or participate in activities that make them uncomfortable.
- Confidentiality – personal stories, reflections and emotions shared during activities should remain within the group unless explicit consent is given.
- Non-violent communication – educators should encourage constructive dialogue, active listening, empathy and respectful feedback.
- Equal participation – educators should ensure balanced involvement and create space for quieter participants and diverse perspectives.

At the beginning of the training, educators are encouraged to co-create group agreements together with participants in order to build trust and shared responsibility within the group.

Handling Sensitive Topics

Some activities related to leadership, identity, self-confidence, exclusion or community challenges may lead participants to discuss personal or sensitive experiences. Teachers, youth workers, trainers and educators should:

- create an atmosphere based on trust, empathy and active listening;
- avoid pressuring participants to disclose personal information;
- monitor group dynamics and emotional reactions during activities;
- allow participants to step out of an activity if needed;
- provide space for reflection and debriefing after emotionally demanding sessions;
- redirect discussions if comments become discriminatory, offensive or harmful;
- seek support from mentors, school staff or relevant professionals if a participant's well-being may be at risk.

Teachers, youth workers, trainers and educators are not expected to act as therapists or counsellors, but they should respond responsibly and sensitively to participants' needs.

Data Protection and GDPR – Photos and Media Materials

During project activities, photos, videos and other media materials may be collected for educational, dissemination, and reporting purposes. All teachers, youth workers, trainers and educators and organizers should ensure that:

- participants and, where required, their parents or legal guardians provide informed consent before photos or videos are taken and shared;
- participants are informed about how media materials will be used;
- no personal or sensitive information is published without permission;
- participants have the right to refuse being photographed or recorded at any time;
- all collected data is stored securely and used only for project-related purposes.

Special care should be taken when publishing materials online or on social media platforms.

The YOUth Academy promotes a learning environment based on respect, dignity, inclusion, participation and well-being, ensuring that all participants can learn, express themselves and develop their competences in a safe and supportive atmosphere.

Key Competences and Learning Outcomes

The YOUth Academy Toolkit supports the development of key competences for lifelong learning through non-formal and experiential learning methods. The activities implemented during the online and offline phases contribute to participants' personal, social, civic and leadership development, while also supporting reflection and self-assessment processes in line with the Youthpass methodology.

Activity / Method	Key Competence Developed	Learning Outcomes
Team-building activities and ice-breakers	Personal, Social and Learning to Learn Competence	Participants improved cooperation, trust-building and group communication skills.
Leadership manifesto and leadership reflection tasks	Personal, Social and Learning to Learn Competence	Participants increased self-awareness and identified their own leadership styles, strengths and areas for development.
Mission Possible – Leadership in Crisis simulation	Citizenship Competence / Entrepreneurship Competence	Participants developed problem-solving, decision-making, teamwork and responsibility under pressure.

Activity / Method	Key Competence Developed	Learning Outcomes
Sociocracy simulation and inclusive decision-making exercises	Citizenship Competence	Participants learned participatory decision-making methods and understood the importance of inclusion and shared responsibility.
Zero-Budget Event Hackathon	Entrepreneurship Competence	Participants developed creativity, initiative-taking, project planning and resource management skills.
Community project planning	Citizenship Competence / Entrepreneurship Competence	Participants strengthened their ability to identify community needs and transform ideas into concrete actions.
Intercultural evenings and international teamwork	Cultural Awareness and Expression Competence	Participants increased intercultural understanding, openness and respect for diversity.
Daily reflection groups and self-assessment activities	Personal, Social and Learning to Learn Competence	Participants improved their ability to reflect on their learning process and recognise newly acquired competences.

Activity / Method	Key Competence Developed	Learning Outcomes
“Jana with the Backpack” competence collection method	Learning to Learn Competence	Participants practiced identifying, naming, and documenting their learning outcomes and personal growth.
Leadership Scale self-evaluation	Personal, Social and Learning to Learn Competence	Participants developed self-assessment skills and increased awareness of their leadership development process.
Training for Trainers and peer-led simulations	Literacy Competence / Personal and Social Competence	Participants improved public speaking, facilitation, feedback and peer-learning competences.
Youthpass reflection process	Learning to Learn Competence	Participants learned how to evaluate and communicate their competences and learning achievements.

The methodology used throughout the YOUTh Academy promotes active participation, reflection, peer learning and experiential education. The combination of practical activities, intercultural exchange, teamwork and self-assessment enabled participants to strengthen their confidence, leadership potential and active engagement within their schools and local communities.

Project website & logo:

www.soen.sk



About project:

PlaNET Social Enterprise 4.0 (SOEN4) is a youth empowerment project focused on leadership, entrepreneurship, civic engagement and participatory budgeting. It is implemented through a partnership of organisations from five countries working with young people in the Western Balkans, combining non-formal education, mentoring and hands-on community activities to support youth activism and generate sustainable local impact, especially among young people with fewer opportunities.

Through online and offline training, peer learning and practical initiatives, the project helps young people become more confident, active and better prepared for the labour market and civic life. It promotes key competences such as teamwork, communication and initiative-taking, while fostering international cooperation and long-term positive change in local communities.

Project partners:



SOEN IN NUMBERS

5,000+ students

have participated in SOEN activities across various project phases

**2,000+ hours
of mentoring**

have been provided to young people involved in
SOEN projects and activities

120+ workshops

have been held, focusing on topics like participatory
budgeting, social impact, social entrepreneurship and
community engagement

50+ partners

including NGOs, schools, local governments, and businesses,
all contributing to its success

40+ schools

from different regions of Slovakia, Poland, Portugal, Romania, Slovenia and
Croatia focusing on participatory budgeting and community projects

10+ international events

such as conferences, seminars, and networking opportunities, to foster cross-border collaboration

30+ micro projects

focused on community improvement, entrepreneurship, environmental protection, and other important areas

**30+ student-led
workshops**

empowering them to share knowledge and skills within their
communities

7 EU countries

where innovative methods are being implemented in schools and communities

3 non-EU countries

Albania, Kosovo, and Montenegro

SOEN1 project team from Slovakia, Hungary, Slovenia and Romania



SOEN2 project team from Slovakia, Poland, Slovenia and Portugal



SOEN3 project team from Slovakia, Poland, Croatia and Slovenia



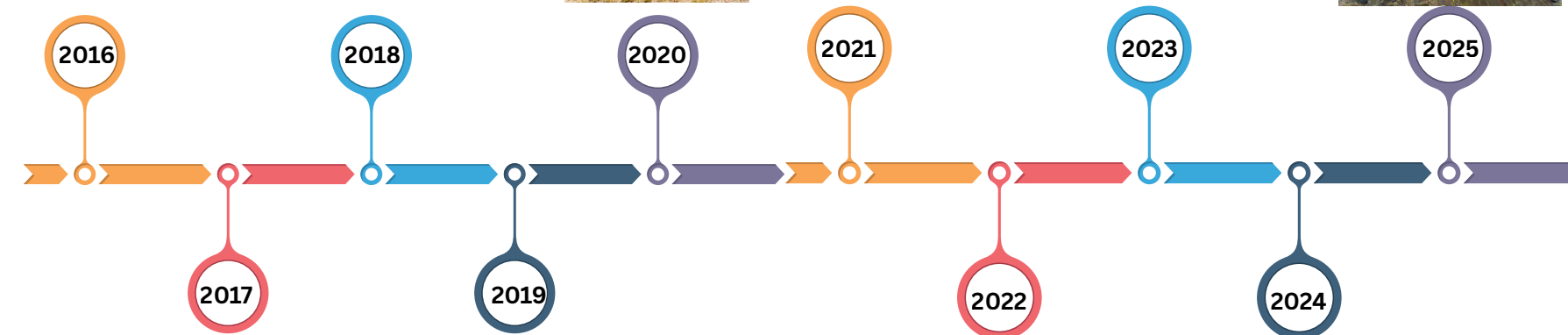
SOEN3 students from partner countries presented their small projects



SOEN3 large conference organized by the students for 100 other students in Slovakia



SOEN4 project team from Slovakia, Poland, Albania, Kosovo and Montenegro



SOEN1 motivational workshops for 150 students in Slovakia



BEST CROSS-SECTORAL PROJECT AWARD from Slovak Ministry of Education



SLOVENIA: one of four SOEN international trainings for students (others were in Poland, Slovakia, Portugal)



SOEN student project "Inclusive skatepark" received 10 000 EUR grant from Banska Bystrica municipality

HOW TO USE THE TOOLKIT?

Welcome to the YOUth Academy Capacity Building Toolkit!

Use the **red path** if you are a teacher/youth worker or the **blue path** if you are exploring it independently as a young learner.

Inside, you will find theory, exercises and reflection tasks to develop your leadership, communication and teamwork skills.

The toolkit is flexible - print only the pages you need and use it in the way that works best for you or your group.

This is your space to explore, practice and grow as a leader!

Instructions for teachers and youth workers

If you belong to this group, follow this path.

- In this toolkit, all instructions designed for teachers and youth workers are placed in red boxes.
- These sections provide guidance on how to lead activities, facilitate discussions and support students throughout the learning process.
- You will find step-by-step instructions, tips for observation and reflection questions to help you guide participants effectively.
- Feel free to adapt the activities to the needs and size of your group. Your role is to create a safe, engaging and supportive environment where students can explore and develop their leadership skills.

Instructions for students

If you belong to this group, follow this path.

- In this toolkit, all instructions designed for students are placed in blue boxes.
- These sections include tasks, reflections and activities that will help you develop your leadership, communication and teamwork skills. Follow the instructions carefully, but remember - this is your learning journey.
- Be open, honest, and active. Take responsibility for your own development, try new things and reflect on your experiences. This is your space to grow as a leader!

..... THE LEADER (your name)

Instructions for teachers and youth workers

- Introduce the activity to the students by explaining that the 'personal learning bag' (next page) is a place where they can collect the skills, competences and knowledge they gain during the learning process.
- Encourage them to regularly reflect on what they have learned while completing tasks and exploring new information.
- Remind students to underline, note, and write down any new skill or competence they discover.
- Emphasize that they can return to this section at any moment during the activities to add new things they have learned and to observe their own progress.
- Explain to students that on the worksheet (next page) they will find a scale that represents their leadership skills at the beginning of this learning journey.
- Ask them to look at the scale from 1 to 10 and mark where they think they are now. Encourage them to make an honest self-assessment.
- Inform students that this is only the starting point. After completing all the tasks and activities, they should return to the same scale and assess their leadership skills again. Then ask them to compare the two results and reflect on their progress.

..... THE LEADER (*your name*)

Instructions for **students**

- This is the 'personal learning bag' (next page) where you will put the new or improved competences, skills and knowledge you gain while completing tasks and learning new information.
- Remember that you can come back here at any time and add what new things you have learned!
- It is really important to think about, underline and write down any new skill or competence you gain.
- This will help you notice the progress you are making.
- On the worksheet (next page) you will find a scale. It shows your leadership skills at the beginning of this journey. On the scale from 1 to 10, mark where you think you are now.
- Remember to come back to this scale after you complete all the tasks and assess your skills again. Where are you on the scale now?

10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

LEADERSHIP SKILLS



TRAINING DIAGNOSE

Instructions for teachers and youth workers

- Give the students the worksheets (next page).
- Ask them to answer the four questions on the worksheet.
- Collect their answers and review them carefully. During the training, try to clearly respond to their expectations. If something is not possible or realistic to achieve during the training, explain it openly. This will help avoid disappointment at the end of the learning process.

Instructions for students

- This is a self-training activity. Think about where you are starting from, what you are afraid of and what your expectations are.
- Writing down these thoughts will help you guide your journey toward your goals. It will also allow you to come back later and reflect on the intentions you had at the beginning.

TRAINING DIAGNOSE

My resources
What I bring/add
to the training?

My fears
What concerns do I
have during the
training?

**My expectations
during the training**

**My expectations
after the training:
what will happen?**



LEADERSHIP WORLD MAP: LEADER VALUES

A value is something you believe is important and it guides the way you live and treat other people.

Honesty – if honesty is your value, you try to always tell the truth.

LEADERSHIP VALUES

Instructions for teachers and youth workers

- Ask students to look at the list of values on the next page and choose three that are the most important to them.
- Encourage them not to rush and to reflect on real leadership situations they have experienced or observed.
- Give them a few minutes to think and write their answers.
- After the activity, ask a few students to share their choices.
- Try to identify 2-3 values that appear most often in the group.
- Highlight these as possible shared or universal values that are important for leadership and teamwork.
- This can help students see what they have in common and start a short discussion about why these values matter.

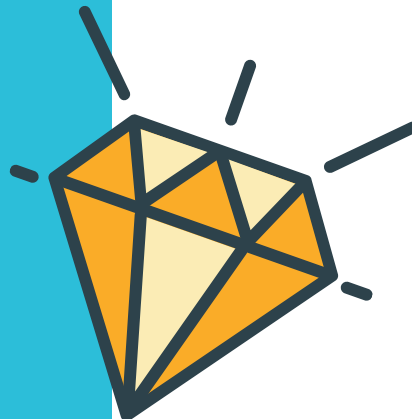
Instructions for students

- On the next page you will find a list of values and a space to write down three values that are the most important to you.
- Take your time. Think about leadership situations you have experienced – when you were a leader or when someone else was leading. Reflect on what was the most important value for you in those moments.

LEADERSHIP VALUES

- *Honesty*
- *Openness*
- *Responsibility*
- *Keeping promises*
- *Respect*
- *Caring*
- *Inclusion*
- *Diversity*
- *Teamwork*
- *Citizenship*
- *Environment*
- *Learning*
- *Justice*
- *Empowerment*
- *Ethics*
- *Ambition*
- *Listening*
- *Efficiency*
- *Critical-thinking*
- *Innovation*
- *Kindness*
- *Transparency*
- *Vision*
- *Fair-play*
- *Cooperation*
- *Creativity*
- *Optimism*
- *Patience*
- *Reliability*

This is not a closed list of values...



**3 values of the
leader that are the
most important
for me**



LEADERSHIP SKILLS



Skills are abilities that you develop through learning and practice. They help you do tasks or solve problems. Skills can always be improved when you practice!

Values
who you are inside



Skills
what you can do

LEADERSHIP SKILLS

Top 10 Leadership Skills

Communication

Being clear, honest, and easy to understand.
A good leader can explain ideas, give feedback, and listen to others.

Decision-Making

Leaders often have to make tough choices.
The skill is being able to decide confidently—even when the answer isn't obvious.

Problem-Solving

Instead of panicking when things go wrong, leaders look for solutions and stay calm.

Adaptability/Flexibility

Things don't always go as planned. Leaders need to adjust and try new approaches.

Teamwork & Collaboration

A leader doesn't do everything alone. They know how to bring people together and use everyone's strengths.

Motivation & Inspiration

Leaders keep their team's energy up—cheering them on, encouraging them, and giving purpose.

Empathy & Emotional Intelligence

Understanding people's feelings and responding with care.
Leaders who "get" their team create trust and respect.

Delegation

Knowing when to let others take charge of tasks.
Great leaders trust their team instead of trying to control everything.

Conflict Management

When people argue or disagree, leaders step in to calm things down and find a fair solution.

Vision & Goal-Setting

Leaders think ahead, set clear goals, and help everyone see the "big picture."

THE KIND OF LEADER I WANT TO BE AND WHY?

Instructions for teachers and youth workers

- Present the students with the Top 10 Leadership Skills list and explain the difference between skills and values (use the previous pages as a reference). Emphasize that values are the principles that guide our decisions and behavior, while skills are the abilities we develop and use when leading others.
- Then ask each student to create their own leadership guideline on the worksheet titled “The kind of leader I want to be and why?” (next page). They should use both skills and values to describe the type of leader they would like to become.
- After the activity, invite a few volunteers to share their reflections with the group and explain their ideas.

Instructions for students

- Look at the Top 10 Leadership Skills list and think about the difference between skills and values. Remember: values are the principles that guide your decisions and behavior, while skills are the abilities you can develop and use when leading others (previous pages).
- On the next page, you will find the worksheet “The kind of leader I want to be and why?”. Use your chosen skills and values to create your personal leadership guideline.
- Take your time to reflect and write your thoughts. If you want, you can later share your ideas with a friend.

THE KIND OF LEADER I WANT TO BE AND WHY?



IN DIALOGUE WITH A MASTERPIECE

Instructions for teachers and youth workers

1. Divide the students into teams of 8–15 people. Make sure there are at least two teams.
 - Choose an image from the next pages (according to number of participants) to recreate.
 2. Task: Each group will recreate a picture and take a photograph of their version.
 3. Rules:
 - Each group prepares one photo.
 - They have 30 minutes for the task, including arranging the scene and preparing any props.
 - Encourage students to immerse themselves in the mood of the original image and try to capture its character as closely as possible.
 4. Observation:
 - Walk around and observe the groups.
 - Pay attention to who leads the work, whether the leadership changes during the task, and how the group reacts to challenges or disagreements.
 5. Debrief: After the photos are taken:
 - Compare the recreated photos to the original, noting elements that match and assessing how accurately the image was recreated.
 - Discussion: Ask the group how it was to work together, what was their starting point, whether there were conflicts, and how the work was divided among members.
- This activity helps students practice teamwork, leadership, creativity, and communication skills while reflecting on group dynamics.

IN DIALOGUE WITH A MASTERPIECE

Instructions for **students**

The goal of this task is to develop your leadership, communication, and persuasion skills by encouraging others to collaborate.

1. Choose an image from the next pages (according to number of participants) that you will recreate.
2. Your task is to motivate and convince your classmates or friends to help you recreate the picture and take a photo. Remember: you are practicing leadership — you are guiding the group, not doing everything alone.
3. Explain the vision of the image to your peers and, if needed, assign roles or tasks to each participant.
4. You have 30 minutes to arrange the scene, use props creatively, and capture a photo that reflects the original image as closely as possible.

While leading, focus on:

- Communicating your ideas clearly
- Encouraging everyone to participate
- Being flexible and solving small challenges with the group

Reflection after the task:

- Compare your recreated photo to the original. How well did your group capture it?
- Talk with your classmates/friends about the process. Ask for their feedback:
 - How did you feel about my leadership?
 - Did you feel comfortable with my guidance?
- Reflect on what went well and what you could improve next time.

Pierre-Auguste Renoir, Luncheon of the Boating Party (1880-1881), public domain / Wikimedia Commons



Anselmo Guinea, Group of People (1904), public domain / Wikimedia Commons



Karel Emmanuel Biset, Trictrac Players (1648–1710), public domain / Wikimedia Commons



Hendrik Gerritsz Pot, Merry Company in a Brothel (1600–1657), public domain / Wikimedia Commons



Franz von Defregger, Die Werbung (1900), public domain / Artvee



Alexandre Francia, Tarantella, Naples With Vesuvius in the Background, public domain / Artvee



Frederick George Cotman, One of the Family (1880), public domain / Wikimedia Commons



Peder Severin Krøyer, The Hirschsprung Family Portrait (1881), public domain / Wikimedia Commons



IN DIALOGUE WITH A MASTERPIECE

Instructions for teachers and youth workers

- After the group photo task, guide students through a self-assessment reflection.
- Tell students that this is a chance to think about their own role, skills and behavior during the activity. Emphasize honesty and self-reflection.
- Allow students 10–15 minutes to write their answers on a worksheet (next page).
- Optional sharing: Invite a few volunteers to briefly share their reflections with the group. Encourage respectful listening and learning from each other's experiences.
- This process helps students develop self-awareness, leadership insight, and understanding of teamwork dynamics.

Instructions for students

You will now reflect on your own experience during the group photo task.

1. Think about your role in the group: Did you lead, support, or help in another way?
2. Reflect on how the group worked together: Were tasks shared fairly? Did you face any challenges or conflicts? How did you deal with them?
3. Consider what skills and values you used during the task (for example: communication, creativity, teamwork, patience, leadership).
4. Write down your thoughts on the worksheet next page, answering questions there.

Take your time and be honest. This reflection will help you see your progress and identify areas to develop further.

IN DIALOGUE WITH A MASTERPIECE

Who was the leader in that exercise?

What skills does this person have?/What kind of abilities do you see?

Why did you follow him/her? What happened?

What kind of skills you had a chance to use and improve?

LEADER WHO INSPIRED ME

Instructions for teachers and youth workers

- Divide the students into small groups of 3-4 people.
- Within each group, each participant should share a real-life leadership story from their own experience.
- Then, the group selects one story to present to the entire class during the plenary session.
- As a group fill the form from the next page.

Instructions for students

- Think of a real-life leadership experience that you have had or observed. Describe what happened, who was involved, what leadership skills or values were demonstrated, and what you learned from the experience. Then, ask your friends or peers to share their own leadership stories and explain why those experiences were impressive to them. Try to think of examples from people in your community or society.
- The most impressive example should be written down (next page).

LEADER WHO INSPIRED ME

Who? (e.g. family member, schoolmate, teacher...)



Where? (e.g. school/city/during eco action)



**Why did you/people follow him/her?
What did he/she do or tell that you trusted and liked the idea?**



MISSION POSSIBLE

Instructions for teachers and youth workers

- Prepare the “Mission Possible” handout (next page) and give it to the students.
- Divide the students into teams of 6–7 people. Ask them to first read the situation carefully and then work together to create a rescue plan. Give them 40 minutes to complete the task.
- After 20 minutes, stop the groups and introduce the plot twist (available in this toolkit). You may display it on the screen or read it aloud. Explain the new mission and remind students that the total time remains the same – they do not get extra time.
- As a final result, each group should record a video of a press conference statement (maximum 2 minutes).
- After completing the task, ask all groups to upload their videos and watch them together. Facilitate a discussion by comparing the different solutions and asking groups to explain why they chose this approach.
- Finally, ask students to reflect on their teamwork and collaboration process, and provide them with the reflection sheet to complete.

Instructions for students

- Read the “Mission Possible” scenario carefully (next page). Your task is to create a rescue plan for the situation.
- Even though you are working individually, try to find a small group of people (friends, classmates, or peers) and take the role of a leader. Your goal is to guide them through the task and work together on the solution.
- First, explain the situation clearly to your group and encourage them to share ideas. Then, lead the discussion and help the group agree on the best possible rescue plan. You have 40 minutes for the task.
- After 20 minutes, read the plot twist and present it to your group. Explain the new challenge and continue working together. Remember – you do not get extra time.
- At the end, your group should record a video of a press conference statement (maximum 2 minutes). As a leader, make sure everyone understands the message and feels involved in the final result.
- This is your chance to practice real leadership by taking initiative and working with others.
- After the task, reflect on your leadership (next page).

MISSION POSSIBLE

Make a team of 6-7 young people.

Your team is organizing the biggest youth event of the year. Two days before the event one problem appears:

The venue suddenly becomes unavailable because of double booking.

Action Planning – think of:

- Resources you still have:....
- Key priorities (safety, reputation, participation)
- How to communicate with stakeholders?



You are the organizing team of Youth Future Festival 2025 – the biggest youth event in the region. You've been working on this project for months.

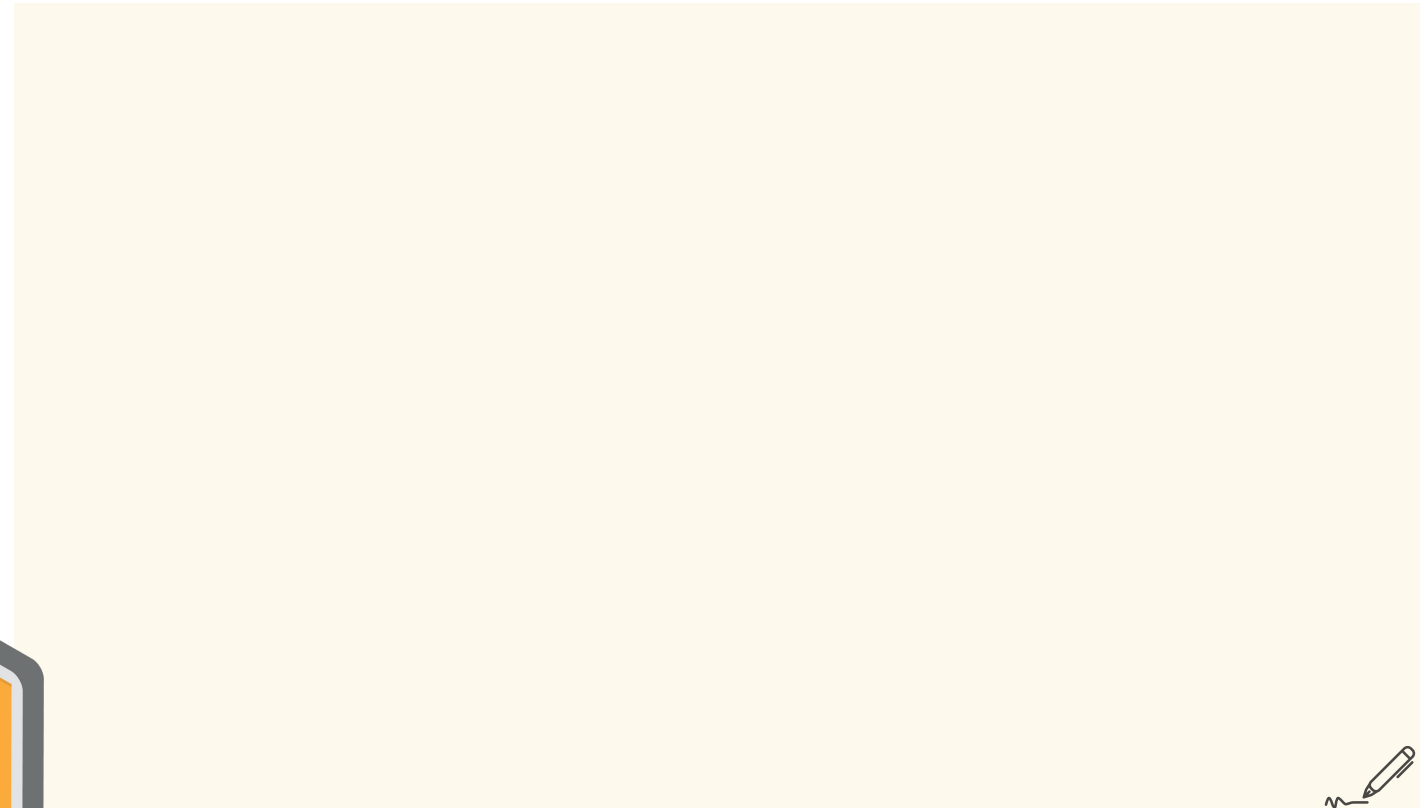
You planned: concerts of young artists, workshops on ecology and entrepreneurship, a zone for inspiring debates and an exhibition of prototypes created by students. The event has the patronage of the city, the media have been invited and more than 1,000 people are waiting for this day.

Your event is meant to be not just a celebration, but proof that young people are capable of doing great things.

Suddenly – just two days before the festival – a crisis appears. The venue suddenly becomes unavailable because of double booking.

You need to react quickly. Your resources are limited, time is running out and the reputation of the event is at risk.

Now try as a team to come up with a rescue plan.



MISSION POSSIBLE

Plot Twist – Reputation Crisis!



While your team is working hard to save the festival, a new problem suddenly appears:

Rumors start spreading on **social media** claiming that *“The Youth Future Festival 2025 is in chaos because young organizers were not prepared to lead such a big event.”*

The post is going viral and damaging the festival’s reputation. Many people start questioning whether the event will even happen.

👉 You know the truth: it was actually a **mistake made by the municipality** (double-booking the venue). But here’s the challenge: **you cannot say this publicly**. You need to find another way to protect your reputation and keep people’s trust.

Your New Mission

- How do you respond publicly without blaming the municipality?
- What positive message can you spread to counter the rumors?
- How can you make artists, partners, and participants feel confident that the festival will still take place?



DON'T FORGET

**RECORD A VIDEO OF A PRESS CONFERENCE STATEMENT,
MAXIMUM 2 MINUTES LONG.**

REFLECTION AFTER THE EXERCISE

Who was the leader in that exercise?

What skills does this person have?/What kind of abilities do you see?

**Why did you follow him/her?
What happened?**

What kind of skills you had a chance to use and improve?

THE FOUR LEADERSHIP STYLES (BLANCHARD)

Instructions for teachers and youth workers

- Introduce the topic as a theoretical input on situational leadership by Ken Blanchard.
- The next six pages can be used as your presentation material. They also include a story about a group of young people that illustrates different leadership styles - you can either read it together with the students or present it in a more engaging, storytelling (even "fairy tale") way.
- Guide students to understand that effective leadership requires flexibility and the ability to adapt behavior to different situations and team needs.
- After reviewing the material, ask students to reflect on their own experiences. Encourage them to think about the previous activity (Mission Possible) or any other situation where they acted as a leader and consider whether they used different leadership styles.
- Finally, ask students to complete the reflection sheet, reminding them to be honest.

Instructions for students

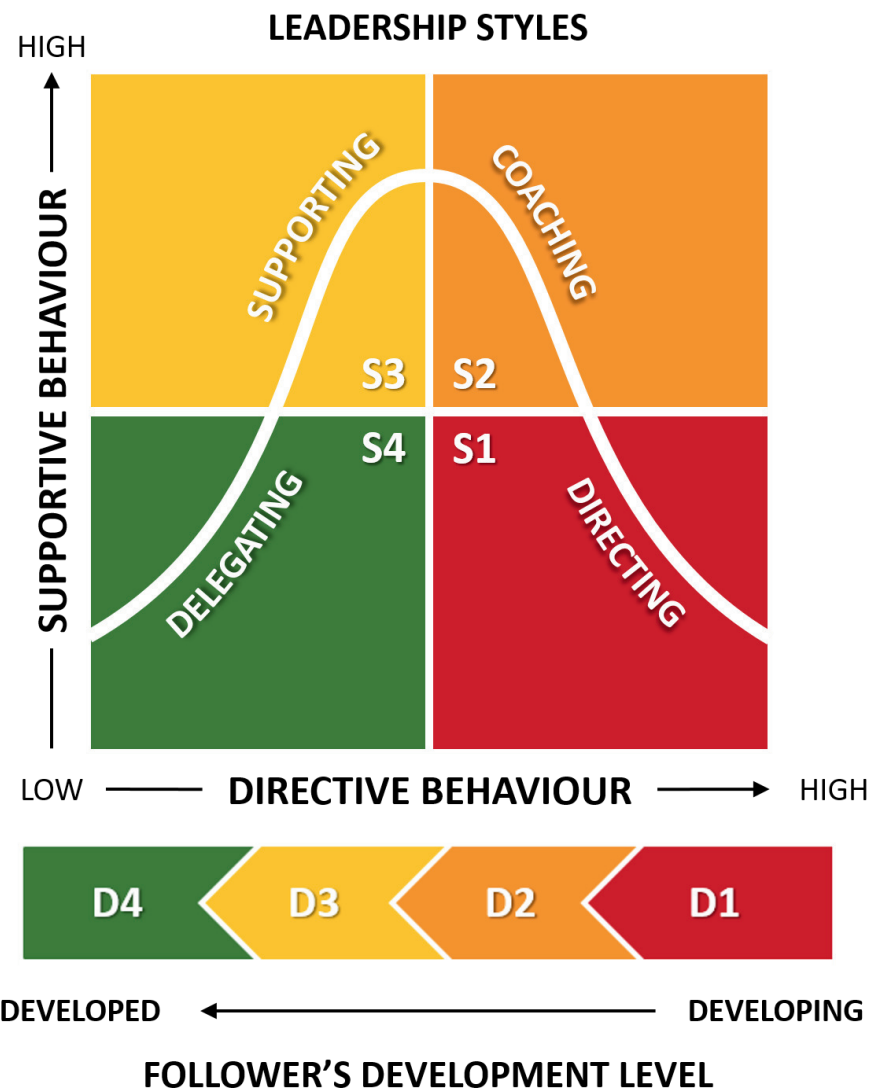
- Now it's time for a dose of knowledge - the theory of situational leadership by Ken Blanchard.
- On the next pages, you will find information about leadership, along with a story of a group of young people that guides you through all the styles of situational leadership.
- This will help you understand why flexibility in leadership is essential and when a leader should adapt their behavior to the situation.
- Think about whether, during the previous activity (Mission Possible) or another situation where you were a leader, you went through different leadership styles.
- Complete the reflection sheet and be honest with yourself.

Ken Blanchard's Leadership (Situational Leadership® II)

Blanchard believed that there isn't one perfect leadership style.

Instead, good leaders adapt based on:

1. The task (what needs to be done), and
2. The development level of their team (how skilled + confident they are).



source: <https://www.business-to-you.com/hersey-blanchard-situational-leadership-model/>

THE FOUR LEADERSHIP STYLES (BLANCHARD)

Directing (Telling)

- The leader gives clear instructions and closely supervises.
- Works best when the team is new or unsure what to do.
- Example: A coach teaching beginners how to dribble a basketball.

Supporting (Participating)

- The leader shares decisions and focuses on building confidence.
- Works when the team has skills but needs encouragement.
- Example: A club president letting members plan an event while cheering them on.

Coaching (Selling)

- The leader still gives guidance but also explains why things matter, encouraging input.
- Best for people who have some skills but still lack confidence.
- Example: A teacher motivating students who know the basics but feel discouraged.

Delegating

- The leader gives responsibility to the team and trusts them to get the job done.
- Best when the team is skilled and motivated.
- Example: A youth group leader letting experienced members run a fundraiser independently.

Blanchard's Big Idea

A strong leader matches their style to the team's needs.

New/inexperienced team → more direction.

Skilled/confident team → more freedom.

It's all about flexibility + support.



THE GROUP PROJECT ADVENTURE (BLANCHARD'S LEADERSHIP STYLES)

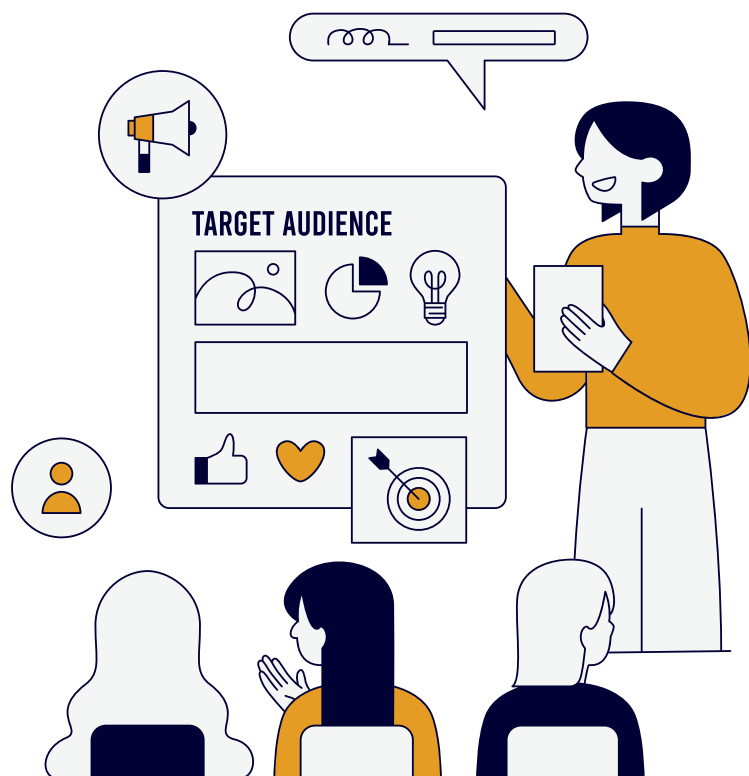
A group of five friends - Maya, Jamal, Zoe, Leo, and Aria - were put together for a big school project: create a presentation about climate change solutions. Maya was chosen as the leader. At first, she wasn't sure how to lead, but she remembered something she learned in class: leaders don't always act the same - they change their style depending on the team and the situation.

1. Directing Style (Telling)

On the first day, nobody really knew what to do. Leo kept scrolling on his phone, Zoe said, "I have no clue where to start," and Jamal was cracking jokes. Maya knew she had to be clear and firm. She said: "Okay, listen up. Jamal, you research renewable energy. Zoe, you handle recycling solutions. Leo, you collect images and videos. Aria, you write the introduction. I'll put everything together. Let's get started." She gave step-by-step instructions and supervised closely. It was the only way to get the ball rolling.



THE GROUP PROJECT ADVENTURE (BLANCHARD'S LEADERSHIP STYLES)



2. Coaching Style (Selling)

A few days later, Zoe admitted, "I don't really want to work on recycling... it's boring." Leo said, "Yeah, why do we even need pictures? No one cares about slides."

The team wasn't motivated. Maya couldn't just order them around - she had to guide and inspire. She said: "Look, our presentation will stand out if Zoe shows how recycling saves energy and Leo's visuals will make it pop. Imagine the teacher's face when we show powerful images of plastic waste turning into art! This project could actually inspire people." Her energy motivated the group, and soon they were back on track.

THE GROUP PROJECT ADVENTURE (BLANCHARD'S LEADERSHIP STYLES)

3. Supporting Style (Participating)

Halfway through, the group had their research done. Now it was time to decide how to present it.

Instead of telling them what to do, Maya sat back and said: "Alright, what do you all think? Should we make it a slideshow, a short video, or maybe even a skit?"

They brainstormed together. Jamal came up with the idea of mixing slides with a short video clip. Zoe suggested adding a quiz for the class. Everyone felt included, and the project became more creative because of it.



THE GROUP PROJECT ADVENTURE (BLANCHARD'S LEADERSHIP STYLES)



4. Delegating Style

By the final week, everyone was confident and knew their parts. Jamal was editing the video, Zoe finalized her section, Leo polished the visuals and Aria rehearsed her speech.

Maya didn't need to give directions anymore. She just said: "You all know what to do. Let's meet tomorrow to put it together."

The team worked independently, and everything came together smoothly.

The Result

On presentation day, the group crushed it! Their mix of slides, videos, and interactive questions impressed the whole class. Their teacher said, "This is one of the best projects I've seen - great teamwork!"

Maya smiled, realizing she didn't just lead the group - she adapted her style (Directing, Coaching, Supporting and Delegating) depending on what her team needed.

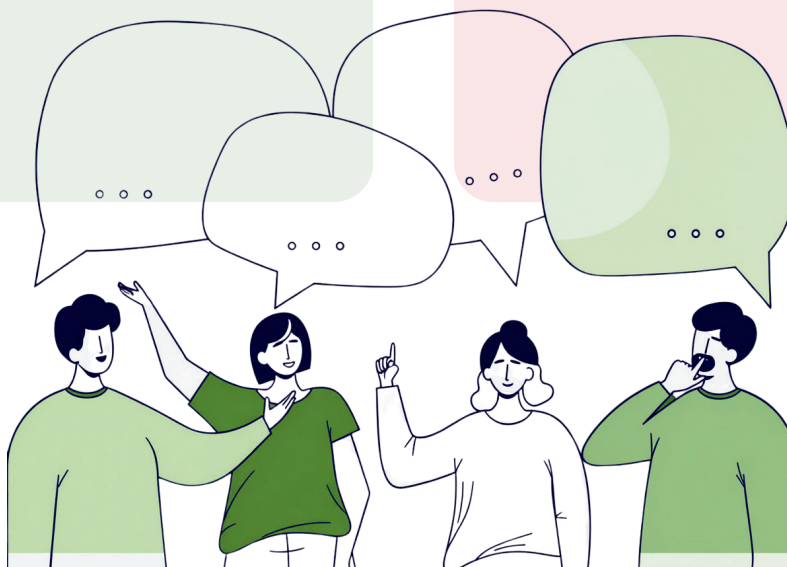
That's the heart of Blanchard's Situational Leadership®.

THE GROUP PROJECT ADVENTURE (BLANCHARD'S LEADERSHIP STYLES)

Which leadership style do I use most often?



Which leadership style should I still work on? What can I do to improve it?



COMMUNICATION

Communication in a team is the foundation of success. It is based on openness, trust, active listening, and clear goals.

A good leader is not someone who gives orders and commands - it is someone who listens and follows the needs of the team. A good leader also involves team members in the decision-making process.

An example of a shared decision-making process is **sociocracy** - here, every voice matters and everyone who wants to speak can express their opinion. The process can take time, but it helps all sides reach a common agreement. The idea of agreement is key.

Team communication needs constant attention. It is also important to reflect on how we communicate. Very often, disagreements do not come from different goals, but from differences in how we see the world and how we express ourselves.

On the next page, you will find an activity called “Bob the Builder”, which helps explore how communication works in your group or class.



BOB THE BUILDER

Instructions for teachers and youth workers

Prepare building blocks (e.g. LEGO). There should be one set per group plus one extra set (the same elements: shapes & colours). Each set should contain at least 12 pieces. Divide the class into groups of 4-6 students. Ask one student to build a structure (or prepare one in advance). Do not show the structure to the participants.

Round 1

1. Invite one volunteer to leave the room and look at the structure for 1 minute.
2. When he or she returns, the task is to describe the structure in 1 minute so that others can recreate it. They are not allowed to use gestures and participants cannot ask questions in this round.
3. After the explanation, give groups a short moment to finish building.

Ask:

- the person who explained: How did you feel?
- the groups: Was it easy or difficult?

Round 2 (optional)

1. The same person goes out again to look at the structure for 1 minute again.
2. He or she returns and explains again for 1 minute.
3. Then give 2 minutes for questions - each group can ask 2 questions and the speaker can only answer "yes" or "no."

Round 3 (optional)

1. Now allow open questions.
2. The speaker must stand in one place in the middle of the room and cannot touch the blocks.

BOB THE BUILDER

Instructions for **students**

Organize this activity with your classmates or friends. Prepare building blocks (e.g. LEGO). There should be one set per group plus one extra set (the same elements: shapes & colours). Each set should contain at least 12 pieces. Divide participants into small groups (4-6 people, at least 2 groups). Ask one person to create a structure and keep it hidden from others.

Round 1

1. Invite one volunteer to leave the room and look at the structure for 1 minute.
2. When he or she returns, the task is to describe the structure in 1 minute so that others can recreate it. They are not allowed to use gestures and participants cannot ask questions in this round.
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Round 3 (optional)

1. Now allow open questions.
2. The speaker must stand in one place in the middle of the room and cannot touch the blocks.



BOB THE BUILDER

Instructions for teachers and youth workers

Reflection - ask students:

- When was it the most difficult?
- What helped you recreate the structure?
- What is most important in communication?
- At what moment did new information appear that changed everything?
- Is there any structure to say it in an easy way?

Instructions for students

Finally, reflect on yourself as a leader:

- How did you guide the activity?
- What worked well in your communication?
- What would you improve next time?

This task will help you better understand how communication works and how you can improve your leadership skills.

PROBLEM SOLVING

Every time we want to achieve something important or create something meaningful, we face challenges on the way to our goal. This is a normal part of every project and every leadership journey. We should not give up when difficulties appear. Instead of seeing them as problems, we should see them as challenges that help us grow and become stronger.

Obstacles are unavoidable, but they also teach us creativity, responsibility, and teamwork. What really matters is not the difficulty itself, but how we react to it. Do we panic or do we look for solutions? Do we blame others or do we take action?

Here is a set of general principles that can help you stay calm, think clearly, and successfully manage a crisis.

Stay calm first

Do not react too quickly or emotionally. Take a moment to breathe and think clearly before you speak or act. A calm leader helps others stay calm too.

Listen before you decide

Make sure you understand the whole situation. Listen to different sides, ask questions, and check the facts before making a decision.

Communicate clearly and respectfully

Use simple and clear language. Be honest, but polite. Focus on solving the problem, not blaming people.

Think about the team

Ask yourself: How will my decision affect others? Try to find a solution that supports teamwork and keeps good relationships.

Focus on solutions, not problems

Instead of asking “Who made the mistake?”, ask “What can we do now?” Look for practical and positive next steps.

Be flexible and creative

Sometimes Plan A does not work. Be ready with Plan B (or even Plan C). Good leaders adapt to change.

Show responsibility

Even if the problem is not your fault, take responsibility as a leader. This builds trust and respect.

Keep respect and empathy

Remember that everyone has feelings, stress, and different backgrounds. Try to understand others' perspectives.

PROBLEM SOLVING

Instructions for teachers and youth workers

- Talk with the participants about possible problems that can appear when you lead a project or organize an event.
- Present the general principles that can help in solving problems.
- Divide the participants into pairs or small groups of 3-4 people.
- Give 1-2 problem situations to each pair or group (next pages).
- Ask them to read the situation and discuss the best possible solution for about 10-15 minutes. Remind them to use the problem-solving principles.
- After the discussion, invite the groups to share their situation and solution with everyone. Ask them to present it as if it really happened to them and explain how they solved the problem.

Instructions for students

- Think about possible problems that can appear when you lead a project or organize an event.
- Read the general principles for problem solving first. They will help guide your thinking.
- Then read the given situations one by one (next pages). For each situation, think about what you would do as a leader. Try to find the best possible solution, using the principles as support.
- Finally, think about whether a similar situation has happened in your school, organization, or community. Reflect on how the leader of that event reacted and what you can learn from it.

Too Many Voices

In your team meeting, a few people dominate the conversation while others remain silent.

How can you make sure everyone's opinion is heard and valued?

Angry Email

A community partner sends a harsh message blaming your group for missing a deadline.

How do you respond to calm the situation and rebuild trust?

Lost in Translation

Two members of your international team misunderstand each other due to language barriers.

What communication strategies can help everyone stay on the same page?

No Budget, Big Event

You've been asked to organize a school event — but there's no money available.

How can you creatively plan an impactful, zero-cost event?

Volunteer Dropout

Half your volunteers cancel two days before your community action day.

How do you reorganize tasks and keep the project alive?

Weather Disaster

Your outdoor event is set for tomorrow, but the weather forecast says heavy rain.

What's your backup plan, and how do you communicate it to participants?



Credit Where It's Due

A teammate takes credit for your idea in front of a teacher or supervisor.

How do you address it without creating conflict or damaging team spirit?

Friend vs. Team

Your best friend in the team isn't doing their share of the work.

How do you give honest feedback while keeping the friendship?

Conflicting Priorities

Two important events (yours and another group's) are scheduled for the same day.

How can both sides find a fair solution?

Tech Breakdown

Your PowerPoint presentation freezes just as you're about to present.

How do you keep the audience engaged and continue effectively?

Social Media Slip-Up

Someone posts an unapproved or embarrassing photo from your project on social media.

How do you handle it quickly and responsibly?

Cultural Clash

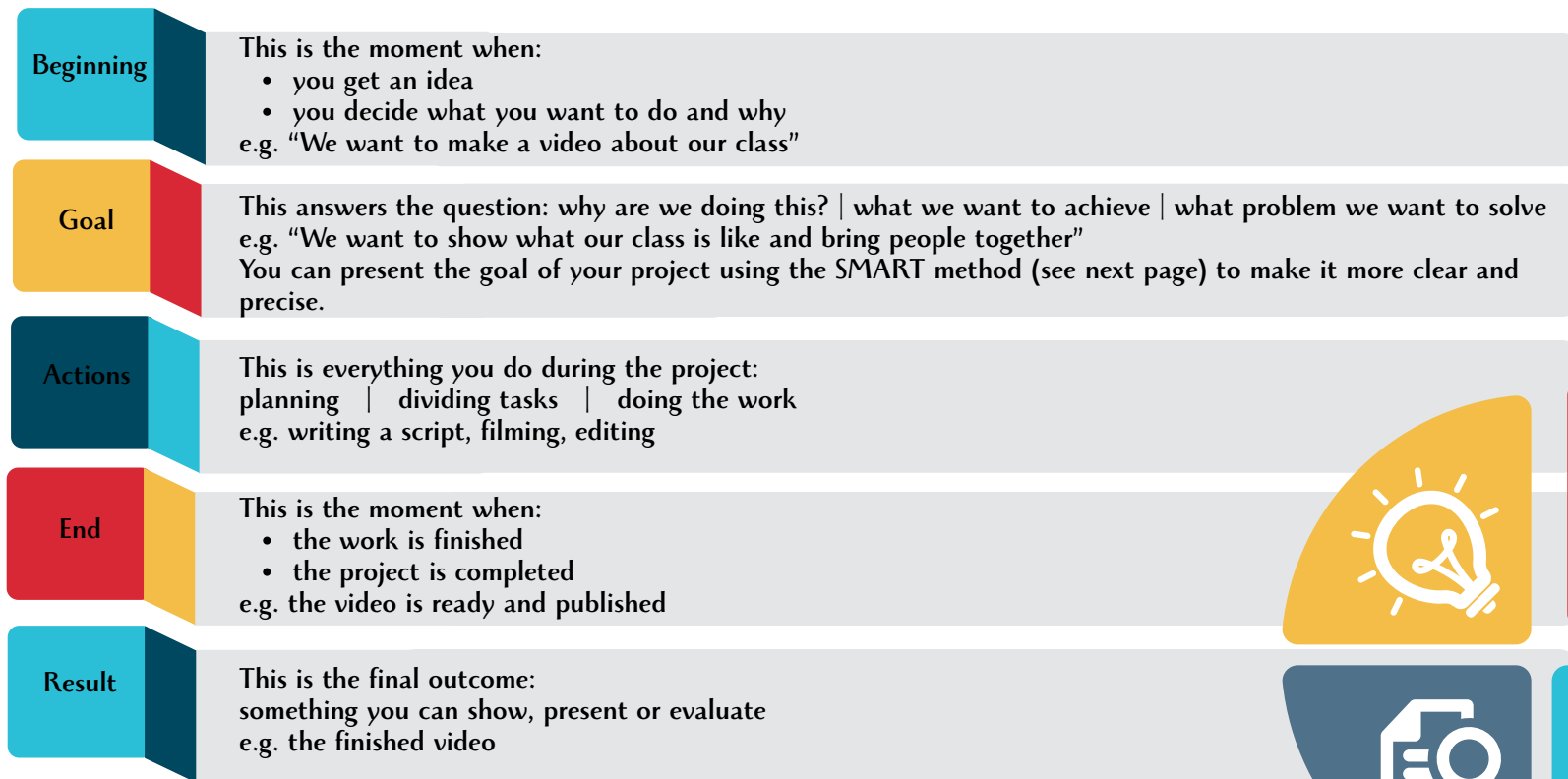
During your event, an activity unintentionally offends a participant from another culture.

How do you respond respectfully and prevent it from happening again?



WHAT IS A PROJECT?

A project is a task that has a beginning, actions, an end, a goal and a result.



Specific (S)

The goal should be clearly defined and precise, so it is easy to understand what needs to be achieved. Clarity helps in planning actions and the path to reach the goal.

Measurable (M)

The goal must include measurable indicators or data. This allows tracking progress and determining whether the goal has been achieved.

Achievable (A)

The goal should be realistic and possible to achieve with available resources. It should be based on actual capabilities and past performance.

SMART goals

Relevant (R)

The goal must be meaningful and aligned with the project or organization's priorities. It should bring real value and justify the use of time and resources.

Time-bound (T)

The goal should have a clear deadline or timeframe. Time limits help maintain focus and ensure efficient progress.

Project Life Cycle



Phase 1: Project Initiation

Project ideas are generated, collected and evaluated.



Phase 2: Planning

Project scope, tasks, risks and resources are planned.



Phase 3: Project Implementation

The project team executes tasks, monitors progress and manages risks.



Phase 4: Project Closure

The project is finalized, results are reviewed and lessons learned are documented.



COMMUNITY LEADERSHIP

In youth leadership, it's easy to fall into the trap of thinking that a leader is someone who "knows better," has ready-made solutions, and guides others according to their own vision. In community leadership, however, the starting point is fundamentally different - it's not the leader who stands at the center, but the community and its real needs.



True leadership begins with attention and curiosity. Before proposing any initiative, project or change, it's worth pausing and asking some essential questions:

- What does this community actually need?
- What challenges are its members facing?
- What matters to them?
- What sparks their interest, and what discourages them?

Without these insights, even the best ideas can miss the mark.

Especially when working with young people, it is crucial to give them a voice. They are the experts of their own experiences. The role of a leader is not to impose solutions, but to create space for listening, understanding, and co-creating responses that truly reflect the community's reality.

COMMUNITY LEADERSHIP



Before you start thinking about a project to be done, ask questions to diagnose the needs of a group:

What challenges are you currently facing – individually or as a group?

What is most important for you in your community right now?

What topics, activities, or issues are you most interested in?

What do you feel is missing in this community?

If you could change one thing, what would it be?

What makes it difficult or frustrating to be here?

What kind of initiatives would you find meaningful or exciting?

What would make you more engaged or willing to participate?

ZERO-BUDGET EVENT HACKATHON

Instructions for teachers and youth workers

- Divide the students into small groups of 4-5 people.
- Ask each group to design an event for their school or local community without using any financial resources, starting with a brainstorming session.
- Each group should then select up to three best ideas, answer the questions provided (next page) and prepare a short presentation for the class. This will give students a clear understanding of what they need to consider before starting their activities.
- After the presentations, facilitate a group discussion by comparing the ideas and highlighting similarities and differences. Ask students whether they considered the needs of the target group when planning their event.
- While all groups are in one room, you can also conduct a quick diagnosis or vote to identify the most attractive project - the one that the largest number of participants would be willing to join.

Instructions for students

- Your task is to design an event for your school or local community without using any financial resources. Start with a brainstorming of ideas.
- Even though you are working individually, try to invite a small group of friends or peers and take the role of a leader. Guide them through the process and encourage everyone to share ideas.
- Together, choose up to three best ideas. Then answer the questions from the next page and prepare a short presentation of your concept to sum up the work. This will give you a clear understanding of what you need to consider before starting your activities.
- After the activity, discuss the ideas with your group. Think about whether your ideas meet the needs of the target group. You can also ask your friends which project they would most like to join.

ZERO-BUDGET EVENT HACKATHON

Design an event for your school/community without financial resources. Be creative! Impress your peers!

You can prepare more than 1!



What is the event for? Why do you want to make this event?

Who will attend? (students, teachers, families, community members)

How many people do you expect?

Can you use free spaces? (school hall, gym, classroom, playground, park)

Do you need permissions?

What non-financial resources do you already have? (volunteers, materials, partnership)

5 W + HOW QUESTIONS

Instructions for teachers and youth workers

- Ask students to choose a project they would like to carry out at school without financial resources.
- If the project involves the school community, remind them that they must obtain approval before starting. Guide students to talk to the principal or a teacher who can support and authorize their activity.
- On the next page, students will find a mind map (you may present it), which helps them organize their project idea and include all the key information. Explain that if they can answer all the questions in the mind map, it shows they understand their project and know what they want to do.
- Ask students to use the mind map template to prepare a short presentation of their project. Encourage them to present it to the principal or teacher, demonstrating that they are prepared, organized and ready to lead their project.

Instructions for students

- Choose a project that you would like to carry out at your school without financial resources.
- If your activity involves the school community, you must get approval before starting. To do this, talk to the school principal or a teacher who can support your project.
- On the next page, you will find a mind map - the easiest way to describe your project idea, along with notes on what information should be included.
- If you can answer all the questions in the mind map, it means you know exactly what you want to do.
- Use the mind map template to prepare a presentation of your project. Present it to the principal or teacher and show them that you know your idea well and are ready to lead it!

5 W + HOW QUESTIONS

WHAT ?

Defines what the project is about and what needs to be achieved. Clear understanding prevents missing key elements.

WHY ?

Explains the purpose and importance of the project. It ensures the goal is meaningful.

WHEN + HOW ?

Defines the timeline and the way the project will be carried out. It includes planning tasks, setting deadlines, and ensuring effective execution with awareness of risks.

WHERE ?

Specifies where the project takes place or is implemented. It helps consider context, environment and logistics.

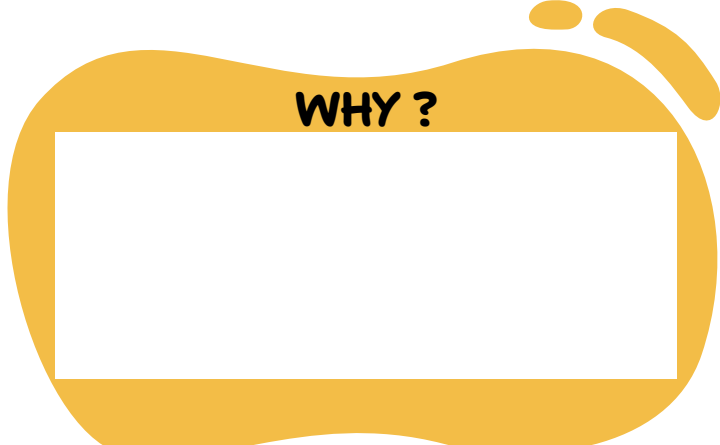
WHO ?

Identifies all people involved in the project and their roles. It helps understand responsibilities and stakeholders.

WHAT ?



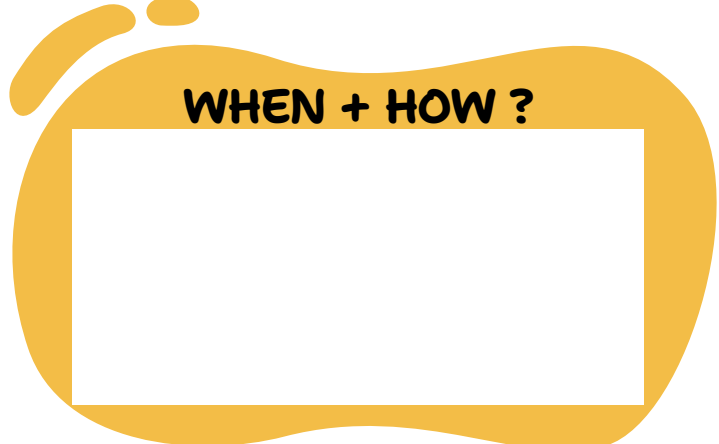
WHY ?



**5 W + HOW
QUESTIONS**



WHEN + HOW ?



WHERE ?



WHO ?



GANTT CHART

Instructions for teachers and youth workers

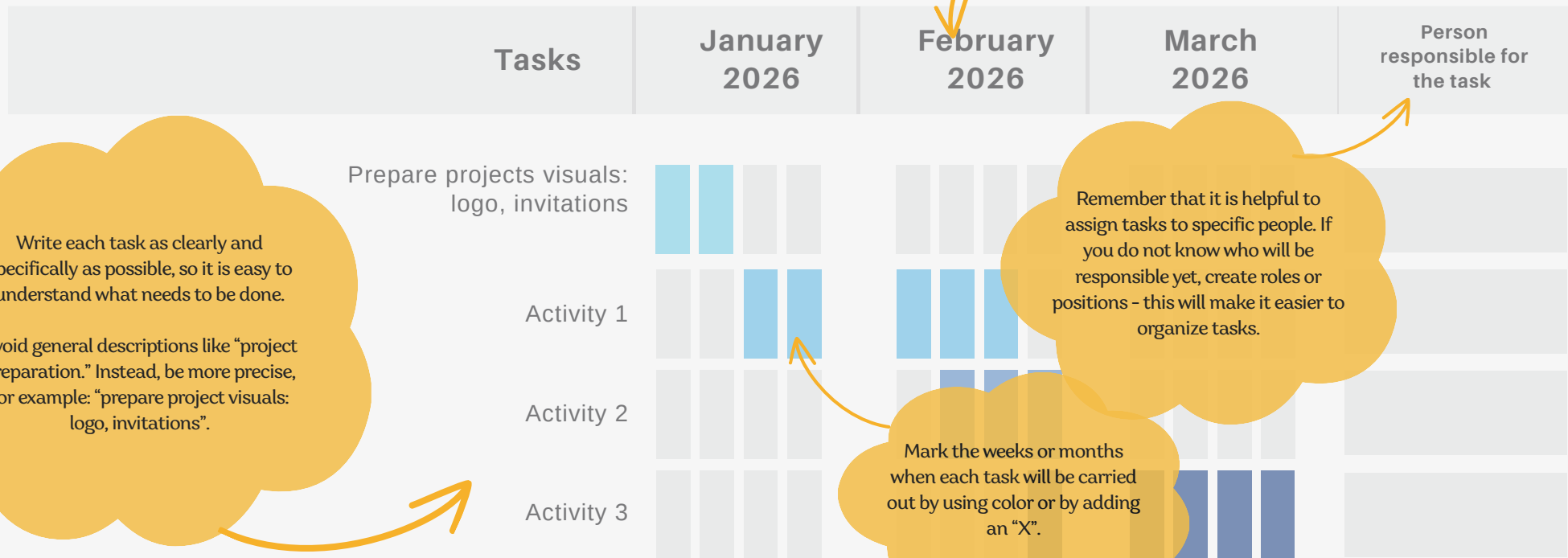
- Ask students to think about all the steps needed to complete their project, starting from the preparation phase to the final evaluation of the results. Remind them to also include monitoring during the process.
- Explain that a Gantt Chart is a tool that helps organize and structure all these steps in a clear and simple way.
- Emphasize that the more detailed the chart is, the easier it will be to manage and implement the project in the future.
- To explain the tool you may use the Gantt Chart on the next page, which includes helpful hints on how to create it.
- Give the template to students to prepare the timeline for their projects!

Instructions for students

- Think about all the steps needed to complete your project, starting from the preparation phase to the final evaluation of the results. Remember to include monitoring during the process.
- Use a Gantt Chart to organize and structure these steps in a clear and simple way. This tool will help you plan your project more effectively.
- Try to make your chart as detailed as possible—the more details you include, the easier it will be to manage your project in the future.
- On the next page, you will find a Gantt Chart template with helpful hints.
- Use the template to create your own plan.

GANTT CHART

"A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale."
 source: <https://www.gantt.com/>



Write each task as clearly and specifically as possible, so it is easy to understand what needs to be done.

Avoid general descriptions like "project preparation." Instead, be more precise, for example: "prepare project visuals: logo, invitations".

If your project is long (e.g. lasts one year), divide the timeline into months (without splitting into weeks).
 If your project lasts around three months, you can divide each month into weeks, like in the example.

Remember that it is helpful to assign tasks to specific people. If you do not know who will be responsible yet, create roles or positions - this will make it easier to organize tasks.

Mark the weeks or months when each task will be carried out by using color or by adding an "X".



You can easily adapt the chart to your needs by adding more tasks or months. Sometimes it can become a large document, but it helps you track progress and monitor activities over time.

GANTT CHART

"A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale."

source: <https://www.gantt.com/>

Tasks	 202...	 202...	 202...	Person responsible for the task
Task 1:				
Task 2:				
Task 3:				
Task 4:				
Task 5:				
Task 6:				

GANTT CHART

Instructions for teachers and youth workers

- Ask students to think about “Day Zero” – the day of the main event in their project.
- Encourage them to organize and structure all the steps that need to be completed on that specific day in a clear and simple way.
- Emphasize that the more detailed their plan is, the easier it will be to manage and successfully run the event.
- To explain the tool, you can use the Gantt Chart on the next page, which includes helpful hints on how to create it.
- Finally, provide students with the template and ask them to prepare a timeline for their own projects.

Instructions for students

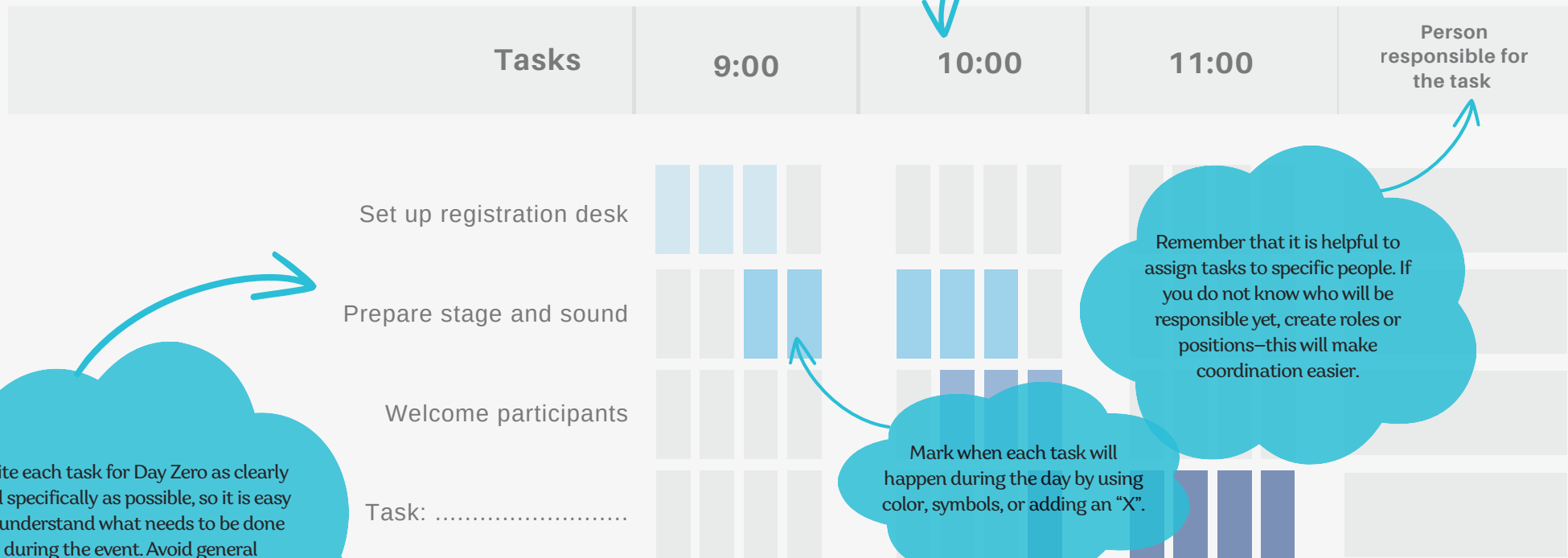
- Think about “Day Zero” – the day of the main event in your project.
- Try to organize and structure all the steps that need to be completed on that day in a clear and simple way.
- Make your plan as detailed as possible – the more details you include, the easier it will be to manage and successfully run your event.
- Use the Gantt Chart on the next page, which includes helpful hints, to support your planning.
- Complete the template and prepare a timeline for your project, focusing especially on the key actions needed on the day of the event.

GANTT CHART

Think about the timeline of the event day and divide it into smaller time blocks (e.g. hours or parts of the day) to better organize all activities.

"A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale."

source: <https://www.gantt.com/>



Write each task for Day Zero as clearly and specifically as possible, so it is easy to understand what needs to be done during the event. Avoid general descriptions like "event preparation." Instead, be precise, for example: "set up registration desk," "prepare stage and sound," "welcome participants."

Mark when each task will happen during the day by using color, symbols, or adding an "X".

Remember that it is helpful to assign tasks to specific people. If you do not know who will be responsible yet, create roles or positions—this will make coordination easier.

You can adapt your plan by adding more tasks or time slots if needed. A detailed plan for Day Zero will help you run the event smoothly and react quickly if something unexpected happens.

GANTT CHART

"A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale." source: <https://www.gantt.com/>

Tasks				Person responsible for the task
Task 1:.....				
Task 2:.....				
Task 3:.....				
Task 4:.....				
Task 5:.....				
Task 6:.....				

THE TEAM ROLES & TALENTS

What are talents?

Don't think of them as extraordinary, inborn abilities.
Instead, think of them as a combination of **3 components**:

A team is made of people. People in a team should enjoy what they do and like their work. This gives them satisfaction and helps them avoid feeling overwhelmed or exhausted.

Remember! Choose people for your project team based on their talents.



the ability/potential
to perform a specific
activity,



the desire
(motivation) to
perform that activity,



the sense of satisfaction
we feel while performing
that activity.

Source: Tomas Chamorro-Premuzic, "The Talent Delusion", Little, Brown Book Group, 2017

THE TEAM ROLES & TALENTS



Ask people what they enjoy and what their strengths are. Also ask others what strengths they see in those people - often, others notice things that we don't see ourselves.

If someone likes mathematics, they may be good at managing the project budget. Do not assign such a task to someone who immediately says they are not good at it. Instead, explain the project and ask: "What would you like to be responsible for?"

This kind of team selection can make a huge difference.

TALENTS

Instructions for teachers and youth workers

- Invite students to reflect on their talents and strengths.
- Provide them with the worksheet on the next page and give them enough time to complete it individually.
- Next, prepare another worksheet with small cards (at least 4 per student). Ask students to collect feedback from others by giving these cards to their peers and asking them to write down what they see as that person's strengths or talents.
- Remind students to be specific and constructive in their feedback. Emphasize that the focus should be on skills and abilities, not personal relationships.
- Once the cards are returned, ask students to compare their own answers with the feedback they received from others.
- Facilitate a short reflection by asking questions such as:
 - What surprised you?
 - Do you agree with how others see your strengths?
 - Is there anything you would like to add to your "talents" list now?
- Give students time to update their worksheets if needed.

Instructions for students

- Take a moment to reflect on your own talents and strengths. Complete the worksheet on the next page honestly and thoughtfully.
- Then, ask a few classmates or friends to write down what they think your strengths are (use small cards or notes). Remember to ask them to be specific and focus on your skills and abilities.
- When you receive the feedback, compare it with your own answers.
- Think about the following:
 - What surprised you?
 - Do you agree with their opinions?
 - Did they notice something you didn't see before?
- Finally, update your "talents" list if you want to add something new. This will help you better understand your strengths and how you can use them in the future.

TALENTS

Answer the questions about yourself

What's your hobby?

.....

What's the easiest for you to learn?

.....

Which achievements in your life are you most proud of?

.....

What are you doing better than anyone else you know?

.....

What are the activities that give you satisfaction?

.....

How do other people define you?

.....

What positive qualities do they give you?

.....

What do you think I'm great at?
What am I doing better than anyone else you know?

What things am I good at?

What do you think I'm great at?
What am I doing better than anyone else you know?

What things am I good at?

What do you think I'm great at?
What am I doing better than anyone else you know?

What things am I good at?

What do you think I'm great at?
What am I doing better than anyone else you know?

What things am I good at?



FEEDBACK AS A LEADERSHIP TOOL

Feedback is a key leadership tool that helps improve performance, increase team engagement, and build a culture of open communication. A good leader does not only evaluate others but also supports their development by giving clear and useful guidance instead of general criticism.



Before giving feedback, think:

- What kind of message would motivate me?
- What would help me do better next time?

This mindset is the key to effective feedback.

Principles of Constructive Feedback

- Be specific, not judgmental

✗ “You are lazy.”

✓ “I noticed the report was not submitted on time.”

- Rule: Positive - Friendly - Private

Positive feedback can be public

Negative feedback should always be private and respectful

- Two-way communication

A leader should both give and ask for feedback (360° feedback)

- Timeliness

Give feedback as soon as possible after the situation

- Appreciate first

People are more motivated when their effort is noticed

FEEDBACK AS A LEADERSHIP TOOL

Green Feedback – What is it?

Green feedback is a way of giving feedback that helps someone grow instead of making them feel bad. Think of it like watering a plant - you support development, not criticism.

It focuses on:

- what someone did well
- what they can improve
- how they can move forward
- It is kind, specific, and helpful.

Example

Not green feedback:

“Your presentation was boring.”

Green feedback:

“I liked how clearly you explained your main idea. Maybe next time you could add more examples or visuals to make it more engaging.”

Why is this better?

- It starts positive
- It gives a clear suggestion
- It supports improvement

Simple Structure

Use this pattern:

- What was good?
- What could be better?
- Suggestion for next time.

Before giving feedback, ask yourself:

“Will this help the person grow?”



FEEDBACK AS A LEADERSHIP TOOL

Instructions for teachers and youth workers

- Ask students to sit in the same groups where they recently worked together.
- Each student should give feedback to at least two people using the Green Feedback structure:
 - What was good?
 - What could be improved?
 - Suggestion for next time.
- Encourage students to speak honestly but kindly.

After the activity, lead a group discussion – ask:

- Was giving feedback easy? Did it get easier each time?
- Was receiving feedback easy? Did it get easier each time?
- Did your feedback help the other person grow?

Instructions for students

- Think of your last group project. Give feedback to at least two people using the Green Feedback structure:
 - What was good?
 - What could be improved?
 - Suggestion for next time.
- Speak honestly but kindly.

After the exercise ask yourself:

- Was giving feedback easy? Did it get easier each time?
- Was receiving feedback easy? Did it get easier each time?
- Did your feedback help the other person grow?

Rate yourself:

- I gave constructive feedback: ☐1 ☐2 ☐3 ☐4 ☐5
- I was respectful and kind: ☐1 ☐2 ☐3 ☐4 ☐5
- My feedback helped others improve: ☐1 ☐2 ☐3 ☐4 ☐5

PERSONAL LEADERSHIP PLAN

Instructions for teachers and youth workers

- Invite students to prepare their Personal Leadership Plan (next page).
- Remind them that they have already gone through many steps – practicing leadership, working in teams and completing different tasks. Emphasize that the end of this toolkit is actually the beginning of their leadership journey.
- Encourage students to create their own plan using the worksheet provided. They can use the hints on the next page if needed.
- Highlight that the most important thing is for the plan to be personal, realistic, aligned with their own goals, strengths and potential.
- Support students in understanding that they are the experts of their own development and this plan should reflect who they are and who they want to become as leaders.

Instructions for students

- Now it is time to create your Personal Leadership Plan (next page).
- You have already taken many steps – tried different leadership roles, worked with others and completed various tasks. Remember: this is not the end, but the beginning of your leadership journey.
- Use the worksheet to design your own plan. You can use the hints on the next page to support you.
- Make sure your plan is true to you – your goals, your strengths, your potential.
- Remember: you are the expert on yourself. This is your path – create it in a way that feels right for you.

PERSONAL LEADERSHIP PLAN

3 concrete steps I will take in the next 3 months.

Name and surname: _____

Country and school: _____

1.

2.

3.



HINTS ABOUT THE STEPS - 3 AREAS OF DEVELOPEMENT

Build Yourself First (Personal Growth & Habits)

Before leading others, you need to work on yourself.

10 Examples:

- Practice speaking clearly in class or clubs.
- Set personal goals (like finishing homework on time).
- Learn how to manage stress instead of giving up.
- Read a leadership book or watch TED talks on leadership.
- Take responsibility when you make mistakes.
- Try new challenges (sports, debates, projects).
- Work on self-discipline (like limiting phone time).
- Ask for feedback from teachers, mentors, or friends.
- Build confidence by celebrating small wins.
- Learn to manage your time so you don't burn out.



Make an Impact (Action & Vision)

Good leaders inspire action and create change.

10 Examples:

- Start a small project at school (like a clean-up day).
- Organize a fundraiser for a cause you care about.
- Lead by example—if you want others to recycle, do it yourself.
- Share your vision—tell your team why the task matters.
- Use creativity to solve problems (new ways to present ideas).
- Volunteer in your community to make a difference.
- Motivate your group with energy and positivity.
- Set a clear goal (like finishing a project early).
- Inspire others by showing passion for what you do.
- Leave things better than you found them—always add value.

Lead with Others (Teamwork & Relationships)

Leadership is about people. Build trust and learn to work with them.

10 Examples:

- Listen when friends share ideas instead of interrupting.
- Encourage shy classmates to speak up.
- Share responsibilities instead of doing everything yourself.
- Show respect, even if you don't agree with someone.
- Help a struggling teammate instead of criticizing them.
- Organize a group project by dividing tasks fairly.
- Practice solving conflicts calmly (not shouting).
- Be positive and supportive when things get tough.
- Recognize others' efforts—say "great job" or "thank you."
- Make decisions by asking for input, not just giving orders.



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