YESSS

Youth & Europe :
Social, Sustainability, Strategy

Activities for youth workers

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The UN Sustainable Development Goals are the world's common agenda to eradicate poverty and hunger, ensure education, decent jobs and equality, reduce inequality, ensure sustainable production, infrastructure and energy, and fight climate change.

The UN Sustainable Development Goals is the plan to be able to live a proper life now and pass the world on in proper condition to future generations.

The YESSS project is about inspiring young people to start initiatives that benefit both people and nature.

This booklet provides ideas on how young people, and people working with young people, can create activities that inspire further work and entrepreneurship around social, green and economic sustainability.

Global Goals At Stake

Target group:

From age 15+

Duration:

45-90 min.

Type of activity:

Board Game

SDGs:

All

Created by:

FN-forbundet

Objectives:

- To get to know the SDGs in an engaging way
- To get an impression of how many sub themes and perspectives there are underneath each goal
- To facilitate a discussion about possible solutions and the possible positive or negative consequences
- To reflect upon the daily actions and decisions that are connected to the realization of the SDGs.

Instructions:

The game is a combination of an app (all content) and a traditional board game.

The participants have to listen to the introduction. Afterwards they participate in a plenum version. Next they play in groups – and finally they participate in a discussion.

Steps:

- A short introduction to the game and the rules
- Playing the game in plenum – lead by a facilitator
- Playing the games in groups
- Debrief - talk about which ´questions & answers´ and actions that surprised you the most. Talk about the dilemmas you came across.

You can find the rules here: https://fnforbundet.dk/media/1734/gre_boardgame_rules_english.pdf

You can download the free app here: https://apps.apple.com/us/app/global-goals-at-stake/id1453854576 or https://play.google.com/store/apps/details?id=com.fngame&hl=en_US

You can find all content in a printable version here: https://fnforbundet.dk/for-skoler/global-goals-at-stake/

Get a grasp on the SDGs

Target group:

Age 15+

Duration:

30 min.

Type of activity:

Interactive discussion

SDGs:

All

Created by:

FN-forbundet

Objectives:

- To get an insight into how and why the Sustainable Development Goals (SDGs) are related. Improve ability to form arguments.

Organisation:

It is organized through each participant receiving a piece of card with an SDG on it with a long string of yarn used to connect the players more and more intricately as the game continues.

Instructions:

- The group each get a sign with one of the SDGs. The group then stand in a circle and show their signs. After a brief pause to think, they take turns sharing which goal they were given and why the goal is important.

- The facilitator gives a piece of yarn to one of the participants and asks them to pass it to a person with a goal that the student feels is connected to, or is a prerequisite of, the goal that they have themselves.

- The arguments can be something like “I think goal 15 is connected to goal 14 because they are both related to protecting nature and animals regardless of if it is in the ocean or on land” …

- After several rounds, a spider web of the yarn should have formed from the string being tied around multiple people’s fingers.

- The facilitator now asks one (or more) of the students to unwind the yarn from their finger. The cobweb becomes looser and more unstable as a result: the teacher asks the students to relate this to the goals. For example, what would happen if one of the goals was left completely unaddressed? Get a discussion going about how the goals are interconnected and dependent on each other.

Quiz and swap

Target group:

Age 15+

Duration:

30 min.

Type of activity:

Walk and talk kind of activity

SDGs:

All

Created by:

FN-forbundet

Objectives:

- To help students test and improve their knowledge on the UN's history, geopolitical influence and goals.

Organisation:

It is organized through printing out pages of question and answer squares with each player receiving one.

Instructions:

- Each question about the UN is on a square piece of paper alongside the answer to the question. Cut out the squares. Every player gets one card. Everyone goes around finding one person to read their question out to. The second person answers and then reads out their question, which the first person answers. They swap cards and repeat with a new partner.

Print outs:
See appendix 1

Ideas for a better world (1)

Target group:

Age 15+

Duration:

2 hours

Type of activity:

Group work

SDGs:

All

Created by:

FN-forbundet

Objectives:

- Idea generation
- To be able to plan a process
- To reflect upon why your ideas are good for the world - in what you envision, which SDGs they address.
- To give and receive feedback

Organisation:

It is organized by trying to consider a challenge in your local community and then generating ideas for a project that could address it including considering the value chain and other aspects of the process.

Instructions:

In groups:
Brainstorm ideas for either an event, a project or a product – it could also be a way to solve a problem or to help someone. Consider a challenge in your local community and then generate ideas for a project that could address it including considering the value chain and other aspects of the process.
Choose one of them.
In the groups - find out:

- What challenge needs to be solved?
- What does the situation look like right now?
- What is your mission?
- Your product/project
- Your target group
- Why should someone use, buy, join your product or project?
- Which ones of the SDGs is your product/project targeting?
- Economy?
- Challenges (e.g. Competition from others)

  Feedback - 2 groups present their plans for each other and give each other constructive feedback

Ideas for a better world (2)

Target group:

Age 15+

Duration:

2 hours

Type of activity:

Group work

SDGs:

All

Created by:

FN-forbundet

Examples:
Challenge: Lack of inclusion of ethnic groups in the local area. Product: Theater festival with a focus on ethnicity and inclusion
Challenge Lack of vegetarian options in the canteen Product: Vegetarian alternative
Challenge: Environmentally damaging clothing industry. Product: clothing exchange in the local community
Challenge: Overuse of things in everyday life. Product: Repair station in the local area
Challenge: Lack of activation of people with social challenges Product: Involvement of them in the above-mentioned repair station

Feedback - 2 groups present their plans for each other and give each other constructive feedback

The groups: Make a presentation

Proposal for presentation:
- slides
- poster
- video
- explainer to SOME
- a song/rap, poem etc. Eq.

Target group:

From age 15+

Duration:

45-90 min.

Type of activity:

Role-playing

SDGs:

All

Group size:

4 to 12 players and 1 facilitator

Inspired by:
LaFonda organisation

Adapted by:
MDE40
Wipsee

"WORKING TOGETHER FOR 2030": SDGs ROLE-PLAYING GAME

Objectives:

- Understand the Agenda 2030 and the SDGs
- Know how to mobilise people to effectively service your projects through social economy
- Develop the skill of cooperation
- Get organised to build a sustainable future

Aim of the game:

To solve a challenge in 30 minutes by working together around the table.

Materials :

1 challenge card

Player cards

Positioning cards

A table of the 17 SDGs

Draft for brainstorming + pens, etc.

Organisation of the game :

1) 10-minute set-up and introduction to the game. The facilitator introduces the game by presenting the game and its objectives.

2) 30 minutes of playing time (role playing)

The participants will have to brainstorm to come up with a joint response to the problem set, taking into account the relevant SDGs and the social economy. Everyone will have a key role to play in the project and will have to discuss the type of involvement and the form it should take.

3) 5-minute debrief

See appendix 2… for further instruction, role position cards etc.

SEcape game (1)

Target group:

From age 15+

5 to 12 players and 1 or 2 facilitators

Duration:

45 min.

Type of activity:

Escape Game

SDGs:

17 and 11

Created by:

MDE40

Objectives:

- Understand the Social Economy
- Know how to mobilise people to effectively service your projects
- Develop the skill of cooperation
- Get organised to build a sustainable future

The role of the facilitator:

The facilitator must prepare all the equipment and the location for the escape game beforehand. During the game, the facilitator can be present, without having to help the participants. The time can be projected onto a board so that the participants can keep track, or the facilitator can give the time every 10 minutes.

If the group gets stuck, the facilitator can also give clues.

Aim of the game: To solve a challenge in 45 minutes by working together.

Materials :

- 4 boxes
- Lockdown
- Leaflet
- 4 Flasks

Organisation of the game (45 minutes) :

1. Introduction video (2 minutes)

"*Hello and welcome to this SEcape Game for you, the young citizens of the village of Eclypsia. Despite appearances, this village enjoyed a period of significant economic growth and prosperity, where everyone was happy in their professional and personal lives.*
Today... nothing's going right, half the shops are closed, young people aren't staying and the town is no longer properly maintained. It's been called a ghost town. Even the Mayor has disappeared.
The future of your village depends on you!
In this escape game, you will discover and use the secrets of the SSE to save the town.
Only you can do it!

SEcape game (2)

2. Beginning of the Secape Game (35 minutes)

Box n°1
Participants will find a crossword puzzle in which they have to find all the words to find the last one.
https://drive.google.com/file/d/1C0Bjy4cWB8jVjTdp38E7b_AIZ7QDU6TL/view?usp=sharing

In the box, they will discover a vial filled with liquid with a strange label...

They need to find the number code for the lock on box 2...

Box n°2
In the box, they will find brochures on a range of themes, but there is something hidden among all these items... Once again, they will have to solve the mystery.
And one more thing: another bottle in the box with a sticker on it... different from the last one...

Once they have solved both mysteries, they will head for the facilitator... who will give them an element to help open the next box…

Box n°3
Different images represent different things... but will they be able to solve the clues hidden inside?
Another flask! A sticker! That's strange...

They need another code to open the last box…

Box n°4
Box 4 contains a mixture of several items that the participants will have to solve: a watch, a sports shirt, photos, a diary? What does it all mean?
They have to find the hidden clue to open the last lock that will give them the key to the last enigma...

This last clue will allow them to discover the last part of the game and finish it.

3. End

They will discover a final message full of hope for their village

Exploring Entrepreneurship as a Way of Learning (1)

Target group:

From 14 years old.

Duration:

2h30

Type of activity:

Team work

Focus:

Social entreprenuership and 17 SDGS

Created by:

MDE40 WIPSEE

Objectives of the game

- Understand the key concepts of entrepreneurship, Social Economy and SDGs
- Acquire skills in creativity, problem-solving, collective intelligence and critical thinking
- Learn to develop an entrepreneurial idea aligned with Social Economy and SDGs principles (sustainability, social inclusion, environmental impact...)
- Understand the key stages of project design.

The role of the facilitator

The facilitator will work upstream on societal issues depending on the group of participants. Throughout the activity, they will provide support for groups that need guidance, but will not be there to give concrete ideas.

Aim of the game: The aim is to encourage participants to work together to come up with a concrete and viable project idea in response to a given problem. They will be encouraged to think together, and to assess the impact of their project on the SDGs.

Materials :

- Social economy sheet
- A table of the 17 SDGs
- Card with societal problems
- Draft for brainstorming + pens, etc.
- Computer (each group)
- "How do I know if my youth mobility project contributes to sustainable development?" handbook (1 by team)
- (Envelope with information on the issues involved)

Organisation of the game:
1. *10-minute set-up and introduction to the game*

2.Steps
The facilitator presents the module and the objectives to the groups. If the participants have not previously been involved in any activities, time should be set aside to introduce SSE and the SDGs (allow 20 minutes for the presentation).
The participants will be divided into groups of 3 or 4 people maximum. Each group will have a table with all the SDGs and an explanatory sheet on the social economy with the main principles. The facilitator hands out 1 card with a societal issue. This card is compulsory and the groups cannot change or exchange it.
= 10 minutes

Each group will have 20 minutes to brainstorm on how to approach the proposed problem. The group is not expected to have all the elements in 20 minutes, but to have a more or less concrete idea of the project.
During this brainstorming, they will have to choose 3 SDGs on which they wish to have an impact. Once they have chosen the 3 SDGs, they will not be able to change them during the course of the activities.
= 30 minutes

3. *Time to create*

The groups must create a project that responds to the proposed problem while keeping in mind the obligations: SSE dimension, impact on the chosen SDGs, viability of the project.
They will also have to work on a logo, a strategy, the target group, the location of the project and its implementation.
They will have a series of questions to answer to help them move forward:
- What are the objectives of the project?
- Who is the target group?
- What needs does it meet?
- How long will the project last?
- What is the budget? And how will it be funded?
- Who are the partners?
- What activities would you like to set up?

To assess the impact of their project on the SDGs, they will use the paper or digital version of the questionnaire “How do I know if my youth mobility project contributes to sustainable development?” handbook created by MDE40 WIPSEE. This questionnaire enables the group to see how they are impacting on the SDGs chosen at the outset, but also to see which SDGs are not being impacted at all and how they can improve this.
= 45 minutes

BREAK 15 minutes

The groups will have to present their project in front of the other groups. They can present it in any way they like: pitch, video, post on social networks, graphic facilitation, etc. They each have 5 minutes to present it.
= depending groups number

3. 10-minute debrief

The facilitator will encourage the participants to take stock of the activity, what they have learnt, etc.

Adaptation

The facilitator can also, depending on the group/age, etc., prepare envelopes in which the participants will have information relating to the problem proposed. They can use this information to create their project. If the facilitator wishes to provide an envelope with information, they will have to prepare it in advance according to the chosen issues.

They will also be given a guideline as to what they should create: an association, a mobility project, etc. Giving a guideline means that there will be a variety of proposals at the end of the game.

SDGs Social Entrepreneurship mapping (1)

Target group:

From age 13

4 to 20 players in minimum 4 people groups and 1 facilitator.

Duration:

2 hours

Type of activity:

Group activity

SDGs:

All

Created by:

HORIZONTE/ INNETICA

Objectives of the game

1. Identify existing social projects in our environment that can be linked to each one of the 17 SDGs.
2. Recognize the 3 pillars of sustainable development: economic, social and environmental through the identification and investigation of good practices.
3. Know the practical application of the SDGs in entrepreneurship to integrate them into Young Social Entrepreneurship.
4. Have a look at climate change and the role of Young Social Entrepreneurs as a driving force for social change and innovation.
5. Know how to be a changemaker for social values: to change and to see the world as it can be, not as it is, providing an international outlook of SE.
6. Participate in a research project for the creation of a database of sustainable ventures according to the 17 SDGs and the 2030 Agenda.
7. Actively participate in building a better future.

The role of the facilitator

Provide a ´learning through the gamification´ technique combined with dynamic research.

Explain the 17 SDGs and the concept of Entrepreneurship to learn the importance of the role of a Young Social Entrepreneurship: working for a better world for people, economy, and environment.

Adapt the activity to the needs of the group.

Help them with Google maps app.

Streamline the group, guide it, and organize it so as not to deviate from the objectives and not to disperse.

Propose further work with all sectors/social actors in the mapped area: local government, associations, companies and even individuals. The goal would be long-term participatory work in order to do a complete mapping and keep it up to date. In this way it would serve as information, a work dynamic, and mixed, intergenerational training open to all actors involved.

SDGs Social Entrepreneurship mapping (2)

Aim of the game

To know the relationship between SDGs and Entrepreneurship to learn the importance of the role of a Young Social Entrepreneurship: working for a better world for people, economy, and environment. The dynamics of the activity includes the 17 SDGs of the 2030 Agenda.

The activity consists of a mapping of experiences and ventures in your area (for instead in Aragon), identifying SDGs among the 17 SDGs of the 2030 Agenda linked to these experiences.

Participants can be asked to collect information a few days before carrying out the activities as a research game. This activity is designed not to be an isolated and one-time action but rather maintained and updated over time.

It is a activity to establish a work scheme.

Materials:

- For users: mobile phone and laptop (1 for group)
- For the facilitator: Laptop, screen, and projector
- Google maps in the laptops
- Chronometer or Mobile Chronometer App
- 17 SDGs cards
- Post-it notes.
- Notebook
- Pen

See appendix 3

SDGs in Action for Climate (1)

Target group:

From 13 years

4 to 20 players in minimum 2 people groups and 1 facilitator.

Duration:

1 hour

Type of activity:

Based on the QUIZ methodology.

SDGs:

All

Created by:

HORIZONTE/ INNETICA

Objectives of the game

1. Among the 17, identify the SDGs that are directly linked to climate change.

- SDG 7: Guaranteed access to affordable, safe, sustainable and modern energy.
- SDG 11: Making cities more inclusive, safe, resilient and sustainable.
- SDG 13: Take urgent action to combat climate change and its effects.
- SDG 14: Preserve and use sustainably oceans, seas and marine resources.

2. Understand in detail the meaning and importance of these four SDGs, raising awareness among young people.

3. Learn about and disseminate existing projects linked to the climate SDGs.

4. Know and understand the current situation and how the 4 SDGs identified can influence the future.

5. Actively participate in building a better future.

6. Develop social group work skills.

The role of the facilitator

Prepare the QUIZ, list of questions related to the topic, adapting them to the needs and educational level of the participating group.

Create a fun space for interaction, in which students learn about sustainability and SDGs in a dynamic way.

The game can be played online with the Quiz App or Offline to encourage interaction between participants and work on social skills.

Adapt the game to the needs of the group and choose to do it online or offline.

Direct the development of the game to adjust to the named times.

Streamline the group, guide it, and organize it so as not to deviate from the objectives and not to lose focus.

Aim of the game

Learning through the gamification technique. Answer 10 questions about SDGs 7, 11, 13 and 14 in 1 minute per goal. The methodology is a multiple-choice test. The group with the most successes (green cards) wins.

A QUIZ is a game that consists of choosing the correct answer to a question.

It is a much less formal way of learning than an exam. The Quiz is fast, it is a more playful and less formal evaluation, and it stimulates the student in the learning process.

SDGs in Action for Climate (2)

Materials: Playing online – For users: mobile phone

– Quiz app on the mobile phones of all the contestants.

– Laptop, screen, projector.

Playing offline (most suitable) – SDGs 7, 11, 13 and 14 cards.

– Cards with the multiple-choice test.

– Green cards for the right answers.

– Red cards for the right answers.

– Chronometer or Mobile Chronometer App.

– Laptop, screen, projector.

Organisation of the game:

1. **20-minutes set-up about SDGs and introduction to the game.**

2. **The facilitator makes a general presentation of the SDGs of the 2030 Agenda and explains this game is about this SDGs:**

The facilitator introduces the game by presenting it and its objectives.

The players are organised in groups and around the playing room.

3. **20 minutes of playing time.**

Each group chooses a spokesperson to give the chosen answer.

The facilitator reads the first question and the possible answers.

One minute is counted for the groups to decide the answer. After the time is over, the spokespeople say the answer one by one and in turn (decided by the facilitator) in a loud voice. The facilitator says the correct answer and each group that has guessed correctly wins a green card, those who have failed receive a red card.

4. **5 minutes of closing.**

The winner group is the one that has obtained the greatest number of green cards. In the event of a tie, the groups will share the winner's position.

Time to solve any doubts about the topic and the QUIZ questions and answers.

Critical Design Thinking and Co-design methodology

Target group:

For all ages

Groups between 5 and 10 persons

Duration:

3 hours + 3 hours

Type of activity:

Group activity

SDGs:

SDGs in general

Created by:

EGInA

Objectives:

Learning outcomes (Bloom Taxonomy)

1. **Knowledge level**
   Recognize Design Thinking and Social innovation as relevant clusters in favor of personal empowerment and collective prosperity.

2. **Comprehension level**

   Understand the methodology behind Design Thinking approaches.

   Define a specific social problem to be explored and tackled.

   Distinguish the various elements of a specific social matter.

   Define research related to a specific social matter.

3. **Application Level**
   Organise ideas related to a specific context or matter.

   Prepare an articulated project that would cross SDGs and SSE.

   Produce a prototype of a given project.

How is it organised?

SLOT 1 AND 2
45min
Design Thinking-based warming up and team building activities (Rock Paper Scissors Tournement + Ninja).

15min
Quick break.

1h
Introduction to Design Thinking methodologies (30 min frontal class+30 min practical activity in Miro)

15min
Break.

55min
Design Thinking based team building activity (Spaghetti Marshmallow Challenge)Creation of teams Quick identification of a main group idea (Material needed: 1 big white sheet – Post-it in ¾ colors, pencils, pens)

Other
*Participants should be provided with laptops or to be asked to bring their personal one

See appendix 6

Critical Design Thinking and Co-design methodology

Target group:

For all ages

Groups between 5 and 10 persons

Duration:

3 hours

Type of activity:

Group activity

SDGs:

SDGs in general

ESS in general

Created by:

The HUB Nicosia

Objectives:

- To allow teams to work collaboratively on their ideas and apply the Design Thinking Micro Cycle to refine their concepts.
- To facilitate a structured approach to problem-solving, iteration, and prototyping within the teams.
- To provide teams with an opportunity to further develop their understanding and apply Design Thinking methodologies.
- To introduce participants to the YESSS platform and demonstrate its potential for supporting their projects.
- To engage participants in piloting activities on the YESSS platform to familiarize them with its functionalities and assess its suitability for their project needs.

A short explanation of the activity:
After the first two informative slots, teams will delve deeper into their ideas and apply the Design Thinking Micro Cycle to refine and develop their concepts further. This involves a structured approach to problem-solving, iteration, and prototyping.
Additionally, there will be a presentation of the YESSS platform, followed by piloting activities to familiarize participants with its functionalities and potential for supporting their projects.

1h

- Teams delve deeper into their ideas, applying the principles of the Design Thinking Micro Cycle:
- They will identify and define their users' needs, create potential solutions, prototype concepts, and gather feedback to iterate and refine their ideas.
- Facilitators will provide guidance and support as teams navigate through each stage of the Design Thinking process, fostering collaboration and creativity.

15min

- Presentation of the YESSS platform:
- Introduce participants to the YESSS platform, highlighting its features and functionalities.
- Participants will learn how the platform can support their projects by providing tools for collaboration, project management, and resource sharing.

30min

- Platform piloting:
- Paticipants will have the opportunity to explore the YESSS platform hands-on through piloting activities.
- Facilitators will be available to assist participants and address any questions or concerns they may have about using the platform effectively.

Step by Step to the Future: A Sustainable Development Goals Adventure (1)

Target group:

15 years or more

Duration:

2H30

Type of activity:

Game

SDGs:

All +

entrepreneurship

Created by:

KEPDER

Objectives:

- The game aims to help teach young people about the Sustainable Development Goals in an interactive way. Our game also:
- Understanding the Sustainable Development Goals. The game will help young people understand the concept of the SDGs, their importance and the specific goals they aim to achieve.
- The game encourages young people to think about how global issues can be addressed and solved.
- The game is expected to promote a sense of global citizenship and empathy towards people in different regions.
- The game is expected to promote cooperation and effective communication among young people.
- The game is expected to encourage young people to think about the ethical implications of their decisions within the game.
- The game is expected to encourage young people to reflect on the SDGs and think about how they can contribute to the Sustainable Development Goals in their own lives.

This activity focuses on addressing the themes of SDGs (Sustainable Development Goals) and entrepreneurship, particularly emphasizing the importance of the role of young social entrepreneurs. It aims to educate participants about the significance of working towards a better world for people, the economy, and the environment through the lens of entrepreneurship. The dynamics of the activity encompass the 17 SDGs outlined in the 2030 Agenda, encouraging participants to explore how they can contribute to these goals. The overarching goal of this activity is to uncover the potential of young individuals in developing innovative and impactful solutions to societal issues.

Step by Step to the Future: A Sustainable Development Goals Adventure (2)

Short explanation of the activity:

"Sustainable Hero of the Future" is an interactive tabletop game where players learn about the sustainable development goals. The group leader asks questions from the question cards while the groups, divided into A and B groups, answer the questions and try to complete the SDG cards, trying to make BINGO. The group with the most BINGOs wins the game. Through this activity, participants gain an engaging and enjoyable awareness and understanding of the sustainable development goals.

Instructions:

The game "Sustainable Hero of the Future" can be organized as follows:

Materials: Question cards about sustainable development goals, scoreboard, two bells, SDG cards, laptop

Player Order: Two equal groups are formed, A and B. The two groups gather around a table. There is a bell on each table.

The game leader has a set of question cards. The game leader asks the questions using the question cards. 5 questions are prepared for each SDG. This is a total of 85 questions. The question cards are given on the screen and asked by the game leader.

In groups A and B discussing the question, the group that is ready to answer the question gets the right to answer by hitting the buzzer.

A score sheet is prepared on which the facilitator will write the points. The group that gives the correct answer will be awarded points.

SDG cards: 17 cards are prepared. Each card is divided into 5 and with the correct answers to the questions asked for the objectives, each of the sections on the SDG cards is closed. When 85 questions are finished, each card is checked and it is revealed which SDG objectives are known.

You can customize the rules and process of the game according to the needs and the number of players. You can also add different elements in addition to the question cards, such as discussion or task cards, so that the game can become more interactive.

How to create a training module

Target group:

15

Duration:

2 hours

Type of activity:

Team work

SDGs:

17

Created by:

MDE40
WIPSEE

Objective:

- Promote the exchange of good practices/experiences
- Develop communication skills in an intercultural context
- Putting into practice the knowledge acquired
- Create a Must-Haves Charter

The general aim
of this activity is to enable participants to begin by working in small groups to think about what is needed to create a training module. They will be asked to brainstorm together on an idea for a Charter that they would need to follow in order to create an activity. The end result of this activity will be the Charter of the essentials for creating a training module. This Charter will be theirs, and they will be able to refer to it whenever they need to.

How : Interactive presentations, group activities and collective reflection.

Materials :

- Whiteboard or flipchart with markers.
- Materials for practical activities (worksheets, pens, etc.).
- Evaluation forms for participant feedback.

Organisation (1h30 in total)

1. **Introduction (10 minutes) -** Welcoming the participants.

2. **Brainstorming (20 minutes)**

The group will be split into 4 and the facilitator will give the following instructions: "Each group will think about what they think is essential to create a training module. What do we need to think about beforehand? What are the areas to think about?
They have 20 minutes to think with their group. They have material on their table so that they can make drafts if necessary.

3. **Pooling of ideas (20 minutes)**

After 20 minutes, the facilitator asks the group to join another group, for example group A joins group B, and group C joins group D. Together, they will pool their thoughts to come up with a single charter.
They have 20 minutes.

4. **Creation of the Must-Haves Charter (30 minutes)**

All the groups come together to form a single group, and they in turn present the Charter they have devised. They will be able to discuss the similarities and differences in their Charter.
During the discussions, one of the facilitators will write down the participants' ideas in the form of a tree structure. The aim is to end up with a final Charter that will be available to everyone. They will be able to refer to this Charter when they have to create an activity.
They have 30 minutes.

5. **Review and feedback (10 minutes)**

Appendices

APPENDIX 1 - Quiz'n Swap.....p. 24-26
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APPENDIX 6 - Critical Design Think. & Co-design meth.....p. 42

APPENDIX 1 - Quiz'n Swap (1)

Question:

What does UN stand for?

Answer:

United Nations

Question:

Who does the Universal Declaration of Human Rights apply to?

Answer: All people (regardless of gender, age, race, disability, religion)

Question:

What date is UN-day?

Answer:

24 October

Question:

How many UN member states have signed up to the Universal Declaration of Human Rights?

Answer: All 193

Question:

How many permanent member states are there in the UN Security Council?

Answer: 5

Question:

In what year was the Universal Declaration of Human Rights adopted?

Answer: 1948

Question:

Which 5 countries are permanent members of the Security Council?

Answer: USA, France, China, UK and Russia.

Question:

Based on which historical event was the UN Universal Declaration of Human Rights adopted?

Answer: World War 2

Question:

What are the UN's 3 focus areas?

Answer:

Peace and security

Development

Human rights

Question:

How many articles does the UN Universal Declaration of Human Rights consist of?

Answer: The UN Universal Declaration of Human Rights consists of 30 articles.

APPENDIX 1 - Quiz'n Swap (2)

Question:

Is the UN a world government?

Answer:

No- the UN is not a government; it is an international forum for cooperation between countries.

Question:

What is the name of the UN's food program that saves lives during crises, and helps feed children so they can go to school?

Answer: WFP (World Food Program)

Question:

How many goals does the UN's Sustainable Development Goals consist of?

Answer:

17 (as well as 169 targets)

Question:

In what year were the UN Sustainable Development Goals adopted?

Answer:

2015

Question:

How many member states does the UN have?

Answer:

The UN has 193 member states.

Question:

When did Denmark become a member of the UN?

Answer:

1945, when the UN was created

Question:

How many nations were involved in the creation of the UN?

Answer: 51, including Denmark

Question:

How many languages is the Universal Declaration of Human Rights translated into?

Answer:

Over 500 languages

Question:

Where does the UN get money from?

Answer:

The member states each pay an annual amount.

Question:

What is the name of the UN's international treaty that sets out the basic principles of international relations?

Answer: The UN Charter

APPENDIX 1 - Quiz'n Swap (3)

Question:

Where were the UN Sustainable Development Goals adopted?

Answer:

At a UN summit in New York

Question:

Who has adopted the Sustainable Development Goals?

Answer: All 193 UN member states' heads of state and governments

Question:

What is the name of the convention related to the Universal Declaration of Human Rights that deals with children's rights?

Answer: Convention on the Rights of the Child

Question:

What is the title of the Chief Administrative Officer of the UN?

Answer:

Secretary General

Question:

How many UN member states sit on the Security Council?

Answer:

15

APPENDIX 2 - SDGs ROLE-PLAYING GAME (1)

“WORKING TOGETHER FOR 2030": SDGs ROLE-PLAYING GAME
Inspired by a French game by LaFonda organization.

Objectives of the game
Understand the Agenda 2030 and the SDGs
Know how to mobilise people to effectively service your projects
Develop the skill of cooperation
Get organised to build a sustainable future

The role of the facilitator
They prepare the game by adapting the challenges and rules according to the objectives and the lessons they want the players to learn.
They ensure that the game runs smoothly, regulating exchanges between participants, and ensuring the time allowed is kept to.
They make it easier to understand the challenges and stimulate creativity.

Number of players: 4 to 12 players and 1 facilitator

Aim of the game: to solve a challenge in 30 minutes by working together around the table.

Materials :

- 1 challenge card
- Player cards
- Positioning cards
- A table of the 17 SDGs
- Draft for brainstorming + pens, etc.

Challenge cards: the facilitator can create challenges according to the SDGs chosen, at the local, national, European or international levels. The challenge cards include the challenge, the main SDG, the SDGs affected and data on the subject.

Players' cards: throughout the game, each player takes on the role of one of the following players:

- Local authorities / European Commission
- Local associations
- European NGOs
- Individuals

On the cards, each player will discover their role and their missions according to the challenges.

APPENDIX 2 - SDGs ROLE-PLAYING GAME (2)

Positioning cards: the players will each have 5 positioning cards to complete the challenge:

- Project leader: takes the lead in solving the challenge by proposing a solution to the challenge to be constructed collectively.
- Partner: takes part in the solution chosen to solve the challenge
- Agreement: agrees with the solution without getting involved in its implementation
- Veto: opposes the chosen solution and prevents the challenge from being resolved.

Organisation of the game :

1. ***10-minute set-up and introduction to the game***

The facilitator introduces the game by presenting the game and its objectives. Depending on how much the players know, they present the 2030 Agenda and the 17 SDGs.
The facilitator then gives each participant an Actor card, followed by the Positioning cards.
Each player goes round the table to introduce their role to the others.

The facilitator then places the challenge card in the centre of the table. They make sure that all the players understand the challenge.

2. ***30 minutes of playing time***

The actors decide whether they want to be the "project leader" for the challenge. They decide how they want to personify their role according to the actor they are playing, and formulate a solution for the challenge, which they note down on a post-it note **= 3 minutes.**

Each actor places their "project leader" card next to the challenge, and one after the other they state their project aloud and place a post-it note next to their "project leader" card. If there are several project leaders for the same challenge, a period of negotiation begins:

- either they agree amongst themselves, leaving only one project leader,
- or they agree among themselves to formulate a new project, which they rewrite on a new post-it note.

Once the project has been formulated, each player thinks about their position, according to the role they play: partner, supporter, funder, or give their agreement or veto? Each player prepares an argument to justify their position **= 5 minutes.**

After the 5 minutes, each player lays down their Positioning cards.

APPENDIX 2 - SDGs ROLE-PLAYING GAME (3)

The resolution of the challenge then begins.

- If a "Veto" card is played, the opposing player explains why. The project leader is invited to respond, to convince the player to lift their veto.

- If a "Partner" card is played, the player proposing the partnership is asked to specify the terms. The project owner indicates whether or not he accepts the partnership.

- If a "support" card is played, the player proposing the support is asked to specify the terms. The project owner indicates whether they accept or not.

- If a "funder" card is played, the player offering the funding is asked to specify the terms (co-financing, etc.). The project owner indicates whether they accept or not.

- If an "agreement" card is played, the project sponsor can ask the player in agreement to become a partner.

Once all the positions have been justified, re-evaluated and confirmed, no-one can change their position.

When the time is up, no-one can change their position.

- If everyone has taken a stand and the resolution has not been vetoed, then the game is won!

- If not, we identify the sticking points that prevented the challenge from being resolved.

3. 5-minute debrief

After this time, the facilitator introduces a discussion on the lessons learned.

Suggestions for the facilitator and participants to respond to the challenge of "Valuing and encouraging young people living in rural areas" :

- Ensure appropriate infrastructure in rural areas in order to provide equitable delivery of public services, data connectivity and housing opportunities for young people.

- Ensure that sustainable, high quality jobs accessible to young people are created in rural areas.

- Ensure the decentralisation of different activities by, for and with young people in order to support their inclusion and to benefit local communities.

- Ensure that young people in rural areas are actively participating in decision-making processes.

- Ensure equal access to high quality education for young people in rural areas.

APPENDIX 2 - SDGs ROLE-PLAYING GAME (4)

CHALLENGE

CHALLENGE

POSITIONING CARD

POSITIONING CARD

Promoting and encouraging young people's involvement in rural areas

The facts.

74% of 18-24 year olds did not vote in the 2017 legislative elections. 87% of young people do not feel sufficiently represented in politics.

In 2017, a third of 18-30 year-olds were members of or involved in an association. Young people have long had a different relationship with conventional politics, particularly electoral politics. While young people vote less than other age groups, they tend to be more involved beyond the traditional, institutional and formal channels of politics.

Possible players

Individuals: a group of young people, committed young people, young civic or European service volunteers, residents, etc.

Local authority/State: town hall, region, ministry, etc.

European Agency: Erasmus Agency, European Commission, National Contact Point...etc.

European NGO: Youth center, non-profit organisation...

Local organisation: youth organisation, non-profit organisation, youth committee

Examples of initiatives

Consultative youth councils exist to enable young people to initiate action in their area.

Target in Agenda 2030 n°16.7 :

Ensure that decision-making is dynamic, open, participatory and representative at all levels.

Raising public awareness of climate change

The facts.

The world will exceed the 1.5°C warming threshold by 2035 and reach the 2.5°C threshold by 2100.

IPCC scientists point to human activity as the main cause of current global warming. In the long term, this could lead to a rise in sea levels that could engulf entire cities, and cause an irreversible depletion of resources.

Sea levels have doubled over the last decade.

Possible players

Individuals: a group of young people, committed young people, young civic or European service volunteers, residents, etc.

Local authority/State: town hall, region, ministry, etc.

European Agency: Erasmus Agency, European Commission, National Contact Point...etc.

European NGO: Youth center, non-profit organisation...

Local organisation: youth organisation, non-profit organisation, youth committee

Examples of initiatives

Many associations specialise in education, awareness-raising and training on these issues for a wide audience.

Agenda 2030 target 13.3:

Improve education, awareness and individual and institutional capacities for climate change adaptation, mitigation and impact reduction, and early warning systems.

AGREEMENT

DESCRIPTION

At the end of the discussions/negotiations, the "agreement" card means that the player agrees with the resolution presented.

VETO

DESCRIPTION

The veto card means that the player does not agree at all with the resolution presented, and must explain why.
All players must then re-open the discussion.

POSITIONING CARD

POSITIONING CARD

POSITIONING CARD

MENTOR/ASSOCIATED PARTNER

DESCRIPTION

The associated mentor/partner card means that the player wants to take part in the project but is not directly involved. They can act as support, advisor and/or back-up.

It has human and financial resources at its disposal.

PROJECT LEADER

DESCRIPTION

The project leader will propose a solution to the challenge presented. They will have to argue their idea and find partners and financial support.

PARTNER

DESCRIPTION

The partner card means that the player wishes to take an active part in the project by being a direct partner.

They will be able to express their opinions during discussions.

APPENDIX 2 - SDGs ROLE-PLAYING GAME (5)

PLAYER CARDS

PLAYER CARDS

PLAYER CARDS

PLAYER CARDS

INDIVIDUAL

DESCRIPTION

You are a group of young people living in a rural area.
Your current feeling is that you are far from the decision-making process, whether in your town, your country or at EU level.
You are motivated to change this and to start a movement of committed young people in rural areas!

EUROPEAN NGO

DESCRIPTION

You are a European association with a long experience in managing European projects under the Erasmus+ programme, OFAJ, CERV... etc. You can be a project coordinator, a partner or even help other organisations with their projects.
Your main priority: young people.
Your status: Non-governmental association organised around shared governance governed by the social economy.

**Social economy: structures that seek to reconcile economic objectives with social and environmental objectives, emphasising democratic participation, solidarity and the fair distribution of benefits.*

YOUTH ORGANISATION

DESCRIPTION

You are a youth organisation based in a small town. You welcome young people, advise them and support them in their personal and professional development. You manage local projects and are interested in having an impact on as many young people as possible.
Your status: Non-governmental association organised around shared governance governed by the social economy.

**Social economy: structures that seek to reconcile economic objectives with social and environmental objectives, emphasising democratic participation, solidarity and the fair distribution of benefits.*

LOCAL AUTHORITY

DESCRIPTION

You are a local authority (town hall, region...) helping local players to implement actions at local, regional and European level. You have a Europe and Internal department in which you monitor Europe's priorities.

The priority of your 2024 action plan is youth. You are therefore paying close attention to the projects submitted to ensure that they meet the youth priority.

You have financial funds to subsidise projects.

PLAYER CARDS

PLAYER CARDS

LOCAL ORGANISATION

DESCRIPTION

You are a youth organisation based in a small town. You welcome young people, advise them and support them in their personal and professional development. You manage local projects and are interested in having an impact on as many young people as possible.
Your status: Non-governmental association organised around shared governance governed by the social economy.

**Social economy: structures that seek to reconcile economic objectives with social and environmental objectives, emphasising democratic participation, solidarity and the fair distribution of benefits.*

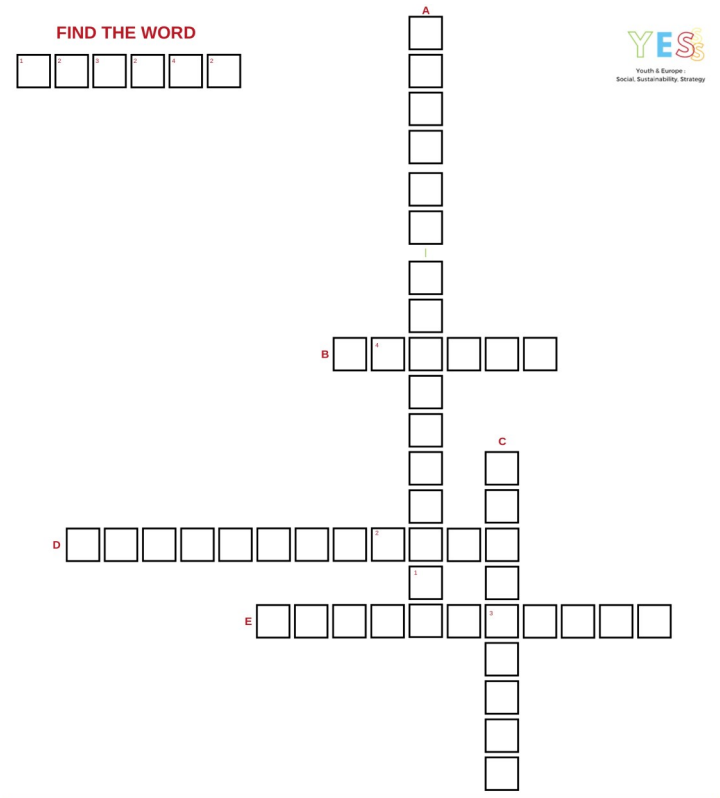
EUROPEAN AGENCY

DESCRIPTION

You are a European Agency that can support project leaders before, during and after their project. You can also propose European programmes that fund projects to a specific set of conditions...

APPENDIX 3 - SEcape game - BOX 1 (1)

Box 1:



Horizontal

B. Offer life and non-life insurance services, along with social security and small social services. Instead of focusing on profits or returns on capital, their main goal is to meet shared needs.

D. An entity dedicated to a cause, not driven by profit, but by mission to serve society.

E. Group of people working together independently, with a shared purpose of achieving common economic, social and cultural goals.

Vertical

A. Organization that applies commercial strategies to maximize improvements in financial, social and environmental weel-being

C. Non-profit organization that helps the community by supporting charitable activities for the common goods.

To help the participants, it is possible to add some contents about social economy.

Youth & Europe :
Social, Sustainability, Strategy

1 flask with this paper —>

PLACE

APPENDIX 3 - SEcape game - BOX 2 (2)

Box 2:

Unlocking Youth Potential: Erasmus+, Social Entrepreneurship, and Sustainable Development Goals

In this document, we'll explore how Erasmus+ programs integrate these crucial elements to equip young people with the skills, knowledge, and mindset to tackle global challenges and create positive change in their communities.

Erasmus+ is more than just an exchange program; it's a platform for personal and professional growth, fostering youth leadership, and promoting active citizenship. Through a variety of activities such as training courses, youth exchanges, and volunteering projects, Erasmus+ empowers young people to develop critical skills, expand their horizons, and become agents of positive social change.

Social entrepreneurship lies at the heart of sustainable development, offering innovative solutions to address pressing social and environmental issues. By harnessing the power of entrepreneurship for social good, young people can contribute to achieving the United Nations' Sustainable Development Goals (SDGs), a universal call to action to end poverty, protect the planet, and ensure prosperity for all.

Erasmus+ programs incorporate the concept of soci43 uti3ity by providing training and support to young people interested in launching social enterprises or projects with a positive impact. By emphasizing the soci43 uti3ity of their ventures, young entrepreneurs can attract investment, mobilize resources, and scale their initiatives for greater impact.

1. Foster Entrepreneurial Mindset: Erasmus+ programs aim to instill an entrepreneurial mindset among young people, equipping them with the skills, knowledge, and attitudes needed to identify opportunities, take initiative, and drive positive change.
2. Promote Social Innovation: By encouraging innovation and creativity, Erasmus+ empowers young people to develop innovative solutions to social and environmental challenges, contributing to the achievement of the SDGs.
3. Build Collaborative Networks: Erasmus+ facilitates networking and collaboration among young entrepreneurs, enabling them to connect with like-minded peers, mentors, and experts who can support their ventures and amplify their impact.
4. Cultivate Responsible Leadership: Through experiential learning and intercultural exchange, Erasmus+ fosters responsible leadership among young people, promoting ethical decision-making, social responsibility, and sustainable business practices.

In conclusion, Erasmus+ programs play a pivotal role in empowering young people to become social entrepreneurs and change-makers committed to advancing sustainable development and creating a better world for all. By embracing the principles of soci43 uti3ity, youth training initiatives can harness the transformative power of entrepreneurship to address global challenges and build a more inclusive, equitable, and sustainable future.

YES
Youth & Europe : Social, Sustainability, Strategy

1 flask with this paper —>

THE CONTENTS

APPENDIX 3 - SEcape game - BOX 3 (3)

Box 2:

Find the hidden word...

And answer the question behind the images: How many towns are there in the Landes?

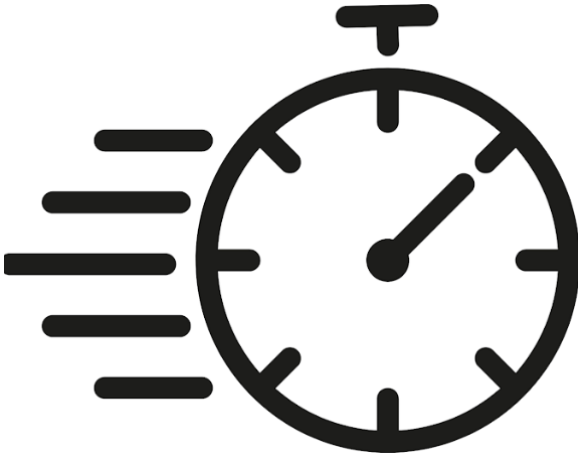
1 flask with this paper —>

OF THE FLASKS

APPENDIX 3 - SEcape game - BOX 4 (4)

Box 4

Find the word behind those images to find the final code.



1 flask with this paper —>

YES
Youth & Europe : Social, Sustainability, Strategy

IN WATER

APPENDIX 3 - SEcape game - Solutions (5)

Box n°1

They will find the first flask labelled "Place" and a cross word. Participants have to find 5 words in the crossword to find the final one :

- Offer life and non-life insurance services, along with social security and small social services. Instead of focusing on profits or returns on capital, their main goal is to meet shared needs = **MUTUAL**
- An entity dedicated to a cause, not driven by profit, but by mission to serve society = **ORGANIZATION**
- Group of people working together independently, with a shared purpose of achieving common economic, social and cultural goals = **COOPERATIVE**
- Organization that applies commercial strategies to maximize improvements in financial, social and environmental well-being = **SOCIAL ENTERPRISE**
- Non-profit organization that helps the community by supporting charitable activities for the common goods = **FONDATION**

They will have to replace the letters corresponding to the right number in the boxes of the words to find.
The words is : **S(1)T(2)A(3)T(2)U(4)T(2) → STATUT**
They have to use the numbers : **123242** to unlock the next box.

Box n°2

Participants will open the box and discover brochures on different themes and a second flask marked "the contents". They will have to read the leaflets carefully, as there are words with strange numbers hidden inside.
Voici les mots à trouver dans les brochures :

- d5mocr2ty
- 6o3id2rity
- soci43 uti3ity

They have to find the missing letters and put them in the right order to form the word: **VALUE**, only the letter “V” is missing (they have to find it alone).
Why values ? Because “**democracy**”, “**solidarity**” and “**social utility**” are the values of the Social economy.
Once they have found the word, they will head for the facilitator... who will give them an ultraviolet lamp. In the box, there is a code (4 numbers : 1358) written but hidden, the ultraviolet lamp must be used to find it.
With the code, they can open the third box.

Box n°3

Inside the box, there will be images representing different areas (local events, local festivals, daily life, regional products, maps, etc.) and a third flask marked “of the flasks”. The letters on the images, in the right order, will form the word **TERRITORY**. The participants should realise that behind the images there are also words, and that these words will form the following question: How many towns are there in the Landes (a department in France)?
The answer can be found directly on the images because 3 numbers are hidden: **3-2-7**.
They will have to put the numbers in this order to unlock the padlock in the last box.

Box n°4

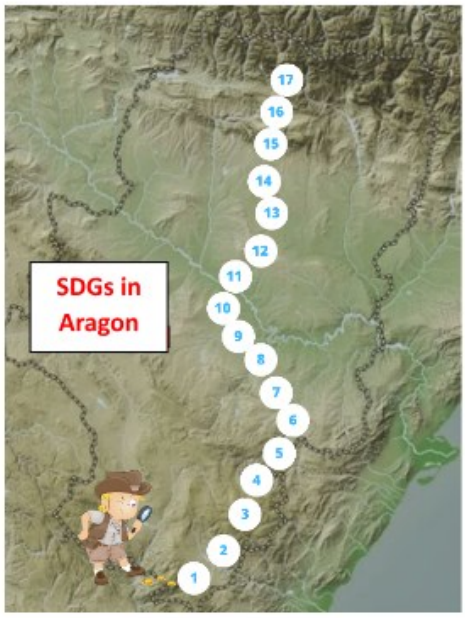
In the last box, participants will find :
- A diary
- The target photo
- A watch
- Forest photos
- Rugby shirt number 17

They will have to find the word behind these items, which is: **SDG**. (1947)
This will unlock the last lock, in which they will find the very last flask with the very last sticker “in water”.

Participants will have to collect the flasks with the stickers that form the phrase "Place the contents of the flasks in water". A container filled with water and pepper will be placed in such a way that participants cannot see it at first glance. They will have to pour the contents of the vials (washing-up liquid) into the container.
A reaction will occur: the pepper will spread over the edge of the container when it comes into contact with the washing-up liquid. Participants will discover a QR code at the bottom of the container.
They will have to scan it: a video will start in which the Mayor of the Village speaks to them.
“ *Dear citizens! Congratulations! Throughout this experience, you have had the opportunity to discover the many facets and countless possibilities offered by the social economy. You've realised that the revitalisation of our community lies not only in big business or government projects, but also in the strength of collective commitment, in solidarity and in the will to do things together.*
I'm filled with hope as I look to the future. So I encourage you to keep up the momentum, to turn your ideas into reality, to transform this deserted city into a thriving place to live and do business.
I'm totally counting on you! ”

APPENDIX 4 - SDGs Social Entrepreneurship mapping (1)

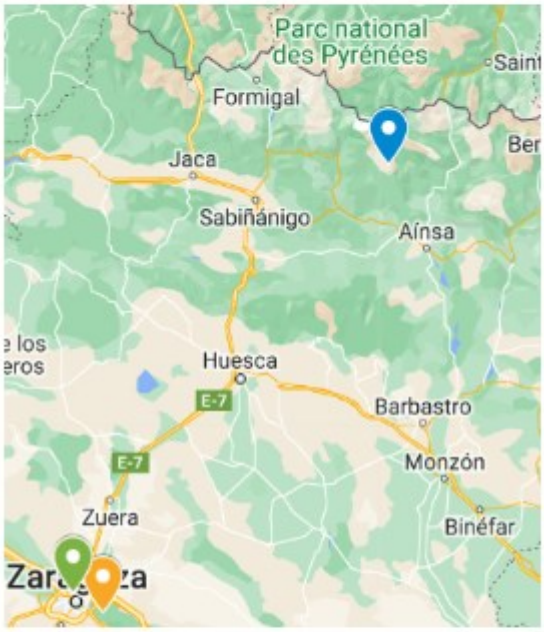
Organisation of the game:



The dynamic consists of locating various experiences of good practices on the map and specifying the SDGs that are met in the defined places. Experiences must be accurately described and the reason for which a certain SDG is attributed to them must be reasoned.

See example map:

https://www.google.com/maps/d/edit?mid=1G0k1jzrfXD3-IDuULXJrJflvLMOwo74&usp=sharing



1. 20-minutes set-up about SDGs and introduction to the game.

The facilitator makes a general presentation of the 17 SDGs of the 2030 Agenda and Social Entrepreneurship and explains this game.

APPENDIX 4 - **SDGs Social Entrepreneurship mapping (2)**

The facilitator introduces the game by presenting it and its objectives.

The players are organised in groups placed around a table.

The groups decide the area to be mapped.

Each group receives the 17 SDG cards and places them in a straight line and the post-it notes.

2. 25 minutes for a brainstorming.

To share experiences of good practices, entrepreneurs, companies, institutions, or individuals within the group.

Participants can share experiences they already know. They can use the search engine on their mobile phones for help. Participants can be asked to collect information a few days before carrying out the dynamic.

Tasks:

Write down all this data on their notebooks in lists.

Assign a post-it to every entity and note down on it the name and what does it do or its good practice, place, and website.

Place every post-it below the SDG card that represents it.

3. 15 minutes for sharing the information selected to put on google maps.

4. 20 minutes to create a map on google maps. (It can be made by groups individually or collectively). If the group can be self-driving the facilitator has to allow them to work like this if not the facilitator has to help them to build the map.

https://support.google.com/mymaps/answer/3024454?hl=es&co=GENIE.Platform%3DDesktop

5. 30 minutes to place the locations of the chosen entities on Google maps. Those that allow time, the rest are saved for later actions with the task of investigating and collecting more.

6. 5 minutes of closing.

Time to show the results and solve any doubts about the topic.

APPENDIX 5 - SDGs in Action for Climate (1)

Question cards—template

What is the objective of SDG 7?

A) Make green energy mandatory.

B) Guarantee access to a cheap and clean energy for all.

C) Peace, justice, and strong institutions.

What is a target of SDG 14?

A) To promote the rule of law and guarantee equal access to justice.

B) Prevent and significantly reduce marine pollution of all kinds.

C) Eradicate extreme poverty.

A sustainable City or Community....

A) Adopt laws and political processes that support sustainability.

B) It is isolated from those who are not.

C) Recycling takes precedence above all else.

APPENDIX 5 - SDGs in Action for Climate (2)

APPENDIX 5 - SDGs in Action for Climate (3)

APPENDIX 6 - Critical Design Thinking and Co-design methodology

Ninja

Spaghetti Marshmallow Challenge

<u>Material needed:</u> 1 spaghetti pack, 1 Marshmallow pack, 1 paper tape roll, 1 kitchen twine roll, 1 pair of scissors

Youth & Europe :
Social, Sustainability, Strategy

Website : https://yessserasmus.eu/

Instagram : yesss_sdgs

Facebook : YESSS Project SDGs and Social Economy

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