

Workshop 1: „Would you rather meet an angry bear or a determined teen in a dark alley?”

Date, Time: Wednesday, 28.09.2011, 9:45 – 12:45 and 14:15 – 17:15

Trainer: Nathan Spees, WWF-Austria, Youth Taking Action for the Earth Program Coordinator, Austria

Workshop content/theme

We explored the topics of teen empowerment, leadership, motivation and environmental action.

Aims

To inspire, empower, and motivate teens to be able to take action on environmental problems. We looked at some examples of how teens are making a difference in the world and how teens could take action for the environment.

Method(s)/Approach

<p>Quick personal intro</p>	<p><i>“...and I’ll be your guide for the next few hours.”</i> <i>(3 questions)</i></p>
<p>Setting the stage</p>	<p><i>“Hey world” video</i></p>
<p>Warm up: <i>Atomic pairing</i> with questions & actions</p>	<p>2’s - Find out their names / 1 thing you have in common 4’s - Why here? (at this workshop) 3’s - What they think “youth empowerment/ leadership” means 4’s - 3 questions that they hope will be answered during this workshop: how? 1 - who inspires you? (write on a piece of paper?)</p>
<p>I want to tell you (my) a story...about people who inspire me! <i>“Who inspires you?”</i></p>	<p><i>AYEA & YTAE presentation & Felix?</i></p> <p>During the prz - Think about these q’s (on flip charts):</p> <ul style="list-style-type: none"> - what skills do you have that could help motivate others to “get active?” (or <u>you bring to a project?</u>) - what challenges might you face when you try to motivate others? - what actions could you do in your community to make it a healthier environment in which to live?

<p>Gallery of ideas... - groups... - analyze/prioritize... - prepare presentations</p>	<p>10” collect ideas on the charts (with your initials) Pick one question that really interests you...4 groups (look that they are somewhat equal) 1. analyze them...any missing ideas? <ul style="list-style-type: none"> ● peer leader = prioritize/visualize them (drawing) ● skills bank = group/organize them in a table ● challenges = prioritize, top 3, think of solutions ● actions = prioritize them/who could you ask for help to get it started/assistance/resources? 2. prepare a short presentation of “best practices” from the charts. 10-15”</p>
<p>Break</p>	
<p>Presentations of ideas</p>	
<p>Team building/group participation activity</p>	<p>Lost sheep/blind mathematician</p>
<p>It’s time... <i>“be the change you wish to see in the world!”</i></p>	<p>„Would you rather meet an angry bear or a determined teen in a dark alley?”</p>
	<p>Evaluation <i>“write down 2 ideas from today that you don’t want to forget”</i></p>
<p>Say Hey!!!</p>	

Workshop 2: What's Our PART as Adults in Youth PARTicipation? Our Role as Adults in Youth Action Projects

Date, Time: Wednesday, 28.09.2011, 9:45 – 12:45 and 14:15 – 17:15

Trainer: Nathan Spees, WWF-Austria, Youth Taking Action for the Earth Program Coordinator, Austria

Workshop content/theme

We explored the topic of our role as adults (teachers) in teen empowerment and environmental action projects.

Aims

To explore how as adults we can increase motivation and participation in youth-based, led projects. We looked at some examples of how teens are making a difference in the world and how we can support them in their work!

Method(s)/Approach

Introductions	Quick personal intro (ball toss - 3 questions)
Setting the stage	Session overview -Review agenda, “I'd like to take you on little journey today...”
Inspiration	Hey world video
Warm up: <i>Getting to know us!</i>	<i>Mingle, mingle</i> <ul style="list-style-type: none"> ● 2s: name, from, why here? ● 3s: something in common ● Lineup: Experience with youth action projects ● 4s: 1-2 questions you'd like to have answered during this workshop ● What do you see as your role in the upcoming projects? (turn to a partner ... compare) ● <i>What do you hope for your students to get out (learn/experience/gain) of the project?</i>
My journey...	<i>I want to tell you my story: “My journey into youth empowerment - AYE, ESFALP, and YTAE</i>
What is youth empowerment and active citizenship? (mindmapping)	<i>“From what you just heard, what were the key components to youth empowerment?”</i>
<i>Looking at answers... “What do you hope for your students to get out (learn/experience/gain) of the project?”</i>	<i>Brainstorm ideas: “how can they get these skills (if we do all the work?)”</i>

Break	
What's my role: "Do I Lead, Support or Do Nothing?"	<p>Blind trust walk...(6 pairs?)</p> <ul style="list-style-type: none"> • 1/3 are told to tell them everything to do. (talk the whole time) • 1/3 are told to talk only when the partner asks. • 1/3 are to say nothing, unless dangerous situation <p>Compare experiences. Responsibility? Safety? Risks? Failure?</p>
The Adult Role in youth projects...	<p><i>Who's leading it anyway? leading vs. supporting</i> <i>External vs. internal motivation & leadership</i> <i>("if the ideas come from them, then we don't have to push them!")</i> <i>Analyze the different models and what the pro's and con's are of each</i></p>
But, how do I do it? tips and tricks to youth empowerment	<p>Facilitate/Moderate Trust in them/process Allow them to make important decisions Empower them with the skills they need to succeed Allow for mistakes/allow for "failure" = what is it? Observe yourself/your ego Step back/give up control Teach reflective techniques</p>
Evaluation	<p>"write down 2 ideas from today that you don't want to forget"</p>

Further tips, sources, resource material or links

www.ayea.org
www.wwf.at/ytae

Questions for workshop reflection

Students: "write down 2 ideas from today that you don't want to forget"

Teachers: "write down 2 ideas from today that you don't want to forget"

Impressions, Outcomes of the workshop

Great groups! Really engaged and motivated. No problem with either group.

Room was okay...not great...but we made it work.