

Skills Clubs

Youth Skills for the 21st Century

Activities Manual

Listening
Speaking
Problem Solving
Creativity
Leadership
Teamwork

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Foreword



Creativity, social innovation, and active citizenship are essential skills for citizens in the 21st century. Schools play a decisive role in the development of these skills, and prepare students for integration into society, for higher education, and vocational training. In partnership with the John S. Latsis Public Benefit Foundation, the British Council plans and delivers programmes that help schools fulfil these goals, through presenting ground-breaking educational practices from both the UK and Greece. We hope that this educational manual will be useful to all teachers and that the programme will offer essential benefits to every student.

Anastasia Andritsou
Country Director, British Council



The John S. Latsis Public Benefit Foundation, adapting its grant-making activity to contemporary and rapidly changing social challenges, has redefined its strategic priorities for the period 2022-2025, and has divided them into three key pillars: Education & Skills; Innovation & Sustainable Development; and Social Action & Solidarity. Recognising that education is a crucial sector for building a contemporary and cohesive society, the Foundation joins forces with civil society organisations that have the necessary know-how, and supports targeted programmes and actions at all levels, with the goal of creating a high-level educational eco-system that will respond to the new educational and professional realities of today. Through this prism, the support of innovative programmes such as “Skills Clubs – Youth Skills for the 21st Century”, which aims at familiarising young people with active citizenship and entrepreneurship, is one of our key priorities.

Eva Lianou
General Manager,
John S. Latsis Public Benefit Foundation



Skills Clubs

Activities Manual

British Council's "Skills Clubs" educational programme aims to support skills development for students aged 14–18, so as to help them cultivate their understanding of social innovation, active citizenship, and entrepreneurship, while at the same time facilitating their future integration into the labour market and society.

By combining core skills methodology with workshops that can be delivered in schools, the Skills Clubs programme aims to develop and enhance key skills needed in the workplace and in wider society – skills that will help build a solid foundation for young people and become their roadmap towards social change and a more inclusive society.

The programme manual includes a series of educational activities, which can be delivered in schools by the teachers themselves or by our trainers.

The programme aims to enhance the following core skills:

- Listening: How we perceive, retain and process ideas and information.
- Speaking: How we convey information and ideas verbally.
- Problem solving: How we find solutions to difficulties and challenges.
- Creativity: How we use our imagination to generate new ideas.
- Leadership: How we support, encourage and help the development of other people in order to achieve a common goal.
- Teamwork: How we work collectively to achieve a common goal.

Over the course of the programme, students will be divided into groups to develop an action plan, which they will continue to work on with their teacher based on the tools provided in the manual. Subsequently, if they wish to do so, student groups can implement their social innovation action plan at their schools or in the wider community. At this stage, if needed, teachers can ask for additional support through mentoring, so as to present the action plan at the National Competition for Social Innovation Ideas, organised by the British Council towards the end of the school year.

The programme consists of four workshops conducted at the school by British Council trainers. The programme can also be delivered by teachers themselves in their classrooms. The aims of the programme for these four workshops are to:

- Explore the six core skills
- Develop and evaluate the core skills
- Introduce participants to the concept of social innovation
- Plan a small innovative action

The programme is delivered in partnership with the John S. Latsis Public Benefit Foundation.



First Workshop

**Discovering the
Six Core Skills**

Duration: 45 minutes



What will this workshop cover?

- **What is the Skills Clubs programme?**
- **Introduction to the six core skills**
- **What do we mean by the term “social innovation”?**

Activity 1

Introduction to the Core Skills

Begin with an introduction to the six core skills (Listening, Speaking, Problem Solving, Creativity, Leadership, Teamwork). You can find more information about these skills at: <https://www.skillsbuilder.org/>)

Ask students what skills are, and how they think that they can be acquired. Obtain their answers through brainstorming, so as to end up with a simple definition of the term “skill” (e.g., “something we can do”), and appreciate that skills may not necessarily be learnt from books, but often more effectively through practice in everyday life.

Next, propose the activity “The Journey to the Land of Skills”, inviting students to embark on an imaginary journey. Start with the phrase: “Would you like to go on a long journey?”

The Journey to the Land of Skills

The Journey to the Land of Skills is an adaptation of the “Captain’s Log” activity included in Youthpass: <https://www.salto-youth.net/tools/toolbox/tool/youthpass-journey-youthpass-islands-captain-s-log.1223/>

What will this activity cover?

- Identifying and recognising the core skills
- Associating skills with simple everyday activities

The Journey to the Land of Skills is an activity targeted at identifying and getting to know six core skills, each of which is symbolised by an imaginary island in some far-off destination. With their Passports at hand, students turn into young explorers and discover the six core skills on each of the six islands, through a journey from one island to the other, along with their classmates and fellow travellers.

1. Preparation

Explain to students that they will play a game in small groups.

Use six desks, each of which will stand for one of the six skills islands. Place cards on each desk with the names of the islands (Listening, Speaking, Problem Solving, Creativity, Leadership, Teamwork), and a description of the activities students will be asked to undertake there. Give each student a Skills Passport.

Tip: It is better, if possible, to prepare the class-room with the six desks and the activity cards during the break, to save time.

2. Materials

Passports printed on A5 paper, markers, skills cards for the islands.

3. Implementation

Form six groups and ask each of them to sit on an “island”. Each group is also a ship, which students can name. They must stay on each island for three minutes, completing a small activity that corresponds to each skill. Before leaving the island, they must have their passports stamped (with a pass stamp or a tick) in the corresponding field. Hand out the passports to each student.

Tip

While the groups are moving from one island to the other, teachers/trainers could be telling a story, for example: “You board your ships and you have no idea where you will end up. The only thing you know is that on this journey you will discover your skills and work with your classmates in order to improve them. The sea is rough but – there! – you reach the first island (...). You get back on the ship. Now you are feeling a little more sure about yourselves. You know your fellow travellers and you are familiar with the journey. The weather is good and, without any problems, you reach the second island. (...) Now you already know what to do. (...) You get on board your ship again, and you think about how your group did, and before you know it, there’s the third island! (...) You now feel like an explorer and can’t wait to reach the next

island. You've made it! (...) The journey goes on: an explorer never stops! You get on board again and reach the fifth island. (...) But there is still one more island to discover and you do not intend to return without having had the whole experience. There's the last island!"

Tip

In this activity, teachers/trainers could be moving in the space between the islands, to give clarifications about the tasks written on the activity cards and to motivate students to manage the limited time at their disposal.

Time-saving variation:

To save time, form the six groups and have all of them visit the same table "island" in each round. This can be facilitated by printing six copies of each activity card, and by changing the island name tags on the six desks while telling the story.

This version saves time because:

- a. Students don't have to move – a process that is time-consuming.
- b. Teachers/trainers can give instructions/ examples/motivation for each task to the whole class, rather than to each group separately.
- c. The process can be stopped after four or five island visits, depending on the time available, even if the journey is not complete.

4. Reflection

- Guide discussion along the following lines:
- What did you think about the journey? It was an introduction to the skills we are going to work on over the course of the programme.
- How are these skills useful to us?
- How do we learn them? (Return to the original question, making it clear that skills improve with practice).
- Which skills do you believe you are good at? (Everyone is good at some of these skills. A gifted and strong group – like your class – consists of individuals who are talented at different skills.)



Activity Appendix

The Journey to the Land of Skills:

A model for the Skills Passport

BRITISH COUNCIL

SKILLS PASSPORT

Skills Clubs

- ☐ Listening
- ☐ Speaking
- ☐ Problem Solving
- ☐ Creativity
- ☐ Leadership
- ☐ Teamwork

Activity Cards for each island:



Listening :

Listening → Actively listening to other people/ reproducing the essence of what you have heard to a third person

Divide these roles among yourselves::

- Two speakers who will discuss about their favourite TV programme for 2 minutes.
- One person who will listen to the conversation without participating in it.
- One person who will have gone to get supplies and will not be following the conversation.
- The listener must convey the key points of the conversation to the one who was not there.



Speaking:

Speaking → Adapting your speech, language, tone, and the expressions you use depending on the listeners' response.

Each member of the group will in turn talk about the subject of climate change for 30 seconds, using some of the following arguments:

- global temperature is rising;
- glaciers are melting;
- ocean water is warming up, and sea levels are rising;
- it is urgently necessary to be aware of our consumption/production at all levels.

Each person should present the arguments as if they were talking to a different audience: a. to children; b. on TV; c. to your grandmother; d. at a science conference; e. to climate-change opponents.



Problem Solving:

Problem Solving → Analysing problems by creating and exploring different possible solutions

Try to write down as many alternative solutions as you can to one of the following problems:

“I’ve been invited to two different parties that will be held simultaneously on Saturday, each with a different dress code, and I want to go to both of them.”
or “Tomorrow I am taking a history test and I have lost my textbook.”

Write down the suggestions of the group.



Creativity:

Creativity → Imagining multiple different solutions and clearly expressing what you have in mind.

Find 20 possible uses of toilet-paper tubes. Write down the answers of the group.

or

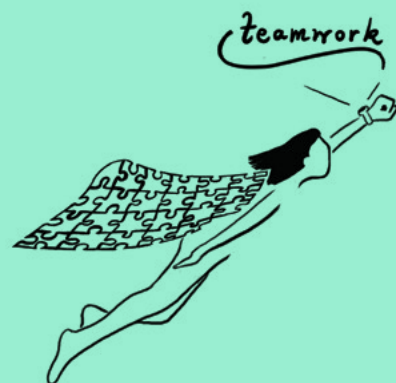
Make the biggest composite word you can and define it. (For example: Sack-belt-dress-trend: the trend of wearing clothes that look like a sack, something between a T-shirt and a dress in terms of length, with a belt.)



Leadership:

Leadership → Supporting/encouraging other people by motivating them.

Try, in turn, to motivate the person sitting on your right to apply for a summer internship position, which they really want but are not fully qualified for.



Teamwork:

Teamwork → Contributing to group/collective decision-making.

If you actually were on an unknown island, how would you divide the work that would need to be done so as to survive, even for one night? Think about the process you would use to decide that.

Digital adaptation of the first workshop

Activity 1:

The Animal Farm is an adaptation of the activity “Shaun the Sheep – Off the Baa!” included in YOUTHPASS UNFOLDED^[1]

The Animal Farm

A creative and effective method of using cartoon characters to better understand some of the skills covered in Skills Clubs.

Activity Goals:

- To gain a better understanding of the core skills
- To support participants in associating everyday activities with core skills and learning results

1. Preparation

Inform the participating groups that they will watch a short cartoon in order to observe the characters appearing in the episode, and to discover their skills. Any suitable short cartoon episode may be used, such as the example at the following link: https://www.youtube.com/watch?v=WeQw6utcU_g

2. Materials

- A YouTube video of a cartoon such as the one at: https://www.youtube.com/watch?v=WeQw6utcU_g
- Video projector, speakers and internet connection.

3. Implementation:

Divide participants into four groups. Each group takes on the task of observing one of the groups of characters appearing in the episode, for example:

Group 1: The starring sheep

Group 2: The rest of the sheep in the farm

Group 3: The dog

Group 4: The pigs

Once participants have been assigned characters to observe, it is important that the members of each group sit down at the same table, with pencils and sheets of paper to take notes of what they see.

As soon as the participant groups are ready, show the episode for eight minutes (or as long as the episode lasts). Each group writes down the skills that the cartoon characters develop during the episode. They can do that with words, sketches, drawings, or any other creative way they choose. For example: “The sheep in the farm develop their creativity as they build improvised football goal frames, using their own bodies and materials available in the surrounding space.”

As soon as the episode is over, each group has five minutes to complete the task through conversation and cooperation.

Finally, each group’s work is presented in the classroom and followed by a general discussion.

4. Feedback

- How easy was it to identify the characters’ skills?
- Every day we develop many skills by participating in activities. Can you think of some? (For example, playing football at break using a little tin box as a ball, and improvised goal frames).

[1] www.youthpass.eu/en/publications/youthpass-unfolded/

Activity 2

Introduction to Social Innovation

1. Preparation

Write the words “Social Innovation” on the classroom board..

2. Materials

The only materials needed are the classroom board, or a sheet of paper to write down the results of brainstorming. If you choose to show the video you also need a screen and speakers.

3. Implementation

Ask students what they think this phrase means and write their answers all around it. Then separate the two words (“social” and “innovation”) and brainstorm on each of them.

Show a video and explore what social innovation is. You can use

<https://www.youtube.com/watch?v=2nGjsZ-XqOs>

Some ideas to guide discussion:

Social innovation is a new solution to a social problem – one that is arguably more efficient, more effective and more sustainable compared with existing solutions. Value produced through innovation is mostly to the benefit of society as a whole, rather than to the benefit of separate individuals. Social innovation may be a product, a production, a process, or a technology, but it can also be a value, an idea, a piece of legislation, a social movement, an intervention, or some combination of those. It doesn't have to be associated (as a concept or practice) only with social entrepreneurship, although that is quite common. It mostly involves organisations in the public, private, and so-called tertiary or social sectors.

Point out that the next three workshops will deal with three aspects of social innovation:

- Social Enterprises
- Digital Proposals/Solutions
- Community Impact

4. Reflection

Could you explain to someone what social innovation is and give an example?

Tip

The goal of the day is to introduce students to social innovation, and the skills that will be focused on.

Digital adaptation of the first workshop

Activity 2:

Brainstorm with a digital canvas (e.g., Jamboard or Whiteboard).

Show the video about social innovation using screen sharing.





Second Workshop

Social Enterprises

Duration: 45 minutes



What will this workshop cover?

- Introduction to the characteristics and profile of a changemaker
- Introduction to social entrepreneurship
- Getting to know and identifying the traits of social enterprises

Activity 3

Changemakers

Link: The characteristics of a changemaker

What skills should one have as a changemaker to bring about change in such areas as everyday life, school settings, and local society?

What makes a changemaker?

1. Preparation

Sketch a man on the classroom board.

2. Materials

Only the classroom board is needed.

3. Implementation

Ask students to say spontaneously what skills, in their opinion, a changemaker should have. Write their answers all over the board.
Draw a connection between the social innovation skills identified in the video students watched in the previous workshop, and those they now mention.

Tip: When the teacher/trainer hears one of the programme's six core skills being mentioned, they should give more emphasis to it. If none pops up, the teacher/trainer can hint in that direction. For example, a changemaker needs the skill to listen to other people and take their opinions into consideration.

Stress that to make social change happen, individual initiative ('I') is required, but to turn that initiative into an actual impact, a broader supportive system is necessary, that is to say a team ('We').

Tip: A changemaker is someone who takes creative action to solve a social problem. The action of a changemaker comprises empathy, reflection, creativity, initiative, and collaborative leadership. You can find more information and ideas about changemakers at: <https://www.changemakers.com/>

4. Reflection and association with social initiatives/enterprises

- Do you know any changemakers? Someone you admire for their creative action and the social change they have brought about, perhaps?
- Could the skills we have identified give rise to social initiatives that can be transformed into social enterprises?
- Even if a changemaker has many of these skills, could they create, by themselves, the change they dream of?

Introduction to Social Entrepreneurship

Introduction

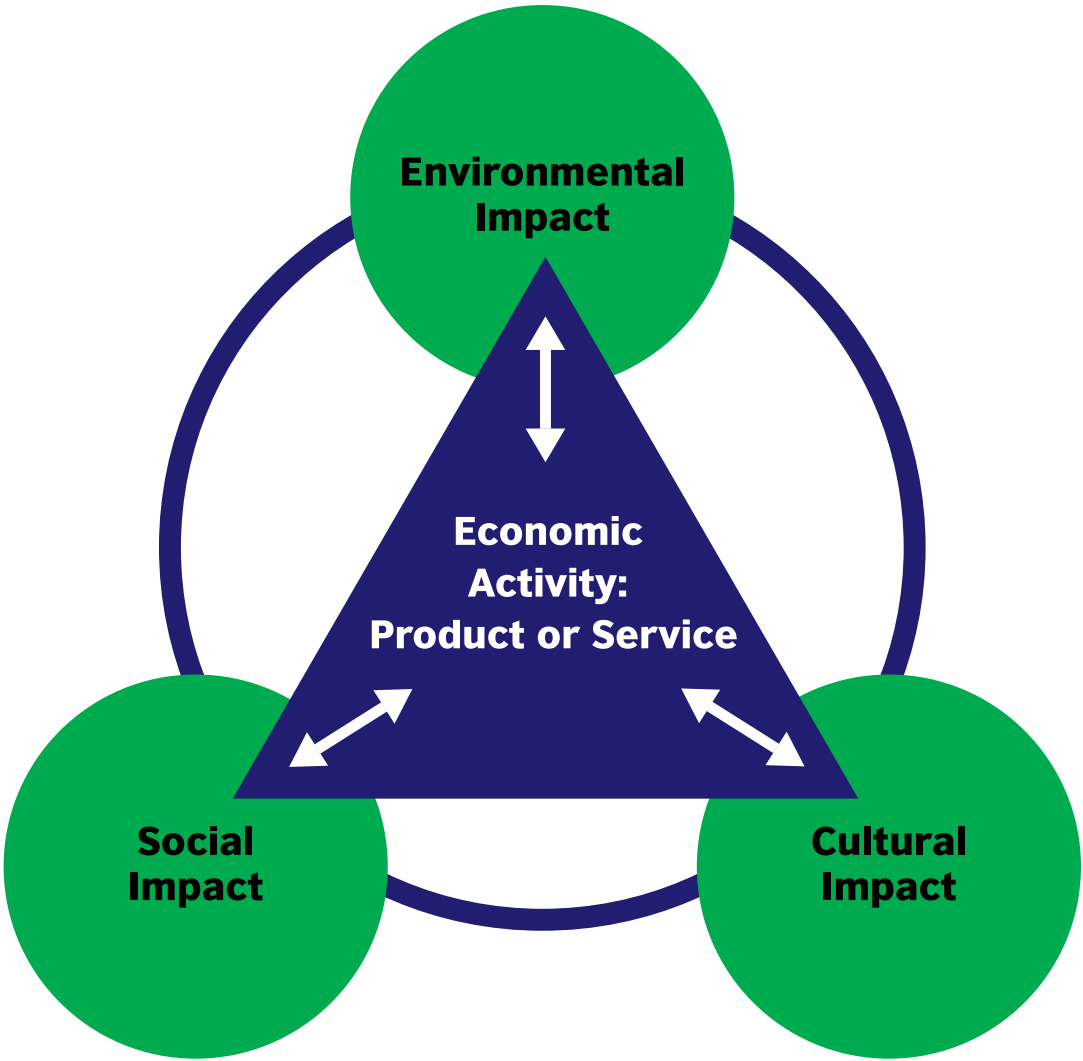
Social entrepreneurship is an important tool for the creation of fairer economies and sustainable communities. Social enterprises are companies that respond to social, environmental, and/or cultural issues. They don't have to address all three fields, but they are certainly not enterprises that harm any of these areas by their activities. They create jobs and produce income like any other enterprise, but instead of accumulating profit for their owners, they reinvest it to support their social goals. Thus, they serve as stimulus for the improvement of people's lives in communities and society as a whole.

Present the class/group with a triangle of circles (see below).

Tip: Project this shape on the wall/screen, print it out as a poster, or make it by using coloured construction paper and then pinning it on the classroom wall, so that it remains there as a point of reference throughout the programme.

Point out to the class that having the requisite skills is a basic condition for taking social initiatives that can evolve into social enterprises. Another condition is to have a team supporting or complementing the innovator's work.

How can these skills be linked to society's needs?



Activity 4

Taking a Stance

1. Preparation

Use A4 paper to make cards bearing the following phrases:

- Economic activity (at the centre) and:
- Environmental impact
- Social impact
- Cultural impact

2. Materials

Cards with the above phrases printed on them and a sheet of paper with descriptions of the social enterprises (to be read out loud by the teacher/trainer).

3. Implementation

Place the cards on the classroom floor, arranged as in the picture above, leaving sufficient distance between them for members of the class to move about. (Place the triangle at the centre and the circles at its three edges.)

Ask participants to stand in the centre (around “economic activity”). Inform them that you will read a description of some social enterprises, and that they should move to stand in the space according to where they think that enterprise has the stronger positive impact. For example, if an enterprise has primarily an environmental impact, but also a social one, they should go and stand between the two respective circles, closer to the environmental one.

After each case, ask participants why they stood where they did. In this way, students themselves reveal the goal of each enterprise and the interaction of the different impacts (e.g., social and cultural) that enterprises may have. The examples given below usually offer some extra thoughts to introduce after listening to students’ answers.

Tip: Listen to all the views students give, and emphasise that there is no one right answer.

Tip: Try the activity by having the students start from outside of the shape, so that they may consider whether economic activity occurs at all. Using a charity that has no economic activity as an example, will give students the chance to understand that charities may have a social impact but since they have no economic activity – as they provide neither products nor services in return for a certain price – they are not social enterprises.

Examples of social enterprises:

1. An enterprise that takes in discarded furniture, refurbishes it and sells it at very good prices.

Tip: This enterprise has a powerful environmental impact, but some might say that it also has a cultural one, because it preserves the style of the old furniture and in this way contributes to the preservation of our cultural heritage.

2. An enterprise where refugees learn how to sew and make clothes, bags and accessories from reused fabrics, inspired by the culture of their country of origin. Right now, the enterprise has five full-time employees and plans to create two more jobs in the coming year that will be funded by its profits.

Tip: This enterprise has an environmental (reuse plan), social (refugees, new jobs) and cultural (products inspired by the culture of their country of origin) impact.

3. An enterprise that runs fully accessible theatre productions, with free admission to people with disabilities and a 50 per cent discount for their escorts.

Tip: This enterprise has both a cultural impact (it supports theatre) and a social one (it supports the inclusion of people with disabilities).

4. A city-centre grocery store that obtains and sells products from local producers and small co-operatives, which in turn work on an environmentally responsible basis (e.g., the packaging of their products is reusable or recyclable). Its employees are former long-term unemployed workers and some of them belong to socially vulnerable groups (ex-addicts, ex-convicts, mental health services recipients). The grocery store also has a space where students can freely use the internet, study, and enjoy a beverage or a light meal and pay what they can afford.

Tip: The impact of this enterprise is mainly social (it helps vulnerable groups and long-term unemployed workers) and environmental (environmental responsibility). But there is also a cultural aspect to it, as it provides free internet.

5. A bookshop that collaborates with independent publishing companies and authors. The enterprise’s success is evident from its very good reputation, the high bonuses given to its employees at the end of every year, as well as the increased profits enjoyed by its shareholders.

Tip: The enterprise has a cultural impact (it promotes the work of independent writers) and a social one (good working conditions).

6. A restaurant chain that serves only vegan and vegetarian meals. Its owners are former distinguished athletes. The leftover food is given away to a non-governmental organisation that distributes it to homeless people and poor families.

Tip: The enterprise has a social impact (it helps the homeless and poor families).

7. An enterprise selling wholesale and retail ecological cleaning products (detergents, sanitary products, cosmetics, etc.). Moreover, 15 per cent of the people it hires are persons with disabilities, since the owner's child is visually impaired.

Tip: This enterprise has a social impact (it helps people with disabilities) and an environmental one (it sells ecological products).

8. A grain crop cultivation and production unit that uses grain to make drinking straws that replace plastic ones. It is located in a rural area, supports the environment and the local agricultural economy, and provides jobs for local people.

Tip: This enterprise has a strong environmental impact (it offers a substitute for one of the most used and widespread items of plastic waste), a social impact (it creates jobs outside large cities), and a cultural one (it creates a new culture of sustainable development, as it promotes the use of an already existing object but with a new environmentally friendly substitute).

4. Reflection

- Ask students whether in today's workshop they have used any of the skills they talked about the last time.
- Conclude and recapitulate.

Digital adaptation of the second workshop

Carry out the Changemakers activity using a digital canvas (e.g., Jamboard or Whiteboard), noting down what makes a changemaker with post-it notes or text boxes.

Carry out the Taking a Stance activity using a digital canvas (e.g., Jamboard or Whiteboard), with one page for each enterprise example.

Digital adaptation of the second workshop:

Activity 3: Carry out the Changemakers activity using a digital canvas (e.g., Jamboard or Whiteboard), noting down what makes a changemaker with post-it notes or text boxes.

Activity 4: Carry out the Taking a Stance activity using a digital canvas (e.g., Jamboard or Whiteboard), with one page for each enterprise example.

Third Workshop

Digital Solutions

Duration: 45 minutes



What will this workshop cover?

- It will draw a connection between the term ‘changemaker’ and the use of technology
- It will give examples of digital ideas that have the power to change the world
- It will give students the possibility to make a presentation in groups and work on their speaking, teamwork, and leadership skills.

Activity 5 Commercial Break

Introduction

Start the workshop by drawing a connection to the previous activities. Ask students what they remember from the previous activities, and of the goals of the programme.

Be extra aware that you are talking to young people, who – almost by definition – are innovators and carry change within them, as was evident last time.

Ask them if they remember the term “changemaker” from the previous workshop.

But “changemaker” also means being able to adapt to the digital age. Explain that some of the tools we have to address the challenges of the modern world can be found in technology and digital solutions, and that the next 45 minutes will reveal some examples.

1. Preparation

Single out some examples of major changes, e.g., Wikipedia.

2. Materials

Cards showing digital solutions, to be handed out to the student groups.

3. Implementation

Divide students into groups (approximately four or five, or as many as you think will have time to make a presentation at the end), and give them one of the cards with an example of a digital solution (see below). Ask them to read the example out loud to their groups, and to prepare a commercial for this innovative solution. The goal for them, through this commercial, is to spark the public’s interest, to inform them about technological innovation, and to make clear what problem this solution addresses. This should all be presented in such a way that those listening to the commercial can assimilate and reproduce the key information. The time at their disposal is strictly **two minutes**.

Before the activity starts, stress that the way the groups will work is also important: they should make sure that all members participate on an equal basis, that everyone’s ideas are heard, and so on. Urge them to observe what roles are created during the teamwork.

Tip: It would be good if the commercial they create seems like the presentation of an achievement, something the whole group is proud of. They should present it using the first person plural.

- Every group presents their work in turn, and after each presentation we ask one of the students in the audience to summarise what they’ve just heard.

4. Reflection

- How was the teamwork? Can you identify the roles each member assumed? (The leader, the motivator, the one who handles practical matters, the one who assigns roles, the one who jokes about the process, and so on.)
- Ask whether in today’s workshop students used some of the skills they had talked about in the first workshop.
- Conclude and sum up.

Digital Solutions cards

Digital Solution 1 Artificial lighting for organic farming

1

What problem does it address?

It provides solutions for fruit and vegetable growing in arid climates.

2

What product or service does it produce?

Fruit and vegetables in communities where the land is barren due to the climate.

3

How does it work?

Artificial lighting at specific wavelengths helps plants grow by simulating sunlight. With this technology, foods can be grown even in countries where the sun appears only for a few hours a day.

4

Motto

We shed light on farming,
We give food to everybody!

5



Digital Solution 2

3D-printed neighbourhoods

1

What problem does it address?

Thousands of people become homeless because of powerful earthquakes in Mexico and other countries.

2

What product or service does it produce?

3D-printed houses built with economical construction materials and earthquake-resistant structures.

The houses are powered by renewable energy sources.

3

How does it work?

Assistance with the provision of infrastructure to help people who have lost their houses as a result of earthquakes. People are able to design and rebuild their homes by means of 3D printing, using economical materials such as concrete, wood and metal. Construction of each house is estimated to take about one week.

4

Motto

The homeless print their homes!

5



Digital Solution 3

Sun-tracking photovoltaic systems.

1

What problem does it address?

The loss of solar energy production, which leads to more extensive use of the traditional solution of lignite.

2

What product or service does it produce?

Most solar panels are set at a fixed orientation towards the sun, and thus solar energy production from them reaches its peak only during a particular time of the day.

With this technology it is possible to maximize solar energy production by making use of the sun's rays for as long as the sun is in the sky.

3

How does it work?

A sun-tracking system rotates the panel's surface in such a way so that the sun's rays are always perpendicular to it. In this way we can harvest the maximum amount of energy from the sun.

4

Motto

Energy sunflowers

5



Digital Solution 4

Greenhouse-supermarket

1

What problem does it address?

It reduces CO2 emissions in the atmosphere and does no extra harm to the environment, because it decreases the need to transport food from the country to cities.

2

What product or service does it produce?

Urban food cultivation

3

How does it work?

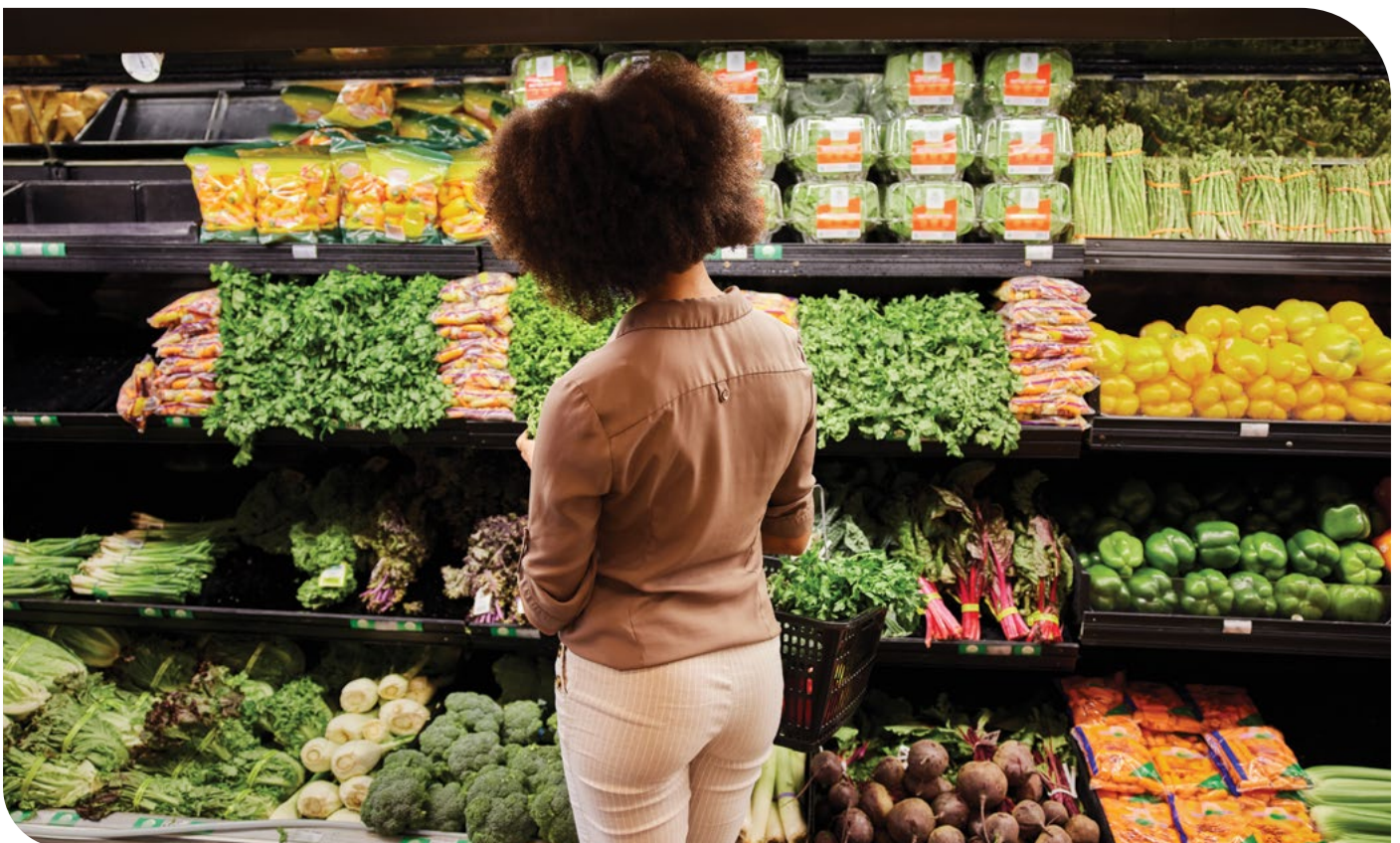
The greenhouse-supermarket creates the appropriate conditions for fruit and vegetable growth by regulating lighting, temperature and humidity indoors. Once the fruit and vegetables are ripe, they are sold on site.

4

Motto

Fields on our shelves!

5



Digital Solution 5

Digital participation platform.

1

What problem does it address?

It addresses the difficulties in communication or even the lack of connection between communities and legislators.

2

What product or service does it produce?

A digital communication platform that connects citizens with their governments.

3

How does it work?

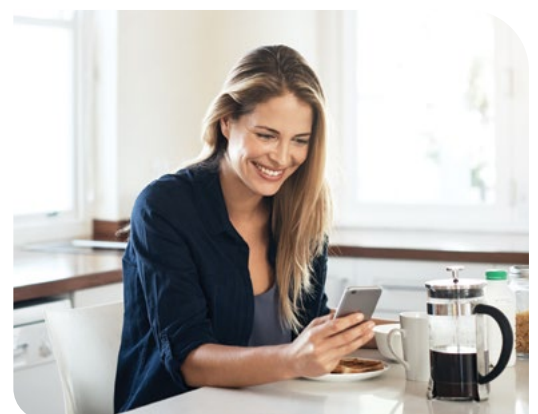
It gives local and national governments the chance to consult their citizens over local issues, as well as to include them in the decision-making process.

4

Motto

You ALSO decide!

5



Digital Solution 6

Language-learning digital platform

1

What problem does it address?

Refugee unemployment on the one hand, and the need of multinational executives to learn languages for their professional development on the other.

2

What product or service does it produce?

It offers the chance for multinational executives to learn a new language through digital means and with the help of a native speaker.

3

How does it work?

The platform supports language learners by hiring language “coaches” (in English, French and Arabic), whom it trains and to whom it gives the opportunity to use their talent to make a living, while enhancing their self-confidence and inclusion into society.

4

Motto

Talent is fairly distributed to people; unlike opportunity.

5



Activity 6

Exploring my Neighbourhood

Assign some homework for the next workshop. What don't you like in your neighbourhood and school? What would you like to change? It could be anything from a wall that needs painting in the school building, to the lack of green spaces in the neighbourhood. In addition to that: What do you like about school / the neighbourhood? What is ground-breaking? What do you admire? Use a digital tool to collect the students' answers. Create an online form that does not require any personal information. The teacher/trainer sends students the link to the form. **The deadline for them to send their answers is two days prior to the next workshop.**

Tip: So as to minimise the number of unfilled forms as much as possible, try to motivate students by telling them that young people always say that they want to change the world, but find it harder to say where they should begin; and also, that now they have been given a unique chance to have their say about the environment in which they live and learn.

Microsoft Office forms and Google forms

These applications are suggested as the best choice for writing down and collecting the information described below, in the order that it appears in the application.

Tip: Google and Microsoft forms allow you to create your own forms or questionnaires, with various types of questions. You can store the answers and have access to them. Creating the forms is easy and you can find many examples and instructions on how to do that online.

Tip: Use as many of the questions as you see fit from the examples that follow. They provide a guide to the issues the class can explore:

1. Identify an issue, a problem or a situation concerning your neighbourhood or community that you would like to change! Capture it on a photograph, without showing people's faces, and upload it here.

2. Describe in a few words the problem/issue you chose to photograph.

3. Who do you believe is the key responsible for this problem?

- The social system
- Local government
- Every one of us
- No one

4. How do you think that a group of students could address this problem/issue? What could be a feasible solution to it?

Digital adaptation of the third workshop:

Activity 5:

Divide the groups into breakout rooms so that they can work more efficiently, and present them the Digital Solutions cards on Google slides. Later, their presentations can be made in a group session.



Fourth Workshop

**Community Impact
and the Birth of Ideas**

—
Duration: 45 minutes



What will this workshop cover?:

- **Introduction to the UN Sustainable Development Goals**
- **Picking a problem the class wants to deal with**
- **Developing an idea**
- **Presenting an action plan (tools and methodology that will encourage the continuation of the idea after the trainer has gone)**

Activity 7

Goals for a Better World

Introduction:

Begin with an introduction to the UN Sustainable Development Goals (SDGs) and explain that each country has a strategy plan based on them. The goals contribute to the strategy regardless of whether or not a country manages to achieve them.

The reason for beginning by presenting the UN Sustainable Development Goals is that students should focus on essential problems. Inform students that the 70th UN General Assembly in 2015 set 17 goals to make our world a better place, and they are the following: (You may skip some of them and focus selectively on those that are more relevant to the students.)

1. No Poverty
2. Zero Hunger
3. Good Health and Wellbeing
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth

9. Industry, Innovation and Infrastructure
10. Reduced Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice, and Strong Institutions
17. Partnerships for the Goals.

Tip:

Watch a UN video with Greek subtitles and rap music:

<https://www.youtube.com>

Optionally, print out or show students a Social Impact Wheel, and ask them to rate their environment/school/neighbourhood regarding each goal.

Social Impact Wheel



Activity 8

The Birth of an Idea

Introduction

1. Preparation

Read the students' reply forms to the homework questions set at the beginning of Activity 6, and group the answers.

2. Materials

The Social Impact Wheel printed out or projected onto a screen.

The results of the online forms.

The Action Plan (see below) printed out five or six times (encouraging students to work on it as a team).

3. Implementation

The online form results give an idea of what students suggest should change in their neighbourhood or school setting. If sufficient material is not forthcoming from the forms, show the students a map of the neighbourhood on an interactive board, or print one out. How does the neighbourhood rate based on the SDGs? Are there any challenges? Students write down their ideas on sticky notes and then pin them on the classroom board, or a paper board placed on the wall so that the whole class can clearly see it.

What could we do to address this problem? Urge students to draw inspiration from all the examples seen during the activities, the videos, the social enterprise descriptions, and the digital suggestions. What would their intervention/action be?

Then, as a group, select one of these ideas (by common consent or by vote) and give guidance on how to develop it and take it forward.

4. Reflection

At the end of the workshop, ask students whether they believe that the activities they have done and the one they will continue working on in their classroom, are in any way related to the skills they were planning to develop.

Thank students for their participation and ideas. Wish them good luck with the action they planned.

Digital adaptation of the fourth workshop:

Activity 7

Present the UN Sustainable Development Goals

through an image, or describe them orally.

If it is necessary to show students the neighbourhood map, do that via Google Maps or any other easy-to-use webpage.

Write down the problems and solutions using a digital canvas, such as Jamboard or Whiteboard.



Action Plan

Discuss with the class and start filling in the following fields.

1

What do you want to achieve with this idea? (e.g., to raise awareness, to mobilise, to inform, to move people, to change things...)	GOALS
What do you fear about this idea? (e.g., that it might be ineffective, that people might discard it, that it is not part of my value system...)	CHALLENGES
Write down the message of the vision you have about your idea (in a phrase)	MESSAGE

2

Exploration of needs What need/wish/lack do you want to address?	WHY?
Who will represent your class?	REPRESENTATIVE
Name your group/action.	REPRESENTATIVE

3

The idea (briefly describe what you are planning to do)	WHAT?
Describe the target-group in detail. Whom are you targeting? (You can include more than one target group, e.g., one target group that could support you, another one that you wish to help, etc.)	REPRESENTATIVE
The place where the action will be held / its scope	WHERE?
Which SDGs is your action related to?	SUSTAINABLE DEVELOPMENT GOALS

4

Explain your strategy: tools, timetable, methodology, step-by-step description of the process	HOW?
Expected results (the impact you want your actions to have)	RESULTS
Ways to measure success (What should happen so that your action is regarded as successful?)	WE MADE IT!
Resources (What will you need and how will you ensure it?)	WITH WHAT?

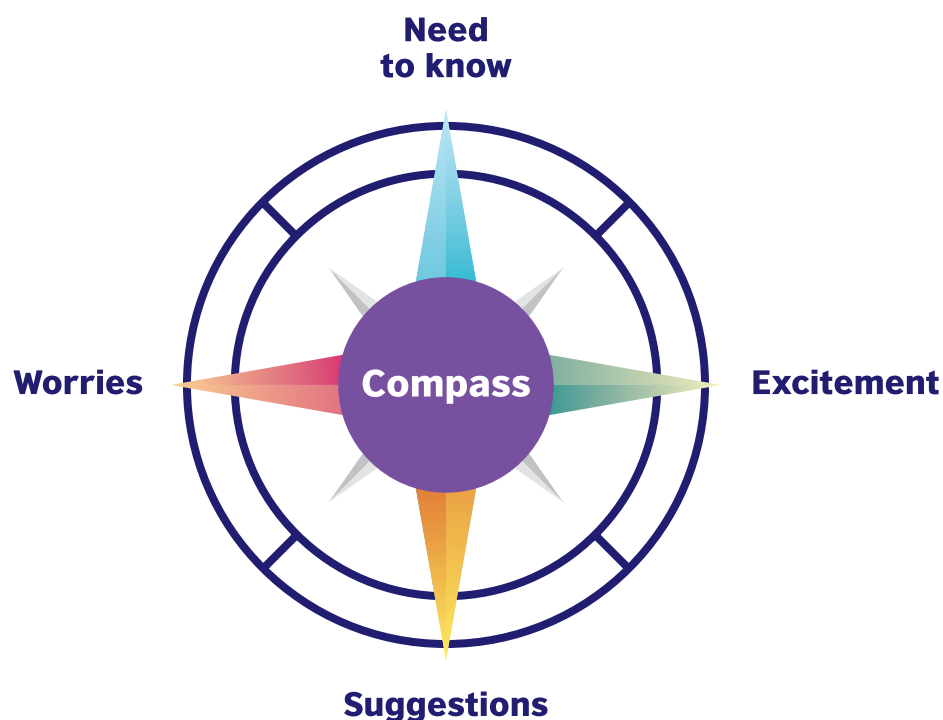
5

Sustainability of the action (How do we face the risks/difficulties? What comes next? Which factors will allow for a continuation of the action, if that is the case?)	UNTIL WHEN – HOW?
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Tip for teachers/trainers:

A short reflection activity during or after the birth-of-an-idea stage is suggested, so that the group that came up with the idea can examine possible changes or improvements to it – if they indeed plan to realise it. To achieve this, teachers/

trainers can use the Compass activity below to identify the weaknesses and perspectives of the action. The methodological tool is called Compass because it uses the initials corresponding to the four cardinal points (i.e., north, south, east, and west) at its four edges.



Epilogue

A suggestion for teachers who implement the programme in classrooms:

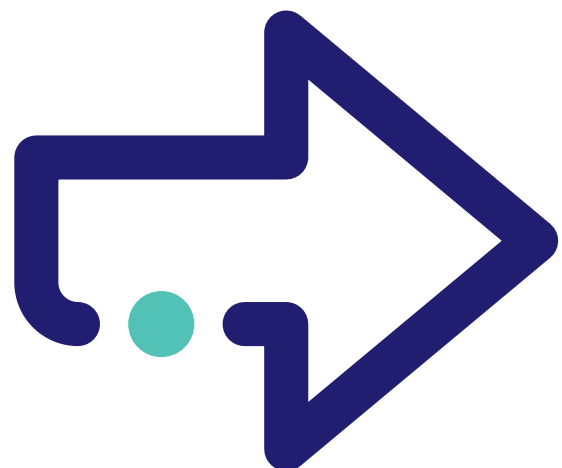
The programme is designed to cover the skills development goals up to the stage of the birth of an idea. The decision about whether the action proposed by the students will be implemented or not in the end is exclusively for them to make. It is, however, recommended that teachers should move on with the implementation of the action for the following reasons:

- Implementation further develops skills. Students practice in creativity, cooperation, leadership and problem solving.
- The satisfaction students will feel with the practical implementation of their idea will boost their confidence and the feeling that their voices are heard, and that all of them are potential changemakers.
- The implementation of the action will give the class the possibility to participate in the national competition organised by the British Council (covering all the years over which the Skills Clubs programme is going to be implemented).

Final tips for the class:

- You could organise a presentation of your idea for the rest of the school. You can thus practice your presentation skills and receive useful feedback from people who are affected and immediately concerned by the matter you are trying to solve.
- Dare to build collaborations: Could the Parents Club, the municipality, or some tertiary sector organisation help you with your action? Ask them!
- You can invite people from your community who have realised ground-breaking projects to present them to you and advise you on how you could better implement your own idea.
- Remember to capture the implementation process. You can take pictures, while being sensitive about how to handle face images and personal data, and use them for your final presentation, inside the school setting or outside it.

Good luck!



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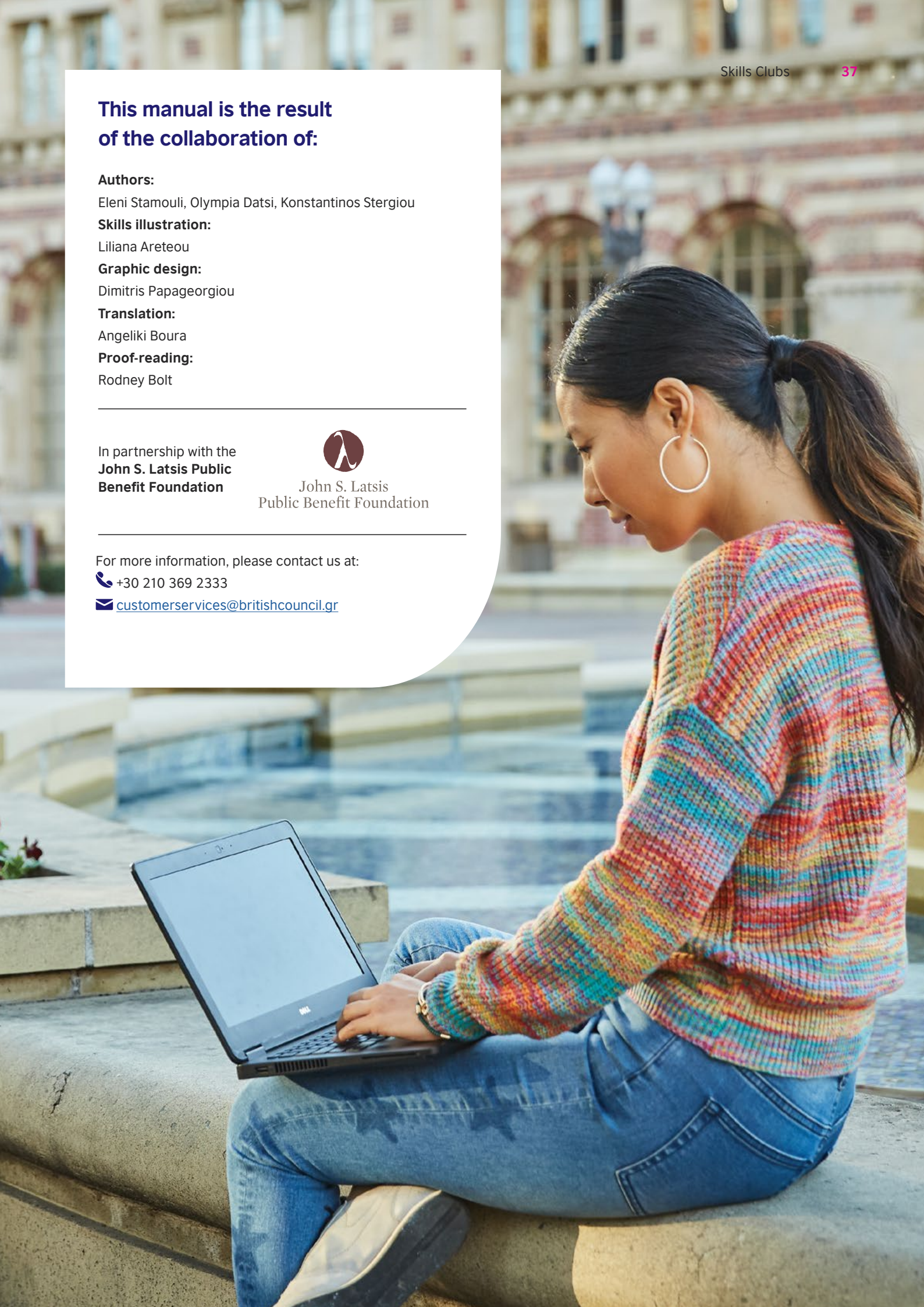


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A large, light gray rectangular area with rounded corners, serving as a workspace for writing. It contains 20 horizontal dotted lines for text entry.

