



Federacja Funduszy
Lokalnych w Polsce
FEDERATION OF COMMUNITY FOUNDATIONS

Program Young World Changemakers



Developed by the team of the Federation of Community Foundations in Poland
as part of the project "The strength of the Federation of Community Foundations
is its members"



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The Federation of Community Foundations in Poland (FFL) brings together 26 member organizations (local philanthropic organizations) and partners, and its mission is to promote local philanthropy and strengthen associated organizations. The federation connects people and looks for development opportunities for pro-social and business activities based on common goals and values. FFL member organizations support local leaders, inspire and create change by acting in areas including: education, entrepreneurship, culture and art, sport, health, ecology. They do this through: scholarships, grants and educational programs and community activation events.

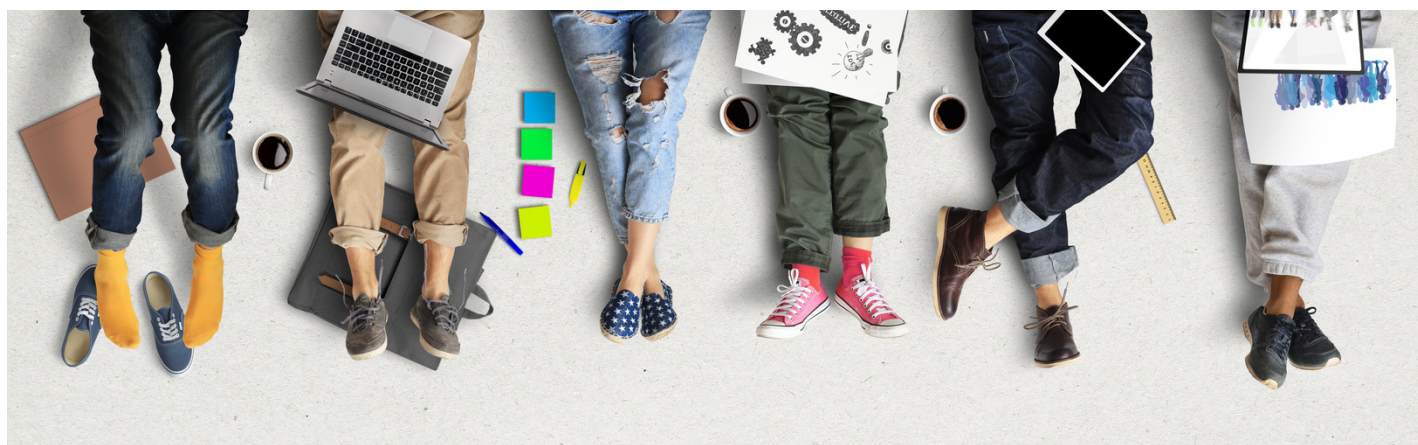


For whom is this publication

The publication we are giving you was created for people who work or want to work with young people and are looking for inspiration, specific ideas and guidelines for cooperation with youth and building a partnership dialogue with them.

This document acts as a guide that shows you how to:

- ➔ leaders of NGOs, animators of cultural institutions, teachers, or social activists can support young people step by step through the implementation of the Youth Program in your local community
- ➔ strengthen the social competencies of young people
- ➔ encourage youth to be more proactive and influence changes in their school and out-of-school environment
- ➔ use design tools useful for creation original social projects
- ➔ based on the experience of three other community foundations that carried out a pilot program, cope with the challenges that will be encountered during the implementation of the project



Introduction

DIAGNOSIS AND CHALLENGES

How should schools prepare youth to participate in public life actively, find their way in the labor market, and engage in social activities?

How should they care for the mental and physical well-being of children and young people? This is one of the key challenges faced by those involved in teaching, and management of educational institutions and educational organizations. On their shoulders rests the daily responsibility for achieving didactic, educational, caring, but also therapeutic goals.

Educators and people working with young people daily must adapt the system of teaching to the changing school reality, which affects not only developing technology but also the socio-economic situation, social inequality, the pandemic, and the large number of young refugees who have arrived to Poland in connection with the war in Ukraine.

According to the opinions of many experts dealing with education daily, but also the available research (J. Fournel, C. Hunt, A. Margolis), it appears that there should be less school in school, that education to a greater extent than now should take place outside of school so that creativity, inquisitiveness, and imagination will allow them to realize the potential of students. Young people, to understand tasks/projects must be its co-creators and should understand the power of the team and the roles assigned to them according to their knowledge and talents or roles chosen by them. They should be aware of the consequences of their decisions and take responsibility for mistakes, or be aware of success after successful actions.



According to the Health Behavior in School-Aged Children (HBSC) study conducted in collaboration with the World Health Organization (WHO) in the area of school's impact on the mental health of young people, the provision of learning support, attention to the students' social needs, and their mental and physical well-being, Poland compared to other countries performs very poorly. In addition, according to the same study, Polish students are among the most stressed in the world. Similar conclusions also result from the research "Youth in Warsaw. Research Report" which was conducted by the Stocznia Foundation. Analyzing the environment of Warsaw's youth emerging stress at school was a common phenomenon and it rivaled boredom. Nearly half of the surveyed students are "often" bored at school and experience monotony. What is needed is a change in the approach to teaching, cooperation with students, understanding of real needs, and support especially from teachers, but also peers.

According to a study by the Empowering Children Foundation, 49.8% of those surveyed were satisfied with their lives during the first period of the pandemic, while 33.4% rated them negatively, but later the percentage of those who were dissatisfied increased dramatically, and many children now face mental problems.



From the observations of members of 26 Polish community foundations and partner organizations, it can be seen that young people who are socially involved (scouting, volunteering, cooperation with NGOs, etc.), despite the lockdown, cope much better with negative emotions. That's why NGOs working at the local level play an insanely important role in strengthening young people's sense of agency, developing their social competencies, and fostering attitudes of responsibility and entrepreneurship. By teaching young people project-based thinking and encouraging them to initiate and implement projects for the benefit of their local environments, young people will not only acquire competencies that will help them to build their competitive position in the labor market but will also learn how to strategically and tactically solve social problems and more enthusiastically build partnerships that benefit themselves and their environment such as a school, village or city.

PURPOSE

- To gain knowledge and skills that will enable young people to carry out a social project on their own in their place of residence
- Provide schools and teachers with the know-how and educational materials so that in the future they can teach the development and implementation of community projects on their own

TARGET GROUP

Elementary and secondary school students aged 13-18 who live in or/and attend a school located in the area of operation of a member organization of the Federation of Community Foundations in Poland.

GENERAL PROJECT GUIDELINES

Groups of young activists selected from individual schools/classes will take part in a series of comprehensively designed **classes** and **individual consultations**, thanks to which they will be able to independently develop and carry out social projects in their region concerning, among other things, education, culture and art, sports, health or ecology, among others. Each group chooses a topic on its own, that interests them. Each group will have a **mentor** who will support them at each project stage. This will be a representative of the respective organization and/or teacher, on whose territory the pilot program will take place.



Basic principles of the program

The basic principles of the program are **youth participation and partnership**.

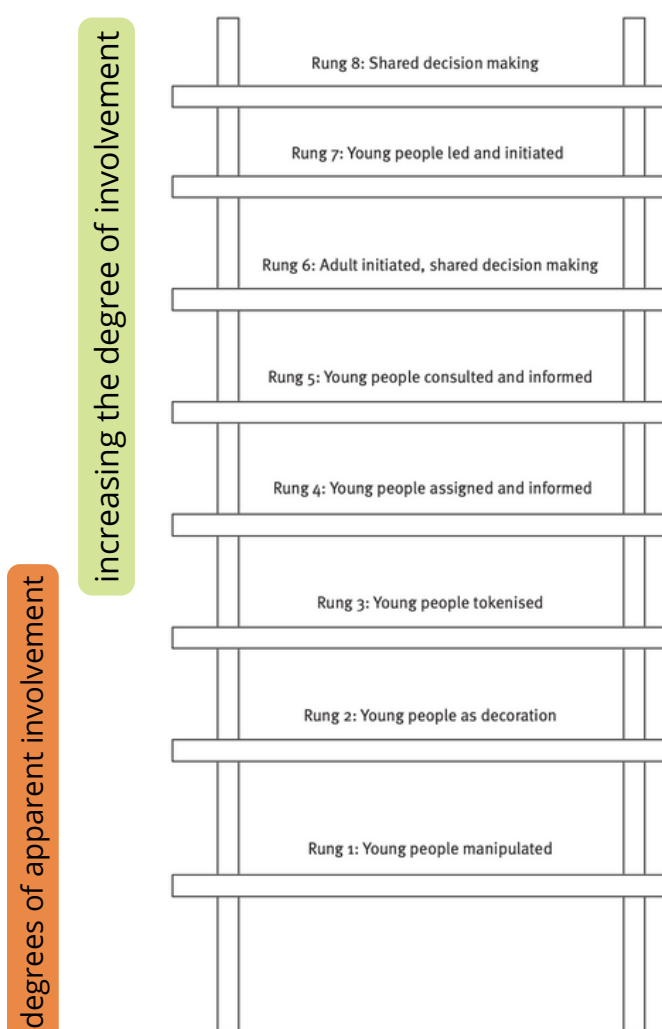
In the "Young World Changers" program, we are based on youth participation. Why participation? Because it's an excellent way to share responsibility and "power," and youth are quick to embrace it.

When youth co-create their community projects, they are more committed to implementing ideas - they will defend their ideas more effectively than those of adults. Participatory creation of social projects has another advantage - youth train communication and negotiation skills, because as a group they have to jointly agree on the purpose and implementation of their idea. Later, after implementing the activities, they have a sense of influence and agency. And that's what we're all about - from our and our partners' experience in working with young people, it seems that young people don't believe that they have influence over their lives and think that adults decide their future.

"It's often said recently about young people that they don't get involved, don't participate in elections, that it's hard to get them interested in something. Youth participation (a.k.a. participation), is more than being active. It's giving young people some of the power of adults. Therefore, it is also delegating part of the responsibility for shaping reality" (Aleksandra Chodasz and Piotr Cykowski "Youth Participation").

This is how we approach activities with young people - we give them decision-making power, and at the same time we give them responsibility. We don't force young people to realize the diagnosis and project activities, we don't tell them what to do and how to do it, because it is up to young people to feel the responsibility for their actions. They, by the way, know well what needs they and their peers have, what is important for this age group. So why not ask young people what they would like to do for themselves and their environment?

Roger A. Hart is the author of one of the most popular models of youth participation. Hart's ladder of participation consists of two levels: the lower level (levels 1-3), which shows apparent participation (and such falsity is avoided in our programs), and the upper level (levels 4-8), which increasingly reflects youth decision-making and influence. Below is a diagram of Hart's ladder of participation (source: https://partycypacjaobywatelska.pl/wp-content/uploads/2017/01/Partycypacja-dzieci_wprowadzenie_Agnieszka-Janik.pdf and Children's participation from tokenism to citizenship, UNICEF Innocenti Research Centre, Florence 1992).



In our work with young people, we try to bring about the situation shown in levels 7 and 8. This is when the youth takes the initiative and independently carries out activities that are important to them. For us, it is also important when they understand that adults have such resources (knowledge, relationships, financial and material capabilities), the inclusion of which will make the project more effective, and therefore it is worth inviting adults to cooperate. Such a partnership has to be reached by process.

Stages of program implementation



Recruitment

- Announcement of recruitment for the project and selection of min. 3 teams of 6 people each.
- Each willing team applies through a simple application form created, for example, on Google Drive (sample questions for the form are attached as a template form)
- Each applying team should provide details of the teacher who will support them during the Program. If the team has a problem finding one, the organization implementing the Program in their area will help them find one.
- Each organization - the host, has a recruitment specialist who, using specially designed graphic templates (electronic graphics, poster, and flyer designs) conducts promotional activities on social media and on school premises



Training sessions

- During the course of the Program, there are 3 trainings x 6 hrs.
- Trainings are organized on a stationary basis and are usually held at the headquarters of the organization or on school premises.
- Each participant of the Program has an individual competency test, receives advisory support, and takes part in training, which consists of thematic blocks:



- Team integration and cooperation
- Diagnosis of local needs
- Action planning and project implementation



Mentoring

- Each group has a mentor who supports them at each project stage.
- The mentor is a representative of the respective organization where the program takes place.
- During the program, the group develops a project idea, which they then refine its selected elements with the mentor.
- Each project is described according to a specially designed scheme.



Project implementation

- Each youth team presents a project that was developed during training and work with a mentor
- Projects are presented to representatives of the organization that implements the program and teachers.
- The youth carry out their projects, and the costs resulting from the shopping list needed for the project are covered by the organization (or fundraising events are held).
- Information about the projects is posted on the social media of the organization and the school.



Program timetable

Start of the Program - duration of about 3 months. It consists of:

- Announcement of recruitment and call for the Program
- Selection of min. 3 groups of 6 people (one group from one school or organization), which will take part in the Program
- Participation in training and consultations and development of original social projects
- Presentation of social projects
- Organization of joint fundraisers
- Conducting the projects



Curriculum

TRAINING BLOCKS	BENEFITS	TOOLS AND METHODS
Team integration and cooperation	<ul style="list-style-type: none"> getting to know the group translating into better project work learning effective methods of building and strengthening partnerships learning to apply techniques on how to use the language of benefits to create valuable relationships 	<ul style="list-style-type: none"> tower building Team Canvas Lego Bricks
Diagnosis of local needs	<ul style="list-style-type: none"> developing the ability to analyze and research the needs of society, the environment and selected audiences 	<ul style="list-style-type: none"> conducting conversations and social research
Action planning and project implementation	<ul style="list-style-type: none"> learning tools that teach design thinking and generate innovative solutions to social problems learning design stages from resource mapping, defining strategic goals, implementing evaluation activities. learning tools and techniques for reaching recipients 	<ul style="list-style-type: none"> Edward de Bono's hats of thought

Training methodology used during the classes:



The classes conducted have a practical and interactive dimension.

They are enriched with inspiring case studies, useful tools and techniques that can be implemented immediately after the training. Tasks performed during the meetings will be in the form of individual and team exercises, based on the Kolb cycle and reflected in reality. The training methods and tools used by the trainers are mainly based on the method of design thinking and human centered design. Trainers will provide space and time for experiential learning, active learning, creative action and self-reflection.

Examples of projects implemented by young people

"Disenchanted Christmas"

The project, supported by the Snow Mountain Community Foundation, was about intergenerational exchange and support for single people living in the Snow Mountain region on a daily basis. Students from Stronie Slaskie, along with senior citizens, jointly participated in integration and educational activities, which took place at the local community center. Joint discussions about history and culinary traditions, as well as learning to make baked goods based on our grandmothers' recipes, not only strengthened the bonds of the local community - both small and large, but also became a reason for organizing further initiatives of this type. The aim of the project was to show that Christmas has an increasingly commercial dimension. Students from the Miedzylesie municipality, wanting to change this and disenchant the holiday season, planned a series of activities in which whole families participated. Through spending time together, integrative and educational activities and, above all, being with each other authentically (away from computers, phones and social media), parents had a great opportunity to strengthen relationships with their children. The youngsters, on the other hand, felt, important, needed and listened to.



„The gym”

The project was supported by the "Czajnia" Association. Young people from Laszczow High School decided to expand the school gym, which is an important place for the school community. An entire campaign was prepared, as well as a rollout on FB to get as many students as possible interested in the viral video. The expanded gym has its own rules and regulations, developed by the school's youth, who take care of the gym as if it were their own place. Young people have become the hosts of the school space and are responsible for it.

„STOP THE HATE”

The project was supported by the "Community Foundation of Plock - Young Together". A group of young people from Staszic High School in Plock organized a social campaign targeting classmates at their school and elementary schools. The campaign dealt with hectoring behavior towards peers. By doing so, the youngsters wanted to give support to all those who experience or have experienced such behavior by others, and to express their voice that students do not condone such actions. Videos were recorded and published on the school's FB and TikTok. The video also serves as part of the material for promoting the Staszic High School - as a school open for a space for development, realization of passions, where everyone feels good about themselves. The youth designed printed T-shirts for the project team, which not only identify the team, but also convey the slogans in youth language: imo, hejt is cringe! Don't be an NPC! React! Rel. Posters, youth interviews and a music video were also created.



"Christmas Aid for Children in Elk Hospital".

A project supported by the Elk Community Foundation ELF. Young people from grades 6 of an elementary school in Prostki near Elk decided to help children who were staying in the hospital for Christmas. To this end, the youngsters independently conducted a diagnosis of the situation in the children's ward at the city hospital in Elk and organized a sweets fair at the school, the profits from which were used to buy gifts for the kids staying in the hospital.

A group of empathetic young people and their chaperones traveled to a hospital in Elk and presented gifts to all children staying in the children's ward. There was a lot of joy and emotion. The children felt that despite their young age, they can realize their ideas and help others.



„Dash - helping the homeless dogs”

The initiative of the volunteers of the "Furry Fate" Association and the Zywiec Development Foundation for the benefit of the shelter's animals was to reach out with information concerning the shelter's animals and their needs in coming winter.

As part of the project, volunteers organized a screening of the film "Adopciaki" at the Janosik Cinema and an interview with shelter staff, conducted by an editor of Radio Bielsko. In addition, they purchased and delivered cat litter and beds for the shelter's charges in Zywiec.



"Regeneration Action".

An initiative by students from the Cogito Non-Public High School in Zywiec supported by the Zywiec Development Foundation. The initiative consisted of creating a corner to relax on the school grounds, spend time together, and establish relationships. As part of the project, the students designed the space, agreed with the management on the choice of location and requirements for equipment and furniture located on the school grounds, and selected and decorated a corner for themselves and their peers: they purchased poufs, a bookcase, a table, board games and decorative items.



"A space for important conversations"

An initiative by students from the local government of Mikołaj Kopernik High School in Zywiec, supported by the Zywiec Development Foundation. During the workshops to prepare for the mini-project, it became clear that young people feel overburdened, underestimated, unnoticed and need support. Therefore, as part of the project, classes with a psychologist were held on the following topics: youth in society, youth mental health and sex education. The workshops were organized as a result of the need for a safe space to talk about topics important to them with a psychologist outside the school grounds.

Benefits for youth

Social skills

Participation in the project will allow young people to develop competencies that will allow them to function in social situations and in every aspect of our lives including professional life. Through participation in the classes, students will not only have greater ease, in making contacts and adapting to a variety of new situations, but they will also be able to work more effectively in a group, organize their time and become more responsible for themselves and what happens in their environment.

Gaining experience

A series of training sessions, individual support from mentors, and knowledge exchange among participants will allow participants to explore new areas and will translate into experimentation and improvement of their skills. Young people will begin to develop their potential more effectively, use their talents and opportunities. Thanks to the Program, they will gain more courage to plan their own future.

Certificate to the school

Each participant in the Program will receive a certificate, which will be useful as an additional element to a resume and cover letter, but can also be an additional asset for receiving honors at school, receiving a scholarship, and perhaps even a future job. The certificate will include an opinion about the participant in question, the extent of his or her involvement and the results he or she achieved during the Program.



A sense of local identity

Students, through active involvement in their local community, will feel a greater sense of belonging to the place where they live on a daily basis. A sense of agency will make them treat their immediate surroundings as a friendly place that gives them opportunities for development, and a place that is simply "theirs." Such a feeling will make them more willing to get involved in the development of, for example, the locality, get more involved in local issues and problems, and be more likely to return to this place after college, for example.

Active time spent in a pleasant atmosphere

According to the available research mentioned in the aforementioned diagnosis, stress and boredom are among the key areas that bother students most at school. In order to prevent this, we will create a space for young people where they will feel comfortable and no one will judge them. Participants will be free to express their opinions, share ideas and create new bonds based on the principles of respect, empathy and mutual understanding.



Selected statements of Program participants

I was persuaded to take part in the project by my classmate. I wasn't convinced at first, but it's one of the best decisions I made last year. Cool people, super classes, open-minded and laid-back instructors and a wealth of knowledge!

Kasia, age 15

Participating in this activity is one of the best adventures I've had recently! The group and I came up with a project where we integrated with seniors and cooked together! It was really fun! Too bad it's over now.

It's a shame that such practical activities are not available at school. There was a super atmosphere, we had had exercises in tower building and of creativity.

Magda, 16

We created projects that gave me a lot of joy and taught me how to work in a group. I now have more courage in myself to come up with my own ideas. I also met people who made me believe in myself more.

Kamil, 16

I didn't even know that turning my own ideas into practice was so cool and even easy. The classes were a great inspiration for me to act, and the practical tips I received will certainly be very helpful for me in the future to implement my own initiatives myself.

Ola, age 17



Benefits for the organization implementing the project

Young energy and heads full of ideas

Young people have a tremendous amount of creativity and ingenuity, as well as positive energy. They can bring a breath of freshness and innovation to the organization, which can be used even in everyday work. An integrated and properly prepared group of school activists can utilize free spaces, expand the range of initiatives implemented and organize more interesting activities.

Ambassadors of our brand and implementers of our future activities

Program participants are more likely to get involved in our activities and there is a good chance that they will always be there when we need them. There is also a good chance that we will be able to count on their support in building the ark of our organization. As people taking part in our actions, they will be able to talk about our organization and initiatives with greater ease, which will translate into the strengthening of the results achieved, for example, in a given action or social campaign.

More activities and expansion of project offers

The program will equip participants with relevant social competencies, influence them to become more proactive and encourage them to become more involved in activities for their environment. This will result in the need to initiate their own activities, which will enrich project offerings and help reach new audiences. In addition, knowledge of relevant social media platforms such as Tik Tok will allow many organizations to develop a channel that is very often underutilized and neglected.



Selected statements from those implementing the Program



This program was a hit in 10! Watching young people blossom during the classes, showing them new opportunities or tools to facilitate design thinking made the students not only believe in themselves more, but open to the world and find the courage to make decisions on their own and come up with their own ideas. Facilitating this process gave me a lot of inspiration to continue working with young people.

Zuza, Snow Mountain Community Foundation

A properly designed program of activities, interactive exercises often based on fun, practical guidance on the implementation of research and social initiatives and fundraising methods can awaken in young people a new energy for action and a desire to conquer the world! During the pilot, the youngsters developed very ambitious projects and consistently carried out its various stages. It is a pleasure to work with such committed students.

Iwona, Community Foundation of Plock - Young Together

Lessons learned from the pilot study

The pilot Program "Young World Changemakers" was conducted in five organizations - members of the Federation of Community Foundations in Poland:

Lower Silesia voivodship



Snow Mountain Community Foundation

lubelskie voivodship



Czajnia Association

Masovian voivodship



Community Foundation of Plock - Young Together

Silesian voivodship

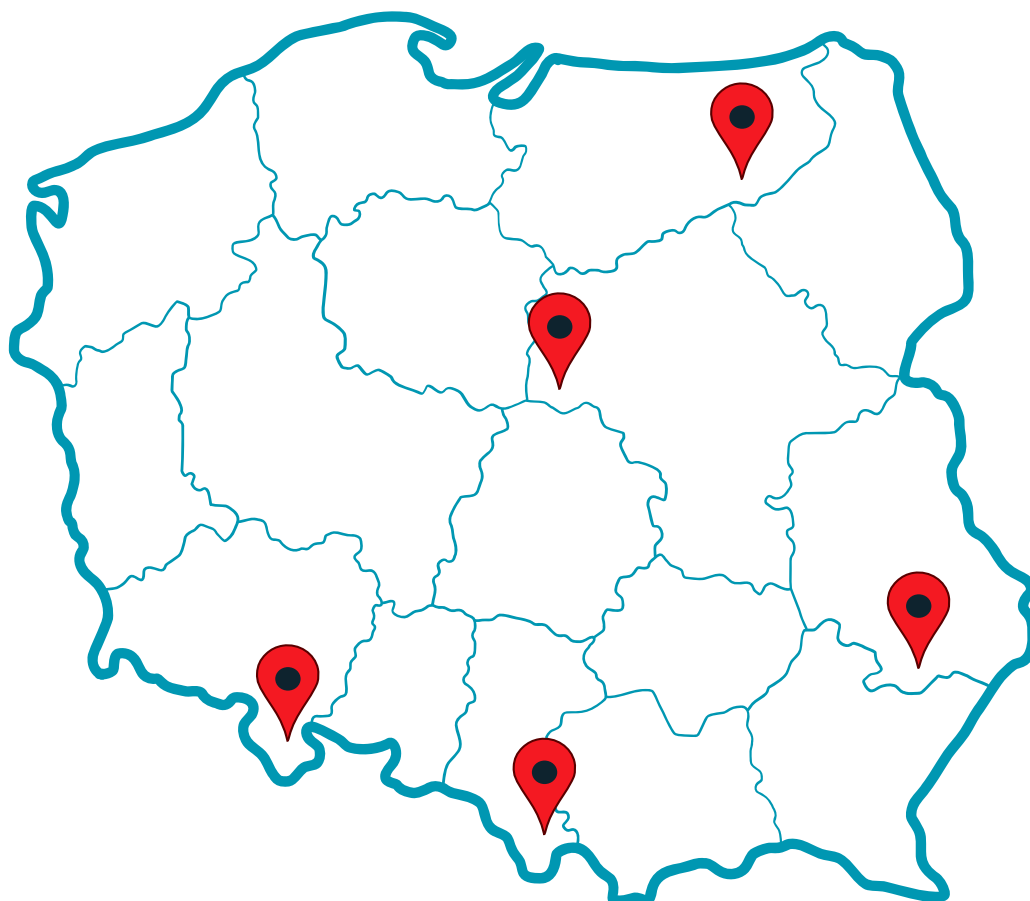


Żywiec Development Foundation

Warmian-Masurian voivodship



the Elk Community Foundation ELF



Challenges and recommendations

As part of our evaluation with the community foundations that implemented the pilot at home, we identified the key challenges we encountered in the Program and proposed solutions that may be helpful in the future for organizations that would like to implement such a Program at home.

Recruitment

Challenge:

Students struggled to identify teachers who would support them during their participation in the project.

Recommendation:

Before the start of the program, it is worth contacting individually selected principals and teachers, who themselves encourage participation in the initiative and are eager to volunteer as mentors for youth groups.

Szkolenia

Challenge:

It happens that workshop leaders, despite their knowledge and experience in projects, sometimes lack coaching competence, knowledge of methods and tools that would affect the smooth running of the classes and handling difficult situations.

Recommendation:

Coaching notes with instructions, scenarios and a description of how to prepare for and carry out the exercise, what difficulties may be encountered and how to deal with them should be provided with the class program.



Challenge:

Students participating in the Program sometimes come from different municipalities which involves arranging transportation to the place where the classes will be held. In addition, it happened once that the workshop was conducted during the lesson.

Recommendation:

It's a good idea to set up a meeting place in advance and inform the school early on about the need to arrange transportation and get the appropriate approvals from teachers.

**Challenge:**

The class program is designed based on activation methods, action learning and design thinking using tools that teach design thinking, generating ideas or getting into the minds of our potential audience. However, we want to keep improving, adapting to changing trends, market needs and, more recently, the increasingly important requirements of the Sustainable Development Goals.

Recommendation:

Based on our observations, conversations with representatives of local funds doing the pilot, teachers and people who deal with education on a daily basis, we have prepared a new program that we want to implement in the future.

Recommended program of activities

TRAINING BLOCKS	BENEFITS	TOOLS & METHODS
Group integration Potential development and personal effectiveness	<ul style="list-style-type: none"> gaining knowledge on how to take care of your needs and motivate yourself to act increasing your individual and team effectiveness improving your ability to concentrate and cope with difficult situations 	<ul style="list-style-type: none"> coaching method - Wheel of Life Dilts pyramid 3 rooms personality test
Team-building and group communication	<ul style="list-style-type: none"> learning effective methods of building and strengthening partner relationships learning to apply techniques on how to use the language of benefits to create valuable relationships learning how to adjust the type of communication to the person learning to solve problems on a task and emotional level learning to apply the principle of the art of persuasion and influence on others developing active listening and feedback skills 	<ul style="list-style-type: none"> Building models with LEGO bricks Team Canvas
Sustainable development goals and action design from A to Z	<ul style="list-style-type: none"> familiarization with the goals of sustainable development (SDG) working on a selected SDG, the challenges associated with it and implementation of activities on its behalf learning the project stages from diagnosing needs, through resource mapping, analysis of the environment, SWOT analysis, definition of strategic goals, implementation of activities evaluation. 	
Seeking solutions - creativity in social action	<ul style="list-style-type: none"> learning tools that teach design thinking and generate innovative solutions to social problems 	The art of exerting influence - Cialdini's 6 principles
Effective implementation of promotional activities	<ul style="list-style-type: none"> learning about trends in the world of advertising and tips on how to effectively carry out promotional activities knowledge of how to implement advertising projects and activities strategically and tactically tools and techniques - reaching your audience 	Feedback model - Z
Conducting fundraising activities and public speaking	<ul style="list-style-type: none"> Learn the basics of fundraising and step-by-step action planning Learn fundraising methods and techniques 	Elevator pitch

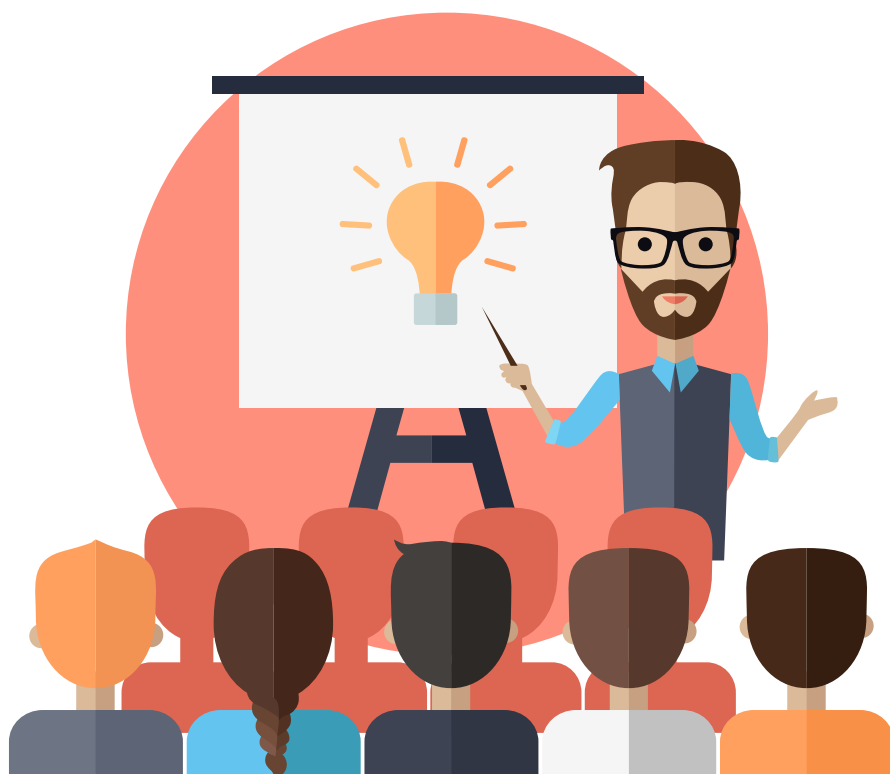
Mentoring

Challenge:

Mentoring requires appropriate competence, active listening, giving professional feedback and facilitating the group. Those who conduct it should give space for participants to grow, opportunities to come up with their own initiatives, discussions, but also to make mistakes. Some mentors have a strong need to protect participants from this. They correct the students, striving for perfection or for a given project to be carried out their way. Sometimes they try to convince the team of their vision.

Recommendation:

Learning to mentor is not a skill that can be acquired overnight. It requires constant self-work and self-education. Listening to podcasts to improve in this area can be helpful here. In addition, it's also a good idea to meet with other mentors once in a while to explore new solutions and get feedback.



Project implementation

Challenge:

There are usually 6 people in each project team. There may be times when some participants may withdraw from project work or give it up altogether. The reason for this may be one of the team members or a lack of understanding of one's role during the project.

Recommendation:

Taking care of the clear course of project work and influencing the appropriate motivation of participants at each stage of activities, it is worth doing periodic meetings with participants. They will allow us and all team members to ascertain what role they play in the group and what is their responsibility. In addition, they will make it easier to verify the obstacles the team has encountered and enable the search for solutions.



Attachments

Initial social competencies questionnaire

Thank you for your willingness to participate in the "Young World Changers" project. We hope it will be an interesting adventure for you. Every volunteer activity is an opportunity to do something good, but also to gain valuable experience. That's why, as part of this project, we want to invite you to take a survey to find out what soft skills you have developed through volunteering. This form is a preliminary survey about your experience so far. At the end of the project, we will ask you to fill out a final form. It will only take you a few minutes to fill out the form. Remember, this is not a grading test! There are no wrong answers here - on the contrary: every answer is good!

The project The strength of the Federation is its members is financed by a grant received from a program funded by the National Institute of Freedom and the Center for Civil Society Development within the framework of the Government Program NOWEFIO Civic Initiatives Fund for 2021-2030.

- Your name and surname
- Name and locality of your school
- City
- Class

Below are 15 statements. Mark how often you could say about them, "Yes, it's true!". When answering, make sure you describe who you are, not who you want to be. Don't think too long about choosing an answer. Remember: all answers are good!

	Never	Someti me	Often	Always	N/A
When I spoke to other people, they always understood my message - I conveyed it completely and correctly.					
When I talked to other people, I used verbal communication (words) and non-verbal communication (body language, e.g., gestures, facial expressions).					
When I spoke to people of different ages and backgrounds, I adjusted my communication style to suit their needs so that everyone could understand my message.					
When a person had a question for me, I always answered/answered in a coherent and comprehensive manner, making the person satisfied that he/she got a good answer to the question posed.					
People say that my way of communication encourages them to talk and share their ideas.					

	Never	Someti me	Often	Always	N/A
I have always chosen the appropriate mode of communication for the context, such as face-to-face, talking on the phone, or communicating via e-mail.					
In the project we acted together-I felt that I was part of a group and we had a common goal					
I respected the roles of other team members and the tasks assigned to them.					
When members of the team asked me for support, they could always count on me - I was happy to help them/us.					
While performing a task in a team, I was/are open to suggestions and ideas from others. I/we did not try to push my idea at all costs, I/we were ready to follow instructions if it served the purpose.					
When I made decisions that could affect the team, I always listened to the team's opinion first.					
I did not let go at the first doubt, I tried to consistently perform my tasks.					
I stuck to the commitments I made - I took my tasks seriously and tried to do my best.					
I showed sensitivity to the other person's emotions and feelings: I sensed the person's mood and tried to behave in a supportive manner.					
I displayed an attitude that allowed me to get in tune with the other person during the conversation: I tried to empathize with the situation and adapt the way I talked and acted					

6. have you ever been a volunteer?

7. if yes, briefly describe in what activities (e.g., what organizations did you help, what actions did you participate in, etc.). If no, write "not applicable."

8. what would you like to learn while participating in the project?

- Use your talents and skills
- Cooperate with others
- To organize your time well
- To organize social actions
- Perform in public
- Communicate better with adults

Final competencies questionnaire

Thank you for participating in the volunteer project! We are pleased to inform you that you not only did something good, but also gained valuable experience that will stay with you for a long time. Do you want to know your strengths? This form will help you with that :) It will only take you a few minutes to fill it out. Answer all the questions, and at the end of the project you will receive a report from us with a summary of your strengths. Remember, this is not a grading test! There are no wrong answers here - on the contrary: every answer is good! Have fun! :)

1. Your name:

2. Name of school:

3. What was your role in this project?

- I performed simple tasks under the supervision or direct direction of others.
- I/we performed simple tasks independently (without direct supervision).
- I/we performed complex tasks according to instructions given; in addition, I/we supervised and supported the work of others.
- I independently managed the entire project, coordinated the work of the team, distributed tasks, made decisions on how to implement and develop the project.

4. What kind of tasks did you take care of?

Mostly simple and repetitive, which did not require complicated tools and specialized skills.

Uncomplicated and repetitive, but ones that required the selection of appropriate tools and specific skills.

Complex and somewhat difficult ones that required me to be creative and independent.

Complex and unpredictable, which required me to be flexible and combine knowledge from different fields.

5. briefly describe your tasks in this project:

6. below are 15 statements. Mark how often you could say about them, "Yes, that's right!". When giving your answer, make sure you describe who you are, not who you want to be. Don't think too long about choosing an answer. Remember: all answers are good!

	Never	Someti me	Often	Always	N/A
When I spoke to other people, they always understood my message - I conveyed it completely and correctly					
When I talked to other people, I used verbal communication (words) and non-verbal communication (body language, e.g., gestures, facial expressions).					
When I spoke to people of different ages and backgrounds, I adjusted my communication style to suit their needs so that everyone could understand my message					
When a person had a question for me, I always answered/answered in a coherent and comprehensive manner, making the person satisfied that he/she got a good answer to the question posed.					
People say that my way of communication encourages them to talk and share their ideas.					
I have always chosen the appropriate mode of communication for the context, such as face-to-face, talking on the phone, or communicating via e-mail.					
In the project we acted together-I felt that I was part of a group and we had a common goal					
I respected the roles of other team members and the tasks assigned to them.					
When members of the team asked me for support, they could always count on me - I was happy to help them/us.					
While performing a task in a team, I was/are open to suggestions and ideas from others. I/we did not try to push my idea at all costs, I/we were ready to follow instructions if it served the purpose.					

	Never	Someti mes	Often	Always	N/A
When I made decisions that could affect the team, I always listened to the team's opinion first.					
I did not let go at the first doubt, I tried to consistently perform my tasks.					
I stuck to the commitments I made - I took my tasks seriously and tried to do my best.					
I showed sensitivity to the other person's emotions and feelings: I sensed the person's mood and tried to behave in a supportive manner.					
I displayed an attitude that allowed me to get in tune with the other person during the conversation: I tried to empathize with the situation and adapt the way I talked and acted					

7. What did you find most challenging during this project? Were there any critical moments that you had to face? If so, how did you face them?

8. what was the most important thing you learned from this project? What do you think you would do the same way in the next similar project, and what would you do differently? Why?

9. additional comments

Youth project application template

1. What do you want to do for the common good?
2. Who do you want to help?
3. Why do you think this group needs help?
4. To whom are you targeting the action?
5. How do you plan to carry it out?
6. What actions do you need to take to make it happen?
7. Who will do it and when?
8. What resources do you have?
9. Who will support you in implementing the project (e.g. business, public institutions, organizations, media, local community representatives)?
10. What do you need and what must be purchased to implement the project?
11. What will be the name of your action?

Questionnaire for the organization to support it in the preparation of a team of volunteers and the author's offer to them

1. Have you ever been a volunteer?
2. How long was your internship?
3. How many hours per week did you devote to volunteer activities?
4. What did these activities consist of? (e.g., organizing special events, helping with daily activities, talks (listening, explaining, explaining), walks, fundraising attempts, organizational work, other)
5. Did the work require you to have specific skills? If so, which ones?
6. Were you properly informed and presented with what exactly your work would consist of?
7. Was there a person (e.g., a mentor) who supported you during the implementation stage of the various activities.
8. Rate your level of satisfaction with your volunteer work on a scale of 1 to 5.
9. What were your main motives for volunteering? E.g. Willingness to help others, acquiring new skills, belief in returning good, a way to meet new people, my friends who were already involved in such activities.
10. What, according to you, are the reasons for the decrease in motivation for volunteer activities: poor organization of work in the institution, lack of opportunities for development, lack of satisfactory results, not appreciating efforts, lack of support from the organization, etc.?
11. What, according to you, is the key to the implemented activities for volunteering: support of the team, support of the leader, satisfaction from the work done, the opportunity to come up with your own initiatives, etc.?
12. What do you think the organization should offer during your volunteering for you to rate it 10 out of 10?

Exercise scenario - building models with LEGO bricks

OBJECTIVE: to improve communication and individual and group efficiency

TASK: Participants are divided into teams of five, where each person is assigned a specific role. The goal of the team is to recreate a model from LEGO blocks that the instructor has prepared for them.

TEAM ROLES: Sender, informant, doer, observer, chairman.

Sender - This is the person who sees the original Lego model. She can touch it and turn it, but she must also be vigilant not to break it. The sender approaches the informant and gives him instructions on what the model looks like.

Informant - does not see the model. Collect information from senders and pass it on to the contractor. The informant cannot touch blocks that may be carried around the room.

Installation - a seat in the room with blocks, which should be placed in such a way that the model is hidden behind the door. Data received from the informant.

Observer - a person who sees the models and blocks in the room. This is the person who can answer the question yes or no. The observer cannot touch the controls.

President - a person who is to supervise the ongoing merger. This person ensures that each user takes care of each other.



The trainer decides what a given model should look like. It usually consists of: from approx. 15 blocks

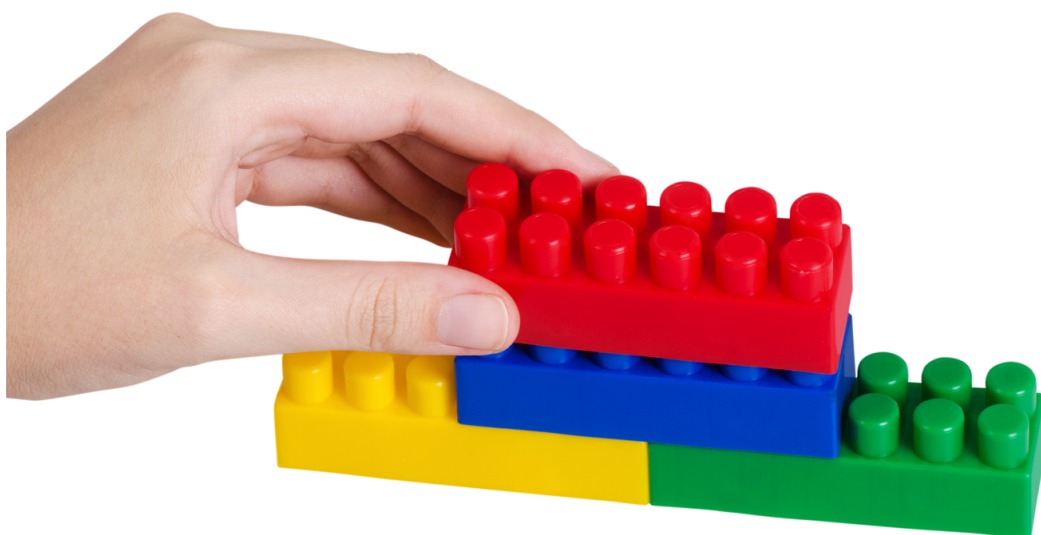
Exercise - building models with LEGO bricks

STAGES:

- The leader gives instructions to the participants and discusses each role
- The leader creates an appropriate space that will enable the exercise to be carried out (e.g. hides the prototype of the model behind a door or another out of the way, to which only the sender, president and observer will have access, sets a table and chair for the contractor who will be able to assemble it)
- Participants are divided into teams and decide who wants to play what role
- Start! Teams build their models (depending on the layout of the model, its assembly usually takes max. 25 minutes)
- Discussion of the exercise (the biggest challenge / critical moment / cooperation with individual people / what, from the perspective of their role, they would do to improve the process / practical message delivery)
- The exercise can be concluded by creating a decalogue of effective communication.

Tips for the presenter:

- If there are a number of people in the group that cannot be divided into 5, you can assign an additional person the role of a supervisor, whose task is to circulate like a satellite and check whether each team operates in accordance with the regulations. If there are too few people, you can resign from the role of President.
- Participants (especially informants) very often go beyond their limits and have the need to touch and arrange the blocks. It's worth keeping an eye on this. The only person on the team who can touch the blocks is the performer.



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Developed by the team of the Federation of Community Foundations in Poland as part of the project "The strength of the Federation of Community Foundations is its members"