ONLINE TRAINING PROGRAM ON YOUTH LEADERSHIP

This program was conducted as a part of the project *Youth for Change: Building the Resilience of Serbian Youth Through Engagement, Leadership and Development of Their Cognitive and Social-Emotional Skills*

Belgrade, Serbia

2020

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INTRODUCTION

The online training program on youth leadership is developed as a part of the project *Youth for Change: Building the Resilience of Serbian Youth Through Engagement, Leadership and Development of Their Cognitive and Social-Emotional Skills,* which is implemented by PIN – Psychosocial Innovation Network within the STRIVE Global program. The project was funded by EU and supported by Hedayah and was being implemented in the Republic of Serbia from August 2019 until September 2020.

The online training program is the second phase of this project and is intended for **20 youth leaders from Belgrade, Sjenica and Novi Pazar** that have gained relevant cognitive and social-emotional skills and competences relevant for overall development and well-being, after completing the BYRVE program *Building Youth Resilience to Radicalization and Violent Extremism* that consisted of 10 modules. Furthermore, with minimal modifications that do not affect its basic structure this online training program could be easily applied separately by educators and teachers from various fields in the form of workshops, training and non-formal education. The program consists of **9 one-hour webinar sessions** and for the purpose of this online training program the sessions are arranged so that 2 sessions are conducted every day over the course of one workweek. Before and after the online training, the participants fill out the pre- and post-test in order to assess the increase in knowledge of trainees and to measure the effects of the training. At the end of each training day, participants fill out the online training evaluation (feedback form) in order to measure their satisfaction and reaction to online training (see the Appendix 1).

The online training program includes the following webinar sessions:

Day 1	Pre-test (1) Self-expression and public speaking (2) Communication
Day 2	(3) Goal-setting and personal motivation (4) Small group facilitation skills
Day 3	(5) Organizational and planning skills (6) Basic leadership theories and skills
Day 4	(7) The power of peer and community-based support (8) Social responsibility
Day 5	(9) Understanding and countering violent extremism Conclusion of the online training – post-test and training evaluation

Goals that should be achieved with this online training program on youth leadership[1]:

1. Ability to communicate to get a point across

2. Ability to influence others

3. Ability to motivate others

4. Ability to seek out role models who have been leaders

5. Ability to be a role model for others

6. Ability to articulate personal values

7. Awareness of how personal actions impact the larger communities

8. Ability to engage in the community in a positive manner

9. Respect and caring for self and others

10. Sense of responsibility to self and others

11. Integrity, autonomy and self-awareness

12. Respect for cultural and individual differences among peers and the wider community

13. High expectations for self and community

14. Sense of purpose in goals and activities

15. Ability to follow the lead of others when appropriate.

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[1] Edelman, A., Gill, P., Comerford, K., Larson, M., & Hare, R. (2004). *Youth Development & Youth Leadership.* Washington, DC: National Collaborative on Workforce and Disability for Youth.

1. SELF-EXPRESSION AND PUBLIC SPEAKING

Topic	For young people to be able to actively participate and be an important, integral part of their local community, while accepting responsibility for their actions and participating in the preparation of social events, in order to lead and raise awareness of peers and other members of the community, they must be confident regarding their capacities, values, and abilities. Based on long-term observations, one of the main attributes, that can help us convince other people that we stand behind our words and thoughts is confidence in self-expression. The activities in the next section aim to help adolescents relax and loosen up at the very beginning of training, in order to encourage them to express their ideas without fear of being judged or negatively evaluated. It is very important for a young leader to be able to assess his weaknesses and strengths and to show and present them to others with self-esteem, acting confidently and decisively[2].
Objectives	"Icebreaking" at the outset; Developing self-expression and public speaking skills; Developing confidence and combating "negative" stage fright; Aiming to remove barriers and fears of other peoples' opinions while expressing our ideas; Facilitating a comfortable and supportive working atmosphere.
Participants	Up to 20 adolescents
Duration	60 minutes
Material required	Paper and coloured pens, PPP webinar session 1

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[2] Edelman, A., Gill, P., Comerford, K., Larson, M., & Hare, R. (2004). *Youth Development & Youth Leadership.* Washington, DC: National Collaborative on Workforce and Disability for Youth.

Pre-test questionnaire

ACTIVITY 1: *Introduction and the "icebreaker"* (10 min)

 In the very beginning, it is important that the facilitator introduces himself. Then, ask the participants to one by one say their name, the name of their school, and one thing they like to do in their free time. After this, the facilitator shows 15 questions on PPP, reads them out loud one by one and the participants should answer to them in a certain order. The aim is to have each participant answer at least one question. This activity is supposed to relax the participants, and give them the opportunity to get to know each other better before continuing with the training.

ACTIVITY 2: *"Me, myself and Serbia"* (20 min)

 Split the participants into two groups by randomly assigning them numbers 1 or 2. The participants from the group 1 should introduce themselves to others in the best and the most creative manner. This may include performing a scene from a movie, or singing, reciting, reading a passage, making a quick drawing. At the same time, instruct the participants from group 2 to imagine how would they represent our country to a peer from a foreign country in order to present Serbia in the best and the most beautiful way. This can also include an artistic performance, as well as finding and showing a video, singing, etc. After this, discuss the questions shown on PPP with the participants. Choose three volunteers (or random participants) from each group to present their ideas.

ACTIVITY 3: *What skills are needed for public speaking* (20 min)

 Go through the guidelines for public speaking on the PP presentation with participants and then ask them if they would change anything in their presentation from the previous activity. Also, while discussing the items, make sure to give the participants as many examples as possible and ask them to provide some examples, as well.

Closing the session and question time (10 min)

 Explain to the participants that in this webinar session you have worked on self-expression skills and how important they are for public speaking and our self-confidence. Ask them to say what they found to be interesting, what will they remember, and what messages they will take from this session. Also, give them an opportunity to ask questions about the organization of the entire online training, as well as the session you've just finished.

2. COMMUNICATION

Topic	Effective communication is the ability to clearly express our own desires, both verbally and nonverbally, by which we lower the probability of others interpreting what we wanted to say in their own way and increase the probability of being properly understood. While communicating, it is very important to be confident in what we want to say and try not to say things just to say anything, but also not be silent and ashamed of our own opinion[3]. By avoiding misunderstandings, both sides can benefit from communication and mutual understanding. Positive consequences of skilled and confident communication motivate us to continue behaving in such manner, which continuously strengthens this useful skill.
Objectives	Developing communication skills; Encouraging expression of own ideas without constraints; Acquiring knowledge about the importance of both nonverbal and verbal communication; Mastering active listening skills; Developing rhetorical skills in order to allow listeners to use their active listening skills; Developing social intelligence and interpersonal skills.
Participants	Up to 20 participants
Duration	60 minutes
Material required	Paper and pens, the table 1 from the Appendix 2, PPP webinar session 2

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[3] Vihar, P. (2013). *Teacher's Manual–Life Skills for Class-VIII.* Delhi: Central Board of Secondary Education.

ACTIVITY 1: *Front row vs. Back row* (15 min)

One of the goals of this program is to encourage participants to express their own ideas and opinions. That is why it is important for them to understand the importance of active participation but also the importance of the saying "think before you speak". For this activity, participants should be split into 4 groups by assigning a number 1-4 to each participant. Each participant that belongs to one of the 4 groups is given one of the four columns from Table 1, which is available in Appendix 2. For example, participants that are given the number 1 should write a list on a paper of all the possible reasons (column 1) why some students actively participate, while other are passive. The participants assigned the number 2 should list the advantages (column 2), those assigned number 3 - disadvantages (column 3) and participants assigned the number 4 should list the responsibilities (column 4). After that, the participants present their work. The goal is for the participants to come up with the things listed in the table on their own. Discuss and compare what the participants have written with what is written in the table. Creative and innovative ideas should be particularly praised.

Theoretical part[4] (15 min)

Use the PPP to discuss with participants about the definition and classification of communication, while answering the question how good communication can help us. To make sure that the theoretical part[5] is not tiring for the participants, the PPP should have a lot of pictures, videos and examples. You could also share some of your experiences and encourage the participants to tell their own.

ACTIVITY 2: How to actively listen and how to be actively listened to? (20 min)

Use the PPP to show how we can better listen to other people and how we can motivate others to listen to us. *The signs of active listening* can be introduced through a guessing game and *7 techniques to motivate others to actually listen to what you have to say* can be presented through a discussion and everyday examples given by the participants.

After the exercise you can tell the participants that it is important to be spontaneous while actively listening, because people can easily notice when someone is "faking". It is important to find the middle ground – to find balance between how much we talk and how much we listen. There are some people that are self-centred and unable to notice others, like it can be seen in the following video: https://www.youtube.com/watch?v=3_dAkDsBQyk

Closing the session and question time (10 min)

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[4] Popadić, D. (2014). *Social interaction and communication* (authorised text). Belgrade, Serbia.
[5] Provide the participants the theoretical part available in the supporting materials for the training.

3. GOAL-SETTING AND PERSONAL MOTIVATION

Theme	The first step in planning any action is **setting your goals**. The Goal Setting Theory of Motivation was created by Locke and Latham[6]. Goals reflect attitudes and values of the person that sets them. They represent what a person wants to accomplish and is striving to in order to be satisfied with its own life. How successful someone would be in accomplishing their goals depends on how **motivated** they are. When the goal is difficult to achieve and our motivation is high, the accomplishment of such goal leads to greater sense of fulfilment and a confidence boost. Positive thinking makes the goal achieving easier and motivates us to take necessary action, while on the other hand, pessimistic thinking demotivates us. All of this is related to the general life satisfaction. Good planning and perseverance in accomplishing goals enables people to have an internal locus of control which means that they believe that they are responsible for the things happening in their life and that they make things happen, instead of things happening to them.
Objectives	Acquiring skill of setting functional goals; Learning how to motivate yourself for goals setting; Practicing the time management and anticipation of future events; Achieving the flexibility while choosing the steps necessary for achieving your goal; Learning how to apply the S.M.A.R.T. protocol.
Number of participants	Up to 20 participants
Duration	60 minutes
Required resources	Paper and pens, PPP webinar session 3

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[6] Locke, E.A. & Latham, G.P. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey, *American Psychologist, 57*, 705-717.

ACTIVITY 1: *S.W.O.T. analysis*[7] (20 min)

At the beginning, you can demonstrate the S.W.O.T. analysis through group work[8] in order to ensure that the motivation of the participants is going in the right direction. The aim of this analysis is to enable the participants to get to know their joint strengths, weaknesses, opportunities and threats, which can help them in future group work. Also, it could encourage mutual understanding between peers, because they may realize that they have many common concerns, as well as the opportunities, and that they represent the energetic and strong part of our society. Split participants into 4 groups by giving them random numbers from 1 to 4. Let each group pick their representative and show them the table 3 from supporting materials on PPP. Their task is to complete the table by entering S – strengths, W – weaknesses, O – opportunities and T – threats that refer to their group and goals accomplishment. The first and the second cell in the first row of the table represent advantages and disadvantages in goal accomplishment that arise from our inner mechanisms or, in other words, strengths and weaknesses of a person or a group. On the other hand, cells 3 and 4 in the row below represent external factors, factors in the environment that affect goal accomplishment or opportunities and threats that come from our wider environment. After the participants have discussed these aspects, ask the group members that still haven't said anything to present their findings to other groups. After that, discuss the similarities and differences between groups and how they could use the knowledge acquired about their group's characteristics in the future.

Theoretical part: *S.M.A.R.T. protocol*[9] (10 min)

The effective goal setting requires the following set of skills: organizational and planning skills, perseverance and motivation, good time management, flexibility, self-regulation, emotional intelligence, commitment and focus. If you want to set your goals in the most effective way possible, it is best not to have more than three goals set at the same time; to focus on short term goals, which are achievable in a very short period of time, making sure that they lead to the accomplishment of long term goals; you also need to define your goals in a positive way (motivation). Explain the *S.M.A.R.T protocol* and *what is the best way to set goals* through PP presentation.

ACTIVITY 2: *Let's imagine we are organizing an event...* (20 min)

Setting own goals may sound simple, but the situation can get a bit more complicated when you are a part of a group. One way to measure how successful a group is to measure how successful it is in accomplishing the group goals. For example, imagine that you are given

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[7] Explain the meaning of the acronym. https://workshopbank.com/swot-analysis
[8] For this activity participants need a separate online chat rooms.
[9] https://positivepsychology.com/goal-setting/
The materials should be provided to participants in an online form.

an assignment to organize a public event in your local community. Organization of an event involves different people and coordination of numerous roles they might have. Bearing that in mind, it is important to establish the most effective way if coming to agreement with a lot of people.

As a part of a group exercise, participants will answer the question: *What type of event would you organize in your local community*? Split participants into three groups. Each group should have a discussion and a group representative should write down the events they would like to have and that are feasible to organize. When all groups have written down all possible events, they should select two events they like the most by democratic voting. The facilitator writes down all six events and uses the S.M.A.R.T. protocol to discuss all the events with participants, with an aim of choosing one event in each group.

Closing the session and question time (10 min)

Our main topics today were self-expression, public speaking, communication skills and active listening skills, motivation raising and goals setting. Talk with participants about their impressions and important take away messages.

4. SMALL GROUP FACILITATION SKILLS

Topic	It is very important to teach your group of young participants how to work in a team. There is a saying in the English language "Teamwork makes the dreamwork" which emphasizes the importance of communication within a team for reaching various important goals. The main focus of this part of the training is on the importance of communication in a team and the ways to establish good communication between team members. We will focus on preparing a structure and a plan, so that each member is familiar with his role and his task. When the contribution is visible, every participant will feel useful and motivated to continue working. Although every team is different and it takes time to develop an ideal work atmosphere, some ground rules exist and will be presented in this part of the program.
Objectives	Changing your focus from personal goals to teamwork; Nourishing the team spirit; Establishing a pleasant work atmosphere; Developing group communication skills; Developing inter- and intracultural sensitivity; Developing personality traits – Agreeableness and Openness; Learning the skills necessary to accept and understand others.
Number of participants	Up to 20 participants
Duration	60 minutes
Required resources	Paper and pens, PPP webinar session 4

ACTIVITY 1: *Riddle solving* (10 min)

This activity can be used to motivate participants to start thinking like a small group. It also helps to loosen up the atmosphere. Split the participants into 4 groups. Tell each group that it has to solve a different riddle as a team (for this activity you will need separate chat rooms). All 4 riddles will be shown on the PP as soon as the facilitator says "1, 2, 3, GO". The group that finishes first wins. The most important part is the discussion based on the questions from the supporting material.

Theoretical part: "*Teamwork makes the dreamwork!*" (15 min)

You can start this part with a short discussion and questions: *How did you find the previous activity? Why is it important? Was it difficult? What was the hardest part? What was your strategy? Did you have different roles assigned? Based on what?* The goal is to make the participants realize that sometimes teamwork is the key to solving seemingly impossible problems. Explain the meaning of the phrase "***Teamwork makes the dreamwork!*",** along with the components of great teamwork through PPP.

ACTIVITY 2: "*Tell me a story*" (10 min)

Instruct the participants to write the first word that comes to their minds on a piece of paper. Now split the participants into 4 groups[10] and their task will be to make a story from all of these words. In the end, the group will have to appoint someone to represent the group, who will read the story to all participants. The winner is the group with the most creative story.

ACTIVITY 3: *What type of team member are you?* (15 min)

Ask the participants to open the link[11] and complete the quiz on their smartphones or computers. Based on the results, each of the participants will be sorted into one of the five categories. Show the categories (creative spark, productive dynamo, team driver, intellectual powerhouse and maven influencer) on PPP. Before discussing the different categories, point out that there are many classifications like this one, but you chose this one because it seemed applicable and modern. Explain that this is not a psychological instrument and it is used to make this topic more interesting.

Closing the session and question time (10 min)

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[10] For this activity participants need separate online chat rooms.
[11] https://www.actioned.com/team-member-quiz/

5. ORGANIZING AND PLANNING SKILLS

Topic	This session is focused on gaining and/or developing basic planning-and organisational skills in everyday life, as well as in professional setting. These are some of the most important skills that are facilitated and supported during activities that encourage teamwork. Namely, research has shown that development of such skills has a significant impact on the process of development of young leaders[12]. The idea is to show the young people how important organizing and planning can be for taking some crucial steps in the future, as well as to encourage them to be creative, not to lose themselves in the process and to always believe that there is more than one solution to a problem.
Objectives	Encouraging creative and critical thinking; Developing organizational skills; Developing planning skills; Learning how to create and apply the "Mind map" technique; Encouraging active logical-abstract reasoning and using a larger capacity of cognitive functions.
Number of participants	Up to 20 participants
Duration	60 minutes
Required resources	Paper and pens, PPP webinar session 5

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[12] Karagianni, D., & Montgomery, A. J. (2018). Developing leadership skills among adolescents and young adults: a review of leadership programmes. *International Journal of Adolescence and Youth, 23*(1), 86-98.

ACTIVITY 1: *"Classify me"* [13] (10 min)

Instruct the participants that to look around themselves and write down one thing that caught their eye. Now split the participants into 4 teams. The facilitator collects all the objects in one list and then every team is supposed to classify items into 3-5 categories/groups[14]. When participants finish with classification, ask the team representatives to tell everyone based on which criteria they made the categories and how they categorized the objects. Ask them to answer the questions showed on PPP.

Theoretical part: *Organizational skills* (15 min)

Explain the participants that the goal of the previous activity was to exercise organizational skills in a team. Organizational skills are crucial for achieving success in work, and they especially improve efficiency and enthusiasm of a team. Present *Advantages of good organization* and *5 characteristics of a good planner* on PPP.

ACTIVITY 2: *Planning the event by using "Mind maps"*[15] (25 min)

Show on PPP the *explanation of mind maps*, *steps in making a mind map* and *benefits of using mind maps.* After that split the participants into 4 groups. Each group should gather in a separate video chat room, and have access to Google Slides where they could work together on creating a Mind Map. Explain that their task will be to plan the event that they have already chosen during the session 3, activity 2, which will help them become active members of their community, who do not only contribute to the community, but to the society as a whole, and all of this using a mind map. During this activity the participants will be engaged in systematic planning and it will help them to constantly keep in their minds what are the important aspects of organizing an event. Ask every group to present their map. Afterwards, discuss together what could have been added, and what is missing. Praise the efforts of all participants. Ask the participants to make an estimate in percentages if their event is actually feasible and revise the maps together, according to the estimations.

Closing the session and question time (10 min)

Ask participants what have they learned during this session. Do they have any questions? Summarize the activities using the phrases explaining the importance of organizational and planning skills for a young leader[16] and check if the participants have something to add.

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[13] https://www.mindtools.com/pages/article/newHTE_76.htm

[14] For this activity participants need separate online chat rooms.

[15] Krasnic, T. (2012). *How to Study With Mind Maps*. Concise Book Publishing.
- Show pictures and examples of various interesting mind maps on PPP.

[16] https://careerstint.com/why-are-organizational-skills-important-in-leadership

6. BASIC LEADERSHIP THEORIES AND SKILLS

Topic	The idea behind this training session is to introduce the participants with the main leadership theories[17]. An insight into existing knowledge in this field could encourage them to actively and independently think about whether they would like to become leaders and in which way they would like to achieve this. Prior research has shown that most authors failed to adapt the most prominent theories to the adolescents' way of thinking[18], so it is of great importance to help them shape their way of thinking through various educational activities, using the examples and theories about great leaders. It is also important to talk with adolescents about characteristics a leader should have, as well as to emphasize the importance of empathy, so that they can timely start thinking about the wellbeing of their co-workers, and not solely on achieving their own goals.
Objectives	Developing attitudes and opinions about what an ideal leader looks like; Encouraging empathy and compassion in working with others; Developing emotional and social intelligence; Encouraging group dynamics and positive climate through teamwork and exchange of ideas; Encouraging the participants to develop general knowledge.
Number of participants	Up to 20 participants
Duration	60 minutes
Required resources	Paper and pens, the check list from the Appendix 3, PPP webinar session 6

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[17] Khan, Z. A., Nawaz, A., Khan, I. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management, 16*, 1-7.
[18] Krasnic, T. (2012). *How to Study With Mind Maps*. Concise Book Publishing.

ACTIVITY 1: *My ideal leader* (10 min)

Instruct participants to imagine a person they know or of whom they've heard about, and who they consider to be a good leader. After that they should write down characteristics that, in their opinion, make such person a good leader. Discuss with the participants about the persons they have chosen and the characteristics of a good leader by using PPP.

Theoretical part: *Main theories and leadership styles[19]* (15 min)

Leadership theories are models that aim to explain why and how some people become and remain leaders, while some others don't. Discuss the following theories with the participants - the "Great Man" theory, trait theory, contingency (situational) theory, style and behaviour theory by showing them on PPP. Try to name the advantages, disadvantages and examples for each theory, but tell them you will talk about the last one in more depth.

ACTIVITY 2: What is your leadership style? (25 min)

The participants will answer the question from the title by filling in a check list (see Appendix 3) that has been sent to them before the session in which they will check the boxes next to items that describe them the best. Using the PPP introduce the participants the following styles (Coercive style, Authoritative style, Affiliative style, Democratic style, Pace-setting style, Coaching style) and explain them which items refer to them, then ask them to count how many X (points) they have for each style (the style with maximum of 3 points represent participant's personal style, or the combination of styles). Make this activity interactive through discussion, questions, asking the participants to give examples and describe the style they got (based on points), which can either be a specific style or a combination of styles. Explain that these styles were found by Goleman (2000)[20], and they are based on the level of development of emotional intelligence. They aren't suitable for all situations and none of them is ideal, but to reach a goal it's advisable to combine them.

Closing the session and question time (10 min)

Explain that there isn't one, the most correct theory of leadership and that the most important thing is which values and principles a person advocates for. Give the participants an opportunity to ask questions about leadership theories and to tell the lessons they have learned from these theories.

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[19] Khan, Z. A., Nawaz, A., Khan, I. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management, 16*, 1-7.
Show the theories on PPP (and on printed materials) with interesting pictures/videos, so the theory doesn't seem dull.
[20] Goleman, D. (2000). Leadership that gets results. *Harvard Business Review,* 1-75.

Topic	In this training session the emphasis will be put on strengthening of peer support, with an aim to help the adolescents learn how to become role models and how to support their peers and the community. More broadly speaking, peer leadership skills can help young people prevent maladaptive behaviours[21]. In order to influence the attitudes of others, they need to become aware of and develop certain abilities, something that this program can help them with. Peer leaders have a wider perspective in mind, so they often take part in different activities to make a positive impact on their surroundings and help those who need it. To support young leaders, the most important thing is to work on communication skills, decision-making, problem and conflict solving, self-development, as well as violence prevention, and programs dealing with peer leadership that improve academic achievements, self-esteem and commitment to school[22].
Objectives	Encouraging young people to stand for themselves and their peers; Learning peer leadership skills; Becoming aware of the importance of helping the community; Encouraging self-esteem and self-respect; Developing empathy; Developing awareness and gaining information about the community we live in.
Number of participants	Up to 20 participants
Duration	60 minutes
Required resources	Paper and pens, PPP webinar session 7

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[21] Alberta Health Services (2010). *Peer Leadership: A guide to implementing school-based peer leadership programs* (pp. 1-36). Alberta Health Services. ISBN 978-0-7785-7270-1
[22] Gregoric, C., Owens, L. (2008) The Effectiveness of Peer Support Leadership Training in a South Australian School. *International Journal of Adolescence and Youth, 14*(2), 93-112.

ACTIVITY 1: *Criticism/Support/Restraint* (10 min)

At the beginning of this session, the participants discuss the following concepts: *criticism, support and restraint* by finding and remembering their own life experiences when they were criticized, supported or restrained in some situations, as well as when they were supportive, critical or restrictive towards someone. The goal of this activity is for participants to think about how does it look like when we are helping someone overcome an obstacle in one of these three different ways. Moreover, through discussion the participants can see the differences between the approaches and think about which of these three styles would give the best results and why.

Theoretical part[23]: *Peers and community* (10 min)

Young leaders represent a role-model for their peers and their community by trying to preserve and encourage their self-awareness, self-esteem and social interaction skills, by serving as support and contact to them and by organizing numerous important activities. Show on PPP the *Important skills a peer leader should have*[24] and *How to make most of informal community support*[25]. Sometimes all it takes for people to start thinking about important topics is to start a discussion about it (e.g. risks of drunk-driving), but more serious changes require more time and effort. If we choose to be peer leaders, it can have a positive impact on one person we advise, on a group we aim to motivate, on adolescent population in our country, and thus on the whole community. Summarize participant's answers and use them for the next activity.

ACTIVITY 2: *Does my event have a higher purpose?* (30 min)

During the previous activity the participants have most likely listed various acts of peer support, and you can name them again at the beginning of this activity, while adding the following, if they haven't been mentioned already: giving individual advice about problems the leader has already went through[26], defending the persons who are weaker than us and confronting the bullies, helping the elders, organizing group support (in learning, socializing, etc.), collective organization of various acts of charity (blood donations, collecting financial donations, organizing events with media coverage that have a strong message, visiting relevant institutions and providing help to the weak, etc.)[27].

Split the participants into 4 groups. Remind them of the event they have planned by using the mind maps from session 5, activity 2. Their task is to think about how their event

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[23] Give out the theoretical part in an online form.
[24] http://www.partnersagainsthate.org/publications/implementation.pdf
[25] https://www.skillsforcare.org.uk/Documents/Learning-and-development/Community-skills-development/What-is-it-I-can-do-if-I-support-community-groups.pdf
[26] An example from Serbia: https://www.mladice.org/category/programiprojekti/vrsnjacka-podrska/
[27] Floods in Serbia in 2014 can serve as an example, when high-school graduates across the country collected money for people affected by the floods instead of using the money for organizing the prom-event, with a motto „5 minutes of glamour won't change the graduation" (Picture 3). This is an example how the youth can make a change in the society together.

can: 1) help an individual; 2) help their peers; 3) impact the community. One team member should write the answers on a piece of paper divided into three sections and then add the details about how they plan to achieve this during their event. Once they are done, ask them to present their work to the others.

Closing the session and question time (10 min)

Most important messages and lessons will already be discussed through questions from the previous activity. In this part you can only underline the main idea. Give the participants a chance to ask about everything they didn't understand. Ask them what is the main point with which this session should be concluded. One of the main messages is that it is very important to support our peers and help our community develop. That is a characteristic of a good peer leader, and that's how we can pave the way for future generations and feel happier for making someone else happy.

Topis	Social responsibility develops during adolescent years, when cognitive, emotional and identity developmental changes occur while being exposed to different ideals, important messages and opportunities for making moral decisions[28]. The main focus of this training session is on the social responsibility, but also on how to make decisions and take action in order to improve sustainable living on our planet. The entire program is focused on some of the most important traits related to social responsibility: empathy, self-reflection, respecting the other people's opinion. Youth should be growing up in a supportive environment that gives them the opportunity to develop their leadership skills and discover the importance of their contribution to the world[29]. Having said that, the goal of this session is to show young people how they can contribute to the society and to give them the necessary support and motivation to do so.
Objectives	Learning about social responsibility through examples; Developing the empathy; Encouraging initiative in order to protect the entire community; Practicing self-assessment and self-reflection skills; Developing confidence for taking action; Reinforcing moral and critical thinking.
Number of participants	Up to 20 participants
Duration	60 minutes
Required resources	Paper and pens, PPP webinar session 8

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[28] Wray-Lake, L., & Syvertsen, A. K. (2011). The developmental roots of social responsibility in childhood and adolescence. *New Directions for Child and Adolescent Development*, *134*, 11–25.

[29] Bradford, L. (2017). Nonprofit Social Responsibility and Sustainability: Engaging Urban Youth through Empowerment. *Corporate Social Responsibility, Sustainability, and Ethical Public Relations,* 53-88.

ACTIVITY 1: *The Mysterious "Camera Disease"*[30] (20 min)

Disease outbreaks (like current Covid-19) are the subject of major headlines and an extensive scientific knowledge is required to fight them, as well. Many scientists and mathematicians are together studying how diseases spread and are creating models that predict the development of epidemics and the best ways to control them. In this game, participants will learn a simple disease model and the importance of social responsibility, by being an active participant in a mock "outbreak" of camera disease. A disease model includes three groups: susceptible, infected and recovered. The scientists and mathematicians studying epidemics consider this to be one of the simplest examples of a disease model.

Tell the participants that there is a mysterious disease spreading through computer camera (this is just a game, not an actually possible situation. Tell them that the real scenario resembles Covid-19, for example). For now, we don't know who is infected. Tell them to write down names of 5 persons they first looked at. Create three boxes on the PP (1) Susceptible Box [S] – People in this box don't have the disease, but are all capable of contracting it. In the beginning of the game, everyone is "susceptible". 2) Infected Box [I] – People in this box currently have the disease. 3) Recovered Box [R] – People in this box had the disease, but have now recovered and can no longer pass it to others. People in this class cannot get the disease again, they have immunity). When they finish "looking" and writing down names, tell them that they are all in S-Box: no one is sick, but anyone can become sick. Randomly draw one participant's name and declare that he/she was infected with "camera disease" before playing. This participant is now in the I-box and represents an infected person (count the participants and enter the numbers in boxes on the PP). Explain that he/she will infect the next 3 people he/she has looked at. Ask the participant in the I-box to read the first name from his/her index card and move the participant whose name has been read to the I-box. Then have each of those 2 participants read the next name on their list (for the new I, it should be the next name after the original I's name), and move over the participants that have been named. Repeat this with the participants now in the I box (probably 4). Then declare that the original I is cured and move him/her into R-box. Repeat until either there is no one in S or all participants in I have read the 3 names after their "infecting" look. You will likely have participants in the I box reading the names of other participants in the I box. If a participant in the I box reads the name of a participant in the R box, explain that once you have recovered, you will not get sick again. Some participants may remain in the S box. This is a good example of the stochasticity (randomness) of disease outbreaks – some people do not get exposed, just by chance.

Theoretical part (20 min)

Present the theoretical part to the participants by PPP and introduce one of the biggest philosophical dilemmas - *Is it always easy to make the right decision?* by showing them this video and discuss what they would do in this situation.

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[30]http://ec2-23-21-117-9.compute-1.amazonaws.com/blogs/09/07/2011/epidemic-the-handshake-game.html?series=1&interest=&audience=1&author=

ACTIVITY 2: *Socially responsible leaders* (20 min)

As young leaders, we can be socially responsible by helping spread certain behaviour amongst our peers and the wider community. The most effective way to do so is by setting an example and by acting responsibly. Ask participants if they've heard of Greta Thunberg (Picture 3 on PPP) who is fighting against the climate change and trying to save our planet. She set an example by being the first person protesting in front of the Swedish parliament and was quickly joined by thousands. She is a good example because she is portraying a young leader. Many other examples can be useful, as well, such as those presented in video 1 and video 2.

Each participant should think about his/her ideas for encouraging socially responsible behaviour. Afterwards, they should write down answers to the following sentences:

1. A school subject which is in any way related to social responsibility.
2. A way they can put their idea into action in their school[31].
3. How can they make their actions visible to the wider community.

When all the participants are finished, ask them to present their suggestions and discuss how they can make a world a better place.

Closing the session and question time (10 min)

Make sure that all the concepts you have gone through in this session have been understood and ask the participants what can be the take away message of this session. It's important for them to remember that no one can be 100% socially responsible, but we can try, and by trying we set an example to others and contribute to the society, like true leaders do.

Important!

Ask 6 volunteers to raise their hands to apply for activity 2 during the next session 9. Split them randomly into two teams. Until next session, one of the teams should examine the issue and come up with solid arguments and reasons FOR animal testing (Team A), while the other team should find arguments AGAINST testing and experimenting on animals (Team B). Tell them that each of them will present an expert from different field (this can be their preferred profession in the future or a branch of science that fascinates them) and they as a team will have to present their arguments and positions. They can also choose a different name for their teams but they need to inform facilitators about that before this activity starts.

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[31] For example, setting up recycling bins.

9. UNDERSTANDING AND COUNTERING VIOLENT EXTREMISM

Topic	Educating the youth about peaceful conflict resolution and violence prevention is one of the most important tasks of a community[32]. The need of youth to solidify their identity may lead them to joining existing groups with predefined attitudes that can be radical or even extreme[33]. The goal of this program is to raise awareness and develop attitudes that can help prevent radical extremism among youth. It is important to note that the participants should be already familiar with the concepts of empathy, assertive communication, critical thinking and assessment, stereotypes and prejudices, as well as discrimination, which are all crucial to prevent youth from joining groups with radical/extreme attitudes and beliefs.
Objectives	Learning the terms radicalization and violent extremism; Encouraging critical thinking; Encouraging the use of empathy as a tool for decision-making; Developing skills of independent reasoning; Creating, preserving and applying the inner moral code; Raising awareness about negative effects of discrimination.
Number of participants	Up to 20 participants
Duration	60 minutes
Required resources	Paper and pencils, PPP webinar session 9

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[32] Fountain, S. (1999). *Peace education in UNICEF*. Unicef, Programme Division.
[33] Hogg, M. A. (2014). From uncertainty to extremism: Social categorization and identity processes. *Current Directions in Psychological Science*, *23*(5), 338-342.

ACTIVITY 1: What do you see first? (5 min)

Show the students a set of ambiguous images in PPP, one by one, briefly (less than 5 seconds), and instruct them to write on a piece of paper what is the first thing they see in each picture. When all the pictures have been shown, return to picture number one and ask the participants what have they seen. If everybody wrote the same thing (which is possible because of their similar age), then you should point out the other options that could be seen in the picture.

Theoretical part: *Term clarification* (15 min)

Show the students definitions of the following terms in PPP: *extremism, violent extremism, radicalism, radicalization leading to violent extremism*, followed by discussion about *Behaviours that can be signs of radicalization.*

ACTIVITY 2: "*Test or a gentle gesture?*" (30 min)

Inform the participants that an online panel discussion will be simulated during this activity. The six volunteers from the previous session will be asked to play the role of panellists and the rest of participants will be the audience. Introduce yourself as a moderator of this panel discussion by saying: *Hello everyone, today we will have a panel discussion about animal experimentation. I will be your moderator, and the speakers will present their positions. Today we have six experts with us from a variety of fields and they will be answering our questions. However, this discussion has a little twist – group A should make arguments FOR animal testing, and group B will advocate AGAINST animal testing. We will leave the panellists a few more minutes to prepare, and in the meantime, I will explain your role as an audience.* While the panellists are preparing, tell the rest of participants to draw a red button on a paper that will represent a push button. Explain them that the button gives them the opportunity to join the discussion, ask a question or share their reaction. When the panellists are ready, they should introduce themselves and after that the moderator should ask questions from PPP in order to keep the discussion structured. When the teams finish presenting their positions and the audience asks their questions and shares their reactions, the audience votes by raising their hands for the team that has presented better and more convincing arguments, regardless of their personal opinions. The result can be tie, which can also make an interesting topic for discussion and the facilitator starts with a joint discussion and uses the questions from PPP.

Closing the session and question time (10 min)

CONCLUSION OF THE ONLINE TRAINING (30 min)

Tell the participants that you have reached the end of the entire online training. Ask them: *How did they like the training and have they learned anything new? What have they learned? What are the most important lessons and messages from the training that they will take home with them? Do they feel as if their leadership skills have improved?* Through the discussion and lessons learned check whether you have achieved most of the goals set at the end of the introduction to this training guide.

Once again, go through the main messages of the training and ask each participant to read out loud one message shown on PPP, to ensure that they are all focused and to summarize the whole training.

At the very end, give participants the evaluation and post-test questionnaire to fill out.

Appendix 1

Pre and post-test

Date: _____

Age: _____

Gender: _____

1. If you are skilled in public speaking, you don't need to know and assess your audience when you prepare for a speech. True or **False**

2. Prosodic communication is a form of verbal communication. True or **False**

3. Animals communicate by interacting with signs. **True** or False

4. In S.W.O.T. protocol, letter O stands for Opportunities. **True** or False

5. Having clear responsibilities is a key component of great teamwork. **True** or False

6. Remembering a goal instead of writing it down is one of the best ways to set your goals. True or **False**

7. In order to establish a way of working together, teammates should hold group meetings and avoid working one-on-one. True or **False**

8. One of the characteristics of a good planner is that he organizes his private life as well. **True** or False

9. Mind map is invented by Tony Buzan in the 1990s. True or **False**

10. Mind maps making activates both brain hemispheres. **True** or False

11. One of the benefits of mind maps using is that it stimulates creativity. **True** or False

12. A good leader empathises with others. **True** or False

13. The contingency theory focuses on personality traits of a person. True or **False**

14. Not every act that leads to the progress of society and prevention of something bad happening is a socially responsible act. True or **False**

15. Radicalization is a phenomenon in which individuals or groups who, in search of their ideological purpose and as a consequence of their extreme beliefs, show readiness to use violence in order to achieve their political, religious or social goals. True or **False**

16. Sudden drop-out from school and conflicts with the school can be signs of radicalization. **True** or False

Training session evaluation

Date: _____

Age: _____

Gender: _____

1 Not at all	2 Not really	3 Moderately	4 Somewhat	5 Very much				
Did you find the training session interesting and pleasant?				**1**	**2**	**3**	**4**	**5**
*Please explain your answer:								
Did you find the training session useful?				**1**	**2**	**3**	**4**	**5**
*Please explain your answer:								
Were the facilitators clear and easy to understand?				**1**	**2**	**3**	**4**	**5**
*Please explain your answer:								
Was there anything particularly useful/meaningful/pleasant during the training session?				**YES**		**NO**		
*If your answer is YES, please explain:								
Was there anything you found unpleasant or disturbing during the training session?				**YES**		**NO**		
*If your answer is YES, please explain:								
*If you have any suggestions or comments about the training session, please leave them here:								

Table 1

	1. Reasons	2. Advantages	3. Disadvantages	4. Responsibilities
Participants that participate actively	- Confident - Have knowledge on the issue being discussed - ...	- Opinion holds a lot of value - Given importance by others - Others look up to and admire them - Helps build self-esteem - ...	- They can overshadow other participants - ...	- Encouraging others to participate more - To make sure that they are not the only person speaking - ...
Participants that are more passive	- Not confident - Not aware/do not have knowledge - Not getting a chance to speak - Fear of being ridiculed - Past negative experience - ...	- They can be very good listeners and/or very observing - ...	- Their opinion is not taken into consideration - Others may think they are not interested - Others neglect them - Silence can be interpreted as agreement or lack of opinion - They could feel uncomfortable...	- Not let others overshadow them - To take part in discussions more often - To share their own opinions without being afraid - ...

Appendix 3

No.	CHECK LIST	X
1	I strongly believe that people should listen and do what they are told to.	
2	My motto is: "Follow me, trust me, and you'll stay out of trouble".	
3	I always put the satisfaction of my co-workers first.	
4	I make all the decisions together with my co-workers.	
5	I always expect my co-workers to quickly implement all of my ideas.	
6	I always provide support to my co-workers to help them do their best.	
7	I try to see the problem through the eyes of every person in the team.	
8	It's important that my co-workers are aware that I am proud of them.	
9	When someone isn't contributing to the team, I replace him/her.	
10	I think I'm an experienced leader and that it's easy for others to follow me.	
11	Team members should always give their maximum.	
12	I like it when people in my team are creative and innovative, but eventually I like to make the important decisions myself.	
13	In my team, everyone takes part in decision-making and everyone is responsible for the decisions made.	
14	Good climate, communication and trust are the most important things in my team.	
15	I sometimes get mad and say bad things when co-workers aren't doing their part of work well.	
16	Investment in personal growth and success of all of my co-workers is the most important thing for me.	
17	In my team, every success is celebrated and everyone gets the credit he/she deserved.	
18	There are many people you can't argue with, you just have to end the discussion and get your own way.	