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TRIP - Training, journey and learning

TRIP IN-DEPTH WORKSHOP 3

Introduction

This workshop is centred on participatory leadership, co-decision-making, collaboration and community initiative in real-life contexts. It offers participants the opportunity to observe, experience, test and design small-scale social actions through practical activities based on dialogue, teamwork and reflection.

Participants explore how social organisations function, how decisions are made in groups, how responsibilities can be shared, and how simple community initiatives can be planned in response to local needs and resources. The workshop combines observation, simulation and collaborative project work, creating a safe space for experimentation, practical learning and the development of civic and relational competences.

The workshop

In this workshop, participants actively observe, experience, experiment and create. They learn firsthand how local organisations and initiatives function, how group decisions are made, how grassroots actions can emerge, and how teams address needs and challenges collectively. They explore leadership, communication and collaboration styles and work with different roles such as facilitator, spokesperson, negotiator and observer.

The workshop also includes the design of simple social micro-projects. In small teams, participants choose a topic, analyse a local context, plan actions and prepare a basic project prototype. The experience of the process is central: exchanging ideas, making decisions together, solving problems creatively and developing the confidence to take initiative. Reflection is supported through the Participant's Journal, which helps document observations, group dynamics and personal learning.

GOALS

- strengthening participatory leadership competencies,
- strengthening a proactive attitude and increasing civic engagement,
- increasing cooperation skills and building trust in the team,
- deepening critical thinking skills,
- increasing the ability to prepare projects in accordance with the design logic.
- strengthening the ability to apply these competences in future community, educational and collaborative contexts.

DEVELOPED COMPETENCES

Emotional and personal:

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- awareness of one's resources and limitations,
- confidence,
- regulation of emotions in collaborative situations,
- reflectiveness.

Relational and communicative:

- active listening and asking questions,
- empathy and mindfulness,
- constructive feedback,
- mediating minor conflicts;
- cooperation in small teams.

Cognitive and design:

- critical analysis of social problems,
- strategic thinking, planning,
- group decision-making,
- problem-solving,
- creating prototypes and testing hypotheses.

Civic and community:

- responsibility for the group,
- awareness and understanding of the processes taking place in the community,
- taking initiatives for the common good.

Creativity and expression:

- developing ideas and finding new ways of doing things,
- preparing simple, visual forms of presenting the project,
- translating ideas into images, symbols and short narratives,
- recording the effects of work in a form that helps to develop them further.

CONTEXT AND AUDIENCE

TARGET GROUP

A group of approximately 15 adults from different backgrounds who are interested in participatory leadership, cooperation, community engagement and the design of small-scale social initiatives. The workshop can involve educators, facilitators, NGO representatives, community workers, cultural operators, local actors and other adults interested in collaborative practices and civic participation.

PLACES OF IMPLEMENTATION OF ACTIVITIES:

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Local entities and places of social activity, such as non-governmental organizations, libraries, community centers, community centers, resident activity centers, neighborhood groups and other places where the community meets and collaborates.

TOTAL DURATION:

A total of 30 hours of classes, carried out in 6-7 meetings, including study visits, simulations, workshop work, and debriefing meetings.

LEADING:

1–2 facilitators (Facilitator/Leader) appropriately prepared to work using the experiential learning method. Facilitators create a safe space, facilitate the process (without providing ready-made solutions), ensure a balance of voices, respond to emotions/tensions, maintain a rhythm of work, and reflect during and after the activities.

During study visits, additionally: hosts from local organisations/entities (role: guiding, conversation, sharing practice).

WORKING METHODS:

- Study visits (observation, conversations, noting down conclusions, debriefing circle).
- Decision-making process simulations (scenario work, process roles: facilitator/negotiator/spokesperson/observer, role rotation, debriefing in a circle).
- Workshop work in small teams (3–5 people) on micro-projects.
- Prototyping and preparing presentations of the results (e.g. project card / storyboard / pitch / poster).

TOOLS:

Basic materials for the entire workshop:

- Participant's Journal.
- Flipchart or dry erase boards.
- Flipchart paper, A4 and A3 paper.
- Markers, pens, pencils.
- Sticky notes (various colours and sizes).
- Paper/adhesive tape.

MATERIALS FOR INDIVIDUAL STAGES:

Study visits:

- Participant's Journal, notebooks, pens,

Simulations:

- role cards and situational scenarios, Participant's Journal
- sticky notes for mapping positions and arguments.

Working on micro projects:

- Project Card and SWOT Analysis templates, Participant Journal,

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- A3/A2 paper,
- felt-tip pens, markers,
- scissors, glue,
- materials for simple prototypes (e.g. cardboard, coloured paper).

PRACTICAL TIPS FOR PARTICIPANTS:

An atmosphere of mutual respect and trust fosters effective work. It's important that everyone feels comfortable working in this workshop and can contribute to the group—at their own pace and on their own terms.

Therefore, it is worth following a few common rules so that everyone can work in safe and comfortable conditions:

- Voluntary participation – everyone decides for themselves what tasks they want to take part in and when they want to speak.
- Listening without judgment – we do not give advice unless asked for it, we do not interpret other people's emotions or experiences.
- Shared responsibility – the project is created thanks to the contribution of each person, so both active participation and mutual support are important.
- Everyone has the right to work at their own pace, not everyone has to work at the same speed.
- Emotional safety – If someone needs a break or extra support, they have every right to ask for it.
- A space for learning – we treat mistakes as a natural part of the process that helps us grow.
- Confidentiality – what happens and is said in the group stays between the participants.

PRACTICAL TIPS FOR THE LEADER

An atmosphere of trust, safety and openness is crucial for the effective implementation of this workshop format. The role of the facilitator is to create conditions in which participants can learn through action, experimentation and reflection, without the pressure of assessment and "correct answers".

It is worth remembering a few rules that support this process:

- Build a safe space. Clearly communicate work rules from the outset, emphasize voluntary participation, and ensure everyone feels recognized and respected.
- Facilitate, don't hold hands. Your role isn't to provide solutions, but to support the process: asking questions, structuring the conversation, and encouraging independent conclusions.
- Maintain a balance of voices in the group. Pay attention to those who are more active and those who take longer to speak up. Help incorporate diverse perspectives.
- Respond to emotions and tensions. Recognize moments of uncertainty, frustration, or conflict and treat them as a natural part of the learning process, not a problem to be "settled away."



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- Remind about the importance of roles and rotation. If participants are working in process roles, regularly emphasize that the roles are for observation and learning, not for controlling or judging others.
- Encourage reflection during and after the activity – stop the group for short moments of debriefing, ask for conclusions and support the use of the Participant Journal.
- Normalize mistakes and uncertainty. Emphasize that the lack of ready-made answers, testing, and correction are a natural part of social action and participatory leadership.
- Maintain confidentiality and boundaries. Remind people that what they share in the group stays in the group, and address it if those boundaries are violated.
- Follow the rhythm. More important than completing all the program items is maintaining a sensible work rhythm.

STAGE I	STUDY VISITS
GOALS	<ul style="list-style-type: none"> • Learning how local organizations/entities function – their roles, tasks and forms of support offered to the community. • Familiarization with examples of participatory leadership implemented in practice, including sharing responsibility, joint decision-making, and actively involving representatives of various social groups in action processes. • Strengthening the ability to recognize basic models of cooperation in organizations and identifying elements that facilitate or hinder building engagement. • Developing knowledge about factors influencing the effectiveness of social initiatives and ways to cope with challenges in community work.
DURATION	2 days x 4 hours, 8 hours total.
ATTACHMENTS	Participant's Diary (Appendix 1).
INTRODUCTION TO STAGE I	<p>Study visits are the first step of the workshop. This is the moment when participants step outside the training room and enter places where daily life in the local community unfolds. They visit institutions and initiatives aimed at residents — such as libraries, community centres, associations and socially active resident groups.</p> <p>In this phase, participants observe how civic initiatives are created and implemented, how socially active people engage others, make decisions, cope with challenges and build relationships within their teams. Study visits offer a practical opportunity to examine participatory leadership in action, based on shared responsibility, dialogue and collaboration.</p>
TIPS FOR PARTICIPANTS	<ul style="list-style-type: none"> • Be curious and open-minded – study visits are not about evaluation, but about learning and observation.

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	<ul style="list-style-type: none"> • Pay attention not only to what people say, but also to how they interact with each other. • Remember that you have the right to ask questions, take notes and request clarification. • Write down your inspirations and conclusions – you will need them later in the module when creating a micro-project. • Respect the rules of the organization you are visiting and comply with host requests. • At the end of your visit, take a moment to reflect in your journal – it is an important part of the learning process.
<p>TIPS FOR THE LEADER</p>	<ul style="list-style-type: none"> • Prepare the logistics of the visit: contact the organization, determine the program, time and space. • Support participants in asking questions, but don't take over the conversation—let the group do its thing. • After the visit, lead a short debriefing circle. • Encourage journaling.
<p>COURSE OF THE STAGE</p>	
<p>DAY I</p>	<p>Participants visit a selected entity (NGO/initiative/venue of activity). They learn about the activities carried out there, observe how they work, and talk to those involved in the entity's operations.</p> <p style="text-align: center;">1. Welcome and introduction to the visit.</p> <p>The facilitator outlines the purpose of the visit, presents the meeting agenda, and outlines the rules (including mutual respect, voluntary participation, the right to ask questions, and confidentiality). The facilitator explains that the purpose of a study visit is to observe, discuss, and gather inspiration, not to evaluate the site visited.</p> <p>It then informs how the participants will work during the visit: they will carefully observe the space and the way the organization operates, ask questions and record conclusions in the Participant's Journal (Appendix No. 1).</p> <p>At the end, invite the group to briefly summarize in a circle and write down the most important reflections.</p> <p style="text-align: center;">2. Visit</p> <p>Participants are guided through the facility they are visiting. They observe the layout, workflow, and communication between employees and volunteers.</p> <p>During a meeting with representatives of the visited entity, Participants ask questions about the way of working, decision-making, engaging residents and the challenges faced by the organization/entity.</p>



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	<p>3. Summary of the study visit – day I.</p> <p>At the conclusion of the visit, participants attend a short debriefing session. This is a moment of reflection and gathering initial impressions of the visit.</p> <p>The presenter asks questions:</p> <ul style="list-style-type: none"> • what was most interesting or surprising during the visit, • what methods of operation or cooperation of the organization/entity caught the attention of the participants, • what questions or reflections arose during the visit. <p>Participants share their observations voluntarily, without judging or commenting on the opinions of others. They then record their most important conclusions and observations in the Participant Journal (Appendix 1).</p>
<p>DAY II</p>	<p>Participants visit another entity (NGO/initiative/venue of activity). They learn about the activities taking place there, observe how they work, and talk to people involved in the local community.</p> <p>1. Welcome and introduction to the visit.</p> <p>The facilitator outlines the purpose of the visit and applicable rules. The meeting agenda is presented and participants are encouraged to take notes in the Participant Journal.</p> <p>2. Visit</p> <p>Participants are guided through the organization's space, observing the layout, workflow, and communication between employees and volunteers.</p> <p>During a meeting with representatives of the visited entity, Participants ask questions about the way of working, decision-making, engaging residents and the challenges faced by the organization/entity.</p> <p>3. Summary of the study visit – day II.</p> <p>At the end of the second day of visits, participants participate in a short debriefing session. The facilitator asks the following questions:</p> <ul style="list-style-type: none"> • what was most interesting or surprising (both today and both days), • what methods of operation or cooperation between organizations/entities caught your attention (comparison of experiences from day 1 and 2), • what questions or reflections arose during the visits (conclusions for the future, ideas to be used), • How can you use the experience from study visits in planning your own initiatives? <p>Participants share their observations voluntarily, in a safe atmosphere. Without judging or commenting on others' statements, each participant then records</p>



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	the most important observations and conclusions from the second day and the entire two-day cycle in the Participant Journal (Appendix 1).
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STAGE II	DECISION-MAKING PROCESS SIMULATIONS
GOALS	<ul style="list-style-type: none"> • Developing the ability to make decisions together in a group based on dialogue, argumentation and shared responsibility. • Experience in performing various roles in the decision-making process and understanding their impact on the dynamics of cooperation. • Developing the ability to conduct conversations in situations of disagreement, tension and conflicting interests. • Increasing the ability to practically apply the principles of participatory leadership: listening, facilitation, involving others and sharing responsibility. • Developing the ability to analyze the decision-making process and formulate conclusions for further design work.
DURATION	4 hours, 1 day
ATTACHMENTS	<ul style="list-style-type: none"> • Participant's Diary (Appendix 1). • Role cards (Appendix 2). • Decision simulation scenarios (Appendix 3).
INTRODUCTION TO STAGE II	<p>The decision-making process simulation stage is the next step of the workshop. This is the moment of transition from observation to action. From observing ready-made solutions to independently addressing the challenges that arise in working for the local community.</p> <p>In this phase, participants will take on the role of co-creators of civic processes, drawing on examples, inspirations, and reflections gathered during the two-day visit. The simulation will allow them to experience in practice how decisions are made, what collaboration looks like in diverse teams, and how to reconcile diverse perspectives and respond to challenges and conflicts that arise in planning social activities.</p> <p>The simulation stage allows for safe experimentation with participatory leadership. Participants can utilize knowledge gained during observation and test different approaches. As a result, the lessons learned during this stage will inform future work.</p>
TIPS FOR PARTICIPANTS	<ul style="list-style-type: none"> • Treat simulation as safe training – you can try new behaviours and make mistakes without consequences. • Get into your role seriously, but with attention - the goal is not to "play the perfect scene", but to see how co-decision-making works



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	<ul style="list-style-type: none"> • Listen actively and ask clarifying questions – this will help the group better understand needs, tensions, and interests. • Pay attention to group dynamics: who talks most often, who is silent, whose voice is ignored, what emotions are present in the team. • Be mindful of including diverse perspectives – look for solutions that incorporate diverse groups and viewpoints. • Work on facts and needs, not assumptions – if you don't know something, name it and ask. • After each round, do a short reflection in your journal: what worked, what was difficult, what you will transfer to the micro-project.
<p>TIPS FOR THE LEADER</p>	<ul style="list-style-type: none"> • First, remind us that the simulation is for learning purposes – we are not judging people, we are just observing the process and drawing conclusions. • Clarify roles and rotation – ensure each participant has the opportunity to play different roles in subsequent rounds. • Make sure each role is actively implemented: the facilitator provides structure and includes voices, the spokesperson organizes and communicates findings, the negotiator inquires and seeks agreement, the observer gathers observations about group dynamics. • Support participants in leading the conversation, but don't do it for the group—intervene only when it's necessary to clarify rules, stop escalation, or streamline the process. • After each round, lead a short debriefing circle: what worked, what was difficult, how decisions were made, whether everyone had space to speak. • Encourage taking notes in the Participant Journal (Appendix 1) and collect common conclusions on a flipchart.
<p>COURSE OF THE STAGE</p>	
<p>The facilitator reiterates the goal of this stage, which is to experience group decision-making in a safe, simulated environment. He/she explains that simulations aren't intended to find the "best" solution, but rather to allow for the observation of the process: communication, collaboration, emerging emotions, and ways of sharing responsibility.</p> <p>The facilitator presents the meeting agenda and establishes rules with participants (including voluntary participation, non-judgmental listening, mutual respect, the right to a break, and confidentiality). The facilitator emphasizes that the simulation focuses on learning through action, and that mistakes are a natural part of the process.</p> <p>1. Introductory reflection and discussion.</p>	



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Before starting the simulation, the facilitator invites participants to briefly reflect on their own experience of making decisions.

Please reflect on your personal experience and answer the following questions:

- Think back to a time when you were deciding in a group – what was the hardest thing for you?
- How do you usually react in situations of group disagreement or tension?

The facilitator invites participants to share their individual reflections. Initiates discussion regarding group decision-making. May ask guiding questions:

- What most often hinders group decision-making?
- What helps even if we disagree?
- What role do emotions and relationships play?

The presenter briefly summarizes, noting that:

- group decisions are rarely made unanimously,
- differences of opinion are natural,
- Participative leadership is about creating space for dialogue.

2. Introduction to simulation.

After completing the reflection, the facilitator presents the four roles used during the simulation (facilitator, observer, advocate, and negotiator) and briefly discusses their importance in the decision-making process.

Then, the participant is asked if there are any roles they would like to take on or any they would not like to play at that moment. Each person can express their opinion and choose a role.

The remaining roles are assigned randomly so that no one is left without a role and every role is filled. Each role can be filled by more than one person simultaneously.

Each participant receives a short role card (Appendix 2, Role Cards), after which the group moves on to the first decision-making simulation.

The facilitator provides each group with a description of the problem situation (Appendix 3, Decision Simulation Scenario, Scenario 1). The scenario includes:

- a brief context of the situation,
- the main problem to be solved.

The leader gives the command:

You are presented with a description of a situation in which you, as a group, will have to decide. Your task is not to find the perfect or the only correct solution. The most important thing is how will you come to a decision.

Pay attention to how you communicate, the emotions that emerge, the different perspectives, and how you share responsibility. Each of you works in an assigned role, but remember that roles are for observing the process, not controlling it.

Regardless of the perspective represented by a given subgroup, participants also play process roles that support the conversation: facilitator, negotiator, spokesperson, and observer. These roles help



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guide decision-making (dialogue, incorporating voices, and organizing decisions). Therefore, in the simulation, it's not just "what" you choose that matters, but also, and more importantly, "how" you get there.

At the end of the simulation, we will return to this experience and discuss it together.

You have 90 minutes to work together.

3. Simulations.

The group begins working on the scenario. Each person has the opportunity to present their perspective, concerns, or ideas. Each participant plays an assigned role:

- The facilitator takes care of the structure of the conversation and the timing.
- The spokesperson notes key issues and proposals.
- The negotiator highlights differences of interest and tensions.
- The observer observes the process and dynamics of the group.

After completing the simulation, the instructor asks participants for a short, individual reflection in the Participant Journal.

4. Change roles and another simulation.

Before the next simulation, roles are rotated so that each participant can experience different roles. Participants are provided with scenarios (Appendix 3, Decision-Making Simulation Scenario, Scenario 2). The facilitator reminds them that role rotation is an important part of the exercise, as it helps participants experience the process from different perspectives.

The group moves on to the next scenario.

5. Debriefing:

The debriefing is conducted in a circle. The first priority is given to the people who play the role Observers. They share 2-3 key observations about group dynamics, communication, and moments that significantly influenced the decision-making process. The remaining participants then share their own experiences.

The leader invites the group to reflect by asking questions:

- whether and how the decision was made — what helped and what made it difficult to reach an agreement,
- how individual roles influenced the course of the conversation and co-decision-making,
- how the participants felt in their assigned roles — which functions were easier for them to work in and which ones turned out to be more demanding,
- how the change of roles influenced the perspective, commitment and way of participating in the process,
- what emotions appeared during the simulation and how they influenced the decisions made.

Participants jointly write down observations from this stage, which may be useful for them in further work related to planning their own initiatives.



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The facilitator helps participants connect individual experiences with the idea of participatory leadership, emphasizing the importance of shared responsibility in taking on different roles in teamwork.

At the end, the participants write down the most important conclusions regarding decision-making, roles and own styles of action. In Participant's Journal, treating them as a point of reference for further work and development of civic competences.

STAGE III	SOCIAL MICROPROJECTS
GOALS	<ul style="list-style-type: none"> • Developing the ability to plan and implement simple micro-projects in response to identified social needs. • Application of acquired knowledge and experience in practical teamwork. • Strengthening the competences of cooperation, communication and division of roles in the project group. • Developing the ability to make decisions, solve problems and respond to emerging challenges. • Increasing the sense of agency and responsibility for jointly implemented activities. • Reflection on the design work process and drawing conclusions for the future.
DURATION	3 days x 6 hours, 18 hours total.
ATTACHMENTS	<ul style="list-style-type: none"> • Participant's Diary (Appendix 1). • Worksheet – SWOT analysis of the local area (Appendix 4). • Project card (Appendix No. 5).
INTRODUCTION TO STAGE III	<p>The social micro-projects stage is the culmination of the workshop. In this stage, participants move from observation and simulation to the collaborative design of small social initiatives. The projects are embedded in real contexts and stem from an analysis of local needs, resources and constraints.</p> <p>Participants draw on the experiences developed during the previous stages of the workshop and translate them into concrete project decisions. They plan small-scale actions that can be realistically tested or presented as prototypes. Reflection on collaboration remains central: participants observe their own roles, communication styles and responses to difference, tension and uncertainty, while strengthening participatory leadership and shared responsibility.</p> <p>Reflection on collaboration is also important. Participants examine their role in the group, observing their own style of action and communication, and noting how they respond to differences of opinion, tension, and uncertainty. This</p>



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	<p>makes the microproject an experience that also develops civic competences. It strengthens participatory leadership.</p>
<p>TIPS FOR PARTICIPANTS</p>	<ul style="list-style-type: none"> • Treat a microproject as a learning process, not a task to be completed perfectly. • Start with a diagnosis – the design should result from a SWOT analysis performed in the field. • Observe carefully the space, people and situations in your local environment. • Pay attention to both problems and resources that already exist. • Make decisions together with your team and share responsibility. • Take care of the real scale of activities - a micro-project should be possible to plan here and now. • Don't be afraid to change your mind and revise your ideas as you work. • Record your observations, conclusions and reflections in the Participant Journal. • After each day, take a moment to individually reflect on your role in the team.
<p>TIPS FOR THE LEADER</p>	<ul style="list-style-type: none"> • Remind them that the microproject is educational and prototypical in nature. • Emphasize that it is the process that counts, not the finished result. • Ensure clear work boundaries and safe field trips. • Encourage participants to work based on SWOT analysis rather than ready-made ideas. • Ask probing questions instead of giving solutions. • Support groups in simplifying projects and narrowing the scope of their activities. • Pay attention to team dynamics and including everyone in the decision-making process. • Normalize chaos, uncertainty, and decision-making as a natural part of project work. • Regularly encourage the use of the Participant Journal.
<p>COURSE OF THE STAGE</p>	
<p>DAY I</p>	<p>In this part of the module, participants begin working on micro-social projects. This marks the transition from observation and practice to actual planning of activities in the local context. This stage will be based on group collaboration,</p>



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analysis of the real-world environment, and gradual project development – from diagnosis to idea.

1. Introduction, explanation of meeting objectives, field work.

The facilitator begins the meeting by explaining the purpose of this stage. He reminds participants that micro-projects are educational and prototypical in nature. He emphasizes that the process is more important than the final product. He explains that there is no single "good" project, and that each initiative stems from different needs and ideas. He encourages participants to use the Participant Journal and record their reflections related to the work in this stage.

Next, the facilitator asks participants to divide into teams of 3 to 5 people. Participants will organize themselves into groups based on their preferences. Group composition may stem from similar interests, shared observations from study visits, or themes emerging during the decision-making simulation. Each group will be responsible for planning and implementing one micro-social project.

Next, the facilitator informs the group that each group will select a specific location or area for which they will prepare a microproject (e.g., a housing estate, a section of a district, the vicinity of a specific common space, a selected street, a park, a square, an activity center, the area around a library/community center). The facilitator emphasizes that the selected area should be realistically observable during the available field trip.

The instructor says that in this part of the module, we'll be designing micro-social initiatives. Before we start planning anything, however, we'll pause for a moment to ask: "What is the purpose of this project?"

Good social initiatives don't start with an idea, but with understanding the place and people they affect. Therefore, we'll begin with a SWOT analysis of the local community.

The facilitator introduces SWOT analysis as a practical tool for observing a local context and identifying resources, difficulties, opportunities and threats. The tool is used collectively at this stage, based on field observation, notes and, where possible, brief informal conversations. The collected information will serve as the basis for choosing a topic and defining a small-scale social initiative.

The leader gives the group the following instructions:



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- *"Your task will be to observe carefully. Pay attention to places, people, and situations. Look for what works well. Also, notice difficulties. Look for opportunities and threats from outside. You are not judging or fixing reality. You are gathering material for further work. Based on this analysis, you will later choose a topic for a micro-project. SWOT will help you decide what is worth relying on and what makes sense in this place and at this time."*

Finally, the facilitator discusses the organizational aspects of the field trip. They remind participants of safety and group work principles. They ask participants to move together and not split up without prior arrangement. They determine the duration of the field trip and the exact time of return to the room. They inform the group that upon their return, each group will organize their notes and write down the conclusions from the SWOT analysis, which will serve as the basis for further work on the microproject.

2. Return from the field, complete the SWOT analysis and select a micro-project topic.

After completing their fieldwork, participants return to the classroom. They continue working in the same project teams. Each group organizes the observations and notes gathered in the field. Participants complete a SWOT analysis (Appendix 3), transferring their observations to four areas: strengths, weaknesses, opportunities, and threats.

The facilitator reminds participants that at this stage, it's important to separate observations from interpretations. They encourage them to first write down what they've observed and only then reflect on their conclusions. They emphasize that the goal isn't to create a "complete" or "perfect" SWOT analysis, but to gather sufficient material for further design work.

The facilitator then invites the groups to formulate brief conclusions from the SWOT analysis. Each group indicates:

- the most important resources on which it can rely,
- the most significant difficulties or challenges,
- items that seem most urgent or significant.

Based on these conclusions, the groups move on to selecting a topic for their micro-project. The facilitator emphasizes that the topic should stem directly from the SWOT analysis and address the real needs and opportunities of the given area. He encourages the selection of topics that can be addressed on a small scale, within the available time and conditions.

At the end of this section, the facilitator asks participants for a short individual reflection. Participants record their observations, doubts, or initial ideas related to the selected microproject topic in the Participant Journal. The facilitator



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	<p>announces that the selected topics will serve as a starting point for further work on the project the following day.</p>
DAY II	<p>1. Welcome and introduction to work.</p> <p>At the beginning of the day, the facilitator reflects on the work completed the previous day. He or she reminds the project teams that they conducted a SWOT analysis in the field, organized it in the classroom, and selected a focus area and topic for the micro-project. He or she explains that the second day will be devoted to translating these findings into a concrete action plan.</p> <p>Encourages taking notes in the Participant's Journal.</p> <p>2. Working with the Project Charter – problem and goal.</p> <p>The facilitator distributes the Project Charter (Appendix 4) and briefly reminds participants of its purpose. The facilitator explains that the Project Charter is a tool for organizing thinking about a social initiative. He emphasizes that at this stage, the Charter is a draft. It does not need to be complete or perfect. It is intended to help translate the diagnosis into specific project decisions.</p> <p>The facilitator explains that the Project Card is a tool for organising thinking about a social initiative. At this stage, it should be treated as a draft: it does not need to be complete or perfect, but should help translate the diagnosis developed through SWOT analysis into concrete project choices. The Project Card is completed as a team, based on the group's shared observations and decisions.</p> <p>The groups begin their work by completing the first elements of the Project Charter:</p> <ul style="list-style-type: none">• local problem or need,• purpose of the micro-initiative. <p>The instructor encourages the problem and goal to stem directly from the SWOT analysis. Ensure that descriptions are specific and understandable, avoiding generalizations and overly broad goals.</p> <p>3. Working with the project card - target group and main activities.</p> <p>In the next step, groups determine:</p> <ul style="list-style-type: none">• who is the microproject aimed at,• what activities they want to plan. <p>The facilitator reminds participants that a micro-project should consist of a few simple, specific activities, not a complex program. He encourages them to think about activities that can be implemented with limited resources and in a short time.</p>



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	<p>The facilitator supports the groups in their work. They ask probing questions, trying to avoid pre-packaged solutions.</p> <p>4. Resources, Gaps and Partners</p> <p>The groups proceed to complete the following fields of the Project Card:</p> <ul style="list-style-type: none">• resources they already have,• deficiencies and needs,• potential partners. <p>The facilitator emphasizes the importance of intangible resources, such as relationships, skills, and access to space. He encourages treating partners as a support system rather than a formal obligation.</p> <p>5. Summary.</p> <p>At the end of the day, the facilitator invites the groups to briefly reflect on the collaborative process. Participants discuss the following in a forum:</p> <ul style="list-style-type: none">• how they made decisions• what was easy and what was difficult,• whether everyone had space to speak. <p>Participants record a short reflection in the Participant Journal. The facilitator announces that on the third day, the project will be refined and prepared for presentation as a prototype.</p>
DAY III	<p>1. Welcome and introduction to work.</p> <p>The facilitator welcomes the participants and says that the goal of today is to clarify and organize the project and prepare its final form.</p> <p>2. Place, time and indicators.</p> <p>Groups return to the Project Charter and complete:</p> <ul style="list-style-type: none">• place and time of implementation,• indicators <p>The presenter explains that metrics should be simple and realistic. The goal isn't to measure everything, but to provide a clear answer to the question: how will we know that our project has produced real results?</p> <p>3. Choosing the form of the microproject prototype.</p> <p>The facilitator reminds us that the outcome of the work doesn't have to take a single, imposed form. Groups themselves choose how to present their micro-project.</p> <p>The project may take the form of:</p> <ul style="list-style-type: none">• completed Project Charter,• storyboard



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- short pitch (Pitch – 6-point template, Appendix No. 6).
- poster or presentation (Storyboard Template, Appendix 5).
- another simple form agreed with the instructor.

The presenter emphasizes that the most important thing is to show the path: from diagnosis to idea.

4. Preparing a prototype presentation

The groups work on preparing a prototype. They organize the content and determine who will present the project and how.

5. Summary of work in stage III.

At the end of the third day, the facilitator invites participants to a short summary of the work carried out during this stage. This is not intended as a formal presentation or evaluation of projects, but as a moment to share experiences from the collaborative process and reflect on what was important during the work.

Participants are invited to briefly reflect on questions such as:

- what was the most difficult thing for me while working on the micro-project,
- what surprised me the most,
- what I learned about teamwork,
- which moment in the group process was most important for me.

After the sharing moment, participants complete the Participant Journal. The facilitator reminds them that the Journal is not a form of assessment, but a tool to record what each person found important, challenging or enriching during the workshop. Finally, the facilitator thanks participants for their work and underlines the value of the experience developed through observation, co-decision and collaborative design.



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ATTACHMENTS

Appendix 1: Participant's Journal.

STAGE I – STUDY VISITS

DAY I

Name of organization/initiative/entity: _____

Your role during this visit (facilitator/observer/negotiator/advocate): _____

PART I – MY PERSPECTIVE

1. What inspired me?

What idea, course of action, conversation, or approach was particularly valuable to me?

.....
.....
.....

2. What surprised me?

Was there anything I didn't expect? Something that differed from what I imagined?

.....
.....
.....

3. What question still remains open?

What would you like to discuss next? What piques my interest or raises concerns?

.....
.....
.....

4. What is worth remembering for the future?

Write down something that might be useful while working on your micro project.

.....
.....



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PART II – OBSERVATION CARD

1. What activities does the organization/initiative/entity conduct?

What are its main goals and forms of community engagement?

.....
.....
.....

2. What does the space and atmosphere of the place look like?

Does it foster cooperation?

.....
.....
.....

3. What groups of residents are involved in the activities?

Are they children, young people, seniors, people with migration experience, or others?

.....
.....
.....

4. How are decisions made in the organization?

Are they inclusive and dialogue-based? Who participates in decisions?

.....
.....
.....

5. What supports and what hinders cooperation?

What factors strengthen the team? Are there any challenges?

.....
.....
.....

Additional observations:

.....

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DAY II

Name of organization/initiative/entity: _____

Your role during this visit (facilitator/observer/negotiator/advocate): _____

PART I – MY PERSPECTIVE

1. What inspired me?

What idea, course of action, conversation, or approach was particularly valuable to me?

.....

.....

.....

2. What surprised me?

Was there anything I didn't expect? Something that differed from what I imagined?

.....

.....

.....

3. What question still remains open?

What would you like to discuss next? What piques my interest or raises concerns?

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.....

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4. What is worth remembering for the future?

Write down something that might be useful while working on your micro project.

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.....



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PART II – OBSERVATION CARD

1. What activities does the organization/initiative/entity conduct?

What are its main goals and forms of community engagement?

.....

.....

.....

2. What does the space and atmosphere of the place look like?

Does it foster cooperation?

.....

.....

.....

3. What groups of residents are involved in the activities?

Are they children, young people, seniors, people with migration experience, or others?

.....

.....

.....

4. How are decisions made in the organization?

Are they inclusive and dialogue-based? Who participates in decisions?

.....

.....

.....

5. What supports and what hinders cooperation?

What factors strengthen the team? Are there any challenges?

.....

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Additional observations:

.....



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STAGE II – SIMULATION OF DECISION-MAKING PROCESSES AND SIMULATION

1. What role did I play in the simulation? How did I feel in it?

.....
.....
.....

2. How did we make decisions as a group? What was effective and what was ineffective?

.....
.....
.....

3. What emotions did you experience while working? What triggered them?

.....
.....
.....

4. What did I learn about myself as a participant in the process?

.....
.....
.....



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II SIMULATION

1. What role did I play in the simulation? How did I feel in it?

.....
.....
.....

2. How did we make decisions as a group? What was effective and what was ineffective?

.....
.....
.....

3. What emotions did you experience while working? What triggered them?

.....
.....
.....

4. What did I learn about myself as a participant in the process?

.....
.....
.....

5. Which simulation did I feel more comfortable in? Which role suited me better and why?

.....
.....
.....



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STAGE III – SOCIAL MICROPROJECTS

SWOT ANALYSIS

1. What caught my attention in the field?

.....
.....
.....

2. What resources do I see in this place/community?

.....
.....
.....

3. What difficulties or needs seem most important?

.....
.....
.....

4. What can be the starting point for action?

.....
.....
.....



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WORKING ON A MICROPROJECT

1. What microproject topic did our group choose? Why?

.....
.....
.....

2. What was my role in the project team?

.....
.....
.....

3. How was the group collaboration? What was easy and what was difficult?

.....
.....
.....

4. What decisions were the most difficult for me?

.....
.....
.....



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STAGE III SUMMARY

1. What did I learn while working on the micro project?

.....

.....

.....

2. What was the biggest challenge for me?

.....

.....

.....

3. What do I want to take from this stage into the next steps?

.....

.....

.....



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Appendix 2: Role cards.

FACILITATOR	
ROLE DESCRIPTION	<p>During a simulation, a facilitator ensures the smooth running of the group's work and ensures that the decision-making process is orderly and inclusive. They focus on ensuring everyone has a voice and can express their opinion. They ensure the conversation remains orderly and the group remains focused on achieving the task's objective.</p> <p>The facilitator's role is not to impose solutions, but to support the process—so that the group can independently develop a decision and understand how it was reached. The facilitator learns to listen to all sides, organize threads, summarize findings, and maintain a civilized conversation in situations of disagreement.</p>
TIPS	<ul style="list-style-type: none">• remind the group of the purpose of the visit and the next steps for joint action• make sure that different people speak up, not just the most active ones,• keep an eye on the time – signal when you need to move on to the next stage,• structure the conversation, e.g. summarizing: "so far we have heard that...".• Finally, help the group gather the most important conclusions from the visit.

NEGOTIATOR	
ROLE DESCRIPTION	<p>In the simulation, the negotiator focuses on recognizing the various interests, needs, and perspectives emerging within the group. Their task is to identify moments of tension, disagreement, or conflict, and support the group in finding solutions acceptable to the various parties. The negotiator learns to listen with empathy, ask clarifying questions, and address discrepancies in a neutral manner. They strive to bridge diverse positions so that decisions are not the result of pressure, but of shared understanding.</p>
TIPS	<ul style="list-style-type: none">• pay attention to moments when divergent needs, interests or concerns arise,• formulate questions to organize positions: "what is most important to you in this decision?",• name the differences neutrally (without judgment): "I hear two approaches...".• look for common points and minimum conditions of agreement: "what can we agree on?",• Pay attention to what strategies help you reach an agreement and return to them in the debriefing.



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SPOKESMAN	
ROLE DESCRIPTION	During the simulation, the spokesperson ensures that the group's findings are clearly defined and understood by everyone, and that the discussion concludes with a concrete decision. They focus on collecting key proposals, arguments, selection criteria, and findings, then organizing them so the group understands what was said and what was achieved. The spokesperson's role is to ensure that the decision is clearly articulated and communicable to others: what we chose, why, and what the next steps are.
TIPS	<ul style="list-style-type: none">• write down key solution proposals and arguments for and against,• note the criteria that guide the group (e.g. resources, time, risk, impact on people),• from time to time, make a short summary: "we have three options..." / "we have agreed on two conditions..."• Finally, formulate the decision in 1–2 sentences and check with the group whether everyone understands it correctly,• make a note of open issues and what needs clarification (if the group hasn't completed everything).

OBSERVER	
ROLE DESCRIPTION	During the simulation, the observer closely monitors the conversation and group collaboration. They note how participants communicate, who speaks and when, how responsibility is shared, and how the group responds to differences of opinion and tension. The observer's role is to note elements that facilitated decision-making and those that hindered the process. During the debriefing, they share their observations in a specific, sympathetic, and fact-based manner.
TIPS	<ul style="list-style-type: none">• observe how the decision is made: whether it is consent, compromise, pressure, withdrawal, "vote out",• pay attention to who initiates threads and who closes them,• notice whose voices are particularly heard and whose are less present (and at what moments),• note turning points: when the conversation moved forward, when it stalled and why,• write down 2–3 specific situations (what happened, what was said, what was the effect),• in the summary, share your reflections: what helped in co-deciding, what made it difficult and what does this say about the group's work style,• pay attention to the change in roles: how it affected the behavior and dynamics of the team.



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Appendix 3: Decision simulation scenarios.

Scenario 1: "Little Money, Big Expectations"

Description of the situation:

You are a team working for a local organization that has received a small grant to implement a social initiative in your community. The funding is one-time only and will cover only one activity over the next three months.

Your team includes individuals/groups representing different perspectives and different community needs. Your task isn't to win the argument, but to find a decision that the group can continue to work with, even if it doesn't meet all expectations 100%.

The grantor expects:

- real involvement of residents,
- visible effect,
- a short report justifying the decision made.

Each subgroup represents a different perspective and different needs of residents. Your task is to develop a decision regarding how the space will be used so that it can function effectively and serve the community, even if it doesn't fully meet all expectations."

GROUP A – “Neighborhood Integration and Relationships”

Who are you?

You represent people who have been active in local affairs for a long time and recognize that the biggest problem is the lack of relationships and trust between residents. People pass each other but don't know each other. It's difficult to engage them in anything long-term.

Your suggestion:

A series of open integration meetings (e.g. 4–5 meetings) for residents with refreshments (joint conversations, simple neighborhood activities, building a sense of “being together”).

Your arguments:

- Without building relationships, it is impossible to build further, lasting actions.
- The ones you propose are easy to implement and open to all residents (anyone can participate).
- Meetings can become a basis for further initiatives.

Your concerns about other proposals:

- Other projects are “glamorous” but do not build relationships.
- One-time actions will not change anything in the long run.



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GROUP B – “Support for parents and guardians”

Who are you?

You represent parents of young children and caregivers who feel overwhelmed and often excluded from social life. They have little time, many responsibilities, and little support.

Your suggestion:

A series of workshops for parents: coping with stress, family communication, mutual support.

Your arguments:

- Parents are a large but “invisible” group.
- Support for them affects the well-being of entire families.
- This is specific, targeted help.

Your concerns:

- Team-building meetings are too general and chaotic.
- Without a specific purpose, people will stop coming.

GROUP C – "Visible Actions and Space"

Who are you?

You represent people who believe in action here and now. What matters to you is concrete, visible results—something you can see and share with other residents.

Your suggestion:

Ecological action or development of a common space: joint cleaning, planting, creating an outdoor meeting place.

Your arguments:

- The visible effect builds a sense of agency.
- It's easy to involve new people.
- This is a good "first win" for the group.

Your concerns

- Workshops and meetings are hardly noticeable.
- Without effect, people will quickly lose motivation.



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Scenario 2: "Little Money, Big Expectations"

Description of the situation:

There's a small shared space in your neighborhood—a former local store pavilion that's been empty for several years. The owner (city/cooperative) suggested that a local residents' group submit an idea for its use.

There is a limited budget available to launch the space, and a decision must be made soon to ensure the space remains available for use.

The owner expects:

- a clear concept of space use,
- indication of target groups,
- declaration of joint responsibility for the place.

Each subgroup represents a different perspective and different needs of residents. Your task is to develop a decision regarding how the space will be used so that it can function effectively and serve the community, even if it doesn't fully meet all expectations."

GROUP A – "A meeting place for generations"

Who are you?

You represent people who recognize the need to create a safe, peaceful meeting place for seniors and adult residents. The area lacks space for conversation, workshops, and daily gatherings.

Your suggestion:

A meeting place for residents, open during specific hours, during which events will take place

- intergenerational meetings,
- handicraft and thematic workshops,
- neighborly duties and conversations.
-

Your arguments:

- the idea responds to the real needs of residents,
- promotes building relationships,
- does not require intensive infrastructure.

Your concerns

- other forms of use of the space may generate noise and conflict,
- Ideas aimed at youth may exclude seniors.



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GROUP B – "Space for youth and young adults"

Who are you?

You represent younger residents who don't have a place in the neighborhood. They socialize "outside," which often causes resentment among others.

Your suggestion:

A space for young people (meeting place, music, games, creative workshops, grassroots initiatives of young people).

Your arguments:

- the lack of such a place means that young people have nowhere and no way to spend their free time,
- young people need a space where they feel welcome,
- we should invest in the young generation,
- Activities aimed at young people may increase their willingness to engage in social activities.

Your concerns:

- the lack of space for young people will deepen the exclusion of this group.

GROUP C – "Kindergarten/Childcare Point"

Who are you?

You represent parents of young children. There is no preschool in the town, and many parents struggle to balance work and childcare.

Your suggestion:

Establishing a small, local kindergarten or daycare center:

- care for preschool children,
- educational and development activities,
- support for working parents.

Your arguments:

- is a real and urgent need for many families,
- investing in children has a long-term impact on the community,
- permanent function ensures the continuity and stability of the place.

Your concerns

- A place for intergenerational meetings can be too general and difficult to maintain in a constant state of activity – there is a risk that after the initial enthusiasm, attendance will drop and the space will become empty again.
- A space for young people may arouse resistance from some residents (noise, intensive use), which may lead to conflict between neighbors and weaken support for the entire initiative.
- You are afraid that the needs of families with small children will remain "at the back of the queue", even though they are urgent and concern a large group of residents.



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Appendix 3: SWOT Analysis Form

SWOT ANALYSIS	
STRENGTHS WHAT WORKS WELL?	WEAKNESSES WHAT LIMITS US?
OPPORTUNITIES WHAT FROM THE OUTSIDE CAN HELP US?	THREATS WHAT FROM THE OUTSIDE CAN MAKE OUR WORK HARD?

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CONCLUSIONS	
<p>The most important resource, on which we can base our actions:</p>	
<p>The most urgent action, which responds to these difficulties:</p>	
<p>Action we can implement (initiative):</p>	

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Appendix 4: Project card form

PROJECT CARD	
Initiative name:	
Problem/ local need:	
Purpose:	
Target audience/ beneficiaries:	
Main activities:	

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Resources that can be used:	
What we lack/what we need:	
Potential partners:	
Place and time of implementation:	
How do we check that it works? (simple indicators):	



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Appendix 5: Storyboard Template

A storyboard is used to tell the story of a micro project step by step.

Each frame takes up one quarter of an A4 sheet of paper. You can draw, write slogans, and use symbols.

STORYBOARD	
FRAME 1 – STARTING SITUATION What was it like at the beginning? Where are we? Who does the situation concern? What were your first observations and emotions?	FRAME 2 – PROBLEM What problem did we name? What exactly isn't working? Who is this a problem for? Were there different perspectives?
FRAME 3 – ACTION What did we do together? How did we make decisions? What roles have emerged in the team? What was the turning point?	FRAME 4 – CHANGE / EFFECT What has changed? What is different from the beginning? What have we learned as a team? What do we take next?



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Appendix 6: Pitch – 6-point template

A pitch is a short story (3–5 minutes) about a micro-project and the co-decision process.

WHO ARE WE? <ul style="list-style-type: none">• Who are you as a team?• What brought you together?	WHAT PROBLEM DO WE SEE? <ul style="list-style-type: none">• What social problem have you noticed?• Who does it concern?
WHY IS THIS IMPORTANT? <ul style="list-style-type: none">• What happens if the problem remains unresolved?• Why is this important locally or socially?	OUR SOLUTION <ul style="list-style-type: none">• What is the initiative about?• How did you get to it?• What was participatory?
FOR WHOM AND WITH WHOM? <ul style="list-style-type: none">• Who will benefit?• What partners did you invite?	WHAT'S NEXT? <ul style="list-style-type: none">• What is the next step?• What stays with you from this experience?