

ReAct now!

#4SOCIALJUSTICE



Co-funded by
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TOOLKIT

Training 4 Trainers

ReAct Now: Engaging youth to act
for social and climate justice

Associated
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now!**
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LEGAMBIENTE



This toolkit was created through the collaboration of young people from Palestine, Jordan, France, Germany, and Italy, who participated in the "Training for Trainers" held in the early months of the Erasmus+ React Now (RAN) project. The aim is to promote action on climate justice and human rights issues.

The project brings together youth organizations from Europe and the MENA (Middle East & North Africa) region to develop non-formal education programs, knowledge and real-world actions for a more just and sustainable future.

Through training, activism, and cross-border collaboration, RAN equips young leaders with the tools, skills, and networks needed to create a lasting impact in their communities.

This toolkit is an initial outcome designed for young people, activists, operators, educators, associations, and anyone interested in climate justice. It provides inspiration for activities based on participatory methods and non-formal education, to be replicated within local communities, with the hope of creating a ripple effect.

Youth leader trainers will test what they've learned from the training and toolkit and will meet in January 2026 for a participatory evaluation session.

Methodologies

The toolkit employs a non-formal education approach grounded in participatory, experiential, and peer- to-peer methodologies. Activities are designed to activate the cognitive, emotional, and behavioural dimensions of learning. Techniques include role-playing, thematic workshops, intercultural simulations, storytelling, visual methods, and experiential exercises focused on climate justice and human rights. The participatory nature ensures that all participants are active co-creators of knowledge, not passive recipients. The approach promotes horizontal learning, encourages self-reflection and empathy, and facilitates the building of shared understanding across different cultural and political contexts. Inclusivity, gender sensitivity, and the creation of safe spaces are prioritized throughout.

Learning objectives

- Build capacity of youth leaders and organizations to effectively and creatively engage youth
- Create tools and using methodologies for the engagement of young people on the issues of human rights and climate justice.
- Explore effective motivation strategies for engaging youth, with attention to long-term involvement, real-world application, and youth-led follow-up actions.
- Empower youth leaders as facilitators, mentors, and multipliers, capable of training other young people and sustaining engagement at the local level.
- Strengthen intercultural awareness and solidarity, fostering dialogue and collaboration between European and MENA youth actors working in vastly different political, social, and ecological contexts.

Learning outcomes

- Increase the awareness among young people about the links between climate justice and human rights and to improve their engagement in concrete initiatives on these issues.
- Improve the competences of youth associations in non-formal education and methodologies.
- To increase the awareness among European youth about the situation of youth in MENA countries.
- To improve the mutual understanding among youth workers from different Countries.

How to use the toolkit

This toolkit describes the activities of the Training 4 Trainers, a 7-days residential capacity building training course that took place in Magliano Sabina between the 28th of April and the 5th of May 2025.

It is designed for use by participants of the original training and their sending organizations, but it can serve as a manual for replication and a flexible educational resource for youth workers, educators, associations and trainers in the field of civic education, human rights, and environmental advocacy.

The toolkit is conceived as a modular, open-format resource: it can be used as a complete guide to replicate the full 7-day training course; but also as a menu of sessions and methodologies, that can be singularly selected and adapted to structure shorter events, tailored to specific audiences and themes.

All modules are built around non-formal education principles, ensuring that learning is participatory, experiential, inclusive, and reflective. Activities can be implemented in various environments, from international youth exchanges to local community initiatives.

Some of the adjustments that can be implemented would need to consider the local social, cultural, and political context; group size and learning levels, and time constraints.

The toolkit mirrors **the structure and pedagogical flow of the original 7-day training**. Each day had a clear objective and contributed to the progressive development of participants' knowledge, skills, and confidence.



Day 1 - Introduction, team Building and Group formation

The activities of the first day are focused on icebreaking, building trust, and establishing group dynamics. Activities help participants get to know each other, express expectations, and create together a positive and inclusive learning atmosphere.

Day 2 - Thematic Deep Dive: Human Rights and Climate Change

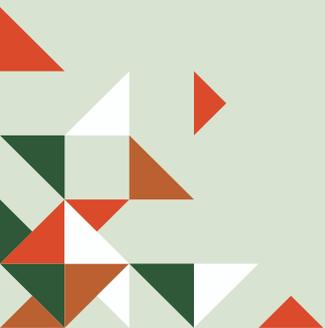
The activities of the second day reflect the need to explore the project topics: the intersection of social justice and human rights through interactive sessions. The participants are asked to reflect on global injustices, power dynamics and the impact of climate change on marginalized communities.

Day 3 - Principles of Non-Formal Education

The third day introduced key principles of non-formal education (NFE). Through hands-on activities, participants explore how to design participatory learning processes and techniques and discover how these methods can empower youth engagement.

Day 4 - Rest and Informal Reflection

A day for rest, bonding, and informal reflection. This break supported participant wellbeing, strengthened group connections, and gave space to process the experience so far.



Day 5 - Work in Groups (“Training in Action” - Preparation)

Participants are divided into small teams - created to balance organizations, facilitation expertise and knowledge of the topics – and work together to design their own educational activity, putting NFE and the project principles into practice. The goal is to prepare a workshop to be implemented the following day with their peers as participants.

Day 6 - Training in Action: Facilitation Practice

During day 6, each group facilitated the activity they had created, with other participants acting as learners. At the end of each session, feedback from their peers is collected to be reviewed the next day. This is a chance for everyone to practice real-time facilitation and learn from others.

Day 7 - Evaluation, Feedback and Next Steps

The final day focuses on reflecting on the training journey, sharing feedback from both the Training in action and the entire training, and discussing how to apply and disseminate the knowledge gained. Participants also discussed follow-up steps in the project activities.

This toolkit is not a fixed manual, but a living resource that can be adapted, enriched, and shared. It invites users to take ownership of the content, bring their own perspective, and continue to promote human rights and climate justice through active and inclusive education, whether for a full-length training plan, a one-day event, or for participatory tools to engage youth and communities.



DAY 1

DAY 1 - SESSION 1

TITLE	Welcome and Introduction
TOPIC	Welcome and introduction
OBJECTIVE(S)	Create a safe, welcoming environment and build trust among participants.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Paper - Pens and markers - Tennis ball - Agenda on flipcharts
DESCRIPTION	<p>The facilitators welcome everyone and introduce the pool of trainers.</p> <p>5' Quick check-out Participants form a big circle, the facilitator asks how everyone is feeling, how did they sleep, checking the temperature of the group before starting the activities.</p> <p>40' Name game Everyone shares their name and gestures to introduce themselves. Then, participants throw a ball while saying the name of the person they're throwing it to: the objective is to learn and remember each other's names in a fun way.</p> <p>30' Icebreaker Participants are divided into pairs. They have 5 minutes each to share something about themselves, a main characteristic. Next, they mime the other's main characteristics to the group without speaking.</p> <p>20' Introduce the project and agenda The introduction to the project and to the training activities is framed around the W words, written down on sheets of papers to have a visual aid during the explanation.</p> <p>WHY - the objective of this training WHAT - aims and expected outcomes WHO - about the donor and the project HOW - agenda presentation WHERE - what are the house rules</p>

DAY 1 - SESSION 2

TITLE	Building Bridges, Not Walls
TOPIC	Teambuilding and Groupformation

OBJECTIVE(S)	Get to know each other Build the team and dynamics
DURATION	90 min
MATERIALS	<ul style="list-style-type: none"> - Service and care tasks - Chairs - Hopes, fears, and contribution flipcharts - Sticky notes
DESCRIPTION	<p>15' Line up The participants are in a space that is big enough to must arrange themselves into order according to different characteristics (name in alphabetical order, birthday/month, shoe size...). Under normal circumstances, this would be a simple task, but during the activity the participants cannot speak. Instead, they can use only hand signals and body movements to communicate the information to line up correctly.</p> <p>15' The sun shines on Remove one chair from the circle so there is one chair less than the number of participants. Explain the game: One participant will stand in the centre of the circle and make a statement that applies to them. If the statement applies to you, you must move and change your chair. You cannot take the chair next to you.</p> <p>Example Statements:</p> <ul style="list-style-type: none"> - The sun shines on people whose English is not their first language. - The sun shines on people with brown hair. <p>The goal is to quickly find a new chair when a statement applies to you, leaving one participant standing in the centre to say the next statement.</p> <p>40' Getting to know each other Divide participants into two circles: an inner circle and an outer circle, with participants facing each other. After each question, the outer circle moves one person to the right, so everyone gets a new partner for the next question.</p> <p>Ask the following questions, allowing participants to share their thoughts and experiences.</p> <ul style="list-style-type: none"> - Where are you coming from? - How long do you spend travelling? - What was the last meal you had before leaving your place, heading to the venue? - Describe your ideal weekend. - What is your favourite book or movie, and why does it resonate with you? - What is your favourite hobby or activity outside of work? - What is one skill you would like to learn or improve? - What is one cause or issue that you are passionate about? - If you could have any superpower, what would it be and why?

- If you could travel anywhere in the world, where would you go and why?
- If you could have dinner with any historical figure, who would it be and why?
- Share one thing you are proud of achieving.
- What is one thing you are grateful for in your life?

20' Hopes, fears, and contribution

Trainers have prepared a flipchart where a garden is drawn, with grass, the sky and the sun. The activity is organized accordingly to the following steps:

Step 1. On the first day

Participants receive 3 sticky notes with different shapes:

- Seed, representing the expectations: they have to put it under/on the level of the grass;
- Cloud, representing the fears: they have to put it on the sky;
- Sun ray, representing the contributions toward the training: they have to put it on the sun.

They are given time to fill them and then to stick them on the flipchart.

NOTE: participants should use one sticky note for each expectation/fears/contribution (it's not possible to write two on the same sticky note).

Step 2. at the end of every day participants have to be back on the Garden Model: starting from the seeds, they have to develop the drawing (e.g. roots, flower, plant ...) accordingly to the personal development of their expectations. In the meantime, they can also move their fears or contributions accordingly their evaluation of the day.

15' Service and care

Collect items (5 each, for example 5 leaves, 5 flowers ...) and make the participants take one each. Ask the participants to group up according to the item they randomly picked: the different teams are formed and each one of them will receive a doc with the tasks. Ask the groups to represent the main task in a still scene to explain it to the rest of the group, that will be:

- Time: the group is responsible for keeping the group on schedule, gently reminding when sessions begin, end, or when breaks are over. They help the flow of the training run smoothly, respecting everyone's time and energy.
- Group care: the group looks after the emotional and social wellbeing of the group, making sure that there is a welcoming, inclusive atmosphere where everyone feels supported.
- Self-care: the group that is assigned as self-care is responsible for that day for taking care of themselves as a team, making sure everyone in the team feels balanced, rested, and supported.
- Space care: the group takes care of the physical shared space, ensuring it's clean, organized, and comfortable for everyone. They make sure materials are returned, chairs are arranged, and the environment feels good to be in.
- Media team: the group documents the journey of the training through photos,

	<p>videos, or short notes, capturing key moments and learnings. They also produce a small report of around 50 words of the activity of that day.</p> <p>Later, each team writes down the group members' names on the A4 paper under their group number.</p> <p>Explain the logic of the serve and care, and that each group will rotate and have a different role every day till the end of the training.</p>
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DAY 1 - SESSION 3

TITLE	Our Code of Cooperation
TOPIC	Group activities for a collaborative, respectful, and inclusive learning environment. Creative problem solving in groups. Promote team spirit and help participants begin
OBJECTIVE(S)	working cooperatively with people they may not yet know. Foster a safe group environment and co-develop a shared set of values, rules, and expectations that ensure all participants feel safe, respected, and empowered to engage fully throughout the training or project. 90 minutes
DURATION	
MATERIALS	<ul style="list-style-type: none"> - 1 flip chart paper for the 20 reasons - 1 flip chart paper for the ACT in languages - 1 flip chart for the group agreement
DESCRIPTION	<p>30' Keep the ball rolling Participants are divided into 4 or 5 groups: each group has to build a structure that allows a ball to roll on it for at least 10 seconds. The ball must never touch the ground. They can use whatever tool they like as well as any material available in the structure. Every group has two chances to try if their structure is efficient.</p> <p>30' Mission possible</p> <p>Participants, now all in a single group, have a set of tasks to carry out in 15 minutes:</p> <ol style="list-style-type: none"> 1. Write down NATURE in as many languages 2. Think of 20 reasons why FACILITATION is important - list them on a flipchart 3. Take one selfie with all participants on the bridge 4. Create a unique choreography specific to the passion of nature 5. Remember the 4 tasks <p>Once all the tasks are achieved by the group, the participants come back in a circle for the debriefing. In the discussion, they discuss interactions with others, aspects to keep in mind for an effective training course, and the role of cooperation.</p> <p>Some guiding questions can be:</p> <ul style="list-style-type: none"> - How did the group coordinate to achieve the tasks? - What strategies worked best for managing time and roles? - What challenges did you face, and how did you overcome them?

	<p>30' Group agreement The facilitator begins by explaining the significance of having a group agreement to ensure respect, collaboration, and a shared understanding of expectations. Establishing a strong and inclusive community is particularly essential when bringing together individuals from diverse backgrounds. Recognising and addressing varying learning needs creates a supportive and effective learning environment.</p> <p>Highlight key values: respect, inclusivity, active participation, and mutual support, and a safer space.</p> <p>The participants take 5 minutes of individual reflection to think about the following questions:</p> <ul style="list-style-type: none"> - What do you need from the group to feel safe and comfortable this week? - What individual needs do you have in addition to that? <p>Some inputs can be suggested such as:</p> <ul style="list-style-type: none"> - Physical touch - Privacy - Speaking time and order - Language - Punctuality - Phone use during sessions <p>Participants then share their ideas for the group agreement. A facilitator creates a written summary of the agreement, and the group votes or adds any final adjustments. The flipchart with the description of the rules is hung in the workshop room as a reminder of the collective agreement and can be implemented during the training days if more needs arise from the participants.</p>
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DAY 1 - SESSION 4

TITLE	The Story of our reality, our challenges
TOPIC	Climate change impact on local communities
OBJECTIVE(S)	Encourage participants to reflect on and share stories from their localities, focusing on climate challenges and their impacts on people.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - A3 papers - Markers - tape for hanging
DESCRIPTION	<p>10' Introduction</p> <p>The facilitator prepares a poster that shares the story of a climate issue of a country and explains that storytelling can be a powerful tool to highlight environmental challenges and human resilience.</p>

Participants will work individually or in pairs to visually express a climate-related story from their locality on paper.

20' Story creation

Participants, working divided by organization, create posters depicting stories from their localities. The focus is on how climate change affects people, using visuals like drawings, symbols, or collages.

40' Poster display & group presentation

Participants hang their completed posters on a designated wall or display area, creating a gallery of local climate stories. (1 poster per issue)

Each participant or pair gives a 2-minute presentation, describing their poster and the challenges they chose to depict. The other participants can only listen without asking questions.

20' Debriefing

The facilitator starts a debriefing moment using the following questions:

- What common themes emerged across the stories?
- How do these challenges reflect the broader impact of climate change?
- How did this activity make you feel about your locality's role in the global climate narrative?

The facilitator summarises the key takeaways from the session, emphasising the importance of local stories in understanding and addressing climate challenges.

DAY 2

DAY 2 - SESSION 1

TITLE	Human Rights
TOPIC	Human rights worldwide
OBJECTIVE(S)	Introduce participants to the concept of human rights in an engaging, visual, and reflective manner.
DURATION	60 minutes
MATERIALS	<ul style="list-style-type: none"> - Printed pictures - Twine and tape to hand pictures - Sticky notes - Pens
DESCRIPTION	<p>Photo walk methodology Before participants enter the room, the space is carefully prepared to resemble a temporary exhibition or photo gallery: printed images, infographics, and quotes from the Universal Declaration of Human Rights (UDHR) are hung in the space. Soft instrumental music plays in the background to create a calm, contemplative atmosphere.</p> <p>20' Gallery walk Participants enter the room/space and can move freely in the space, having a look at the different pictures and articles of the Universal Declaration of Human Rights.</p> <p>Place sticky notes, paper and pens near the photo gallery to collect reflections. Participants are encouraged to interact with the material by leaving comments, reactions, or questions directly near the images or articles.</p> <p>20' The missing human right Ask participants to write an additional human right that is not in the declaration, but they feel like it would be essential to include. They have time to draw an image and to think about the article, then they can share freely what were their impressions of the activity.</p>
NOTES	<p>Pictures for the photo gallery: https://www.lifegate.it/50-foto-che-hanno-cambiato-il-mondo-dei-diritti-umani</p> <p>Universal Declaration of Human Rights: https://www.un.org/en/about-us/universal-declaration-of-human-rights</p>

DAY 2 - SESSION 2

TITLE	Foundations of Human Rights
TOPIC	Human Rights & ClimateJustice:OriginsandIntersections

OBJECTIVE(S)	Participants will explore the historical evolution of human rights, identify key stakeholders and accountability mechanisms, analyse climate change as a rights-based crisis, and apply advocacy tools to promote climate justice.
DURATION	120 minutes
MATERIALS	<ul style="list-style-type: none"> - Flip chart - Paper - Markers - Projector
DESCRIPTION	<p>This interactive session explores the connection between human rights and climate change, focusing on how the climate crisis constitutes a direct threat to fundamental human rights, especially for vulnerable and marginalized populations. The session is structured around a PowerPoint presentation, which guides participants through:</p> <ul style="list-style-type: none"> - The historical development of human rights frameworks, with a focus on environmental rights. - The definition and principles of climate justice and how it reframes the climate crisis through a human rights lens. - An interactive stakeholder-mapping exercise, identifying who holds power, who bears responsibility, and who suffers most. - Video cases study - A collaborative exploration of tools for advocacy, including campaign design, messaging, social media strategies, and legal instruments. <p>The session includes structured group discussions and activities between sections to promote engagement and deeper analysis, ending with participants identifying specific strategies they could use in future climate justice advocacy work. Human Rights and Climate Change presentation</p>
NOTES	Rights and Climate Change presentation

DAY 2 - SESSION 3

TITLE	Climate Change 101
TOPIC	Climate change, its causes and effects
OBJECTIVE(S)	Establish foundational understanding by introducing crucial terms through an interactive presentation. Engage participants in a hands-on group activity to explore how various global factors interconnect with climate change.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Projector - 30 copies of the climate bingo - 4 Large prints of a world map - Markers - Printed icons representing climate impacts
	<p>15' Icebreaker - Climate Bingo</p> <p>Distribute a sheet to every participant.</p>

- Ask them to move around and find peers who match the statements on the sheet (e.g., “Who has experienced significant weather change?”).
- When they find a match, the person signs the box.
- The goal is to complete a row or column, sparking conversation and encouraging participants to learn a little about one another.

10' Presentation

Briefly explain the basic concepts on A4 paper:

- Weather: daily experience of precipitation, wind, atmospheric temperature, etc.
- Climate: daily experience of precipitation, wind, atmospheric temperature, etc.
- Climate change: long-term shifts in temperatures and weather patterns. Such shifts can be natural, due to changes in the sun’s activity or large volcanic eruptions.

60' Impact Mapping

Divide the participants into 4 smaller groups. Provide each group with a set of “mapping questions” that they will work through sequentially and 3 small images showing each question.

Each group draws the world map on a flip chart and pins the images on the map with what they believe are the correct answers.

Top Emitting Countries

Identify and mark on your map the countries with the highest greenhouse gas emissions.

- China
- US
- India

On a flipchart, present the concept of the greenhouse effect and the three main gases contributing to global warming.

- Carbon Dioxide (CO₂) 76%
- Methane (CH₄) 16%
- Nitrous Oxide (N₂O) 6% mostly from Agricultural

Deforestation and the Carbon Cycle

Map out regions experiencing high deforestation rates and consider their role in disrupting the carbon cycle.

- Brazil
- Indonesia
- DR Congo

Who is responsible for the deforestation?

- a. US, Singapore
- b. Brazil, Sweden
- c. Indonesia, Japan

Water Stress & the Water Cycle

Identify the countries that are most affected by droughts and shifts in precipitation patterns

- a. Somalia
- b. Zimbabwe
- c. Djibouti

Mining and Resource Conservation

Pinpoint the biggest mining companies:

- a. Glencore (Switzerland)
- b. Jiangxi Copper (China)
- c. BHP (Australia)

Include a side note comparing energy use in processing virgin materials versus recycled materials. Out of the 50 main mining companies, only 5 are not from Global North/China.

Mining and Resource Conservation

Pinpoint the Top Lithium Mines Worldwide

- a. Australia
- b. Chili
- c. Argentina

Lithium production using evaporation ponds uses a lot of water: about 21 million litres per day. It takes approximately 2.2 million litres of water to produce one ton of lithium

Hunger and Vulnerability

Identify areas with high hunger rates

- a. Somalia
- b. Yemen
- c. Chad

The most vulnerable countries are the ones who are also most affected by for example food insecurity

<https://www.globalhungerindex.org/>

	<p>Resilience to climate change</p> <p>Most resilient countries</p> <ol style="list-style-type: none"> a. Denmark b. Luxembourg c. Norway <p>Why are they the most resilient?</p> <p>https://www.usnews.com/news/best-countries/articles/denmark-is-the-most-resilient-country-in-the-world-report-finds</p> <p>The least resilient countries</p> <ol style="list-style-type: none"> a. Chad b. Central African Republic c. Eritrea <p>On a flipchart, between 2010 and 2020, highly vulnerable regions, home to approximately 3.3 - 3.6 billion people, experienced 15 x higher human mortality rates from floods, droughts and storms compared to regions with very low vulnerability.</p> <p>https://www.henleyglobal.com/newsroom/press-releases/investment-migration-climate-resilience-index</p> <p>After each mapping question, circulate among groups to prompt deeper reflection and ensure all voices are heard. Each group should be encouraged to use arrows, icons, and colour codes to denote causes versus consequences.</p> <p>15' Debriefing</p> <p>The facilitator starts a debriefing moment using the following questions:</p> <ul style="list-style-type: none"> - What was the most shocking for you in this activity? How did it make you feel? - Personal and emotional connections to climate change. - Causes and effects of climate change; global vs local perspectives.
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DAY 2 - SESSION 4

TITLE	Climate Intersectionality
TOPIC	Intersectionality as applied to climate change; overlapping social identities and their vulnerability as well as resilience in climate crises.
OBJECTIVE(S)	Point out the injustice in the unequal distribution of climate assets and climate risks, through the use of examples; identify underlying causes of injustice in the unequal distribution of climate assets and climate risks.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Identity map - Flower Power templates

DESCRIPTION	<p>5' Ice breaker The group care team will propose an icebreaker/energizer activity.</p> <p>15' Identity "Who Am I?" Mind Map Activity Explain that the purpose of the mind map is to visually unpack dimensions of identity (age, social class, ability, race, gender, etc). Draw a sample mind map on a flipchart or whiteboard. Highlight how each branch represents different identity aspects. Ask, "How might these different identity markers influence your day-to-day experiences?" to spark initial reflections. Individually, ask each participant to create their own Identity Mind Map. Reflection can start from the following question: "Reflect on how, during the pandemic lockdown, you managed to find food." <ul style="list-style-type: none"> - Do you think all people in your society managed the situation as you did? - How might factors such as age, gender, or social class have influenced different experiences? - Ask them to share if they feel like it </p> <p>20' Intersectionality and Climate Justice Workshop History & Evolution: Briefly present the history of the term intersectionality, discussing pioneers who shaped its meaning. Kimberlé Crenshaw in 1989 to address limitations in traditional frameworks that looked at discrimination in one dimension at a time. Explain how intersectionality is crucial in understanding climate impacts. Use concrete examples: How gender, race, or income impact responses to environmental stressors. Pose a scenario: "Imagine how an elderly woman in a low-income community might be uniquely affected by a heatwave compared to other groups." Ask participants how they might integrate an intersectional lens into addressing climate issues. Encourage participants to consider questions like: <ul style="list-style-type: none"> - What additional dimensions of identity could provide deeper insights into climate vulnerability? - In your own communities, what intersectional challenges have you observed related to climate change? </p> <p>30' Real-Life Examples & Group Work Participants are asked to watch the video together in groups of two, taking notes on instances of intersectionality in climate contexts and to ask each other: <ul style="list-style-type: none"> - Where is intersectionality visible in this video? - Consider your identity - how does climate justice affect you personally? Reconvene and invite groups to share key insights, capturing main points on a flipchart for visual consolidation.</p>
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	<p>Present the papers and explain why intersectional lens is needed for addressing climate justice:</p> <ul style="list-style-type: none">- Unequal Vulnerabilities- Structural Inequalities- Inclusive Decision-Making- Policy Design and Implementation- Framing the Narrative <p>20' Self-Reflection with the Power Flower</p> <p>Provide each participant with a Power Flower template: explain that the "Power Flower" is a self-reflection tool to explore personal strengths, sources of influence, and how one can act as a change agent.</p> <p>Ask them to complete sections that reflect: What strengths do you possess that can address intersectional climate issues?</p> <p>10' Debriefing</p> <ul style="list-style-type: none">- Was it easy to make your flower based on climate change?- How would you implement that in your daily life?
NOTES	Video: https://wakelet.com/wake/3UPchJnbWYTPkTB8QRcND

DAY 3

DAY 3 - SESSION 1

TITLE	Exploring NFE
TOPIC	Non formal education and its applications
OBJECTIVE(S)	Unpack the principles of non-formal education and explore participatory techniques. Demonstrate how these methods can empower youth engagement.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - 3 rooms/spaces - Flipcharts and pens
DESCRIPTION	<p>10' Introduction Welcome participants, explain that the objective of the session is to reflect on education and more specifically Adult Learning Theory, without going into too much detail, and ask them to "be a blank canva" for the session. They are divided into three groups that rotate between the three station - formal, non-formal, and informal education - where there will be one facilitator per education type. Every 15 minutes the group rotates.</p> <p>60' Learning by doing session</p> <p>Group 1: Formal Education</p> <p>Participants will have a structured lesson on Adult Learning Theory with a teacher (facilitator). The teacher follows a fixed syllabus, explaining the topic with clear rules. Participants are evaluated through a quiz/test at the end. Key Elements: Structure, hierarchy, assessment, certification.</p> <p>Group 2: Informal Education</p> <p>This group receives no instructions. They are given no guidance. They learn by doing and discussing among themselves without external intervention - the facilitator will simply sit with them, chatting with them but not giving instructions. Key Elements: Unstructured, self-directed, learning by experience.</p> <p>Group 3: Non-Formal Education</p> <p>This group is given an interactive, facilitated activity where they need to solve a problem together (the game of the squares). They engage in practicing, under the guidance of the facilitator. The facilitator guides but does not test them formally. Key Elements: Structured but flexible, participatory, no formal assessment</p> <p>20' Debriefing:</p> <ul style="list-style-type: none"> - What did you do? - What were you doing? - What did you notice about the methods we just experienced? - How did these activities make you feel as a participant?

	<ul style="list-style-type: none"> - What principles of non-formal education were embedded in these activities - How might these methods empower youth differently than formal education? <p>20' Group activity</p> <p>Divided into 5 groups (by counting) they reconstruct characteristics of the three approaches. In the end, every group shares their definition non formal education.</p>
NOTES	https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles

DAY 3 - SESSION 2

TITLE	Educator's Toolbox
TOPIC	Tools for facilitators
OBJECTIVE(S)	Develop a detailed understanding of participatory approaches and their impact on learning.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Printed animal cards - Flipcharts - Markers - Paper - Pens
DESCRIPTION	<p>15' Introduction</p> <p>The facilitator explains what are learning styles and the different ways in which every person can learn.</p> <p>Below the list of the ways of learning proposed for this activity:</p> <p>Visual: images, graphics, colours and maps to communicate ideas and thoughts</p> <p>Auditory: learning by listening to explanations, discussions, or recordings</p> <p>Analytical: Learning through logical reasoning and breaking down information into smaller elements</p> <p>Kinetic: Learning by doing, linking the process to physical activities and hands-on experience.</p> <p>Every single person is individually unique, with different personalities and needs. Understanding our own characteristics and strengths as a person goes hand in hand with understanding our own approach as facilitator, and how we deal with conflicts, collaboration, and also how we work in groups and interact and work with others.</p> <p>40' Animal cards</p>

	<p>The facilitator shows everyone the animal cards. They explain participants the objective of the session: to identify each person's strengths as a facilitator/youth worker. Participants are asked to pick min 2 to max 4 animals and draw a fantastic animal composed of parts of all the chosen ones based on their characteristics. Participants name the new animal and fill this sentence “when working with me, you should be aware that I am ..., ... and ...”.</p> <p>Participants are asked to stick the drawings on a wall. During the week, participants will be able to read each other’s animals and familiarise with their characteristics, and it can be a useful point of discussion ahead of the work in groups.</p> <p>15’ Debriefing</p> <ul style="list-style-type: none"> - Why did we do this activity? - How do you think this is related to being a facilitator?
NOTES	<p>https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles</p> <p>https://web.wlu.ca/learning_resources/pdfs/Learning_Styles.pdf</p>

DAY 3 - SESSION 3

TITLE	Trainer Skills 1 voice, body, space Trainer Skills 2 trust, improvisation
TOPIC	Body and space as tools for facilitators
OBJECTIVE(S)	To make future facilitators aware of the importance of their body, the voice, the space, their colleagues to facilitate
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - A big workshop room - Speaker for music
DESCRIPTION	<p>Body, space, voice</p> <p>5’ Walking in the safety boat</p> <p>The participants enter the room, and they start to walk, filling all the space available, following different indications, such as:</p> <ul style="list-style-type: none"> - Keep attention to your feet, knees, legs, spine - Keep attention to the different speeds you have while walking - Try to use, during the walk, all the space at disposal, like the lower, the medium and the higher space surrounding you - Listen to how your body and its different parts are moving in the space - Now walk with intention: find a point in the room and walk towards it without bumping into anyone - While you’re walking if you make eye contact with someone you stop and you present (when you meet somebody) <p>5’ Different speeds</p>

Participants are asked to keep walking in the space

10' Walking with emotions

Participants have to walk in a neutral position and all the time the facilitator will say an emotion, they have to represent this emotion. At the same time the facilitator also adds the level of intensity of the emotion from 0 to 5 (where 0 corresponds to the lower intensity and 5 to the highest intensity). Participants have to keep this emotion until the moment the facilitator, will clap the hands and they have to be back to the neutral position, still walking in the space.

10' Voice

Participants form a circle. The facilitator leads vocal warm-ups:

- Humming and buzzing
- Speaking letters and phrases softly, then loudly
- Changing pitch: low to high

40' Couples

Participants pair up. The facilitator explains the three phases:

Mirror:

One partner is the leader; the other is the mirror. The leader makes slow movements; the mirror copies exactly. After a few minutes, roles switch.

Trust:

One partner closes their eyes. The other gently guides them around the room using only light touch or verbal directions. Switch roles.

Guide:

Add simple obstacles (chairs, objects) to navigate. The guide helps the blindfolded partner avoid them, building trust and clear communication.

55' Improv section

“Yes, and...”

Improvisation exercise whose main goal is to train participants to accept ideas offered by others and build on them positively, rather than blocking or rejecting them. It cultivates active listening, flexibility, co-creation, and an atmosphere of trust.

The facilitator begins by explaining that in this game, one person starts a story or scenario with a short statement. In pair, the other person has to respond with ‘Yes, and...’ and then add to the idea.

This is not...

Participants stand in a circle. One holds an object (e.g., a ball) and says: “This is not a ball, this is a toothbrush!” while miming brushing teeth. They pass the object to the next person, who must transform it into something else: “This is not a toothbrush, this is a microphone!” and so on.

	<p>Improv in pairs</p> <p>Participants in pairs write one simple scenario on a piece of paper. Examples:</p> <p>“Two neighbours arguing about a lost cat.”</p> <p>“A tourist asks for help but speaks a strange language.”</p> <p>“A detective interrogates a suspect who is hiding something funny.”</p> <p>All written scenarios are folded, collected and placed in a hat or a box.</p> <p>New pairs take turns drawing a random scenario from the hat. They have 2 minutes to improvise the scene for the group. Each mini scene should have an incipit, a climax and a closure.</p> <p>10’ Debriefing</p> <p>Participants are back in plenary and starts a debriefing focused on:</p> <ul style="list-style-type: none"> - Re-cup of all the activity steps - Feelings during the different steps (one by one) - Thinking as facilitator “The Facilitator’s Hat”: analysis of the techniques, strengths and weaknesses and possible adaptation.
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DAY 3 - SESSION 4

TITLE	FacilitatorSkills - Nature’sStorytelling
TOPIC	Storytelling as a non-Formal education methodology; exploring creative methods for inclusive Learning introduce participants to a variety of non-formal education methods
OBJECTIVE(S)	and approaches that can better engagement, participation, and inclusion in learning activities. To highlight storytelling as a powerful tool for expression 90 minutes
DURATION	
MATERIALS	<ul style="list-style-type: none"> - Participants’ devices - Outdoor space
DESCRIPTION	<p>Introduction:</p> <p>The facilitator explains that there are a lot of methodologies like the one used in these days that can help non formal learning: one of them is storytelling.</p> <p>Methods and approaches:</p> <ul style="list-style-type: none"> - Gamification - Peer learning - Role play/simulation - Problem solving based - Cooperative learning - Reflective practices - Participatory workshops - Collaboration and social learning (energiser team building)

	<p>Different methods can be used to accommodate different learning needs and to be more inclusive in educational activities. Inclusion goes beyond the methodology itself to the way you recognise others existence, and support their inclusion in the activity, the language you use.</p>
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Tips for storytelling: create a story that has a beginning, a main phase where something happens, and a conclusion.

Ask participants to go in the nature and create a video, take 10 pics, or find a creative way to express why nature is so important for them and their feeling regarding nature.

DAY4

FREE DAY

DAY 5

DAY 5 - SESSION 1

TITLE	Engagement and facilitation
TOPIC	Facilitator role, engagement skills
OBJECTIVE(S)	Help participants reflect on and identify key characteristics and strengths of an effective facilitator; to encourage everyone to find their facilitator style; deepen understanding of group dynamics and how they play in activity creation.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Printed words - Paper - Pens
DESCRIPTION	<p>Facilitator's snowball</p> <p>Participants stand in the circle and the facilitators present the cards representing different roles, skills and characteristics for a facilitator, while spreading them on the ground.</p> <p>Participants are asked to walk in the space, read the different cards and choose the three "best characteristics" and three "worst characteristics" a facilitator could have according to them.</p> <p>Once the selection it's done, participants are asked to group themselves in trios and try to do a common list of the three best and of the three worst characteristics. Once the common list it's done, 3 trios gather and they have to share their previous common lists, creating a new common one.</p> <p>Back in plenary, each group will then present their list to the other groups.</p> <p>The facilitator closes the discussion about the chosen characteristics, remarking the importance to work in team, to have a heterogeneity in a Pool of Facilitators, with a balance between different styles in the facilitation of the different kinds of activities.</p> <p>10' Reflection</p> <p>Ask participants to answer the question "Think of a moment in this activity you felt engaged and productive"</p> <p>Share with the one who's setting next to you</p> <p>Group dynamics</p> <p>Group dynamics refer to the relationships between learners in a group and the impact that this has on the way they work. The facilitator explains the stages of group formation that are already written and explained on a flipchart.</p> <p>Tuckman's stages:</p> <p>Forming</p> <p>Storming</p>

	<p>Norming</p> <p>Preforming</p> <p>Reframing</p> <p>Based on the previous days, facilitate interactive discussion about the strategies for engagement for each stage.</p>
NOTES	<p>Snowball words:</p> <p>KNOWLEDGE BRINGER - FRIEND - PARENT - TEACHER - EDUCATOR - COP - SECRET AGENT - CONFLICT MEDIATOR - TECHNICIAN - TOOLS TESTER - LEADER - BOSS - ACTIVE LISTENER - PHOTOGRAPHER - ARTIST - SUPER HERO - CLOWN - JUGGLER - TIME KEEPER - E.T. - MAGICIAN - DREAMER - CONTROLLER - PROMOTER - SUPPORTER - ANALYTIC MIND - PSYCHOLOGIST - PROBLEM SOLVER - TASKS ORIENTED - VOLCANO</p>

DAY 5 - SESSION 2

TITLE	From community needs to session planning
TOPIC	Community needs - Objectives of the session - session planning
OBJECTIVE(S)	To guide participants in considering the specific needs and context of their local communities when designing or implementing an activity.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Printed W words - Flipchart with explanation - Paper - Pens - Markers
DESCRIPTION	<p>5' Introduction</p> <p>With a link to the previous session, the facilitator reminds the participants of the things that need to be taken in consideration to create an activity, having in mind that the activity needs to be brought in the local communities, each with every particular need.</p> <p>35' Community needs and objectives</p> <p>What's the approach of needs assessment? The facilitator explains how to translate the needs into working plan (objective > activity > output > what tool need to be used in order to reach output so the objectives)</p> <p>In groups they have to discuss what's the right order of the 5W when approaching the planning of an activity.</p> <p>Participants practice thinking like planners rather than jumping straight into brainstorming activities. The facilitator explains that any effective activity - whether it's a workshop, a local event, or a campaign - should follow a logical planning sequence. Participants are divided into small groups and asked to discuss what they believe is the best order for answering the key planning questions, commonly framed as the 5Ws: Why, How, When, Where, and What.</p>

	<p>WHY (objective, purpose, need) HOW (resources and strategy) WHEN & WHERE (time and place) WHAT (specific activity, tools, methods)</p> <p>The groups discuss and arrange the keywords in the order they believe makes the most sense, then share their reasoning with everyone. Together, the class refines the sequence, usually agreeing on:</p> <p>why > how, when, where > what objective > resources, time, place > activity, tools, methodology</p> <p>40' Group work presentation</p> <p>The facilitator introduces the session "Training in Action", a space where participants, divided in groups, can create, test and assess non-formal education workshops. The workshops must be created for a target group of young people and adapted to the local context of each participant. The participants plan an activity with a total duration of 120', but they have time to present a smaller part of it in 60', and it can also be considered as a part of an event they might organize in their territory.</p> <p>Final tips</p> <ul style="list-style-type: none"> - Internal check-in - Divide roles and responsibilities - Define the objective - Decide on tools and methods - Think about logistics and practice - Fill the session outline - Have fun!
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DAY 6

Workinggroups presentation

The day is divided into five time slots of 1 hour each, where the participants have a safe space to showcase the work they have done and practice facilitation. The purpose is not to deliver a perfect session, but to test the planned activity and for some try facilitating a group for the first time. The group will have 5 minutes to explain the longer session (up to 2 hours) they have envisioned but will put into practise just one part of it, usually the one more revolving around non formal methodologies.

DAY 7

DAY 7 - SESSION 1

TITLE	Feedback implementation
TOPIC	Feedback on the work
OBJECTIVE(S)	Give constructive feedback to the group work from the trainers but especially from the participants to encourage peer learning.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Flipchart of the session outlines from the participants - 5 spaces - Sticky notes - Pens
DESCRIPTION	<p>The facilitator gives general feedback on the things to keep in mind when facilitating that worked based on how the presentation went.</p> <p>Some of the topics to tackle:</p> <ul style="list-style-type: none"> - Engagement - Group coordination and task division - Body and voice - Content - Debriefing - Group management <p>45' Group stations</p> <p>Each group sets up a station with the flipcharts of their session outline. One person of the group stays at the station to receive feedback, give explanations and answer questions about the session. The rest of the group roams around through the stations. Time is self-organized.</p> <p>45' Implementation</p> <p>Groups come together to discuss feedback they received from other participants. They implement it into their session and digitalize the session outline. The workshop/session outline should be as complete as possible after this session.</p>

DAY 7 - SESSION 2

TITLE	Open space
TOPIC	Decided by the participants
OBJECTIVE(S)	Make the participants discuss a topic they're passionate about and with that contribute to the knowledge of the group and peer learning.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Flipchart for open space proposals
DESCRIPTION	Ask the participants to prepare their open space session: a moment focused on peer learning and sharing. The participants then vote on which sessions they would like to

	attend based on the topic and an agenda for the slot is created. The 90 minutes session is divided into two 45 minutes slots, during which two open space sessions are happening at the same time, for a total of 4 sessions.
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DAY 7 - SESSION 3

TITLE	Storytelling
TOPIC	Storytelling
OBJECTIVE(S)	To create a supportive space for participants to share the results of their storytelling exercise and to deepen collective reflection on personal connections with nature through creative expression.
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> - Projector - Laptop
DESCRIPTION	<p>In this session, participants are invited to share the creative outcomes of their storytelling exercise.</p> <p>Previously, each participant was asked to reflect on their feelings and relationship with nature and to express this reflection through a medium of their choice - such as a short video, a series of photographs, a poem, a piece of writing, a song, or any other form of artistic or personal storytelling.</p> <p>At the start of the session, the facilitator welcomes everyone and sets a calm, attentive atmosphere, reminding participants that sharing is voluntary and that listening to others with respect and openness is just as important as sharing one's own work.</p> <p>Participants who wish to present take turns showcasing their creations. For videos or digital materials, the facilitator assists with the projector and laptop. Those presenting poetry or stories may choose to read them aloud, and photo series or physical artworks can be displayed in the room.</p> <p>After each presentation, the facilitator invites the group to offer brief, supportive feedback or reflections. This can be a simple sharing of how the piece made them feel, what images or thoughts it evoked, or connections to their own experiences with nature.</p>

DAY 7 - SESSION 4

TITLE	Closing & Evaluation
TOPIC	Feedback and evaluation
OBJECTIVE(S)	To gather feedback on the
DURATION	120 minutes

MATERIALS	<ul style="list-style-type: none"> - Envelopes - Papers - Pens - Markers
DESCRIPTION	<p>Participants receive an online form to complete where they express feedback on:</p> <ul style="list-style-type: none"> - Learning goal and main learning - Overall experience - Pool of trainers - Venue - Food - Expectations and hopes - Things to improve - Needs for next steps <p>Participants are then asked to go through a guided track where they reach different stations. In these stations they have a chance to reflect on different aspects of the training and give their feedback.</p> <p>Agenda A visual representation of the agenda is hung on the wall: participants have a chance to express feedback on singular sessions or entire days using sticky notes.</p> <p>Envelopes On the wall, the facilitators hang multiple envelopes, one for each participant. They are asked to write a letter to themselves and to put it into the envelope</p> <p>Hopes fears and expectations garden Participants come back to the updated garden: they can have a look back on the hopes, fears and expectation they added during the days, and they can also move their fears or contributions accordingly their evaluation of the day.</p> <p>Dixit cards Participants are asked to give feedback on the group dynamics and how they felt during the training using Dixit cards, that they can pick and hang on a thread and that can be added with sticky notes.</p> <p>The session ends with the participants coming back into a circle and sharing anything they would like to say to the group and regarding the training.</p>

Partners and Contributors

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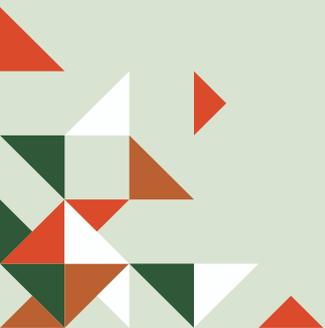
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