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Hedayah
countering violent extremism



ONLINE TRAINING PROGRAM ON YOUTH LEADERSHIP

This program was conducted as a part of the project *Youth for Change: Building the resilience of Serbian youth through engagement, leadership and development of their cognitive and social-emotional skills*

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INTRODUCTION

The online training program on youth leadership is developed as a part of the project *Youth for Change: Building the resilience of Serbian youth through engagement, leadership and development of their cognitive and social-emotional skills* implemented, within the STRIVE Global program, by PIN – Psychosocial Innovation Network. The project was funded by EU and supported by Hedayah and is being implemented in the Republic of Serbia from August 2019 until July 2020.

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

The agenda of online training program includes the following webinar sessions:

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

Goals that should be achieved with this online training program on youth leadership¹:

1. Ability to communicate to get a point across
2. Ability to influence others
3. Ability to motivate others
4. Ability to seek out role models who have been leaders
5. Ability to be a role model for others
6. Ability to articulate personal values
7. Awareness of how personal actions impact the larger communities
8. Ability to engage in the community in a positive manner
9. Respect and caring for oneself and others
10. Sense of responsibility to self and others
11. Integrity, autonomy and self-awareness
12. Respect for cultural and individual differences among peers and the larger community
13. High expectations for self and community
14. Sense of purpose in goals and activities
15. Ability to follow the lead of others when appropriate.

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

1. SELF-EXPRESSION AND PUBLIC SPEAKING

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

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

Pre-test questionnaire

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

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

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

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

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

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

Closing the session and question time (10 min)

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

2. COMMUNICATION

Theme	Effective communication is an ability to clearly express our own desires, both verbally and nonverbally, by which we lower the probability that others will interpret what we wanted to say in their own way and increase the probability to be understood in the way we intended to. While communicating, it is very important to be confident in what we want to say and try not to say things in order to say anything at all, but also not to be silent and ashamed of our own opinion ³ . By avoiding misunderstanding, both sides can benefit from communication and mutual understanding. Positive consequences of skilled and confident communication motivate us to continue behaving in such manner, which continuously reinforces this useful skill.
Objectives	Developing communication skills; Encouraging expressing one's own ideas without constraint; Acquiring the knowledge about the importance of both nonverbal and verbal communication; Acquiring active listening skills; Developing rhetorical skills in order to enable a person who is listening to use their active listening skills; Developing social intelligence and interpersonal skills.
Number of participants	Up to 20 participants
Duration	60 minutes
Materials required	Paper and pens, the table 1 from the Appendix 2, PPP webinar session 2

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

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

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

Theoretical part⁴ (15 min)

Through PPP discuss with participants the definition and classification of communication, along with answering the question in what way can good communication help us. In order to make sure that the theoretical part⁵ is not tiring for the participants, show the PPP with a lot of pictures, videos and examples. You could also share some of your experiences and encourage the participants to tell their own.

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

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

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

Closing the session and question time (10 min)

⁴ Popadić, D. (2014). *Social interaction and communication* (authorised text). Belgrade, Serbia.

⁵ Provide the participants the theoretical part available in the supporting materials for the training.

3. GOAL-SETTING AND PERSONAL MOTIVATION

Theme	<p>The first step in planning any action is setting your goals. Goal Setting Theory of Motivation was created by Locke and Latham⁶. Goals reflect attitudes and values of the person setting them. They represent what a person wants to accomplish and is striving to in order to be satisfied with their own life. How successful someone would be in accomplishing their goals depends on how motivated they are. When the goal is difficult to achieve and our motivation is high, the accomplishment of such goal leads to greater sense of fulfilment and a confidence boost. Positive thinking makes goal achieving easier and motivates us to take necessary action, while on the other hand, pessimistic thinking demotivates us. All of this is linked to general life satisfaction. Good planning and perseverance in accomplishing goals enables people to have an internal locus of control which means that they believe that they are responsible for the happenings in their own life and that they make things happen, not that things happen to them.</p>
Objectives	<p>Acquiring skills for setting functional goals; Learning how to motivate yourself for setting goals; Practicing time management and anticipating future events; Achieving flexibility while choosing the steps necessary for achieving your goal; Learning how to apply the S.M.A.R.T. protocol.</p>
Number of participants	Up to 20 participants
Duration	60 minutes
Materials required	Paper and pens, PPP webinar session 3

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

ACTIVITY 1: S.W.O.T. analysis⁷ (20 min)

In the beginning, you can demonstrate the S.W.O.T. analysis through group⁸ work in order to ensure that the motivation of the participants is going in the right direction. The aim of this analysis is enabling the participants to get to know their joint strengths, weaknesses, opportunities and threats, which can help them in future group work. Also, it could encourage mutual understanding among peers, because they may realize that they have many concerns and also opportunities in common, and in addition to that, that they represent an energetic and strong part of our society. Ask the participants to split into 4 groups by schools, let each group pick their representative and show them the table 3 from supporting materials on PPP. Their task is to complete the table with S – strengths, W – weaknesses, O – opportunities and T – threats that refers to their group and achieving goals. The first and the second box in the first row of the table represent advantages and disadvantages in goal achieving when it comes to our inner mechanisms or, in other words, strengths and weaknesses of a person or a group. On the other hand, boxes 3 and 4 in the row below represent external factors, factors in the environment that affect goal achievement or opportunities and threats that come from our wider environment. After the participants have discussed these aspects, ask the group members that haven't said anything yet to present their findings to other groups. After that, discuss the similarities and differences between groups and how they could use acquired knowledge about their group features in the future.

Theoretical part: S.M.A.R.T. protocol⁹ (10 min)

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

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

It may sound simple to set goals for oneself, but the situation can get a bit more complicated when you are a part of a group. One way you can measure how successful a group is by measuring how successful they are at achieving their goals. For example, imagine that you are given an assignment to organize a public event in your local community. Organization of an event involves different people and coordinating numerous roles they

⁷ Explain the meaning of the acronym. <https://workshopbank.com/swot-analysis>

⁸ For this activity participants need a separate online chat rooms.

⁹ <https://positivepsychology.com/goal-setting/>

The materials should be provided to participants in an online form.

might have. Keeping that in mind, it is important to establish the most effective way on how to come to agreements with a lot of people.

Through group exercise, participants will answer the question: *What type of event would you organize in your local community?* Split participants into three groups by the city they are living in¹⁰. The groups should discuss and a group representative should write down the events they would like to have and that are feasible to organize. After each group has written down all possible events, they should elect two events they like the most by democratic voting. Facilitator writes down all six events and by using the S.M.A.R.T. protocol discusses with participants each of these events with the goal of choosing one event per group.

Closing the session and question time (10 min)

Our main themes today were self-expression, public speaking, communication skills and active listening skills, motivation uplifting and setting goals. Discuss with participants their impressions and important take away messages.

¹⁰ For this activity participants need separate online chat rooms.

4. SMALL GROUP FACILITATION SKILLS

Theme	<p>It is very important to teach your group of young participants how to cooperate in a team. There is a saying in the English language “Teamwork makes the dreamwork” which emphasizes the importance of communication within a team for the sake of reaching various important goals. The main focus of this part of the training is the importance of communicating in a team and ways to establish good communication between team members. We will focus on creating a structure and a plan, so that each member will know their role and their task. When the contribution is visible, every participant will feel useful and motivated to continue working. Although every team is different and time is needed to establish ideal work atmosphere, some ground rules exist and will be shown in this part of the program.</p>
Objectives	<p>Changing your focus from personal goals to teamwork; Nourishing team spirit; Establishing a pleasant work atmosphere; Developing group communication skills; Acquiring inter- and intracultural sensitivity; Developing personality traits – Agreeableness and Openness; Learning skills necessary to accept and understand others.</p>
Number of participants	<p>Up to 20 participants</p>
Duration	<p>60 minutes</p>
Materials required	<p>Paper and pens, PPP webinar session 4</p>

ACTIVITY 1: Riddle solving (10 min)

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

Theoretical part: “Teamwork makes the dreamwork!” (15 min)

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

ACTIVITY 2: “Tell me a story” (10 min)

Instruct participants to write down on a paper one word that first came up on their minds. Now split the participants into 4 groups¹¹ and their task will be to make a story by using all of these words. In the end, the group will have to appoint someone to represent the group, who will read the story to all participants. The winner is the group with the most creative story.

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

Ask the participants to visit [the link¹²](#) and complete the quiz on their smartphones or computers. Based on the results, each of the participants will be sorted into one of five categories. Show the categories (creative spark, productive dynamo, team driver, intellectual powerhouse and maven influencer) on PPP. Before discussing different categories, point out that there are many classifications like this one, but you chose this one because it seemed applicable and modern. Explain that this is not a psychological instrument and it is used to make this topic more interesting.

Closing the session and question time (10 min)

¹¹ For this activity participants need separate online chat rooms.

¹² <https://www.actioned.com/team-member-quiz/>

5. ORGANIZING AND PLANNING SKILLS

Theme	This session is focused on gaining and/or developing basic planning- and organizing skills in everyday-life, as well as in professional setting. These are some of the most important skills that are facilitated and supported during activities that encourage teamwork. Namely, research has shown that development of such skills has a significant impact on the process of development of young leaders ¹³ . The idea is to show youth the importance that organizing and planning can have in undertaking crucial steps in the future, as well as to encourage them to be creative, not to lose themselves in the process and to always believe that there is more than one solution to a problem.
Objectives	Encouraging creative and critical thinking; Developing organizational skills; Developing planning skills; Learning how to create and apply the “Mind map” technique; Encouraging active logical-abstract reasoning and using a larger capacity of cognitive functions.
Number of participants	Up to 20 participants
Duration	60 minutes
Materials required	Paper and pens, PPP webinar session 5

¹³ Karagianni, D., & Montgomery, A. J. (2018). Developing leadership skills among adolescents and young adults: a review of leadership programmes. *International Journal of Adolescence and Youth*, 23(1), 86-98.

ACTIVITY 1: “Classify me”¹⁴ (10 min)

Instruct participants that everyone should look around themselves and write down one item that caught their eye. Now divide participants in 4 teams. Facilitator combines these objects into one list and then every team should classify items into 3-5 categories/groups¹⁵. When participants finish with classifying, ask the team representatives to tell everyone based on which criteria they have made the categories and how they categorized the objects. Ask them to answer the questions showed on PPP.

Theoretical part: *Organizational skills* (15 min)

Explain the participants that the goal of the previous activity was to exercise organizational skills in a team. Organizational skills are crucial when we want to achieve success in our work, and they especially improve efficiency and enthusiasm of a team. Present on PPP *Advantages of good organization* and *5 characteristics of a good planner* (slides 6-9).

ACTIVITY 2: *Planning the event by using “Mind maps”*¹⁶ (25 min)

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

Closing the session and question time (10 min)

Ask participants what they have learned during this session. Do they have any questions? Summarize the activities using the phrases explaining the importance of organizing skills and planning for a young leader¹⁷ and check if the participants have something to add.

¹⁴ https://www.mindtools.com/pages/article/newHTE_76.htm

¹⁵ For this activity participants need separate online chat rooms.

¹⁶ Krasnic, T. (2012). *How to Study With Mind Maps*. Concise Book Publishing.

- Show pictures and examples of various interesting mind maps on PPP.

¹⁷ <https://careerstint.com/why-are-organizational-skills-important-in-leadership>

6. BASIC LEADERSHIP THEORIES AND SKILLS

Theme	<p>Idea behind this session of the training is to introduce the participants with basic leadership theories¹⁸. An insight into existing knowledge in this field could encourage them to actively and independently think about whether they would like to become leaders and in which way they would like to achieve this. Research has shown that most authors haven't adapted the most prominent theories to the adolescents' way of thinking¹⁹, so it is of great importance to help them shape their way of thinking through various educational activities, according to examples and theories about great leaders. It is also important to talk with adolescents about characteristics that leaders should have, as well as to emphasize the importance of empathy, so that they can start thinking about the wellbeing of their coworkers early enough, and not solely on achieving their own goals.</p>
Objectives	<p>Developing attitudes and opinions about what an ideal leader looks like; Encouraging empathy and compassion in working with others; Developing emotional and social intelligence; Encouraging group dynamics and positive climate through teamwork and exchange of ideas; Encouraging participants to develop general knowledge.</p>
Number of participants	<p>Up to 20 participants</p>
Duration	<p>60 minutes</p>
Materials required	<p>Paper and pens, the check list from the Appendix 3, PPP webinar session 6</p>

¹⁸ Khan, Z. A., Nawaz, A., Khan, I. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management*, 16, 1-7.

¹⁹ Krasnic, T. (2012). *How to Study With Mind Maps*. Concise Book Publishing.

ACTIVITY 1: My ideal leader (10 min)

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

Theoretical part: Basic theories and leadership styles²⁰ (15 min)

Leadership theories represent models that aim to explain why and how some people become and remain leaders compared to other people. Discuss following theories with the participants - the "Great Man" theory, trait theory, contingency (situational) theory, style and behavior theory by presenting them on PPP. Try to name the advantages, disadvantages and examples for each of them, but tell them you will talk in more depth about the last one.

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

The participants fill out the check list (see the Appendix 3) that was previously sent to them before the session by checking the items that describe them the best, in order to answer the above-stated question. Show to participants the following styles (Coercive style, Authoritative style, Affiliative style, Democratic style, Pace-setting style, Coaching style) on PPP, as well as items that refer to them, and ask them to count how many X (points) they have for each style (the style with maximum of 3 points represent participant's personal style, or the combination of styles). Make this activity interactive through discussion, asking questions, asking participants to give examples and describe the style they got (according to the points), which can either be a specific style or a combination of styles. Explain that these styles were found by Goleman (2000)²¹, and they are based on developing emotional intelligence. They aren't suitable for all situations and none is ideal, but it's advisable to combine them in order to reach the goal.

Closing the session and question time (10 min)

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

²⁰ Khan, Z. A., Nawaz, A., Khan, I. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management*, 16, 1-7.

Show the theories on PPP (and on printed materials) with interesting pictures/videos, so the theory doesn't seem dull.

²¹ Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 1-75.

7. THE POWER OF PEER AND COMMUNITY-BASED SUPPORT

Theme	<p>In this session of the training the emphasis will be put on strengthening peer support, with an aim to help the adolescents learn how to become role models and how to be a support to their peers and to the community. More broadly seen, peer leadership skills can help young people prevent maladaptive behaviors²². In order to influence the attitudes of others, they need to become aware of and develop certain abilities, which this program can help them with. Peer leaders have a wider perspective in mind, so they often take part in different activities to make a positive impact on their surroundings and help those who need it. To support young leaders, it is most important to work on one's communication skills, decision-making, problem solving and conflict solving, self-development, as well as violence prevention, and programs dealing with peer leadership improve academic achievements, self-esteem and commitment to school²³.</p>
Objectives	<p>Encouraging young people to stand for themselves and their peers; Learning peer leadership skills; Becoming aware of the importance of helping the community; Encouraging self-esteem and self-respect; Developing empathy; Developing awareness and gaining information about the community we live in.</p>
Number of participants	<p>Up to 20 participants</p>
Duration	<p>60 minutes</p>
Materials required	<p>Paper and pens, PPP webinar session 7</p>

²² Alberta Health Services (2010). *Peer Leadership: A guide to implementing school-based peer leadership programs* (pp. 1-36). Alberta Health Services. ISBN 978-0-7785-7270-1

²³ Gregoric, C., Owens, L. (2008) The Effectiveness of Peer Support Leadership Training in a South Australian School. *International Journal of Adolescence and Youth*, 14(2), 93-112.

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

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

Theoretical part²⁴: Peers and community (10 min)

Young leaders represent a role-model for their peers and their community, by trying to preserve and encourage their self-awareness, self-esteem and social interaction skills, serving as support and contact to them and organizing numerous important activities. Show on PPP the *Important skills a peer leader should have*²⁵ and *How to make most of informal community support*²⁶. Sometimes it is enough to make people think about important topics by starting a discussion about it (e.g. risks of drunk-driving), but making more serious changes takes more time and effort. If we choose to be peer leaders, it can have a positive impact on one person we give advice to, on a group we aim to motivate, on adolescent population in our country, and thus on the whole community. Summarize participant's answers and use them for the next activity.

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

During the previous activity participants has most likely listed various events that reflect peer support, and you can name them again at the beginning of this activity, adding the following if they didn't mention them already: giving advice individually about problems the leader has already went through²⁷, defending the weaker than us and confronting the bullies, helping the elders, organizing group support (in learning, socializing, etc.), collective organizing of various acts of charity (blood donations, collecting financial donations, organizing events with media coverage that have a strong message, visiting relevant institutions and providing help to the weak, etc.)²⁸.

Divide participants in 4 groups by the school they attend. Remind them of the event they have planned by using the mind maps in the session 5, activity 2. Their task is to think of

²⁴ Give out the theoretical part in an online form.

²⁵ <http://www.partnersagainsthate.org/publications/implementation.pdf>

²⁶ <https://www.skillsforcare.org.uk/Documents/Learning-and-development/Community-skills-development/What-is-it-I-can-do-if-I-support-community-groups.pdf>

²⁷ An example from Serbia: <https://www.mladice.org/category/programiprojekti/vrsnjacka-podraska/>

²⁸ Floods in Serbia in 2014 can serve as an example, when high-school graduates across the country collected money for people affected by the floods instead of using the money for organizing the prom-event, with a motto „5 minutes of glamour won't change the graduation“ (Picture 3). This is an example how the youth can make a change in the society together.

how their event can: 1) help the individual; 2) help their peers; 3) have an impact on the community. One team member should write this in a separate category, and then put the details about how they plan to achieve this during their event. Once they are done, ask them to present their work to the others.

Closing the session and question time (10 min)

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

8. SOCIAL RESPONSIBILITY

Theme	<p>Social responsibility is formed during the adolescent years, when cognitive, emotional and identity development changes occur while being exposed to different ideals, important messages and opportunities for making moral decisions²⁹. The main focus of this training session is social responsibility, but also how to make decisions and take action in order to improve sustainable living on our planet. The entire program is focused on some of the most important traits related to social responsibility: empathy, self-reflection, respecting other people’s opinion. Youth should be growing up in a supportive environment which gives them the opportunity to develop their leadership skills and discover the importance of their contribution to the world³⁰. Having said that, the goal of this session is to show young people in what way they can contribute to the society and provide them with the necessary support and motivation to do so.</p>
Objectives	<p>Learning about social responsibility through examples; Developing empathy; Encouraging initiative in order to protect the entire community; Practicing self-assessment and self-reflection skills; Developing confidence for taking action; Reinforcing moral and critical thinking.</p>
Number of participants	<p>Up to 20 participants</p>
Duration	<p>60 minutes</p>
Materials required	<p>Paper and pens, PPP webinar session 8</p>

²⁹ Wray-Lake, L., & Syvertsen, A. K. (2011). The developmental roots of social responsibility in childhood and adolescence. *New Directions for Child and Adolescent Development*, 134, 11–25.

³⁰ Bradford, L. (2017). Nonprofit Social Responsibility and Sustainability: Engaging Urban Youth through Empowerment. *Corporate Social Responsibility, Sustainability, and Ethical Public Relations*, 53-88.

ACTIVITY 1: The Mysterious “Camera Disease”³¹ (20 min)

Outbreaks of disease (actual covid-19) are the subject of big headlines and also big science to fight them. Many scientists and mathematicians are working together to study how diseases spread and to create models that predict the progress of epidemics and how to best control them. In this game, participants will learn a simple disease model and the importance of social responsibility, by being an active participant in a mock “outbreak” of camera disease. A disease model that has susceptible, infected and recovered classes. This is considered by scientists and mathematicians studying disease epidemics to be one of the simplest examples of a disease model.

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

Theoretical part (20 min)

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

ACTIVITY 2: Socially responsible leaders (20 min)

³¹<http://ec2-23-21-117-9.compute-1.amazonaws.com/blogs/09/07/2011/epidemic-the-handshake-game.html?series=1&interest=&audience=1&author=>

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

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

1. A school subject which is in any way related to social responsibility.
2. A way they can put their idea into action in their school³².
3. How they can make their actions visible to the wider community.

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

Closing the session and question time (10 min)

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

Important!

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

³² For example, setting up recycling bins.

9. UNDERSTANDING AND COUNTERING VIOLENT EXTREMISM

Theme	Educating the youth about peaceful conflict resolution and violence prevention is one of the most important tasks for a social community ³³ . The need of youth to solidify their identity leads them to joining an existing group with predefined attitudes that can be radical or even extreme ³⁴ . The goal of this program is to raise awareness and build attitudes that can help prevent radical extremism among youth. It is important to note that the participants should be already familiar with the concepts of empathy, assertive communication, critical thinking and assessment, stereotypes and prejudices, as well as discrimination, which are all crucial when it comes to the prevention of joining groups with radical/extreme attitudes and beliefs.
Objectives	Learning the terms radicalization and violent extremism; Encouraging critical thinking; Encouraging the use of empathy as a tool for decision-making; Developing skills of individual reasoning; Creating, preserving and applying the inner moral code; Bringing awareness to the negative effects of discrimination.
Number of participants	Up to 20 participants
Duration	60 minutes
Materials required	Paper and pencils, PPP webinar session 9

³³ Fountain, S. (1999). *Peace education in UNICEF*. Unicef, Programme Division.

³⁴ Hogg, M. A. (2014). From uncertainty to extremism: Social categorization and identity processes. *Current Directions in Psychological Science*, 23(5), 338-342.

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

Show the students a set of ambiguous images through PPP, one by one, briefly (not more than 5 seconds), with the instruction to write on one paper what is the first thing they see in each picture. When you have shown all of the pictures, return to picture number one and ask the participants what they had seen. If everybody had written the same thing (which is possible because of their similar age), then you should point out the other option that can be seen in the picture.

Theoretical part: *Term clarification* (15 min)

Show the students on PPP term clarification for following terminology: *extremism, violent extremism, radicalism, radicalization leading to violent extremism*, along with discussing the *Behaviors that can be signs of radicalization*.

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

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

Closing the session and question time (10 min)

CONCLUSION OF THE ONLINE TRAINING (30 min)

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

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

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

Appendix 1

Pre and post-test

Date: _____

Age: _____

Gender: _____

1. If you are skilled in public speaking, you don't need to know and assess your audience when you preparing for a speech. True or **False**
2. Prosodic communication is a form of verbal communication. True or **False**
3. Animals communicate by interacting with signs. **True** or False
4. In S.W.O.T. protocol, letter O stands for Opportunities. **True** or False
5. Having clear responsibilities is a key component of great teamwork. **True** or False
6. Remembering instead of writing down a goal is one of the best ways to set your goals. True or **False**
7. In order to establish a way of working together, teammates should hold group meetings and avoid working one-on-one. True or **False**
8. One characteristic of a good planner is that he organizes his private life as well. **True** or False
9. Mind map is invented by Tony Buzan in the 1990s. True or **False**
10. Making mind maps engages both brain hemispheres. **True** or False
11. One of the benefits of using mind maps is that it stimulates creativity. **True** or False
12. A good leader empathises with others. **True** or False
13. The contingency theory focuses on personality traits that a person has. True or **False**
14. Not every act that leads to the progress of the society and prevention of something bad happening is a socially responsible act. True or **False**
15. Radicalization is a phenomenon in which individuals or groups who, in search for their ideological purpose, show readiness to use violence as a consequence of their extreme beliefs, with the aim of realizing their political, religious or social goals. True or **False**
16. Sudden drop-out of school and conflicts with the school can be the sign of radicalization. **True** or False

Training session evaluation

Date: _____

Age: _____

Gender: _____

1 Not at all	2 Not really	3 Moderately	4 Somewhat	5 Very much				
How much did you find the training session interesting and pleasant?				1	2	3	4	5
*Please explain your answer:								
How much did you find the training session useful?				1	2	3	4	5
*Please explain your answer:								
How much were the facilitators clear and understandable?				1	2	3	4	5
*Please explain your answer:								
Was there anything that was especially useful/meaningful/pleasant during the training session?					YES		NO	
*If your answer is YES, please specify:								
Was anything unpleasant or disturbing to you during the training session?					YES		NO	
*If your answer is YES, please specify:								
*If you have any suggestions or comments about the training session, you can leave them here:								

Appendix 2

Table 1

	1. Reasons	2. Advantages	3. Disadvantages	4. Responsibilities
Participants that participate actively	<ul style="list-style-type: none"> - Confident - Have knowledge on the issue being discussed - ... 	<ul style="list-style-type: none"> - Opinion holds a lot of value - Given importance by others - Others look up to and admire them - Helps build self-esteem - ... 	<ul style="list-style-type: none"> - They can overshadow other participants - ... 	<ul style="list-style-type: none"> - Encouraging others to participate more - To make sure that they are not the only person speaking - ...
Participants that are more passive	<ul style="list-style-type: none"> - Not confident - Not aware/do not have knowledge - Not getting a chance to speak - Fear of being ridiculed - Past negative experience - ... 	<ul style="list-style-type: none"> - They can be very good listeners and/or very observing - ... 	<ul style="list-style-type: none"> - Their opinion is not taken into account - Others could think that they are not interested - Others neglect them - Silence can be interpreted as agreeing or lack of opinion - They could feel uncomfortable... 	<ul style="list-style-type: none"> - Not to let others overshadow them - To take part in discussions more often - To share their own opinions without being afraid - ...

Appendix 3

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