

Project Teens in Action

Itinerary for achieving the workshops

**Workshops: Economic Development
Mapping Community Goods
My Sustainable School
Five Ways to Well-Being
Executing Ideas**

Diadema, 2011

This workshop makes students think about how money enters and leaves the neighborhood, how we can reduce the losses of money to other neighborhoods and increase the input of money in our neighborhood, so that this money will help the economic growth and strengthening of the neighborhood in which we live.

Chronogram of activities:

Hi! / Presentation (10 min)

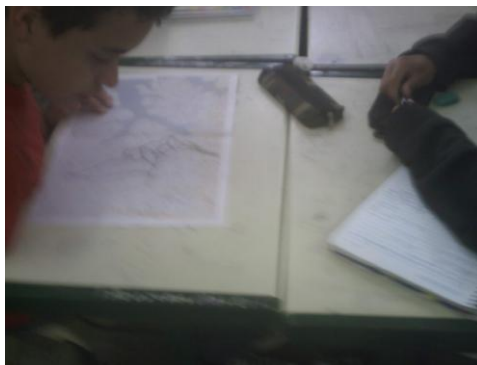
- a) Presentation of the facilitators and the objective of the workshop
- b) List those present

What is local? / Dynamics with Maps (35 min)

- a) Ask the students to locate their house on a big map and mark it with a pin
 - The big map should be at the front of the room with 1 pin locating the school. The pins referring to the housing are a different color to that of the school.



- b) Ask them to form groups of 5 or 6 students. Each pupil should mark on the map: their house, school and places that they visit and surround the region.
 - Give to each group an A3 map and a box of pens.



The multiplying effect/ The dynamics of money circulation in the neighborhood (20 min)

Materials used in the dynamics:



Aprons characterizing the merchants



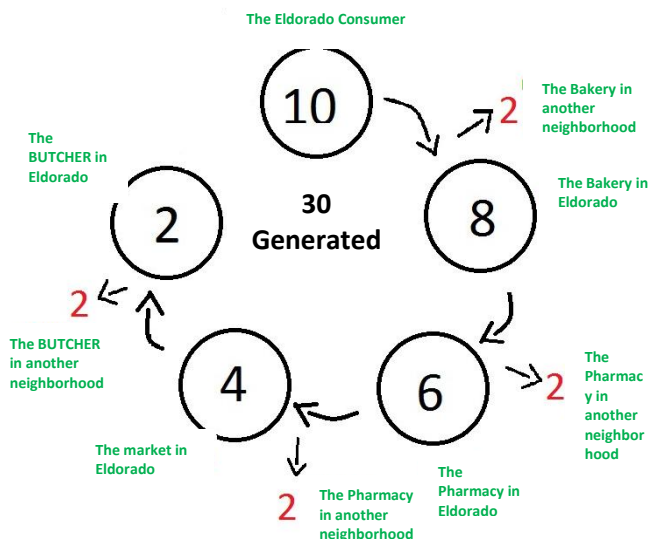
Chocolate coins

a) a) Request 5 volunteers for Group A

-Give to each student an apron referring to a merchant

- Give one student a quantity of 10 chocolate coins. They are going to spend 8 coins at the butchers and 2 coins in the neighboring town. The butcher is going to spend 6 coins at the bakery and 2 coins in the neighboring town. The baker is going to spend 4 coins at the market and 2 coins on the neighboring town. The owner of the market is going to spend 2 coins in the pharmacy.

Reflection: How much the consumer spends on the merchants in the neighborhood. This rotation of money generates 30 chocolate coins in the neighborhood.

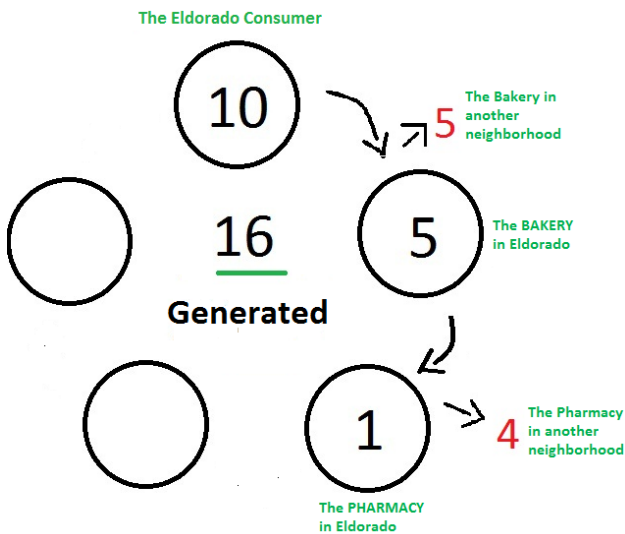


An illustration of the circulation of money that is generated:
30 chocolate coins in the Eldorado neighborhood

a.1) Request 5 volunteers for group B

- Give each student an apron referring to a merchant
- Give 10 chocolate coins to one pupil. They are going to spend 5 coins at the butchers and 5 coins in the neighboring town. The butcher is going to spend 1 coin at the bakery and 4 coins in the neighboring town.

Reflection: How much more the consumer spends on the merchants in the neighboring town than in their own neighborhood. This rotation of money only generates 16 chocolate coins.



An illustration of the circulation of money that is generated:
16 chocolate coins in the Eldorado neighborhood

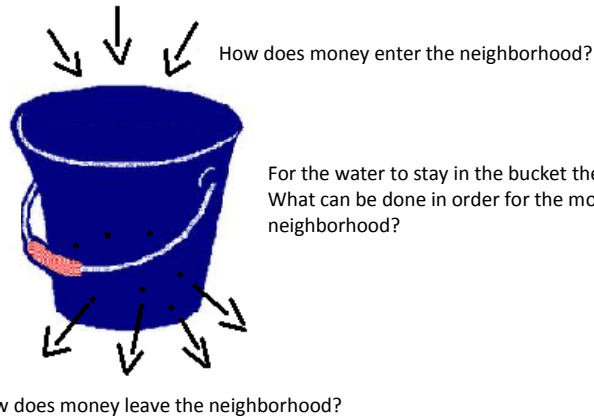
Plugging leaks / The dynamics of the leaky bucket (20 min)

- a) Illustrate with a leaky bucket full of water: how money is able to stay in the neighborhood and make a link with Group A's recreation of spending money.
Illustrate with the leaky bucket (putting the water inside) how the money leaves the neighborhood, and make a link with Group B's recreation of spending money.



b) Stick a flip-chart sheet with a picture of the leaky bucket with arrows entering and exiting on the blackboard.

Plugging Leaks



Bucket = The Eldorado neighborhood
Water = Money

For the water to stay in the bucket the leaks need to be plugged!
What can be done in order for the money to stay in the neighborhood?

Ask everyone:

- How does money enter the neighborhood?

Write it on a post-it and stick it on the arrows that enter the bucket.

- What do you buy outside the neighborhood?

Write it on a post-it and stick it on the arrows exiting the bucket.

-What can be done for this money to stay in the neighborhood?

Write the solutions on a post-it and stick them on the holes in the bucket.

Making a link with the previous activity, reflect over why they spend outside, question over the motive to buy products in another place which are sold in the neighborhood, suggest that they can compare prices and talk about conscious consumption.

Closure (5 min)

a) Arrange the room

b) Thank and dismiss them

Workshop: Mapping the Assets of the Community

This workshop aims to identify what is positive in the neighborhood and at school, through physical assets, skills (cultural, vegetation, etc) and attitudes (teachers, community leaders, etc). The activities also lead the students to think about the weaknesses of these places and think about what can be changed.

This workshop helps leaders to identify some actions in the community and school, suggested by them.

Chronogram of activities:

Hi! /Good Day! (10 min)

a) List of those present

Visualization (45 min)

a) a) With all of the students identify what is positive in the school and neighborhood.
- Write on the flip-chart sheet, which will be at the front (board).



b) In groups of 5 or 6 students: design a school and/or neighborhood

- Give each group a flip-chart sheet and pens

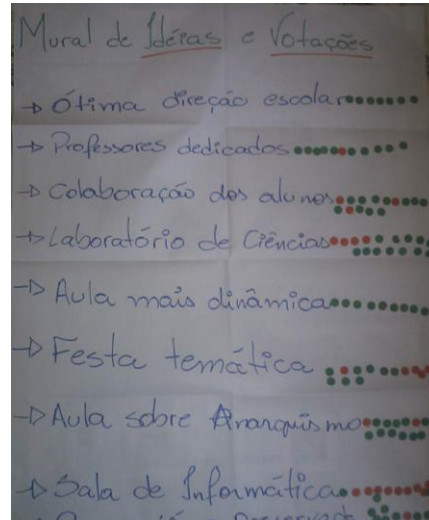


A Mural of Ideas and Voting (30 min)

a) Write the ideas about an ideal school or community that the groups illustrated in their designs, so that they can vote.

b) The student will vote with green labels on the ideas that they think are good and with red labels those that they would like to organize.

-Give each 3 green labels and 1 red label with their number.



Reflect on the actions they can perform, committing to the development of the neighborhood and school. Motivate them by the fact that they are able to make a change!

Talk a little about the coach service to support a project offered by ACER – so that students feel more free to ‘dream’.

Closure (5min)

a) Arrange the room

b) Thank and dismiss them.

This workshop aims to make the students think about a more sustainable school from recycling, saving energy, consumer awareness, etc. The activities lead the students to identify what can be changed in the neighborhood and the importance of nature to our lives.

Chronogram of activities:

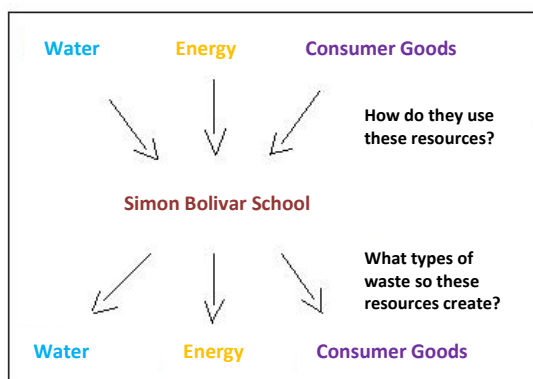
Hi! / Good Day! (10 min)

a) List of those present

What do we consume? / The Dynamics about resources that enter and waste leaving (25 min)

a) The students must identify how resources enter the school: water, energy and consumer goods (write on and stick post-its on the arrows entering the school). And afterwards identify the waste that the resources generate (write on and stick the post-its on the arrows exiting the school)

- The flip-chart with the drawing, for sticking the post-its, should be on the board.



Ways of re-using, reducing and recycling (25 min)

a) a) From the answers about what became waste, the students should reflect on and identify if there are ways to reuse, reduce or recycle these materials.

Write the suggestions on post-its (eg. Water bottle – reuse: provide the same bottle and recycle: selective collection or make a handicraft). And stick the new flip-chart according to the table RRR

- The flip-chart with table RRR, for sticking the post-its, should be on the board.

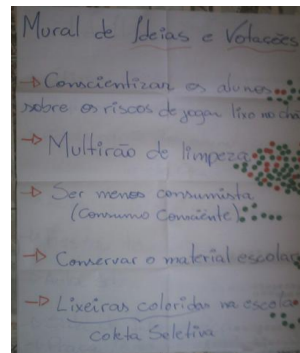
Waste Generated:	Ways to:		
	Reduce	Re-use	Recycle

Another idea is to hand out this table on A4 paper so that students can be in groups of up to 5 people. Then ask each group to explain an idea on the flip-chart to the whole room.

Mural of Ideas and Voting (25 min)

- a) Hand out post-its to the pupils for them to write their ideas about how to reduce, reuse and recycle this waste.
- b) The student will vote with green labels the ideas that they think are good and red labels what they would like to organize

- Give each 3 green labels and 1 red label with their number.



Reflect on the actions that they may be able to commit to with the sustainability of the school, a more ecological neighborhood and a much healthier life. Motivate them with the fact that they are able to create change!

Talk a little about the coaching that ACER offers, by supporting projects – so that students feel more free to ‘dream’.

Closure (5min)

- a) Arrange the room
- b) Thank and dismiss them

Workshop: Five ways to well-being

This workshop aims to awaken the student to a life of well-being.

The activities stimulate their perceptions about life, we encourage you to find the answers based on their own characteristics, values and passions. Identify the changes from simple thoughts and behavior and possibly have a much happier and consequently better life, both for themselves and the next.

Chronogram of activities:

Hi! / Good Day! (10 min)

a) List of those present

Together we do better / Cup dynamics (10 min)

With wallets away students will make a circle. The centre of the circle will have a cup with water tied with various strands of string (one per student)

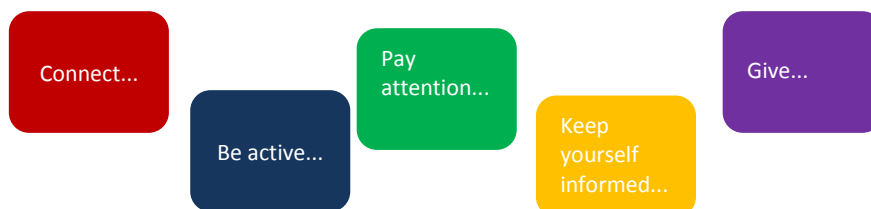
a) Each student should take a strand of string and all together lift the cup, without letting the water spill.



Reflect on how our actions interfere with the lives of others.
Each is responsible for the common good of all.

Five ways to well-being (50 min)

a) Read the 5 cards on the five ways to well-being. (attachment 1)



b) Give one instrumental (questionnaire) for each student to answer. (attachment 2)

- Warn that the questionnaire is private and if they are not comfortable in handing it in, it is not necessary. The idea is only for them to reflect on their appropriate actions.

Propositions (15 min)

a) Ask each student to submit a proposal for a positive attitude

- Give post-its to each student
- Stick the proposals on the flip-chart which should be at the front of the room (board)

Routing: Ask them to reflect on the accomplished activity, as we will continue it in the next workshop.

Obs.: We read the proposals at the beginning of next workshop.

Closure (5 min)

a) Arrange the room

b) Thank and dismiss them

This workshop aims to facilitate the process of creation and implementation of personal projects and communities. The activities show how to get your hands dirty to set goals, strategies and plans of action. In addition to providing support for the coach of ACER by improving their respective projects more each time.

It is important that this workshop occurs after the workshop 'Five ways to well-being' (leading the students to reflect on what is simple and creates happiness), for students to identify the need and support the implementation of a project.

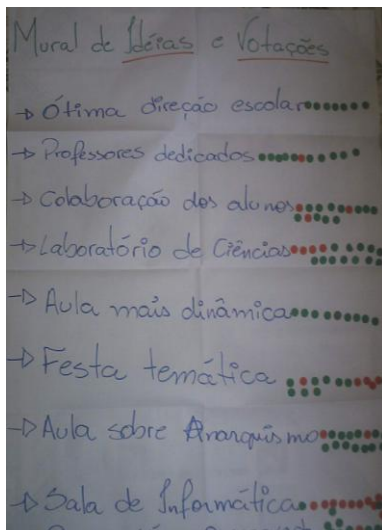
Chronogram of activities:

Hi! / Good Day! (10 min)

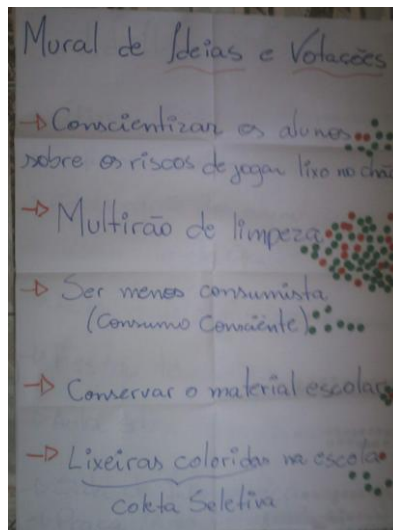
a) List of those present

For a better world (15 min)

a) Exposing the room for Ideas and Voting Murals (of the workshops: Mapping community goods and My sustainable school) and The Mural of Proposed Positive Atitudes



Workshop: Mapping Community goods



Workshop: My sustainable school



Workshop: Five ways to well-being

Reflect on:

- How the world can be better from the consequences of our attitudes.
- If this room is for practicing these actions, would the world be better? Would you feel better? Would this be good for anyone? Etc...

The strategic planning of the projects (40 min)

a) Ask for each of the students to write their own projects.

The projects can be inspired by our deliberations in the previous workshops or even new ideas. The groups should be formed by linking the idea, but if someone wants to do it alone, it is important to consider the difficulties of the accomplishment (the case cannot be too personal).

- Give each student or group an Itinerary of the Development Project (attachment 3)

Coaching – support for the projects (10 min)

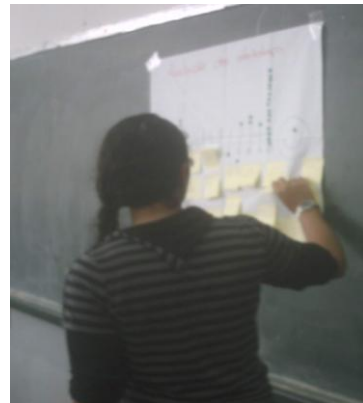
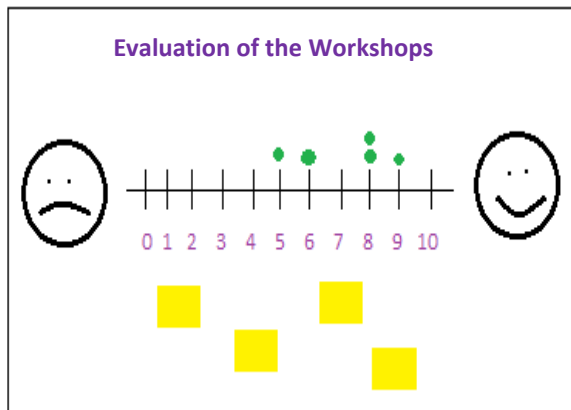
Talk to the students about the coaching service that ACER offers to help the development of their projects.

It is important to highlight that the ACER Coach (Julia) will be at the school during the morning break and at ACER during periods of the afternoon, to talk about possible projects.

Evaluation (10 min)

a) Asking the students to evaluate the workshop held in 5 days.

- A flip-chart should be on the board for the students to give their opinion. Give each student a green label and post-its if they want to make suggestions or criticisms.



Attachment 1 (workshop: Five ways to well-being)

Closure (5 min)

- Arrange the room
- Thank and dismiss them



Attachment 2 (workshop: Five ways to well-being)

Five ways to well-being

A project developed by the New Economics Foundation (NEF) in order to develop 'five ways to approaching well-being' within a set of evidence-based actions to improve personal well-being.

Connect...

Connect with people within your circle. With family, friends, colleagues and neighbors. In the house, at work, in school or in your community. Think of this as the foundation of your life and invest time in its development. Building these connections will support and enrich you every day.

Be active...

Walk or run. Step aside. Circulate. Play a game. Dance in the garage. Exercise will make you feel good. More importantly still is discovering a physical activity that you enjoy and suits your body.

Pay attention...

Be curious. If you focus your vision on what is beautiful. Note the unusual. Observe the change of the seasons. Savor the moment, whether walking to work, eating lunch or talking with friends. Be aware of the work around you and what you are feeling. Reflecting on your experiences will help you appreciate what is truly important to you.

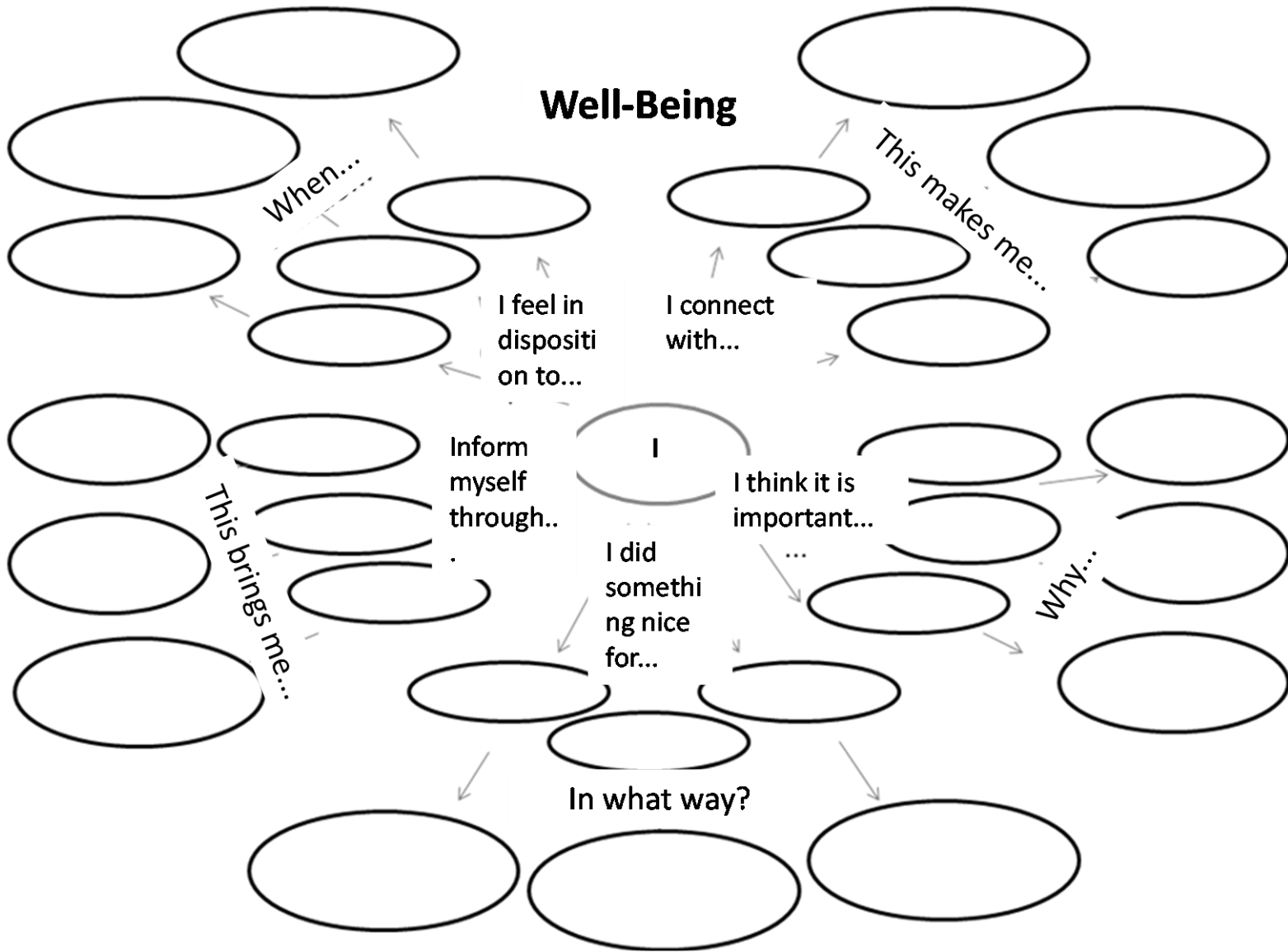
Stay informed...

Try something new. Rediscover an old interest. Register yourself in a course. Take on a different responsibility in work. Fix a bicycle. Learn how to play an instrument or cook your favorite meal. Choose a challenge where you would enjoy the result. Learning new things will make you more confident, as well as fun.

Give...

Make something delightful for a friend or stranger. Thank someone. Smile. Give your time. Become part of a community group. Look outside, as well as inside. Looking at yourself and your happiness in union with the community can be extremely rewarding and builds relationships with people around you.

Attachment 2 (workshop: Five ways to well-being)





Attachment 3 (workshop: Executing ideas)

Project Design

Project name: _____

Representative(s): _____

Description / What is the idea?:

Why? / What is the motivation to make such a proposal? :

For whom? / Who is going to benefit? :

How? / Plan of action: _____

