



ERASMUS+
UNITY IN COMMUNITY
INTELLECTUAL OUTPUT 2
COMMUNITY MENTORING METHODOLOGY

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IO2 UNITY IN COMMUNITY Mentoring Methodology

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Introduction

Unity in Community is an international project that is being carried out by four partner organizations: **Mareena** from Slovakia, **Be International** from the Czech Republic, **Kalunba** from Hungary, and **Global 2000** from Austria. The main aims of the project are to develop methods in adult education that will foster sustainable community projects and empower people to become active citizens, all the while cultivating positive relationships across cultural and social divides.

The first part of the project „**CommUnity Study**“ was a research was conducted in four Central European cities in which the project partner organizations carry out their activities: Bratislava (SK), Brno (CZ), Budapest (HU), and Vienna (AT). The overarching aim of the research was to gain a better understanding of the dynamics of community life on the neighborhood level and find out what are the common motivations and barriers to community involvement, to be able to successfully develop a tailor made methodology.

In the CommUnity Study, we conducted **79 in-depth structured interviews with locals and foreigners from four Central European cities: Bratislava, Brno, Budapest, and Vienna.**

The research covered four larger thematic areas including

- I. The meaning of neighborhoods and neighborhood boundaries;
- II. Neighborhood relationships;
- III. Common concerns in neighborhoods; and
- IV. Community involvement at the neighborhood level.

With respect to the first thematic area of the research, we found out that the largest number of research **participants understand the term neighborhood in social terms** and they associate the neighborhood with people who live close to them—their neighbors—and the type of social interactions that they either have or would like to have with them, mainly neighborly help, but often also friendships.

Within the second thematic area of the research, **we found out that half of all research participants (40; 50%) does not know their neighbors at all**, approximately one quarter (19; 24%) knows their neighbors on the superficial level, while the remaining one quarter (20, 25%) of research participants knows their neighbors well.

We further explored the relationships between the locals and the foreigners and found out that **the vast majority of locals (35; 88%) lives in ethnically diverse neighborhoods together with people of other nationalities.**

The experience of foreigners with the level of acceptance by the locals and the type of reactions they would typically get were predominantly **positive or neutral**, although a number of research participants reported to also have had a **negative experience**. More than a half of foreigners (24; 61%) said the locals typically react to their presence positively, often with a surprise or interest about their culture, while less than a fifth of foreigners (6; 15%) said they had a negative experience, mainly by getting unpleasant reactions to their appearance or facing negative portrayal of migrants and refugees in media.

With respect to the third thematic area of the research, **we found out that the research participants were most commonly concerned about the lack of infrastructure in their neighborhood and particularly the green infrastructure, such as parks, picnic places,**



or urban gardens. Among other commonly mentioned problematic issues were lack of regulations, malfunctioning social relationships, insufficiently developed public transportation, or civic passivity and a need for political change.

Within the fourth thematic area of the research, **we discovered an interesting paradox: although the vast majority (65; 81%) of all research participants consider involvement in the community life at the neighborhood level as an important value, a comparatively much smaller part of research participants (25; 31%) considers themselves to be involved in the community life in their neighborhood** and an even smaller part of research participants (18; 22%) has a direct experience with participating in community initiatives.

We further focused on identifying common motivations and barriers to community involvement and **we found out that the major three motivations that would encourage research participants to get involved in community life at the neighborhood level have to do with a perspective of establishing social relationships, personally benefiting from the involvement, and perceiving the goal of the community initiative as attainable.**

With respect to major barriers to community involvement **we found out that the three major barriers that would prevent research participants from getting involved in the community life have to do with bad interpersonal relationships in the neighborhood, other life priorities, and a lack of personal capacities, particularly time.**

These research findings should provide a basis for the formulation of the methodology and recommendations for community leaders who would wish to organize community activities at the neighborhood level.



1. Our pathway to Unity in Community

This CommUnity mentoring methodology is based on the findings of the study mentioned above and therefore takes particular account of supporting people in

- **getting to know your neighbours, deepen relations**
- **picking up the ethnic mix of neighborhoods**
- **empowering people to make a change in their own community**
- **learning more about each others backgrounds and identities**
- **increasing the level of active citizenship and involvement in community life**
- **bringing new impulses to the community which address sustainability challenges e.g. contribute to green infrastructure in neighborhoods**

The **target group** of this methodology are **trainers**, who ideally have some experience in working with groups already and would like to **upgrade their skills in focusing on community work and sustainable development**.

By considering this methodology you will learn **how to mentor participants of project teams** who are personally benefiting from the involvement as they develop skills on how to set up a project in their community and deepen their relationship with other people involved. Such community projects increase the level of **active citizenship and empower people** to shape their communities in a sustainable way. By **identifying common needs** you could try to remove barriers and foster a good community life. To address issues that are relevant to the people in the community is essential. We also especially emphasize on developing goals within **community initiatives that seem attainable**.

The starting point of this methodology comes from experiences that we have gained from our work with communities in various fields. The key focus of this methodology are **relations**. How to build them up, work with them and keep them alive.

In the beginning we provide information on our approach and give on some **basic tools on how to work with groups** in general. As a second step we want to share methods on how to start to look at the group and its members more closely. We are convinced that **before we can change the world we need to look at ourselves first and what kind of change we want to bring**. Thus, it is necessary to start with working with groups themselves, their individual identities, then moving on to a group identity and then reflect on what kind of change they want to bring. If you start to understand yourself and to get to know each other, once you know what others in your group want, a group can go out to their community and be strong enough to face challenges.

As Unity in Community is specifically about diversity and how to contribute to sustainable development, we then need to dig in deeper. In our case this means putting our activities into a **global context** such as the **Sustainable Development Goals and Active Citizenship**. At this point we also foster to **develop communication skills and dialogue, skills that will help to know your community better**.

As we want to mentor groups that **start actual projects**, developing project plans is the next essential step. It includes how to prepare a project itself, coming up with ideas and selecting them. To plan a project is a **group process**, which helps that projects come out nicely.

Hence we respond to this by picking up certain dynamics and group issues and how to approach them.

The River Image (A)

This method helps to visualise Active Citizens and the Unity in Community methodology as such as a journey on a river. The journey will take participants on an exploration of personal to local to global. So it is a metaphor for the whole process participants go through by using methods from this booklet. Throughout the journey they'll build skills and knowledge as Active Citizens to achieve their vision which will be materialized in the community project. The River Image should be introduced before the activity "Me and my identity". You can refer to the image throughout the whole training and use it as a check in what stage is your group. You can use it also for summarizing the main skills, attitudes and knowledge participants gain during each part of the training.

The preparation of the river image is simple, you need only one (if you use just an image) or two (if you want to use it for the outcomes from the process) flipchart.

It includes these stages:

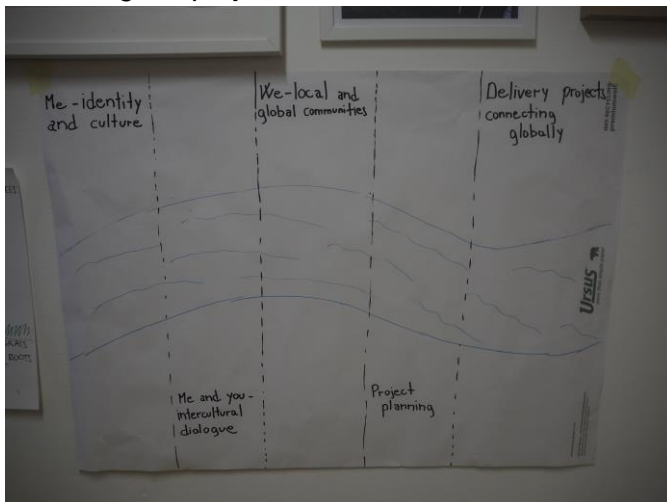
Me - my identity and culture

Me & you - dialogue

We - local and global communities

Project planning

Delivering the project



Popular Education (M)

The following methods can be seen within the approach of popular education which is why we want to share a few words about it here. The term "popular education" was introduced by the Brazilian educator Paulo Freire. In traditional education it is assumed that the teacher holds all the knowledge of his subject. Popular education on the other hand gives the educator a different role. It assumes that all the people already hold knowledge in them.



Rather than a teacher imposing knowledge upon his students the teacher takes the role of a facilitator which enables a space in which learning from and with each other can happen. The popular education approach looks at how problems and issues affect everyday people's lives. It is not just about fostering a better understanding of the world but is also about empowering people to change the world around them.

2. Basics of Community work

Energizers

Yes let's

This is a good energizer to support positive vibes in a group and to foster a proactive approach for the project design. For this energizer you need an empty space in the room. One participant can make a suggestion of a simple action. That could be "Let's jump around!". After this has been proposed everyone shouts: "Yes let's!". And everyone starts jumping around until another participant makes a proposal like "Let's roll on the floor." And again everyone shouts at the same time "Yes let's!" and starts rolling on the floor. Continue this exercise for some time and find a nice timing to end the exercise.

Aerobics

The participants get together in pairs. To explain the exercise, show it once with a partner. The couples are facing each other with half a metre in between each other and together start to make the following movement: each participant claps with the hands on their upper legs and then moves both arms stretched towards the sky, to the right or to the left. If the movement is the same e.g. both participants have their hands stretched out towards the sky they clap their hands in the middle and then bring the hands back to clap their upper legs. If the movement isn't the same both clap again with both hands on the upper legs. In each case after clapping on the upper legs once again one of the three movements is chosen (both stretched arms stretched towards the sky, to the right or to the left). And so on and so forth. It is important to find a rhythm in this cycle of movements. If it gets to easy for the participants they can speed up the movements.

House, Person, Hurricane

The participants get together in threes. One person kneels down in the centre. This is the "person". Two people right and left from this person build a roof over that person with their arms. One person should not be involved in any of this. So if there are 10 people 9 of them are houses or living in one of these houses and one is standing free. The participant who is standing free has the option to shout one of the following commands:

- Houses: When he/she shouts "houses" the "people" stay exactly where they are and the participants that represented the houses move as quickly as possible to build new houses around the sitting "people". The person who shouted the command tries to find a place as a part of a house as quickly as possible.



- People: When he/she shouts “people” all the houses remain still and the people have to change houses as quickly as possible.
- Hurricane: When he/she shouts hurricane everyone moves and needs to find a new place as a “house” or a “person” as quickly as possible.

This exercise can go on for some time until you feel the group is warmed up and ready to work.

Pillow Race

You need two middle sized pillows for this game, ideally different colors. Find a clear space and ask your group to stand up and form a circle and face inwards. Explain that there will be two teams competing in the race. You as a facilitator is part of one team as well and you can explain how the team works. Grab one pillow and tell the group that every other (every second, so not the one standing next to you) participant is part of your group. Try to demonstrate and move the pillow from hands to hands in your team (every second grabs the pillow and hands it to other team members). Second team is the rest of the circle. So, there is always a member of another team right next to you. After demonstration, keep your pillow and give another pillow to the member of the second team who is standing exactly opposite to you.

The goal of the game is to move the pillow around the circle quicker than the other team. It is not allowed to touch the pillow of the other team. It is only allowed to hand a pillow to the member of your team. The team that first catches up the other one is the winning team.

Bee Dance

Find a clear space and ask your group to stand up and form a circle and face inwards. Each participant is then asked to think about another person from the circle. He/she does not say the name, just keep that chosen person in the mind. Explain that after you clap your hands, the task of each one is to run 3 times (if you have a small group, it can be 5 times) around the chosen person. Tell the group “get ready”, clap and enjoy the run aka bee dance.

3. Creating a Common Ground

3.1 Warm Up and Getting to know each other

Aims:

- breaking the ice
- creation of a group feeling
- getting to know each other
- find out about the expectations

Length: 60 min

Required materials:



Description: For the warm-up and getting to know each other we decided to use different methods which are building up on each other.

Exercise 1: People to People

To start off the process *People to People* is a good exercise of helping the people to arrive in space and in the moment. Talk the participants through this exercise whilst participating yourself. Keep in mind to talk loud enough so all of the people in the room can hear you well.

Move through the space, walk around, try not to walk in circles. Change directions. Be attentive of the people around you and avoid collisions! Continue walking, look where there are free spaces and try to fill the space evenly. Continue walking. There are so many other nice people around you. Continue walking and when you walk by someone you can smile and nod to them. And now with the same attention for yourself and the others try to shake hands with as many people as possible. And continue walking. When I say GO touch with your knee carefully as many other knees as possible. GO. And continue walking. And now with the next GO try to touch as many elbows with your elbow as possible. GO. And come back to walking. Finally I have a last challenge for you. When I say "STOP" stand still, stand on one leg and try to connect with each of your hands to another hand. "STOP". We will do this once more, but this time add a big and nice smile to your face.

You can end this exercise with a shared applause.

Exercise 2: Speed Dating

The participants are invited to walk through the space. On a given signal each of them stops and looks for another person close by. In pairs they have three minutes to answer one question. After one and a half minutes the facilitator gives an acoustic signal to remind that it is the turn of the other person to answer that question. Once the three minutes are over give a signal again. The participants move their ways and mix until they hear a signal and find a new partner with which they discuss the second question. And so on. Proposed questions for the three rounds:

- 1.) What inspired you to join this project?
- 2.) Share one story or idea of yours which makes the other person smile.
- 3.) What do you enjoy doing in your free time?

Exercise 3: Mapping in Space

This is a nice exercise to show the diversity of backgrounds in a group.

Step into the middle of the room. Tell the participants to imagine that the middle of this room symbolized the city or place your meeting is taking place. Point out the directions north, east, south and west. Now ask the participants the questions below. The participants answer the question by placing themselves on that imagined map of the world. After the participants have found their positions move around and ask someone here or there to tell you where they are standing.



Questions:

- 1.) Where are you from?
- 2.) Where do you live now?
- 3.) Which country would you like to visit?

Exercise 4: Sorting in Silence

This exercise works with a minimum of 10 people. It is a good ice breaker as well as a first possibility to hear everyone's name.

Stand in a circle. Ask the participants to sort themselves without talking in the circle according to their body size. The smallest person should be standing to your left, then one by one getting taller and the tallest person should stand by your right side. Once the first task has been solved two more follow. The next one is that the participants should sort according to their age, again without talking to each other. The youngest person stands to your left and the oldest person next to your right. If there are people with the same age they just stand next to each other and don't need to sort the exact months. Once the task is accomplished make a round starting by the youngest who says their age until the oldest person. In the third and last round the participants sort according to their first names alphabetically again without talking to each other. Left to you is the letter A to your right the Z and in between A and Z all the other letters. Again the participants are not allowed to talk. Once everyone is standing make a name-round by starting in the alphabetical order.

Exercise 5: Introduction Mandala

Through this exercise everyone gets the possibility to talk and share some things about themselves.

Preparation: Prepare a flipchart in advance. Draw a circle in the middle and write the name of the project or meeting on it. Like a sun draws lines around the circle so that in the end you have as many lines as participants.

Exercise: Sit in a circle. Everyone gets 4 round cards, each of them in a different colour. Each colour is standing for another question.

- 1.) What's your name? Which pronouns would you like to be referred to?
- 2.) What makes you feel alive?
- 3.) What is your expectation for the week?
- 4.) Which skills, attitudes or experiences do you want to share?

The participants answer these questions by using the coloured cards. They can either write or draw/scribble on them. After a few minutes one by one the participants come to the front of the room and present themselves with the cards. They choose one line on the flipchart and stick their coloured cards on this line after their presentations are finished. Slowly a mandala appears with all the participants of the project.



3.2 Community Agreement

Aims:

- define a frame in which the group wants to work together
- talk about the needs for a atmosphere in which everyone feels welcome and comfortable

Length: 30 Minutes

Required materials: flipchart paper with the title "Community Agreement"

Description: When you are working with a group of people to develop a project together it can be helpful to create a Community Agreement. It supports the workflow of the group and sets a base in which people can unfold and share their strengths with the group.



Step 1: Present the Model

Draw the following image on a flipchart. Explain that in our everyday actions we move in between these zones.

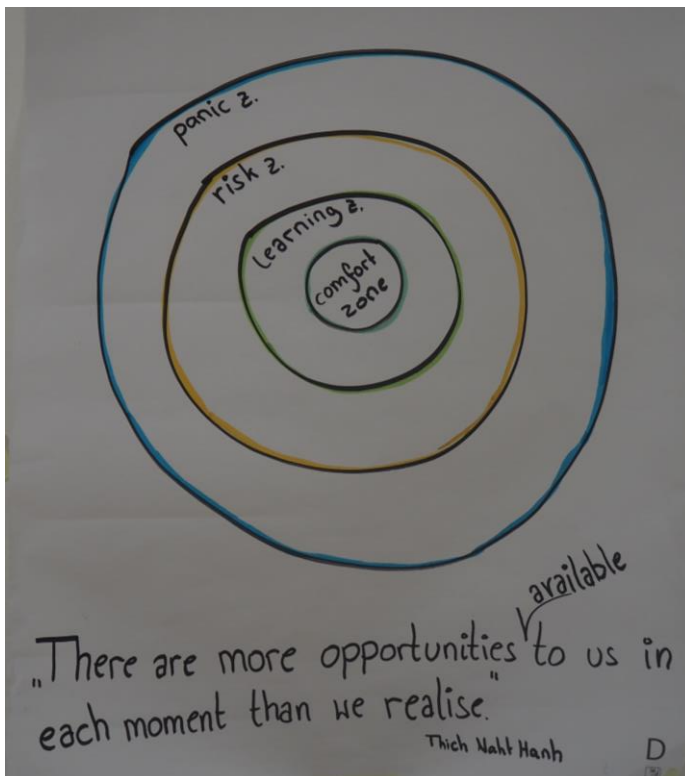
Comfort Zone: The comfort zone is in the centre of the model. This is where you feel comfortable in your actions. You do things you already know well and feel comfortable with.

Learning Zone: This is outside your comfort zone which means that you are confronted with new impulses and you learn something new and expand your horizon.

Risk Zone: Whenever you take a risk you move into this zone. It means that you push yourself outside your learning zone and try something new you don't feel comfortable with. Where the risk zone begins varies between people and also your constitution on that specific day. Some days it might be already a risk to speak in front of a group of people you already know, other days it might be a risk for you to do a lecture at a public event.

Panic Zone: The panic zone is a zone, which we should avoid to enter. Once you enter the panic zone learning stops and you get into some kind of shock state.

These zones are ever changing, can expand and decrease. They are like fascia which can be trained in order to get more flexibility and expand. In order to grow personally and with a group it is very helpful to keep this model in mind. The most we learn when every now and then we step into our risk zone while doing the project or in everyday life. Because once we take a small risk like facilitating a public event or taking responsibility for the budget or speaking up in front of the whole group and we have a good experience with that a huge step in learning takes place. Next time you do something like that it might be already much easier and be in your learning zone. And maybe one day it will even be in your comfort zone. Like that the spectrum of possibilities in which we can act grows tremendously.



Step 2: The Agreement

During the process of the project it is important to create an environment in which without fear we can take risks every now and then. Show a flipchart which carries the headline "Community Agreement". Ask the participants to go together in small groups and talk about the following questions:

- What do I need to feel comfortable in a group? What helps me to be able to go into my risk zone?
- What do we need as a group in order to work together well?

Give some examples like: respect, listen to each other,

Every group writes down their findings. After 10-15 minutes come back together in the bigger group. Each group shares their most important ideas. The facilitator writes down all the ideas on the Flip Chart "Community Agreement".

Step 3: Sign it

Sum up what has been collected and ask if everyone agrees with the statements. Then find a common way of "signing the agreement". That could be e.g. jumping together into the circle or clapping together, etc

3.3 Identity Exercise

Aims:



- open a discussion about individual identities in a diverse group
- reflect on the perception of “how I am” in contrast to “how do the others perceive me”

Length: 45 Minutes

Required materials: stars with 7 corners made of paper for each participant

Description: When working with the diverse group, it is important to open the discussion about each one’s identity. This could prevent preconceptions, stereotypes and prejudices one can have based on visual identities (male/female, colour of the skin, way of dressing). We all have certain stereotypes and therefore it is crucial that everyone in the group can talk about his or her layers of identities. The activity can also help us to look at what we share and what connects us in the group and how to reflect different layers of identities and individual needs. You can also link the exercise with norms – the attribute we select often reflects labels we have as a result of the norms that exist in the society, some of our identities are socially constructed.

Preparation:

Each participant gets a star (star shaped paper with 7 corners). Explain that these stars are participants’ identities, so they express qualities, roles, beliefs, personality, looks and/or expressions that make a person a unique individual. Each of us has a different star, each of us finds different layers of identities as important in his/her current life.

Step 1: Who am I

The task of each participant is to fill each corner with one layer of their own identity. One is allowed to fill one corner only with one word. It is up to each participant to choose what is important for his/her identity, but you can make a hint or produce your own star as a facilitator. You can also stress, that they layers should not be characteristics such as *brave, lazy etc.*, but rather roles, beliefs, personality or layers based on values, background, roots (e.g. facilitator - *liberal, feminist, footballer, musician, Hungarian, muslim*). But make sure, you do not influence the categories participants choose.

Step 2: What we share

After all stars are filled, ask participants to make a group of 4-5 people. Ask each group to share identities and discuss what connects them (identities that are written on each star) and what differs them from the others (what is very unique and only in each star). After this step, discuss with the participant.

Was it hard to find seven attributes, how did you decide which was the most important for you? Does the context influence you? How?

Did you find someone in the group you share some layer of the identity with? Was there something that you did not share with anyone?

Step 3: Losing my identity

Tell participants that they have to get rid of three layers of identity by folding three corners of the star. Wait a bit and tell them that now is the time to lose two more, so only two corners are left. In the last round, ask pps to fold one more corner, so each of them keeps just one layer of his/her identity (one corner of the star). Ask them to say that remaining identity loud



in the group.

Discuss:

How did you feel when “losing” your identities? Do you feel complete with only one identity left?

The discussion can be linked with the stereotypes and prejudices. Often we can see how people are judged by one visible identity that is given by the other people (based on the colour of skin, religion, shape, ethnicity) and not by the identities chosen by themselves.

Step 4: Privileged and discriminated

You can do this step either in the whole group or small groups. Ask pps to choose one identity part of the identity, that puts them in the privileged position and one that puts them in the discriminated position. Give them some time for discussion and then ask in what context they feel these two positions. Do not push anyone, some of the pps might not be open when it comes to discrimination. This step is rather about how privilege is used and that we can be discriminated in different contexts.

4. Digging In: from the SDGs to Active Citizenship

Once a “we” is created you can go with the group outside (e.g. do excursions, invite experts for external input) in order to look at the world as a group. In our case, we focus on the SDGs, what our communities and their challenges can be and to enhance relations to the outer world. Once you know the challenges, you can also think about change and start a project that addresses essential needs.

In order to become active, you cannot tell people how it works. Instead we want to know from the group members what is an active citizen for you? This can actually be different for each group. A reflection process of the group is therefore essential and each group might come to different results. It is about the dialogue, about the growing, for me, me and you, and then group. The “4 words exercise” is a method perfectly suited for this purpose and gives the group room to find its definition. It also will help to define how group members want to talk to each other and how communication should happen.

Another core exercise of our methodology will be the “community mind map”. By looking at a community together, we can actually create communities that become active.

4.1 A short intro to the Sustainable Development Goals (SDGs)

On 25 September 2015, the Agenda 2030 for Sustainable Development was adopted by all member states of the United Nations. The Agenda 2030 entails 17 Sustainable Development Goals called SDGs, which include the three dimensions of sustainable development: the economic, social and environmental.¹

The SDGs offer a new, interlinked understanding of global challenges such as poverty, environmental degradation, inequality, modes of production, consumption, corruption and others. At its core lies the understanding that different problems must be addressed simultaneously as well as globally instead of regionally or thematically. As a consequence, the responsibility for implementing the goals lies both at the national as well as the international level. It needs concerted efforts towards building an inclusive, sustainable and resilient future for our people and the planet.

4.2 Storytelling around the SDGs

Aims:

- encouraging the participants to tell stories related to their communities and the SDGs

Length: 45 Minutes

¹ <https://sdgs.un.org/goals>



Required materials:

- Prepare 17 cards with the SDG icons on it
- The cards can be purchased for 12€ here:
https://www.umweltbildung.at/publikationen-materialien/publikationen-detailansicht.html?tx_hetopublications_pi1%5Bid%5D=211

Description: The SDGs sometimes seem abstract and not very easy to grasp. This exercise encourages participants to tell their own stories about the SDGs and how challenges or opportunities are affecting the lives in their communities.

Sit in a circle. Place the set of cards in the middle of the circle so that each card can be seen by the participants. Each participant chooses one card which is relevant to his/her community. Once everyone has a card, clear the rest of the cards away from the centre and place the icons of the 17 SDGs in the middle of the circle. Now one by one tells why they picked their card, why this issue is relevant to his/her community and which SDG this card is connected to. The facilitator collects each response by writing them down on a flip chart.

4.3 Dialogue: Four Words Exercise

Aims:

- understand purpose, principles and approaches to dialogue
- to discuss what are the characteristics of Active citizen

Length: 30 Minutes

Required material: cards or sheets of paper, colourful pens

Description: The exercise illustrates challenges and opportunities of learning and sharing with other people. Participants think on their own about the four major characteristics of an Active Citizen before engaging in dialogue and negotiation to agree the four words as a whole group. Throughout the exercise they reflect on the challenges and opportunities of working with others. The exercise is also helpful when defining the roles in the team (e.g. *leader, facilitator, observer...*)

Tell the group that they are going to explore the key characteristics of an Active Citizen. It is going to challenge them as individuals and as a group. They will reflect on these challenges after the exercise. Ask the participants to, on their own, **think of four words that are ‘the four most important characteristics of an Active Citizen’**. **It is very important that the group do not use sentences or phrases. Each word should be a possible ending to the sentence: ‘A real Active Citizen should be...’** After the participants have four words each, put them into pairs and ask each pair to agree on just four words for ‘A real Active Citizen should be...’ After the pairs have done this, ask them to find another pair to form a group of four; again they must agree just four words between them. Repeat this process until there are just two large groups in the room and each has just four words. Now give these two large groups ten minutes to agree on the final four words that will represent the whole group’s judgement of the key characteristics of an Active Citizen. If the group can’t reach an agreement in ten minutes, stop the exercise.



Debriefing: Reflect on the exercise by using these questions (discuss with the whole group)

How did you feel? Why do you think you felt like that? (focus on each one's feelings, check if anyone felt included, if not, examine why)

What were you doing in this activity? (let the group explain the process, decision making, arguing etc.)

*Were there things about this process or about the way you acted that supported dialogue?
Were there things about this process and the way you acted that did not support dialogue?*
(discuss about what helped the group in the process, what roles were there in the dialogue, what challenges did you face)

What could you do to make this process more effective for a dialogue? When and where can you use dialogue in your work? How can you apply the principles of dialogue in your work?

Emphasise that this activity also shows how conflict arises at the individual, interpersonal and group level. Note that conflict is part of human interaction and can have creative and destructive potential.

In the end of the debriefing, wrap up the exercise by writing down a shared list of things that support and put up barriers to dialogue.

4.4 Community Mind Map

Aims:

- foster a common understanding around the meaning of community

Length: 45 Minutes

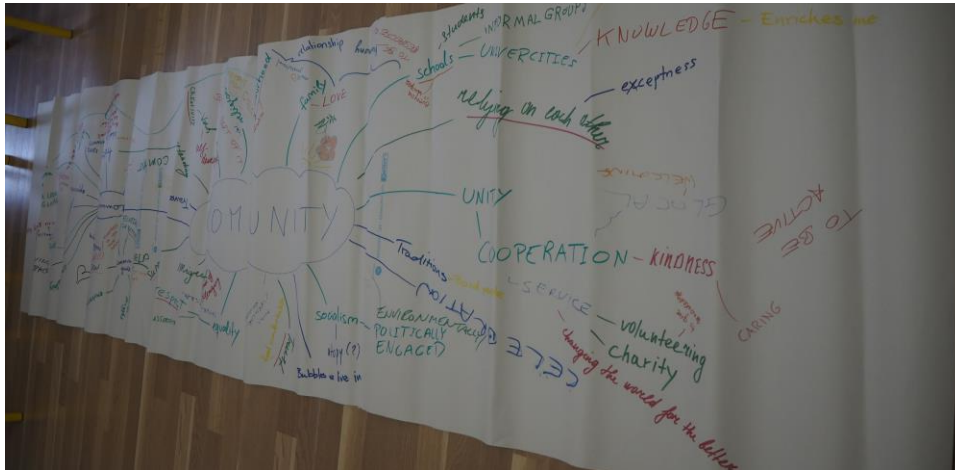
Required materials: large roll of paper, colourful pens

Description: This mind mapping exercise is very good to dive into a topic together and develop a shared understanding of community.

Roll out the paper in the middle of the room. Write “community” at the centre of the paper and ask the participants “What comes to your mind when you think of community?”. Write down words which are shared and connect them with a line to the centre. In this way slowly the complexity and different dimensions of the word community can be explored. All the things connected to these questions should be written down in blue or green colours. Add one more question: “What makes you feel proud of living in your community?” Write the word “proud” down in orange or red. And again once a word is said write that down and connect it with a line. Once a basic skeleton of words is there hand out pens to the participants. They can move around the paper freely and add their associations here and there using green



and blue colours for the first question and red and orange colours for answering the second question. Encourage participants to move around the paper freely. Once the paper is filled with words and the writing process slows down, ask the participants to write down their last thoughts, put the pens back to the centre and stand in a circle.



Debriefing Questions:

- What do you see?
- Is there anything you don't understand and want to hear more about?
- What does community mean?
- What makes us proud of living in our communities?

4.5 Community Mapping

Aims:

- Understand different perspectives on a community
- Ability to identify social development issues to address in the community and insights into needs and opportunities

Length: 45 Minutes

Required materials:

- flipcharts
- colourful markers or pens
- example of community map (picture 1 below)
- symbols (picture 2 below) that can be drawn or printed

Description: Participants create a shared visual map of their local community, including positives and areas of concern, with broader community engagement if possible.

The group's task is to make a map of their locality on the large sheet of paper (flipchart paper). If the group have come from a number of localities, split them into smaller groups based on where they come from. It is important that this exercise is a mapping out of a location that is familiar to them and where they might be carrying out the community project,



it shouldn't be too big. Show an example to the group from your own community.



Picture 1: Example of the community map

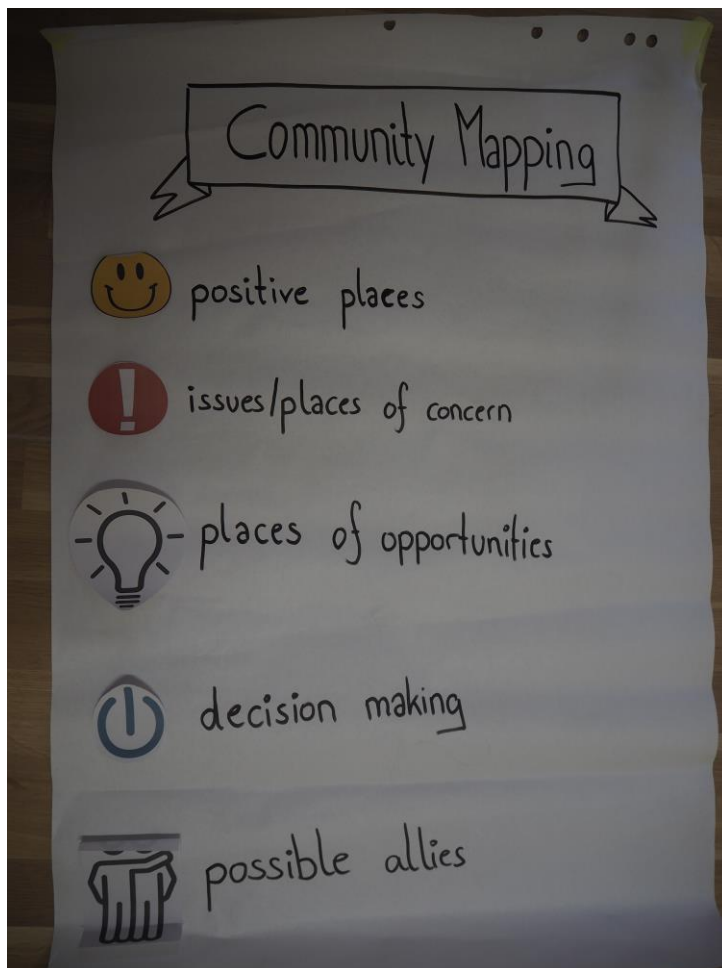
Step 1:

Ask each group to draw a rough map of their area: roads, buildings, parks, shops, cultural centres, public places, playground – whatever is right for the scale of the area they are working in. Stress again that it doesn't have to be accurate or detailed. Use different colours for different types of organisation (for example, green for shops, red for housing, blue for government buildings and so on).

Step 2:

Show groups symbols prepared before the exercise and explain that groups should draw (on the area or on sticky notes) them to places according to the instructions. Symbols represent different features of the community.

- positive places
- issues or place of concern
- places of opportunities
- decision making
- possible allies



Picture 2: Symbols / Icons for community maps

Step 3:

Ask the group to identify some of the things they want to improve in their community. What would they like to improve in that area considering the SDGs?

Debriefing:

Bring the group together and ask them to share their feelings about the activity. Ask participants to bear this exercise in mind together with the key themes that emerged and can be used for community project planning.

How does this help you to identify possible interventions for community actions? How might you use community mapping to plan community projects?



5. Starting-off the project

In the previous steps we already created a common ground of a group, getting it ready to become active. We took a look at the local needs in a global context that can be addressed. Attention was also given to reflect on those first steps and we want to emphasize that it is very essential for group members to take this “deep breath” before moving on with the process of implementing a community project itself. The guiding questions for that phase are

- What is important for myself?
- What does the community need?

leading to the next key question to be asked:

- What does a project can make different in one community?

Once ideas for local sustainable community projects are created, a proper selection process is important. Once you have created a common ground, there is no need for highly sophisticated methods to set up a project anymore. All you need is a simple plan. There is also a variety of starting methods: In our methodology we suggest simple group voting, being followed by developing a project plan. For that purpose it is quite effective to have a table and, most of all, a clear idea. *Keep it simple and smooth, and then go with the flow.* Also issues around community projects, such as communication with key players or the advocacy in a community are taken up.

5.1 finding a project idea (e.g. walk + letter) + short pitches (A)

Aims:

- Start the process of creating a project idea
- Present project ideas

Length: 45 Minutes

Required materials:

- sheet of paper with guiding questions for each participant
- flipchart for writing down the project ideas

Description: In this exercise participants get enough time for themselves and their thoughts about what they would like to change in their own communities, about their own visions. Let them use their imagination, enough time for sorting out thoughts about the previous process.



The exercise can be done in two ways - one is to hand over “letters” with guiding questions to participants, the other one is to use flip charts and visuals of what you used in the previous exercises and make a gallery walk for inspiration. The outcome of both should be the same - to bring one concrete idea of the project written in one sentence.

Step 1: Letter - Vision for changes you want to see

Prepare a letter for each participant with guiding questions. Tell them that they have 30 minutes to think about the questions. They can go for a walk, sit comfortably on the grass or anywhere they feel good.

Dear

you are certainly interested in your community, people you meet everyday and you wish to have a sustainable and joyful community. However there is always a space for improving the environment you live in, to share your ideas with the others thus creating a better community where everyone feels included and empowered to engage with others in more sustainable development of the community.

These words can help you to think about the change you want to bring. Take your time, let your imagination flow and write down your thoughts. This is your vision for changes you want to see.

What do you like the most about your community, what are you proud of.....

What is your concern, what would you like to change in your community (write one issue, challenge).....

Think how realistic is the change and how you can contribute to it.....

And now write down the idea of the project that will bring the change, it is enough if you write just one sentence for now, a project idea that reflects the change you want to see in your community.....

All the best

Step 2:

After all participants finish their letters, gather them back in the room. Explain to them, that they will now present their ideas to the whole group. They should be concise, present the main points of the idea so the others understand. What they will do is called “the elevator pitch” - a short description of an idea, product or company that explains the concept in a way such that any listener can understand it in a short period of time.

Each presenter also writes down the project idea in one sentence on the flipchart.



5.2 selecting a project in the group - everyone has 3 votes

Aims:

- Select a project idea the group will later develop into the community project

Length: 15 Minutes

Required materials: colourful sticky dots (3 per each participant) or colourful markers.

Description: There are many ways to choose a project idea the whole group will implement. If you have enough time you can try dialogue (see four words) or consensus (all participants agree on one project). However this exercise can speed up the process and it is fair as everyone has the same number of votes.

Give each participant 3 colourful dots (if you do not have them, use markers). The task is simple. Everyone has 3 dots / votes and he or she can distribute them in three ways:

- If one have a very strong preference for any of the project idea - give all 3 votes to that idea
- A strong preference to one idea, but also for another one - give 2 votes to one idea and 1 vote to the other
- Preference for three ideas equally - 1 vote for each idea

After all participants distribute their votes, count all votes and the project idea with the most votes will be carried on for the later stages of the development.

5.3 Development of a Project Plan

Aims:

- get the project flowing and start it off by setting a frame and designing first steps

Length: 60 Minutes

Required materials: Template - write down the template questions on a flipchart paper

Description: To support a group starting off a process it is useful to provide them with typical questions they need to answer when planning a project. Explain the template (see below) to the group. In a next step the group can answer these questions in regard to their project. The Template:

- Name/Titel:
- What... project do you want to do?/are the aims of your project?
- Why... do you want to do it? ... Is it relevant to your community?
- Who... do you want to address? ... is your target group?
- Which SDGs... is your project connected to? (social, ecological, economical)



- Where... are you going to do it?
- When... will it happen?
- How... are we doing it? Think of the steps you need to take in order to implement the project. Decide on one concrete first step.
- Communication:
 - How are you going to communicate within your group? (e.g. What's App, Signal)
- Responsibilities within the group - who is doing what?
- Resources... What materials do you need? ... how much is the budget?

Continue working with the flower power exercise or let the participants present their project as an elevator pitch.

5.4 flower power

Aims:

- Ability to identify key stakeholders in communities – power and decision making
- Present the project with the special focus on decision makers

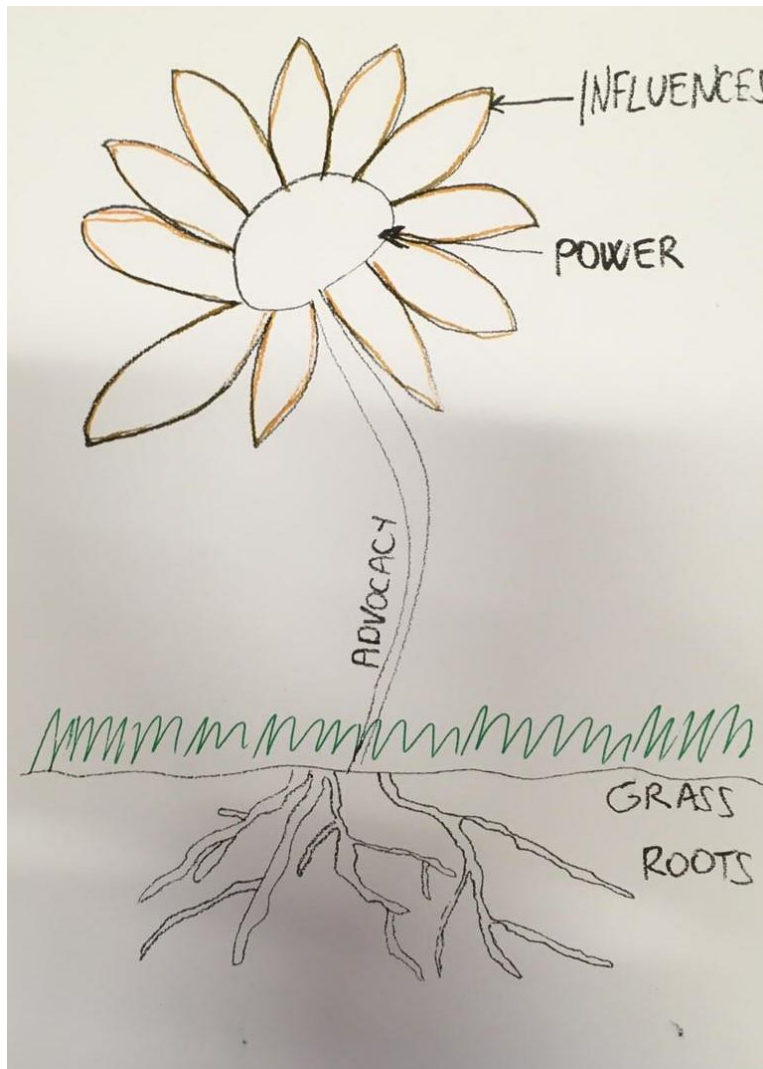
Length: 30 Minutes

Required materials: sheets of paper, colourful pens or markers

Description: Participants interact with 'the power flower' and explore who has power, who influences power and how we can advocate with and for our communities. They also choose one influencer or decision maker and try to prepare the presentation accordingly.

Step 1: The power flower

Display a copy of the 'power flower' without any words written on it.



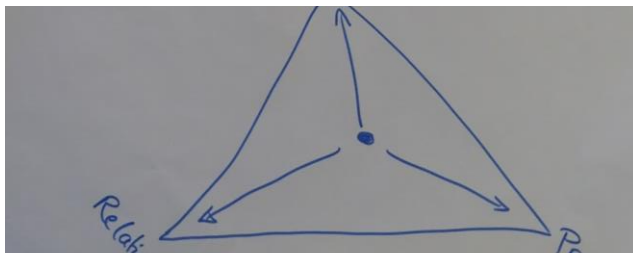
The flower power

6. The Process

When implementing a project, besides organisational or logistic aspects, it is the process of group dynamics which is of utter importance.

Therefore we introduce methods on communication in this chapter in order to stay aware of such dynamics and get to know tools on how to avoid and deal with conflicts.

6.1 Model: Process, Task, Relationship



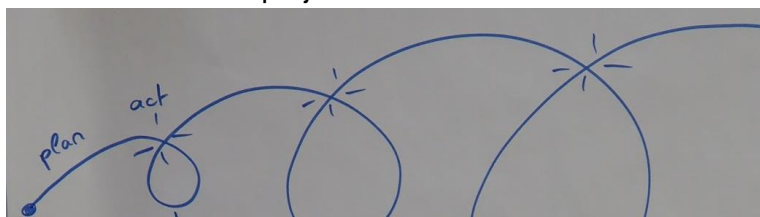
Once your group is about to start working on their projects you can introduce this model. Every now and then during the process the participants can look at that model and reflect on it. The triangle shows which aspects are important to look at while working on a project.

- The Task: This is the outcome of the project. E.g. a community garden.
- The Process: This is the way to get to the desired outcome, like the project meetings, the communication with the partners etc.
- Relationship: This is about how the group is working with each other, what the atmosphere is like, etc.

In a project these three aspects should be balanced and looked at equally. Very often it happens that only one of the aspects is highlighted and others are forgotten. It could be for example that the whole group is only focussing on the task but on a personal level, on the level of relationship it doesn't work at all. Or a group only focuses on the process and forgets about the importance of the task. These three elements might not always be equally important but it is very good to keep them in mind. If one of them is neglected it can be addressed.

1.) The project spiral

This model can be very helpful to share with a group when a project idea is there and the group is about to work on that project.





In the image you see how a project is being developed and developed further. It is a spiral of action and reflection. In the very beginning there is a line which is standing for the development of the project. Then there comes the point where something happens and an aspect of the project or the project itself is happening. After that it is very advisable to go into a phase of reflection where you think about what went well, what didn't go so well and what you want to learn for further projects. From that you can start planning the next project but building on the experiences of the previous one. The spiral is widening and growing, representing the experiences we gained and the things we have learned. With each project, with each step we take we can learn and grow. Instead of thinking this project has to be the perfect project you could rather think of it as an ongoing learning process in which your group and you personally grow. Go into the first phase of project development with an attitude which allows you to make a rough, rapid and free sketch of your project idea. From there you can go deeper and develop it further.

6.2 "I messages"

Aims:

- practice a useful tool which can be used when a conflict in the project

Length: 45 Minutes

Required materials: flipchart paper, pens, 3 scenarios written on small pieces of paper

Description: Whenever people come together conflicts might emerge. In order to deal with conflicts in a constructive way and keep up the motivation of the participants the exercise "I messages" is a very useful tool from non-violent-communication.

Step 1: Start off the exercise by giving some examples of "I messages". This could be: *I feel that the cook put too much salt into the soup. I feel that I learned most during this workshop while I was doing creative exercises.*

"I messages" express your feelings without attacking or blaming another person. Instead of saying that there is something wrong with the other person or idea you express how it makes you feel. "I messages" de-escalate conflicts, contribute to problem-solving and foster a constructive dialogue. Instead of saying: "You are wrong." you can say: "I think there might be other ways of seeing it." It can be used for sensitive feedback and constructive communication.

Step 2: Demonstrate how "I messages" can be constructed by writing down the following phrases so that they can be seen by the participants:

I feel...
when you...
I want...

After showing these three phrases apply it by giving an example e.g.: *I feel disappointed when you cancel our plans last minute. I would like to talk with you about it.*

Step 3: Split the group into groups of three to four people. Each group gets a scenario written on a piece of paper (see below). The participants are now asked to prepare a short sketch (max. 2min) which shows a good use of "I messages" in their given situation. After 15 Minutes preparation time the



sketches are presented to each other.

Szenarios:

- an idea you don't like
- someone is completely taking over the decision making process, really dominant
- when your idea is denied

Step 4: One group after the other performs their sketch. After each sketch several debriefing questions are asked:

- What did you see? What did you notice? What was going on in that sketch?
- Which responses were most effective? Why?
- What did you learn about the use of “I messages”?

6.3 Appreciative Inquiry: the power of questions

Aims:

- Ability to support, learn and share through dialogue – questioning skills
- Value different perspectives

Length: 45 minutes

Required materials: Flipchart papers, markers, pens

Description: Activity introduces the skill of questioning as a tool for identifying a need for change. Encourage participants to be more reflective, curious and positive and apply questioning skills in their community work. Participants also learn about the concept of appreciative enquiry by exploring its meaning. Some people might be used to a problem solving approach, or believe that we learn best from our mistakes. Appreciative inquiry provides us with an alternative perspective and a different approach, which can reveal valuable new ways of seeing and doing things

Step 1 - Appreciative inquiry

Begin the session with an appreciative question, for example you could ask *What is the most inspiring moment that you have experienced in this training?* After everyone tells his/her moment from the training, ask participants to describe the atmosphere/feeling that was raised by the question. *Note:* After appreciative question atmosphere is positive, uplifting. Explain, that what you have just experienced by asking one simple question is called appreciative inquiry.

Share with the participants that you are going to explore the words ‘appreciative’ and ‘inquiry’ and write the two words on two flipcharts.

Ask the question, ‘What does appreciation mean?’ For example: caring, value, constructive, gratitude, recognition. Support the group to brainstorm and record the responses on the flipchart.



Repeat the same process for 'inquiry'. Responses might include: curious, discovery, explore, searching, investigation, finding, digging. Join both sheets to show that the two sets of words are linked.

After that you can even make a group definition of appreciation inquiry or share the official definition of appreciative inquiry: *a management theory based on the assumption that there is something that works well in every community, group or organisation. It also assumes that if you are going to carry forward parts of the past then they should be the best parts.*

Step 2 - Powerful questions

Ask participants to think of a question that will make another person smile. Participants move around the room and ask people this question.. After three minutes, ask participants to change the question to a question that will make the people they ask feel proud. Repeat the process two or three times; each time, participants should think of a question to trigger a particular emotion or reaction: make the other person think or feel motivated to take action. Give the participants one or two minutes to think individually about a powerful question they've been asked and which they're willing to share. Give some space for sharing.

Step 3 - Asking like a creator and not like a judge

Refer to the previous step - if we recognise that questions are powerful, then to change ourselves or our communities we can begin with the questions we ask. The same applies when we assess and evaluate our process while delivering community projects.

Continue with grounding the knowledge:

- questioning is a key ingredient for change
 - change starts with the individual through questioning
 - people need to pay attention to the kinds of questions they ask themselves.
- Language creates reality and questions create reality as well; the very way they are expressed frames the way we will respond
- when we ask questions we can either take a position of a judge or a position of a creator (enquiry and discovery)
 - in noticing the kinds of questions it's important to shift the focus of questions from a problem mode to an affirmative enquiry mode – from judge to creator.

Give an example of the judge and creator questions to the group.

Example 1: Judge: Why was it such a failure? / Creator: What's best to do now?

Example 2: J: Why am I stuck in such a terrible team? C: What is possible to do with my team?

Now, split participants into smaller groups (3-4 in one) and ask them to think about possible situations during the process, preparation or delivery of the community project, team management etc. Anything they can face. The task of the groups is to come up with two judge and two creator questions while assessing their work or team collaboration etc.

After 10 minutes, each group presents the questions. Discuss the difference. *Which questions do they feel more secure and comfortable with? Which questions could enhance the good work and cooperation?*



Debriefing:

Asking powerful questions is core to appreciative inquiry, the way you ask questions changes a lot how you and the other person feels. It also has an impact on how we look at our community work. Shift from problem solving to appreciative inquiry helps us to enjoy more our work, to focus on the best parts of our diverse cooperation.

In the end ask participants how they can use this approach and creator questions while preparing, delivering and evaluation of the project.

7. Finishing the Project - inside and outside

Last - but not least - utmost attention should be paid to the completion of a project.

If we succeed, it is important to know *how* we succeed. By implementing sustainable community projects we want to bring change. That is why we need to have a look at the beginning (our goals), collect evidence of change, make it measurable and to reflect about these things. To celebrate success also gives an essential uplifting effect to the people involved and beyond. Besides finishing a project internally, communication should not be neglected as we should let others know what we have done.

7.1 Evaluation of the project: method: table on evaluation tools + examples

Aims:

- Set up indicators and tools for successful project on three levels (change on personal, community and the main issue wise)

Length: 45 minutes

Required material: flipcharts and markers

Description: The activity helps to plan the monitoring and evaluation of the community project designed by your group(s). It focuses on evaluation of three levels of the change:

- me & my project team (how the project changed me personally and our team)
- community (how the project changed/affected our community)
- issue (what change did we bring regarding SDGs)

Each level has three columns:

1. The change I want to see (When can we say the project was successful? What does it imply for us?)
2. The evidence for the change (Indicators for evaluation)
3. Tools to measure/assess the change (How do evaluate the project)



Ask your participants to look back at their project (Filled template from the *Activity 3.3 Development of the project plan*) and tell them they have to think about the change they want to see, about the indicators for the change and about the tools/ways for measuring the change). The change needs to be planned on three levels as described above.

Give participants a flipchart and ask them to make a table and fill it with their ideas.

	Change I want to see	Indicators for the change	Tools to measure the change
Me & my project team			
Our community			
The issue (SDGs)			

Give group(s) time to fill the table, cca. 30 minutes. In the end, let the group present the table and discuss possible challenges or comment on ideas.

Example of ideas from the training (the project was about organising the courtyard intercultural community event with culture, food, swapping and sharing):

	Change I want to see	Indicators for the change	Tools to measure the change
Me & my project team	Event happens on regular basis, attracts people from the community and is joyful for all	Number of participants Positive feedback Ideas for future events	Photos Counting the people "Book of visitors" Social media comments Face to face comments Board for ideas



<p>Our community</p>	<p>Positive change in community</p> <p>Better relationships</p> <p>Active contribution of participants to the event</p>	<p>Diversity of participants</p> <p>Interpersonal connections</p> <p>Amount of food, activities, things shared</p>	<p>Questionnaire or board with country of origin, age</p> <p>Photos</p>
<p>The issue (SDGs)</p>	<p>Courtyard and community more sustainable, green and clean</p> <p>Acceptance of people from different backgrounds</p>	<p>Visual change of the community</p> <p>Reused objects</p> <p>Number of plants</p>	<p>Photos</p> <p>Feedback from participants</p>

7.2 Describe Method with two groups communication + finishing

Aims:

- Discuss about how do you want to communicate your project and how to plan your final meeting

Length: 30 minutes

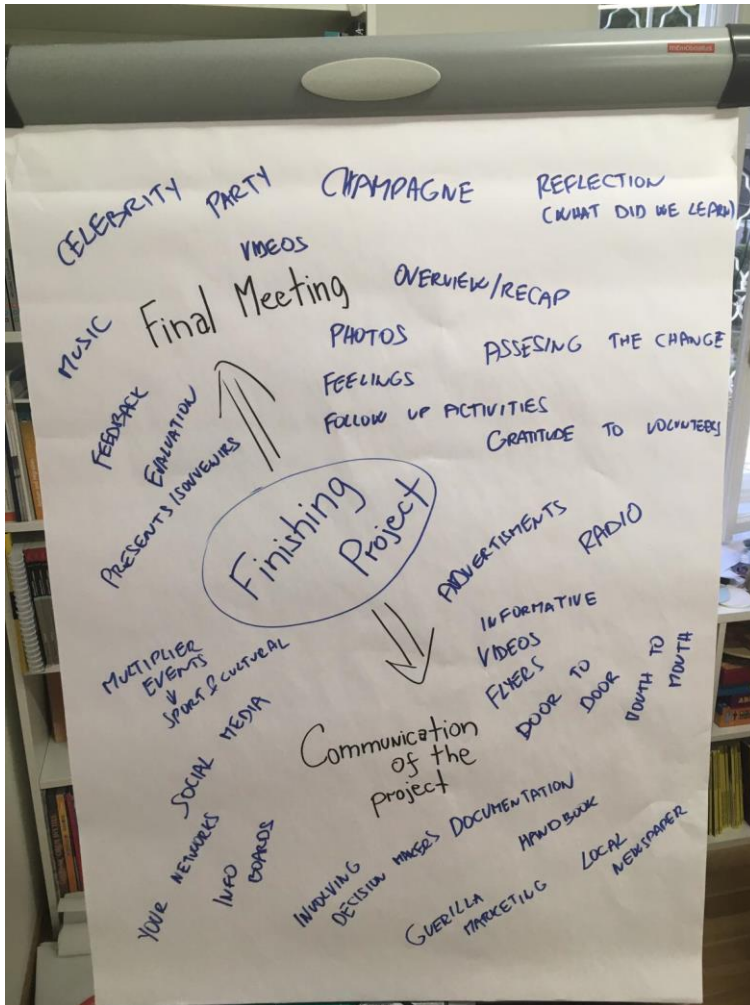
Required material: bigger sheets of paper and pens/markers, flipchart

Description: Communication about your project is an essential way to reach your target groups and get some attention from the wider public. There are various ways and innovative tools, but use the strength of your own group and brainstorm what fits the best for your participants. Do not limit them, brainstorming starts with any idea, even the crazy ones. The same applies for thinking about how to organise the final meeting. Brainstorming can again help you in planning the meeting. You can use the final meeting for looking back at what you have done, to reflect and evaluate, to plan some follow up activities and especially to show gratitude to your community work.

Divide participants into 2 groups. Write in the middle of the flipchart *Finishing the project*. Explain that groups will focus on two issues related to the last stages of the community project. Group 1 will brainstorm ideas about *How to communicate the project* and group 2 ideas about *What could we do in the final meeting*.

After 15 minutes of brainstorming, let the groups present and capture all ideas on flipchart.

7.3 Visualisation what we came up with



Visualization of the brainstorming

Examples from the development week:

Final meeting	Communication of the project
Invite a celebrity Make a party Music Showing gratitude to ourselves & volunteers Showing photos from the project Reflection on what have we learned & assessing the change Planning follow up activities Feedback within the team Making a final video Champagne :)	Advertisements in the radio Social media Spread the word in your personal networks Info Boards in community centers Involving local decision makers Photo documentation Producing a hand book Local newspaper Door to door campaigns Guerilla marketing



Recap of all activities in the project Presents to the members of the team Multiplier sports & cultural events	Informative short videos Flyers
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7.4 Evaluation of the process

Aims:

- evaluation of the process
- create a space in which feedback on the process can be collected
- create a nice atmosphere to finish off the process with a group

Length: 1-1,5 hours

Required materials: see exercises below

Description: We have collected a couple of methods which help to evaluate and finish a project with a team. You can use all the methods in that order or choose the ones which support your process.

Exercise 1: Feed Forward, Length: 10 Minutes

Build groups of three people in each group. The groups sit together in a triangle. There will be two rounds, in each round the participants give feedforward to each other. A question or open sentence guides the feedforward. A will talk about B, B will talk about C and C will talk about A. In the second round the direction changes. Which means that A will talk about C, C about B and B about A. Each person has two minutes to talk. After every two minutes give an acoustic signal so that the participants know that it is the turn of the next person. Tell the participants, making pauses is ok too. Question/Open sentence for the two rounds:

- 1.) What do you admire about the person?
- 2.) I want to see more of...

Exercise 2: Spectrum Line, Length: 15 Minutes

You need a free space in the room. Everyone stands up and pushes the chairs aside. The participants imagine an imaginary line going from one side of the room to the other. One side stands for "Yes", the other side stands for "No". You are going to read out different statements. The participants will sort themselves according to their answers. As it is a spectrum everything in between yes and no is possible. After each statement you can ask one or two people why they have positioned themselves at that spot. The statements are:

- I felt well in the group
- I left my comfort zone
- I took a risk
- I am satisfied with the facilitation
- I am satisfied with the outcomes of the project
- My expectations were met



Exercise 3: Anonymous Feedback, Length: 10 Minutes

Required materials: feedback box, paper, pens

It can be very helpful to collect anonymous, written feedback. This way the participants have the chance to express aspects they might not want to address in front of the whole group. It can also give you good ideas for your further work with groups. Prepare a box, paper and pencils. Introduce the questions. Every participant gets a paper and pen and answers the questions for him or herself. Once they are done the feedback is collected in the box. Possible Questions:

- What was especially good for you regarding the process of the project development?
- What didn't you like? What would you like us to improve?
- What do you take with you?
- Anything else you would like to say.

Exercise 4: Final Round, Length: 30 Minutes (with a group of 15 participants)

Required materials: a stone (around 3cms) for each participant, pens to write on the stones, candle

To finish off a process it is very nice to have a last final round in which everyone is heard. Sit in a circle. Place stones in the middle of the circle. Each participant can choose a stone and write on it what they take with them. It can be a word, an image or a symbol. While the participants are drawing place a candle in the middle of the circle and light it. Once all the participants are done, tell them to place the stones in the centre answering the question: "How was the overall process of project development for you?". To do that the participants imagine a line from where they sit to the candle in the centre of the circle. The closer the stone is placed to the centre the better the process went. After everyone has placed their stone one after the other each participant takes the stone and tells what they take with them by explaining the drawing or the words on their stone. There is also space to share whatever still needs to be said.