



## THE MANUAL

Metaphor Power for Youth Mental Health Advocacy



Mesa local de la Juventud





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# Chapter 1: Introduction

## Acknowledgements

This manual has been created within the framework of Young People Together for Mental Health in Europe - Metaphor project, under European Youth Together Program, co-funded by European Union.

Particular thanks to authors of all project deliverables, the consortium for implementation of the activities and participants for providing feedback.

Advocacy is more than just raising awareness—it is about sparking change, amplifying voices, and creating pathways for action. In the context of youth work and mental health, advocacy becomes a powerful tool to influence policies, challenge stigmas, and foster inclusive environments where every young person feels seen and heard.

This manual is designed for both **youth workers and young people**, offering a structured approach to advocacy that responds to emerging needs in non-formal education. It provides practical steps to navigate the complexities of mobilizing communities, engaging stakeholders, and developing impactful campaigns. Whether youth workers are guiding young advocates (Chapter 3) or young people are leading their own initiatives (Chapter 4), these steps serve as a foundation for turning ideas into action.

## Introduction to the Project

The Metaphor project aligns with the EU Youth Strategy, focusing on the three core action areas: Engage, Empower, and Connect. Through a structured and innovative approach, the project aims to equip young people with the skills, knowledge, and tools needed to advocate for mental health, enhance youth activism, and foster international collaboration using multimedia and filmmaking.

### Engage: Building Active Citizenship

The project fosters youth participation by developing their competencies in local and transnational activism. Through non-formal education, participants explore citizenship education, advocacy strategies, and policy engagement, enabling them to actively contribute to their communities and raise awareness about mental health challenges.

### Empower: Strengthening Youth Work and Grassroots Activism

By integrating grassroots youth work with film and multimedia storytelling, the project empowers young people with new activism experience. Participants learn how to use digital tools for campaigning and advocacy in community engagement, ensuring that their voices are heard and their messages create meaningful impact.

### Connect: Transnational Mobility and Inclusion

The project will organize four transnational mobility activities, promoting cross-border cooperation and eliminating participation barriers for young people including those with fewer opportunities. Support measures will be tailored to individual needs, ensuring inclusivity and accessibility throughout the learning journey.

### Addressing Key Youth Goals

This project directly contributes to several EU Youth Goals, including: **Connecting EU with Youth:** Participants engage in transnational exchanges, strengthening their connection to European values such as solidarity, democracy, and friendship. **Mental Health & Well-being:** The project creates a safe space for open discussions on youth mental health issues, allowing young people to share experiences and advocate for change through film and digital media. **Youth Organizations & EU Programs:** By developing advocacy skills and



campaign strategies, participants are equipped to engage with EU youth programs like Erasmus+, extending the impact of their work beyond local communities.

### Responding to Youth Needs

A needs assessment conducted across consortium countries revealed that mental health challenges are a top concern among young people. Participants expressed a strong desire to use video and film-making as advocacy tools, believing that storytelling is a powerful medium for raising awareness and initiating change.

This project maintains high youth engagement throughout all phases, ensuring that young people play an active role in shaping, implementing, and sustaining advocacy efforts. Through collaborative learning, multimedia innovation, and transnational networking, the project aims to create a lasting impact on youth mental health advocacy across Europe.

Key Project Themes: Mental Health & Well-being, Youth Activism & Advocacy, Multimedia & Film-making for Social Change, Transnational Cooperation & Networking

This initiative empowers young people to take action, providing them with the skills, support, and networks needed to drive change in their communities and beyond.

## Introduction to Manual

This manual is designed as a practical guide to equip trainers and youth workers with interactive methodologies, creative tools, and structured learning exercises that can be adapted to diverse learning environments.

Our pedagogical approach is rooted in Kolb's Experiential Learning Cycle, which ensures that learning is an active, engaging, and transformative process. This method allows participants to experience real-life advocacy scenarios, reflect on their insights, generalize knowledge into applicable frameworks, and apply these lessons in practice. The training is structured to be dynamic, avoiding passive listening and fostering an interactive, inclusive, and collaborative atmosphere.

This manual follows four core principles to maximize learning effectiveness:

Active Participation - Ensuring equal involvement through interactive sessions, peer discussions, and experiential exercises.

Collaborative Work - Encouraging team-building, peer review, and co-creation of knowledge.

Creative Engagement - Using innovative problem-solving, role-playing, and multimedia techniques.

Practical Application - Ensuring real-world relevance through simulations, case studies, and action plans.

By integrating these principles, the training enables youth advocates to develop competence, build confidence, and take initiative in their communities. Each module follows a structured format that introduces key concepts, followed by hands-on exercises that facilitate experiential learning.

### Kolb's Experiential Learning Cycle



Kolb's Learning Cycle is the foundation of our training approach. It consists of four key stages that reinforce active learning and ensure the practical application of knowledge:

**Concrete Experience (Doing)** – Participants engage in a hands-on activity, such as role-playing an advocacy scenario, drafting policy briefs, or conducting public awareness events.

**Reflective Observation (Reviewing)** – They reflect on their experiences, discussing what worked well, what challenges arose, and how they felt during the process.

**Abstract Conceptualization (Generalizing)** – Participants connect their experiences to broader theories, models, or frameworks, refining their understanding of advocacy strategies.

**Active Experimentation (Applying)** – They apply their learning in new contexts, such as designing a real-world campaign or mentoring other youth advocates.

Illustration of Kolb's Learning Cycle:

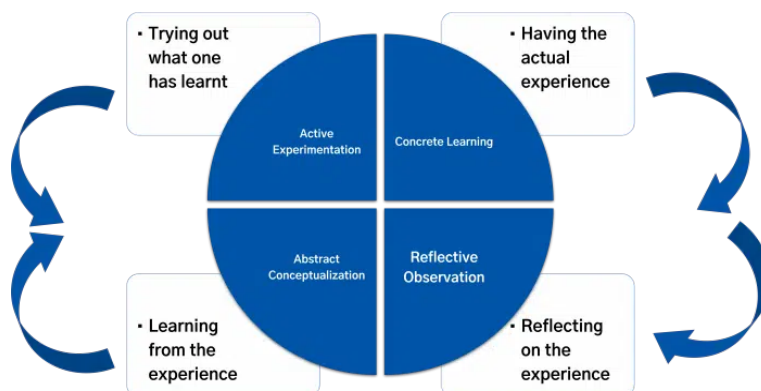


Illustration resource: <https://coachfoundation.com/blog/kolbs-cycle-of-learning/>

Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation → (loops back to experience)

*(Each stage connects in a continuous loop, reinforcing practical learning.)*

Through this iterative learning model, participants gain both theoretical knowledge and practical expertise, allowing them to become effective mental health advocates in their communities.

This manual is not just a theoretical resource; it is a step-by-step guide for action. By following the methods outlined in this document, youth workers and trainers will be equipped to engage, educate, and inspire change in the field of mental health advocacy.

In Chapter 4, young people and leaders will find practical guidance on how to organize advocacy efforts effectively.

Let's get started!

Metaphor Consortium



# Chapter 2 - Enhancing Mental Health in Youths

## Why is Youth Mental Health important?

The topic of mental health has become more popular in recent years. World Health Organisation defines health as a complex physical, mental and social well-being, not just the absence of disease and disability (WHO, 2021). They highlight that mental health is the priority of all and it is profitable for social and economic development. The Sustainable Development Goals 3 advocates for the well-being of all, while 10 focuses on decreasing inequalities; thus, they both address the promotion of mental health (Guidelines on mental health promotive and preventive interventions for adolescents: helping adolescents thrive, 2020 - <https://www.who.int/publications/i/item/9789240011854>). Approximately 15% of 10-19 year-olds worldwide face mental health issues, with depression, anxiety, and behavioral disorders as major concerns, contributing to 13% of their overall health burden, and untreated conditions can persist into adulthood, affecting both physical and mental well-being and hindering future prospects for a fulfilling life (WHO, 2021). On the other hand, benefits of mental health are early detection and prevention, development of resilience to stress factors and increase in overall well being of an individual, community and society.

## How to support competences development for engagement into change?

Everyone has a unique personality that affects how they communicate and engage with the world. However, there are key attitudes and values that anyone can learn and develop to become more effective in driving change. Here are some important qualities to work on:

### 1. Effort, Perseverance, and Commitment

Achieving any goal requires hard work, patience, and dedication. People who stay committed and keep trying, even when things get tough, are more likely to succeed.

### 2. Integrity

Being honest and having strong values is important. A person of integrity stays true to their beliefs, takes responsibility for their actions, and earns people's trust by doing what is right.

### 3. Communication Skills

Being able to listen carefully and express thoughts clearly is essential. Good communication helps to connect with others, explain ideas, and inspire people to take action.

### 4. Connecting with People

Showing empathy, kindness, and teamwork makes people feel valued and encourages them to work together toward a shared goal.



## 5. Managing Emotions

It's important to stay calm and adaptable in difficult situations. Learning how to understand and control emotions helps people stay focused and make good decisions, even under stress.

## 6. A Clear Vision

To believe in their ideas and motivate others with confidence and determination to turn those ideas into reality.

## How do we prepare for Youth competence development on the topic of advocacy for mental health?

A variety of factors can influence youth competence development. Youth workers/leaders should support youth in their path:

Provide needed resources - support the youth by providing the space, opportunity and time to work on their ideas and have a safe space to try and fail;

Professional assistance - individuals and organisations that possess needed knowledge and expertise in mental health topics should be available for youth questions;

Openness to youth feedback - we should be open to receive and change things based on feedback from youth;

Share knowledge - different mentorship programs, trainings and workshops organized by staff from the organization for youth can provide them with the needed structure and planning;

Metacognition of the process - support youth to think about their mental processes, themselves, their strengths and flaws, and practice evaluation and feedback abilities;

Network creation - push for the creation of network of peers and youth groups with similar experience and desire to participate can motivate each other and make them more resilient and persistent in an offline or online mode.

## What are some challenges of Youth Mental Health Initiatives?

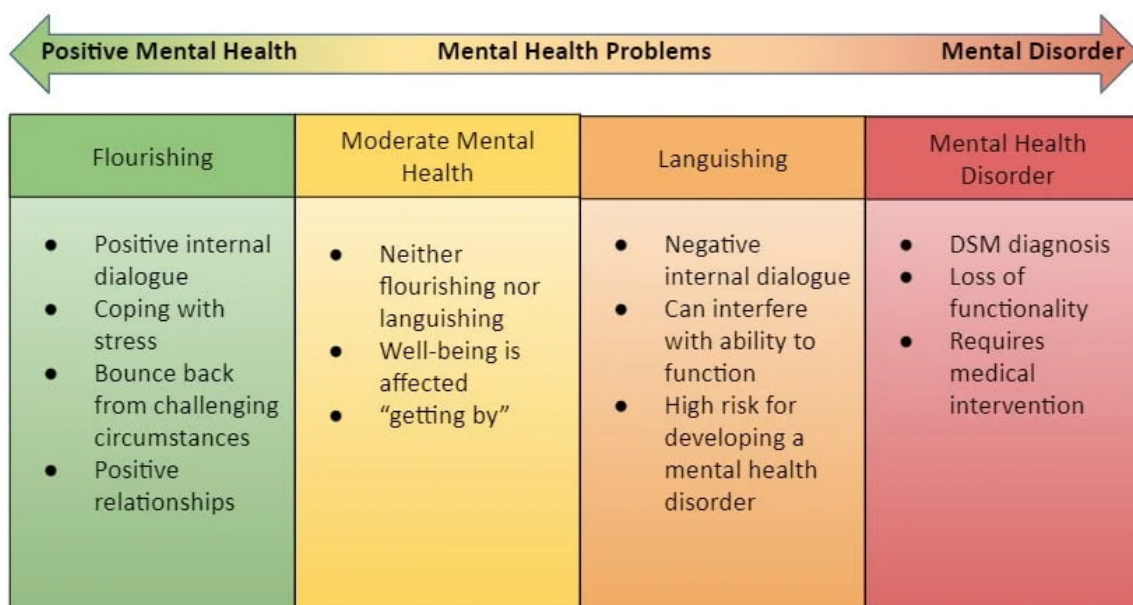
Every initiative and thrive for a change can face challenges. However, with a carefully planned activities and support these challenges can be decreased and overcome. There are a lot of potential challenges; we will present a few here: Lack of knowledge and experience of youth groups is a real challenge; Lack of organization and communication within the youth initiatives; Persistent stigma and lack of participation of others; Cultural, socioeconomic barriers and limited resources; As in every initiative the lack of persistence, motivation and effort of youth; Inertion and resistance of systems and adults to rethink and change existing structures; Avoidance of responsibility of governmental structures, organisations and/or stakeholders; Currently the topic of mental health is very popular therefore there could be a saturation of the topic in the sphere of youth.



## Why the mental health challenges are important in youths well-being?

The mental health continuum represents a spectrum of well-being, with mental health on one end and mental illness on the other. At any given time, an individual may find themselves at a different point on this continuum, shifting as their circumstances change for better or worse. A common misconception is to classify people strictly as either mentally healthy or mentally unhealthy. The continuum illustrates that everyone occupies a position on it, regardless of their mental state, which helps to reduce stigma by acknowledging that everyone is included. The diagram shows that individuals can move back and forth along the continuum, meaning that someone who is currently "healthy" might experience periods of "reacting," and those who are "injured" have the potential to become "healthy" again.

## Mental Health Continuum



Resorce: <https://www.movesafe.com/how-5-minutes-of-daily-movement-can-enhance-mental-and-physical-health/>

Everyone experiences cognitive errors on a day-to-day basis. These negative thought patterns or habits make us exaggerate or inaccurately perceive reality in an unhealthy way. This can be damaging to our mental health, relationships, and well-being.

## Which are cognitive distortions patterns?

Polarized Thinking seeing things in extremes, such as "all or nothing" or "black and white."  
Believing that anything less than perfection is a total failure.



**Mental Filtering Negative Filtering** highlighting the negative aspects while downplaying or ignoring the positives. You might recognize something positive but find a way to dismiss it, focusing only on the negative.

**Overgeneralization** Drawing broad conclusions from a single negative event. Assuming that because one thing went wrong, all similar situations will have the same negative outcome.

**Jumping to Conclusions Mind Reading and Fortune Telling** – Assuming you know what others are thinking or predicting the future without evidence to support these assumptions.

**Catastrophizing Magnification and Minimization** – Blowing things out of proportion and expecting the worst while downplaying positive experiences. This mindset often leads to unnecessary worry and stress.

**Personalization** Taking things too personally, believing that everything others do or say is a direct reaction to you, even when it has nothing to do with you. Assuming you are being targeted or excluded intentionally.

**Blaming** Shifting responsibility for your pain onto others, playing the role of a victim. Blame is directed outward rather than taking responsibility or acknowledging your own role.

**Labeling** Assigning a negative label to yourself or others based on a single incident. Instead of seeing the incident as a mistake, you or others are judged harshly and labeled unfairly.

**Always Being Right** Feeling the constant need to be right, treating your opinions as facts, and going to great lengths to prove others wrong, even when it isn't necessary.

**"Should" Statements** Imposing rigid rules on yourself or others with statements like "should," "must," or "ought to." These expectations create pressure and often lead to disappointment when they aren't met.

**Emotional Reasoning** Believing that whatever you feel must be true. Emotions are taken as facts, blocking out logical reasoning and leading to incorrect conclusions based on negative feelings.

**Control Fallacies External Control vs. Internal Control** – Believing either that your life is entirely controlled by external factors, leaving you feeling powerless, or that you have total control over your surroundings and are responsible for the well-being of others.

**Fallacy of Change** Believing that others need to change to make you happy. You pressure others to change, convinced that your happiness depends on their transformation.

**Fallacy of Fairness** Expecting that life should always be fair and equal. When reality doesn't match this belief, it leads to frustration, anger, and resentment.

**Heaven's Reward Fallacy** Believing that hard work and sacrifice will always be rewarded, which can lead to disappointment and resentment when things don't turn out as expected.

## What should be the response to mental health crisses/challenges?

### RESILIENCE

Resilience is the ability to adjust effectively when confronted with challenges, trauma, tragedy, threats, or major sources of stress, such as difficulties in family and relationships,

serious health issues, or financial and workplace pressures. While resilience often means "bouncing back" from these tough situations, it can also lead to significant personal growth.

## How to advocate for the mental health of young people by young people using filmmaking?

Campaigning for the mental health of young people through filmmaking can be a powerful and impactful way to raise awareness, reduce stigma, and encourage positive change. Here's how young people can effectively use filmmaking to campaign for mental health:

### *Identify the Message and Goal*

Determine the key message of your campaign. Is it to raise awareness, provide education, reduce stigma, or encourage people to seek help? What do you hope to achieve? For example, you might aim to reach a certain number of views, influence policy changes, or create a supportive community.

### *Research and Understand the Issues*

Equip yourself with knowledge about mental health issues affecting young people, including common disorders, causes, and the impact of stigma. Collect real-life stories from peers willing to share their experiences. This can make your film more relatable and authentic.

### *Engage and Involve the Community*

Work with other young people who are passionate about mental health. This could include writers, actors, directors, or those who have experienced mental health challenges. Consult with mental health professionals to ensure your content is accurate and sensitive.

### *Create a Compelling Narrative*

Create a script or concept that reflects your message. Focus on telling stories that resonate with the experiences of young people. Show diverse experiences and viewpoints, including those of different cultures, genders, and backgrounds. Utilize strong visuals, symbols, and creative cinematography to evoke emotions and emphasize key points.

### *Utilize Social Media and Online Platforms*

Share your film on YouTube, Instagram, TikTok, or other platforms where young people are active. Tailor the format to suit the platform. Develop a unique and catchy hashtag to promote the campaign and encourage others to share their stories or responses. Encourage viewers to comment, share, and participate in discussions. Host Q&A sessions or live streams to engage directly with your audience.

### *Incorporate Call-to-Actions*

Include information on where to seek help, such as hotlines, counseling services, or mental health organizations. Invite others to create their own films, share their stories, or get involved in mental health advocacy.

### *Measure Impact and Adjust*

Monitor the views, shares, and comments to gauge the impact of your film. Ask for feedback from your audience to understand what worked well and what could be improved. Use the insights gained to refine your approach in future campaigns.

### *Collaborate with Schools and Organizations*



Organize screenings at schools, community centers, or youth organizations, followed by discussions or workshops. Collaborate with nonprofits or advocacy groups to expand your reach and gain support for your campaign.

*Promote Positive Role Models*

Include young influencers or public figures who can lend credibility and attract a wider audience to your campaign. Showcase stories of young people who have overcome mental health challenges, emphasizing hope and recovery.

*Ensure Ethical Storytelling*

Always obtain consent from anyone sharing personal stories, and respect their privacy. Be mindful of not triggering or distressing your audience. Provide content warnings if necessary.

## Chapter 3: Power of Metaphor Methodology in Advocacy and Filmmaking

The methodology of the “Metaphor Power for Non-Formal Education in Youth Advocacy for Mental Health” is based on experiential learning, active participation, and collaborative knowledge-building. It integrates various non-formal education (NFE) approaches to equip young people with advocacy skills, focusing on mental health awareness and activism with filmmaking as a tool. The structure of the program follows a metaphorical journey, guiding participants through different phases of learning following learning circle of KOLB.

*Core Principles of the Methodology*

The methodology is designed around several fundamental principles of non-formal education:

Learning by Doing – Encouraging hands-on experiences where participants actively engage in advocacy simulations, campaigns, and practical exercises.

Inclusivity and Participation – Ensuring all participants contribute equally, feel safe, and can express their ideas freely.

Peer Learning and Collaboration – Fostering an environment where participants learn from each other through discussions, role-playing, and teamwork.

Reflection and Critical Thinking – Encouraging participants to analyze, reflect, and evaluate their learning experiences.

Creative and Innovative Approaches – Using artistic tool of filmmaking and storytelling to enhance advocacy efforts and campaign effectiveness.

## Structure

The methodology follows a progressive learning cycle, inspired by Kolb's Experiential Learning Model, ensuring that participants experience, reflect, conceptualize, and apply their knowledge.

Metaphor Power Methodology provides sets of activities under 5 headings and it is up to facilitator to choose which activities will be taken from which headings by giving them opportunity for multiply choices of learning ecology.

### Sections of Power activities:

#### 1. Power Introducing – Understanding the Basics

Objective: Build a common understanding of advocacy and mental health.

Methods: Icebreakers, group discussions, storytelling, and interactive workshops.

Key Activities: Introduction to the project, EU Youth Strategy, expectation setting, and defining advocacy.

#### 2. Power Making – Strengthening Advocacy Skills

Objective: Equip participants with the necessary tools for effective mental health advocacy.

Methods: Role-playing, debates, multimedia creation, and problem-solving exercises.

Key Activities: Types of advocacy, strategic communication, public speaking, and networking.

#### 3. Power Spreading – Hands-On Campaign Development

Objective: Provide participants with real-world advocacy practice.

Methods: Group projects, campaign simulations, policy discussions, and digital content creation.

Key Activities: Campaign planning, storytelling through film, and stakeholder engagement.

#### 4. Power “Cooking” – Real-World Advocacy Action

Objective: Implement acquired knowledge into practical advocacy efforts.

Methods: Public events, social media activism, community outreach, and networking.

Key Activities: Public advocacy events, youth-led initiatives, and policy recommendations.

#### 5. Power Everywhere - REFLECTION AND FUTURE ACTIONS

Objective: Evaluate learning outcomes and develop follow-up actions.

Methods: Reflection circles, self-assessment, mentorship planning, and goal setting.

Key Activities: Evaluations, future project planning, and networking for long-term impact.

The Metaphor methodology ensures that young advocates develop skills, confidence, and motivation to promote mental health awareness and policy change. By blending creative, participatory, and reflective learning techniques, the training fosters sustainable activism and empowers youth to drive meaningful change in their communities and beyond.



## Section 1 of activities - Power Introducing

Name of the Activity	<b>Advocacy in Bingo</b>
Objective/s	By the end of this session, participants will be able to: Establish an inclusive and engaging group dynamic through an interactive icebreaker. Familiarize themselves with key advocacy-related terms and concepts in a non-formal setting. Initiate getting to know each other and peer-to-peer learning through structured social interaction.
Duration (minutes)	30 minutes
Resources/Materials/Equipment Needed	Quiz sheets (provided below) and pens. Room Setup: U-shape
Description (Step-by-Step)	<p><b>Session Flow:</b></p> <p><b>Introduction:</b> Explain the purpose of the activity, emphasizing that participants will use each other's knowledge to answer questions and win the game.</p> <p><b>Distribution:</b> Give each participant one quiz sheet and one pen.</p> <p><b>Instructions:</b> Instruct the participants that, working individually, they have ten minutes to move around the room and find answers to the questions on their sheets. There are three rules:</p> <ul style="list-style-type: none"> <li>Find answers to all questions on the sheet.</li> <li>Do not answer any questions yourself.</li> <li>Each question must be answered by a different person.</li> </ul> <p>The first person to complete the sheet should shout 'Bingo!'.</p> <p><b>Activity:</b> Participants circulate with their quiz sheets, jotting down answers and the names of the people who provided them.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Review each question and ask a group member to provide the answer along with the name of the person who gave it.</li> </ul> <p>This exercise helps participants get to know one another and learn each other's names. Some questions also serve as an introduction to key concepts like 'advocacy' and the main topic of the training, as well as highlighting the skills, attitudes, and networks within the group.</p> <p>Conclude by discussing the meanings of terms like 'advocacy' or the main topic of the training. Emphasize that there isn't a single definition for these terms and that listening to different perspectives helps us gain a deeper understanding of their various interpretations.</p>
Debrief /Wrap-Up/Check out	<b>Facilitator-Led Reflection:</b> How did you feel about engaging with different participants? Did you learn something new about advocacy or mental health activism? Were there any responses that surprised or inspired you?
Competences Gained (Aligned with Youthpass Framework)	<p><b>Communication in a Multicultural Environment</b> – Participants practice active listening, verbal communication, and interpersonal networking.</p> <p><b>Learning to Learn</b> – Reflection on personal expectations and peer-shared knowledge enhances self-directed learning.</p> <p><b>Social and Civic Competences</b> – Understanding advocacy as a collective process fosters active citizenship.</p> <p><b>Sense of Initiative and Entrepreneurship</b> – Encouraging initiative in engaging with peers and building a foundation for future advocacy actions.</p> <p><b>Cultural Awareness and Expression</b> – Exposure to diverse perspectives on advocacy contributes to intercultural learning and open-mindedness.</p>

## Material

### BINGO questions

Find someone who knows the meaning of the word 'advocacy'. What does it mean? Name:

Find someone who believes their education could have been better. Name:

Find someone who knows the meaning of the word 'peace'. What does it mean? Name:

Find someone who has delivered a speech to a large audience. Name:

Find someone who has participated in a campaign before. Name:

Find someone who has met with a decision-maker. Name:

Name of the Activity	Expectation and Concern Post-its
Objective/s	<p>Provide a platform for participants to express their hopes and goals for the training.</p> <p>Allow participants to share any worries or uncertainties about the training process.</p> <p>Foster transparency and trust by addressing expectations and concerns from the start.</p>
Duration (minutes)	20 minutes
Resources/Materials/Equipment Needed	Post-its, pens, flip-chart
Description (Step-by-Step)	<p>Session flow:</p> <p>Each participant receives two post-it notes: one for writing their expectations and one for their concerns.</p> <p>Participants should keep their notes confidential and stick them on a pre-prepared flip-chart.</p> <p>Once everyone has posted their notes, the facilitator(s) will quickly review the flip-chart and summarize the group's expectations and concerns.</p> <p>The facilitator(s) will comment on these points, discussing which expectations can be met during the training and addressing any concerns.</p> <p>The flip-chart should remain in the training room throughout the course so everyone can refer back to it and review the expectations and concerns.</p>
Debrief and Wrap-Up /Check out	The facilitator emphasizes a supportive and open learning environment, encouraging participants to communicate any evolving expectations or concerns as the training progresses.
Competences Gained (Aligned with Youthpass Framework)	<p>Communication in a Multicultural Environment – Participants practice expressing their thoughts in a clear and structured way while respecting different perspectives.</p> <p>Learning to Learn – Encourages self-reflection on personal learning goals, helping participants take ownership of their development throughout the learning process</p> <p>Social and Civic Competences – Enhances active participation and collaboration by fostering an open, transparent, and inclusive group dynamic.</p> <p>Sense of Initiative and Entrepreneurship – Promotes proactive engagement, as participants are encouraged to take responsibility for shaping their learning experience.</p> <p>Emotional Awareness and Self-Reflection – Participants identify their concerns and aspirations, helping them to navigate personal learning challenges and maximize their growth during the training.</p>



Name of the Activity	Our Culture / Overview of Agenda & Project / Items of Business
Objective/s	<p>Define common values, behaviors, and agreements for a respectful and engaging training environment.</p> <p>Use interactive tools (Mentimeter, WordCloud) to ensure all voices contribute to shaping the group's culture.</p> <p>Clearly outline the training sessions, objectives, and key topics to set expectations.</p> <p>Familiarize participants with interactive techniques to maintain energy, focus, and inclusivity throughout the training.</p>
Duration (minutes)	60 minutes
Resources/Materials/Equipment Needed	<p>Flip-chart paper</p> <p>Laptop</p> <p>Projector (LCD screen or TV)</p> <p>Materials for the Participants:</p> <p>Post-its</p> <p>Pens</p> <p>Prepared Mentimeter link</p>
Description (Step-by-Step)	<p>Session flow - Introduction:</p> <p>The facilitator(s) prepare a Mentimeter link in advance and share it on the screen.</p> <p>Participants are invited to share words or phrases that describe the group's shared "culture" or agreement on behavior, values, and conduct during the training course.</p> <p>Participation:</p> <p>Each participant uses their phone to contribute to a 'WordCloud' by typing in words or phrases. These will appear on the screen, reflecting everyone's suggestions for the group's common "culture."</p> <p>Discussion:</p> <p>The facilitator(s) read out the entries and lead a brief discussion to ensure group consensus on the suggested cultural norms.</p> <p>Examples of possible entries include: "respect each other," "be punctual," and "avoid using phones during sessions unless for activity purposes."</p> <p>This method helps create a shared understanding of how participants should interact and the values they should uphold throughout the training.</p> <p>The facilitator will display the week's agenda on a screen (LCD or TV) and briefly go over each session by reading the titles and providing a quick discussion to give an overall summary. The facilitator will present a visual overview of the Metaphor Project using a screen display. Introduction to the team, including applicant and partner organizations from various countries</p> <p>Project summary and main focus</p> <p>Primary objective of the project</p> <p>Key activities involved</p> <p>Expected project outcomes</p> <p>The session will conclude with the facilitator inviting participants to briefly share any related experiences they have with the project and the topic.</p> <p>The facilitator will introduce methods to enhance group engagement throughout the training. These methods include:</p> <p>Raising both hands or shooting Marko and others respond Polo, prompting the group to follow suit to achieve silence.</p>



	<p>"Tornado," where participants switch chairs without sitting in the same spot.</p> <p>"Bora bora," switching to a common language (English) during group gatherings to ensure inclusive discussions.</p>
Debrief and Wrap-Up /Check out	<p>Discussion Points:</p> <p>How do you feel about the activities we just completed?</p> <p>Are you satisfied with our established culture? Any last-minute suggestions or changes?</p> <p>What were your expectations before you arrived? Have your expectations changed after the introduction?</p>
Competences Gained (Aligned with Youthpass Framework)	<p>Communication in a Multicultural Environment – Participants engage in collaborative discussions, using digital tools and interactive methods to establish shared values and expectations.</p> <p>Social and Civic Competences – Fosters a sense of responsibility and inclusivity, ensuring that all participants actively contribute to shaping a respectful and engaging learning environment.</p> <p>Sense of Initiative and Entrepreneurship – Encourages proactive participation by allowing participants to define training norms and explore dynamic ways to maintain engagement throughout the course.</p> <p>Learning to Learn – Supports self-directed learning by familiarizing participants with the project agenda, objectives, and methodologies, enabling them to take ownership of their learning journey.</p> <p>Digital and Media Literacy – Introduces participants to interactive digital tools (Mentimeter, WordCloud) that enhance engagement and collective decision-making, fostering digital competence in group facilitation.</p>

Name of the Activity	<b>Team Up! Do You Have Free Time?</b>
Objective/s	<p>Foster meaningful discussions through guided questions for each time slot.</p> <p>Ensure that all participants engage equally and form new connections.</p> <p>Encourage participants to think about their experiences, perspectives, and similarities with others.</p> <p>Use an interactive format to energize participants and build a positive group dynamic.</p>
Duration (minutes)	60 minutes
Resources/Materials/Equipment Needed	<p>For the Facilitator: Projector (LCD or TV), Laptop</p> <p>For the Participants: A4 papers, pens</p>
Description (Step-by-Step)	<p>Session flow - Setup:</p> <p>The facilitator will display a presentation and distribute A4 papers and pens to participants.</p> <p>Participants will draw a clock on their paper and label the hours.</p> <p>Instructions:</p> <p>The facilitator explains that for each hour on the clock, participants should find a person to connect with. It's recommended not to meet with the same person more than once.</p> <p>The facilitator announces, "Now, go and find your partners for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 o'clock."</p> <p>Pairing and Discussions:</p>

	<p>After 5 minutes, the facilitator will ask everyone to sit. For any time slots where someone hasn't found a partner, the facilitator will help form pairs so that everyone is included.</p> <p>The facilitator then instructs, "It is 1 o'clock, go and find your partner."</p> <p>Questions for Each Time Slot are presented below. Discussions per time slot will last 2 minutes</p>
Debrief and Wrap-Up /Check out	<p>Debriefing Questions:</p> <p>How did you find the activity? Was it easy or difficult?</p> <p>Was there a question that made you think differently?</p> <p>Did you discover any similarities or differences with your partners?</p> <p>What can be the question for 12 o'clock?</p> <p>What will you take away from this session?</p>
Competences Gained (Aligned with Youthpass Framework)	<p>Communication in a Multicultural Environment – Participants practice structured dialogue, enhancing their ability to actively listen, articulate thoughts, and engage in meaningful conversations with diverse individuals.</p> <p>Interpersonal and Social Competences – Encourages empathy, cooperation, and openness, strengthening participants' ability to connect with others, respect different perspectives, and build rapport in a group setting.</p> <p>Sense of Initiative and Entrepreneurship – Promotes proactive engagement by requiring participants to take the initiative in forming connections, exchanging ideas, and discussing personal and professional experiences.</p> <p>Learning to Learn – Encourages self-reflection through guided questions, allowing participants to analyze their past experiences and gain insights into their values, motivations, and aspirations.</p> <p>Cultural Awareness and Expression – Provides an opportunity to explore diverse backgrounds and perspectives, fostering intercultural understanding and appreciation of different viewpoints.</p>

#### Questions for Each Time Slot:

1 o'clock: What makes you smile?

2 o'clock: What do leadership and youth advocacy mean to you?

3 o'clock: Where do you find your inspiration?

4 o'clock: Why are advocacy skills important for youth voice in your local community/organization?

5 o'clock: What are your hobbies?

6 o'clock: Do you know any good leaders? Who are they, and what makes them good leaders?

7 o'clock: What was a turning point in your life?

8 o'clock: What motivated you to attend this advocacy training?

9 o'clock: What's your favorite tradition or holiday?

10 o'clock: If you had to describe yourself as an animal, which one would it be?

11 o'clock: How do you plan to apply what you learn from this training in your work or life?

Name of the Activity	EU Youth Strategy and European Youth Goals
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Objective/s	<p>Familiarize themselves with the EU Youth Strategy, European Youth Goals, and European Youth Dialogue.</p> <p>Understand the significance of these documents for youth engagement and democratic participation in Europe.</p> <p>Enhance their knowledge of the 2030 Agenda for Sustainable Development and the SDGs.</p>
Duration (minutes)	30 minutes
Resources/Materials/Equipment Needed	<p>Markers</p> <p>Flip-charts</p> <p>Multimedia projector</p> <p>Room Setup: Working islands</p> <p>For the Facilitator: EU Youth Strategy, European Youth Goals</p> <p>For the Participants: List of the 11 European Youth Goals – send link or make QR code to doc, Copies of the SDGs for small group work</p>
Description (Step-by-Step)	<p>Session Flow:</p> <p>Introduction:</p> <p>Start by asking participants if they are familiar with the EU Youth Strategy and European Youth Goals.</p> <p>If any participants have prior knowledge, invite them to share their experiences and how they encountered these documents.</p> <p>Presentation:</p> <p>After a few shared experiences, transition to a presentation.</p> <p>The presentation will cover key points based on 10 facts about the EU Youth Strategy and European Youth Goals (below).</p> <p>Working in Small Groups [10 min]</p> <p>Group Formation:</p> <p>Divide the participants into 3 or 6 sub-groups. 1 or 2 groups will focus on one of the following concepts: Engage, Connect, and Empower.</p> <p>Group 1 will explore "Engage," Group 2 will explore "Connect," and Group 3 will explore "Empower."</p> <p>Task:</p> <p>Each group will identify which European Youth Goals align with their assigned concept and explain the connections.</p> <p>Presentation of Group Work and Discussion</p> <p>Presentations:</p> <p>Each group will have 2 minutes to present their findings, including which European Youth Goals relate to their concept and the reasons behind their choices. Following each presentation, there will be a 1-minute Q&amp;A session.</p>
	<p>Introduction:</p> <p>The facilitator begins by asking, "What do you know about the SDGs and the 2030 Sustainable Development Agenda?"</p> <p>Initial Responses:</p> <p>The facilitator encourages a few participants to share their knowledge. [5 min]</p> <p>Overview:</p> <p>If needed, the facilitator provides a brief review of the 2030 Agenda for Sustainable Development using available information. [3 min]</p> <p>Group Activity:</p> <p>Participants are divided into 8 random groups.</p>



	<p>Each group will focus on how young people can contribute to the implementation of 2 different SDGs. Copies of all SDGs will be provided. Groups should read the goals and may refer to the targets for more details. They need to come up with a maximum of 3 concrete, realistic, and feasible ideas for each goal.</p> <p>The facilitator should emphasize that the ideas should be specific and actionable.</p> <p>Groups will have 10 minutes to work, with facilitators available to provide support and guidance.</p> <p>Presentations: Each group will present their ideas for a maximum of 2 minutes each, totaling 16 minutes for all presentations.</p>
<p>Debrief and Wrap-Up /Check out</p>	<p>Debriefing: After all presentations, conduct a discussion to gather reflections on the session.</p> <p>Questions for the discussion might include: “Was the exercise easy or challenging?” “What is your current understanding of young people's role in SDG implementation?” “Which SDGs do you find most relevant to your work as a youth activist?” Conclude by thanking participants for their input.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Participants gain a deeper understanding of European youth policies, engagement frameworks, and sustainable development goals, enhancing their ability to participate in democratic life and policy discussions.</p> <p>Communication in a Multicultural Environment – Through group discussions and presentations, participants practice expressing ideas clearly, engaging in structured dialogue, and defending their viewpoints in an international setting.</p> <p>Sense of Initiative and Entrepreneurship – Encourages critical thinking and proactive engagement, as participants explore how youth-led initiatives can contribute to the implementation of the EU Youth Strategy and SDGs.</p> <p>Learning to Learn – Develops participants’ capacity for self-directed learning by requiring them to analyze policies, identify key goals, and propose actionable advocacy solutions.</p> <p>Cultural Awareness and Expression – Strengthens awareness of global and European challenges, helping participants appreciate how different cultural and national perspectives influence policy-making and youth advocacy.</p>

Graph 1 and 2:



Resource: <https://trainerslibrary.org/eu-youth-goals-and-the-vision-of-young-people/> Taken on 20.9.2024

## SUSTAINABLE DEVELOPMENT GOALS



Resource: <https://www.aren.admin.ch/aren/en/home/sustainable-development/sustainability-policy/2030agenda.html> Taken on 20.09.2024

- Goal 1 End poverty in all its forms everywhere
- Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3 Ensure healthy lives and promote well-being for all at all ages
- Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5 Achieve gender equality and empower all women and girls
- Goal 6 Ensure availability and sustainable management of water and sanitation for all
- Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10 Reduce inequality within and among countries

Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12 Ensure sustainable consumption and production patterns

Goal 13 Take urgent action to combat climate change and its impacts

Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

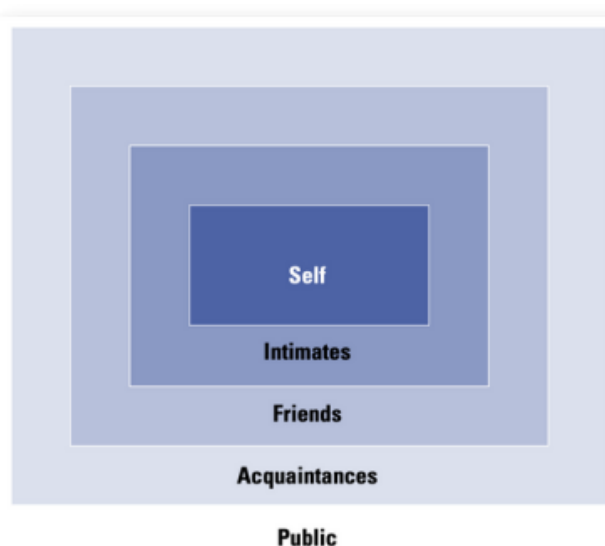
Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development

Name of the Activity	<b>Squares</b>
Objective/s	Encourage participants to reflect on how people share information, build trust, and set boundaries in communication
Duration (minutes)	30 minutes
Resources/Materials/Equipment Needed	White paper for each participant, markers or pens, flip-chart Room setup: U-shaped arrangement Material(s) for the facilitator: The list of statements
Description (Step-by-Step)	Session flow - Guided Individual Work [15 min] Distribute 1 piece of paper to each participant, and make sure to have enough markers or pens for every participant. Draw the below graph on the flip-chart and ask participants to do the same on their papers. To explore what each square means to each of us, read the following statements one by one and ask participants to mark or indicate with whom they would share each type of information. Encourage participants to think about specific people in their lives who fit into each category. Help clarify terms such as ‘acquaintance’ and ‘intimates.’ List is below.
Debrief and Wrap-Up /Check out	Debriefing [10 min] Ask participants how they felt while selecting the squares. Were there any surprises? What was the main takeaway from the exercise? How do they feel now? Closing and Evaluation [5 min] Conclude the session by noting that over the next few days, there will be numerous opportunities to share information about ourselves that we might not have initially considered. Highlight the importance of maintaining boundaries and respecting others’ privacy choices. Emphasize that sharing our values, attitudes, and beliefs can help unite us around common ideas.

<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Personal and Social Competences – Encourages self-awareness, emotional intelligence, and boundary-setting, helping participants reflect on their comfort levels when sharing personal information.</p> <p>Communication in a Multicultural Environment – Enhances participants' ability to navigate social interactions, respect different perspectives, and engage in meaningful conversations about trust and privacy.</p> <p>Learning to Learn – Supports critical thinking and self-reflection, allowing participants to assess how personal experiences shape their openness and communication habits.</p> <p>Civic and Social Responsibility – Fosters an understanding of personal boundaries, consent, and ethical communication, reinforcing the importance of mutual respect and trust in group dynamics.</p> <p>Cultural Awareness and Expression – Encourages participants to recognize how cultural backgrounds influence comfort levels with sharing personal information, promoting empathy and inclusivity.</p>
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Graph 1:



For facilitator:

You might start by saying, for example: ‘Let’s begin with your height. Consider with whom you would feel comfortable sharing information about how tall you are. Would you share it with those you consider intimates? Acquaintances? Or in a public setting with strangers?’

Facilitator Tips:

Acknowledge that not all experiences will apply to every participant.

Encourage participants to imagine with whom they would share the information if the experiences were relevant to them.

Allow ample time for participants to reflect on each question and their responses.

List of statements:

Your height

Your weight

Your religious beliefs



Your social status  
 Your political ideas  
 Your relationship status  
 Your ethnicity  
 Your preferred pronoun  
 Your dissatisfaction with some part of your body  
 Your address  
 Your frustration about work  
 Your hobbies  
 Things that annoy you about your flat mate  
 Something you regret doing  
 Your guilty pleasures

Name of the Activity	Values power cards
Objective/s	Explore their personal beliefs and the factors influencing their decisions and behaviors Gain awareness of Value power cards Strive to understand the values more deeply Continuously assess and reflect on the values
Duration (minutes)	75 min
Resources/Materials/Equipment Needed	Flip-chart paper; Markers; Pens; 4 decks of value cards (printed for all participants or displayed on a screen using a multimedia projector prepared by facilitator) Room setup: Circle, Working islands
Description (Step-by-Step)	<p>Session flow:</p> <p>The facilitator invites participants to choose up to 3 values or behaviors from the following list or write by themselves that best represent the values power. The deck of cards will be provided.</p> <p>Once all participants have chosen the values they should write them on A4 paper, the facilitator instructs them to write their name on the paper and make a paper plane from it. After that from the line each will throw the plane and the facilitator will collect the planes making the 5 groups having in mind that in 1<sup>st</sup> group should be the least number of participants and in the last the biggest number of participants. Now in groups each participant from the list (their paper plane) share selected values with others and groups need to pinpoint the 3 most crucial values of the good leader agreed by the whole group. They write those values on the flip chart paper.</p> <p>In the same groups, the facilitator asks participants to:</p> <p>Share their top 3 values with each other.</p> <p>Discuss the beliefs associated with those values.</p> <p>Discuss the why and how did they make decision about the final list of values.</p>
Debrief and Wrap-Up /Check out	<p>Closing and Evaluation:</p> <p>Create a calm and quiet environment for the session. Introduce the following reflection questions, either written on a flip chart or provided as a printed handout:</p>

	<p>How did you feel, and what were your reactions?          What conclusions can you draw from the experience?          What did you learn?          How can you apply what you learned to improve your future experiences?          What actions can you take based on what you learned?</p>
Competences Gained (Aligned with Youthpass Framework)	<p>Personal and Social Competences – Encourages self-reflection, self-awareness, and emotional intelligence, helping participants recognize how values shape their decisions, behaviors, and leadership styles.</p> <p>Sense of Initiative and Entrepreneurship – Develops decision-making skills and strategic thinking by requiring participants to analyze, prioritize, and articulate their core values in leadership.</p> <p>Communication in a Multicultural Environment – Enhances participants' ability to express personal beliefs, listen actively, and engage in respectful discussions about values and decision-making.</p> <p>Civic and Social Responsibility – Fosters an understanding of ethical leadership, collective decision-making, and accountability, reinforcing the role of values in building inclusive and responsible communities.</p> <p>Learning to Learn – Supports continuous self-assessment and personal development, allowing participants to evaluate how their beliefs influence their actions and how they can apply this knowledge in leadership and advocacy.</p>

## Section 2 of activities - Power Making

Name of the Activity	<b>Advocacy 4 Change</b>
Objective	This session offers participants the opportunity to understand advocacy and learn about its various types.
Duration (minutes)	90 minutes
Resources/Materials/Equipment Needed	Copies of handouts titled "Advocacy and Related Concepts" and "Types of Advocacy" Room Setup: U-shaped
Description (Step-by-Step)	<p>Session Flow:</p> <p>Warm-Up Exercise [5-8 minutes]</p> <p>Part I [10 min]</p> <p>Invite all the participants to think for the first association (a word) that come to their minds when they hear the word ADVOCACY</p> <p>Invite the participants to think for an association for Advocacy lets everyone write two or three words in Mentimeter Word cloud. Present it on the screen and discuss with the group.</p> <p>Part II [45 min] Split the group into four small groups, give them four topics and four sheets of flipchart. The topics are: Advocacy Lobbying Resource mobilization Networking and partnership</p> <p>Tell them that now they are four groups of experts that should make presentations about these four types of community actions, describing definition and the aim, target group/s, process and indicator/s for success.</p>

	<p>Give the groups time to work [20 min] and invite them to present their products [20 min]          Invite some of them to share what did they learn about different community actions [5 min]          Part III [50 min]          Advocacy Types [25 min]          Ask participants to brainstorm different causes or issues people might advocate for. [15 min] Conclude the brainstorming session with a brief presentation on "Types of Advocacy," using the handout. [10 min]          Allow 5 minutes for questions and discussion.          Check-Out: [15 min]          At the end of the session, ask participants to reflect on the following question: Which type of advocacy is most relevant to your organization's work?</p>
Debrief and Wrap-Up /Check out	<p>Ask participants to share key insights they gained about advocacy, lobbying, resource mobilization, and networking.          Encourage participants to identify potential challenges in advocacy efforts and brainstorm possible solutions.          Summarize the main points discussed, emphasizing the importance of advocacy in creating social change.          Ask participants to share one word or phrase that captures their takeaway from the session.</p>
Competences Gained (Aligned with Youthpass Framework)	<p>Civic and Social Competences – Enhances understanding of advocacy, lobbying, networking, and resource mobilization, equipping participants with the skills to engage in active citizenship and drive social change.          Communication in a Multicultural Environment – Strengthens public speaking, debate, and group facilitation skills, enabling participants to effectively present their ideas, discuss advocacy strategies, and collaborate in diverse teams.          Sense of Initiative and Entrepreneurship – Encourages participants to identify key advocacy challenges, develop strategic solutions, and apply their learning to real-world community actions.          Learning to Learn – Supports critical thinking and self-reflection by prompting participants to analyze different advocacy approaches, assess their effectiveness, and relate them to their own organizational work.          Cultural Awareness and Expression – Promotes cross-cultural dialogue and understanding by exploring how advocacy varies across different social, political, and cultural contexts.</p>

Table 1:

	Advocacy	Community mobilization	Networks and partnerships	Fund raising and resource mobilization	Overcoming stigma and discriminations
What can I change	Policies, awareness and implementation of policies, laws and practices	Awareness and behavior	Isolation and duplication	Level of resources available	Level of stigma and discrimination against people with mental

					health challenges
Target group	Decision makers, leaders, policy makers, people in position of influence	Members of community	Individuals and groups with similar agenda	Communities, local governments, councils, donors	People who stigmatize, discriminate
Typical indicators of success	Policies implementation, laws and practices implementation	A community problem is solved, more people are attended in community meetings	Partners and networks achieve more than if they worked alone	Resources available	Less cases of stigmatization and discrimination

#### Types of advocacy:

**Self-advocacy:** This refers to an individual advocating for themselves, such as speaking up for their own rights and needs.

**Individual advocacy:** This involves advocating on behalf of an individual or a small group of people, such as helping them to access services or resources they need.

**Systemic advocacy:** This type of advocacy focuses on changing policies, laws, or systems that impact larger groups of people. It seeks to address the root causes of a problem, rather than just treating the symptoms.

**Legal advocacy:** This type of advocacy involves using legal channels to seek justice or enforce rights, such as through the court system or administrative procedures.

**Grassroots advocacy:** This type of advocacy involves mobilizing people at the community level to effect change, such as through organizing protests or letter-writing campaigns

All types of advocacy hold equal importance. The choice of advocacy depends on what is most appropriate for the individual seeking it. A person may require different types of advocacy support at various stages of their life.

The commonality among all forms of advocacy is that the individual (in this case, a person with a learning disability) is always at the heart of the advocacy process. It focuses on what the individual wants and finding the most effective way to communicate that to the relevant parties.

Advocacy can be likened to tools in a toolbox, where different types can be used together or separately depending on the task at hand. Individuals with learning disabilities often express that being part of a self-advocacy group or receiving support from an advocate is crucial in empowering them to take control of their lives.



Name of the Activity	<b>Advocacy Relay Race</b>
Objective/s	Engage participants in a fun and interactive way Develop their skills and knowledge about advocacy, while promoting teamwork and collaboration. Build their understanding of advocacy and improve their ability to communicate and advocate for a cause.
Duration (minutes)	
Resources/Materials/Equipment Needed	Cards with different advocacy scenarios. Cones or markers to set up a relay race course. Stop watch or timer to keep track of the race time. Prizes or rewards for the winning team (optional). Room setup: Open space for participants to move around and complete the relay race.
Description (Step-by-Step)	<p>Session flow - Divide the participants into teams of 3-4 people. Each team will choose a name and a captain for them.</p> <p>Give each team a set of cards with different advocacy scenarios.</p> <p>On the signal to start the 1<sup>st</sup> player from each team will pick up the card and read the scenario.</p> <p>S/he will run the line and reach the next player in the same team and hand the card to them.</p> <p>The second player will read the scenario, run the course, and hand the card to the next player. The game continues until all team members have completed the course and read all of the advocacy scenarios. The team that finishes the course and all scenarios first wins the game (Each team will have a set of cards with different advocacy scenarios, and they will need to complete the race by passing all of the cards along to their team members. This means that each team will need to read and discuss multiple scenarios to complete the race.</p> <p>By incorporating advocacy scenarios into the game, players will also be learning about different situations where advocacy may be needed and what types of advocacy may be most effective in those situations. Overall, the advocacy relay race is a creative and engaging way to teach about advocacy and promote teamwork among participants.</p> <p>While playing the game, the players can discuss the scenarios and their possible solutions, but the main objective is to complete the course and read all the scenarios.</p>
Debrief and Wrap-Up /Check out	<p>The facilitator can lead a brief discussion or reflection on the following questions:</p> <p>What did you learn about the different types of advocacy?</p> <p>How did you feel during the relay race?</p> <p>Did you encounter any challenges during the relay race? If so, how did you overcome them?</p> <p>How can you apply what you learned to your own life and work?</p> <p>The facilitator can encourage participants to share their thoughts and feelings with the group, and to listen actively to one another. This will help to create a sense of community and support among the participants.</p>
Competences Gained (Aligned with Youthpass Framework)	Civic and Social Competences – Enhances understanding of advocacy by engaging participants in real-life scenarios, helping them develop skills for active citizenship and social change.



	<p>Communication in a Multicultural Environment – Strengthens participants’ ability to express ideas clearly, listen actively, and collaborate effectively in a diverse team setting.</p> <p>Sense of Initiative and Entrepreneurship – Encourages quick decision-making, problem-solving, and leadership by challenging participants to analyze scenarios, adapt strategies, and take action in a fast-paced environment.</p> <p>Learning to Learn – Promotes critical thinking and self-reflection by asking participants to evaluate advocacy scenarios, recognize different approaches, and apply their learning to real-world issues.</p> <p>Teamwork and Collaboration – Fosters cooperation, trust, and collective decision-making, ensuring that participants work together effectively under time constraints while engaging in meaningful discussions.</p>
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The correct answers for each scenario (participants receive only the scenario and they discuss the possible answer):

A person with a disability is being denied access to public transportation.

What type of advocacy is needed? Answer: Systemic advocacy - this situation requires advocating for changes to the system and policies that govern public transportation to ensure accessibility for all individuals, not just the person with a disability in this specific scenario.

A child is being bullied at school.

What type of advocacy is needed? Answer: Individual advocacy - this situation requires advocating for the child who is being bullied by working with the school administration, teachers, and parents to ensure the child's safety and wellbeing.

A family cannot afford to pay for their basic needs.

What type of advocacy is needed? Answer: Self-advocacy - this situation requires the family to advocate for themselves by seeking out available resources and support, such as government assistance programs, community organizations, or job training programs.

A person has been wrongly accused of a crime they did not commit.

What type of advocacy is needed? Answer: Legal advocacy - this situation requires legal representation to defend the person who has been wrongly accused and ensure that their rights are protected throughout the legal process.

Community is at risk of being displaced from their homes due to a large construction project.

What type of advocacy is needed? Answer: Systemic advocacy - this situation requires advocating for changes to the system and policies that govern the construction project to ensure that the community's rights and well-being are taken into consideration and that they are adequately compensated for any displacement or loss.





Name of the Activity	<b>mAdvocacy</b>
Objective/s	<p>Train participants on the concept of advocacy through an engaging and interactive game.</p> <p>Promote game-based learning, making advocacy concepts more memorable and enjoyable.</p> <p>Encourage collaborative learning by allowing participants to fill in blanks and share their completed Mad Libs stories. Foster creative learning by prompting participants to use imagination when selecting words.</p> <p>Facilitate experiential learning by linking advocacy theory to real-life applications.</p>
Duration (minutes)	60 minutes
Resources/Materials/Equipment Needed	<p>For Facilitator: Pre-prepared Mad Libs template, Timer, Discussion prompts</p> <p>For Participants: 200 Word Cards, 42 Sentence Cards, Pens or pencils, Printed Mad Libs template</p> <p>Room Setup: Arrange participants in small groups or around a central table. Shuffle the deck of Word Cards and deal the same amount to each player. Place Sentence Cards in a central pile.</p>
Description (Step-by-Step)	<p>Session flow - Explain that the session will use a Mad Libs game to explore the different components of advocacy. Distribute Mad Libs templates to each participant, Explain the word selection process: participants will fill in blanks with nouns, verbs, adjectives, or other words based on their Word Cards. Each participant selects words from their Word Cards to complete the template. Participants fill in the blanks with their selected words.</p> <p>Sharing and Discussion Each participant reads their completed Mad Libs story aloud. Facilitator leads a discussion with prompts, such as: What did you learn about advocacy from this activity? How do different words impact the effectiveness of an advocacy message? How can you apply these advocacy principles in real life?</p>
Debrief and Wrap-Up /Check out	<p>Highlight key takeaways from the activity.</p> <p>Ask participants to reflect on: Which advocacy strategies they found most effective, Challenges they might face when advocating for a cause, How to overcome these challenges</p> <p>Closing statement: Emphasize that advocacy is about strategy, creativity, and collaboration, and encourage participants to use their voices to drive positive change.</p>
Competences Gained (Aligned with Youthpass Framework)	<p>Civic and Social Competences – Enhances participants’ understanding of advocacy concepts and strategies, reinforcing their ability to engage in democratic processes and drive social change.</p> <p>Communication in a Multicultural Environment – Develops effective messaging and storytelling skills, helping participants learn how language choices influence advocacy impact.</p> <p>Sense of Initiative and Entrepreneurship – Encourages creative problem-solving and adaptability, as participants explore different ways to craft persuasive advocacy messages.</p> <p>Learning to Learn – Promotes critical thinking and reflection, allowing participants to analyze how advocacy messages can be structured for maximum impact and how they can be applied in real-life scenarios.</p>

	Cultural Awareness and Expression – Strengthens participants' ability to interpret and respond to diverse perspectives, fostering inclusivity in advocacy efforts.
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Example of template they need to feel in:

Dear [adjective] [noun],

I am writing to you today to ask for your help in advocating for [cause]. As you may know, [cause] is facing many challenges, including [challenge 1], [challenge 2], and [challenge 3]. Without your help, [cause] may not be able to [desired outcome]. We need to work together to make a difference. By [verb 1], [verb 2], and [verb 3], we can create positive change and ensure that [cause] gets the support it needs. Thank you for your time and your commitment to [cause].

Together, we can make a real difference!

Sincerely, [Your Name]

Name of the Activity	<b>Personal Experience I</b>
Objective/s	Understand how the success stories could help youth advocates to be more effective Understand how failures could help you to become a better youth advocate Learn more about the role of youth advocates in contemporary world
Duration (minutes)	90 minutes
Resources/Materials/Equipment Needed	Flipchart per group, flipchart with written questions, laptops, Internet connection, papers, pens, markers
Description (Step-by-Step)	Success Stories: Invited participants to think about what was their most successful story as a youth advocate, regardless of the context and to describe the story as an emotional article on 1 page. The participants split into small groups (4-5 people each) to read their stories and to vote for one story to be presented in the plenary. In the big circle all listen to elected stories (1-2 per group). Invite the participants of the group to share their feelings and thoughts after the stories. Failure Stories: Now invite participants to think about a time they failed as a leader and reflected on the learnings from the experience and again split them into small groups to share their stories and to discuss what were the reasons for failures.
Debrief and Wrap-Up /Check out	Facilitator asks to share their feelings in one word or phrase
Competences Gained (Aligned with Youthpass Framework)	Civic and Social Competences – Enhances participants’ understanding of youth advocacy, leadership, and social engagement, enabling them to learn from both successes and challenges in their advocacy journey. Communication in a Multicultural Environment – Develops skills in storytelling, active listening, and emotional expression, allowing participants to effectively share experiences, inspire others, and articulate lessons learned.



	<p>Sense of Initiative and Entrepreneurship – Encourages participants to reflect on their leadership journey, analyze success factors and obstacles, and develop strategies to improve their advocacy efforts.</p> <p>Learning to Learn – Strengthens self-reflection and critical thinking, as participants examine their own experiences, identify key takeaways, and apply lessons to future youth advocacy work.</p> <p>Emotional Awareness and Resilience – Promotes self-awareness and adaptability, helping participants embrace failures as learning opportunities, build resilience, and develop a growth mindset.</p>
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Before the end of this part of the session spread the material "5 Ways to Learn From Failure" among the participants. Also, ask participants in groups to come out with their 5 ways to learn from failure list and drawing.



Handout for the activity

**1. Don't Dwell on It — Look at Failure as a Learning Opportunity**

After failing, it can be all too easy to let negative emotions, like insecurity, embarrassment and disappointment, take over — but try to fight the urge to dwell on your failure. It won't benefit you or your team. Instead, view your failure as an opportunity to learn and grow. What did you learn as a result of failing, and how can you use this knowledge to prevent future missteps? Mike Bensi, consultant and founder at Bensi & Company and author of "The Success of Failure," says, "To be able to be successful, we have to recognize that failures are part of the learning path." It is also important to recognize why you failed in the first place. Was it the result of poor communication, insufficient planning or improper budgeting? Determining the source of your failure is one way to learn, as a leader, what not to do. "I learn everyday what works and what doesn't, and if we're not recognizing that and applying it to how we grow, then we're missing out on the greatest opportunity there is," Bensi notes.

**2. Embrace Failure to Increase Your Team's Psychological Safety**

As a leader, holding yourself accountable for your failures is imperative in teaching team members a productive, learning-focused response to failing. In addition to promoting the learning and development (L&D) of your team members, acknowledging your leadership failures promotes an environment of psychological safety — a climate in which people are comfortable being and expressing themselves — which has been linked to positive risk-

taking among team members. By acknowledging your own failures, you will help your team members feel more comfortable experimenting with innovative ideas and approaches that have the potential to transform your organization in exciting new ways.

### 3.Reevaluate Your Professional Development Path After Failing

Perhaps failing made you realize you were focusing on the wrong goal, forced you to face the ineffectiveness of your current leadership style, or made you consider new ideas and opinions that otherwise would have gone unnoticed. In these ways, failure can help shape your professional development.

### 4.Use Experiential Learning

After Failing Your accumulation of experiences is key in shaping who you are — and what you stand for — as a leader. Experiential learning, or learning from experiences, is one way to leverage failure to be more successful in leading others. Bensi says that, when leaders draw from their unique experiences, “they’re creating vulnerability in a way, by being able to share, ‘Here’s what I would do. Here are the failures that I had and not only were they OK, but I wouldn’t be in this spot without them.’”

### 5.Accept That Failure Is an Inevitable Part of Leadership

“Leaders too often feel like they need to have all the answers, that they’re paid to make all the decisions — but that’s not true,” Miller shares. From hiring too fast to failing to provide ample feedback to not delegating when multiple projects arise, Bensi says, “The evolution of a leader is ripe for constant failure.” Naturally, as you take on more responsibility at your organization, you also have more opportunities to fail. It is only after accepting that failure is part of leadership that you will be able to take more chances, learn from your mistakes and, as a result, advance your professional development.

Name of the Activity	<b>Personal Experience II &amp; Advocacy action plan</b>
Objective/s	Understand how the success stories could help youth advocates to be more effective Understand how failures could help you to become a better youth advocate Learn more about the role of youth advocates in contemporary world Understand the concept of an advocacy action plan Learn the basic steps of an advocacy action plan (AAP)
Duration (minutes)	90 minutes
Resources/Materials/Equipment Needed	Paper A4, flip-charts, masking tape
Description (Step-by-Step)	Session flow - Reflection on Previous Session (15 minutes) Begin by revisiting key takeaways from the previous session. Facilitate a deep debriefing discussion using the following reflective questions: What were the most significant lessons from your failure stories? What strategies could you implement to learn effectively from setbacks? What steps could you take to ensure that past mistakes are not repeated? How do you stay motivated and resilient in the face of challenges?



	<p>Encourage participants to share personal insights and discuss strategies for overcoming obstacles in youth advocacy.</p> <p>2. Introduction to Advocacy Action Plan (10 minutes) Pose the question: "What do you think are the key elements of an Advocacy Action Plan?" Gather initial thoughts from participants and facilitate an open discussion.</p> <p>3. Group Work – Defining the Elements of an Advocacy Action Plan (25 minutes) Divide participants into small groups and assign them to different areas of the training venue. Provide each group with a flipchart paper and marker. Instruct them to brainstorm, discuss, and define the main elements of an Advocacy Action Plan (ACA) – bellow wrap up Each group selects a representative to present their findings in the plenary.</p> <p>4. Group Presentations &amp; Discussion (20 minutes) Each group presents their key elements of an Advocacy Action Plan to the rest of the participants. Open the floor for peer feedback and discussion.</p>
Debrief and Wrap-Up /Check out	<p>Summarize key insights and highlight the importance of strategic planning in advocacy. Encourage participants to think about how they can apply these steps in real-world advocacy initiatives.</p>
Competences Gained (Aligned with Youthpass Framework)	<p>Civic and Social Competences – Enhances participants' understanding of advocacy planning, equipping them with skills to develop structured, strategic approaches to social change initiatives.</p> <p>Sense of Initiative and Entrepreneurship – Encourages proactive problem-solving and leadership, helping participants translate their experiences into concrete action plans for advocacy efforts.</p> <p>Communication in a Multicultural Environment – Strengthens collaborative discussion and presentation skills, as participants exchange insights, analyze advocacy strategies, and present their findings effectively.</p> <p>Learning to Learn – Develops critical thinking and reflection, as participants identify lessons from past successes and failures and apply them to improve future advocacy planning.</p> <p>Strategic Thinking and Planning – Builds capacity for structured goal-setting, audience analysis, message development, and implementation, ensuring participants understand the key components of an Advocacy Action Plan (ACA).</p>

The facilitator presents the structured steps of an Advocacy Action Plan (ACA):

1. Identify an Issue: Define a problem that affects your community and needs to be addressed.
2. Formulating an Advocacy Goal and Objectives: Establish a clear, long-term vision for the change you want to achieve.

3. Identifying and Analyzing Target Audiences: Understand the primary and secondary audiences (their knowledge, values, and beliefs). Select appropriate advocacy activities and materials based on audience characteristics (literacy, social standing, etc.).
4. Selecting Advocacy Activities and Materials: Identify effective advocacy actions that align with the target audience’s needs. Consider timing, cost, and available resources.
5. Developing Advocacy Messages: Craft clear, concise, and persuasive messages tailored for each audience. Ensure the message includes a strong call to action.
6. Developing an Implementation Plan: Define the target audience, activities, responsible persons, and timeline. Identify preparatory steps needed before launching advocacy activities.
7. Developing a Monitoring and Evaluation Plan: Define key performance indicators to measure the success of advocacy efforts. Outline data collection methods for ongoing evaluation and improvement.

Name of the Activity	Multimedia expert session
Objective	Learn basic film production techniques, including framing, camera positions, scene order, and storytelling basics
Duration (minutes)	90 minutes
Resources/Materials/Equipment Needed	Cameras, smartphones, projector, flipcharts Room setup: Circle
Description (Step-by-Step)	<p>Session Flow:</p> <p>Introduction to the Expert (5 mins) Briefly introduce the filmmaking expert to the participants. Share their experience and relevance to the session topic.</p> <p>Interactive Presentation by Expert (30 mins) Topics Covered: Types of framing and camera positions. Scene order and its impact on storytelling. Basics of storytelling for advocacy.</p> <p>Interactive Elements: Participants are encouraged to ask questions during the presentation. Engage participants in acting out scenes to demonstrate framing and camera positions.</p> <p>Storyboarding Basics by Expert (30 mins) The expert explains the concept of storyboarding: How to organize scenes and visualize storylines. Examples of storyboards, with visual aids on the flipchart or projector.</p> <p>Storyboarding Exercise (30 mins) Each participant creates a short storyboard individually, applying the techniques learned. The expert provides guidance and feedback during the activity.</p> <p>Storyboard Review (15 mins) Participants share their storyboards. The expert provides constructive feedback:</p>





	Highlighting strengths and offering suggestions for improvement.
Debrief and Wrap-Up /Check out	Debrief and Reflection (15 mins) Questions to Discuss: “What story do you want to tell through your video?” “How can you improve your visual storytelling?”
Competences Gained (Aligned with Youthpass Framework)	Digital and Media Literacy – Enhances participants’ understanding of film production techniques, framing, camera positions, and storytelling, equipping them with essential multimedia advocacy skills. Creativity and Cultural Expression – Develops participants’ ability to visualize and convey messages through film, fostering innovative and artistic approaches to advocacy. Sense of Initiative and Entrepreneurship – Encourages participants to apply filmmaking techniques to create impactful advocacy content, promoting independent creative thinking and proactive engagement. Communication in a Multicultural Environment – Strengthens participants’ ability to express ideas visually, ensuring that diverse perspectives and narratives are effectively communicated through film. Learning to Learn – Promotes self-reflection and skill development, helping participants analyze their storytelling techniques and refine their approach based on expert feedback. Teamwork and Collaboration – Encourages peer-to-peer learning and constructive feedback, as participants share and discuss their storyboards while improving their storytelling abilities.

Name of the Activity	<b>Storyboard canvas</b>
Objective	Develop scenarios and storyboards in preparation for video production
Duration (minutes)	90 minutes
Resources/Materials/Equipment Needed	Flipchart papers and markers Room setup: Islands
Description (Step-by-Step)	Session Flow: <b>Introduction to the Activity (5 mins)</b> Briefly explain the session’s objective: planning scenarios and storyboards for the next day’s video shooting. <b>Group Work (45 mins)</b> Participants are divided into small groups. Each group plans a scenario and creates a storyboard, applying knowledge from previous sessions. The expert circulates to support groups, answer questions, and provide guidance. <b>Group Presentations and Feedback (20 mins)</b> Each group presents their scenario and storyboard. The expert provides constructive feedback on: Story clarity, visual elements, and technical aspects.
Debrief and Wrap-Up /Check out	Debrief and Reflection (10 mins) Key Questions: “How clear is your video concept now?” “What are the next steps to prepare for filming?” The expert summarizes the importance of finalizing plans for smooth video production.



<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Digital and Media Literacy – Strengthens participants' ability to develop structured storyboards and scenarios, ensuring an organized approach to video production for advocacy.</p> <p>Creativity and Cultural Expression – Encourages participants to visualize narratives, fostering innovative and compelling storytelling techniques that enhance message delivery.</p> <p>Strategic Planning and Organization – Develops participants' capacity to plan, structure, and sequence scenes effectively, ensuring their video productions.</p> <p>Communication in a Multicultural Environment – Enhances participants' ability to express ideas visually and collaborate within diverse teams, ensuring inclusive and representative storytelling.</p> <p>Sense of Initiative and Entrepreneurship – Encourages proactive problem-solving and decision-making as participants design effective advocacy messages through multimedia content.</p> <p>Teamwork and Collaboration – Fosters group dynamics and peer learning, as participants work together to refine their storyboards and receive constructive feedback.</p>
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<p>Name of the Activity</p>	<p>Recording/Shooting</p>
<p>Objective</p>	<p>Practice shooting video for the campaign</p>
<p>Duration (minutes)</p>	<p>210 minutes</p>
<p>Resources/Materials/Equipment Needed</p>	<p>Cameras, smart phones, lights, tripods, etc. Props</p>
<p>Description (Step-by-Step)</p>	<p>Session Flow:</p> <p>Set Up the Room and Materials (15 mins) Prepare the shooting environment by ensuring that each group has access to the necessary materials (smartphones, necessary props t). Make sure each group has a designated shooting area or location to work with, depending on the available space and the idea of the group. Provide a brief reminder on key aspects like camera angles, lighting, and sound for effective video production.</p> <p>2. Introduction to the Activity (15 mins) Explain that this session will focus on shooting the actual advocacy videos. Groups will apply the techniques they've learned during storyboarding and the previous filmmaking session. Reiterate the learning objectives: to practice shooting video, focusing on technical aspects such as camera angles, lighting, and sound while staying true to their storyboard and campaign message. Remind participants that it is essential to stay within the allotted time for each shot to stay on track with the shooting schedule.</p> <p>3. Assign Roles and Responsibilities (20 mins) Before beginning the shooting, assign roles within each group. These might include: Director: Oversees the shooting process, making sure the vision and storyboard are being followed. Cinematographer: Operates the camera and adjusts camera angles. Sound Technician: Handles microphones and ensures clear audio. Actors: Perform the scenes as per the storyboard.</p>



	<p>Assistant: Helps with props, positioning, and general assistance during the shoot.</p> <p>Encourage participants to rotate roles if possible, so everyone gets hands-on experience in different aspects of the shooting process.</p> <p>4. Shooting the Video (90 mins)</p> <p>Groups begin shooting their videos based on the finalized storyboards and shooting schedules.</p> <p>Encourage participants to follow the steps outlined in their plan: Film each scene as outlined in the storyboard, using proper lighting and camera angles.</p> <p>Ensure good audio quality, especially for interviews or dialogue-heavy scenes. If necessary, use microphones or adjust the filming environment to minimize background noise.</p> <p>Take multiple shots: Remind groups to capture different angles, close-ups, and wide shots where needed, ensuring they have enough footage to choose from during editing.</p> <p>Problem-solving: If there are any challenges (e.g., lighting issues, technical malfunctions, actors forgetting lines), encourage the group to be creative and find solutions. They may need to adjust their shooting approach or think on their feet.</p> <p>Groups should keep to the schedule, making adjustments as needed, but ensuring they have enough time to complete each shot.</p> <p>5. Monitor Progress and Offer Guidance (15 mins)</p> <p>Walk around the room and offer assistance where needed. This might include:</p> <p>Helping with technical issues, such as adjusting lighting or camera settings.</p> <p>Offering guidance on improving shots (e.g., suggesting alternative angles or camera movements).</p> <p>Giving feedback on actors' performances if necessary, ensuring they stay true to the campaign message.</p> <p>Encourage participants to check their footage on the spot to ensure it meets their expectations and to adjust if necessary.</p> <p>6. Review and Troubleshooting (10-15 mins)</p> <p>Once each group has finished shooting, gather the groups together for a brief review session. This might include:</p> <p>Watching some of the footage as a group to ensure the quality is good.</p> <p>Identifying any issues (e.g., poor lighting, unclear audio) that might need to be fixed in reshoots or during post-production.</p> <p>If time permits, allow groups to go back and reshoot scenes that require adjustments. Alternatively, if necessary, set up a follow-up session to address any outstanding issues.</p>
Debrief and Wrap-Up /Check out	<p>Debrief and Reflection (10-15 mins)</p> <p>After all groups have completed their video shoots, hold a debriefing session. Ask participants to reflect on the following questions:</p> <p>What challenges did you face during shooting?</p> <p>Was the lighting adequate?</p> <p>Were there any technical issues with the cameras or microphones?</p> <p>Did the actors stay on message or did they face difficulties with the script?</p> <p>How did you solve them?</p>



	<p>What adjustments did you make to improve the shot or resolve problems? Did you learn any new techniques for overcoming production challenges? Summarize the main takeaways from the activity and emphasize the importance of flexibility, collaboration, and problem-solving during the production process.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Digital and Media Literacy – Enhances participants' ability to operate cameras, manage lighting, record clear audio, and follow a storyboard, ensuring effective video production for advocacy campaigns.</p> <p>Strategic Planning and Organization – Strengthens participants' capacity to structure and execute a video shoot, managing roles, time, and technical aspects to achieve a professional outcome.</p> <p>Sense of Initiative and Entrepreneurship – Encourages problem-solving and adaptability, helping participants navigate technical challenges, unexpected obstacles, and creative decisions during filming.</p> <p>Communication in a Multicultural Environment – Develops skills in team coordination, role distribution, and collaboration, ensuring effective on-set communication and efficient production management.</p> <p>Teamwork and Collaboration – Promotes group decision-making and creative synergy, as participants work together to translate their advocacy message into compelling visual content.</p> <p>Learning to Learn – Encourages self-reflection and iterative learning, as participants review their footage, assess their filming techniques, and refine their approach for future productions.</p>

Name of the Activity	Polishing
Objective	Learn basic editing skills to polish the advocacy videos
Duration (minutes)	165 minutes
Resources/Materials/Equipment Needed	Laptops/Phones with editing software, headphones
Description (Step-by-Step)	<p>Session Flow:</p> <p>1. Set Up (5 mins) Ensure that each group has access to a laptop/phone equipped with editing software (e.g., Adobe Premiere, Final Cut, iMovie, or mobile apps like InShot). Make sure each group has headphones to ensure they can focus on audio during the editing process. Make sure that the necessary footage from the shooting session is transferred to each device, so editing can begin.</p> <p>2. Introduction to Post-Production (10 mins) Briefly explain the importance of editing in video production, focusing on how editing shapes the final message of the video. Introduce the basic editing tools and techniques that participants will be using: Cutting and trimming: Removing unwanted footage and keeping the essential parts. Transitions: Adding smooth changes between scenes (e.g., fade in/out, cuts, or dissolves).</p>



	<p>Audio adjustment: Ensuring clear audio, adjusting volumes, or adding background music if needed.</p> <p>Adding text or titles: Inserting important messages, captions, or credits.</p> <p>Color correction: Basic adjustments to brightness, contrast, and color balance if necessary.</p> <p>3. Group Work: Editing the Video (1 hour 30 minutes)</p> <p>Groups start editing their advocacy videos using the techniques explained earlier.</p> <p>Review footage: Each group should watch all their shots before starting the edit. They should pick the best takes and identify any footage that may need to be replaced or cut out.</p> <p>Trim and cut: Remove any unnecessary footage or bloopers.</p> <p>Arrange the clips: Put the clips in the correct order, following the storyboard and overall campaign message.</p> <p>Audio work: Clean up any audio issues, add background music or sound effects, and ensure the audio matches the visuals.</p> <p>Text and graphics: Add titles, captions, or other text-based elements (e.g., campaign hashtags, statistics, quotes, or calls to action).</p> <p>Add transitions: Make sure the video flows smoothly with the right transition effects between scenes.</p> <p>Finalize the video: Ensure the video is polished and cohesive, with a clear beginning, middle, and end.</p> <p>Encourage participants to make frequent use of feedback from team members and check the video's alignment with the advocacy message.</p> <p>4. Monitoring and Assistance (20 mins)</p> <p>Walk around the room to assist groups as needed. This could include:</p> <ul style="list-style-type: none"> <li>Troubleshooting editing software issues.</li> <li>Offering advice on improving the pacing or flow of the video.</li> <li>Helping with more advanced features like color correction or audio mixing if participants request guidance.</li> </ul> <p>Ensure that groups remain on track and are making progress toward completing their video by the end of the session.</p> <p>5. Review and Adjustments (15 mins)</p> <p>Once the videos are edited, encourage groups to watch their work together and critically evaluate it:</p> <ul style="list-style-type: none"> <li>Does the video effectively communicate the campaign's message?</li> <li>Is the pacing appropriate?</li> <li>Are there any technical issues (audio/video glitches) that need to be corrected?</li> </ul> <p>Groups should make any last-minute adjustments and finalize the video file.</p>
Debrief and Wrap-Up /Check out	<p>Debriefing and Reflection (15 mins)</p> <p>Gather the groups for a debrief session. Use the following debrief questions to guide the discussion:</p> <ul style="list-style-type: none"> <li>How does editing change the message of your video?</li> <li>Did you have to change your initial idea or focus during editing? How did the editing process enhance the message or tone of the video?</li> <li>What adjustments did you make during the editing process?</li> <li>Were there scenes that you had to cut or rearrange to improve the video?</li> <li>How did you address any technical or creative challenges during editing?</li> </ul>



	<p>Encourage participants to reflect on the importance of editing in shaping an advocacy campaign and its ability to engage the audience effectively. Wrap-Up and Next Steps (5 mins) Conclude the session by explaining the next steps: Participants will now prepare to share their videos and launch them as part of their advocacy campaigns. If there is any additional editing or final touch-ups needed, set a follow-up session for further review. Remind participants that video editing is a key skill in advocacy, and well-executed videos can have a significant impact on raising awareness and promoting mental health advocacy.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Digital and Media Literacy – Develops participants’ ability to edit videos effectively, using various techniques such as cutting, trimming, transitions, audio adjustments, and text overlays to enhance the clarity and impact of advocacy messages. Strategic Communication and Persuasion – Strengthens participants’ ability to craft engaging visual narratives, ensuring their advocacy videos deliver a clear, compelling, and emotionally impactful message. Analytical and Critical Thinking – Enhances participants' ability to assess and refine their video content, ensuring that each scene, transition, and audio component aligns with the campaign’s objectives. Sense of Initiative and Entrepreneurship – Encourages participants to take ownership of the editing process, make creative decisions, and problem-solve technical or storytelling challenges that arise during post-production. Teamwork and Collaboration – Fosters cooperation and peer learning, as participants work together to edit, review, and finalize their advocacy videos, integrating constructive feedback and shared decision-making. Learning to Learn – Promotes self-reflection and adaptability, helping participants recognize the role of editing in shaping their advocacy messages and apply these skills to future multimedia projects.</p>

## Section 3 of Activities - Power Spreading

<p>Name of the Activity</p>	<p><b>Applying Intersectional Analysis to Needs Assessment</b></p>
<p>Objective/s</p>	<p>Understand the concepts of an intersectional and human rights-based approach to needs assessment Recognize the importance of inclusion</p>
<p>Duration (minutes)</p>	<p>90 minutes</p>
<p>Resources/Materials/Equipment Needed</p>	<p>Flipchart, markers, colorful pens, theoretical input handout for trainer, copy of the stories</p>
<p>Description (Step-by-Step)</p>	<p>Session flow: Part I. Open discussion on the importance of needs assessment [10 min] Open the session by asking the participants: Why is it important to define the needs for advocacy? Can we address all the needs of young people at once?</p>



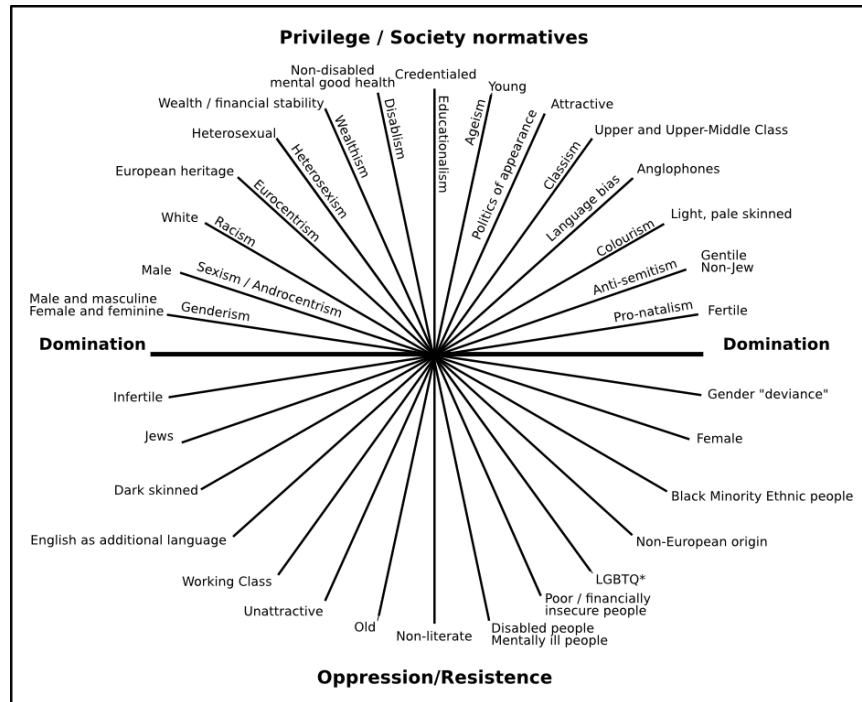


	<p>How do you understand the concept of needs assessment? ‘A needs assessment implies there is a gap or discrepancy between the current conditions – ‘what is’ – and the ideal conditions – ‘what should be’<sup>1</sup> therefore “A needs assessment is a systematic process that provides information about social needs or issues in a place or population group and determines which issues should be prioritised for action.” (graph 1, 2 below) Part II Group work – Intersectional Analysis [55 min] Divide participants in groups and give them 1 scenario to come out with list of barriers After group discussions, invite participants to briefly present their work. [10 min] At the end of the presentations, ask participants what were the decisive factors in deciding on possible barriers. Who would face the most barriers among these four scenarios and why? [10 min] Explain that there might be groups of people with similar characteristics, same age, same race, same religion and etc, but individuals may have their unique features, experiences, belonging to certain groups, and so on, which makes their situation completely different and unique from others. Therefore, intersectionality refers to multiple layers of someone’s identity and those different layers may become the ground for discrimination or privileges. For example, the lived experiences of a white-skinned woman and a dark-skinned woman might be completely different, yet they both may experience oppression towards them as women, however, a black woman may be objected to more discrimination due to her skin colour.</p>
<p>Debrief and Wrap-Up /Check out</p>	<p>To wrapped up the session with a debriefing that followed Kolb’s model. Check out, 'Intersectionality' refers to the ways in which different aspects of a person's identity intersect with each and can expose them to overlapping forms of discrimination and marginalisation, or privileges and advantages. Summarize this part of the session by emphasizing that applying intersectional analysis in the process of needs assessment allows us to see the specific needs that individuals or groups of individuals may have, which results in better needs-tailored advocacy actions. Explain that the intersectional approach is an important way to ensure inclusion. Inclusion is a state of being valued, respected and supported.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Strengthens understanding of human rights, inclusion, and social justice. Analytical and Critical Thinking – Develops the ability to understand intersectional needs assessments, helping participants recognize how multiple layers of identity (e.g., gender, race, class) impact access to rights and resources. Communication in a Multicultural Environment – Enhances participants' capacity to engage in meaningful discussions on discrimination, privilege, and social structures, fostering constructive dialogue in diverse advocacy settings. Learning to Learn – Encourages self-reflection and adaptive learning, allowing participants to apply intersectional perspectives to real-world advocacy planning and refine their strategies based on lived experiences.</p>

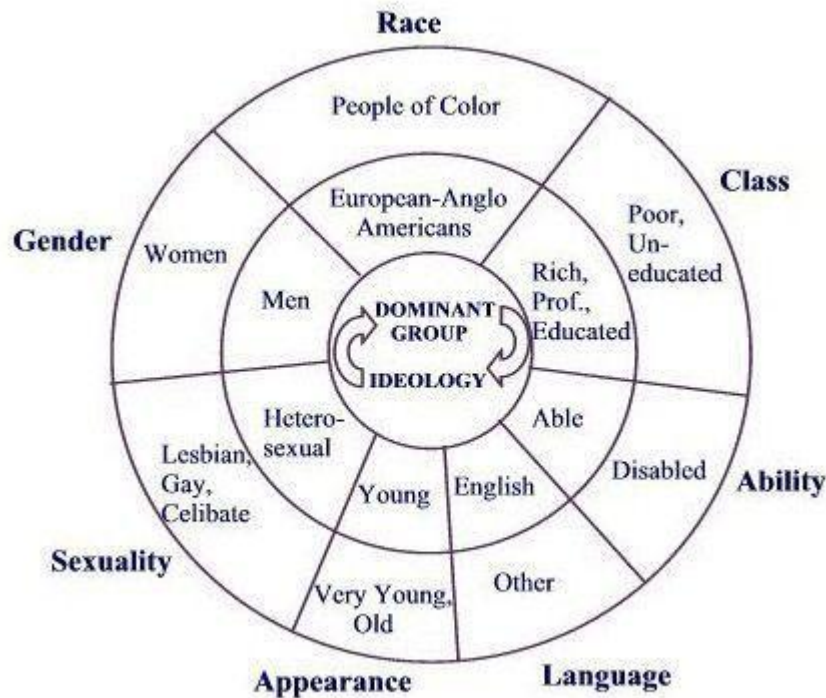


Empathy and Inclusion – Promotes awareness of different lived realities, helping participants develop compassionate and inclusive approaches to advocacy that ensure marginalized voices are heard and addressed.

Graph 1



Graph 2



Material for participants Part II Group work – Intersectional Analysis [55 min]

Mary is a 21 years old girl, living in the capital city of X country. She wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience.

Sofia is a 21 years old girl, living in the village with her family. She wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience

Elisabeth is a 21 years old girl, living in the village with her family, she uses a wheelchair to move around. She wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience

Ana is a 21 years old girl living with her family in the village. Ana represents the religious minorities. Ana is also queer. She wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience

Name of the Activity	<b>Human Rights-Based Approach</b>
Objective/s	Introduce participants to key human rights principles such as universality, indivisibility, interdependence, non-discrimination, participation, and accountability. Emphasize how all advocacy actions must align with human rights principles to ensure meaningful and sustainable impact. Encourage participants to recognize power imbalances and the importance of focusing on the most excluded
Duration (minutes)	60 minutes
Resources/Materials/Equipment Needed	<a href="https://www.youtube.com/watch?v=tVPvzvTROLQ">https://www.youtube.com/watch?v=tVPvzvTROLQ</a> 4 different scenarios for the group work, flip-chart papers, markers
Description (Step-by-Step)	Session flow - Start this part of the session by asking the participants what they know of the Human Rights-Based Approach (HRBA). [5 min] After hearing a couple of opinions, explain that all the advocacy actions need to be in line with human rights by respecting the major principles of the human rights system: universality and inalienability; indivisibility; interdependence and inter-relatedness; nondiscrimination and equality; participation and inclusion; accountability and the rule of law. [15 min] Let the participants watch the following video and after discuss: Human Rights-Based Approach by the Danish Institute for Human Rights <a href="https://www.youtube.com/watch?v=tVPvzvTROLQ">https://www.youtube.com/watch?v=tVPvzvTROLQ</a> Ask the participants what are their impressions after watching the video. Explain that HRBA helps us in the advocacy process to understand that our actions will respond the certain needs, however, the end goal has to be the protection and realization of human rights. While the needs are temporary conditions of individuals, human rights are indivisible and inalienable. Therefore, it is important to fulfil the rights of people, rather than the needs of beneficiaries. Divide participants in groups and give them 1 scenario to come out with list of ideas for support measures. [20 min]

	<p>People lack health service on the island.                  People lack community centre in the rural area.                  People with disabilities have architectural barriers.                  And so on.....                  After group discussions, invite participants to briefly present their work. [10 min]                  At the end of the presentations, ask participants what were the decisive factors in deciding on possible support measures. Who would face the most barriers among these four scenarios and why? [10 min]</p>
Debrief and Wrap-Up /Check out	Check-Out: Conclude by reinforcing that HRBA is essential for ethical and impactful advocacy. Encourage participants to apply HRBA principles in their own advocacy work.
Competences Gained (Aligned with Youthpass Framework)	<p>Civic and Social Competences – Enhances participants' understanding of human rights principles and their role in advocacy, ensuring that their actions align with ethical and sustainable impact.</p> <p>Analytical and Critical Thinking – Develops participants' ability to assess real-life situations using a Human Rights-Based Approach (HRBA), helping them differentiate between temporary needs and fundamental rights.</p> <p>Communication in a Multicultural Environment – Strengthens participants' ability to articulate and discuss human rights issues, fostering respectful dialogue and collaborative problem-solving.</p> <p>Learning to Learn – Encourages reflective learning and adaptability, as participants engage with new frameworks and consider how HRBA can be applied to advocacy strategies.</p> <p>Empathy and Inclusion – Promotes a deep awareness of systemic inequalities and power imbalances, enabling participants to prioritize the needs of the most marginalized communities in advocacy efforts.</p>

## Section 4 of Activities - Power “cooking”

Name of the Activity	<b>What is missing</b>
Objective/s	Identify the young people mental health challenges/issues Do cause, effects and root analyses Develop cause effects' charts Identify the problem for which the advocacy action could be a solution
Duration (minutes)	90 minutes
Resources/Materials/Equipment Needed	flipchart, pens, markers, colouring pens, papers, post-its
Description (Step-by-Step)	Session flow: Part I: [30 min] Explain the objectives of this session, introduce the topic and the activity. Split the participants in 4-7 small groups and inform them that these will be their groups for development an advocacy plan. Ask the groups to choose a youth issue/problem they consider important and need to be addressed by advocacy actions and to write the issue or problem they have selected in



	<p>the middle of a big piece of paper. At the top of the paper write ‘Effects’, at the bottom write ‘Causes’.</p> <p>In the space below the problem, ask them to draw or write as many causes of the problem as they can think of. Draw an arrow from each cause to the issue or problem in the center. Causes can be people, organisations, attitudes, poverty, types of behavior, lack of knowledge – anything. Ask them to look at each cause and find deeper causes, by asking, ‘What causes that cause?’ They should add these causes, connecting them with arrows. Next, ask the participants to write the effects of the problem in the top half of the paper. Draw an arrow from the problem in the centre up to each effect. Look at each effect and ask, ‘What further effect will that have?’ Add effects of effects, and connect them with arrows.</p> <p>Part II [15 min]</p> <p>After the groups have completed their cause-and-effect charts, ask them to look at the causes, and circle the ones that could be changed or improved with the help of influential people or institutions (i.e., the ones for which advocacy could be a solution).</p> <p>Ask the groups to select 2-3 possible advocacy solutions. When thinking of solutions, they can also use their previous experience or the experience of others who have worked on the same issue or problem. Another way to identify solutions is to ‘reverse’ a cause of the issue or problem – for example, if one cause of stigma is the silence of community leaders, a solution would be the opposite: for community leaders to speak publicly in support of people with mental challenges.</p>
<p>Debrief and Wrap-Up /Check out</p>	<p>Closing and evaluation [10 min] Invite participants to describe what they learn in this session with one word.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Enhances participants' ability to analyze mental health challenges within youth communities, equipping them with the skills to develop advocacy-based solutions for social change.</p> <p>Analytical and Critical Thinking – Strengthens problem-solving skills by guiding participants through a cause-and-effect analysis, helping them identify root causes and design effective advocacy interventions.</p> <p>Communication in a Multicultural Environment – Encourages collaborative dialogue and teamwork, as participants discuss mental health challenges, exchange ideas, and develop shared solutions.</p> <p>Sense of Initiative and Entrepreneurship – Promotes strategic thinking and action-oriented approaches, allowing participants to transform identified challenges into structured advocacy plans.</p> <p>Empathy and Inclusion – Fosters a deeper understanding of mental health issues, enabling participants to approach advocacy with sensitivity, inclusivity, and a human rights-based perspective.</p>

<p>Name of the Activity</p>	<p>Advocacy through policy I, II &amp; III</p>
<p>Objective/s</p>	<p>Understanding policy advocacy and its importance in promoting different causes</p> <p>Discuss various strategies and tools that can be used to influence policy decisions at local, national, and international levels.</p>



	<p>Explore the importance of building alliances with other organizations and stakeholders to strengthen advocacy efforts. Identify methods for effectively engaging with policymakers, the public, and other stakeholders to raise awareness and support for different issues. Understand case studies of successful examples of policy advocacy in action, highlighting lessons learned and best practices</p>
Duration (minutes)	180 minutes
Resources/Materials/Equipment Needed	Laptop, cables, ppt, copies of 3-4 policy briefs in English, copy of NYP policy brief, flipchart, markers, color pens, old magazines, newspapers, post-it, glue and scissors, tape, A4 colorful papers; tables and benches
Description (Step-by-Step)	<p>Session flow - Step 1: Introduction and Discussion (20 min) Invite participants to share their experiences with policy advocacy through guided discussion. Ask questions such as: Have you ever written a policy or a policy brief? Have you read a policy document or participated in its creation? Facilitate an open discussion where participants with prior experience can share first-hand insights about their advocacy efforts. Encourage others to ask questions and learn from real-life case studies. Suggested facilitator prompts: What were the primary goals of the advocacy effort? Which strategies and tools were employed, and why were they effective? Who were the key stakeholders involved, and how were they engaged? What challenges did the advocates face, and how were they overcome? What measurable outcomes were achieved as a result of the advocacy effort? What key lessons can be applied to your own advocacy work?</p> <p>Step 2: Group Formation and Energizer (10 min) Use the Fruit Salad Energizer to divide participants into groups. Unlike random allocation, intentionally group participants into: 3 groups of more experienced or older participants. 3 groups of less experienced or younger participants. The goal is to gain diverse perspectives while ensuring younger participants are heard and engaged.</p> <p>Step 3: Policy Brief Introduction (10 min) Present pre-prepared flipcharts on the Key Elements of a Policy Brief: Title: Clear and concise, reflecting the issue at hand. Executive Summary: A brief overview of the issue and key recommendations. Problem Statement: A clear articulation of the issue affecting youth mental health. Evidence and Analysis: Data and examples supporting the argument. Recommendations: Specific and actionable steps policymakers can take. Conclusion: A summary reinforcing the importance of the issue and proposed actions. Explain the task: Each group will draft an executive summary of a policy brief on mental health (e.g., eating disorders and body image issues).</p> <p>Step 4: Group Work – Writing the Policy Brief (30 min) Allow groups to choose their workspace (inside or outside the venue). Suggest they allocate roles:</p>





	<p>Researcher: Gathers supporting evidence.  Writer: Drafts the summary.  Presenter: Prepares for the elevator pitch.  The facilitator provides support and guidance, answering questions and prompting critical thinking.  Encourage groups to use a problem tree analysis and ensure their flipcharts are visually engaging.  Step 5: Elevator Pitch Presentations (15 min)  Each group delivers a 2-minute elevator pitch summarizing their policy brief.  Encourage groups to focus on:  The key issue.  Their recommendations.  Any data or evidence used.  Open the floor for peer feedback, including:  Positive observations (what worked well).  Suggestions for improvement (clarity, additional evidence, stronger recommendations).  Questions prompting deeper analysis or alternative perspectives.  The session ended with following Kolb’s model to focus on the process and the learning outcomes as well as the applicability of the learning.</p>
<p>Debrief and Wrap-Up /Check out</p>	<p>Reflection Questions for group discussion: <i>What was the most challenging part of writing the policy brief? What did you learn about effective advocacy? How can you apply these skills in real-life advocacy efforts?</i>  Facilitator summarizes key takeaways, emphasizing: The importance of evidence-based advocacy. The role of clear messaging and strategic recommendations. How collaborative advocacy efforts can drive policy change.  Close the session by motivating participants to continue applying their advocacy skills in their work.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Enhances participants' understanding of policy advocacy, governance structures, and stakeholder engagement, equipping them with the basic understanding to influence decision-making processes effectively.  Communication in a Multicultural Environment – Strengthens participants' skills in public speaking, policy writing, and delivering arguments, ensuring they can engage effectively with diverse audiences, including policymakers and stakeholders.  Sense of Initiative and Entrepreneurship – Encourages strategic thinking and leadership, allowing participants to formulate and drive advocacy campaigns forward.  Learning to Learn – Promotes self-directed learning and adaptability, as participants collaborate, refine their policy proposals, and incorporate feedback for continuous improvement.  Teamwork and Collaboration – Fosters group problem-solving and peer learning, as participants work together to draft policy briefs and present their advocacy cases.</p>

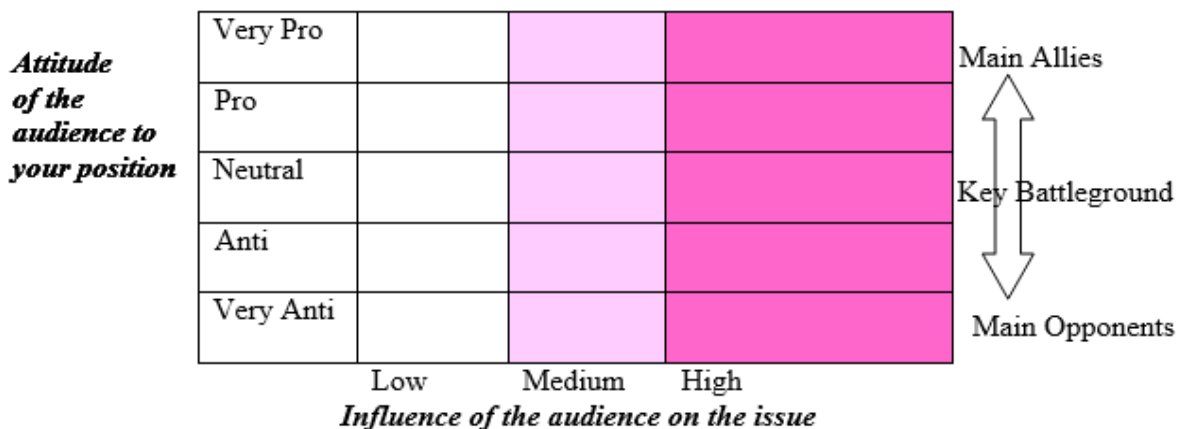


Name of the Activity	<b>Campaigning I</b>
Objective/s	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Understand the concept of an advocacy action plan</li> <li>Learn the basic steps of an advocacy action plan</li> <li>Identify individuals, groups or institutions that can assist or oppose in achieving their advocacy objectives</li> <li>Understand how to network with the potential allies and partners for achieving their advocacy cause and how to deal with the ones, opposing the change</li> </ul>
Duration (minutes)	130 minutes
Resources/Materials/Equipment Needed	<p>Material(s) for the facilitator: Coalitions and Oppositions Material(s)</p> <p>Material(s) for the participants: flip-chart papers, markers, papers, pens, Allies and Opponents Matrix.</p> <p>Room setup: World cafe, U shaped</p>
Description (Step-by-Step)	<p>Session flow:</p> <p>Part I [35 min] A question to the participants is: What do you think are the main elements that have to be part of an Advocacy Campaign? Split the group into 4-7 groups and allocate them in different corners of the training room, equipping them with a flipchart paper and a marker. Invite them to discuss and describe the main elements of anti-campaign plan and to choose the speaker [15 min]</p> <p>Invite the speakers to present their products [20 min]</p> <p>Closing and Evaluation [10 min]</p> <p>Before the end of this part of the session present them on a screen and invite them to comment their impressions on anti-campaign plan.</p> <p>Part II [10 min]</p> <p>Explain the objective of this session, introduce the topic and the activity. Working with the whole group, clarify the difference between a target and an ally, and how some allies can also be indirect targets.</p> <p>Facilitate a discussion with the participants to share their experiences of working in nonadvocacyrelated partnerships or coalitions for their work. Focus the discussion on working in partnerships specifically for advocacy.</p> <p>Questions might include:</p> <ul style="list-style-type: none"> <li>What are your experiences of advocacy work with others (pro and cons)?</li> <li>What were the main advantages and disadvantages you identified in working with others to undertake advocacy?</li> <li>What are the differences and similarities between partnerships for advocacy and partnerships for other activities?</li> </ul> <p>Part III: Identify your allies [30 min]</p> <p>Ask the participants to return to their groups, and draw their potential allies on an Allies and Opponents Matrix. [20 min] (matrix below)</p>
Debrief and Wrap-Up /Check out	<p>Questions:</p> <ul style="list-style-type: none"> <li>Who could have a positive impact on the issue that has been chosen?</li> <li>Who else is already working on this issue?</li> <li>Who are usually your 'natural' allies?</li> <li>Are they true allies for this issue?</li> <li>What is their influence?</li> <li>Are they happy to work in a coalition?</li> <li>What they will gain by joining your alliance</li> <li>What they can offer to the advocacy work</li> </ul>



	<p>What are their limitations? How would you approach them to build a network– plan specific solutions for different allies, if needed. Who might be opposers to the change? What could be their motives? What is their influence? How would you try to influence/ avoid them – plan different solutions for different opposers if needed. Reflection [20 min] Invite the participants of the group to share their feelings and thoughts about the new learning.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Enhances understanding of advocacy campaign planning, coalition-building, and stakeholder engagement, equipping participants with tools to mobilize support and address opposition. Strategic Thinking and Problem-Solving – Develops critical analysis skills to identify potential allies, opponents, and neutral stakeholders, helping participants craft strategies for effective advocacy. Communication in a Multicultural Environment – Strengthens the ability to engage in discussions, negotiate partnerships, and present advocacy plans, ensuring that diverse perspectives are included. Sense of Initiative and Entrepreneurship – Encourages proactive engagement in advocacy work, as participants map key actors, assess their influence, and design strategic networking approaches. Learning to Learn – Promotes self-reflection and adaptability, as participants evaluate their experiences working in advocacy and explore new methods for building successful coalitions. Teamwork and Collaboration – Fosters the ability to work in partnerships, improving cooperation, shared decision-making, and collective problem-solving for advocacy success.</p>

Matrix 1



Key: -

- Primary allies & opponents
- Secondary allies & opponents
- Ignore

Name of the Activity	<b>Campaigning II</b>
Objective/s	<p>Understand the importance of effective messaging in advocacy campaigns.</p> <p>Learn about the methods for framing a core message and discuss the “dos and don'ts” while communicating the messages</p>
Duration (minutes)	
Resources/Materials/Equipment Needed	<p>Materials: Flipcharts, markers Room setup: U shaped; space for individual work</p>
Description (Step-by-Step)	<p>Session flow:</p> <p>Part I. What is a message and why is it needed? [20 min]</p> <p>Open the session by brainstorming – ask participants what is a “message” in their opinion. After hearing several ideas, continue brainstorming the direction of why effective messaging is important for an advocacy campaign. Ask participants to share their lived experiences, if they recall any moments of their personal and professional lives when they worked on creating a message? Ask participants some of the famous messages that well-known brands use – pick one or two and ask them why these messages are effective, what is the impact that they create? If participants cannot name any, propose for example Think Different – by Apple, Belong anywhere – by Airbnb.</p> <p>Summarize the brainstorming by explaining that “a message is a piece of information addressed to an individual or group, which has an effect on the attitude, behavior, knowledge, values and/or actions of the individual or group being exposed to it.</p> <p>Part II. Talk to the heart, head and hand [40 min]</p> <p>After the opening brainstorming, present the following model – explain that an effective message should be directed to the heart, head and hand of the audience. It is important to reflect on these questions while framing a key message:</p> <p>Heart - To appeal to people’s hearts, bring in emotional and personal stories that your audience will care about and believe in.</p> <p>Head - Appealing to the head or brain means using words, facts and figures to support your advocacy</p> <p>Hand - Appeal to people’s hands or their ability to get involved. People need to feel invited to join you and want to know how their involvement can make a difference.</p> <p>Divide participants into 4 to 7 small groups, considering the size of the group. Ask them to reflect on the 3H approach that were presented previously, depending on their advocacy campaign idea, and ask them to frame 3 messages that corresponds to every element ‘heart’, ‘head’, and ‘hand’. Give 20 minutes for small group work, after which each group will be requested to present the key messages. The groups should present their key messages by talking to the heart, head, and hand – explaining how the framed key message corresponds to this method.</p>
Debrief and Wrap-Up /Check out	<p>Ask and summarize this part with key takeaways by highlighting that the message needs to act as a “key” that will enable change. Without effective key messages advocacy campaigns may lose the impact that was desired to achieve.</p>



<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Enhances participants’ ability to craft advocacy messages, ensuring their campaigns resonate with diverse audiences and drive social change.</p> <p>Strategic Communication and Persuasion – Develops skills in framing effective messages using the Heart, Head, and Hand approach, making advocacy efforts more compelling and action-driven.</p> <p>Analytical and Critical Thinking – Strengthens the ability to evaluate and refine messages, ensuring they are clear, persuasive, and aligned with advocacy objectives.</p> <p>Sense of Initiative and Entrepreneurship – Encourages participants to apply creative thinking in crafting advocacy messages that motivate action and engagement.</p> <p>Teamwork and Collaboration – Fosters peer learning and cooperation, as participants work together to design and present key advocacy messages.</p> <p>Learning to Learn – Promotes self-reflection and adaptability, helping participants analyze the effectiveness of different communication strategies and refine their messaging techniques.</p>
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<p>Name of the Activity</p>	<p>Advocacy and communication platforms</p>
<p>Objective/s</p>	<p>Understand the importance of communicating the advocacy messages properly reaching out to the target audience Analyze the pros and cons of some of the communication channels and platform Share lived experiences</p>
<p>Duration (minutes)</p>	<p>70 minutes</p>
<p>Resources/Materials/Equipment Needed</p>	<p><a href="#">ENG-Unicef-youth-advocacy-guide.pdf</a> <a href="#">web_young_people_as_advocates.pdf (ippf.org)</a></p>
<p>Description (Step-by-Step)</p>	<p>Session flow: Part I. Informational Chaos [35 min] Choose 4-7 volunteers from the participants. Give each participant a key message written on the papers. The examples for the key messages (participants could also come up with another advocacy message): Domestic Violence Must Stop Employee mental health need to be supported LGBTQ+ people are not sick Everybody body shape is beautiful shape There is no Planet B Request that volunteers refrain from sharing their roles with others. Select 2 volunteers from the group and designate them as the ones who will disseminate false information and conspiracy theories. Choose another volunteer to act as the government, responsible for banning certain social media channels. Assign 2 additional participants to take on the role of the police. Remind everyone not to disclose their assigned roles. After roles are assigned, instruct the remaining participants to create chaos in the room for 2 minutes, allowing them to fully embrace the chaotic atmosphere. During this time, guide the volunteer advocates to figure out ways to convey their messages. This can be achieved through</p>



	<p>posters, social media campaigns, simulations, protests, or any other creative methods they can think of. The fake news spreaders should work to overshadow the main messages with misinformation, the restrictive government volunteer should limit some communication channels, and the police can either protect the advocates or disrupt them.</p> <p>Allow 10 minutes for everyone to carry out their instructions and observe the interactions. Afterwards, ask participants to stop their roles and gather in a circle. Facilitate a discussion about what just happened, helping them recognize that spreading a message in a chaotic informational environment is challenging and often obstructed by factors like restrictive governments, aggressive police, and fake news. Encourage the advocates to share their experiences and challenges in getting their messages across. Invite everyone to reflect on similar real-life experiences and discuss how they handled those situations and what they learned.</p> <p>Part II. Methods, Channels and Platforms for Advocacy [20 min] In this part of the session, ask participants to name the methods, channels, and platforms which can be used for making advocacy messages heard. Write down all the examples on flipchart paper. Discuss each idea with participants and understand what can be the pros and cons. Some of the examples that can be discussed are: Use already existing mechanisms to participate in the decision-making (Pros and cons example below)</p>
<p>Debrief and Wrap-Up /Check out</p>	<p>Summarize the session by saying that there is no perfect way, or channel of the platform to put your key message through. Each context requires a thorough analysis, before sending the message out. For example, if in X country people do not have good access to Facebook, consider using another social media that is more used by the target communities and etc;</p> <p>Debriefing [5 min] Before closing, ask participants what was interesting about this session for them – was there something that they find useful for their work? Also, was there something that they would like to have more information on? Make sure to gather additional resources from the below materials, that can be later shared with participants.</p> <p>Closing [5 min] Wrap up the session by asking them if there are any additional questions or comments, and clarify if any.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Strengthens participants' capacity to develop and implement advocacy campaigns, ensuring their messages influence public discourse, engage stakeholders, and contribute to be seen at policy level.</p> <p>Strategic Communication and Persuasion – Enhances skills in structuring advocacy messages using the Heart, Head, and Hand approach, ensuring they are emotionally engaging, fact-based, and action-oriented.</p> <p>Analytical and Critical Thinking – Equips participants with the ability to analyze audience perceptions, refine messages for clarity and impact, and adapt messaging strategies to different contexts and target groups.</p> <p>Sense of Initiative and Entrepreneurship – Encourages participants to apply creative and strategic thinking in designing advocacy messages that mobilize support, drive engagement, and inspire collective action.</p>



	<p>Teamwork and Collaboration – Fosters cooperation, peer learning, and co-creation, enabling participants to brainstorm, refine, and present impactful messages within group settings.</p> <p>Learning to Learn – Promotes continuous reflection and adaptability, helping participants assess the effectiveness of communication strategies and apply lessons learned to future advocacy work.</p>
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Some of the examples that can be discussed are:

Use already existing mechanisms to participate in the decision-making

Pros: There is no need to invent the new wheel, if there are mechanisms to get involved in the decision-making process, it is smart to use them to make your message heard, for example, attend public hearings, participate in the elections, meet with decision-makers, participate in public events where policy-makers are also presented

Cons: Not everyone has access to or awareness of these mechanisms; restrictive governments do not provide such open and safe environments;

Use social media

Pros: enables to get the message out rapidly and reach out to a larger audience; accommodates different forms of messaging (visuals, audios); Can have a viral nature – sharing power;

Cons: Not protected from fake news; Does not have good filtering mechanisms; largely unregulated; digital fatigue

Using traditional media (radio, magazines, newspapers; TV)

Different forms of traditional media have distinct pros and cons, overall depending on the context these are the general pros and cons:

Pros: reaching out to specific groups of the audience, for example, elderly people may not be using social media; Increased coverage;

Cons: long lead times; advertisement cuts; limited ‘shelf’ life; a lack of sharing moments;

Word of mouth

Pros: cost-effective; quick spread;

Cons: Fake news; the unpredictability of the results; uncontrollable

Involve ‘Influencers’

Pros: Larger audience; wide coverage; investing in the trust of the followers towards influencer;

Cons: partnering with the wrong influencer; high costs; legal issues

If participants name any other method, channel, or platform, ask them to think about the pros and cons.

## Section 5 of Activities - Power Everywhere

Name of the Activity	<b>Monitoring and Evaluation</b>
Objective/s	Clarify strategies for monitoring and evaluation of their advocacy efforts
Duration (minutes)	70 minutes
Resources/Materials/Equipment Needed	<p>Copy of the chapter in the Advocacy Kit on Monitoring and Evaluation <a href="http://www.ippf.org">web_young_people_as_advocates.pdf (ippf.org)</a> pages 29 and 30</p> <p>Room setup: U shaped; space for small group work</p> <p>Material(s) for the facilitator: Information for the PowerPoint; UNFPA Advocacy Kit Material(s) for the participants: flip-chart papers, markers, papers, pens</p>
Description (Step-by-Step)	<p>Session flow:</p> <p>Part I [30 min] Instructions:</p> <p>Explain the objective of the session and the activity.</p> <p>Ask the following question in the entire group:</p> <p>Is it important to monitor and evaluate in advocacy work? If so, why?</p> <p>Ask participants to turn to the chapter in the Advocacy Kit on Monitoring and Evaluation.</p> <p>With the entire group, use the PowerPoint to talk through the importance and strategies for evaluating advocacy efforts.</p> <p>Ask participants to share their experiences with monitoring and evaluation – and strategies for success.</p> <p>Part II [30 min]</p> <p>Ask the regular groups to write some indicators (descriptions of the evidence required, or definitions of success) that would demonstrate whether their advocacy objective(s) were being met. This can be done by adding a column of indicators for each specific activity in their action plan, as well as for the objective(s) as a whole. Before participants go to their groups, ask them: How do objectives help us to write impact indicators?</p> <p>Distribute the Handout ‘Methods of monitoring and evaluating advocacy work’, from the end of this section, to provide participants with further information. Once this activity is completed, ask the groups to choose some methods for monitoring the indicators for their advocacy work, and write these below their indicators. Once again, the Handout “Methods of monitoring” will be helpful in providing ideas. Ask some of the groups to present their work and facilitate a discussion with the entire group of participants. As part of this discussion, ask the participants:</p> <p>Thinking of the case studies, or your own advocacy experience, how do we decide whether our advocacy work has been successful? How do we evaluate it? How can we use the information we collect from monitoring and evaluation?</p>
Debrief and Wrap-Up /Check out	<p>Reflection [10 min]</p> <p>Invite the participants of the group to share their feelings and thoughts about the new learning.</p>
Competences Gained (Aligned with Youthpass Framework)	Civic and Social Competences – Strengthens participants' ability to understand the impact of advocacy efforts.



	<p>Analytical and Critical Thinking – Develops skills in understanding key performance indicators, allowing participants to refine their future strategies based on data and evidence.</p> <p>Strategic Planning and Decision-Making – Enhances participants' capacity to understand monitoring and evaluation frameworks and advocacy efforts are systematic, goal-oriented, and continuously improved.</p> <p>Sense of Initiative and Entrepreneurship – Encourages participants to take ownership of their advocacy work, and use data to strengthen future initiatives.</p> <p>Learning to Learn – Promotes self-reflection and adaptability, helping participants analyze their experiences, learn from past, and apply insights to improve their future campaigns.</p> <p>Teamwork and Collaboration – Fosters collective problem-solving and knowledge-sharing, as participants worked in groups and refine their approaches based on peer feedback.</p>
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Name of the Activity	<b>Multiplying Impact</b>
Objective/s	<p>Multiply the impact of the training</p> <p>Encourage practice-oriented learning</p> <p>Have a clear vision of follow-up activities in partner countries upon completion of the training</p>
Duration (minutes)	100 minutes
Resources/Materials/Equipment Needed	<p>Individual flip-chart papers for small groups, markers, sticky notes</p> <p>Room setup: Working islands</p>
Description (Step-by-Step)	<p>Session flow:</p> <p>Divide participants into teams (e.g. by country). Ask them to answer the following guiding questions:</p> <p>What are the main challenges that young people face in your community related to youth mental health?</p> <p>Who are the most marginalized and disadvantaged groups? What are their needs?</p> <p>What is the current context in your community? What are the factors to take into consideration and who are the stakeholders?</p> <p>Country teams will have 20 minutes to work in small groups and answer the guiding questions. After concluding the first round of group work each country team will merge with the other country team and in the following 15 minutes will present their work to each other. After the second round of work in merged groups, participants will share their experience with the entire group, for which 20 minutes should be allocated.</p> <p>Part II. Planning for the Next Steps [30 min]</p> <p>Participants will work in country teams and prepare a plan for their local activities. The plan should follow the proposed structure:</p> <p>The aim and objectives of the local activity</p> <p>The short description of the problem inside the big topic of youth mental health that the local activity is aiming to address</p> <p>Brief general description of the activity: What is the main topic, what is an approach and methodology Who is going to be involved and how? Where it is going to be implemented, Timeline, Resources</p> <p>Part III</p>



	<p>Objectives, participants will be able to:            Multiply the impact of the training            Encourage practice-oriented learning            Have a clear vision of follow-up activities upon completion of the training            Encourage participants to better understand their individual skills, knowledge, capacities, needs, and desires.            Methods: Work in small groups, presentations, individual work            Part I. Writing a Letter to Future Self [20 min]            Ask participants to grab a piece of paper and envelope and write a letter to their future self. Give 15 minutes for writing. The participants are not supposed to share their letters with each other. Explain that if anyone wants, they can also type the letter and by using <a href="http://www.futureme.org">www.futureme.org</a> send it to their emails. The emails can be delivered in the future, at whatever time the person will indicate on the platform. Ask participants to imagine themselves in a year, in 5 year, or even 10 years. Describe their feelings, their dreams and goals, and what they are planning to do to achieve their dreams.</p>
Debrief and Wrap-Up /Check out	<p>Debriefing: [10 min]            Ask participants: How was it to write a letter to their future self? Did the training inspire any of their dreams and goals? How do they feel at the moment?            Closing: [5 min] Complete the session with a positive note and wish them to achieve whatever they wrote in the personal letters.</p>
Competences Gained (Aligned with Youthpass Framework)	<p>Civic and Social Competences – Strengthens participants' ability to apply advocacy knowledge in their local communities, ensuring that youth mental health initiatives have a lasting and widespread impact.            Strategic Planning and Project Management – Enhances participants' capacity to design, organize, and implement follow-up activities, including defining goals, methods, stakeholders, and resources.            Sense of Initiative and Entrepreneurship – Encourages participants to take ownership of their learning, develop local action plans, and apply problem-solving strategies to address youth mental health challenges.            Self-Reflection and Personal Growth – Develops participants' ability to assess their personal and professional aspirations, helping them define long-term goals and strategies for achieving them.            Teamwork and Collaboration – Fosters peer learning and collective problem-solving, as participants work in country teams to brainstorm, refine, and present their advocacy plans.            Learning to Learn – Promotes self-directed learning and adaptability, enabling participants to evaluate community needs, design relevant interventions, and ensure sustainable impact.</p>

Name of the Activity	MOVE IN
Objective	Learn about opportunities through Erasmus Plus Learn the purpose of Youth Pass and its importance
Duration (minutes)	60 minutes
Resources/Materials/Equipment Needed	Multimedia projector, flip-chart, presentation, pens, and markers Room setup: Circle
Description (Step-by-Step)	Session flow:



	<p>Part I. Erasmus Plus and Youth Pass presentations [30 min] The facilitator will present the following PowerPoint slides: European Opportunities for Youth The facilitator should encourage the participants to share their previous experiences with Erasmus Plus. The facilitator should share the upcoming opportunities and to encourage the participants to join future projects (if feasible). The facilitator will explain the Youth Pass and encourage the participants to add their own learnings in the Youth Pass which will be emailed to them shortly after the conclusion of the Training Course. The facilitators should encourage the participants to ask questions throughout the presentation.</p> <p>Part II. Certification [15 min] The facilitator asks the participants to form a circle. Each participant will be given a Youth Pass that is not theirs. Once everyone has a Youth Pass, at the count of 3, the participants will turn the paper and see the name on the Youth Pass, then they need to find the person as fast as they can.</p>
<p>Competences Gained (Aligned with Youthpass Framework)</p>	<p>Civic and Social Competences – Enhances participants’ understanding of European youth programs and mobility opportunities, empowering them to actively engage in international learning and advocacy initiatives. Learning to Learn – Develops self-assessment and reflection skills, as participants document their acquired competencies through the Youthpass framework. Sense of Initiative and Entrepreneurship – Encourages participants to explore and take advantage of new educational and professional opportunities, fostering proactive career and personal development planning. Communication in a Multicultural Environment – Strengthens interpersonal skills and cultural awareness, as participants exchange experiences, discuss Erasmus+ programs, and explore ways to collaborate internationally. Teamwork and Collaboration – Promotes peer support and shared learning, encouraging participants to network, share insights, and guide each other through Erasmus+ opportunities.</p>

<p>Name of the Activity</p>	<p>Evaluation and closing</p>
<p>Objective</p>	<p>Participants will be able to Provide feedback on the learning experience, and reflect on the overall experience</p>
<p>Duration (minutes)</p>	<p>60 minutes</p>
<p>Resources/Materials/Equipment Needed</p>	<p>paper, flip chart papers, pens, and markers Room setup: Circle</p>
<p>Description (Step-by-Step)</p>	<p>Evaluation and Closing [30 min] Evaluation Form, Google Form The facilitator will post the Evaluation Form on the social media platform of the group (Facebook, Instagram and/or WhatsApp) and give the participants time to complete the form. Additionally, the facilitator will share the importance of the feedback and encourage both positive and constructive feedback.</p>

Debrief and Wrap-Up /Check out	Closing: [30 min] End the session with a full group reflection. Create a space for the participants to reflect on their overall experience. Encourage them to share about what they have learned, what they are taking away with them, and any gratitude they want to express.
Competences Gained (Aligned with Youthpass Framework)	Civic and Social Competences – Encourages active participation in evaluation processes, fostering a culture of continuous improvement and constructive feedback in learning environments. Learning to Learn – Develops self-reflection skills, as participants assess their personal growth, knowledge gained, and key takeaways from the training experience. Sense of Initiative and Entrepreneurship – Strengthens participants' ability to express their opinions, provide meaningful feedback, and contribute to improving future training initiatives. Communication in a Multicultural Environment – Promotes open dialogue and active listening, ensuring that participants feel valued and heard in a diverse learning setting. Emotional Awareness and Self-Expression – Encourages participants to articulate their emotions, insights, and experiences, reinforcing a sense of closure and accomplishment.

## Chapter 4 Tips and Tricks for Young People

### Achieving Your Goal: Creating the Change You Envision

A well-thought-out strategy will guide your advocacy efforts and ensure that each step you take contributes to meaningful, lasting change.

#### *Building an Impact Model*

To effectively organize your ideas, consider using an impact model. This framework helps you visualize the change you want to create and work backwards to identify the necessary resources, activities, and progress markers that will help achieve your goal.

#### Key Questions to Guide Your Planning

◆ What is your long-term goal or desired impact?

Define the big-picture change you want to achieve through your advocacy efforts.

◆ What are the main outcomes or short-term changes you hope to see?

Outcomes refer to measurable progress at the community level. These could include increased awareness, shifts in attitudes, skill-building, or behavior changes among your target audience.



Example: If your goal is to improve mental health advocacy, an outcome could be more young people speaking openly about mental health issues.

◆ What are the direct results or outputs of your activities?

Outputs are immediate, tangible results from your advocacy work.

Example: The number of participants who attend a mental health awareness workshop or the number of views on an informational video you create.

◆ What activities are needed to achieve your outcomes?

Identify the specific initiatives and actions that will drive progress.

Example: Organizing community workshops, social media campaigns, or policy meetings with decision-makers.

◆ What resources (inputs) are required to implement these activities?

Inputs refer to the time, funding, materials, and human resources invested in your advocacy efforts.

Example: Securing funding for materials, recruiting volunteers, or accessing training opportunities.

By breaking down your goal into actionable steps, you can create a realistic, structured approach to achieving lasting impact. A strong impact model will not only keep you focused but will also help you measure progress, adapt strategies when needed, and ultimately drive meaningful change.

## Checklist of Advocacy Planning

Identify key problem/issue and causes of the problem

What will be the change, the result

Create a team

Work with the people who are affected by this issue

Collect data (research)

Identify target group/s and potential allies (stakeholders, decision makers) and opposition

Make a list of partners

Ensure youth participation in designing, implementation and evaluation

Create an approach, develop a plan, prepare tools for communication

What are the risks and mitigation measures

Develop indicators to monitor and evaluate implementation and impact

## Tracking and Assessing Your Advocacy Efforts

Effective monitoring ensures that young people can track progress, assess impact, and make necessary adjustments throughout your advocacy journey.

*Understanding Monitoring*

Monitoring involves regularly collecting and analyzing information during your advocacy efforts to determine whether your activities are having the intended effect. It allows you to evaluate both outputs (what is being done) and outcomes (the impact of your efforts), providing a real-time snapshot of your project's progress. By continuously assessing your approach, monitoring helps identify areas for improvement and ensures that your advocacy remains on the right track.

#### *The Difference Between Monitoring and Evaluation*

While monitoring is an ongoing process that takes place throughout your advocacy efforts, evaluation typically occurs at key milestones—either mid-project or after its completion. Evaluation measures whether your stated goals and impact have been achieved. However, since evaluations can be resource-intensive and complex, this guide focuses primarily on monitoring as a practical and accessible tool for advocacy success. If you are interested in learning more about evaluation, the Voices of Youth website provides additional resources.

#### *The Value of Monitoring*

Anyone can conduct effective monitoring, and it serves as a powerful tool to identify successes, challenges, and areas for adjustment. Through continuous tracking, you can analyze:

Resource Allocation – Are you using your time, funding, and materials efficiently?

Activity Quality – Are your advocacy initiatives meeting their intended objectives?

Impact Measurement – Are your efforts leading to tangible change?

A flexible and open mindset is key in monitoring—be ready to adapt your approach and address issues as they arise.

## Sustaining Engagement with Key Stakeholders and Supporters

Building and maintaining strong relationships with key stakeholders and major supporters is essential for the success of your advocacy efforts. Since many stakeholders have demanding schedules, it is important to find effective ways to keep them engaged with your advocacy goals. One of the simplest yet most impactful strategies is to stay in touch and nurture these connections over time.

Throughout your advocacy journey, you will interact with a diverse network of individuals. Cultivating these relationships allows you to exchange ideas, explore new opportunities, and collaborate on future initiatives. A well-maintained network across various sectors can also be beneficial for expanding your influence and driving long-term change.

For more strategies on networking and fostering allyship, refer to the relevant section.

Below are some practical tips to help you sustain meaningful engagement with your stakeholders.

## Terms:

*Youth advocacy* refers to the process of young people actively speaking up, influencing decisions, and taking action to bring about positive change in their communities, policies, or society as a whole. It involves young individuals standing up for their rights, needs, and interests, as well as advocating for the well-being of their peers and broader social issues.

*Youth participation* refers to the active, meaningful, and inclusive involvement of young people in decision-making processes, social actions, and community development. It ensures that young individuals have the opportunity to express their views, influence policies, and contribute to shaping their own lives and the world around them.

### *Politics vs. Policy*

*Politics* refers to the processes, activities, and debates involved in making decisions within governments, organizations, or societies. It includes power dynamics, political ideologies, elections, governance, and public discourse. Politics often involves negotiation, competition, and influence among different groups to shape laws, leadership, and societal priorities.

*Policy* refers to the specific principles, guidelines, or courses of action adopted by governments, institutions, or organizations to address issues and achieve certain goals. Policies are the concrete outcomes of political processes, shaping how resources are allocated and how societies function. They can be public policies (laws, regulations, and programs) or internal policies within organizations.

*Key Difference:* Politics is about the decision-making process and power struggles, while policy is the structured plan or action resulting from those decisions. Politics sets the stage for policy creation, but policy implementation affects people's lives directly.

*Networking* is the process of building and maintaining relationships with individuals, groups, or organizations to exchange information, resources, and opportunities. It is a key practice in professional, social, and advocacy settings, enabling collaboration, mutual support, and the sharing of knowledge.

*Activist care* refers to the intentional practices and support systems that help activists maintain their well-being, resilience, and sustainability while engaging in advocacy and social change efforts (e.g. helplines, support groups, websites, social media, professional groups, professional, etc). Advocacy work can be emotionally, physically, and mentally demanding, often exposing activists to stress, burnout, and vicarious trauma. Activist care ensures that those working for change also receive the care and support they need.



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[ENG-Unicef-youth-dvocacy-guide.pdf](#)  
[web\\_young\\_people\\_aas\\_advocates.pdf](#)  
[Policy Advocacy](#)

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