Teamchers

TURNING TEAMWORK INTO
REAL-WORLD CHANGE

Teacher Handbook

A Facilitator's Guide for Teachers

Programme Journey:
Teamwork • Explore • Activate • Manage

Contents

Contents
SECTION 0: Getting Started
- Introduction
  - Purpose of the handbook
  - Structure of the program
- What students will gain
- How to Use This Handbook
- Team composition
- Canva portfolio

Module 1: Teamwork
- Expected results
- Session flow
- Canva portfolio evidence map
- 1.1 TEAMCHERS Project Overview - Why Are We Here?
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.2 What Is a Team? Unpacking Collaboration
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.3 Systems Mindset - Seeing the Bigger Picture
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.4 Roles, Strengths and Team Design
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.5 Social Contract and Team Agreement
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.6 Theory of Change
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.7 Facilitation Toolkit - Making Meetings Work
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.8 Digital Tools for Teamwork

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Suggested session sequence
- Possible pitfalls and how to respond
- 1.9 Project Management I - Introduction and the Logical Framework Approach
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.10 Project Management II - Building the Tools
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.11 Communication and Active Listening
  - Suggested session sequence
  - Possible pitfalls and how to respond
- 1.12 Reflection and Wrap-Up
  - Suggested session sequence
  - Possible pitfalls and how to respond

Module 2: Explore
- Expected results
- Module pathway

Module 3: Activate
- Expected results
- Session flow
- Canva portfolio evidence map
- 3.1 Reframe the Problem
  - Suggested session sequence
  - Possible pitfalls and how to respond
  - Facilitation Guide
- 3.2 Stakeholder Mapping
  - Suggested session sequence
  - Possible pitfalls and how to respond
  - Facilitation Guide
- 3.3 Visioning
  - Suggested session sequence
  - Possible pitfalls and how to respond
  - Facilitation Guide
- 3.4 Ideation
  - Suggested session sequence
  - Possible pitfalls and how to respond
  - Facilitation Guide

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

3.5 Project Planning and Pitching
Suggested session sequence
Possible pitfalls and how to respond
Facilitation Guide
Module 4: Manage
Expected results
Session flow
Canva portfolio evidence map
4.1 Communicating as a Project Team
Suggested session sequence
Possible pitfalls and how to respond
Facilitation Guide
4.2 Reporting, Presenting and Learning from the Pilot
Suggested session sequence
Possible pitfalls and how to respond
Facilitation Guide
4.3 Social Media Strategy and Posting
Suggested session sequence
Possible pitfalls and how to respond
Facilitation Guide
4.4 Creating Audiovisual Materials for the Pilot Project
Suggested session sequence
Possible pitfalls and how to respond
Facilitation Guide
4.5 Planning and Delivering a Community Event
Suggested session sequence
Possible pitfalls and how to respond
Facilitation Guide

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SECTION 0: Getting Started

Introduction

Young people need opportunities to recognise a real problem, investigate it carefully, create possible responses and turn one idea into action. These capabilities are useful in every future pathway - further study, employment, entrepreneurship, public service and community life.

Purpose of the handbook

This handbook supports teachers in facilitating the TEAMCHERS learning journey with high school students. It translates the programme into practical classroom guidance: clear learning objectives, activity sequences, questions, completion checks, assessment prompts and portfolio reminders.

TEAMCHERS is a European education initiative developed through Erasmus+. It strengthens teachers' ability to facilitate collaboration, digital learning and civic engagement by combining active learning with systems innovation approaches. Students move from identifying a challenge to framing it, imagining alternatives, planning a response, organising resources, engaging others, piloting and learning from action.

Structure of the program

The ability to spot a problem, think creatively about it, and turn an idea into something real is not a skill reserved for a select few professions - it is a foundation every young person needs, regardless of the career path they eventually choose. Whether a student becomes an engineer, a teacher, an entrepreneur, or a civil servant, the capacity to navigate complexity and build solutions with others will serve them throughout their life.

With this conviction, we designed TEAMCHERS Journey that takes students step by step from societal challenges to achievable solutions. It is not a single lesson or a one-off activity, but a structured path where each module builds on the one before it, giving students both the mindset and the concrete tools to make change happen.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

The programme is organized as a journey across four modules. Teamwork runs as the connective thread throughout, helping students build the collaborative habits they will lean on everywhere else. Explore helps them investigate the landscape of challenges around them and choose one worth solving. The Activate module takes that challenge and turns it into a concrete project pitch. Manage then equips students to plan, coordinate and deliver their pilot in the real world.

TEAMWORK *transversal spine — runs throughout the entire programme*		
Explore Which problem truly matters? Align values, skills & motivation around a shared challenge worth solving.	**Activate** Design the response. Ideas become projects — concrete, structured, and ready to implement.	**Manage** Pilot the project and learn. Communicate to increase reach & enhance impact.

With help of this notebook, and many resources we provide you, you are about to guide a group of students through one of the most valuable things a school can offer: the chance to take a challenge they genuinely care about and turn it into a real, working response.

THE JOURNEY IN ONE SENTENCE

Working in small teams, students identify a challenge they genuinely care about, design a realistic response and pilot it in the real world.

Overarching goals

- Help students work productively in small teams and build shared responsibility.
- Connect classroom learning to real societal challenges that students can observe and investigate.
- Develop systems thinking, creativity, planning, communication, digital literacy and perseverance.
- Guide students from a broad challenge to a locally relevant, evidence-based project idea.
- Support teams to design and, later, pilot a realistic response with visible learning and impact.

What students will gain

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

The TEAMCHERS Competency Framework defines the knowledge, skills and attitudes that students develop across the four programme modules: **TEAMWORK, EXPLORE, ACTIVATE and MANAGE.** Adapted for secondary school students, it combines systems innovation competences with selected digital competences and links them directly to practical activities, project outputs and reflection.

UNDERSTAND THE CHALLENGE → WORK TOGETHER → IMAGINE AND PLAN → COMMUNICATE AND CREATE → LEARN AND ADAPT

1. UNDERSTAND	2. COLLABORATE	3. IMAGINE & PLAN	4. COMMUNICATE	5. STRENGTHEN
CA1 Systems Thinking and Problem Framing Students see connections, consider different perspectives, identify root causes and define a clear, workable challenge.	**CA2 Collaboration and Network Building** **CA7 Knowing Oneself and Mobilising Resources** **CA8 Digital Literacy for Collaboration and Research** Students build trust, clarify roles, engage stakeholders, find resources and use digital tools and information responsibly.	**CA3 Vision, Creativity and Ideation** **CA4 Planning and Strategic Action** Students imagine better futures, generate and select ideas, and turn them into goals, tasks, timelines and small-scale pilots.	**CA5 Communication and Mobilisation** **CA9 Digital Content Creation and Public Communication** Students adapt messages for different audiences, present ideas clearly and create responsible, engaging digital content.	**CA6 Reflection, Learning and Perseverance** Students use feedback and evidence to review progress, adapt plans, persist through setbacks and identify possible next steps.

Use the framework as a flexible guide for formative, process-based assessment. Look for authentic evidence in team agreements, maps, project plans, presentations, digital products, pilot activities and learning diaries. Recognise both individual contributions and team achievements, and value reflection, revision and improvement over time.

How to Use This Handbook

The handbook is designed for quick classroom use. Each session begins with a quick overview, including what you need to do before class, the resources you

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

will need, and a post-session checklist. If anything is unclear, the overview is followed by a detailed facilitation guide with step-by-step instructions.

Navigate each session in four steps

Handbook element	How to use it
1. Read the overview	Check the purpose, learning objectives, duration, materials and required starting point.
2. Prepare the sequence	Use the suggested run of the session to organise time, groupings and materials.
3. Open the facilitation guide	Use the definitions, examples, instructions and guiding questions when you need more detail.
4. Capture evidence	At each Portfolio Reminder, ask teams to add the required artefact to the shared Canva portfolio.

⏱️Session Timing

The timings are suggested. You may distribute a long session across several class periods or use homework where the handbook already permits it

Team composition

The recommended team size is **4–5 students**. Choose the team formation method that best suits your class and learning objectives. Teams can be assigned by the teacher, selected by students, formed randomly or created through another transparent and fair process. Students may also form teams based on a shared interest in the challenge they want to tackle together.

Once the teams are formed, students will work together throughout the entire journey. As a team, they will establish their ways of working, identify challenges, generate solutions, and plan and implement their project. This journey is filled with opportunities for learning, collaboration, achievements, and occasional setbacks. Because teams remain together from start to finish, thoughtful team composition can have a significant impact on both the learning experience and the project's success.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

TEACHER TIP FOR TEAM FORMATION

Before students form their teams, explain why you chose the team formation method and what fair and active participation looks like. Introduce the overall journey they will undertake together, emphasizing that successful collaboration, shared responsibility, and mutual support are essential to achieving their goals.

Canva portfolio

Teams use a shared Canva portfolio to collect evidence of their work, track their progress, and keep all materials in one place. The portfolio template is created, owned, and shared by the teacher. Students save their work there throughout the programme.

PORTFOLIO REMINDER

Portfolio reminders appear throughout the handbook. Whenever you see this box, remind students to save their work in their portfolio.

At the beginning of the programme, make sure students know how to use Canva:

- Demonstrate five basic actions: open the file, add text, upload a photo, add a link and duplicate a page.
- Use the portfolio during quick checks and assessment so students understand that evidence matters.
- Remind students to respect your school's policies on the use of images and personal data.

Shared TEAMCHERS Canva Template: *Canva Portfolio*

If you encounter any problems while using Canva, you can find many helpful tutorials online.

We particularly recommend the following playlist of short videos to help you get started and solve common issues: New to Canva? Getting started with Canva for Beginners Tutorials

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Module 1: Teamwork

01 Teamwork

Complex problems require complex solutions

Teamwork is the transversal spine of the TEAMCHERS journey. It begins before students select a challenge, continues while they Explore, Activate and Manage their projects, and closes with reflection on individual and collective growth. The module builds the habits and structures that make sustained collaboration possible: a shared systems mindset, clear roles and agreements, facilitation and digital teamwork tools, basic project-management literacy, active listening and the ability to work constructively when pressure or disagreement arises.

MODULE EMPHASIS

Teamwork is not a one-off stage. Return to its tools whenever teams need to clarify roles, strengthen communication, resolve difficulties, organise work or review how they are collaborating.

TEACHER GUIDANCE AND SLIDE RESOURCES

Detailed guidance, activity prompts and supporting resources are provided in the accompanying slide decks. Use this handbook to see the module sequence, expected results and portfolio evidence; refer to the relevant slides for definitions, examples, step-by-step teaching instructions and student-facing materials.

Expected results

- Build a shared team identity and working agreement.
- Develop a systems-thinking and collaborative mindset.
- Use digital and facilitation tools for teamwork.
- Apply basic project-management concepts.
- Reflect on individual and collective growth.

Session flow

Session	Purpose and output	Materials and linked resources

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Session 1: TEAMCHERS project overview - Why are we here?	Introduce the programme journey and establish a shared reason for participating.	Slide deck (View, Presentation Template) Templates: • Where do you stand? • Journalling
Session 2: What is a team? Unpacking collaboration	Explore what effective teamwork looks like through examples and discussion.	Slide deck (View, Presentation Template) Templates: • Finding Inspiring Story
Session 3: Systems mindset - Seeing the bigger picture	Introduce a systems perspective and help students notice connections around a challenge.	Slide deck (View, Presentation Template) Templates: • Draw a loop
Session 4: Roles, strengths and team design	Identify individual strengths and consider how roles can support balanced participation.	Slide deck (View, Presentation Template) Templates: • My Strengths Map • Who leads what, a first draft!
Session 5: Social contract and team agreement	Agree how the team will communicate, decide, share work and respond to difficulty.	Slide deck (View, Presentation Template) Templates: • Social Contract • Creating our Social Contract for Working Together
Session 6: Theory of Change and light stakeholder mapping	Connect intended change, planned actions and the people linked to the project.	Slide deck (View, Presentation Template) Templates: • Build your Theory of Change
Session 7: Facilitation games - Making meetings work	Practise simple methods for inclusive, focused and productive team meetings.	Slide deck (View, Presentation Template) Templates: • The Worst Meeting Ever • Session 7 | 1–2–4–All • Structured brainstorm • Reverse brainstorm • Facilitator of the day • Quick facilitation moves
Session 8: Digital tools for teamwork	Select and use digital tools for communication, coordination and shared work.	Slide deck (View, Presentation Template) Templates: • Set up your Trello board • Write a good task • Other digital tools — quick reference • AI prompt starters
Session 9: Project Management I	Build basic project-management literacy for planning and coordinating team action	Slide deck (View, Presentation Template)
Session 10: Project Management II		Slide deck (View, Presentation Template) Templates: • Stakeholder map • Problem tree • Objectives tree

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

		• Logframe (skeleton)
Session 11: Communication and active listening	Practise clear communication, active listening and constructive feedback.	Slide deck (View, Presentation Template) Templates: • The courage to speak, the grace to listen • Our collaboration spectrum • Empathy map
Session 12: What did we learn? Reflection and wrap-up	Review individual and team growth and identify practices to carry into future work.	Slide deck (View, Presentation Template) Templates: • Reflection & wrap-up

Canva portfolio evidence map

Session	Evidence to save
Session 1	-
Session 2	-
Session 3	Completed causal-loop map or a photo/screenshot of the loop.
Session 4	Strengths maps and team roles the first draft.
Session 5	Signed social contract and team agreement.
Session 6	-
Session 7	-
Session 8	Trello board link or screenshot, representative task cards and the Resource Library card.
Session 9	-
Session 10	-
Session 11	Collaboration-spectrum map and one or two concrete moves for closing the gap.
Session 12	-

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 1 | MODULE 1 • TEAMWORK

1.1 TEAMCHERS Project Overview - Why Are We Here?

AT A GLANCE

Opening session of the whole programme. Students meet TEAMCHERS, see the journey ahead, and place themselves on a simple map of how they see the world and whether they can act on it. Sets the tone: this is about doing, together.
Duration: 45 to 60 min

Duration	45 to 60 min
Learning objectives	Students can say in one sentence what TEAMCHERS project is and what they will build this year. Students can place themselves on the outlook and agency map, and say why. Students leave curious, with an inspiring case to find before next class.

Materials	• Slide deck
	• Templates:
	  ○ For "Where do you stand?": some floor space, or tape to mark the two axes (optional).
	  ○ Printouts: "Find an inspiring case" sheet, one per student (optional).

Before class	Prepare the slide deck and enough floor or board space for the two-axis positioning exercise.
After class	Core task: think of one positive and one negative teamwork experience and be ready to explain what made the difference. Optional private journalling (pg.4) may be used to organise thoughts; it is not collected.
Competency	CA2 - Collaboration and Network Building (primary); CA7 - Knowing Oneself and Mobilising Resources (secondary), Building a shared purpose for participation and recognising personal agency within a collaborative learning journey
Key Skills	• Contribute to a shared understanding of the programme goal. • Express a personal outlook and sense of agency. • Listen to different positions without judgement. • Reflect on expectations, concerns and previous teamwork experiences. • Recognise that perspectives and levels of confidence can change over time.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Learning Outcomes	• Explain in one sentence what TEAMCHERS is and what students will build during the programme. • Place themselves on the outlook-and-agency map and reflect on the reasons for their position. • Identify one expectation or concern and one previous teamwork experience to bring into the next session.
Session emphasis	Opening session of the whole programme. Keep it brisk and warm: this is about doing, together.
Main output	A day-one outlook-and-agency map, plus the homework brief for the next session.

Suggested session sequence

- **Framing - From The Title To The "So What?" Slide (15 min).** Keep it brisk and warm. Land the "So what?" properly; it is the emotional beat of the session.
- **Where Do You Stand? - Positioning Exercise (5 to 10 min).** Turn the two axes into the room, ask students to move to their spot, read the room aloud, and draw out the corner that is worried about the world but believes it can act.
- **Optional Final Reflections (5 min).** Run a quick open round on expectations and concerns.
- **Homework Brief (2 min).** Brief the "find an inspiring case" task and hand out the sheet.

Possible pitfalls and how to respond

Pitfall	How to handle it
The presentation of the project drags into a lecture.	Keep it fast. These slides set the scene; they are not content to memorise.
"Where do you stand?" feels exposing on day one.	Make it physical and low stakes, and never make anyone justify their spot.
Students treat the map as a personality test.	It is about where students stand on an issue, not who they are. Positions can, and likely should, change.
The homework becomes a copy-paste AI answer.	The source-check questions on the sheet are the real point; flag them when you brief the task.

COMPLETION CHECKLIST

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- □ Programme journey introduced briskly and clearly
- □ Students completed the outlook-and-agency positioning exercise
- □ No student was required to justify their position
- □ The "worried but willing to act" corner was named
- □ Homework was briefed using the linked student materials

SESSION | MODULE 1 • TEAMWORK

2

1.2 What Is a Team? Unpacking Collaboration

AT A GLANCE

Students unpack what makes a team different from a group. After a short warm-up on their own teamwork experiences, they take on the Marshmallow Challenge, then debrief on what made some teams work better than others. The doing comes first, the lesson is drawn out of it. Duration: 60 min (40 min version possible)

Duration	60 min (40 min version possible)
Learning objectives	Students can explain the difference between a group and a team. Students can name two things that made some teams more effective than others, from their own experience. Students discover, by doing it, that testing early beats planning too long.
Materials	• Slide deck & materials for the marshmallow challenge (Per team of 4): 20 spaghetti sticks, 1 m tape, 1 m string, 1 marshmallow. Also: timer, ruler or tape measure, spare marshmallows (the prize). • Printouts: the "Find an inspiring case" sheet, one per student, for the homework.
Before class	Students were asked to think of one good and one difficult teamwork experience, and what made the difference. Some may also have used the optional journalling sheet (private, not collected).
After class	Find a team or project, anywhere in the world, that took on a real problem and did something about it. Choose one that genuinely interests you and be ready to share what it is and why it matters to you.
Competency	CA2 - Collaboration and Network Building Working with others to create shared understanding, coordinate action and learn from team experience
Key Skills	• Distinguish a team from a group. • Contribute to a shared goal under time pressure.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Coordinate actions and manage interdependencies. • Notice how roles and participation affect team performance. • Reflect on successes, failures and different ways of working. • Recognise the value of testing ideas early.
Learning Outcomes	• Explain the difference between a group and a team. • Identify at least two factors that make teamwork more or less effective.
Session emphasis	The doing comes first; the lesson is drawn out of it.
Main output	A Marshmallow Challenge debrief and a clear distinction between a group and a team.

Suggested session sequence

- **Framing - What Is A Team? (8 min).** Use the Phil Jackson quote and distinguish a group from a team.
- **Warm-Up - What Made The Difference? (5 to 7 min).** Students share a few teamwork experiences. Jot their words on the board; return to them after the build.
- **Set Up The Challenge (3 min).** Form teams of four, hand out materials, read the rules and start the timer.
- **The Build (18 min).** Step back and do not help.
- **Measure And Announce The Winner (5 min).** Go round with the ruler. The prize is the leftover marshmallows.
- **Debrief (12 min).** Ask what happened, then why, then so what. Tie the lesson back to the warm-up words.
- **Optional Video (5 min).** Use it to confirm what students found. If time is short, set it as homework.
- **Optional Final Reflections (5 min).** Run a quick open round.
- **Homework Brief (2 min).** Brief the "find an inspiring case" task.

40-minute version. Keep the warm-up, build and debrief. Move the video to homework and fold reflections into the debrief.

Possible pitfalls and how to respond

Pitfall	How to handle it
The challenge becomes a fun game with no evident learning.	Do not cut the debrief to save time; cut the video instead.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Some teams plan too long and build nothing.	Let it happen, then name it in the debrief. Failure is part of the teaching.
One student takes over a team.	Raise it gently in the debrief by asking what the roles looked like.
The marshmallow is eaten before measuring.	State at setup that the whole marshmallow must be on top at the buzzer.

COMPLETION CHECKLIST

- □ Students can explain the difference between a group and a team
- □ Marshmallow Challenge completed and measured
- □ Debrief connected what happened to why it happened and why it matters
- □ Testing early was identified as a practical lesson
- □ Inspiring-case task briefed for after class

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION | MODULE 1 • TEAMWORK

3

1.3 Systems Mindset - Seeing the Bigger Picture

AT A GLANCE

Students step back from single problems to see whole systems. Through Donella Meadows' plain-language framing, a worked example on urban mobility, and the cautionary tale of "Operation Cat Drop", they learn that a system is more than its parts, and that a sensible fix can ripple in ways nobody intended. Then they try it themselves, mapping one causal loop for a system they know. The thread back to teamwork: the problems worth tackling, and the teams that tackle them, are both systems.

Duration	60 min (45 min version possible)
Learning objectives	Students can describe a system as three things working together: elements, interconnections, and a purpose. Students can tell the difference between a surface fix that changes a number inside a system and a change to the system's structure. Students can draw a simple causal loop for a system they know, sign each arrow "same" or "opposite" (+ / –), and say whether the loop reinforces or balances. Students grasp, through the cat-drop tale, that interventions carry knock-on effects across a system.
Materials	• Slide deck • Two short videos (the "Utopia" traffic-congestion clip; the "Operation Cat Drop" cautionary tale). • Printouts: the "Draw a loop" sheet, one per student. • Board or flipchart for the shared example. • Possible digital tool to use: https://ncase.me/loopy/
Before class	At the end of Session 2 students were asked to find an inspiring case: a team or project that took on a real problem. If you have not yet made space to share these, the opening of this session is a natural home for a quick round before the systems framing begins.
After class	Optional: notice one system you are part of during the week and one loop operating inside it, ready to mention next class.
Competency	CA1 - Systems Thinking and Problem Framing Understanding problems as interconnected systems rather than isolated events.
Key Skills	• Describe a system through its elements, interconnections and purpose. • Identify relationships, patterns and feedback loops. • Distinguish surface-level changes from changes to a system's structure.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Apply a causal-loop diagram to a familiar system. • Anticipate unintended or knock-on consequences of an intervention. • Use “same direction” and “opposite direction” relationships to explain change.
Learning Outcomes	• Produce a closed causal-loop map of a familiar system. • Label the relationships between variables using signed arrows.
Session emphasis	The problems worth tackling, and the teams that tackle them, are both systems.
Main output	One causal loop for a familiar system, with signed arrows and an optional reinforcing/balancing label.

Suggested session sequence

- **Framing - What Is A System? (12 min).** Introduce the Meadows framing, the three parts of a system - elements, interconnections and purpose - linear versus systems thinking, and the idea that all models are wrong but some are useful. Use the blind-men-and-the-elephant image: each person is right about one part and wrong about the whole. Keep it moving; the ideas land through examples, not definitions.
- **A System You Are Part Of (8 min).** Use urban mobility to show that changing a petrol engine to an electric one changes the vehicle, not the system: congestion, sprawl and car-dependence remain. Walk the "getting to school" loop on the board.
- **Optional Utopia Traffic Clip (3 min).** Use the video to confirm the point, or set it as homework if time is short.
- **Your Turn - Draw A Loop (15 min).** Hand out the sheet. Students choose a system they know and map one loop. Circulate. A closed loop with signed arrows is the win, not a perfect diagram.
- **Operation Cat Drop (12 min).** Set up the tale, play the clip, then debrief. Draw out the unintended consequences and the web the intervention was pulling on.
- **Optional Leverage Points And Teamwork (5 min).** Ask where in a system it is worth pushing and tie the question forward to the projects ahead.
- **Final Reflections (5 min).** Run a quick open round: anything to share, expectations or concerns.
- **45-minute version.** Keep the framing, loop activity and cat-drop debrief. Move both videos to homework and fold leverage points into the debrief.
- **Site Visit (60 min walk + 20 min write-up):** Teams walk their neighbourhood looking for where the challenge shows up locally. They document at least 3 observations with description and photo. AI is prohibited here - the tracking app screenshot is the proof of activity. See the Facilitation Guide.

Possible pitfalls and how to respond

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Pitfall	How to handle it
The framing turns into a theory lecture.	Anchor every idea in a real-world example and keep the pace up.
Students freeze on the loop because they do not know what counts as a system.	Put three starters on the board: getting to school, screen time and a group chat.
The + / - signs confuse students.	Use plain language first - same direction and opposite direction - then add the symbols.
The cat-drop tale plays as a funny story with no lesson.	Ask what planners could have looked at before spraying and keep the "so what" on the table.
Reinforcing versus balancing gets muddled.	Do not over-police it. A closed, signed loop is the real win; the R/B label is a bonus.

COMPLETION CHECKLIST

- □ Elements, interconnections and purpose introduced
- □ A real-world system example explored
- □ Each student mapped one closed causal loop
- □ Arrows were described as same or opposite direction and signed
- □ Unintended consequences were discussed through Operation Cat Drop

PORTFOLIO REMINDER

Upload the completed causal-loop map, or a clear photo or screenshot of it. Check that the loop is closed and that the relationships are labelled as the same or opposite direction, using +/– where appropriate.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION | MODULE 1 • TEAMWORK

4

1.4 Roles, Strengths and Team Design

AT A GLANCE

This is where the class becomes teams. Students map their own strengths, motivations and values, share them out loud, and hear their teammates', then use what surfaces to draft a first set of team roles: who does what, alongside whom, by when. A running thread throughout: effort, not just talent, is what makes a role grow. The session sets up the social contract the teams will write next time. Duration: 60 min.

Duration	60 min
Learning objectives	Students can name a few of their own strengths and one they want to develop. Students can spot where a team's strengths overlap, complement each other, and leave gaps. Students can draft a first roles table for their team, saying who leads what and by when. Students can say why effort and perseverance, not talent alone, shape what a person grows into.
Materials	• Slide deck. • Printouts: "My strengths map"(p.3), one per student; "Who leads what, first draft (p.4)", one per team. • Board for the shared "group vs team" recap. • Optional: the Angela Duckworth grit talk queued (see below)*.
Before class	Teams should be forming, or already formed, from earlier sessions. No homework feeds directly into this one, so open with a quick recap of "group vs team" to set the frame.
After class	Find an example of a social contract for collaborative work. Choose one you find inspiring and be ready to explain what you like about it.
Competency	CA7 - Knowing Oneself and Mobilising Resources (primary); CA2 - Collaboration and Network Building (secondary)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	Understanding personal strengths and designing complementary roles that support balanced team participation.
Key Skills	• Identify personal strengths and areas for development in relation to the team's needs. • Understand personal roles and contributions within a team. • Recognise where team strengths overlap, complement one another or leave gaps. • Create clear shared responsibilities. • Match roles to strengths, interests and development goals. • Ask for help and use effort and practice to develop capabilities.
Learning Outcomes	• Complete an individual strengths inventory and identify one strength to develop. • Produce a first team-roles draft showing the task, named lead, supporting member or members and a realistic deadline.
Session emphasis	Effort, not just talent, is what makes a role grow.
Main output	Individual strengths maps and a first draft of who leads what, alongside whom, and by when.

*Angela Lee Duckworth, "Grit: the power of passion and perseverance" (TED, ~6 min): https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance Why it fits: Duckworth argues that grit, combining passion and perseverance, for long-term goals, predicts success better than talent. Her main argument is that effort is central for both skills development and improvement and for achievements using those skills. It backs the session's core message that effort and commitment shapes what a role can become, and it is short enough to watch in class or set as homework. If you want to extend the theme, Carol Dweck's growth-mindset talk is a natural companion.

Suggested session sequence

- **Framing - A Team Is More Than A Group (8 min).** Land the difference: a team shares a goal, can count on each other's roles, speaks up when stuck and asks for help.
- **Mapping On Your Own (10 min).** Hand out "My strengths map". Students work quietly on motivations, values and opportunities, without comparing yet.
- **Share And Listen In Teams (12 min).** Each person names their top strengths and one moment when they actually showed them. The others listen for overlaps, complements and gaps. Give everyone a fixed turn.
- **Team Design And Roles (7 min).** Discuss the working structure: do teams need a leader, should the structure be hierarchical or flatter, and what tasks will the work actually need?
- **Who Leads What - First Draft (15 min).** Hand out the team sheet. Teams complete the roles table: task, who leads, who is alongside, and by when.
- **Optional Grit Video (6 min).** Use Duckworth on effort over talent, or set it as homework if time is short.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- **Final Reflections (5 min).** Invite anything students want to share, including expectations and concerns.
- **Homework Brief (2 min**). Ask students to find an example of a social contract for working together and be ready to explain what they like about it.

Possible pitfalls and how to respond

Pitfall	How to handle it
The mapping becomes a talent contest.	Return to effort: a strength students want to grow counts as much as one they already have.
A leader is chosen by default because they are the loudest or a friend.	Ask why the role fits and what the leader is actually responsible for.
Quiet students are talked over during share and listen.	Give each person a fixed, uninterrupted turn before discussion.
The roles table stays vague or the deadline is skipped.	Push for one named lead per task and hold the line on a real "by when".

COMPLETION CHECKLIST

- □ Each student identified current strengths and one strength to develop
- □ Every student had an uninterrupted turn to share and listen
- □ Team overlaps, complements and gaps were noticed
- □ A first roles table names a lead and a realistic "by when" for each task
- □ Social-contract example task briefed

PORTFOLIO REMINDER

Upload the first team-roles draft showing the task, named lead, supporting member or members and a realistic deadline. Individual strengths maps should only be added to the shared portfolio with the student's agreement; otherwise, keep them private.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION | MODULE 1 • TEAMWORK

5

1.5 Social Contract and Team Agreement

AT A GLANCE

Teams turn everything so far, their strengths, values and chosen challenge, into a written agreement on how they will work together. Not a list of tasks, but a shared set of rules for communication, decisions, conflict and participation. They draft it in their own words, read it aloud, and sign it. The signing is a small ritual: light, but meant. Duration: 45 to 60 min.

Duration	45 to 60 min; the existing extended handbook format is 1.5 to 2 hours
Learning objectives	Students can explain the difference between a social contract (how we are together) and a workplan (what we do). Students can name the five ingredients their contract needs and write at least one concrete line for each. Each team produces a contract, in its own words, that every member has agreed and signed. Students can say why writing it down is a sign of taking each other seriously, not a sign of distrust.
Materials	• Slide deck. The social contract template, one per team, for the drafting task. A pen each for the signing. • Students' homework examples (see below). • For your own preparation, read the "Creating our social contract" session and the social contract template in the project materials before class, they carry the full framing and the exact prompts the teams will fill in.
Before class	At the end of Session 4 students were asked to find an example of a social contract for collaborative work and be ready to explain what they liked about it. They bring those to this session.
After class	Keep the contract visible and return to it when the work gets difficult. Use whatever bridge is needed for the next session.
Competency	CA2 - Collaboration and Network Building (primary); CA7 - Knowing Oneself and Mobilising Resources (secondary) Building trust through clear agreements about how the team will communicate, decide, participate and respond to difficulty.
Key Skills	• Create and maintain clear team agreements and working norms. • Agree communication and decision-making processes. • Establish expectations for participation, care and conflict resolution.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Promote open feedback and psychological safety. • Ensure that every team member contributes to shared agreements. • Distinguish a social contract from a workplan.
Learning Outcomes	• Co-design a social contract covering shared values, communication, decision-making, conflict resolution and participation.
Session emphasis	The contract defines how the team will be together; the workplan defines what the team will do.
Main output	A social contract written in the team's own words, agreed aloud and signed by every member.

Suggested session sequence

- **Framing - What We Have Done And The Core Principle (10 min).** Land the principle plainly: participation over performance alone, belonging over speed, and respectful collaboration over competition, so that every member can honestly say "I was really part of this." Make the point that a written agreement is not distrust; it is taking each other seriously.
- **Contract Versus Workplan (3 min).** The contract is how the team will be together - values, communication, care and conflict. The workplan is what the team does - tasks, roles and deadlines - and lives elsewhere. The workplan changes often; the contract stays.
- **The Five Ingredients (5 min).** Shared values, communication norms, decision-making, conflict resolution and participation.
- **Share The Examples (5 min).** Run a quick round on the contracts students found and one thing worth borrowing.
- **Draft The Contract (20 min).** Teams use the template. Every member contributes at least one line. Push for specifics in their own words.
- **Read, Agree And Sign (5 min).** Read the contract aloud, agree it and sign it. Keep the ritual light but genuine.
- **Final Reflections (5 min).** Invite anything students want to share, including how it feels to have agreed this together.

Possible pitfalls and how to respond

Pitfall	How to handle it
The contract fills with generic platitudes such as "be nice" or "respect".	Ask for the specific behaviour behind each word: what does respect look like in a group chat on a bad week?

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

One person writes while the rest drift.	Require a line from every member and everyone's signature.
The team drifts into the workplan and lists tasks and deadlines.	Redirect: the contract is about how, not what. Park the tasks for later.
The difficult ingredients are skipped.	Conflict resolution and participation matter most under pressure; make sure both are written.
Signing feels awkward.	Name the awkwardness, keep it light, and hold the point: this is a small commitment made to one another.

COMPLETION CHECKLIST

- □ Students can distinguish a social contract from a workplan
- □ All five ingredients are represented in the contract
- □ Every member contributed at least one concrete line
- □ The contract was read aloud, agreed and signed
- □ The contract remains visible for future team check-ins

PORTFOLIO REMINDER

Upload the signed social contract and team agreement. Check that it covers shared values, communication, decision-making, conflict resolution and participation, and that every member has contributed and signed it.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 6 | MODULE 1 • TEAMWORK

1.6 Theory of Change

AT A GLANCE

Teams learn to map why their change is needed and how it will happen: a Theory of Change (ToC). They meet the core vocabulary (problem, activities, outputs, outcomes, impact, assumptions), see that a ToC works as both a diagram and a narrative, then start building one for their own project across six steps. It is the intellectual backbone of the project: the logic that connects what a team does to the change it wants. Duration: ~60 min. The deck is explanation-forward, so protect time for the template, that is where the thinking actually happens.

Duration	~60 min
Learning objectives	Students can say, in plain terms, what a Theory of Change is and why it helps with planning, monitoring and evaluation. Students can tell the key levels apart: problem and root causes, activities, outputs, outcomes, and long-term impact. Students can name at least one assumption their project depends on, and say how certain it is. Each team drafts a first Theory of Change for its own chosen challenge.
Materials	• Slide deck. • Printouts: "Build your Theory of Change", one per team. • Board for a shared worked example. • Optional: the short DIY Toolkit ToC video queued (see below).
Before class	Teams have a chosen challenge from earlier sessions and a signed social contract. They will build the ToC on that challenge, so make sure each team is clear on the problem it picked.
After class	Optional synthesis: watch the short Theory of Change explainer and write three or four sentences on what a Theory of Change is and why it is worth doing before a project begins.
Competency	CA7 - Knowing Oneself and Mobilising Resources Understanding what change the team believes is possible and identifying the assumptions, capabilities and resources on which that change depends.
Key Skills	• Identify a problem, its root causes and the stakeholders connected to it. • Distinguish activities, outputs, outcomes and long-term impact. • Connect the team's actions to the change it wants to achieve. • Identify critical assumptions and levels of uncertainty.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Recognise the capabilities and resources needed to carry out planned activities. • Explain causal logic through both a diagram and a short narrative.
Learning Outcomes	• Draft a Theory of Change that articulates what change the team believes is possible and why. • Produce a diagram and short narrative that communicate the same causal story.
Session emphasis	The Theory of Change is the intellectual backbone of the project: the logic connecting what a team does to the change it wants.
Main output	A first Theory of Change showing problem, activities, outputs, outcomes, impact and assumptions.

Optional reading / video

Reading, simple and reliable: Nesta, "Theory of change" tool, a short, practical worksheet from a respected innovation foundation, with plain-language prompts: https://www.nesta.org.uk/toolkit/theory-change/ (the DIY Toolkit version is here: https://diy-toolkit.org/tools/theory-of-change/ and a miro board https://miro.com/templates/diy-theory-of-change/). Video, short, for the synthesis task: Nesta DIY Toolkit, "Theory of Change", a brief animated introduction: https://www.youtube.com/watch?v=6zRre_gB6A4

Why these: both come from Nesta's DIY Toolkit, built to make social-innovation tools quick and simple to apply, so they match the deck's six-step logic without the academic weight, and they are reliable and free to reuse.

Another good video about theory of change: https://www.youtube.com/watch?v=cdcEv-mh3y8

Suggested session sequence

- **Framing - What Is A Theory Of Change, And Why? (10 min).** Change needs two things: a clear picture of the current situation and desired end position, and a believable account of how the project moves from one to the other. The Theory of Change supports design, planning and monitoring.
- **Diagram And Narrative (5 min).** A Theory of Change is both a diagram - problem to activities to outputs to outcomes to impact - and a narrative that explains the logic and assumptions behind it.
- **The Vocabulary (8 min).** Walk the key terms through a quick shared example on the board so the words are concrete before teams use them.
- **Build Your Theory Of Change - Six Steps (25 min).** Teams work their own challenge through: (1) problem, root causes and stakeholders; (2) desired end-goal or impact; (3) outcomes and outputs; (4) activities; (5) assumptions and how certain they are; and (6) a short narrative. Circulate. A first draft is the aim, not perfection.
- **Final Reflections (5 min).** Invite anything students want to share, including expectations and concerns.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- **Optional Homework Brief (2 min).** Ask students to watch the short video and write a three- or four-sentence synthesis.

Possible pitfalls and how to respond

Pitfall	How to handle it
Students confuse outputs, outcomes and impact.	Anchor the terms in one example: an output is what the team produces, an outcome is what changes for people, and impact is the bigger long-term change.
Teams jump straight to activities.	Hold them at the problem and end-goal first; activities only make sense once the aim is clear.
Assumptions are treated as an afterthought.	Ask for the one assumption that would sink the plan if it were wrong.
The Theory of Change becomes grandiose.	Scale it to what the project can actually touch. A real, modest change beats a grand, empty one.
The abstraction loses the room.	Keep returning to the teams' own projects; the theory lands when applied to something they care about.

COMPLETION CHECKLIST

- □ Problem, activities, outputs, outcomes and impact distinguished
- □ At least one critical assumption named and rated for certainty
- □ Each team drafted a first Theory of Change
- □ The diagram and short narrative tell the same causal story

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 7 | MODULE 1 • TEAMWORK

1.7 Facilitation Toolkit - Making Meetings Work

AT A GLANCE

Not a single lesson, but a toolkit. This deck gathers the facilitation moves that make team meetings actually work: turn-taking (round-robin), converging (dot-voting, fist-to-five), structured brainstorming, the Six Thinking Hats, the rotating facilitator, and a set of warm-ups. You do not run all of it. You choose how to use it (three runs below), and the one habit to install by the end is the rotating facilitator. Duration: flexible, roughly 45 to 90 min depending on the run.

Duration	Flexible, roughly 45 to 90 min depending on the selected run
Learning objectives	Students can say why unfacilitated meetings fail and what facilitation is for. Students can use at least one technique to run a fair, decisive conversation. Students adopt the rotating facilitator for their own team meetings from here on.
Materials	• Slide deck • Templates
Before class	Choose Run A, B or C and remove slides you will not use. If using Run B, identify a real team decision.
After class	From this point on, use a facilitator of the day in team meetings and rotate the role so that everyone takes a turn.
Competency	CA2 - Collaboration and Network Building (primary); CA5 - Communication and Mobilisation (secondary) Structuring team conversations so that different voices contribute and decisions lead to coordinated action.
Key Skills	• Facilitate inclusive turn-taking and balanced participation. • Use structured techniques for generating ideas, discussing options and reaching decisions. • Coordinate agendas, time, note-taking and action points. • Promote open feedback and psychological safety. • Summarise decisions and clarify next steps. • Rotate facilitation responsibility across team members.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Learning Outcomes	• Demonstrate how a facilitator supports participation, timekeeping and clear action points. • Establish a rotating-facilitator system for future meetings. • Record the first three facilitators in the team plan.
Session emphasis	Most meetings fail structurally, not because people are bad at them. The one habit to install is the rotating facilitator.
Main output	At least one facilitation technique used on a real task and a rotating-facilitator plan for future meetings.

Suggested session sequence

- **Run A - Teach The Toolkit (Flexible within 45 to 90 min).** Use this when you want students to own the moves for the rest of the programme. Hook with "The Worst Meeting Ever" (8 min); walk the core techniques as a menu and demonstrate one or two live - round-robin, 1-2-4-All, dot-voting and fist-to-five (20 min); show the structured brainstorm and Six Thinking Hats as deeper options (15 min); install the rotating facilitator (10 min); and hand out the linked technique templates as a take-away kit. Breadth over depth.
- **Run B - Use One Technique For Real (About 48 to 58 min).** Use this when teams have a live project decision to make. Frame why facilitation matters (8 min), then use one technique on an actual task: a structured brainstorm on solutions, Six Thinking Hats on a draft, or dot-voting to choose a focus (30 to 40 min). Debrief what the structure did (10 min). Assign the other techniques as a reference. Depth over breadth.
- **Run C - Menu (About 38 min).** Hook the class (8 min), teach the two or three moves the class most needs (15 min), install the rotating facilitator through a 10-minute live meeting (15 min), and let the remaining techniques become a take-away toolkit. This is the practical middle path.
- **The Rotating Facilitator (10 min live meeting).** From now on, every team meeting should have a facilitator of the day, and the role rotates so everyone takes a turn. The facilitator sets a short agenda, keeps time, makes sure everyone speaks, names a note-taker and closes with action items entered into the team plan. Run a live meeting on a real decision, then compare notes on what the facilitator did that helped.
- **Warm-Ups And Energisers (Placement-neutral).** The openers at the end of the deck - Say it don't name it, The birthday line, Show and tell, The funniest caption and Paper aeroplanes - are movable. Use one wherever a session needs a lift. Show and tell works best early in the programme; the funniest caption is a light closer, not a core activity.
- **Core idea.** Most meetings fail structurally, not because people are bad at them: a few voices dominate, the first idea anchors everyone, decisions get reopened, and nobody is sure what was agreed. Yet, meetings are essential for teamwork and collaborative projects. Facilitation is the craft of designing the conversation so the group's thinking actually shows up. A small change in how a team meets changes what the team can do.

Possible pitfalls and how to respond

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Pitfall	How to handle it
The class tries to cover everything.	Pick one run and let the rest remain a reference. Delete slides you will not need.
Techniques are taught but never used.	A move sticks when a team runs it on something real; demonstrate live rather than only describing.
The brainstorm generates and judges at the same time.	Hold the line: steps 1-4 open up and step 5 narrows. Do not do both together.
Six Thinking Hats becomes a costume game with no output.	Keep the Blue Hat facilitator steering and capture what each hat surfaces.
The rotating facilitator is agreed and then forgotten.	Put the first three facilitators' names into the team plan before class ends.

COMPLETION CHECKLIST

- □ A run was selected to suit the class
- □ At least one facilitation move was used on a real task
- □ Students can explain why meeting structure matters
- □ A rotating facilitator was installed for future meetings
- □ The first three facilitators were recorded in the team plan

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 8 | MODULE 1 • TEAMWORK

1.8 Digital Tools for Teamwork

AT A GLANCE

Teams move their project into a shared digital home. They set up a Trello board, learn the three-part grammar of it (board, lists, cards), and run one real task from To Do to Done. Around that core sits a tour of other digital tools for different moments of the work, and a substantial, deliberately critical look at AI: useful, but a confident parrot that must be checked. The thread: good teamwork needs transparency, and a shared board makes who-does-what-by-when visible to everyone.

Duration: 60 min for the Trello core, up to 90 with the full tools-and-AI tour. It splits cleanly if you need two sittings (Trello first, tools and AI second).

Duration	60 min for the Trello core; up to 90 min with the full tools-and-AI tour; can be split into two sittings
Learning objectives	Students can set up a shared Trello board with To Do / Doing / Done and run a real task through it. Students can write a good task card: a verb-first title, an assigned owner, and a due date. Students can say which kind of digital tool fits which moment, from thinking out ideas to showing data. Students can use AI critically: knowing it predicts rather than knows, checking its output against trusted sources, staying the human in the loop, and weighing whether they need it at all.
Materials	• Devices with internet, at least one per team. • Free Trello.com accounts. • The "How to create a Trello board" video queued. • Teams' own Social Contract and Stakeholder Map, ready to upload. • Optional: the AI prompt-starters sheet printed.
Before class	Teams have a Social Contract (Session 5) and, ideally, a Stakeholder Map and possibly have gone over the Theory of Change. They will put real project tasks on the board, so a clear task list helps. Possibly a good session to align with activities of the ACTIVATE module.
After class	Populate the Trello board with the project's envisioned tasks, at least one assigned to each member. Upload the Social Contract and Stakeholder Map, add a Resource Library card with at least five relevant links, share the board link with the class and review other teams' boards for useful ideas.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Competency	CA8 - Digital Literacy for Collaboration and Research (primary); CA7 - Knowing Oneself and Mobilising Resources (secondary) Using digital tools critically and transparently to coordinate work, organise resources and support collaboration.
Key Skills	• Manage a shared digital workspace with clear access for all team members. • Use digital collaboration tools to assign, track and update tasks. • Organise and store digital resources in a shared, accessible format. • Write clear task cards with an action, owner and due date. • Select digital tools that are appropriate to the team's purpose. • Evaluate the credibility and accuracy of online and AI-generated information. • Keep human judgement and decision-making at the centre of AI use.
Learning Outcomes	• Create a shared Trello board with To Do, Doing and Done lists and access for every team member. • Upload the Social Contract and Stakeholder Map and create a Resource Library containing at least five relevant links.
Session emphasis	Good teamwork needs transparency. AI can be useful, but it is a confident parrot that must be checked.
Main output	A shared Trello board, at least one well-written task moved from To Do to Done, and a critically checked AI prompt result.

Suggested session sequence

- **Run 1 - Why This Matters (5 min).** Transparency means one shared place for tasks, owners and timelines, visible to all, so progress can be seen at a glance and the plan adapted as things change.
- **Trello In One Minute (5 min).** Board = the whole project, one per team. Lists = stages of work: To Do, Doing and Done. Cards = tasks, one per task. Everything else is optional. Play the short video if useful.
- **Set Up Your Board (12 min).** Teams create the board, invite everyone, make the lists, add a Key Resources list and place the Social Contract on the board so the agreement lives where the work happens.
- **Make A Card And Run One Task Through It (13 min).** Write one good card with a verb-first title, owner and due date, then move a small real task from To Do to Doing to Done entirely in Trello. Check that every teammate can see who owns it and when it is due without asking.
- **Other Digital Tools (8 min).** Keep this as a quick menu, not a workshop: explain what each category is for and when it helps.
- **Run 1 Close (2 min).** Brief the after-class task: populate the board.
- **Run 2 - Framing Critical Ai Use (3 min).** AI is everywhere in this work; the goal is conscious, critical use, not avoidance.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- **The Parrot (8 min).** A language model predicts the next likely word; it does not know things, and it can invent facts, names, dates and links that look real. When it sounds most confident, slow down and check.
- **The Tools And What Each Is For (10 min).** Perplexity supports cited web search, NotebookLM is a study partner built only from the user's own sources, and ChatGPT, Claude or Gemini support open drafting and thinking. Each has its watch-out.
- **Think Before, Think After (5 min).** Decide whether AI is needed. Never copy-paste: check the output against a trusted source and rewrite it. The tool drafts; students decide and stay in the loop.
- **Try A Prompt On Your Own Project (12 min).** Each team adapts one prompt starter to its challenge and checks the result.
- **Conscious Use (4 min).** Name AI's real energy and water cost, and why the right tool is better than the heaviest one.
- **Final Reflections (3 min).** Invite anything students want to share, including expectations and concerns.
- **Two-sitting option.** Run Trello first, then the digital-tools and critical-AI block in a second sitting. Each block stands on its own.

Possible pitfalls and how to respond

Pitfall	How to handle it
One person drives the laptop while everyone else watches.	Rotate the keyboard and have every member create and own at least one card.
Cards are named as nouns, such as "survey".	Insist on a verb-first title such as "Draft the survey" so the action is clear.
Tasks have no owner or no due date.	Use one rule: no card without a person and a date, or it is secretly nobody's.
The tools tour becomes a long demonstration.	Keep it as a menu. The point is knowing what exists, not mastering every tool.
AI is treated as an oracle.	Return to the parrot: confidence is exactly when students should slow down and check.
The session becomes overloaded.	Split the session rather than rushing the AI part, which rewards time.

COMPLETION CHECKLIST

□ Each team created a shared Trello board with To Do, Doing and Done

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- □ Every member can access and edit the board
- □ At least one card has a verb-first title, owner and due date
- □ One real task moved from To Do to Done in Trello
- □ AI output was checked against a trusted source and rewritten
- □ After-class board-population task briefed

PORTFOLIO REMINDER

Add the Trello board link or a clear screenshot to the Canva portfolio. Include representative task cards with an action, owner and due date, together with the Resource Library card. Confirm that every team member can access and edit the board.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 9 | MODULE 1 • TEAMWORK

1.9 Project Management I - Introduction and the Logical Framework Approach

AT A GLANCE

The “theory half” of the project-management pair (sessions 9 & 10). Students step back from their own project to see the discipline behind it: what a project actually is, the phases it moves through, and the Logical Framework Approach (LFA), the structured method used to design and run real projects in the public and development sectors. It is a survey, the map before the walk, and in Session 10 they build these tools for their own project. Duration: content-rich, around 60 min at a brisk survey pace, more if you go deep. Selecting is expected, not a failure. A note on audience This pair of sessions goes further into formal project design and management than the rest of the TEAMCHERS material in general and this module in particular, and it is pitched higher on purpose. The Logical Framework Approach is the real instrument, not a simplified stand-in, and it rewards students who are ready to sit with detail and a degree of abstraction. Treat it as an opportunity rather than an obligation: for a class, or the students within one, with the maturity and appetite to see how real projects are designed and managed, it is genuinely valuable and can give their own work a professional backbone. For groups who would find the full framework heavy, draw on it selectively and lean on the hands-on tools in Session 10 (a stakeholder map, a problem tree) without walking the whole method. Pitch it to the room you have.

Duration	Content-rich: around 60 min at a brisk survey pace; longer if explored in depth
Learning objectives	Students can say what makes something a project (a unique result, clear objectives, a set time and budget) and name the phases a project moves through. Students can explain the LFA as a two-phase thinking aid: analysis (stakeholders, problems, objectives, strategy), then planning (the logical matrix and the workplan). Students can read a logical matrix, its intervention logic, indicators, sources of verification and assumptions, and follow the "if–then" spine that holds it together. Students can see how the Theory of Change (Session 6) and the Logical Framework fit together.
Materials	• Slide deck and the teams’ own projects as the practical reference point.
Before class	Choose the depth that suits the class. Treat the full framework as an opportunity rather than an obligation.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

After class	Bridge into Session 10. Optional light task: select the project's single biggest problem, ready to develop it into a problem tree. See below example table and graph*
Competency	CA4 - Planning and Strategic Action (primary); CA7 - Knowing Oneself and Mobilising Resources (secondary) Understanding the logic, phases, resources and planning structures behind a project before applying the tools.
Key skills	• Explain what distinguishes a project from ongoing work. • Recognise the relationship between time, cost and quality. • Identify the main phases of a project. • Distinguish the analysis and planning phases of the Logical Framework Approach. • Read the intervention logic, indicators, sources of verification and assumptions in a logical matrix. • Follow the "if–then" relationships between activities, results and objectives. • Connect the Theory of Change with the Logical Framework Approach. • Identify the resources and management tools a project may require.
Learning Outcomes	• Describe the Logical Framework Approach as a process of analysis followed by planning. • Identify the purpose of indicators, sources of verification and assumptions.
Session emphasis	This is the map before the walk. Selecting is expected, not a failure.
Main output	Orientation to what a project is, its phases, the Logical Framework Approach, the logical matrix and the workplan.

Suggested session sequence

- **What Is A Project? (12 min).** Introduce a project as a temporary effort with a unique result and objectives pursued within a set time and budget. Name the constant trade-off between time, cost and quality, and the phases from idea to closure.
- **The Logical Framework Approach - The Shape Of It (5 min).** Present one method with two phases: first analyse to understand the situation, then plan to turn that understanding into an operational design. It is a thinking aid, not a form to fill in.
- **The Analysis Phase (15 min).** Survey stakeholder analysis, the problem tree, the objectives tree and strategy selection.
- **The Planning Phase - The Logical Matrix (12 min).** Show the logframe as a grid: intervention logic, indicators, sources of verification and assumptions. Trace the vertical logic: if activities, then results; if results, then objective.
- **The Workplan (8 min).** Show how the plan becomes work: Work Breakdown Structure for tasks, the responsibility matrix for who does them, the GANTT for when, and the budget for cost. Keep this as an overview.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- **Theory Of Change And The Logical Framework (5 min).** Tie back to Session 6: two ways of telling the same causal story, one narrative and exploratory, the other structured and operational.
- **Final Reflections (5 min).** Invite anything students want to share, including expectations and concerns.

Possible pitfalls and how to respond

Pitfall	How to handle it
Death by acronym: LFA, WBS, OBS, RAM and SoV.	Anchor every term in the students' own project. The point is a way of thinking, not a vocabulary test.
Students feel they must master everything.	They do not. This is the map and Session 10 is the walk; aim for orientation, not mastery.
The logframe reads as bureaucracy.	Show the if-then spine so it reads as logic: each level exists because the one below makes it happen.
The theory floats free of the project.	Keep returning to "How would this look for your team's challenge?"
All slides are covered evenly.	Choose the depth. The LFA overview, one analysis tool and the logframe are enough for most classes.

COMPLETION CHECKLIST

- □ Students can explain what makes something a project
- □ Project phases and the time-cost-quality trade-off introduced
- □ The two phases of the Logical Framework Approach explained
- □ Students can follow the logframe's if-then logic
- □ Theory of Change and Logical Framework connected
- □ A suitable depth was selected for the class

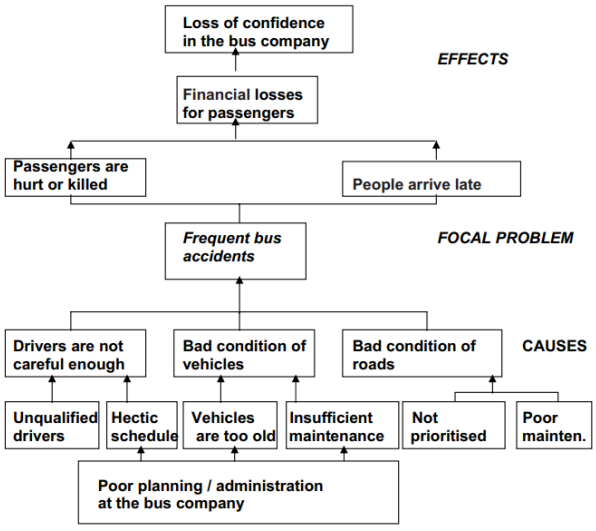
Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

*Added here

Stakeholder and basic characteristics	Interests and how affected by the problem(s)	Capacity and motivation to bring about change	Possible actions to address stakeholder interests
Fishing families: c.20,000 families, low income earners, small scale family businesses, organised into informal cooperatives, women actively involved in fish processing and marketing	• Maintain and improve their means of livelihood • Pollution is affecting volume and quality of catch • Family health is suffering, particularly children and mothers	• Keen interest in pollution control measures • Limited political influence given weak organizational structure	• Support capacity to organize and lobby • Implement industry pollution control measures • Identify/develop alternative income sources for women and men
Industry X: Large scale industrial operation, poorly regulated and no-unions, influential lobby group, poor environmental record	• Maintain/increase profits • Some concern about public image • Concern about costs if environmental regulations enforced	• Have financial and technical resources to employ new cleaner technologies • Limited current motivation to change	• Raise their awareness of social and environmental impact • Mobilise political pressure to influence industry behaviour • Strengthen and enforce environmental laws
Households: c.150,000 households discharge waste and waste water into river, also source some drinking water and eat fish from the river	• Aware of industrial pollution and impact on water quality • Want to dispose of own waste away from the household • Want access to clean water	• Limited understanding of the health impact of their own waste/ waste water disposal • Potential to lobby government bodies more effectively • Appear willing to pay for improved waste management services	• Raise awareness of households as to implications of their own waste disposal practices • Work with communities and local government on addressing water and sanitation issues
Environmental protection agency: Etc	etc	etc	etc

Source: European Commission (2004)



Source: SIDA SIDA SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY, The Logical Framework Approach, pg. 27

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION | MODULE 1 • TEAMWORK

10

1.10 Project Management II - Building the Tools

AT A GLANCE

The hands-on half of the pair. Teams take the tools Session 9 introduced and build them for their own project, by hand and on paper: a stakeholder map, a problem tree, an objectives tree, a chosen strategy, the skeleton of a logframe, and an activity plan of who does what by when. Big paper, post-its, real teamwork. It is modular, you need not build every tool in one sitting.

Like Session 9, this goes deeper into project design than the rest of the module. The tools here are the real ones, simplified so they can be built by hand. For students ready to explore how projects are actually planned, it is genuinely useful and gives their work a professional spine; for others, pick two or three tools rather than the whole set. Meet the class where it is.

Duration	Flexible; realistically more than one session if the full set is completed
Learning objectives	Students can map their stakeholders by interest and influence and decide how to engage each. Students can build a problem tree (causes, central problem, effects) and flip it into an objective tree. Students can group objectives into a strategy. Students can draft a simple logframe and an activity plan for their own project.
Materials	• Large or kraft paper, post-its, markers. • The templates below, printed. • Teams' earlier work: their challenge, and ideally their Theory of Change and any stakeholder thinking so far. • Slides • Templates Logical Matrix excel Stakeholder Analysis Matrix excel
Before class	Have teams' earlier challenge, Theory of Change and stakeholder thinking available.
After class	No separate after-class task is specified for this session.
Competency	CA4 - Planning and Strategic Action (primary); CA2 - Collaboration and Network Building (secondary)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	Turning project analysis into realistic planning artefacts, coordinated responsibilities and a step-by-step course of action.
Key Skills	• Identify and position stakeholders according to interest and influence. • Analyse causes, a central problem and its effects. • Reframe problems as positive objectives. • Group objectives and select a realistic strategy. • Develop a logical framework with objectives, results, activities, indicators and assumptions. • Create an activity plan with tasks, responsibilities, deadlines and resource needs. • Coordinate contributions across team members. • Select project-management tools that fit the project and available time.
Learning Outcomes	• Produce at least two project-design tools relevant to the team's project. • Create a stakeholder map and/or problem tree for the selected challenge.
Session emphasis	The session is modular. Pick the tools that fit the class rather than forcing the full set into one sitting.
Main output	Selected project-design artefacts: stakeholder map, problem tree, objectives tree, strategy, logframe and/or activity plan.

Suggested session sequence

- **Stakeholder Map (15 min).** Identify who has an interest and who has influence. Place stakeholders on the grid, then decide how to engage each one.
- **Problem Tree (20 min).** Agree the central problem, then build causes below it and effects above it with post-its, one idea per note.
- **Objectives Tree (15 min).** Flip each problem into its positive form: causes become means and effects become ends.
- **Strategy (10 min).** Group related objectives into strands and choose the strand the project will actually pursue.
- **Logframe Skeleton (20 min).** Draft the spine: overall objective, specific objective, results and activities, with a first attempt at indicators and assumptions.
- **Activity Plan (15 min).** Turn the bottom of the logframe into action: tasks, who leads, by when, and what each task needs.
- **Final Reflections (5 min).** Close with final reflections.

Possible pitfalls and how to respond

Pitfall	How to handle it

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

The class tries to build the whole logframe in one go.	Do not. The problem tree and objectives tree alone are worth a session.
The problem tree fills with solutions.	Keep asking "Why does this happen/which is the cause?" Solutions belong in the objectives tree.
The objectives tree simply adds "not" to each problem.	Push for genuine positive reframes such as "waste is reduced", not "waste is not high".
Post-its become chaotic.	Use one idea per note and cluster before arranging.
Indicators remain vague.	Keep them to something students could actually check and tie each one to a source.

COMPLETION CHECKLIST

- □ The class selected tools appropriate to its readiness and available time
- □ A stakeholder map and/or problem tree was created
- □ Problems were reframed positively in an objectives tree where used
- □ A strategy strand was chosen where used
- □ Logframe and/or activity plan drafted where used

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 11 | MODULE 1 • TEAMWORK

1.11 Communication and Active Listening

AT A GLANCE

The module's closing session, and its emotional through-line: teams stop working on the project for an hour and turn toward each other. A breathing warm-up settles the room, then the core idea, that collaboration runs on a spectrum and climbs on trust, sets up an active-listening exercise where students listen without replying, and finally an honest map of where the team is now versus where it wants to be, with one concrete move to close the gap. It ends the programme where it started: on doing, together. Duration: 60 min.

Duration	60 min
Learning objectives	Students can explain why communication and listening are the foundation of a team's trust. Students can place their team on the collaboration spectrum, from compete to integrate, and see how trust moves them along it. Students can practise active listening: staying silent, understanding rather than replying, and reflecting back what they heard. Each team names one or two concrete moves to communicate better.
Materials	• Slide deck. • The Celeste Headlee video, "10 ways to have a better conversation" (TED), queued. • Printouts: the listening-exercise handout (one per student), the collaboration-spectrum map (one per team), and the box-breathing card if you want it. • Blank paper for doodling.
Before class	Teams are well into their project by now. This session looks back at how they've been working together, so it lands best once there's real shared experience to reflect on.
After class	Use the current and aspirational collaboration maps to agree on one or two specific moves that would close the gap. Avoid vague statements such as "communicate better".
Competency	CA5 - Communication and Mobilisation (primary); CA2 - Collaboration and Network Building (secondary) Communicating clearly, listening actively and using feedback to strengthen trust and collaboration.
Key Skills	• Listen to understand another person's reasoning before responding. • Reflect back the main message accurately and without judgement.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Express ideas, concerns and needs clearly. • Give and receive constructive feedback. • Promote open communication and psychological safety. • Recognise how trust influences the level of collaboration. • Turn general communication concerns into specific behavioural commitments.
Learning Outcomes	• Demonstrate active listening and constructive feedback in a paired or role-play exercise. • Produce a current and aspirational collaboration-spectrum map for the team. • Identify what strengthens collaboration and what holds the team back.
Session emphasis	Collaboration runs on a spectrum and climbs on trust.
Main output	An active-listening practice round, a current and aspirational collaboration map, and one or two concrete communication moves.

Suggested session sequence

- **Why This Matters (5 min).** Communication and listening are the glue of a team and the foundation of trust. Trust grows when people own their part and no one is left guessing what others carry. Balance saying what you think with actually listening, or communication becomes a one-way street.
- **Warm-Up - Box Breathing (5 min).** Settle the room: breathe in for four, hold for four, out for four, hold for four. Do it with the class and keep it low-key.
- **The Collaboration Spectrum (8 min).** Introduce seven levels from compete to integrate. Higher collaboration needs higher trust, and trust builds step by step. Not every task needs full integration; match the level to the need.
- **Video - 10 Ways To Have A Better Conversation (10 to 12 min).** Use Headlee on listening. Clip it or set it as homework if time is tight.
- **Active Listening - The Courage To Speak, The Grace To Listen (15 min).** In pairs, the speaker talks for two minutes while the listener stays silent and doodles, then reflects the message back in one sentence. Swap.
- **Map The Team On The Spectrum (10 min).** Ask where the team is now, where it could genuinely get to by the end of the project, what pulls it up the spectrum and what drags it back.
- **Final Reflections (5 min).** Invite anything students want to share, including how it feels to talk this openly as a team.
- **Homework Brief (2 min).** Agree one or two concrete moves to shift from the current map to the aspirational map.

Possible pitfalls and how to respond

Pitfall	How to handle it

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Box breathing gets the giggles.	Do it with the class and keep it brief; it is for settling, not performing.
The spectrum becomes a league table.	Match the level to the task. Honest placement matters more than a high score.
Active listening slips back into conversation.	Hold the rule: the listener stays silent, gives no advice or reply, and uses the doodle to stay present.
The one-sentence summary turns into judgement.	The sentence shows that the listener heard; it is not for solving or evaluating.
The team's next move remains vague.	Push for a concrete action, not simply "communicate better".

COMPLETION CHECKLIST

- □ Communication and listening linked to trust
- □ Students practised listening without interrupting or replying
- □ Each team marked a current and aspirational position on the collaboration spectrum
- □ The team identified what pulls it forward and what holds it back
- □ One or two concrete communication moves were agreed

PORTFOLIO REMINDER

Upload the team's current and aspirational collaboration-spectrum map, together with the one or two concrete communication moves agreed to close the gap.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION | MODULE 1 • TEAMWORK

12

1.12 Reflection and Wrap-Up

AT A GLANCE

The closing session, and a look back across the whole journey. There's no new content: students take stock of what they built and how they changed, re-read the things they made on day one, give feedback four ways, and turn to face what's next. The point is consolidation and closure, not delivery. Handle the ending with a little care, it's the emotional landing of the whole programme.

Duration	45 to 60 min
Learning objectives	Students can name when their team worked best, and why, and say how their thinking shifted over the programme. Students can compare who they were at the start (their day-one map and social contract) with who they are now. Students can give specific, audience-aware feedback to the programme, their teacher, their team and themselves. Students can name how the skills they built carry forward beyond the module.
Materials	• Slide deck. • Students' own early artefacts: their signed social contract (Session 5) and their day-one "Where do you stand?" map (Session 1). • The reflection handout below. If those early pieces were kept, on the Trello board or in folders, have them to hand. • Templates
Before class	This lands best if students can retrieve two things they made early on: their social contract and their day-one map. Flag it beforehand so they bring or find them. If they're lost, memory will do, the comparison is the point, not the paperwork.
After class	No separate after-class task is specified for this session.
Competency	CA6 - Reflection, Learning and Perseverance Learning from experience, feedback, achievements and setbacks and identifying how learning can be carried forward.
Key Skills	• Reflect on personal and team progress. • Identify learning in both successes and difficulties. • Compare early expectations and agreements with later experience. • Recognise how plans, roles and ways of working changed over time.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Give specific, audience-aware feedback. • Recognise where perseverance supported progress. • Identify how competencies can be applied in future study, work and community contexts.
Learning Outcomes	• Complete a final learning reflection and personal competency self-assessment. • Provide appropriate feedback to the programme, teacher, team and self.
Session emphasis	The point is consolidation and closure, not delivery. Handle the ending with care: it is the emotional landing of the programme.
Main output	A specific reflection on team growth, comparison with early artefacts, four-part feedback and a forward-looking commitment.

Suggested session sequence

- **Conclusions - Looking Back And Forward (3 min).** Set the tone: there is no new material today; this is a chance to take stock of the journey.
- **The Journey In Four Moves (10 min).** Walk the four prompts - Teamwork, Explore, Activate and Manage. Give quiet writing time first, then invite a few responses aloud.
- **Look Back - Re-Read (10 min).** Retrieve the social contract and day-one map. Ask what students would keep, what they would write differently now, and whether their position on the map moved.
- **Beyond Your Team (5 min).** Ask what meeting other teams, locally or across borders, gave students that their own team could not.
- **Four Ways To Give Feedback (12 min).** Use four readers and four registers: the people who made TEAMCHERS, the teacher, the team and the student themself. Students pitch the words to the person who will hear them.
- **Look Forward (5 min).** The skills do not end with this session. Ask where students will carry them next: into the project, the community and whatever comes after.
- **Close (5 min).** Offer a genuine thank you and allow the ending to be an ending.

Possible pitfalls and how to respond

Pitfall	How to handle it
Reflection dissolves into vague niceness.	Push for one specific moment and one concrete change.
Feedback to the team becomes flattery or criticism.	Use the frame: one thing a teammate did that improved the team, and one thing that could make it stronger, said kindly and specifically.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Private feedback to self is skipped as awkward.	Give it quiet, private time rather than making it a share-aloud.

COMPLETION CHECKLIST

- □ Students reflected on all four programme moves
- □ The social contract and day-one map were revisited
- □ Feedback was adapted for four different readers
- □ Students named one specific way their team or thinking changed
- □ Each student identified where the skills will travel next
- □ The session ended with deliberate closure

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Module 2: Explore

02 Explore

Mapping the terrain before charting the course

Explore is the investigative core of the TEAMCHERS journey. Before students can design a meaningful project, they need to understand the landscape in which they are working: the challenges, the opportunities and the different ways people interpret them. The module moves between the macro level - EU policy priorities, global sustainability challenges and social innovation - and the micro level - the specific problem a student team can understand and eventually address. A foundation session introduces the conceptual tools, thematic blocks build knowledge of EU priorities, circularity and social innovation, and the module closes as each team converges on a preliminary challenge statement.

FLIPPED-CLASSROOM APPROACH

Sessions 2-10 use a flipped-classroom model. Slide decks and reading or viewing materials are shared in advance. Student teams study an assigned topic, prepare a peer-learning contribution and present or facilitate part of the learning for their classmates. This structured peer learning deepens understanding while strengthening the communication and facilitation skills introduced in Teamwork.

TEACHER GUIDANCE AND SLIDE RESOURCES

The slide decks are the main reference for detailed teacher guidance, examples, prompts and source materials in this module. Review the relevant slides before each session and use them alongside this overview to keep the learning sequence and expected results visible.

Expected results

- Develop a working understanding of key EU policy priorities and the Erasmus+ framework as practical references for project design.
- Apply design thinking, futures literacy and challenge-based learning as analytical lenses.
- Engage critically with circularity and social innovation through real-world examples.
- Practise peer learning, facilitation and structured argumentation.
- Converge, as a team, on a specific problem and a preliminary challenge statement.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Module pathway

Phase	Learning focus
Foundations	Introduce the conceptual tools students need to investigate challenges and possibilities.
EU priorities and Erasmus+	Use European policy priorities as a practical context for project thinking.
Circularity	Explore circular approaches and the relationships between systems, resources and change.
Social innovation	Examine real-world examples and consider how new approaches respond to social needs.
Convergence	Bring learning together so each team identifies a specific problem and drafts a preliminary challenge statement.

PORTFOLIO REMINDER

Upload the team's preliminary challenge statement. Keep this preliminary: the fuller evidence gathering and local reframing will take place in Activate Session 1.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Module 3: Activate

03 Activate

Ideas become projects

Activate equips students with practical methods for transforming an evidence-based problem statement into a creative project idea and a structured, actionable plan. Teams clarify a project vision, analyse stakeholders, generate and refine options, define goals, build an action plan, prepare a budget and pitch a small-scale pilot.

MODULE EMPHASIS

Interventions should be locally relevant, realistic within the available project budget and capable of producing a meaningful, observable contribution to the chosen challenge.

Expected results

- Scope complex global challenges into smaller, locally relevant problems that can be addressed through targeted interventions.
- Identify key stakeholders and conduct basic analysis of their roles, interests and influence.
- Translate creative concepts into clear, achievable project goals.
- Develop coherent action plans that show tasks, timelines and responsibilities.
- Design and plan small-scale pilot projects that are feasible, context-sensitive and impactful.

Session flow

Session	Purpose and output	Materials and Linked Resources
Session 1: Reframe the Problem	Narrow the broad challenge through desk research, site visits and interviews. Arrive at a specific, local, evidence-backed challenge statement.	• Slide deck (Reframing the Challenge section) • Observation sheet handout (printed, one per team) • How to Conduct Research handout

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Session	Purpose and output	Materials and Linked Resources
Session 2: Stakeholder Mapping	Identify who is connected to the challenge, how much power and interest they have, and what they actually feel and need.	• Slide deck (Stakeholder sections) • Stakeholder network map handout (printed, one per team) • Power-interest grid handout (printed, one per team) • Empathy map handout (printed, 2-3 per team) • Sticky notes and pens
Session 3: Visioning	Imagine two futures: one where the challenge goes unaddressed and one where it is solved. Ground both in real data and real stakeholders.	• Slide deck (Visioning section) • Paper, pens, and art materials for creative visioning • Optional: Lego or other construction materials • Devices for finding local/regional data • Graph paper or digital charting tool
Session 4: Ideation	Generate many possible solutions, vote on the best, then stress-test and refine it using SCAMPER.	• Slide deck (Brainstorming, Voting, SCAMPER sections) • A3 paper or sticky notes for Crazy 8 and Brainwriting • Pens (one per student) • Coloured dots or markers for voting (3 per student, different colours for Impact / Like / Feasibility) • SCAMPER template (can be drawn on a whiteboard or flipchart)
Session 5: Project Planning & Pitching	Turn the chosen idea into a structured project plan with objectives, action steps and a budget. Pitch it to teachers and school management for approval to implement.	• Slide deck (Project Planning and Pitching sections) • Project planning template • Budget template or spreadsheet • GANTT CHART template • Student Project Pitches Evaluation (for teachers) • Project Plan Evaluation (for teachers)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Canva portfolio evidence map

Session	Evidence to save
Session 1	Desk-research summary and chart; observation photos and tracking screenshot; anonymised interview summaries; final challenge statement.
Session 2	Stakeholder network map; power-interest grid; empathy maps; final list of 3-5 design principles.
Session 3	Two creative future representations; two half-page narratives; past-to-future data chart.
Session 4	Raw brainstorming sheets; completed SCAMPER template; final solution statement.
Session 5	Needs-analysis one-pager; project-idea statement; timeline; budget; final pitch deck; optional rehearsal or live-pitch recording.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 1 | MODULE 3 • ACTIVATE

3.1 Reframe the Problem

AT A GLANCE

Students arrive with a broad challenge selected during Explore. This session moves from the global to the local: through desk research, a neighbourhood walk, and two short interviews, teams gather the evidence they need to narrow their challenge into a specific, actionable problem statement they can genuinely do something about.

Duration	~3-4 hours total (can include homework tasks)
Learning objectives	• Students can find and evaluate credible sources on their challenge. • Students can identify measurable indicators that show the severity of the problem. • Students can connect a global issue to something observable in their own community. • Students can articulate a narrowed challenge statement, grounded in evidence, in one sentence.
Materials	• Slide deck (Reframing the Challenge section) • Observation sheet handout (printed, one per team) • How to Conduct Research handout
Before class	Teams should have a broad challenge statement ready from Module 2 (Explore). If not, begin this session with a quick reminder of their chosen issue.
Competency	CA1 - Systems Thinking and Problem Framing Seeing problems as parts of interconnected systems, then defining a clear, addressable challenge.
Key skills	• Map systems & relationships • analyse multi-stakeholder views • Find root causes/patterns • Define challenge boundaries • Use systems-mapping tools
Learning outcomes	Write a clear problem statement explaining root causes and context

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Suggested session sequence

- **Desk Research (90-120 min, can be homework):** Teams find 5+ credible sources, identify 2 measurable indicators, build a historical data chart, and write a one-page summary. Emphasise: all claims must trace back to a real, named source. See the Facilitation Guide.
- **Site Visit (60 min walk + 20 min write-up):** Teams walk their neighbourhood looking for where the challenge shows up locally. They document at least 3 observations with description and photo. AI is prohibited here - the tracking app screenshot is the proof of activity. See the Facilitation Guide.
- **Interviews (Prep: 30 min | Each interview: 30 min | Write-up: 45 min per interview):** Teams identify 2 relevant people to interview, prepare 10+ open questions, record audio (with consent), transcribe, and write a structured summary with 3 conclusions per interview. See the Facilitation Guide.
- **Reframing Session (45-60 min, in class):** Teams share findings, each member writes 3 narrowed versions of the challenge, and the team votes democratically. The winning statement is documented as the team's guiding challenge. See the Facilitation Guide.

Possible pitfalls and how to respond

Pitfall	How to handle it
Challenge statement stays too broad (fix climate change)	Push for local specificity: who, where, and what exact aspect? A good test: could you visit a place where this problem is visible?
Vague observations like we saw poverty	Ask: What exactly did you see? Where? What were people doing? Push for two concrete sentences per observation.
Interviews only with friends who share the same view	Encourage one interviewee with a different perspective or more formal role. Diversity of views strengthens the research.

COMPLETION CHECKLIST

- □ 5+ credible, named sources found and listed
- □ 2 measurable indicators identified with historical data chart
- □ 1-page desk research summary written in students' own words
- □ Observation sheet filled with 3+ entries (location + description + photo)
- □ Tracking app screenshot saved as proof of walk
- □ 2 interview question outlines prepared (10+ open questions each)
- □ 2 interview summaries with 3 conclusions per interview
- □ 1-sentence challenge statement agreed and documented

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Facilitation Guide

3.1 Reframe the Problem

WICKED PROBLEM AND REFRAMING

Time	~10 min (Framing: what is a "wicked problem" and why reframing matters)

DEFINITION

"Wicked Problems": this term comes from planning theory and simply means a problem that resists a single, final fix - different people disagree about what the problem even is, there is no clear stopping point ("done"), and every attempted fix changes the situation, sometimes revealing new problems. Contrast it for students with a "tame" problem like a math equation, which has one correct answer everyone can agree on once it is solved. A useful classroom analogy: "traffic congestion" is wicked because building a new road can sometimes make congestion worse (more people choose to drive), whereas "this bridge can hold 10 tonnes" is tame, physics gives one right answer.

REFRAMING IS THE KEY

- Walk through the four points on the slide, explaining each in plain terms:
- "No solution, only intervention" - you will not eliminate the problem forever; you will make a specific, measurable improvement. That is success.
- "Definition is the battle" - how you phrase the challenge already decides what kinds of answers are even possible. "Homelessness" invites a huge, vague response; "homeless employability in my town" invites a specific, testable one.
- "Symptoms vs. root causes" - what you notice first (e.g. people sleeping outside) is often a visible symptom of something less visible (e.g. lack of an address for job applications). Push teams to ask "why" more than once.
- "The moving target" - once you act, the situation changes, so the team should expect to keep adjusting their framing as they learn more, not treat today's challenge statement as permanent.
- Allow about 5 minutes for plenary discussion. Ask teams which of the four points feels most true for their own challenge so far.

REFRAMING THE CHALLENGE - THE THREE RESEARCH DOMAINS

INTRODUCE THE THREE STEP PROCESS

Desk Research, Site Visit, Short Interviews - using the homelessness example tree on the slide (Housing / Healthcare / Employability / Mental health, each broken down to EU / Country / Town level). Explain that teams will do the same kind of narrowing with their own challenge: start broad, then keep splitting it into smaller, more specific branches until they reach something local and concrete. Note explicitly: teams may split the three tasks across members or do them together, it is their choice.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

DESK RESEARCH

Time	~90-120 min (can be homework)
Goal	Students find credible evidence that their issue is real. They must support all claims with real sources.
Deliverables	1-page summary document + 1 data chart with at least 2 indicators + list of 5+ sources

KEY INSTRUCTIONS TO EMPHASISE

- Find at least 5 credible sources - no Wikipedia, no personal blogs
- Find exactly 2 measurable indicators (numbers that show how bad the problem is)
- Gather historical data for the indicators and create a chart
- Write a short context paragraph explaining what the numbers mean
- Every claim must be traceable to a real source - AI summaries are NOT enough
- Suggested sources: World Bank, Eurostat, WHO, UNDP, OECD, Gapminder, SDG-Tracker

GUIDING QUESTIONS

- "What is this number actually telling us?"
- "Where did this data originally come from? Can you show me?"
- "Is this a global trend or does it also apply to your country or region?"
- "Which of your two indicators best captures the severity of the problem?"
- "Would someone who knows nothing about this issue understand your summary?"

QUICK QUALITY CHECK (2 MIN PER TEAM)

- Ask: "Show me your 5 sources" -> check they are real, named organisations
- Ask: "Show me your chart" -> check it has a title, axis labels, and a source note
- Skim the summary -> it should contain at least one number from an external source

COMPLETION CHECKLIST - DESK RESEARCH

- [ ] 5 or more credible, named sources identified
- [ ] 2 measurable indicators selected and justified
- [ ] Historical data gathered for each indicator
- [ ] Data chart created with labels and source
- [ ] 1-page summary written in students' own words
- [ ] All claims are backed by a real source (no unverified AI content)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

PORTFOLIO REMINDER

When the one-page desk research summary and chart are done, have teams upload the document (and a photo of any hand-drawn chart) to their Canva portfolio board before moving on.

OBSERVATION (NEIGHBOURHOOD WALK)

Time	~60 min walk + 20 min write-up
Goal	Students connect the global problem to their local context through direct observation. No AI allowed here.
Deliverables	Observation sheet with at least 3 entries (each with a description + photo or precise location)

KEY INSTRUCTIONS TO EMPHASISE

- Go as a team - observe with fresh eyes. Ask: "Where is our challenge visible here?"
- Record the route using a run/walk tracking app (e.g. Strava, Google Maps) - screenshot required
- For each observation: note the location, describe what you see in 2 sentences, take a photo if appropriate
- Minimum 3 documented observations
- AI is NOT permitted for this task. The tracking app screenshot is proof of real activity

GUIDING QUESTIONS

- "Can you describe exactly what you saw, not what you assumed?"
- "Is this evidence of the problem, or is it something related?"
- "If a stranger read your description, would they understand what you saw?"
- "Did you observe anyone affected by the challenge? What were they doing?"

QUICK QUALITY CHECK (2 MIN PER TEAM)

- Ask: "Show me your observation sheet" -> at least 3 entries with location and description
- Ask: "Show me your tracking screenshot" -> confirms they actually went
- Check: descriptions are specific and grounded (not generic statements)

COMPLETION CHECKLIST - OBSERVATION

- [ ] Walk completed (tracking app screenshot saved)
- [ ] Observation sheet filled with 3+ entries
- [ ] Each entry includes: location / description (2 sentences) / photo or sketch
- [ ] Observations are directly linked to the chosen challenge
- [ ] No AI-generated content used

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

PORTFOLIO REMINDER

Teams are already taking photos for this task - remind them explicitly that these observation photos (plus the run-tracking screenshot) go into the Canva portfolio board, not just onto the printed observation sheet.

INTERVIEWS

Time	Prep: 30 min | Each interview: 30 min | Write-up: 45 min per interview
Goal	Students gather primary evidence through structured conversations with real people relevant to their challenge.
Deliverables	At least 2 interview question outlines + 2 interview summaries (Q&A format) + 3 conclusions per interview

KEY INSTRUCTIONS TO EMPHASISE

- Identify 2 people who are relevant to the issue - not just friends or family if possible
- Prepare at least 10 questions. Only 1 may be a self-introduction question
- Meet in a quiet environment. Record audio only (with permission)
- Transcribe using a tool (MS Word has a built-in transcription feature)
- Summarise each interview: one paragraph per question, factual and concise
- Write 3 conclusions (each ~100 words) from what you learned
- Protect anonymity - use titles or roles (e.g. "a local teacher"), not real names

GUIDING QUESTIONS

- "Who is the most knowledgeable person about this issue that you could realistically reach?"
- "Does your question invite a long answer, or a yes/no?"
- "What surprised you most in the interview?"
- "What do these two interviews have in common? What is different?"
- "Is this conclusion something you learned from the interview, or something you already believed?"

QUICK QUALITY CHECK (2 MIN PER TEAM)

- Ask: "Show me your question list" -> 10+ questions, mostly open-ended
- Check summaries: each answer should be 2-5 sentences, not just one word
- Check conclusions: each should start with an insight, not a description (e.g. "We found that...")

COMPLETION CHECKLIST - INTERVIEWS

- [ ] 2 relevant interview subjects identified
- [ ] Interview question outlines prepared (10+ questions, max 1 intro question)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- [ ] Interviews conducted (30 min each) and audio recorded with permission
- [ ] Transcription completed using software
- [ ] 2 interview summaries written in Q&A format
- [ ] 3 conclusions drawn from each interview (~100 words each)
- [ ] Anonymity maintained throughout

PORTFOLIO REMINDER

Have teams upload the two interview summaries (with conclusions, anonymised) to their Canva portfolio board once finished.

REFRAMING THE CHALLENGE

Time	~45-60 min (team activity)
Goal	Teams narrow their broad topic down to a specific, local, actionable challenge statement backed by evidence.
Deliverables	1 challenge statement (1 sentence, documented in a text file)

KEY INSTRUCTIONS TO EMPHASISE

- Share all research findings within the team first - everyone reads all materials
- Each member writes 3 narrowed versions of the challenge (more specific than the original)
- Good challenge statements are local, specific, and feel solvable - not "fix climate change"
- Use democratic voting: 3 votes each, can vote for your own idea
- Write the final statement in one clear sentence and save it as a team document
- Example progression: "Homelessness" -> "Employability of homeless people in my district"

GUIDING QUESTIONS

- "Can you point to something in your research that proves this challenge exists locally?"
- "Is this something your team could realistically do something about?"
- "Who specifically is affected by this challenge in your area?"
- "Is this a symptom, or is this the actual problem?"

PORTFOLIO REMINDER

If teams complete this one-pager now, have them upload it to their Canva portfolio board immediately, it will save a step in Session 5.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 2 | MODULE 3 • ACTIVATE

3.2 Stakeholder Mapping

AT A GLANCE

With a challenge statement in hand, teams now map the human landscape around it. They identify who is connected to the challenge, how much power and interest each actor has, and what key stakeholders are actually thinking and feeling. The output is not just a list - it is a strategic tool that will shape their solution design.

Duration	~90 min (Network map: 30 min | Power-interest grid: 20 min | Empathy maps: 20 min each)
Learning objectives	• Students can identify a range of stakeholders connected to their challenge, including non-obvious ones. • Students can categorise stakeholders by power and interest, including those who are against the solution. • Students can build an empathy map that reflects realistic stakeholder motivations, not just their own assumptions. • Students can draw 3-5 design principles from their stakeholder analysis to guide their solution.
Materials	• Slide deck (Stakeholder sections) • Stakeholder network map handout (printed, one per team) • Power-interest grid handout (printed, one per team) • Empathy map handout (printed, 2-3 per team) • Sticky notes and pens
Before class	Teams should have their challenge statement finalised. If it is still too broad, address this before starting stakeholder work - the map is only useful if the challenge is specific enough.
Competency	CA2 - Collaboration and Network Building Identifying the right people to engage and understanding their power, interest, and needs.
Key skills	• Map stakeholders (power/interest) • Build cross-background relationships • Maintain team agreements • Coordinate tasks

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Foster open feedback
Learning outcomes	• Produce a stakeholder power-interest map • Create empathy maps for key stakeholders

Suggested session sequence

- **Framing (5 min):** Show the stakeholder group dynamics diagram. Introduce the four roles: Drivers (who creates the challenge), Enablers (who approves or funds), Affected (who feels the impact), and Influencers (who shapes opinion).
- **Network map (30 min):** Teams start with their challenge in the centre. They add 6+ major stakeholder groups, then 12+ specific subgroups. They identify at least 2 hidden connections between stakeholders and note why those connections matter.
- **Power-interest grid (20 min):** Teams place each stakeholder on the grid: Y axis = power/influence (0-10), X axis = interest (-10 to +10, negative means opposed). Subgroups only, where present.
- **Empathy maps (20 min each):** Teams choose 2-3 high-priority stakeholders and fill in: what they Say, See, Do, their Pains, and their Gains. Guide them to think from the stakeholder's perspective, not their own.
- **Stakeholder Compass (20 min):** Teams synthesise their findings into 3-5 design principles - concrete things their solution must consider - using the three guiding questions from the slide.

Possible pitfalls and how to respond

Pitfall	How to handle it
Only listing obvious stakeholders	Ask: Who benefits from this problem staying as it is? and Who is missing from the conversation?
Everyone placed at high power on the grid	Remind teams that most stakeholders have limited power. Push them to differentiate. A mayor has more power than a local blogger.
Empathy maps filled with what the stakeholder should feel, not what they likely do feel	Ask: 'What do they fear losing? What pressures shape their decisions?' Focus on realistic motivations, not ideal ones.
Design principles are vague ('be inclusive')	Push for specifics: not be inclusive but: the solution must not require a smartphone, because our key stakeholder does not have one.

COMPLETION CHECKLIST

□ Stakeholder network map completed (6+ categories, 12+ subgroups)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- ☐ At least 2 hidden connections identified and annotated
- ☐ Power-interest grid completed with all subgroups placed
- ☐ 2-3 empathy maps completed (Say / See / Do / Pain / Gain)
- ☐ 3-5 design principles drawn from the Stakeholder Compass exercise

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Facilitation Guide

3.2 Stakeholder Mapping

DEFINING "STAKEHOLDER"

Time	5 min: Framing: stakeholder group dynamics diagram (Drivers, Enablers, Affected, Influencers).

DEFINITION

"Stakeholder Mapping" actually is, in plain terms: it is the exercise of listing every person or group who is touched by, or who can touch, the challenge and then figuring out how much they matter, and how they feel. Think of it as drawing a map of "who is in the room" for a decision, even when most of them are never literally in the room. Students often confuse a "stakeholder" with "someone I like" or "someone on my side" to make clear from the start that people opposed to the team's eventual solution, or indifferent to it, are still stakeholders, and often the most important ones to understand.

STAKEHOLDER GROUP DYNAMICS (THE FRAMING BLOCK)

The four-role framework, explained with a simple test question for each: Drivers = "who is actually doing the thing, or causing the challenge to exist?" (the actors and implementers). Enablers = "who could say yes or no to a solution, or who controls the money/permission?" (decision-makers and gatekeepers). Affected = "who feels this in their daily life, for better or worse?" (beneficiaries and casualties). Influencers = "who shapes what other people think about this, without necessarily having formal power?" (local media, academics, NGOs, community leaders). One person or group can sometimes wear more than one hat, for example, a shelter director might be both an Enabler (decides who gets a bed) and an Influencer (quoted in the local paper). That overlap is normal and worth pointing out to students if it comes up.

STAKEHOLDER ANALYSIS

Time	Network map: 30 min | Power-interest grid: 20 min | Empathy maps: 20 min each
Goal	Students identify who is involved in their challenge, how much power they have, and how they might feel.
Deliverables	Stakeholder network map + power-interest grid + 2-3 empathy maps

KEY INSTRUCTIONS TO EMPHASISE

- Step 1- Stakeholder Network map: start with the challenge in the centre, add 6+ major groups, then 12+ subgroups
- Step 2 - Power-interest grid: place each stakeholder based on their power (Y axis) and interest (X axis, negative = against)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Step 3 - Empathy maps: choose 2-3 key stakeholders, fill in what they Say / See / Do / Pain / Gain
- Find at least 2 "hidden connections" between stakeholders and note why they matter
- Guide: Drivers = who creates the problem; Enablers = who approves/funds; Affected = who suffers; Influencers = who shapes opinion

STEP 1. IDENTIFYING STAKEHOLDERS (NETWORK MAP, ~30 MIN)

- Set the concrete targets from the slide, at least 6 major stakeholder categories, plus 12 more specific subgroups; find at least 2 hidden connections between stakeholders beyond their obvious link to the challenge, and note why each connection matters; the level of specificity should match the nature of the challenge (a named individual for a very local challenge, a broad group like "employees" for a broader one).
- Teams complete the network map handout together.
- Show the "Identifying stakeholders" instructions slide.
- You may briefly project 1-2 of the "real-world examples" slide (e.g. a transit-authority stakeholder map) purely as visual inspiration for map complexity, do not dwell on their unrelated subject matter.
- Then walk through the three-part worked example (parts 1-3) using the team's own recurring "homeless employability" scenario, showing how a map grows from broad categories (Government, Media, Civil Society, etc.) to named subgroups (Ministry of Social Affairs, Mayor John Doe, Town Gazette, Rose St. shelter) to highlight hidden connections (dashed lines between, e.g., Municipality and Media).

1.1 GUIDING QUESTIONS FOR THE NETWORK MAP

- "Who is directly affected by this challenge?" - this surfaces the Affected group first, since it is usually the most emotionally obvious starting point.
- "Who influences how the system works?" - pushes teams past individuals toward the rules, institutions, or norms shaping the situation.
- "Who benefits from the current situation?" - this is often the hardest question for students, since it asks them to consider that someone may prefer the problem stay unsolved (e.g. a landlord benefiting from housing scarcity). Give them permission to name this even if it feels uncomfortable.
- "Who has formal or informal power?" - formal power is a title (mayor, principal); informal power is influence without a title (a popular local figure, a parent group). Both count.
- "Who is missing from the conversation?" - a check for blind spots: whose voice have they not yet considered at all?
- "Who has useful knowledge or lived experience?" - this often points to Influencers or to Affected stakeholders who are also experts in their own situation.
- "Which actors shape everyday experiences of this challenge?" - a more concrete, ground-level version of the "influence" question, useful if teams are stuck on abstractions.
- "Which stakeholders are connected, dependent, or in tension?" - this is the prompt for the "hidden connections" requirement; encourage teams to look for relationships that are not just "both relate to the challenge" but actually relate to each other.

STEP 2. POSITIONING STAKEHOLDERS (POWER-INTEREST GRID, ~20 MIN)

The power-interest grid: this is a simple 2-axis tool used widely in project management and stakeholder engagement. Explain it with a quick example before students start: imagine a school fundraiser. The principal has high power (can approve or cancel it) and probably high positive interest (wants it to succeed), top-right of the grid. A student who is

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

mildly curious has low power and mild interest, near the centre. A rival school event organiser might have low power but negative interest (against it happening), bottom-left. The point of the grid is not to judge stakeholders, but to help the team decide where to spend limited time and attention: high-power, high-interest stakeholders need to be actively managed and consulted; low-power, low-interest ones just need to be kept informed.

PORTFOLIO REMINDER

Photograph the completed network map and power-interest grid and upload both to the Canva portfolio board before moving on to empathy mapping.

STEP 3. EMPATHY MAPPING (~20 MIN PER STAKEHOLDER)

Empathy Mapping: this tool asks students to temporarily set aside their own opinion of a stakeholder and imagine the world from that person's point of view, across five lenses, what they Say (in public), See (in their environment/media), Do (their actual actions), their Pains (frustrations, fears, obstacles), and their Gains (what they want or benefit from). The skill being built is perspective-taking, not judgement. A common trap is that students write what they think a stakeholder should feel or should say, rather than what that person, given their real pressures, probably actually feels. Watch for empathy maps that read like a caricature (e.g. a mayor who is simply "evil" or "lazy"), redirect students toward the pressures and incentives a real person in that role would face.

3.1 GUIDING QUESTIONS FOR EMPATHY MAPPING

- "What does this stakeholder experience in everyday life?" - grounds the exercise in a normal day rather than only the moment they interact with the team's challenge.
- "What pressures shape their choices?" - pushes students beyond "what they want" to "what constrains them" (budget limits, public opinion, their boss, the law).
- "What do they care about most?" - this is the core of the Gain quadrant; keep answers specific rather than generic ("keeping her job" rather than "success").
- "What do they fear losing?" - often the most revealing question; fear of losing something (status, safety, income, reputation) usually explains resistance to change better than "they just don't care."
- "What do they say publicly?" - this is the Say quadrant; remind students that public statements are often more cautious or political than private feelings.
- "What might they feel but not express openly?" - this is where genuine empathy work happens; it is fine for students to make an informed guess here, clearly labelled as inference rather than fact.
- "What blocks or frustrates them?" - the Pain quadrant; look for concrete obstacles, not vague complaints.
- "Where do they have agency, and where do they feel stuck?" - helps teams see which parts of a stakeholder's situation a project could realistically influence, and which parts are out of anyone's control.

PORTFOLIO REMINDER

Upload a photo of each completed empathy map to the Canva portfolio board as soon as it is finished, rather than waiting until the end of the session.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

STEP 4. STAKEHOLDER COMPASS (SYNTHESIS, ~20 MIN)

Why Synthesise at all: without this step, a team can end up with three separate, disconnected worksheets (a network map, a grid, some empathy maps) and no clear takeaway. The Stakeholder Compass forces the team to convert all that analysis into a short, usable list of design principles, concrete rules their eventual solution must follow. This is the bridge between "research about people" (Session 2) and "designing something for people" (Sessions 3-5). Teams write 3-5 design principles as their session output.

4.1 GUIDING QUESTIONS FOR NETWORK MAP

- Ask teams to review everything they have produced, the network map, the power-interest grid, and the empathy maps and define 3-5 concrete design principles their final solution must consider. Use the three guiding questions from the slide, explained as follows:
- "From the Network: who is a hidden or surprising actor that could be a vital bridge to others?" - looks for an unexpected connector the team might otherwise overlook or underuse.
- "From the Matrix: who is your greatest potential ally, and who is the main blocker you must manage?" - forces the team to name names, not just describe categories.
- "From the Empathy Map: based on your key stakeholder's biggest Pain and Gain, what is the one specific thing your project must solve or provide for them?" - this is the question most likely to produce a genuinely useful design principle; push teams to answer in one specific sentence, not a vague value statement.

PORTFOLIO REMINDER

Upload the final list of 3-5 design principles to the Canva portfolio board, this is the single most important entry from today's session, since Sessions 3 and 4 will build directly on it.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 3 | MODULE 3 • ACTIVATE

3.3 Visioning

AT A GLANCE

Before generating solutions, teams articulate what the future could look like - and what it will look like if nothing changes. By grounding both scenarios in real stakeholders, real data, and honest reflection, teams develop a clearer sense of what their project needs to achieve and why it matters.

Duration	~90 min (can be split)
Learning objectives	• Students can describe two plausible alternative futures, connected to their specific challenge. • Students can localise a global indicator to a smaller, measurable scale relevant to their project. • Students can represent future pathways on a data chart, distinguishing business-as-usual from an ideal trajectory. • Students can express their vision non-textually through a drawing, collage, or physical construction.
Materials	• Slide deck (Visioning section) • Paper, pens, and art materials for creative visioning • Optional: Lego or other construction materials • Devices for finding local/regional data • Graph paper or digital charting tool
Before class	Teams should have their challenge statement and at least two measurable indicators from their desk research. If indicators are still global or large-scale, flag this - the data chart task requires finding the smallest available scale.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Competency	CA3 - Vision, Creativity and Ideation Imagining a future where the challenge is solved, grounded in real data and stakeholders.
Key skills	• Articulate a future vision • Generate ideas individually/as team • Use ideation techniques • Facilitate creative collaboration • Evaluate ideas by feasibility/impact
Learning outcomes	Produce an individual and shared vision of the problem solved.

Suggested session sequence

- **Framing (5 min):** Introduce the two futures concept. Stress that both scenarios should feel realistic - not utopian or dystopian - and should feature the real stakeholders the team has already identified.
- **Step 1: Creative Visioning (20 min):** Each student draws, collages, or builds a representation of each future. No text allowed - purely visual or physical. Place results on display and share briefly. AI image generation is prohibited.
- **Step 2: Narrative Visioning (30 min):** Teams write two half-page narratives. The Business-as-Usual narrative describes the situation in 5 years if no intervention happens. The Ideal Future narrative describes the situation if the project succeeds. Both should name real stakeholders and plausible causal steps.
- **Step 3: Data Visioning (30 min):** Teams find the smallest available geographic data for their indicator (local -> regional -> national). They map the historical trend, mark today, then sketch two future curves: Business-as-Usual and Ideal. Both curves should be honest projections, not miracles.

Possible pitfalls and how to respond

Pitfall	How to handle it
Narratives are generic (things will get worse / people will be happy)	Push for specifics. Ask: Who from your stakeholder map is still suffering in the BAU scenario? Why? What specific change made the ideal future possible?
Creative visual is just text in a box	Enforce the no-text rule. Ask: Can you show this idea with a shape, colour, or image instead of words?

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Pitfall	How to handle it
Data chart only shows the past	Remind teams: the chart must extend past today with two labelled alternative curves. Historical data without projections is not complete.
Ideal future curve shows an implausible dramatic improvement	Ask: Is this a realistic improvement your micro-project could contribute to, or is it a miracle? The ideal curve should bend, not spike.

COMPLETION CHECKLIST

- □ 2 creative visuals produced (drawing, collage, or build - no AI, no text-only)
- □ 2 half-page narratives written (BAU and Ideal, each with real stakeholders and causal detail)
- □ Data chart produced with historical trend, 'today' marker, and 2 labelled future curves
- □ Local or regional data used as the basis for the chart (not purely global)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Facilitation Guide

3.3 Visioning

Time	~90 min total (can be split across sessions)
Goal	Students articulate what the future looks like with and without their intervention, grounded in real data.
Deliverables	2 half-page narrative texts + 2 creative visuals (no AI) + 1 data chart with 2 future pathways

VISIONING - THE TWO FUTURES (FRAMING)

INTRODUCE

Why imagine a future at all, before choosing a solution: visioning forces the team to agree on what "success" and "failure" actually look like before they start generating ideas in Session 4. Without this step, teams often jump straight to "what should we build," and end up with an idea nobody can evaluate, because they never defined what a good outcome would even mean. The "business-as-usual" future is not meant to be pessimistic for its own sake, it is a realistic projection of what happens if the current trend simply continues unchanged.

KEY INSTRUCTIONS TO EMPHASISE

- Step 1 (Narrative): Write one scenario where nothing changes + one where the challenge is solved, both ~half a page
- Step 2 (Creative): Draw, make a collage, or build something (Lego, etc.) to represent each future, NO AI images
- Step 3 (Data chart): Start from the smallest available data scale (local > regional > national). Map the past, then add two future curves: Business-as-Usual and Ideal
- Narratives must be grounded, refer to real stakeholders and realistic outcomes
- The data chart must show a "today" marker and two clearly labelled alternative paths

VISIONING STEPS

STEP 1. CREATIVE VISIONING

Point to the example images (paint/brushes, a Lego build, a mood board) purely as inspiration for medium - teams choose their own approach, without text and without AI. Show: the "Creative visioning" examples slide.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

PORTFOLIO REMINDER

This step produces a physical object or drawing by design, reminding teams explicitly to photograph both the "business-as-usual" and "ideal future" pieces and upload them to the Canva portfolio board before the materials get cleared away.

STEP 2. NARRATIVE VISIONING

What makes a "grounded" narrative vision, as opposed to a vague one: the two worked examples on the slide are useful teaching models precisely because they name real things, a named mayor, a named shelter, a named charity, a named newspaper, a named funding mechanism (tax incentives). A weak narrative vision says "things will get better." A strong one says who does what, and why it changes the outcome. Point this contrast out directly to students before they start writing. Teams write two half-page descriptions, one per future.

PORTFOLIO REMINDER

Upload both half-page narrative texts (business-as-usual and ideal future) to the Canva portfolio board as soon as they are finished.

STEP 3. DATA-BASED VISIONING

A "BAU vs. Ideal" chart: this is the same logic used in real climate and development forecasting (the reference example on the slide, Namibia's out-of-school rate, is a real dataset used this way). One solid line shows what actually happened up to today. From "today," two dashed lines fork: one continuing the existing trend unchanged (Business-as-Usual), one bending toward a better outcome (Ideal Future) if the intervention works. Make sure students understand that the "Ideal Future" curve is still meant to be realistic and modest, not a straight line to zero, a small, credible bend is more convincing than a dramatic, unexplained one. Teams produce their past-to-future chart.

PORTFOLIO REMINDER

Upload the finished past-to-future chart (photo if hand-drawn, file if digital) to the Canva portfolio board to complete today's set of three outputs.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 4 | MODULE 3 • ACTIVATE

3.4 Ideation

AT A GLANCE

Teams now generate solutions. The session deliberately separates the ideation phase (where no idea is too crazy) from the selection phase (where the team chooses the most promising idea through structured voting). The SCAMPER technique then pushes them to improve their chosen idea before finalising it.

Duration	~60 min (Brainstorming: 30 min | Voting: 10 min | SCAMPER: 20 min)
Learning objectives	• Students can generate a high volume of diverse ideas without self-censoring. • Students can evaluate ideas on impact, personal connection, and feasibility simultaneously. • Students can apply at least three SCAMPER lenses to develop and improve an idea. • Students can describe their final solution idea in 1-2 clear sentences linked to their challenge statement.
Materials	• Slide deck (Brainstorming, Voting, SCAMPER sections) • A3 paper or sticky notes for Crazy 8 and Brainwriting • Pens (one per student) • Coloured dots or markers for voting (3 per student, different colours for Impact / Like / Feasibility) • SCAMPER template (can be drawn on a whiteboard or flipchart)
Before class	Teams should have their challenge statement and their design principles from the Stakeholder Compass. The challenge statement is the test against which all ideas will be checked. Print or display it prominently.
After class	-

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Competency	CA3 - Vision, Creativity and Ideation Generating and refining solution ideas through structured, collaborative techniques.
Key skills	• Generate ideas individually/as team • Use ideation techniques • Facilitate creative collaboration • Evaluate ideas by feasibility/impact
Learning outcomes	• Generate 8+ ideas via a structured ideation exercise • Apply dot voting to prioritise ideas

Suggested session sequence

- **Optional warm-up:** How to Make Toast (10 min): Each student draws how to make toast in 2-3 minutes, without words. Compare drawings. Then watch the linked video for context. Apply the same approach to the challenge: draw the solution, not just name it.
- **Brainstorming:** choose at least one method (20 min):
  - Crazy 8: Fold paper into 8 sections. 8 ideas in 8 minutes. One idea per section, one minute per idea.
  - Rapid Ideation: Individual silent writing. As many ideas as possible in 5 minutes. Then compare and cluster.
  - Brainwriting: Write one idea and pass the paper. Each person adds or modifies. Paper circulates until everyone has contributed.

  No criticism during brainstorming. Silence the evaluative voice - that comes next.
- **Voting (10 min):** Display all ideas. Each person has 3 votes: 1 Impact (red), 1 Like/Excited (green), 1 Feasibility (blue). They may vote for their own idea. Tally the votes. If tied, a short structured discussion precedes a re-vote.
- **SCAMPER (20 min):** Take the winning idea. Work through as many SCAMPER lenses as possible. Capture any changes. If a new version emerges that the team prefers, use it. If not, the original stands.

Possible pitfalls and how to respond

Pitfall	How to handle it
One person dominates idea generation	Use written methods (Crazy 8 or Brainwriting) to ensure everyone contributes independently before comparing.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Pitfall	How to handle it
Teams jump to solution before brainstorming	Enforce a silent individual ideation phase first. 'Write it down before you say it out loud.'
Chosen idea is not linked to the challenge statement	Before SCAMPER, ask: 'Read your challenge statement aloud. Now read your idea. Does one respond to the other?'
SCAMPER skipped because team likes their voted idea	It only takes 15-20 minutes. A good idea can almost always be improved. Make it non-optional.

COMPLETION CHECKLIST

- □ At least one brainstorming method completed by the whole team
- □ Ideas displayed and visible to the whole team
- □ Voting completed (3 votes per person: Impact / Like / Feasibility)
- □ SCAMPER completed on the winning idea
- □ Final solution idea described in 1-2 clear sentences
- □ Solution clearly responds to the challenge statement

MODULE 3 • ACTIVATE • SESSION 4

Facilitation Guide

3.4 Ideation

OPTIONAL ICEBREAKER

Time	15 min: "How to make a toast."

WHY AN ICEBREAKER

Everyone in the room already knows how to make toast, yet the drawings that come out are always surprisingly different (some start from the bread, some from the toaster, some from "go to the shop and buy bread" first). The exercise makes visible, in a low-stakes way, a truth the team needs for ideation: even a very familiar problem has many valid starting points and many valid "correct" solutions. That is the mindset shift needed before generating ideas for their own, much harder challenge.

INSTRUCTIONS TO HOW TO MAKE A TOAST

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Ask each student to draw, in 2-3 minutes, a picture of how to make a piece of toast. Have the group display their drawings and comment kindly on each other's. Then play the referenced video for context, before asking students to draw a picture of how their own challenge's solution could look. Close by having teams compare pictures for similarities, differences, and common links.
- Facilitator tip: this activity demonstrates that people, given the same familiar prompt, produce very different "correct" answers - a natural lead-in to why structured ideation surfaces more and better ideas than any one person's first thought.

BRAINSTORMING AND SOLUTION

Time	Brainstorming: 30 min | Voting: 10 min | SCAMPER: 20 min
Goal	Teams generate many ideas, select the best through democratic voting, and refine it with SCAMPER.
Deliverables	Final solution idea described in 1-2 sentences

KEY INSTRUCTIONS TO EMPHASISE

- Use at least ONE brainstorming method: Crazy 8 (8 ideas in 8 min), Rapid Ideation (as many as possible in 5 min), or Brainwriting (pass paper around)
- No idea is too crazy during brainstorming - no criticism allowed at this stage
- Voting: each person gets 3 votes (1 Impact, 1 Like, 1 Feasibility). Can vote for own idea
- SCAMPER the winning idea: Substitute / Combine / Adapt / Modify / Put to other use / Eliminate / Reverse
- If SCAMPER produces something better, use it. If not, stick with the winner

1. BRAINSTORMING

- Crazy 8: everyone folds paper into 8 panels and has exactly 8 minutes (1 per panel) to sketch or note 8 different ideas. The tight time limit is deliberate, it stops students from perfecting one idea and forces quantity over quality, which research on brainstorming shows produces more original ideas overall. Best when you want maximum individual creative output fast, and when the group is comfortable with quick, rough sketches.
- Rapid Ideation: 5 minutes of silent, individual list-writing, then group discussion to find common themes. This is closer to classic solo brainstorming, and is best when a team wants a broad first pass on the range of possible solutions before narrowing.
- Brain dump / Brainwriting: one idea is written, then the paper is physically passed around so each person can modify it or add a new one. This is the best choice for quieter groups or teams with an uneven mix of confident and shy speakers, since nobody has to say anything out loud to contribute, the building happens silently, on paper.

PORTFOLIO REMINDER

Photograph the raw brainstorming sheets (the folded Crazy 8 paper, the rapid-ideation list, or the circulated brainwriting sheet) and upload them to the Canva portfolio board; these are useful evidence of the range of ideas considered, not just the final winner.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

2. VOTING

- Why three different vote colours, not just one: a single "best idea" vote tends to reward whichever idea is safest or most familiar. Splitting the vote into Impact (does it actually move the needle on the challenge), Like/Excited (does the team want to spend weeks on this), and Feasibility (can it realistically be done with the time and budget available) surfaces tension on purpose, sometimes the most exciting idea is not the most feasible one, and that is useful information for the team to see before committing, rather than discovering it later.

VOTE SYSTEM:

- One vote of each colour per person - red Impact vote ("which idea could actually shift the challenge in a positive direction?"); green Like/Excited vote ("which idea do you personally connect to or really like?"); blue Feasibility vote ("which idea could be the most achievable and most likely to succeed?").

3. SCAMPER

- What SCAMPER is and why it exists: SCAMPER is a checklist of seven different "moves" you can apply to an existing idea to deliberately push it further, rather than starting over from a blank page. It was developed for creative problem-solving and works because most of us default to the same one or two ways of improving an idea (usually "add more" or "make it bigger") - SCAMPER forces at least seven different angles, some of which (like Reverse or Eliminate) rarely occur to people unprompted. Teams do not have to find a good answer to every letter, some letters simply will not apply to a given idea, and that is fine.
- A vote doesn't mean the winning idea has to be the final one; there is a chance a new idea emerges, or that combining two popular ideas works even better. That is what SCAMPER is for.

3.1 SCAMPER - WORKING THE TEMPLATE

- Ask teams to write their elected idea, in one sentence, at the top of the SCAMPER template. Then work through each of the seven prompts as a team. Explain each letter with its guiding question and a short example so students see how it is meant to work:
- S - Substitute: "What could we replace to make this idea even stronger? Analyse its elements and try to replace some." Example: instead of a poster campaign, substitute it with a short video - same message, different, possibly more effective, medium.
- C - Combine: "What could we combine with this idea to increase its impact?" Example: combine a workshop idea with a partnership from Session 2's stakeholder map (e.g. co-run it with the local library instead of running it alone).
- A - Adapt: "What could we borrow or adapt from another context?" Example: adapt a loyalty-card system from a coffee shop to encourage attendance at a recurring community event.
- M - Modify: "What could be enlarged, reduced, or adjusted?" Example: if the original idea was a one-off event, could it be modified into a recurring monthly one, or shrunk into a single-afternoon pilot?
- P - Put to another use: "Could this idea serve another group, setting, or function too?" Example: could a resource guide built for one stakeholder group also help a second stakeholder group identified in Session 2?
- E - Eliminate: "What can we remove to simplify the concept?" Example: if the idea has five steps, could it work and be easier to actually deliver on a school budget with three?
- R - Reverse: "What assumptions could we flip or rethink completely?" Example: instead of the team delivering help to a stakeholder, could the stakeholder be invited to co-design or lead part of it instead?

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

PORTFOLIO REMINDER

Upload a photo of the completed SCAMPER template to the Canva portfolio board once all seven prompts have been discussed.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION | MODULE 3 • ACTIVATE

5

3.5 Project Planning and Pitching

AT A GLANCE

The final session of Activate turns the chosen solution into a fundable, pitchable project. Teams draft a full project plan - including scope, needs analysis, objectives, action steps, and budget - and prepare a short pitch for teachers and school management. Feedback from the pitch gates the move into implementation.

Duration	~120-180 min total (Planning: 90-120 min | Pitch preparation: 30 min | Pitching: 4 min per team + Q&A)
Learning objectives	• Students can define a project scope that is realistic within their budget and timeline. • Students can write SMART objectives linked to their challenge statement. • Students can build a structured action plan with tasks, owners, and timelines. • Students can prepare and deliver a 4-minute pitch that covers challenge, concept, rationale, and next steps. • Students can answer critical questions from an audience about their project.
Materials	• Slide deck (Brainstorming, Voting, SCAMPER sections) • A3 paper or sticky notes for Crazy 8 and Brainwriting • Pens (one per student) • Coloured dots or markers for voting (3 per student, different colours for Impact / Like / Feasibility) • SCAMPER template (can be drawn on a whiteboard or flipchart)
Before class	Teams should have their finalised solution idea (1-2 sentences) and their design principles from the Stakeholder Compass. These are the starting points for the project plan. Confirm that each team knows their available budget before this session - teams cannot plan without it.
Competency	CA4 - Planning and Strategic Action (primary) + CA5 - Communication and mobilisation (secondary) Turning an idea into a realistic action plan; presenting it persuasively to stakeholders.
Key skills	• CA4: set SMART goals • Build action plan (timeline/tasks/roles) • Assess risks • Use PM tools (Gantt, RACI) • CA5: tailor message to audience

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

	• Craft compelling pitch
Learning outcomes	• Produce a project plan (scope, objectives, timeline, budget, roles) • Co-present the plan in a 3-5 min pitch

Suggested session sequence

- **Project Planning (90-120 min, can include homework):** Teams work through the project planning template section by section. Walk the room and check in with each team at the Objectives and Budget stages - these are where most teams get stuck. The project plan should include:
  - **Project Scope:** what the project will and will not do, who it targets, where, and over what timeframe.
  - **Needs Analysis:** brief summary of evidence that the challenge is real and that this solution responds to it.
  - **Objectives:** 2-4 SMART objectives linked to the challenge statement and measurable with the team's local indicators.
  - **Action Plan:** list of activities, who is responsible, and when they happen.
  - **Budget:** itemised list of costs, with justification for each line.
- **Pitch Preparation (30 min):** Teams prepare a maximum of 5 slides (including title). The pitch has a strict 4-minute limit. Every team member must speak. They should practise at least once before presenting. The pitch must answer four questions:
  - What is the challenge you are responding to?
  - What is your concept?
  - Why does it matter and why now?
  - What are your next steps?
- **Pitching (4 min per team + Q&A):** Teams present to teachers and, where possible, school management. A Q&A follows each pitch. Teacher feedback determines whether the team proceeds to implementation.

Possible pitfalls and how to respond

Pitfall	How to handle it
Focusing only on the idea and not the action plan	Remind teams: the pitch must include next steps, not just the vision. Audience members will ask what happens on Monday.
Too much background, not enough clarity about the concept	Use the 4-question structure strictly. If the team cannot say their concept in one sentence, the pitch will run over and confuse the audience.
Overly abstract language	Ask: If your grandmother watched this pitch, would she know exactly what you are going to do? Push for concrete, plain language.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Pitfall	How to handle it
Only one or two students speaking	Every team member must have a speaking role. Divide the four questions between team members if needed.

COMPLETION CHECKLIST

- □ Project scope defined (what, who, where, when)
- □ Needs analysis written (evidence that the problem is real)
- □ 2-4 SMART objectives linked to the challenge statement
- □ Action plan with tasks, owners, and timeline
- □ Budget itemised with justification for each line

MODULE 3 • ACTIVATE • SESSION 5

Facilitation Guide

3.4 Project Planning and Pitching

Time	140 min
Goal	Teams generate many ideas, select the best through democratic voting, and refine it with SCAMPER.
Deliverables	Final solution idea described in 1-2 sentences

DRAFT A COMPREHENSIVE PROJECT PLAN (OVERVIEW)

Introduce the four required sections of the plan - Needs Analysis, Project Objectives, Action Plan, Budget - and point teams to the project planning template for the detailed fields and instructions within each section.

1. THE CHALLENGE / NEEDS ANALYSIS

Explain that this section has to prove the problem is real and requires this specific project. Remind teams explicitly: the one-pager that was optional back in Session 1 ("Optional: The Challenge") is now mandatory, if they already wrote it, they can reuse and polish it here; if not, they must complete it now, using their desk research, observation, and interview outputs, with sources cited (citing the primary source rather than their own earlier work, per the slide's tip).

PORTFOLIO REMINDER

If not already uploaded back in Session 1, upload the finished Needs Analysis one-pager to the Canva portfolio board now.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

2. PROJECT IDEA

The Project Idea is a half-page summary setting the boundaries of the project, it should concisely state what the team is doing, why, and just as importantly, what they are explicitly not doing. Teams draft this half-page scope statement.

PORTFOLIO REMINDER

Upload the half-page Project Idea statement to the Canva portfolio board.

3. DELIVERABLES

- Deliverables vs. objectives, a distinction students often blur: an objective is the change you want (e.g. "more homeless individuals find employment"); a deliverable is the concrete thing your team produces to help get there (e.g. "a printed guide for local employers on hiring formerly homeless applicants"). If a student proposes something abstract like "raise awareness," push them to name the actual artefact that would raise awareness: a video, an event, a guide, since that artefact is the deliverable.
- Define deliverables as the clear outputs of the project, things the team makes, organises, shares, or completes. Walk through the example categories on the slide: a workshop or event; a poster, video, or social media campaign; a guide, toolkit, or presentation; a prototype, model, or exhibition; a report, survey results, or action plan. Teams select and list their 3-5 deliverables.

4. TIMELINE

Break each deliverable down into actionable steps, with at least 1 task per deliverable and an average of 2-3; the whole project should come to roughly 8-12 tasks in total.

PORTFOLIO REMINDER

Upload a photo or file of the completed timeline to the Canva portfolio board.

5. BUDGET ALLOCATION

"Action Areas," explained: rather than a simple shopping list ("glue, paper, pizza"), the budget groups every expense under the deliverable or activity it supports (an "Action Area"), so every euro has a clear, defensible reason tied to a specific deliverable. This matters especially at the pitch stage, "we need €50" invites the question "for what, exactly," while "€50 for printing the employer guide (Deliverable 2)" answers that question before it is even asked. Teams fill out the provided budget template.

PORTFOLIO REMINDER

Upload the completed budget allocation to the Canva portfolio board.

5. PITCH PREPARATION BRIEFING

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Coaching a 4-minute pitch: with such a tight limit, the biggest risk is spending too long on background and running out of time before explaining the actual plan. A simple pacing guide to suggest to teams: roughly 45-60 seconds on the challenge (why this matters, backed by one strong piece of evidence, not the whole Session 1 research); 60-90 seconds on the concept (what they are actually doing); 45 seconds on why it matters now; the remainder on next steps and the ask. Encourage teams to rehearse against a visible timer at least once before the real pitch.
- Brief teams on the pitch format - maximum 4 minutes, covering: what is the challenge; what is your concept; why does it matter; what are your next steps. Every team member must have the opportunity to speak. A Q&A follows the pitch. A visual presentation of at most 5 slides (including the title slide) must accompany it.
- Offer the supplementary questions slide as extra prompts for pitch content or likely Q&A: what challenge are you responding to; what is your intervention concept; why is this important now; what makes your approach meaningful or different; what are the first actions you will take; what support, ally, or resource would help you most? Teams finalise their pitch content and slides, and rehearse against the 4-minute limit.

PORTFOLIO REMINDER

Upload the final pitch deck (and, if recorded, a video/audio of the rehearsal or live pitch) to the Canva portfolio board, this becomes the capstone entry for the whole Activate module.

6. PITCHES AND Q&A

- "Time to pitch your solution!" Run each team's 4-minute pitch, followed by Q&A, in sequence.
- Whole-class plenary; each team pitches to teachers/school management (or a peer panel), with a Q&A immediately after each pitch.
- Record feedback and approval decisions from teachers/management for each team, since this determines whether the team proceeds into Manage (Module 4) to pilot the project they just pitched.
- Use the assessment rubric.

QUICK ASSESSMENT

Use this rubric to assess each team in under 5 minutes. Ask to see one output per row.

Criteria	Excellent	Good	Needs Improvement
Desk Research	5+ credible sources, 2 relevant indicators with chart, clear context paragraph, no AI hallucinations	3-4 sources, 1 indicator, brief context	Fewer than 3 sources, no indicator or chart
Observation	3+ documented observations with photos or precise descriptions, tracking evidence	2 observations, vague descriptions, no photo	1 observation, missing tracking evidence
Interviews	2 interviews, 10+ questions, full summary, 3 conclusions per interview	1 interview, fewer questions, partial summary	No completed interview, no summary
Challenge Statement	Specific, local, achievable, backed by evidence	Somewhat specific but still broad	Generic or unsupported by research

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Criteria	Excellent	Good	Needs Improvement
Stakeholder Analysis	Network map + power-interest grid + 2-3 empathy maps completed	Map done, grid incomplete	Only a list, no visual mapping
Visioning	Both narratives + creative visual + data chart with 2 future paths	One narrative done, chart missing	Only notes, no visuals or chart

END OF MODULE 3

Teams that receive approval after the pitch are ready to move into Module 4, Manage, where they pilot the project, communicate, monitor progress and learn from implementation.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Module 4: Manage

04 Manage

Pilot the project, communicate and learn

Manage takes teams from an approved project plan into real-world implementation. Students coordinate their work, monitor progress, collect evidence, communicate with different audiences and learn from what happens during the pilot. Across five sessions, they establish team routines, report and present results, plan ethical social media, produce audiovisual materials and prepare a community event.

MODULE EMPHASIS

Management is an iterative process. Teams should record decisions, use evidence to review progress and adapt when circumstances change. Communication should remain accurate, accessible, ethical and appropriate for the intended audience.

TEAM CONTRIBUTION

Students work in small project teams. Tasks may be divided according to roles, but every student should contribute to reflection and key decisions. Total duration is approximately 25 hours: 10 hours in class and 15 hours of collective work outside class across five sessions.

Expected results

- Establish a practical communication and monitoring routine for the pilot.
- Organise evidence, report results, reflect on implementation and formulate recommendations.
- Plan accurate, accessible and ethical social-media communication.
- Produce audiovisual materials that match the purpose, audience and available capacity.
- Plan and prepare a community event with clear responsibilities, logistics, documentation and feedback.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Session flow

Session	Purpose and output	Materials and linked resources
Session 1: Communicating as a Project Team	Students create a simple system for staying coordinated during the pilot.	**Session 1 templates** • Board or cards for the "Find the Match" activity. • Short project-situation cards. • Progress-board format and short progress-report format. • Shared digital folder and agreed communication channel. • Meeting Structure.
Session 2: Reporting, Presenting and Learning from the Pilot	Students turn pilot experience into evidence-based learning.	**Session 2 templates** • Reflection Carousel prompts. • Shared pilot-evidence folder. • Short pilot-reporting template. • School-website press-release format or guidance.
Session 3: Social Media Strategy and Posting	Students plan a short social-media campaign that gains attention without sacrificing accuracy, accessibility or trust.	**Session 3 templates** • A factual project update for the "More Likes or More Trust" role-play. • Examples of successful campaigns or initiatives. • Devices or paper for drafting posts. • Caption and visual-post planning space.
Session 4: Creating Audiovisual Materials for the Pilot Project	Students choose suitable audiovisual formats, plan and test the content, and produce a short project pitch video plus another communication product or strong draft.	**Session 4 templates** • Recording devices and simple editing tools. • Storyboard, script or interview-planning materials. • Quiet space and suitable background or lighting for the test recording. • Permission and approval guidance.
Session 5: Planning and Delivering a Community Event	Students prepare a community event connected to the pilot.	**Session 5 templates** • Examples or memories of school and community events. • Participant Journey planning space.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

		• Event-plan and run-of-show formats. • Invitation or announcement format.

Canva portfolio evidence map

Session	Evidence to save
Session 1	Progress-board screenshot; shared-folder structure; first short progress report; mentoring-session date; challenge or support note.
Session 2	Completed pilot-reporting template; school-website press release; final presentation; recommendations; mentoring-session note; selected pilot evidence.
Session 3	Mini social-media strategy; three captions; two visual drafts; posting calendar; review and approval record.
Session 4	Storyboard, script or interview plan; test-recording evidence; pitch video; additional product or strong draft; production and publication plan; reflection.
Session 5	Participant journey; event plan; run-of-show; invitation or announcement; materials checklist; feedback form; facilitation notes; selected event evidence.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 1 | MODULE 4 • MANAGE

4.1 Communicating as a Project Team

AT A GLANCE

Students create a simple system for staying coordinated during the pilot. They match common project situations to useful tools, agree how progress and evidence will be recorded, and complete the first reporting and mentoring steps.

Duration	In class: 2 hours | Outside class: 3 hours
Learning objectives	• Match common project situations to the most useful communication or monitoring tool. • Establish a progress board, shared evidence folder, agreed communication channel and mentoring routine. • Clarify who updates information and ensure final decisions are recorded outside chat messages. • Complete a first short progress report and identify one support need for the teacher mentor.
Materials	• Board or cards for the “Find the Match” activity. • Short project-situation cards. • Progress-board format and short progress-report format. • Shared digital folder and agreed communication channel. • Calendar for scheduling the mentoring session. • Slides
Before class	Teams should have an approved pilot plan. Confirm the teacher mentor and make sure each team can access the shared storage and communication tools it will use.
Competency	CA2 - Collaboration and Network Building; CA4 - Planning and Strategic Action; CA5 - Communication and Mobilisation.
Key skills	• Coordinate tasks and responsibilities. • Maintain shared records and evidence. • Monitor progress and identify blocked work. • Communicate decisions clearly. • Request timely support.
Learning outcomes	• Set up a simple progress board and shared evidence folder. • Complete a first short progress report. • Schedule the next mentoring session and record one challenge or support need.

Suggested session sequence

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- **Find the Match:** Introduce the project-management tools through short situations and ask teams to match each situation to the tool that would help most.
- **Discuss tool use:** For each match, students explain who should use the tool, when it should be updated and what information it should contain.
- **Establish the routine:** Introduce the three core elements - a progress board, a shared evidence folder and a bi-weekly or monthly mentoring session.
- **Set up the system:** Teams confirm a leader or reporting focal point, create the agreed communication channel and organise the monitoring tools.
- **Test the routine:** Teams complete one short progress report, schedule the next mentoring session and record one challenge that requires teacher support.

Possible pitfalls and how to respond

Pitfall	How to respond
Tools are created but nobody updates them.	Assign an owner and agree when each tool will be updated.
Important decisions remain only in chat messages.	Record final decisions on the progress board or in the shared folder.
Evidence is scattered or inaccessible.	Agree on a simple folder structure and file-naming routine that everyone can use.
Teams report only successes.	Require the first report to include one challenge and one support need.

COMPLETION CHECKLIST

- □ Team leader or reporting focal point confirmed.
- □ Shared project folder created or updated.
- □ Agreed communication channel created.
- □ Simple visual progress board set up.
- □ First short progress report completed.
- □ Next mentoring session scheduled.
- □ One challenge or support need recorded.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Facilitation Guide

4.1 Communicating as a Project Team

Time	In class: approximately 2 hours
Goal	Students understand and establish a simple system for monitoring pilot progress, storing evidence, requesting support, and preparing short reports.
Deliverables	Visual progress board + shared evidence folder + first short progress report + mentoring-session date + one challenge or support note.

PREPARATION AND MATERIALS

- Print and cut one set of Tool Cards and one set of Situation Cards for each group of 4-6 students.
- Prepare a board, wall, or table where groups can place and match the cards.
- Have the Session 1 Student Workbook available for each team, digitally or in print.
- Decide which communication tools are school-approved before the session.
- Plan how bi-weekly or monthly mentoring sessions will be scheduled.

1. FIND THE MATCH

1. Introduce the purpose: the team needs a lightweight routine, not a complex project-management system.
2. Form small groups and distribute the cards. Ask students to match each situation with the tool that would help most.
3. Allow 10-15 minutes for matching. Some situations may reasonably connect to more than one tool.
4. Invite each group to explain two matches. Ask follow-up questions rather than immediately correcting them.
5. Reveal the suggested answer key and discuss alternative valid choices.

SUGGESTED MATCHES AND POSSIBLE ALTERNATIVES

1. Progress Board - The board makes the delay and affected tasks visible. An Issue or Obstacle Log may also be used if the delay becomes a recurring obstacle.

2. Mentoring Session - The team needs guidance and an agreed next step. A challenge and support note can be prepared before the meeting.

3. Shared Evidence Folder - The files should be stored in an organised place that the team and teacher can access.

4. Progress Board - The responsible person and next action should be visible. The team may also confirm roles in the short report.

5. Short Progress Report - The report records completed activities, evidence, challenges, and next actions.

6. Issue or Obstacle Log - The team records the issue, what it has already tried, and the support required. It may then bring this to mentoring.

7. Social-Media Calendar - The team plans the purpose, date, official channel, creator, and reviewer before publication.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

8. Shared Evidence Folder - Evidence such as photos, feedback, attendance information, or materials should be retrievable. The short report may link to it.

2. ESTABLISH THE FIVE-PART COMMUNICATION AND MONITORING ROUTINE

- Introduce the five-part routine: progress board, shared evidence folder, communication channel, short progress report, and regular mentoring session.
- Explain that chat groups are useful for quick coordination, but documents and evidence must be stored in the shared folder.
- Make clear that final decisions should not exist only in chat messages.
- Show how an issue or obstacle log records a problem, what the team tried, and the support needed.

3. SET UP AND TEST THE SYSTEM

- Ask teams to begin completing the Student Workbook and agree who will act as reporting focal point.
- Each team starts or updates its progress board and confirms its shared evidence folder.
- Teams complete one short progress report or agree when it will be completed.
- Teams schedule the next mentoring session and record one challenge that requires teacher support.

KEY MESSAGES TO EMPHASISE

- The system should be simple enough to update regularly.
- Chat groups are useful for quick coordination, but documents and evidence must be stored in the shared folder.
- Final decisions should not exist only in chat messages.
- A delay or difficulty should be recorded early, together with the support requested.
- The team leader or reporting focal point prepares short updates; responsibility for the pilot remains shared.
- Mentoring sessions should finish with clear next actions, responsible people, and deadlines.

DEBRIEF QUESTIONS

- Which situation could reasonably match more than one tool, and why?
- Which tool prevents information from getting lost?
- Which tool helps the team ask for support early?
- Who should update each tool, and how often?
- What information should never remain only in a chat?
- How can the team keep the routine useful without making it too complicated?

QUICK QUALITY CHECK (3-5 MIN PER TEAM)

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Ask: “Show me your progress board.” Check that tasks, deadlines, responsibilities, and status are visible.
- Ask: “Show me your shared evidence folder.” Check that files are organised and accessible to the team.
- Ask: “Who is your reporting focal point?” Check that the role is clear but responsibility remains shared.
- Ask: “When is your next mentoring session?” Check that a date or agreed schedule exists.
- Ask: “What challenge needs support?” Check that the team can name the issue and what it has already tried.

TEACHER COMPLETION CHECKLIST

- □ Card activity completed and discussed.
- □ Five-part monitoring routine introduced.
- □ Each team identified a reporting focal point.
- □ Each team started or updated its progress board.
- □ Each team created or confirmed a shared evidence folder.
- □ Each team scheduled a mentoring session.
- □ Each team completed one short progress report or agreed when it will be completed.

PORTFOLIO REMINDER

Save a screenshot or photograph of the progress board, the shared-folder structure, the first short progress report, the mentoring-session date, and the challenge or support note in the Canva portfolio.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION | MODULE 4 • MANAGE

2

4.2 Reporting, Presenting and Learning from the Pilot

AT A GLANCE

Students turn pilot experience into evidence-based learning. They organise records, reflect on what changed, report results, prepare public-facing communication and write recommendations that future teams can use.

Duration	In class: 2 hours | Outside class: 3 hours
Learning objectives	• Organise pilot evidence so that claims in the report can be checked. • Reflect on results, feedback, changes, challenges and lessons from implementation. • Complete a concise pilot-reporting template and school-website press release. • Prepare a final presentation, recommendations for reuse and a mentoring-session note.
Materials	• Reflection Carousel prompts. • Shared pilot-evidence folder. • Presentation tool and space for recommendations. • **Templates for Students** Short pilot-reporting template. School-website press-release format or guidance. • Slides.
Before class	Ask teams to bring all available pilot evidence, including photographs, participation information, feedback, quotations, communication materials and notes on changes made.
Competency	CA4 - Planning and Strategic Action; CA5 - Communication and Mobilisation; CA6 - Reflection, Learning and Perseverance.
Key skills	• Organise and interpret evidence. • Reflect on progress and change. • Report results clearly. • Adapt messages for an external audience. • Formulate useful recommendations.
Learning outcomes	• Complete the pilot-reporting template and organise the supporting evidence. • Draft a school-website press release and final presentation. • Write recommendations and a mentoring-session note.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Suggested session sequence

- **Reflection Carousel:** Teams rotate through prompts on satisfaction, surprise, challenge, team decisions, communication, management and what they would change.
- **Individual reflection:** Each student identifies one management skill improved, one communication skill improved and one practice to keep.
- **Organise the evidence:** Teams sort photographs, participation information, feedback, quotations, communication materials and notes on changes.
- **Complete the report:** Use the reporting template to record activities, participants, evidence, results, feedback, challenges, changes, lessons and recommendations.
- **Prepare public-facing outputs:** Teams draft a concise press release, final presentation and recommendations for reuse; optional formats may include an interview video, podcast, audio reflection or quotations.
- **Review with the mentor:** Use the monthly mentoring session to verify evidence, agree next steps and record a short note.

Possible pitfalls and how to respond

Pitfall	How to respond
The report makes claims without showing evidence.	Link important statements to a file, quotation, count, photograph or feedback summary in the evidence folder.
Reflection remains general.	Ask for a specific example of what changed, why it changed and what the team learned.
The press release is promotional but unclear.	Make sure it explains what happened, who participated, why it matters and what comes next.
Recommendations are vague.	Write concrete advice or actions that would save a future team time or difficulty.

COMPLETION CHECKLIST

- □ Pilot evidence organised in the shared folder.
- □ Participant feedback summarised.
- □ Parent feedback included where available and appropriate.
- □ Short pilot-reporting template completed.
- □ School-website press release drafted.
- □ Final presentation prepared.
- □ Recommendations for future teams written.
- □ Mentoring-session note completed.
- □ Optional interview video, podcast, audio reflection or quotations prepared where relevant.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Facilitation Guide

4.2 Reporting, Presenting and Learning from the Pilot

Time	In class: approximately 2 hours | Outside class: approximately 3 hours
Goal	Students organise pilot evidence, reflect on achievements and difficulties, and convert their learning into a concise report, press release, presentation, and recommendations.
Deliverables	Completed pilot report + school-website press release + organised evidence folder + final presentation plan + recommendations for future teams + brief mentoring update.

PREPARATION AND MATERIALS

- Print and cut the Reflection Carousel prompt cards. Place them at different stations around the room.
- Provide sticky notes or large sheets where teams can add short responses.
- Ask teams to bring or access their evidence folder, progress report, participant feedback, parent feedback where available, and key communication materials.
- Provide one Session 2 Student Workbook per team, digitally or in print.
- Decide whether teams will prepare a slide presentation, poster presentation, or another school-approved format.
- Remind students not to include personal data, unapproved images, or identifiable quotations in public materials.

1. OPEN WITH AN EVIDENCE CHECK

- Ask teams to review what they have collected and identify any important gaps.
- Separate evidence from interpretation: first establish what happened, then discuss what it means.

2. RUN THE REFLECTION CAROUSEL

- Place the eight prompts at different stations: Biggest Satisfaction; Biggest Surprise; Biggest Challenge; Best Team Decision; Communication Lesson; Management Lesson; What We Would Change; Engagement Feedback.
- Teams rotate around the stations and add concise, evidence-based responses on sticky notes or a shared sheet.
- After the rotation, teams return to their starting station, read all contributions, and identify the strongest lesson or example.
- Ask teams to complete the Reflection Synthesis and Individual Closing Reflection in the Student Workbook.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

REFLECTION CAROUSEL PROMPTS

Biggest Satisfaction - What are you most proud of? Add one example or piece of evidence.

Biggest Surprise - What happened that you did not expect? Explain why it mattered.

Biggest Challenge - What was most difficult? Note how the team responded.

Best Team Decision - Which decision improved the pilot? Describe the effect of that decision.

Communication Lesson - What did you learn about communicating? Think about the team, participants, or stakeholders.

Management Lesson - What did you learn about monitoring and adapting work? Refer to a tool, routine, or mentoring moment.

What We Would Change - What would you do differently next time? Make the suggestion practical.

Engagement Feedback - What did participants or parents notice about engagement? Use feedback where available; do not guess.

3. DEBRIEF AND IDENTIFY THE STRONGEST LEARNING

1. Ask each team to share one strong insight, not a full summary of every station.
2. Cluster similar insights on the board under achievements, challenges, communication, management, and recommendations.
3. Challenge vague comments by asking for an example, quotation, number, document, photograph, or observed behaviour.
4. End by asking teams to choose the three most important points to carry into their report and presentation.

4. ORGANISE EVIDENCE AND PREPARE THE REPORTING OUTPUTS

- Introduce the short pilot-report structure and explain how the same evidence can be adapted for a press release and final presentation.
- Reports should include results, challenges, changes, lessons, and recommendations, as well as accurately summarised participant and parent feedback where available.
- Allow teams to begin drafting the report and divide the outside-class work among team members.
- Ask teams to prepare the school-website press release, final presentation structure, and recommendations for future teams.
- Teams may use an interview video, podcast, audio reflection, or participant quotations as optional supporting evidence.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Close by confirming outputs, responsibilities, review arrangements, mentoring update, and deadlines.

KEY INSTRUCTIONS TO EMPHASISE

- Reflection must be linked to concrete evidence or examples from the pilot.
- Reports should explain both achievements and difficulties; they are not promotional texts.
- Participant and parent feedback should be summarised accurately without inventing quotations or overstating results.
- The press release is shorter and more public-facing than the pilot report, but it must remain factual.
- The final presentation should show the challenge, action, evidence, learning, and next steps.
- All public content must follow school permissions, privacy, and approval procedures.

GUIDING QUESTIONS

- What evidence shows that this activity really happened?
- What result are you most confident about, and why?
- What surprised you during implementation?
- What did participants or parents notice about student engagement?
- What changed after a challenge or mentoring discussion?
- Would someone outside the project understand your report?
- Which lesson would be most useful to another student team?
- What information belongs in the detailed report, and what belongs in the short press release?

QUICK QUALITY CHECK (3-5 MIN PER TEAM)

- Ask: “Show me your evidence inventory.” Check that key claims are linked to real evidence.
- Ask: “What is your clearest result?” Check that the answer is specific and not exaggerated.
- Ask: “What did you learn from participant or parent feedback?” Check that it is accurately summarised.
- Skim the pilot report: it should include results, challenges, changes, lessons, and recommendations.
- Skim the press release: it should be concise, factual, understandable, and suitable for a school website.
- Ask: “What will your audience remember from the presentation?” Check that there is one clear central message.

COMMON ISSUES AND TEACHER RESPONSES

Issue	Teacher response
Only positive reporting	Ask students to include one challenge and one adaptation.
Unclear evidence	Ask where the information came from and whether it can be shown or verified.
Too much detail	Ask which information is essential for the reader or audience.
Promotional language	Replace claims such as “huge success” with a specific result or quotation.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Sensitive information	Remove names, personal details, or images that do not have permission.
Uneven team contribution	Divide report, press release, presentation, and evidence tasks clearly.

SESSION 2 COMPLETION CHECKLIST

- □ Reflection Carousel completed and discussed.
- □ Evidence inventory reviewed and missing evidence identified.
- □ Participant and parent feedback summarised where available.
- □ Short pilot report drafted or completed.
- □ School-website press release drafted.
- □ Final presentation structure agreed.
- □ Recommendations for future teams written.
- □ Review responsibilities and deadline confirmed.

PORTFOLIO REMINDER

Save the completed pilot report, press release, final presentation plan, recommendations, mentoring update, and selected evidence from the pilot in the Canva portfolio.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 3 | MODULE 4 • MANAGE

4.3 Social Media Strategy and Posting

AT A GLANCE

Students plan a short social-media campaign that gains attention without sacrificing accuracy, accessibility or trust. They identify audiences, draft content, plan timing and agree how posts will be reviewed, approved and followed up.

Duration	In class: 2 hours | Outside class: 3 hours
Learning objectives	• Distinguish persuasive communication from exaggerated or manipulative content. • Analyse successful school, youth, environmental, civic or Erasmus+ campaign examples. • Define the main and secondary audiences and the action each post should invite. • Draft captions, visual posts and a content calendar that meet accuracy, accessibility and approval requirements.
Materials	• A factual project update for the "More Likes or More Trust" role-play. • "More Likes or More Trust" Student template. • Examples of successful campaigns or initiatives. • Devices or paper for drafting posts. • Caption and visual-post planning space. • Mini content-calendar format and the school approval process. • Slides.
Before class	Confirm which official channels may be used and who must review or approve content before publication. Prepare one factual project update for the opening role-play.
Competency	CA4 - Planning and Strategic Action; CA5 - Communication and Mobilisation; CA8 - Digital Literacy for Collaboration and Research; CA9 - Digital Content Creation and Public Communication.
Key skills	• Define and understand audiences. • Write clear and accurate captions. • Design accessible visual content. • Plan timing, roles and channels. • Apply ethical review and approval processes.
Learning outcomes	• Create a mini social-media strategy with one main and one secondary audience. • Draft at least three captions and two visual posts. • Complete a 3-5 post calendar and approval process.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Suggested session sequence

- **More Likes or More Trust:** Compare an attention-only version of a project update with an accurate, respectful and persuasive version.
- **Analyse effective examples:** Identify what attracts attention, what is immediately understandable, what creates credibility and what action is requested.
- **Build the Post:** Draft a headline, image idea, key text, identity information, date or time where relevant and a clear call to action.
- **Check quality:** Review readability, amount of text, image relevance, accessibility, accuracy, respectful tone, audience fit and call to action.
- **Plan the campaign:** Create a 3-5 post calendar and define the purpose, format, responsible person, review date, official channel and follow-up for each post.
- **Complete outside-class work:** Define audiences, write at least three captions, create two visual drafts and agree the review and approval process before posting.

Possible pitfalls and how to respond

Pitfall	How to respond
The number of likes becomes the main goal.	Use relevance, clarity, accuracy, accessibility, ethics, audience fit and call to action as the quality criteria.
The audience is not clearly defined.	Name one main and one secondary audience before drafting content.
Posts are attractive but unclear or inaccessible.	Check text length, image relevance, readable formatting and the clarity of the requested action.
There is no approval or response plan.	Assign the reviewer, approval date, official channel and responsibility for comments or messages.

COMPLETION CHECKLIST

- ☐ One main audience and one secondary audience defined.
- ☐ At least three captions written for different purposes.
- ☐ At least two visual post drafts created.
- ☐ Mini content calendar with 3-5 posts completed.
- ☐ Purpose, format, creator, review date and official channel defined for each post.
- ☐ Process for following up comments or messages agreed.
- ☐ Review and approval process agreed before publication.
- ☐ Posts checked for relevance, clarity, accuracy, visual quality, accessibility, ethics, audience fit and call to action.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

MODULE 4 • MANAGE • SESSION 3

Facilitation Guide

4.3 Social Media Strategy and Posting

Time	In class: approximately 2 hours | Outside class: approximately 3 hours
Goal	Students plan and draft a short social-media campaign that attracts attention while remaining accurate, accessible, ethical, and appropriate for its audience.
Deliverables	Mini social-media strategy + 3 written captions + 2 visual post drafts + 3-5-post content calendar + review and approval process.

PREPARATION AND MATERIALS

- Provide one Session 3 Student Workbook per team, digitally or in print.
- Print the “More Likes or More Trust?” scenario and role cards. One scenario is enough for the full class; a second option is included for variety.
- Confirm which school or project accounts may publish content and identify the teacher or staff member responsible for review and approval.
- Bring or preselect two or three examples of successful school, youth, civic, environmental, or Erasmus+ campaigns. Students may also search for examples if devices are available.
- Provide paper and markers, or access to Canva or another school-approved design tool.
- Review school rules on photographs, names, quotations, copyright, comments, and use of official accounts before the session.

SUGGESTED IN-CLASS TIMING

10 min	Opening: purpose of project communication and risks to trust.
25 min	“More Likes or More Trust?” role-play and drafting.
20 min	Comparison and whole-class debrief.
25 min	Successful campaign analysis and copywriting.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

25 min	"Build the Post" visual drafting.
10 min	Mini content-calendar setup and allocation of roles.
5 min	Quality reminder, outputs, reviewer, and deadline.

1. MORE LIKES OR MORE TRUST?

- Introduce the session by asking how social media can support a pilot project and how it can also mislead or damage trust.
- Give the same factual update to two groups. One group maximises attention; the other maximises trust.
- Ask groups to present their versions. Analyse the headline, image idea, emotional language, accuracy, missing context, call to action, and likely consequences.
- Clarify that the exercise is fictional and the drafts must not be published.

SCENARIO OPTION A - FOOD-WASTE WORKSHOP

Factual project update

On 10 June, 24 students and 5 teachers took part in a two-hour TEAMCHERS workshop to test ideas for reducing food waste at school. Participants developed six possible actions. At the end of the workshop, 18 students said they were willing to test at least one action during the following two weeks. The team has not yet measured whether food waste decreased.

Group A: More Likes

- Write a dramatic headline and short caption; choose an image idea and emotional tone; select only the most exciting details or make the result sound more certain than it is; add a strong call to action. Do not publish the draft.

Group B: More Trust

- Write a clear headline and concise caption; use only supported claims; choose an honest image idea; explain why the activity matters without claiming unmeasured impact; add a realistic call to action.

SCENARIO OPTION B - COMMUNITY EVENT

Factual project update

A TEAMCHERS student team is preparing a community event for up to 60 participants. As of Monday, 34 people have registered. Two local organisations have agreed to attend. The programme includes a student presentation, a participatory workshop, and a feedback activity. Registration remains open until Friday.

Group A: More Likes

- Write a dramatic headline and short caption; choose an image idea and urgent emotional language; omit context or make demand appear greater than the facts show; add a strong call to action. Do not publish the draft.

Group B: More Trust

- Write a clear headline and concise caption; state what the event includes and who it is for; use the registration information accurately; choose an image idea suitable for the school or project account; add a clear and realistic call to action.

2. COMPARE THE VERSIONS AND DEBRIEF

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Headline: Does it describe the update or create a false impression?

Image idea: Does it represent what happened or suggest something different?

Emotional language: Does it engage the audience or pressure them unfairly?

Accuracy: Are all statements supported by the factual update?

Missing context: Has important information been removed?

Call to action: Is it clear, realistic, and suitable for the audience?

Consequence: Which version may receive more clicks? Which version is more likely to build long-term trust?

DEBRIEF MESSAGES

- Persuasive communication is not the same as manipulation.
- A strong post can be engaging and accurate at the same time.
- Early activity, participation, or intention should not be presented as proven long-term impact.
- Omitting essential context can mislead even when every individual sentence is technically true.
- The purpose of communication is to reach the right audience and support the project, not simply to maximise reactions.

3. ANALYSE SUCCESSFUL CAMPAIGNS AND PRACTISE COPYWRITING

1. Show or ask students to find two or three successful campaign examples.
2. Ask teams to identify the audience, opening, key message, credibility signals, visual approach, and call to action.
3. Invite teams to explain why the example works and which feature could be adapted for TEAMCHERS.
4. Introduce Attention -> Meaning -> Action: attract interest, explain why the message matters, and request a realistic next step.
5. Ask teams to test one factual pilot update using this structure before they create their own post drafts.

4. BUILD THE POST AND PLAN THE CAMPAIGN

- Ask each team to define its campaign purpose, main and secondary audience, core message, tone, channels, approval route, and response to comments or messages.
- Teams draft two visual posts and at least three captions for different purposes.
- Teams create a 3-5-post mini content calendar. For each post, define the purpose, format, creator, reviewer, publication date or period, official channel, and follow-up of comments or messages.
- Complete the final quality, permissions, and approval check. Teams do not need to publish during the classroom session.
- Close by confirming outside-class outputs, responsible team members, reviewer, and deadline.

TEACHER ROLE DURING PRODUCTION

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Circulate between teams and ask for evidence behind factual claims.
- Help students simplify messages without removing essential context.
- Check that audiences, channels, and calls to action are realistic.
- Do not approve public posting during the activity unless the school review process has been completed.
- Encourage students to revise drafts after feedback rather than treating the first design as final.
- Do not ask students to copy slogans, designs, or photographs from campaign examples.
- Encourage short sentences, specific verbs, concrete evidence, and language without unexplained project jargon.

KEY INSTRUCTIONS TO EMPHASISE

- Quality and trust are more important than the number of likes.
- Every factual claim must be supported by real project evidence. Do not invent results, quotations, participants, or impact.
- Students create draft content; publication must use school-approved or project-approved accounts and follow the agreed review process.
- Images, names, quotations, music, and third-party materials may be used only when permission or a suitable licence is available.
- Posts should be readable, accessible, concise, and suitable for the intended audience.
- The mini campaign should contain 3-5 purposeful posts, not repeated content with different wording.

GUIDING QUESTIONS

- Who is the main audience, and who is the secondary audience?
- What should the audience understand, feel, or do after seeing this post?
- Which evidence supports the claim?
- Is any wording exaggerated, misleading, or unnecessarily dramatic?
- Does the image help people understand the message?
- Is the post readable and accessible on a phone screen?
- Who will review and approve the post before publication?
- How will comments or direct messages be handled?
- Are you measuring communication quality, or only popularity?

QUICK QUALITY CHECK (3-5 MIN PER TEAM)

- Ask: “Show me your mini social-media strategy.” Check that the main and secondary audiences, objective, core message, channels, and approval route are clear.
- Ask: “Show me one caption and one visual draft.” Check relevance, clarity, accuracy, accessibility, respectful tone, and call to action.
- Ask: “Which evidence supports this statement?” Check that no result or quotation has been invented or exaggerated.
- Ask: “Show me your content calendar.” Check that 3-5 posts have different purposes and include roles, dates, official channels, and follow-up arrangements.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Ask: “Who approves publication?” Check that a named teacher or school/project communication manager is identified.
- Check that the number of likes is not being used as the main quality criterion.

COMMON ISSUES AND TEACHER RESPONSES

Issue	Teacher response
Too much text	Ask students to keep one main message and move supporting details to a website or longer article.
Vague audience	Ask students to name a specific group rather than “everyone”.
Unproven impact claim	Ask students to replace it with a verified activity, number, observation, or participant response.
Generic image	Ask how the visual helps the audience understand the specific pilot.
No approval route	Pause publication planning until a school-approved reviewer and account are identified.
Focus on likes	Ask what evidence would show that the right people understood or acted on the message.
Risky comments	Agree whether comments will be moderated, disabled, or redirected to an official contact.

COMPLETION CHECKLIST

- □ Defined one main audience and one secondary audience.
- □ Completed the “More Likes or More Trust?” comparison.
- □ Analysed at least two successful campaign examples.
- □ Defined the campaign purpose, core message, tone, and official channels.
- □ Written at least three captions for different purposes.
- □ Created at least two visual post drafts.
- □ Completed a 3-5-post mini content calendar.
- □ Assigned creators, reviewers, dates or periods, and official channels.
- □ Agreed how comments or messages will be followed up.
- □ Completed the quality, permissions, review, and approval check.

SAFEGUARDING AND RESPONSIBLE PUBLICATION

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Students aged 14-17 should not be required to publish project content through personal accounts.
- Use school, project, or club accounts approved by the school.
- Confirm permission before using identifiable images, names, voices, or quotations.
- Do not disclose personal contact details, sensitive information, or unnecessary location data.
- Follow the school's process for reviewing content and responding to harmful or inappropriate comments.

PORTFOLIO REMINDER

Save the mini social-media strategy, at least three captions, two visual drafts, the 3-5-post content calendar, and evidence of the review and approval process in the Canva portfolio.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 4 | MODULE 4 • MANAGE

4.4 Creating Audiovisual Materials for the Pilot Project

AT A GLANCE

Students choose suitable audiovisual formats, plan and test the content, and produce a short project pitch video plus another communication product or strong draft. They also agree roles, permissions, channels and review steps.

Duration	In class: 2 hours | Outside class: 3 hours
Learning objectives	• Select communication formats that match the audience, purpose and local capacity. • Plan a clear message through a storyboard, script, interview plan or equivalent. • Use a short test recording to review sound, framing, clarity, length and tone. • Produce the pitch video and one additional product or strong draft with a publication and review plan.
Materials	• Recording devices and simple editing tools. • Permission and approval guidance. • Quiet space and suitable background or lighting for the test recording. • **Templates for Students** Storyboard, script or interview-planning materials. Production-task and publication or dissemination planning space. • Slides.
Before class	Confirm access to recording and editing tools, local permission requirements and the approved channels where the content may be used.
Competency	CA4 - Planning and Strategic Action; CA5 - Communication and Mobilisation; CA9 - Digital Content Creation and Public Communication.
Key skills	• Select a suitable format. • Storyboard and script a concise message. • Test and improve recording quality. • Coordinate production roles. • Plan permissions, review and dissemination.
Learning outcomes	• Plan and produce a 60-90 second pitch video. • Select and create one additional communication product or strong draft. • Complete a production, publication and reflection record.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Suggested session sequence

- **Select formats:** Choose one or more suitable formats while protecting the minimum requirement of one pitch video and one additional product or strong draft.
- **Plan the message:** Prepare a storyboard, script, interview plan, scene sequence, voiceover, blog outline or radio-interview talking points.
- **Use a clear structure:** Include an opening, the project, why it matters, audience, use, permissions, evidence or action and a closing message.
- **Record a Test:** Create a 20-second prototype and review sound, framing, lighting, questions and speaking speed.
- **Revise and produce:** Use the test findings to improve the content, then record or draft the required products.
- **Complete the production and publication plan:** Assign tasks, confirm permissions, identify channels and complete final review and reflection.

Possible pitfalls and how to respond

Pitfall	How to respond
The team chooses too many formats.	Protect the minimum requirement and select only formats that can be completed to a useful standard.
The content has no clear central message.	Agree one audience, one main message and where the content will be used before recording.
Poor sound or framing is discovered too late.	Use the 20-second test and revise before the full recording.
Permissions or final review are overlooked.	Include approvals, responsible reviewers and intended channels in the production and publication plan.

COMPLETION CHECKLIST

- □ Communication format or formats selected.
- □ Short pitch video planned as the minimum product.
- □ Additional communication product selected according to local capacity.
- □ Storyboard, script, interview plan or equivalent prepared.
- □ 20-second test recording completed and reviewed.
- □ Production tasks and responsibilities assigned.
- □ Pitch video recorded and edited, or strong draft produced.
- □ Additional product or strong draft produced.
- □ Publication or dissemination plan completed.
- □ Short reflection on what worked and what was difficult completed.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

MODULE 4 • MANAGE • SESSION 4

Facilitation Guide

4.4 Creating Audiovisual Materials for the Pilot Project

Time	In class: approximately 2 hours | Outside class: approximately 3 hours
Goal	Students plan, test, and produce communication materials connected to their pilot project and social-media strategy.
Deliverables	1 short pitch video + 1 additional communication product or strong draft + storyboard/script/interview plan + production task list + publication/dissemination plan + short reflection.

PREPARATION AND MATERIALS

- Provide one Session 4 Student Workbook per team, digitally or in print.
- Ask teams to bring the mini social-media strategy and content calendar developed in Session 3.
- Provide school-approved recording devices, headphones, tripods or stable supports where available, and access to simple editing software.
- Confirm the school process for recording and publication permissions, use of names and quotations, music and third-party material, and official publication channels.
- Prepare one quiet area for test recordings if possible.
- Check whether teams can realistically produce an additional product. A strong draft is acceptable where time, equipment, or permissions are limited.

SUGGESTED IN-CLASS TIMING

10 min	Reconnect to Session 3 and define communication purpose and audience.
15 min	Review format options and select the additional communication product.
30 min	Complete pitch-video canvas and storyboard/script/interview plan.
25 min	“Record a Test” practical activity.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

20 min	Peer review and immediate revision.
15 min	Production task list, permissions, and publication/dissemination plan.
5 min	Confirm outside-class work, responsibilities, reviewer, and deadline.

1. RECONNECT TO THE SOCIAL-MEDIA STRATEGY

- Ask each team which audience and communication purpose its audiovisual product will support.
- Ask teams to define the one message the audience should remember, the intended channel, and the permissions or approvals required.

2. SELECT FORMATS AND CONFIRM THE MINIMUM OUTPUT

- Confirm the minimum requirement: one 60-90-second pitch video plus one additional product or strong draft selected according to local capacity.
- Every product needs a clear audience, purpose, main message, and intended use.

COMMUNICATION FORMAT MENU

Pitch video - 60-90 seconds. Present the challenge, pilot, evidence, value, and next step.
Interview video - Ask students, teachers, parents, or participants about the pilot.
Mini-documentary - A short sequence showing the pilot, people involved, and what was learned.
Podcast / audio reflection - A short discussion, interview, or reflective audio piece.
Project song - An original song that communicates the project message appropriately.
Future contrast video - Contrast the future we want with the present we do not want.
Blog / website story - A written story supported by photos, quotations, or evidence.
Local-radio interview / pitch - Talking points and a short proposal for local or community media.

3. PLAN THE MESSAGE AND PRODUCTION

- Guide teams through the pitch-video canvas: opening, challenge, pilot, evidence, value, next step, and closing message.
- Ask teams to prepare a storyboard, script, interview plan, blog outline, or radio talking points.
- Assign responsibilities for scripting, recording, editing, and review.
- Use real evidence from the pilot. Do not invent activities, impact, quotations, or participant reactions.

4. RECORD A TEST

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Purpose

- A short test helps teams discover technical and communication problems before they invest time in full recording.
- The test should be quick and low-pressure. The aim is improvement, not performance grading.
- Every team should leave the activity with at least two specific revisions to its plan.

Student task

1. Choose one test: a 20-second project introduction, the opening of the pitch video, one interview answer, a podcast introduction, a radio response, or a short voiceover.
2. Record one version using the available equipment.
3. Play it back immediately and use the test-review checklist.
4. Ask a peer team or the teacher for one strength and one improvement point.
5. Record a second version if time allows.

TEST-REVIEW PROMPTS

Sound: Can every speaker be heard clearly? Is there distracting background noise?

Message: Is the main point understandable after one viewing or listening?

Length: Is the introduction concise, or does it include unnecessary detail?

Delivery: Does the speaker sound natural, confident, and suitable for the audience?

Image: Is the shot stable, well framed, and appropriately lit?

Evidence: Does the test use accurate project information?

Accessibility: Will captions, a transcript, or clear on-screen text be needed?

Permissions: Is everyone shown or heard allowed to appear in the final product?

FEEDBACK RULE

- Start with one specific strength.
- Give one specific, achievable improvement.
- Comment on the product, not the person.
- The team decides which revision to make and records it in the Student Workbook.

5. COMPLETE PRODUCTION AND DISSEMINATION PLANNING

- Ask teams to complete the production task list, permissions and approval check, and publication/dissemination plan.
- Outside class, teams finalise the pitch-video script and storyboard, record and edit the pitch video, and produce one additional product or strong draft.
- Close by confirming what will be produced outside class, who is responsible, when it will be reviewed, and which official channel may be used.

KEY INSTRUCTIONS TO EMPHASISE

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- The pitch video is the common minimum product and should normally last 60-90 seconds.
- The additional product is selected according to local capacity; it may be completed or submitted as a strong draft.
- Keep production simple. Clear sound and a coherent message are more important than complex effects.
- Confirm permission before recording or publishing identifiable people, voices, names, or quotations.
- Use original or properly licensed music, images, and other materials.
- Review content before submission or publication and use school-approved or project-approved channels.

GUIDING QUESTIONS

- Who is the intended audience, and where will this content be used?
- What is the one message the audience should remember?
- What real evidence from the pilot will make the message credible?
- Can the pitch be delivered clearly within 60-90 seconds?
- Does every scene, question, or paragraph support the main message?
- Can we hear and understand every speaker?
- What permissions or approvals are needed?
- Who is responsible for scripting, recording, editing, and final review?
- What did the test recording reveal that needs to be improved?

QUICK QUALITY CHECK (3-5 MIN PER TEAM)

- Ask: “Show me your pitch-video canvas.” Check that the challenge, pilot, evidence, value, next step, and closing are clear.
- Ask: “Show me your storyboard, script, interview plan, or equivalent.” Check audience, sequence, responsibilities, and required permissions.
- Ask the team to play its test recording. Check sound, framing, clarity, length, tone, and audience fit.
- Confirm that one pitch video and one additional product or strong draft are planned.
- Ask: “Show me your production and publication plan.” Check tasks, roles, deadlines, approvals, intended channel, and review process.
- Ask: “Which evidence supports this statement?” Check that no result or quotation has been invented or exaggerated.

COMMON ISSUES AND TEACHER RESPONSES

Issue	Teacher response
Too many formats selected	Ask the team to prioritise the pitch video and one realistic additional product.
Long or unclear pitch	Ask students to keep one main message and remove details that belong in a report or website article.
Weak sound	Move to a quieter location, reduce distance from the microphone, or record voiceover separately.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Reading without connection	Ask students to use short speaking notes and practise one sentence at a time.
No evidence	Ask the team to add one verified number, observation, quotation, or concrete example from the pilot.
Missing permissions	Change the plan, use non-identifiable visuals, or delay publication until approval is available.
Copyright risk	Replace music, images, or clips with original or appropriately licensed material.
Publication plan is vague	Identify a specific official channel, reviewer, date, and follow-up action.

COMPLETION CHECKLIST

- □ Selected its communication format(s).
- □ Planned one 60-90-second pitch video as the minimum product.
- □ Selected one additional product or strong draft according to local capacity.
- □ Defined the audience, purpose, main message, and intended use.
- □ Prepared a storyboard, script, interview plan, or equivalent.
- □ Completed and reviewed a 20-second test recording.
- □ Assigned production tasks and responsibilities.
- □ Checked permissions, approvals, accessibility, and copyright.
- □ Completed a publication/dissemination plan.
- □ Agreed the outside-class production deadline and review date.

SAFEGUARDING AND RESPONSIBLE PRODUCTION

- Students aged 14-17 should use school-approved devices, accounts, and publication procedures.
- Do not require students to publish through personal accounts or disclose personal contact details.
- Confirm consent before recording or publishing identifiable images, voices, names, or quotations.
- Avoid filming sensitive information, private locations, or people who have not agreed to participate.
- Keep raw files in the shared project folder and limit access according to school rules.
- Provide captions or transcripts where possible and use readable on-screen text.

PORTFOLIO REMINDER

Save the storyboard, script or interview plan, the test recording or screenshot, the pitch video, the additional communication product or strong draft, the production and publication plan, and the short reflection in the Canva portfolio.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

SESSION 5 | MODULE 4 • MANAGE

4.5 Planning and Delivering a Community Event

AT A GLANCE

Students prepare a community event connected to the pilot. They design the participant journey, allocate responsibilities, plan logistics and backup arrangements, prepare communication and feedback tools, and rehearse where possible.

Duration	In class: 2 hours | Outside class: 3 hours
Learning objectives	• Identify what makes an event engaging, participatory, professional and welcoming. • Map the participant journey from first information to post-event feedback or follow-up. • Create an event plan and run-of-show with timing, tasks, responsibilities, materials and backup notes. • Prepare invitations, facilitation tasks, participant flow, documentation and feedback tools.
Materials	• Examples or memories of school and community events. • Templates for Students Participant Journey planning space. Event-plan and run-of-show formats. Invitation or announcement format. Materials checklist, feedback form and venue information. • Slides.
Before class	Confirm the event purpose, intended participants, date, venue and any school permissions or practical constraints that teams need to know.
Competency	CA4 - Planning and Strategic Action; CA5 - Communication and Mobilisation.
Key skills	• Design for participant experience. • Plan tasks, timing and responsibilities. • Prepare logistics and backup arrangements. • Communicate practical information. • Collect feedback and document the event.
Learning outcomes	• Complete an event plan and participant journey. • Prepare a run-of-show, invitation, materials checklist and feedback form. • Assign facilitation roles and rehearse part of the event where possible.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Suggested session sequence

- **The Best and Worst Event:** Students compare past event experiences and identify signs of well-managed and poorly managed events.
- **Participant Journey:** Teams map how people hear about the event, what they expect, what happens on arrival, what they do, what they remember and how they give feedback or stay connected.
- **Management workshop:** Prepare the timeline, setup, welcome, speaking order, materials, troubleshooting, documentation, closure and clean-up.
- **Build the run-of-show:** Record the time, task, responsible person, materials and risk or backup note for each stage.
- **Prepare across three time horizons:** Identify what must be ready one week before, one day before and on the event day.
- **Complete and rehearse:** Outside class, finish the plan, send invitations, prepare facilitation and materials, organise participant flow, create feedback tools and rehearse part of the event where possible.

Possible pitfalls and how to respond

Pitfall	How to respond
The plan lists activities but not the participant experience.	Use the Participant Journey from first invitation to feedback and follow-up.
Responsibilities are unclear.	Name one responsible person for every task and decision in the run-of-show.
There is no backup for delays or technology problems.	Add a practical risk or backup note to each vulnerable step.
Invitations or feedback tools are incomplete.	Check practical information before sending and test the feedback method before the event.

COMPLETION CHECKLIST

- □ Event purpose and intended participants defined.
- □ Participant journey mapped.
- □ Event plan completed.
- □ Run-of-show completed with time, task, responsible person, materials and backup note.
- □ Tasks for one week before, one day before and event day identified.
- □ Invitation or announcement drafted and sent.
- □ Speaking points and facilitation tasks prepared.
- □ Materials checklist completed.
- □ Room and participant flow organised.
- □ Feedback form or other feedback tool prepared.
- □ Facilitation notes completed.
- □ Part of the event rehearsed where possible.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

□ **Part of the event rehearsed where possible.**

MODULE 4 • MANAGE • SESSION 5

Facilitation Guide

4.5 Planning and Delivering a Community Event

Time	In class: approximately 2 hours | Outside class: approximately 3 hours
Goal	Students plan and prepare a community event linked to their pilot, focusing on participant engagement, clear responsibilities, logistics, documentation, and feedback.
Deliverables	Event plan + participant journey + run-of-show + invitation/announcement + materials checklist + feedback form + facilitation notes.

PREPARATION AND MATERIALS

- Provide one Session 5 Student Workbook per team, digitally or in print.
- Ask teams to bring the pilot evidence, communication materials, and intended audience identified in Sessions 2-4.
- Prepare paper or a board for the “Best and Worst Event” activity.
- Confirm the realistic event period, venue options, school approval process, and any safeguarding or accessibility requirements.
- Identify which elements students may decide independently and which require teacher or school approval.
- Where possible, provide basic information about available spaces, equipment, maximum capacity, and event-day restrictions.

SUGGESTED IN-CLASS TIMING

20 min	“The Best and Worst Event” discussion and debrief.
25 min	Participant Journey mapping.
20 min	Event concept and preparation timeline.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

30 min	Run-of-show, responsibilities, and backup planning.
15 min	Invitation, materials, feedback, and facilitation planning.
10 min	Team quality check, outside-class responsibilities, and rehearsal plan.

1. THE BEST AND WORST EVENT

1. Ask students to think of a school event, workshop, open day, local fair, youth activity, or campaign event they attended.
2. In teams, students discuss what made the event engaging or boring, clear or confusing, professional or unprepared, welcoming or excluding.
3. Each team records up to five signs of a well-managed event and five signs of a poorly managed event.
4. Ask teams to identify the two most important lessons they will apply to their own community event.

DEBRIEF PROMPTS

- How did participants know what would happen?
- What helped people feel welcome and able to participate?
- Which organisational problem had the greatest effect on the participant experience?
- What made the event feel professional?
- Which lesson is most important for your TEAMCHERS event?

2. MAP THE PARTICIPANT JOURNEY

1. Hear about it - How and where do participants discover the event?
2. Prepare to attend - What information and expectations do they have before coming?
3. Arrive and feel welcome - What happens at the entrance or registration point?
4. Participate - What do participants see, hear, do, and contribute?
5. Leave with a message - What should they remember when they leave?
6. Give feedback / stay connected - How do they respond, follow up, or remain involved?

3. DEFINE THE EVENT CONCEPT AND PREPARATION TIMELINE

- Ask teams to define the event purpose, intended participants, key message, format, and desired result.
- Guide teams through what must be ready one week before, one day before, on the event day, and immediately after.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

PREPARATION TIMELINE

One week before	Approvals, invitations, programme, speakers, room, equipment, materials, roles, permissions, and initial rehearsal.
One day before	Final confirmations, printed materials, equipment check, room plan, contact list, files, signs, and backup materials.
Event day	Setup, welcome, delivery, timekeeping, participant support, documentation, feedback, closure, and clean-up.
Immediately after	Store evidence, review feedback, thank participants, share agreed communication, and record lessons learned.

4. BUILD THE RUN-OF-SHOW AND ASSIGN RESPONSIBILITIES

Time: When the task or activity begins and ends.
Task: What must happen, written as a clear action.
Responsible person: One named lead for the task.
Materials needed: Equipment, documents, room setup, or digital tools.
Risk / backup note: The most likely problem and the agreed response.

ELEMENTS TEAMS SHOULD PLAN

- □ Event setup and room preparation.
- □ Welcome or registration procedure.
- □ Speaking order and transitions.
- □ Participatory activities and facilitation.
- □ Materials and technical preparation.
- □ Troubleshooting roles and backup actions.
- □ Photography, video, or other documentation.
- □ Feedback collection.
- □ Closure, thank-you message, and next steps.
- □ Clean-up and storage of project materials.

5. PREPARE, COMMUNICATE, AND REHEARSE

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

- Ask teams to plan invitation or announcement content, materials and space, welcome and participant flow, speaking and facilitation roles, documentation, feedback collection, closure, and clean-up.
- Close by confirming outside-class responsibilities, approval points, rehearsal arrangements, and the deadline for the completed event package.
- Rehearse at least one important part of the event, such as the welcome, presentation, transition, or participatory activity.

KEY INSTRUCTIONS TO EMPHASISE

- Plan from the participant's point of view, not only from the organisers' task list.
- Every event needs a clear purpose, intended participants, key message, and desired result.
- The run-of-show is an internal working document; it should be specific enough for another person to follow.
- Assign one responsible person for every important task. Avoid shared responsibility without a named lead.
- Prepare a practical backup for the most likely problems, especially late speakers, missing materials, and technology failure.
- Invitations and announcements must provide essential practical information and set accurate expectations.
- Feedback collection should be brief and connected to the event purpose.

GUIDING QUESTIONS

- Who is the event for, and what do we want participants to experience?
- How will people hear about the event and know what to expect?
- What happens from the moment participants arrive until they leave?
- Who is responsible for each task and decision?
- What materials and spaces must be ready?
- What is the backup plan if a speaker is late or technology fails?
- How will feedback be collected?
- What will help participants feel welcome and able to take part?

QUICK QUALITY CHECK (3-5 MIN PER TEAM)

- Ask: "Show me your event purpose and participant journey." Check that the event is designed for a specific audience and experience.
- Ask: "Show me your event plan and run-of-show." Check timing, tasks, named responsibilities, materials, and risk/backup notes.
- Ask: "Show me your invitation or announcement." Check event title, purpose, audience, date, time, location, and how to participate.
- Ask: "Show me your materials checklist and feedback form." Check that the team can deliver and evaluate the event.
- Confirm that speaking and facilitation roles are assigned and that at least one important part will be rehearsed.
- Ask: "What happens if your main technical tool fails?" Check that the answer is practical and assigned to someone.

COMMON ISSUES AND TEACHER RESPONSES

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

Issue	Teacher response
Event purpose is too broad	Ask the team to state what participants should understand, feel, or do by the end.
Too many activities	Ask the team to prioritise the few activities that directly support the purpose.
No named responsibility	Assign one lead for every critical task, even when several people help.
Unrealistic timing	Include setup, transitions, questions, and delays, not only presentation time.
Invitation is unclear	Add the practical information a participant needs before deciding to attend.
Feedback form is too long	Keep only questions that help evaluate the purpose and improve future events.
No backup plan	Identify the two or three most likely problems and create simple alternatives.
Participant flow is ignored	Trace the arrival, welcome, seating, participation, feedback, and exit process.

COMPLETION CHECKLIST

- □ Defined the event purpose and intended participants.
- □ Mapped the participant journey.
- □ Completed the event concept and preparation timeline.
- □ Prepared a run-of-show with time, task, responsible person, materials, and backup note.
- □ Drafted an invitation or announcement.
- □ Assigned speaking and facilitation tasks.
- □ Completed a materials and space checklist.
- □ Planned welcome, participant flow, documentation, closure, and clean-up.
- □ Prepared a short feedback form or other feedback tool.
- □ Agreed which part of the event will be rehearsed and when.

SAFEGUARDING AND RESPONSIBLE EVENT DELIVERY

- Follow school procedures for supervision, venue approval, visitors, photography, recording, and publication.
- Do not collect unnecessary personal data from participants.
- Make event information understandable and accessible, including practical access information where relevant.
- Plan how students will request teacher support during the event.
- Identify who handles unexpected behaviour, safeguarding concerns, or emergencies.
- Store attendance, feedback, photographs, and recordings according to school rules.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.

PORTFOLIO REMINDER

Save the participant journey, event plan, run-of-show, invitation or announcement, materials checklist, feedback form, facilitation notes, and selected event evidence in the Canva portfolio.

Co-funded by the European Union

Co-funded by the European Union Erasmus+ porgramme through the grant agreement 2025-1-HU01-KA220-SCH-000364616 - TEAMCHERS. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the awarding authority can be held responsible for them.