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YOUTH SOCIAL INNOVATION BROKERS
MOBIUS

TOOLS CATALOGUE





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Introduction

This catalogue presents a curated collection of 10 innovative tools accompanied by educational tips, all developed as part of the MOBILUS KA2 EU project. The tools and guidance provided are designed to inspire and support learning experiences, offering valuable resources for initiatives focused on Youth Social Innovation. These materials can seamlessly integrate into training programs for young people, equipping them with the skills and knowledge needed to drive meaningful change in their communities. By combining practical tools with educational insights, this catalog serves as a comprehensive guide for fostering creativity, collaboration, and social impact among youth.

Objectives

The aim of MOBILUS is to stimulate the activity of young people in the field of social innovation on a local, national, and European scale by promoting their role, developing their competencies, providing relevant tools, and sharing experiences and best practices. We want to enhance the skills and abilities of Social Innovation Brokers, particularly in the area of educational activities focused on partnership, entrepreneurship, and co-creation of innovations.

The vision

With the involvement of young people, we will create a unique training program for future Youth Social Innovation Brokers, which will equip them with knowledge, tools, and practical experience. In creating the program, we want to leverage the unique competencies of partners in terms of both content and the form of educational solutions. Based on the training program, we want to establish an international network of Innovation Brokers that will continue to operate after the project is over.



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Tool no 1: Smashing Times

Name of the tool	Smashing Times Communication Skills – Public Speaking, Listening and Ability to pass on information to other young people-
Learning Outcomes:	To practice effective communication To foster social inclusion and integration through enhanced Values and Attitudes Education at European level; To strengthen the teaching profession through open resources, training, cooperation; To harness open education and new technologies for enhancing the resources, training, cooperation and democracy of education; To foster European integration and raise awareness about European Values and Attitudes Education.
Recommendations for the Purpose of the Tool	• Custom Learning Experiences: Teachers can create tailor-made lessons or activities, adapting to different learning styles. • An online multilingual, mobile adapted and media integrated platform to host and support the other project outputs. • A kit to train teachers to perform European values education with innovative media-tech integrated aids. • A toolkit that enables teachers to perform quality values education, through a multilingual collection of media, articles, science papers and lesson plans media-tech integrated on values education topics
Proposed learning material	An online platform Training kit Toolkit Teacher community Practical exercises give participants the opportunity to demonstrate their skills in real or simulated situations. For example: • Public speaking: Participants can prepare and present short speeches to a group. The assessment may include criteria such as speech structure, clarity of expression, non-verbal communication (gestures, facial expressions) and interaction with the audience. • Active listening: Role plays can be organized where one participant tells a story or presents an idea and the other has to actively listen and then summarize the main points. Assessment can include the ability to ask clarifying questions and provide feedback.



Method/s of assessment:	Self-Assessment and Reflection: Participants reflect on their own communication performance through: • Self-rating checklists • Reflection journals • Guided questions (e.g., "What did I do well? What will I improve next time?") This supports personal growth and metacognition.
Further reading / Link to Resources	Websites: VAEIE – Values and attitudes education for inclusive Europe



EVALUATION QUIZ

Fill in the Blank Questions

1. Effective communication involves both ___ and ___.

Answer: listening; speaking

Explanation: Communication is a two-way process. Speaking conveys information, while listening ensures understanding and appropriate response.

2. Social innovation brokers often facilitate collaboration between ___ and ___.

Answer: communities; organizations

Explanation: Social innovation brokers serve as connectors who bridge the needs and ideas of communities with the resources and structures of organizations.

True or False Questions

3. Effective communication skills can be learned and improved over time.

Answer: True

Explanation: Communication is a skill set, and like any skill—such as writing or teamwork—it improves with practice, feedback, and reflection.

4. True or False: Non-verbal communication is not considered a part of effective communication practices.

Answer: False

Explanation: Non-verbal cues (body language, eye contact, gestures, tone) are essential and often communicate more meaning than words alone.

Multiple Choice Questions

5. Which of the following is NOT a characteristic of effective communication?

- A) Active listening
- B) Clarity
- C) Ambiguity
- D) Empathy



Answer: C) Ambiguity

Explanation: Ambiguity creates confusion and misunderstanding. Effective communication relies on clear, direct messages and a shared understanding.

6. Which method is essential for fostering open dialogue in effective communication?

- A) Interrupting frequently
- B) Asking open-ended questions
- C) Using jargon
- D) Speaking without listening

Answer: B) Asking open-ended questions

Explanation: Open-ended questions encourage deeper discussion, invite multiple perspectives, and show interest, making communication more meaningful and inclusive.



Tool no 2: Self e-project

Name of the tool	E- training course Self-e Project The SELF-E training course based on social mentoring set of practical exercises through Open Education Resources (OERs). It covers both face-to-face and online learning.
Learning Outcomes:	- To integrate learning capacity - To Implement a sense of initiative and entrepreneurship - To identify self-employment through entrepreneurship - To increase capacity of youth work in providing self-employment training for youth with fewer opportunities
Recommendations for the Purpose of the Tool	• Strengthening capacity of youth workers to organise innovative non-formal learning on youth self-employment via mentoring. • To support youth workers in applying new methods for motivating young people with fewer opportunities, including NEETs to learn and become self-employed (with special emphasis on Lifestyle Entrepreneurship). • To foster the transition of young people from youth to adulthood through integration in the labour market by self-employment. • To create opportunities to validate obtained competence "Sense of initiative and entrepreneurship".
Proposed learning material	Toolkit for youth workers "Social mentoring as innovative training pathway to lifestyle self-employment – SELF-E" - consists of theory and practical tasks. Includes 4 face-to-face sessions and 3 online sessions. Assessment tool for validation of competence "Sense of initiative and entrepreneurship". Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. Open Educational Resources (OER) are digital materials that can be reused for teaching and learning. OER include complete courses, course materials, modules, textbooks, streaming videos, quizzes, software and any other . After successful completion of training, youth workers will improve their competences of becoming mentors of social mentoring process on lifestyle self-employment (LSE) and effectively organize training of young learners with fewer opportunities. The flipped learning methodology means that the trainer plays the role of facilitator and guides the trainees/learners (youth workers) to do their own initial analysis of the online training materials. Once they have completed their independent learning tasks, learners discuss the results with the facilitator in face-to-face meetings.



	This means that trainees (youth workers) use the flipped learning method to improve their skills and competences. By the end of the course, the youth workers will be able to: -Understand the concept of lifestyle self-employment. -Conceptualize the main peculiarities of lifestyle entrepreneurship as a useful alternative of youth self-employment in the contemporary labor market. - Analyze different types of LSE for self-employment. - Understand business principles in LSE and create business plans. - Develop, implement and monitor marketing strategies for LSE. - Define soft skills needed to become a lifestyle entrepreneur. - Use the different methods and tools to increase motivation of young people with fewer opportunities, including NEETs, to become lifestyle self-employed by exploring these new business opportunities. - Use Social Media to promote Life-Style Entrepreneurship, which is corresponding with the goals of the Social Innovative program. - Participating in group work and completing practical assignments during the face-to-face sessions; reflecting on one's own learning experiences after the training course.
Method/s of assessment:	● Set of practical exercises- OERs "Pathway to lifestyle self-employment "(SE) These materials combine theory with practical self-learning exercises designed to develop self-awareness, entrepreneurial thinking, and mentoring skills. Learners will complete practical self-learning exercises embedded in the OERs. ● Each exercise will contain closed-ended questions (multiple choice or matching) and guided explanations of correct answers. ● The content will focus on three core themes: ○ Mentoring in social innovation and lifestyle entrepreneurship. ○ Development of entrepreneurial mindsets and competencies. ○ Validation and transfer of competences related to "Sense of initiative and entrepreneurship." ● Self-assessment test on-line- this online tool evaluates participants' knowledge and progress at the beginning and end of the training course. Structure: ● Pre-assessment: Administered before the training to determine baseline knowledge and competences. ● Post-assessment: Conducted after completion of the course to measure learning progress and outcomes. Content Breakdown (25 Questions Total): ● 10 questions – Knowledge of the mentoring process. ● 10 questions – Knowledge of lifestyle entrepreneurship.



	• 5 questions – Knowledge of validation of the competence “Sense of initiative and entrepreneurship.” • Group Work, Peer Reflection, and Discussion- Collaborative exercises during face-to-face sessions encourage participants to apply their knowledge, exchange experiences, and reflect on the learning process. Structure & Implementation: • Small-group work on case studies, scenario-based challenges, and problem-solving activities related to youth social innovation and lifestyle entrepreneurship. • Peer feedback sessions, where participants reflect on each other’s mentoring and innovation strategies. • Guided discussions facilitated by trainers to consolidate learning and promote peer-to-peer knowledge sharing. • Reflection on the knowledge that trainees have acquired At the end of each module and the entire course, participants engage in structured reflection sessions focused on their learning journey. Structure & Implementation: • Written or verbal self-reflection exercises on learning outcomes, challenges faced, and insights gained. • Reflection guided by three core aspects: 1. Knowledge of the mentoring process. 2. Knowledge of lifestyle entrepreneurship. 3. Knowledge of validation of the competence “Sense of initiative and entrepreneurship.” • Reflection can be conducted through e-portfolios, online journals, or shared group reflections.. • Role- play scenario: Interactive role-play simulations will immerse participants in realistic mentoring and innovation situations to test their applied competences. Structure & Implementation: • Participants assume specific roles (mentor, mentee, social innovator, policymaker, etc.) and act out guided scenarios. • Scenarios may include: ○ Supporting a disadvantaged youth in developing a lifestyle entrepreneurship idea. ○ Facilitating a mentoring session using OER tools. ○ Evaluating a social innovation project for community impact.
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	• Trainers observe and provide constructive feedback based on performance criteria (communication, problem-solving, empathy, initiative, adaptability).
Further reading / Link to Resources	• Books: Paul Edwards, Sarah Edwards, Secrets of Self-Employment: Surviving and Thriving on the Ups and Downs of Being Your Own Boss • Articles: Self-Employment: What You Need to Know to Be Your Own Boss, Lestraundra Alfred, Self-Employment: What You Need to Know to Be Your Own Boss • Websites: How To Work For Yourself: A Guide To Self-Employment, How to work for yourself: a practical guide



EVALUATION QUIZ

1. Multiple Choice Questions

“Which of the following is NOT a benefit of social mentoring?

- A) Increased motivation
- B) Isolation from peers
- C) Skill development
- D) Networking opportunities”

Answer:

B) Youth with poor social acceptance are those who are rated low by their peers on scale ratings, not preferred companions for activities, or who do not enjoy popular status. Mentoring can have a positive effect on mentee's relationships with parents, teachers, and peers.

2. True or false :

“True or False: Social mentoring can help individuals with fewer opportunities gain confidence in their abilities.”

Answer:

True. Mentoring provides individuals with the tools and resources they need to develop their skills, knowledge, and expertise. By empowering individuals to take control of their own development, we can help to build capacity and strengthen communities. By connecting individuals with mentors who have diverse experiences and perspectives, we can help to foster innovation and creativity, driving social change in new and unexpected ways.

3. Multiple Choice Questions

“What is an effective way to promote your lifestyle-related business online?

- A) Ignoring social media
- B) Creating engaging content on platforms like Instagram and Facebook
- C) Only using traditional advertising methods
- D) Not having an online presence”

Answer:

B) Lifestyle marketing is a form of marketing that focuses on understanding and relating to consumers' lifestyles, values, interests, and behaviors. Lifestyle marketing can take many forms, from video campaigns to social media posts. By understanding



the lifestyle needs of their target audience and creating content tailored to them, companies can reach more people with a message that truly speaks to them.

4. “True or False: Lifestyle entrepreneurs should avoid networking with others in their field.”

Answer:

False. For many people, networking is not a skill that comes naturally—even to entrepreneurs. But without this skill, entrepreneurs may end up developing bad networking habits that could hinder their ability to form new business relationships. Because cultivating good connections is crucial for any entrepreneur, breaking those bad networking habits is a necessary undertaking.

5. Fill the blank:

Self-employment is when a person worksfrom a company or is the key member or owner of a business. Self-employed individuals receive direct payment from.....for their services and rarely work under a salary-based standard. Self-employed and employed professionals have.....responsibilities in a company.

Answer:

Self-employment is when a person works independently from a company or is the key member or owner of a business. Self-employed individuals receive direct payment from clients for their services and rarely work under a salary-based standard. Self-employed and employed professionals have different responsibilities in a company.



Tool no 3: RadioWorkshop

Name of the tool	Radioworkshop.org A handbook with 10 sessions about disseminating and engaging youth to community-driven projects in Africa. Powered by Children's Right Foundation.
Learning Outcomes:	- To get familiar with social innovation context (national, international) - Evaluate potential solutions to multiply the impact of social innovation - Apply creativity to social innovation projects
Recommendations for the Purpose of the Tool	● Gamified Learning: Ideal for creating podcasts as an assignment of youth projects to make learning fun and engaging. ● Collaborative Projects: Useful for students to work in teams and solve problems and/or create joint experiences. ● Custom Learning Experiences: Teachers can create tailor-made activities, based on the community experiences. ● Student-Created Content: Students can design their own podcasts, promoting creativity and ownership of their learning. ● Professional Development: Young people can understand how to start a youth radio project in their community
Proposed learning material	To a class/youth project focused on social innovation, the Radio Workshop platform can be utilized to empower students to explore and communicate innovative solutions to social challenges. The platform's audio storytelling tools can help students articulate their ideas and engage audiences with impactful narratives. A class project could involve students identifying a social issue in their community, such as food insecurity, environmental sustainability, or access to education. Using Radio Workshop, students would create an audio storytelling piece highlighting the problem, its root causes, and their proposed innovative solutions. They could include interviews with community members, experts, or stakeholders to provide diverse perspectives and validate their research. Through this process, students learn not only how to identify and analyze social challenges but also how to effectively communicate solutions in a way that inspires action. Teachers could guide discussions on storytelling techniques that build empathy and drive change, such as using personal anecdotes, soundscapes, or persuasive calls to action. The completed audio pieces could be shared with a wider audience, such as through a school or local radio station, providing



	students with a platform to advocate for their ideas and showcase their role as changemakers. This activity integrates creativity, critical thinking, and social responsibility, aligning perfectly with the goals of a social innovation curriculum.
Method/s of assessment:	• Evaluation of the delivered podcasts, using the guidelines mentioned in the toolkits.
Further reading / Link to Resources	Children's Radio Foundation. Introduction to podcasting. Available at: https://radioworkshop.org/introduction-to-podcasting/ Children's Radio Foundation. How to Start a Youth Radio Project in Your Community. Available at: https://radioworkshop.org/how-to-start-a-youth-radio-project-in-your-community/



EVALUATION QUIZ

1. True or False:

Audio storytelling is an effective way to communicate social innovation ideas because it can evoke emotions and build empathy in listeners.

Answer:

True. Audio storytelling is a powerful tool for communicating social innovation ideas because it uses sound, voice, and narrative to engage the listener on an emotional level. By sharing personal stories, creating vivid soundscapes, and including diverse perspectives, audio storytelling helps build empathy and connects audiences to the social challenges being addressed. This emotional connection motivates listeners to understand the issue more deeply and consider taking action.

2. Fill the blank:

Audio storytelling is an effective way to communicate social innovation ideas because it can evoke _____ and build _____ in listeners.

Answer:

Audio storytelling is an effective way to communicate social innovation ideas because it can evoke emotions and build empathy in listeners.

3. Multiple Choice:

Which of these is NOT a recommended use of Radio Workshop tools?

- a. Highlighting community problems
- b. Creating fictional stories unrelated to social challenges
- c. Showcasing proposed solutions
- d. Amplifying community voices through interviews

Answer:

The choice B. Radio Workshop tools are specifically designed to empower youth to address real-world social issues through audio storytelling. While creativity is encouraged, the focus of the platform is on identifying community problems, proposing innovative solutions, and amplifying diverse voices. Creating fictional stories unrelated to social challenges does not align with the goals of the platform, which are centered on fostering social innovation and inspiring action in communities.



4. Multiple Choice

Which feature of Radio Workshop helps students articulate their ideas effectively through recorded narratives?

- a. Interview capabilities
- b. Audio storytelling tools
- c. Soundscapes
- d. Call to action

Answer:

The choice B. Audio storytelling tools. Audio storytelling tools are tools that are specifically designed to help students craft and record their narratives. They allow users to organize their ideas into coherent, impactful stories that effectively communicate social innovation concepts to their audience.

5. True or false:

Including interviews with community members, experts, or stakeholders is encouraged to provide diverse perspectives and validate research.

Answer:

Right. Incorporating interviews adds depth to the project, ensuring that the proposed solutions are grounded in real experiences and expert insights.



Tool no 4: Hotspots

Name of the tool	https://project-spaces.eu/hotspots/ Hotspots is a blended Learning Board Game, designed by Infinitivity Design Labs to deal with the societal pressure of youth workers, enhancing youth empathy and critical thinking in order to avoid their reinforcement and to promote intercultural learning approaches.
Learning Outcomes:	- Strengthen young people's mental resilience - provide ways to cope with stress - to develop self-awareness on stereotypes and prejudices - Deconstruct the fear of different
Recommendations for the Purpose of the Tool	● Gamified Learning: This printable board game is ideal for creating interactive learning experience to make learning fun and engaging. ● Custom Learning Experiences: Educators can use this printable board game to provide learning experiences that can engage different types of audiences. ● Student-Created Content: At the debriefing session, students reflect on their stereotypes/prejudices, taking ownership of their learning. ● Professional Development: Educators can use Hotspots game to raise empathy and explain the mechanisms of societal pressure
Proposed learning material	This board game designed by IDL is a printable board game focused on strengthening young people's mental resilience and developing self-awareness on stereotypes and prejudices. The game has been designed to be a pedagogical tool of non-formal education. The duration is about an hour, including 15 minutes for the debriefing session. In the board game, players act according to the figure/character received, while their main goal is to keep walking, passing through hot spots & challenges to arrive at the end. "Hotspots" is played by a minimum of four people, or four teams. The game can be played many times by the same people. The questions are divided into four categories of real-life scenarios that youngsters may face. This activity can also include a debriefing session where participants share insights and relate game scenarios to their experiences. By gamifying complex social topics, educators create a non-threatening platform that promotes self-awareness and open communication, making it an ideal tool for fostering inclusive values in young people.



Method/s of assessment:	• Group discussion / reflection following the debriefing questions included in the game. • Personal reflection asking people to journal about their main take aways
Further reading / Link to Resources	Handbook for Smart Youth Work. EU KA2 project HOTSPOTS Connecting European Suburbs through Smart Youth Work. Available at: https://drive.google.com/file/d/1cBtPOT7MDccedKP339aLojwFXqgT7pD6/view Toolkit for Diagnostic and Tools Sharing. EU KA2 project HOTSPOTS Connecting European Suburbs through Smart Youth Work. Available at: https://drive.google.com/file/d/1W5ZfTpO_9ZY9b_wRHv_8v6bf-SP1Bh4c/view



EVALUATION QUIZ

1. True/False:

Strengthening our mental resilience involves providing them with effective ways to cope with stress.

Answer:

True. Strengthening mental resilience includes teaching young people coping mechanisms for stress, which helps them manage challenges and adversity more effectively.

2. True/False:

Developing self-awareness of stereotypes and prejudices encourages us to reinforce biases in their thinking.

Answer:

False. The goal is to develop self-awareness of stereotypes and prejudices in order to challenge and reduce them, promoting more inclusive and open-minded thinking.

3. True/False:

To deconstruct the fear of differences, we must be encouraged to _____ their own biases and _____ perspectives from others.

Answer:

Recognize /embrace. Deconstructing the fear of differences involves recognizing one's own biases and actively embracing perspectives from people with different backgrounds. This process helps reduce fear and promotes greater understanding and acceptance of diversity.

4. Multiple choice:

Which of the following strategies helps foster inclusivity, rather than reinforcing harmful biases?

- a) Encouraging groupthink and conformity within a community
- b) Promoting open dialogue and understanding of diverse perspectives
- c) Ignoring cultural differences to avoid conflict
- d) Stereotyping individuals based on their background or identity

Answer:

Choice B. Fostering inclusivity involves encouraging open conversations that celebrate diverse viewpoints, helping individuals understand and appreciate differences rather than reinforcing harmful biases. The other options either promote conformity, avoidance of differences, or perpetuate stereotypes, which can harm inclusivity.



5. Multiple choice:

Which of the following actions is most effective in promoting inclusivity and reducing harmful biases?

- a) Encouraging people to interact only with those who share the same beliefs
- b) Educating individuals about the value of diverse cultures and experiences
- c) Reinforcing stereotypes to highlight differences between groups
- d) Avoiding discussions about sensitive topics to prevent discomfort

Answer:

Choice B. Promoting inclusivity involves educating people about the importance of diversity and the value of different cultures and experiences. This helps challenge biases and encourages empathy and understanding. The other options either limit exposure to diverse perspectives or reinforce negative stereotypes.



Tool no 5: Mentor up

Name of the tool	Mentor Up manual The Mentor Up Manual is a versatile resource developed by the Mentor Up project, offering activities and strategies to help individuals define their vision, set goals, and build a clear path toward achieving them, fostering critical skills for driving social innovation and creating impactful change.
Learning Outcomes:	• Define the importance of setting clear goals for social innovation projects. • Identify key components of a vision and its role in guiding a project towards successful outcomes. • Explain how to create SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals. • Develop a personal or team vision statement aligned with social innovation values. • Apply goal-setting strategies to create actionable plans for social impact.
Recommendations for the Purpose of the Tool	• Vision crafting workshops: These workshops will help participants define their personal and professional vision through reflective activities that connect values, goals, and aspirations. • Goal-Setting Exercises: Ideal to teach participants to create and implement SMART goals using templates and tools from Mentor Up. • Mentorship Roleplays: Facilitators can guide participants in practicing mentor-mentee conversations, focusing on setting goals and reviewing progress using the Professional Development Plan framework. • Individual Reflective Learning: Useful for encouraging participants to assess their skills, strengths, and values to align personal objectives with long-term career or project goals. • Video-Based Learning: Using video content to facilitate learning, stimulate discussion, and encourage critical reflection on the material presented.
Proposed learning material	As the Mentor Up Manual has many activities related to developing the competencies of a mentor, there are some concrete ideas that should be highlighted to put the focus on the goal setting and vision definition. • Activity Setting SMART Goals (page 9): By implementing this activity, participants will learn what SMART goals are, the importance of setting SMART goals, and how to put them into practice (ANNEX 5—Annex to the activity Setting SMART Goals—page 33).



	• Activity Me, myself, and the organisation (page 10): With this activity, participants will reflect on their own knowledge, abilities and expectations and also identify the mission, vision and values of the organisation they belong to (or would like to join) in order to establish clear objectives according to their profile. • Activity Professional Development Plan - "Discovering the mentee" (page 15 - Mentor Up Manual): The aim of this activity is to guide the participant to develop their professional growth and their future goals. By using the template provided in Annex 9 (page 40) and with the guiding questions of a mentor, participants will be able to clarify the steps they need to follow to achieve their objectives. • The following activity, Professional Development Plan - "Resetting the mentee" (page 17), is a continuation of the previous one, as it encourages participants to review their Professional Development Plan in order to reflect on the objectives achieved and establish new goals if needed. • The activity Own Core Values (page 21) will help participants to define their ground values that will act as drivers to achieve their objectives. (Annex 10 page 41) External material: • Watch this video and reflect on the following questions: Why the secret to success is setting the right goals John Doerr TED ◦ What is the definition of OKR (objectives and key results) and why are they important? ◦ How can OKRs improve clarity and accountability in goal setting?
Method/s of assessment:	Quiz (check below)
Further reading / Link to Resources	• Books: ◦ Atomic habits by James Clear • Articles: ◦ How to set goals that actually sticks ◦ The power of Personal vision • Websites: ◦ GenQuest - Task performance



EVALUATION QUIZ

1. Complete the Blank

SMART goals are meant to be Specific, Measurable, Achievable, Relevant, and _____.

Answer: Time-bound

2. Multiple Choice

Which of the following best explains why vague, undefined goals can hinder progress in social innovation projects?

- a) They allow for excessive flexibility, which leads to confusion and missed deadlines.
- b) They typically lead to over-detailed planning, which stifles creativity.
- c) They are easy to change at any point without considering long-term objectives.
- d) They help all stakeholders stay focused and aligned on the same outcome.

Answer: a)

3. Multiple Choice

When setting professional development goals, which of the following is most important to ensure progress over time?

- a) Creating goals that are flexible and open to constant changes without setting specific targets.
- b) Aligning personal values and strengths with the long-term objectives to ensure motivation and commitment.
- c) Focusing on immediate tasks and leaving long-term objectives undefined.
- d) Setting goals that are difficult to achieve, to ensure maximum challenge.

Answer: b)

4. True/False

A vision should be a fixed, unchangeable statement that stays the same throughout a project or career.

Answer: False. A vision should be adaptable, evolving with circumstances, goals, and the learning process while still aligning with the overall long-term purpose.

5. Complete the Blank

To ensure goals are truly effective, they should be broken down into smaller, manageable tasks with clear _____ to measure progress.

Answer: milestones



Tool no 6: Fusion

Name of the tool	FUSION Toolbox The Fusion Toolbox is an interactive platform developed by the Fusion project, which brings together festivals and NGOs to foster collaboration and innovative solutions. This resource simplifies project management in the social innovation field, offering practical tools and guidance to understand and implement effective procedures, ensuring impactful and sustainable initiatives.
Learning Outcomes:	• Understand the fundamental concepts and processes of the creation of social innovation projects. • Identify key steps involved in planning, implementing, and evaluating social innovation projects. • Develop the ability to manage tasks and organise activities that address specific social challenges within a structured project framework. • Strengthen skills in coordinating collaborative efforts and building relationships.
Recommendations for the Purpose of the Tool	The main purpose of this tool is to address the need for understanding project management procedures in social innovation projects. This toolbox is mainly focused on how to develop a social innovation project in the context of a festival. However, even when this scenario is really concrete, the use of the tool can be extrapolated to the development of any social innovation project. To do so, it is important to follow the steps outlined in the FUSION guide and adapt the questions to the reality of the project to be developed. Some of the ways it can be used: • Experiential Learning: Learners can use real-life project management scenarios and apply the tools to simulate or manage social innovation projects. • Problem-Based Learning (PBL): Participants can identify a social issue they are currently interested in and use the toolbox to develop a project plan as a solution. • Collaborative Learning: Groups can work together to explore the toolbox's resources, fostering teamwork and shared problem-solving. • Self-Directed Learning: Individuals can explore the toolbox independently, developing project management skills at their own pace. • Workshops and Training Sessions: Facilitators can use the toolbox in guided sessions to introduce key project management concepts and tools.



Proposed learning material	To start getting into the topic of project management, participants can watch this video and do this Quiz to assess their initial knowledge about planning and management. To help follow the process of project management, participants can use this checklist and adapt the questions to the reality of their projects - FUSION Checklist Also, another tool that can be used and put into practice is the Gantt chart. In this link, participants will find a complete guide that allows them to deepen their understanding of the process of creating their own Gantt chart to track the progress of their project. In order to deepen in the topic of social innovation, participants can use the Fusion Guide, where they will find 15 inspiring initiatives of social innovation at festivals around Europe that can be used as case studies to put into practice the knowledge acquired.
Method/s of assessment:	• Interactive Quizzes (using Kahoot, google forms, etc)
Further reading / Link to Resources	• Books: ◦ T-Kit Project Management (Council of Europe) ◦ SIMA: Planing and development of social innovation projects • Articles: ◦ Towards the Effective Management of Social Innovation Projects: Insights from Project Management (link) Towards_the_Effective_Management_of_Social_Innovat.pdf • Websites: ◦ Project Management Institute - Podcast



EVALUATION QUIZ

Instructions: Answer the following questions based on your understanding of project management and the tools available in the Fusion Toolbox.

1. Multiple Choice

Which of the following is the first step in a project management process?

- a) Risk Analysis
- b) Stakeholder Identification
- c) Defining Objectives
- d) Monitoring and Evaluation

Answer: b)

2. True/False

In social innovation projects, it is important to involve stakeholders early in the project planning process to ensure their needs and perspectives are integrated into the project design.

Answer: True

Explanation: Involving stakeholders early ensures that their needs and perspectives are considered, leading to a more relevant and impactful project. It helps build trust, fosters collaboration, and identifies potential risks or resources that can support the project's success. Tools like the Stakeholder Map in the Fusion Toolbox can help engage and manage these relationships effectively.

3. Fill in the blank

A _____ chart is a tool commonly used in project management to track tasks and their timelines. This tool is also available in the Fusion Toolbox.

Answer: Gantt

4. Short Answer

List and describe two key challenges in managing social innovation projects and explain how project management tools can help address them.

Sample Answer:

- Challenge 1: Lack of clear roles and responsibilities. The Task Tracker tool can help assign and clarify team roles, ensuring accountability.
- Challenge 2: Limited resources and budget constraints. The Resource allocation sheet can assist in planning and tracking expenditures efficiently.



5. Multiple Choice:

What is the primary benefit of using a risk assessment tool in social innovation projects?

- a) Increases team morale*
- b) Ensures funding approval*
- c) Identifies potential obstacles and prepares mitigation strategies*
- d) Simplifies communication with stakeholders*

Answer: c)



Tool no 7: Business Model Canvas

Name of the tool	<u>Business Model Canvas</u> The Business Model Canvas is a strategic tool that visually outlines the key components of a business or project on a single page. It focuses on elements like value proposition, customer segments, revenue streams, and key resources, ensuring clarity and alignment. This simple yet versatile framework helps teams design, analyze, and improve their ideas effectively.
Learning Outcomes:	- Recognize key terminologies associated with the Business Model Canvas - Understand how to use the Business Model Canvas template to visually map out social innovation projects - Design a complete Business Model Canvas for a new social innovation project aimed at addressing a specific community need - Assess the feasibility of a social innovation idea using the Business Model Canvas - Propose improvements to an existing business model to better align with social impact goals
Recommendations for the Purpose of the Tool	The Business Model Canvas is a strategic tool that visually outlines the key components of a business or project on a single page. It focuses on elements like value proposition, customer segments, revenue streams, and key resources, ensuring clarity and alignment. This simple yet versatile framework helps teams design, analyze, and improve their ideas effectively. Simplified Strategic Planning: The Business Model Canvas helps young social innovators visualize, design, and communicate the core components of their projects on a single page. Clear Value Proposition: It encourages clarity in defining the value their innovation delivers to the target audience or community. Enhanced Collaboration: Enables teams to collaborate effectively by providing a shared framework for discussion and iteration of the project. Practical and Action-Oriented: By focusing on key elements like revenue streams, customer segments, and partnerships, the tool ensures projects are grounded in both impact and feasibility. Encourages Critical Thinking: Promotes the evaluation of resources, partnerships, and sustainability to make projects more resilient and impactful. Youth-Friendly and Adaptable: Simple enough for beginners yet versatile for more advanced users,



	fostering a growth mindset and encouraging iterative improvements.
Proposed learning material	To begin exploring the Business Model Canvas, participants can watch this introductory video. https://www.youtube.com/watch?v=QoAOzMTLP5s Then, to guide participants through the process of creating a Business Model Canvas, we can go through a presentation explaining the use this tool. Presentation should include detailed questions and prompts to adapt each section of the canvas to their specific social innovation project. Good example: Social Innovation Brokers Training Materials https://socialinnovationbrokers.eu/wp-content/uploads/2024/07/4.2.3_-Business-Models-Business-Model-Canvas-Tool-17.pdf After the participants know the theory behind, we can do group or individual work with printable and editable one-page Business Model Canvas templates for participants to fill: https://www.strategyzer.com/library/the-business-model-canvas
Method/s of assessment:	• Quiz (2 questions/unit) using open interactive and digital platforms such as Kahoot, EdPuzzle or Typeform. • Feedback from facilitators and peers on group/ individual activity outcomes (filling out business model canvas templates)
Further reading / Link to Resources	Official website: https://www.strategyzer.com/library/the-business-model-canvas Guidebook: https://socialinnovationbrokers.eu/wp-content/uploads/2024/07/4.2.3-Guidebook-Chapter.pdf Presentation: https://socialinnovationbrokers.eu/wp-content/uploads/2024/07/4.2.3_-Business-Models-Business-Model-Canvas-Tool-17.pdf Articles: https://www.parp.gov.pl/publikacje/publication/jak-przygotowac-dobry-business-model-canvas https://creately.com/guides/business-model-canvas-explained/



EVALUATION QUIZ

1. True or False

The Business Model Canvas consists of 12 building blocks.

Answer: False (It consists of 9 building blocks)

2. Single Choice

Which of the following is NOT a component of the Business Model Canvas?

- a) Key Partnerships
- b) Revenue Streams
- c) Organizational Hierarchy
- d) Customer Segments

Correct answer: c) Organizational Hierarchy

3. True or False

The "Value Proposition" block describes how a business delivers its products to customers.

Answer: False (It describes the unique value the business offers)

4. Single Choice

Which of these blocks focuses on how a company interacts with its customers?

- a) Customer Relationships
- b) Revenue Streams
- c) Key Activities
- d) Cost Structure

Answer: a) Customer Relationships

5. True or False

The "Cost Structure" block includes both fixed and variable costs associated with running the business.

Answer: True



Tool no 8: Social Innovation Guidebook

Name of the tool	<u>Social Innovation Guidebook - Social Innovation Brokers Project</u> This guidebook summarizes different concepts related to social innovation. The guidebook serves as an excellent introduction to social innovation, helping learners understand key concepts, terminologies, and principles in a structured way.
Learning Outcomes:	- Recognize key terminologies associated with social innovations - Explain the importance of social innovation in addressing societal challenges. - Compare different social innovation models and assess their suitability for various contexts. - Develop a proposal for a social innovation project informed by the guidebook's frameworks and case studies.
Recommendations for the Purpose of the Tool	- The guidebook serves as an excellent introduction to social innovation, helping learners understand key concepts, terminologies, and principles in a structured way. - It provides a comprehensive framework for analyzing social innovation processes, empowering participants to critically evaluate and refine their ideas. - Suitable for trainers, trainees, and individuals at various levels of expertise, the guidebook can meet the needs of different audiences and contexts.
Proposed learning material	To introduce participants to the concept of social innovation, they can read the Social Innovation Guidebook to familiarize themselves with key definitions and examples. The guidebook highlights various approaches that can inspire participants to design and implement innovative solutions in their own contexts. The guidebook can be referred to during the lectures as a source and a good resource to read. It can also be introduced as a learning experience, for example the participants can be split into groups and each can be assigned a chapter to summarize to all in an interactive and visual way. Other similar guidebooks worth recommending:



	1. The Open Book of Social Innovation https://youngfoundation.b-cdn.net/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovationg.pdf?x22784 2. Ashoka Guide for Social Innovation - www.ashoka.org 3. NESTA'S DIY Toolkit - https://www.nesta.org.uk/toolkit/diy-toolkit/ This is a toolkit on how to invent, adopt or adapt ideas that can deliver better results. It features 30 practical social innovation tools that are quick to use and simple to apply.
Method/s of assessment:	Quiz (2 questions/unit) using open interactive and digital platforms such as Kahoot, EdPuzzle or Typeform.
Further reading / Link to Resources	- Social Innovation Guidebook - Social Innovation Brokers Project - https://socialinnovationbrokers.eu/wp-content/uploads/2024/07/n_Guidebook-for-trainers-trainees-1.pdf - Social Innovation Brokers Project Website https://socialinnovationbrokers.eu/ - The Open Book of Social Innovation https://youngfoundation.b-cdn.net/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovationg.pdf?x22784 - Ashoka Guide for Social Innovation - www.ashoka.org - NESTA'S DIY Toolkit - https://www.nesta.org.uk/toolkit/diy-toolkit/



EVALUATION QUIZ

1. True or False

The role of a Social Innovation Broker is to connect stakeholders, facilitate collaboration, and support the development of social innovations.

Answer: True.

Social Innovation Brokers act as intermediaries who bring together different stakeholders, such as NGOs, businesses, and policymakers, to drive positive social change.

2. Single Choice

Which of the following is NOT one of the seven stages in the Social Innovation Spiral used in the training?

- a) Exploring opportunities and challenges*
- b) Generating ideas*
- c) Developing and testing*
- d) Implementing without evaluation*

Answer: d) Implementing without evaluation

Social innovation requires continuous evaluation to refine and improve solutions, making implementation without assessment ineffective.

3. True or False

Prototyping in social innovation is primarily used to finalize and launch the solution without further testing.

Answer: False

Prototyping is an iterative process used to test ideas, gather feedback, and refine solutions before full implementation.

4. Single Choice

Which method is commonly used in the idea generation phase of social innovation?

- a) World Café Method*
- b) SWOT Analysis*



c) PESTLE Analysis

d) Gantt Chart

Answer: a) World Café Method

This method encourages open dialogue and idea-sharing in a structured yet flexible way.

5. True or False

Systemic change in social innovation involves altering attitudes, values, strategies, policies, organizational structures, and processes.

Answer: True

Systemic change aims to create long-term, sustainable improvements by transforming the underlying systems that cause social issues.



Tool no 9: Heyzine Modules

Name of the tool	Making Space 365 Creative Skills & Entrepreneurship Youth Training Curriculum Module 04: Self Awareness and Self-Efficacy
Learning Outcomes:	• Define self-awareness and self-efficacy, including their relevance to entrepreneurship. • Reflect on personal strengths, weaknesses, needs, and aspirations. • Develop strategies to leverage strengths and overcome weaknesses for personal and professional growth. • Apply critical thinking to design and present a collaborative enterprise model.
Recommendations for the Purpose of the Tool	The Self-Awareness and Self-Efficacy module is a versatile resource designed for diverse learning environments, including structured group settings and self-directed learning. The following use cases highlight its adaptability: 1. Workshops on Personal and Professional Growth: ○ Ideal for youth and adult learners in entrepreneurial training or personal development workshops. ○ Facilitators can guide learners in identifying their strengths and weaknesses, reflecting on aspirations, and setting achievable goals. 2. Self-Directed Learning: ○ Suitable for learners who prefer to engage in independent study. Activities like the "My Boat, My Journey" exercise and self-reflection prompts provide a foundation for self-discovery and planning. 3. Collaborative Learning Sessions: ○ Effective for group settings where participants can share insights, complement each other's strengths, and collaborate on creative projects like enterprise modeling. 4. Educational and Professional Training Platforms: ○ Modules can be integrated into online learning environments using tools like Kahoot or Google Forms for interactive quizzes and virtual group discussions.



	5. Supplementary Material for Mentorship Programs: Facilitators can incorporate the module into mentorship programs, encouraging mentees to assess their skills and develop strategies for achieving personal and professional goals.
Proposed learning material	Activities and Exercises <i>Activity: "Group-Made Profile"</i> (Icebreaker, 30 minutes): Helps participants recognize personal strengths and weaknesses through a creative and interactive approach. <i>Activity: "My Boat, My Journey"</i> (Guided Self-Reflection, 30 minutes): Encourages participants to reflect on their personal and professional aspirations while identifying potential challenges. <i>Activity: "Group Sharing"</i> (30 minutes): Promotes peer learning by enabling participants to discuss their reflections and identify complementary strengths. Learning Aids - Fact sheet explaining the concepts of self-awareness and self-efficacy. - Learner handout with a simplified business model canvas to practice enterprise development. - Self-reflection journal templates to encourage ongoing introspection. Supplementary Digital Content - Links to videos on self-awareness and self-efficacy, such as <i>"Importance of Self-Efficacy"</i> and <i>"Entrepreneurship and Self-Awareness"</i>. - Online tools for SWOT analysis and personal development planning. Classroom Example Scenario: A teacher wants to introduce students to self-awareness and self-efficacy as part of a personal development course. Preparation: - Arrange desks into small groups of 4–6 students. - Provide materials such as A4 paper, markers, and printed learner handouts. Session Plan: - Begin with the <i>"Group-Made Profile"</i> activity to foster a supportive environment and encourage self-discovery.



	○ Transition to "My Boat, My Journey", where students draw their personal aspirations and challenges, using creative symbols to represent their ideas. ○ Facilitate a <i>Group Sharing</i> session, where each student presents their drawing to their group, discussing how their strengths can complement others. 3. Extension Activity: ○ Use the adapted business model canvas to brainstorm a group enterprise that incorporates individual strengths identified during the session. ○ Ask each group to present their enterprise idea to the class, highlighting how collaboration and self-efficacy contribute to its success. 4. Assessment: ○ Wrap up with an interactive quiz on self-awareness and self-efficacy concepts using Kahoot or similar tools. ○ Collect students' reflections on their learnings through journal entries, which can be reviewed later to track personal growth.
Method/s of assessment:	Assessment Methods ● Interactive quizzes available on platforms like Kahoot or Moodle. ● Guided group discussions and peer feedback on creative outputs. ● Completion of self-reflection and journal exercises. ● SWOT analysis. ● Feedback from facilitators and peers on group activity outcomes. ● Interactive Quizzes (using Kahoot, google forms, etc)
Further reading / Link to Resources	Wikibooks (n.d.). <i>Cognition and Instruction/Social Cognitive Theory</i>. In Wikibooks. Retrieved November 18, 2025, from https://en.wikibooks.org/wiki/Cognition_and_Instruction/Social_Cognitive_Theory ExplorePsychology. (n.d.). <i>Self-efficacy meaning: Definition and examples</i>. Retrieved November 18, 2025, from https://www.explorepsychology.com/self-efficacy-definition-examples/



EVALUATION QUIZ

1. Which of the following best describes self-awareness?

- a) Knowing your strengths and weaknesses.
- b) Observing others' behaviors.
- c) Setting long-term goals.
- d) Taking risks in business.

Answer: a)

Explanation: Self-awareness is the ability to understand your own thoughts, emotions, strengths, weaknesses, and behaviors. It is focused on *your internal state*, not on goal-setting or observing others.

2. What is the first step in improving self-efficacy?

- a) Avoiding challenges
- b) Reflecting on past successes
- c) Ignoring weaknesses
- d) Following someone else's goals

Answer: b)

Explanation: Reflecting on past successes builds *mastery experiences*, which are the most powerful source of self-efficacy according to Bandura. Recognizing what you have done well before increases confidence that you can succeed again.

3. True or False

Statement: Using a SWOT analysis can help turn personal weaknesses into strengths.

Answer: True

Explanation: A SWOT analysis helps you identify your strengths, weaknesses, opportunities, and threats. By clearly recognizing weaknesses, you can create action plans to improve them—transforming them into strengths over time.

4. Fill in the Gaps

_____ is the confidence in your ability to achieve specific goals. (Answer: Self-efficacy)

Explanation: Self-efficacy is a belief in your capacity to perform tasks and reach goals. It influences motivation, persistence, and willingness to face challenges.



5. Scenario-Based Question

You are starting a new business and realize you struggle with time management. How can you leverage self-awareness and self-efficacy to improve?

Answer (Example Response): By recognizing this weakness (self-awareness), I can develop strategies like using a planner or seeking mentorship. Believing in my ability to improve (self-efficacy) will motivate me to implement these strategies.



Tool no 10: Equality Ambassadors

Name of the tool	Equality Ambassadors Module 05: module 05: Communication Skills – Public Speaking, Listening and Ability to pass on information to other young people re democracy, equality and human rights Full training curriculum here: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/8b8c70e0-327b-4d07-88dd-d096b210039a/Final_Equality_Ambassadors_Curriculum_and_Training_Manual_.pdf
Learning Outcomes:	• Develop public speaking skills to communicate effectively in various scenarios. • Enhance active listening abilities to understand and engage with others. • Learn techniques for passing on information clearly and accurately. • Build confidence and adaptability in using body language and vocal expression.
Recommendations for the Purpose of the Tool	The Equality Ambassadors module 5 provides versatile training materials to enhance communication skills, particularly in public speaking, active listening, and effectively sharing information. It can be adapted for a variety of settings: 1. Workshops on Communication and Leadership: ○ Ideal for youth and adult learners in leadership programs, civic engagement initiatives, or training sessions focusing on equality and democracy. 2. Peer Education Programs: ○ Designed for training peer educators to develop and model effective communication strategies. 3. Theatrical and Improvisation Workshops: ○ Uses techniques from theatre and improvisational acting to build confidence, adaptability, and non-verbal communication skills. 4. Classroom or Small Group Settings: ○ Suitable for teachers and facilitators who want to incorporate interactive, participative methods into their lessons. 5. Community or NGO-led Training: ○ Helps build skills for community engagement, fostering collaboration, and promoting democratic values.



Proposed learning material	Activities and Exercises 1. <i>Activity: "Physical and Vocal Warm-ups"</i> (35 minutes): ○ Helps participants release stress and prepare their bodies and voices for effective communication. 2. <i>Activity: "Public Speaking"</i> (45 minutes): ○ Provides a safe and structured opportunity for participants to practice delivering a speech and receiving constructive feedback. 3. <i>Activity: "Active Listening"</i> (20 minutes): ○ Engages participants in exercises that develop focus and understanding through guided pair work. 4. <i>Activity: "Providing Information Accurately"</i> (30 minutes): ○ A dynamic group exercise highlighting the importance of feedback in effective communication. Learning Aids ● Flipchart and markers for visual aids. ● Music equipment for warm-up and cool-down exercises. ● Handouts with frameworks for public speaking, active listening, and providing information. Supplementary Digital Content ● Links to videos on communication strategies and theatre techniques. ● Online articles and tutorials to deepen understanding of active listening and impactful communication. Workshop Example Scenario: A teacher conducts a 2-hour workshop for 12 high school students to improve their communication skills. 1. Preparation: ○ Set up a spacious room with chairs arranged in a circle. ○ Provide flipcharts, markers, and music equipment for warm-up exercises. 2. Session Plan: ○ Begin with physical, facial, and vocal warm-ups to reduce tension and prepare students for participation. ○ Transition to the <i>"Public Speaking"</i> activity, where each student delivers a 2-minute speech introducing their partner, focusing on vocal clarity and body language.
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	○ Conduct the "Active Listening" exercise, pairing students to practice responding to each other using their partner's last word. ○ Wrap up with the "Providing Information Accurately" exercise, where students take turns instructing their peers to replicate a drawing, emphasizing the role of feedback. 3. Assessment: ○ Conclude with a group discussion on what they learned about communication, using reflection questions such as: ■ What techniques did you find most helpful? ■ How did it feel to practice public speaking and listening? ○ Encourage students to set personal goals for improving their communication skills. This example demonstrates the module's adaptability for enhancing communication skills in a practical, engaging way.
Method/s of assessment:	Assessment Methods ● Role-play exercises to evaluate listening and speaking skills. ● Reflection journals to track personal progress in communication. ● Group presentations and peer feedback to evaluate public speaking progress. ● Active listening exercises evaluated through role-play and pair work. ● Facilitator-led reflections on individual and group performance during activities.
Further reading / Link to Resources	● "Games for Actors and Non-Actors" by Augusto Boal. (https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf) ● Brown, B. (2010). <i>The power of vulnerability</i> [Video]. TED Conferences. ● Treasure, J. (2014). <i>How to speak so that people want to listen</i> [Video]. TED Conferences. ● Toastmasters International. (n.d.). <i>Public speaking tips and educational resources</i>. Toastmasters International.



EVALUATION QUIZ

1. Multiple Choice Question

Which of the following is NOT a component of active listening?

- a) Making eye contact
- b) Preparing your response while the speaker is talking
- c) Nodding or showing acknowledgment
- d) Asking clarifying questions

Correct Answer: b

Explanation: Active listening requires full attention to the speaker. Preparing your response too early distracts from truly hearing their message.

2. True/False Question

Non-verbal communication, such as body language and facial expressions, is important in effective public speaking.

Answer: True

Explanation: Non-verbal cues reinforce the spoken message, help maintain audience engagement, and communicate confidence and clarity.

3. Fill-in-the-Gap Question

The process of fully focusing on what someone is saying and understanding their message is called _____.

Answer: Active listening

Explanation: Active listening involves concentration, understanding, and appropriate feedback to the speaker.

4. Scenario-Based Question

Scenario: During a presentation, you notice the audience becoming distracted. What is one strategy you can use to re-engage them?

Example Answer: Adjust your tone or volume, ask the audience a question, or use a visual aid.

Explanation: Varying delivery and involving the audience helps regain attention and strengthen message delivery.



5. Reflection Question

What is one area of your communication or public speaking skills that you would like to improve, and why?

Explanation: Reflection helps learners identify personal goals and increases awareness of their communication strengths and challenges.



PARTNERS



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- Social Youth Development Civil Nonprofit Society; Greece, Kalamata; www.ngokane.org



- Sdrudzenie Znam i Moga; Bulgaria, Sofia; www.knowandcan.com



- Backslash; Spain, Quart De Poblet, Valencia; www.backslash.es



- Infinitivity Design Labs; France, Laussonne; <http://infinitivitydesignlabs.com>



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