



IO1 - In-Service  
Training  
Programme  
Tutor Handbook



**Building Problem-solving Skills of Youth to Address  
Environmental and Climate Change Issues**

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## Introduction to Solution Not Pollution's In-Service Training

This In-Service Training for front-line and youth professionals has been developed by a partnership of youth organisations and trainers, working to support the continuous professional development (CPD) of front-line youth professionals, as part of the Solution Not Pollution project. The Solution Not Pollution project, with the full title – “Solution Not Pollution - Building Problem-solving Skills of Youth to Address Environmental and Climate Change Issues”. The Training aims to support youth professionals in an process of up-skilling so that they can introduce a series of new topics and techniques to their youth work practice, and can pilot some innovative educational methods and approaches with young people in their group or centre.

From a topic perspective, the in-service training will introduce youth workers to the subjects of climate change, climate action and online and social entrepreneurship. On face-value, the link between these topics may not be apparent, however, through this training, we aim to support youth workers so that they can develop and deliver projects related to climate action with young people in their group, inspiring young people to think of actions they can take to address climate change, and potentially marketing these ideas to build sustainable online or social enterprises. Young people are in the unique position in relation to climate change, in that with youth-led climate initiatives that we have witnessed across the world, young people have become the policy influencers of today, but are potentially the policy-makers of tomorrow. Due to the potential of young people to influence and decide how the world will respond and cope with climate change, it is important that young people are educated about climate change, but also that they are encouraged to act upon the climate-related issues that matter to them, and to be supported to see how their efforts can be acknowledged. By integrating a module on online and social entrepreneurship into this training programme, the aim is to support youth workers to see this link; between how young people can generate solutions to the climate crisis we are all faced with, but that through online and social entrepreneurship, their work on crafting these solutions can be acknowledge in a meaningful and tangible way.

Related to the new techniques that will be introduced to youth workers through this training, the aim is to support youth workers to develop their competence and confidence in using challenge-based learning in their youth work practice. Challenge-based learning was specifically chosen for this programme because it advocates a scaffolded-learning approach, where young people will be supported to develop their knowledge on the topic of climate change in incremental steps. By focusing on brainstorming and coming up with solutions to a set of problems that are posed through the challenge-based learning resources, young people are given the opportunity to develop their problem-solving, critical thinking, research,



collaboration and negotiation skills in a controlled environment, with the support and guidance of their youth worker. In this way, through solving these simulated challenges, that are presented in this programme through a series of WebQuests, young people will learn to develop the key problem-solving, solution-finding skills that they will need, so that they can address and tackle bigger problems that we face in our communities, and in society as a whole. Due to the format and structure of WebQuests, they lend themselves quite well to group-work projects, and so they also work very well in informal and non-formal learning environments, such as youth work practice. By using WebQuests, and by teaching youth workers how to develop and evaluate their own WebQuests, Solution Not Pollution aims to support youth workers to generate a range of innovative learning activities that will modernise their youth work practice; while also developing the key soft skills in young people that are necessary for labour market and civic inclusion in today's world. These skills include creativity, lateral thinking, problem-solving, critical thinking, collaboration and teamwork.

It is envisaged that, by the end of the Solution Not Pollution project, partner organisations across four European countries – Ireland, Czech Republic, France and Germany - will have delivered this in-service training to a total of 10 youth workers, who in turn will be competent and confident in not only introducing climate education to their youth work practice or supporting young people to explore online and social entrepreneurship as realistic career options, but that they will also be comfortable using, designing, developing and leading challenge-based learning activities in their work with young people.

To support this process, Solution Not Pollution aims to provide youth professionals with practical training and access to resources so that they can develop their own knowledge and expertise in the topics covered, reflect on their own youth work practice and amend their practice to include these new topics and techniques and pilot challenge-based learning with young people in their groups. The desired outcome from this In-service Training is that youth workers will use the challenge-based learning method widely in their youth work practice; to engage and inspire a culture of learning and questioning among young people in their groups. Additionally, the Training aims to equip youth workers with enough knowledge that they can be comfortable introducing climate-related activities and developing projects related to climate change with young people they work with.

There is a greater understanding in society today that we all need to do our part to save the planet from a climate disaster. While this is the responsibility of all global citizens, it is imperative that young people are supported to see what change they can make in the world, and then to act on that change. Through this In-service Training, we aim to instil the knowledge and skills required in youth workers, so that they can support this process; so that they can play a part in encouraging the next generation of Greta Thunbergs to be just as



effective in forcing the world to reflect on our habits and behaviours that are damaging and threatening to life on earth as we know it, and to advocate for policy and behavioural change.

## Introduction and Notes for the Tutor

1. These modules and units are designed to provide flexibility in planning, conducting and evaluating the training programme. The curriculum is designed to allow youth workers the opportunity to develop their skills and competencies based on their own needs, preferences, youth work practice, experience and the needs of their target group, as well as in consideration of the limitations of their environment and context. All of the content required for the delivery of the programme is contained within the In-Service Training (IO1) which is downloadable from the project website, at: <http://solutionnotpollution.eu/programme.html>
2. This is a modular curriculum, so the units can be used independently of each other and can be lengthened or shortened, depending on the level of training and expertise of the learners. However, it is recommended that the content for the three face-to-face sessions be delivered in sequence, so that youth workers can incrementally build their knowledge of challenge-based learning, before developing their own WebQuests and then considering how to evaluate them as learning resources, and how to evaluate the performance of young people completing these tasks.
3. In delivering the face-to-face modules in this curriculum, the Solution Not Pollution project team recommends that youth workers complete the challenge-based learning activities included in the lesson plans in small teams of 2-4, depending on the class-size. In this way, youth workers will gain first-hand knowledge and experience of working collaboratively in teams to solve the challenges posed through these types of learning activities. This will help the youth workers to understand in practice how different types of challenges are suited to different topics, as well as some of the benefit, challenges and pitfalls of collaborative and peer learning. By engaging fully in completing these activities in a team, the youth workers will be better placed to manage the group dynamics in their youth group, when challenge-based learning activities are piloted with young people in their group.
4. During the face-to-face training, youth workers will be asked to complete a WebQuest challenge, through which they will learn how to develop their own WebQuest. To support the autonomous learning of youth workers so that they can gain in confidence to develop their own WebQuests after this workshop, it is advised that the trainer



allows the youth workers to complete this task in their teams, independent of any instruction, so that youth workers develop their knowledge of the process of WebQuest development, through completing this challenge.

5. As the face-to-face training integrates the use of personal technology, for research purposes in building new WebQuest resources, the trainer should inform all youth workers of the need to bring their own personal technology device, and should also be aware of the safety concerns related to using personal technology with a group of learners. Ground rules for the use of technology in the classroom should be agreed with all youth workers before the second workshop commences.
6. All trainers delivering this in-service programme should ensure that a copy of the Learner Manual is distributed to all youth workers undertaking the programme in advance of the first face-to-face session; either bound in a folder or on a USB key. This will ensure that the content of the Learner Manual is kept together as one complete resource for youth workers to complete their autonomous learning activities and can provide a reference point for them after the programme has ended.
7. In addition, all trainers delivering the face-to-face sessions should ensure that they have a printed copy of all PowerPoints for each 7-hour session printed as handouts for the youth workers undertaking the training. This is to ensure that youth workers have access to these PowerPoint slides so that they can take their own notes on the theoretical and practical content covered in these sessions and use them as a reference for when they go to develop their own challenge-based learning activities and WebQuests, after the training has ended.

### Structure of the In-Service Training

The aim of this training programme is to support youth workers and front-line educators who are in-service, meaning those professionals who are currently working with marginalised and hard-to-reach young people, to integrate climate education, an understanding of online and social entrepreneurship and the practice of delivering challenge-based learning activities, into their youth work practice. In addition, this training also aims to ensure that youth workers can integrate the Solution Not Pollution Climate Change Challenges (IO2) into their youth work practice. A further objective of this training is to provide innovative learning opportunities for youth workers and professionals across Europe, which they can then transfer to the young people who are engaged in their services.



The in-service training comprises 21 hours of face-to-face learning which provides instruction to youth workers on the following topics:

- 7 hours to introduce the theory of challenge-based learning
- 7 hours for developing WebQuest Challenges
- 7 hours for evaluating WebQuest Challenges and lesson planning to apply WebQuests in a youth-work setting.

This practical, face-to-face training is further supplemented by 14-hours of online self-directed learning, which address the following topics:

- 7 hours of self-directed learning content dedicated to Climate Change
- 7 hours of self-directed learning content dedicated to Online and Social Entrepreneurship

### Beginning the Solution Not Pollution In-Service Training

In addition to the Introduction for the Tutor, listed above, the following are specific aspects which should be considered before this training is delivered:

- Before commencing the training, consider asking all learners why they are participating in the In-service training, the characteristics of the young people they work with, and what they think they will gain from it.
- Determine the expectations of the youth workers. Find out what they know already and what they want to know by the time they have completed the training. Make sure that their expectations are in line with what is possible through this in-service training.
- Remind youth workers that this training is only a starting point to help them to enhance their knowledge of climate-related topics, online and social entrepreneurship and how to use and develop challenge-based learning resources for youth work. If they would like to further develop their knowledge of any of the content developed in this training, they will be expected to undertake further, independent study. As such, this training encourages youth workers to act independently and take control of their own learning.

### Techniques and Methodologies to be Used

When planning how you will deliver this training programme, consider the following techniques and methodologies:





1. Do not overload youth workers with technical jargon and presentations. Keep learners engaged and active through group discussions and activities.
2. The aim of this programme is, primarily, to educate youth workers on the topics of climate change and opportunities in online and social entrepreneurship for young people and on the theory and practice of challenge-based learning, so that they can then transfer what they have learned to the young people who engage with their services. During group discussions and breakout sessions, always prompt youth workers to consider how they can transfer the activity that they have just completed to the young people with whom they work.
3. Use logical sequencing of topics, and for the face-to-face sessions, ensure that the modules are delivered in the order in which they appear in the lesson plans – although trainers can use their discretion to shorten certain activities in case of time constraints.
4. For the self-directed learning content, it is recommended that the trainer, who is delivering the face-to-face session, reads the self-directed learning chapters in advance of the first face-to-face session so that they are well-versed in the content of the programme and on-hand to answer any questions that the youth workers may have about it.
5. Throughout the face-to-face sessions, allow ample opportunities for youth workers to ask questions and to provide feedback.
6. Be flexible and, if youth workers show more interest in one topic than another, be prepared to spend more time answering their questions and giving examples.
7. Respect the past experiences, insights, circumstances, and cultures of the youth workers in the room.
8. During the face-to-face sessions, the trainer should:
  - Practice active listening techniques when engaging the youth workers in group discussions and activities.
  - Summarise and recap at the end of each session.
  - Be aware of the youth workers' body language. If youth workers begin to show signs of boredom, introduce an activity or a group discussion.
  - Avoid the following common pitfalls:
    - Don't talk to the flip chart;
    - Don't block the visual aids;
    - Don't stand in one spot. Move around the room;
    - Don't ignore the youth workers' comments and feedback (verbal and non-verbal).



## Overview of the In-Service Training Curriculum Framework

In developing the in-service training programme, Solution Not Pollution project partners have produced a suite of learning materials, which comprise a total of 35 hours of training. The training has been designed and developed with youth workers in mind, aiming to provide a blend of specific and relevant theoretical grounding that will support them to understand climate change, challenge-based learning and to identify the career options for young people afforded by online and social entrepreneurship; while also include sufficient practical training activities that will allow youth workers completing the training to develop their pedagogic skills and styles so that they can integrate challenge-based learning resources comfortably into their youth work practice. The 35 hours of training comprises:

- Face-to-face challenge-based learning curriculum, comprising learning materials that will be delivered as:
  - 7 hours – Introduction to Challenge-based Learning
  - 7 hours – How to Develop a WebQuest
  - 7 hours – Evaluating and Using WebQuests in Youth Work
- Presented as a series of lesson plans with accompanying PowerPoint slides, handouts and activities to be delivered in practical and theoretical workshops. These resources are included in the next section of this handbook to support trainers in delivering this face-to-face training.
- Two modules presenting self-directed learning materials, comprising online learning content that will focus on the following topics:
  - 7 hours – Climate Change and Youth-led Climate Actions
  - 7 hours – Online and Social Entrepreneurship
- This content is presented as a handbook for youth workers in the Learner Manual which accompanies this Tutor Handbook. This Manual includes all key theoretical content, case studies, additional reading materials, links to short video resources and access to additional activities that can be delivered through group work sessions with young people and autonomously by youth workers to further enhance their knowledge of key concepts. A shorter version of this theoretical content is provided in this Handbook.



## Challenge-based Learning – Face-to-face Content

This section of the Handbook provides all lesson plans and handouts that tutors will need to deliver the 21-hours of face-to-face challenge-based learning training to front-line youth workers.

The lesson plans and activity sheets that are included in this session are also supported by a range of branded PowerPoint slides, which are coded and referenced throughout the lesson plans and which are available as Annexes to this Handbook.

Before commencing the delivery of these training materials, tutors who are delivering these workshops are encouraged to review all lesson plans, amend the timings to suit their own circumstance and to ensure that they have access to all of the materials required to deliver the content of these lesson plans.



## Lesson Plans

This section provides the lesson plans that you will require for delivering the face-to-face modules of the Solution Not Pollution In-service Training. For each of the activities outlined in these lesson plans, there is a description of the equipment that you will need to acquire to successfully deliver the sessions as outlined in the plans. As there is an element of online research activities in these workshops, especially in Module 2 where youth workers will research and develop their own WebQuest resources, all youth workers (referred to in the lesson plans and this section as ‘participants’) will be required to bring their own smartphones, tablets or other devices which will allow them to conduct their independent and group research activities.

### Module 1 – Introduction to Challenge-Based Learning Theory

<b>Module Title: Introduction to Challenge-based Learning</b>			
<b>Description of the Learning Activities</b>	<b>Timing (minutes)</b>	<b>Materials/ Equipment Required</b>	<b>Evaluation/ Outcome of this Session</b>
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all participants, giving a brief overview of the Solution Not Pollution project using the standard presentation (M1.PPT1) and signing the attendance list for the session.</li> <li>The facilitator then invites all participants to complete the ice-breaker activity described in A1.1</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>Flipchart and markers;</p> <p>Sign-in sheet for the workshop;</p> <p>Pens and note-taking materials for participants;</p>	<p>Participants will engage in all group activities</p> <p>Participants will have a better understanding of the Solution Not Pollution project and will be introduced to all youth workers completing the training.</p>



<p><u>Activity 1: Introduction to Today's Challenges</u></p> <ul style="list-style-type: none"> <li>• The facilitator begins this by delivering slides 1 to 4 of the PowerPoint presentation (M1.PPT2), and engaging youth workers in a group discussion by asking:             <ul style="list-style-type: none"> <li>○ What Challenge do we face today? (Globally, Nationally, Locally, Personally?)</li> </ul> </li> <li>• The facilitator takes note of these challenges on a flipchart sheet.</li> <li>• For each challenge that is mentioned, the facilitator asks:             <ul style="list-style-type: none"> <li>○ What do we do to overcome this challenge?</li> <li>○ Where did we learn how to overcome this challenge?</li> </ul> </li> <li>• For each answer offered, the facilitator writes the answers beside the challenges, creating a 'spider-map' diagram.</li> <li>• After the group have exhausted all challenges and answered the follow-up questions, the facilitator then continues with slides 5 to 8 of the presentation (M1.PPT2).</li> </ul>	<p><u>45 minutes</u></p>	<p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of Solution Not Pollution Standard Presentation – M1.PPT1</p> <p>Copy of the activity sheet A1.1 to use with all participants.</p> <p>Copy of Presentation – M1.PPT2</p>	<p>Participants will engage in a group discussion to identify the challenges we face today on four different levels (Globally, Nationally, Locally and Personally) and will identify how and where we are taught to overcome challenges like the ones we face today.</p> <p>Participants will better understand the central aim of Challenge-based Learning.</p>
<p><u>Activity 2: What is Challenge-Based Learning?</u></p> <ul style="list-style-type: none"> <li>• The facilitator begins this session by showing slide 9 of the presentation, M1.PPT2, and asking all participants to answer:             <ul style="list-style-type: none"> <li>○ What is Challenge-based Learning?</li> </ul> </li> </ul>	<p><u>45 minutes</u></p>	<p>Training venue with IT equipment for all participants, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p>	<p>Participants will engage in all group work activities and discussions.</p> <p>Participants will gain a better understanding of what challenge-based learning is,</p>



<ul style="list-style-type: none"> <li>• The facilitator takes note of the answers on a flipchart, to refer to later in the workshop.</li> <li>• The facilitator then delivers slides 10 to 16 of presentation (M1.PPT2) to participants, pausing briefly at the end of each slide to answer any open questions that may arise from the group.</li> <li>• The facilitator then divides all participants into groups of 2-3, and asks them to brainstorm for 5 minutes each:             <ul style="list-style-type: none"> <li>○ The potential for challenge-based learning in youth work practice.</li> <li>○ The application of challenge-based learning in their daily practice.</li> </ul> </li> <li>• After 10 minutes, the facilitator brings all groups back together and leads a whole group discussion on the how challenge-based learning can be best applied and used in a youth work context.</li> <li>• Following this informal discussion, the facilitator delivers slides 17 to 21 of the presentation (M1.PPT2).</li> </ul>		<p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of Presentation – M1.PPT2.</p>	<p>how it can be adapted and applied to youth work practice and the potential for challenge-based learning to change how young people are taught to think.</p> <p>Additionally, youth workers will participate in some peer-learning and exchange of best practice through their short group-work tasks.</p>
<p><u>Activity 3: The Process of Challenge-based Learning</u></p> <ul style="list-style-type: none"> <li>• The facilitator begins this session by presenting some slides on the 3-stage process of challenge-based learning.</li> <li>• To introduce this topic, the facilitator presents slides 1 to 8 of the presentation (M1.PPT3).</li> </ul>	<p><u>60 minutes</u></p>	<p>Training venue with IT equipment for all participants, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p>	<p>Participants will engage in all groupwork activities and discussions.</p> <p>Participants will have the opportunity to work collaboratively together to</p>



<ul style="list-style-type: none"> <li>• After this presentation, the facilitator asks all learners to work together in pairs, or small groups of 3, and take 10 minutes to think of a scenario which poses a big idea to young learners and provides them with a 'call to action' to tackle this issue.</li> <li>• After this group-work activity, the facilitator then continues with the presentation (M1.PPT3), by presenting slides 9 to 12 on the second stage of the challenge-based learning process.</li> <li>• Following these slides, the facilitator invites participants to break-out into their smaller groups again and to write some 'guiding questions' that will help young learners to address the call to action.</li> <li>• After 10 minutes, the facilitator brings the whole group back together and continues with the presentation (M1.PPT3), slides 13 to 16, presenting the third stage of the process.</li> <li>• Again, after these slides, the participants are invited to go back into their smaller groups and to brainstorm possible solutions that could emerge from the call to action they posed to young people, and based on the guiding questions they included in step 2.</li> <li>• After 10 minutes, the facilitator invites all groups to come forward and present their big idea, call to</li> </ul>		<p>Pens and note-taking materials for participants;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of Presentation – M1.PPT3</p>	<p>map out a challenge-based learning scenario.</p> <p>Participants will better understand the steps involved in developing challenge-based learning resources.</p>
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<p>action, guiding questions and possible solutions to the whole group.</p> <ul style="list-style-type: none"> <li>• After each presentation, all participants can give feedback on the challenge-based learning scenarios and processes presented.</li> <li>• When all presentations are concluded, the facilitator asks the group to discuss: <ul style="list-style-type: none"> <li>○ What would the impact or benefit be for young learners to learn about these topics through this methodology, compared to more traditional forms of education?</li> </ul> </li> <li>• The facilitator takes a note of the main benefits and impacts listed on a flipchart.</li> </ul>			
<p><u>Activity 4: Types of Challenges</u></p> <ul style="list-style-type: none"> <li>• The facilitator introduces the different types of challenges that can be integrated into a challenge-based learning resource.</li> <li>• For this, the facilitator delivers slides 1 to 5 of presentation (M1.PPT4).</li> <li>• After these slides, the facilitator invites all participants to join new small groups of 2-3 participants, and to complete the Nano Challenge that is included on slide 5. For this, all participants will need access to a laptop, tablet or smartphone</li> </ul>	<p><u>180 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>Flipchart and markers;</p> <p>Pens and note-taking materials for participants;</p> <p>Projector and screen;</p> <p>Laptop;</p>	<p>Participants will engage in all groupwork activities and discussions</p> <p>Participants will gain first-hand experience of solving different types of puzzles and challenges. This means that they will have a more accurate understanding of the types and formats of challenges that they can integrate into their own WebQuests when they go to</p>





<p>with Internet access. The facilitator can share the link directly with all participants.</p> <ul style="list-style-type: none"> <li>• For this challenge, participants have 90 seconds to complete the challenge. The facilitator should time all participants.</li> <li>• After 90 seconds, the facilitator holds a short feedback session on the process of completing a challenge in such a short time. Here the facilitator should assess:             <ul style="list-style-type: none"> <li>○ If this was enough time to complete both puzzles in this challenge.</li> <li>○ How much participants were able to learn in just 90 seconds?</li> </ul> </li> <li>• The facilitator then continues with the presentation by presenting slides 6 to 8 of the presentation (M1.PPT4).</li> <li>• After these slides, the facilitator invites groups to continue working together to complete the Mini Challenge included on slide 8 of the presentation.</li> <li>• Again, all participants will need to use their own device with internet access to complete the Mini Challenge.</li> <li>• For this challenge, all participants are given 10 minutes to solve all of the puzzles related to Mental Flexibility.</li> </ul>		<p>Copy of Presentation – M1.PPT4;</p> <p>Tablets, laptops or smartphones with access to the Internet for all participants;</p> <p>Copies of A1.2 for all participants</p>	<p>develop WebQuests in the next face-to-face workshop.</p> <p>Participants will have a better understanding of how timing can enhance the motivation of a learner to complete a challenge. It adds a competitive nature to learning, as teams are working against the clock to solve challenges.</p> <p>Participants will take note of what worked best, and what changes they would make to these challenges, so that they have a better understanding of how they will develop their own challenges in the next session.</p>
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<ul style="list-style-type: none"><li>• After 10 minutes, the facilitator should hold another group discussion to assess:<ul style="list-style-type: none"><li>○ If this was enough time to complete all of the puzzles for this challenge.</li><li>○ What the participants were able to learn in this short time.</li></ul></li><li>• The facilitator then continues with the PowerPoint slides, delivering slides 9 to 11.</li><li>• After slide 11, the facilitator then distributes copies of a time bound WebQuest Challenge (A1.2) to all groups and gives all groups 100 minutes to complete the WebQuest in their groups.</li><li>• After 100 minutes, the facilitator invites all groups to present their final product to the rest of the group, for 5 minutes each.</li><li>• The facilitator then leads a group discussion to assess:<ul style="list-style-type: none"><li>○ Did all groups have enough time to complete all steps in the process in the allocated time?</li><li>○ How much more were they able to learn through this challenge, compared to the Nano and Mini Challenges?</li><li>○ Did they enjoy the WebQuest process?</li></ul></li><li>• After this discussion, the facilitator finishes the last PowerPoint slides from M1.PPT4, slides 12 to 16, and answers any open questions.</li></ul>			
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<p><u>Activity 5: The Benefits of Challenge-based Learning</u></p> <ul style="list-style-type: none"> <li>• After all participants have had the opportunity to take part in completing three different types of challenge-based learning activities: Nano Challenge, Mini Challenge and a Standard Challenge; the facilitator begins this session by inviting all participants to list what they think are the benefits of challenge based learning.</li> <li>• The facilitator opens this discussion by asking:             <ul style="list-style-type: none"> <li>○ What are the benefits of challenge-based learning, based on your experience of completing some challenges?</li> <li>○ Do you think young people in your group would benefit from learning through these challenges, and why?</li> </ul> </li> <li>• The facilitator takes note of the answers from participants on a flipchart.</li> <li>• The facilitator then delivers a short presentation on the benefits of challenge-based learning, by presenting slides 1 to 10 of presentation M1.PPT5.</li> <li>• To wrap up this session, the facilitator reverts to the flipchart sheet from the beginning of the session.</li> <li>• The facilitator asks participants:             <ul style="list-style-type: none"> <li>○ How has your understanding of challenge-based learning developed and changed over the course of this workshop?</li> </ul> </li> </ul>	<p><u>45 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>Flipchart and markers;</p> <p>Pens and note-taking materials for all participants;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of Presentation M1.PPT5</p>	<p>Participants will engage in all group discussions</p> <p>Participants will better understand the benefits associated with challenge-based learning</p> <p>Participants will be supported to reflect on their own experience of completing challenges, and recognising the benefits from these learning activities</p> <p>Participants will complete a short self-reflection to evaluate how their understanding of challenge-based learning has changed through the course of the workshop.</p>
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<ul style="list-style-type: none"> <li>○ Has your opinion of challenge-based learning changed since the beginning of the workshop?</li> <li>○ Do you think challenge-based learning can be adapted and applied to your youth work practice?</li> </ul>			
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> <li>● To bring the workshop to a close, the facilitator conducts a short verbal feedback session, and then invites everyone to complete their 'Exit Slips'.</li> <li>● For this evaluation activity, the facilitator distributes index cards to all participants with the following written on each: <ul style="list-style-type: none"> <li>○ Three things I learned</li> <li>○ Two questions I have</li> <li>○ One thing I didn't understand</li> <li>○ What I found most interesting</li> </ul> </li> <li>● The facilitator then collects all index cards from participants and will review the feedback ahead of the next session so that any questions can be answered at the next workshop.</li> <li>● The facilitator then thanks all participants for their active participation in the session and closes the workshop.</li> </ul>	<p><u>15 minutes</u></p>	<p>Training venue;</p> <p>Pens and note-taking materials for participants;</p> <p>Index cards for all participants.</p>	<p>Participants will engage in all group activities</p> <p>All participants will contribute to the evaluation of the first module</p>
<p><b>Total duration of the module</b></p>		<p><b>7 hours</b></p>	



## Module 2 – Developing WebQuest Challenges

Module Title: Developing WebQuest Challenges			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Evaluation/ Outcome of this Session
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all participants, completing a quick informal recap of what was covered in the first workshop and signing the attendance list for the session.</li> <li>The facilitator then invites all participants to complete the ice-breaker activity described in A2.1</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>Sign-in sheet for the workshop;</p> <p>Pens and note-taking materials for participants;</p> <p>Projector and screen;</p>	<p>Participants will engage in all group activities</p> <p>Participants will better understand the structure and technical components of a WebQuest, and will be able to relate this knowledge to the WebQuest that they completed in Module 1 – Introduction to Challenge-based Learning Theory</p>
<p><u>Activity 1: What are WebQuests?</u></p> <ul style="list-style-type: none"> <li>While all participants from Module 1 will already have experience of completing a WebQuest Challenge, the facilitator will briefly present some slides to introduce the structure and technical components of a WebQuest challenge.</li> <li>For this short session, the facilitator will deliver slides 1 to 14 of the PowerPoint Presentation M2.PPT1.</li> </ul>	<p><u>15 minutes</u></p>	<p>Laptop;</p> <p>Copy of the activity sheet A2.1 to use with all participants.</p> <p>Copy of Presentation – M2.PPT1</p>	



<p><u>Activity 2: Developing a WebQuest Challenge</u></p> <ul style="list-style-type: none"> <li>• The facilitator begins this session by dividing all participants into groups of 2-3, and providing them with a copy of the handouts: <ul style="list-style-type: none"> <li>○ The ‘How to Develop a WebQuest’ WebQuest (A2.1), and</li> <li>○ WebQuest Development Guidelines and Template (A2.3)</li> </ul> </li> <li>• The facilitator explains that all participants will collaborate in their teams over the next 6-hours to research, develop and present their own completed WebQuest challenge.</li> <li>• During this lengthy session, the facilitator moves from group to group, providing guidance and advice where required.</li> <li>• After 5.5 hours, the facilitator will bring all participants together, and will ask each group to present their completed WebQuest challenge to the whole group.</li> <li>• After each presentation, the facilitator can provide feedback to the group on the subject, structure and format of the WebQuests.</li> <li>• This is a competitive process, and the facilitator will pick a winning team, depending on which team has developed ‘the best WebQuest’, following the structure perfectly, while still being pertinent to young people and fun and engaging.</li> </ul>	<p><u>360 minutes</u></p>	<p>Training venue with IT equipment for all participants, and space to break-out into smaller groups;</p> <p>Flipchart and markers;</p> <p>Laptops, tablets or smart devices with internet access for all groups;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of the handout – The ‘How to Develop a WebQuest’ WebQuest (A2.1) for all participants</p> <p>Copy of the handout – WebQuest Development Guidelines and Template (A2.3) for all participants</p>	<p>Participants will engage in all group work activities.</p> <p>Participants will work collaboratively in groups to develop their own WebQuest on any topic which they think is pertinent to young people that they work with.</p> <p>Through completing the WebQuest, participants will gain the knowledge and skills required to develop their own WebQuests; a new methodology which they can apply to a range of different subjects, topics and projects that they deliver with young people in their service.</p>
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<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, the facilitator conducts a short verbal feedback session, and then invites everyone to complete their 'Exit Slips'.</li> <li>• For this evaluation activity, the facilitator distributes index cards to all participants with the following written on each:             <ul style="list-style-type: none"> <li>○ Three things I learned</li> <li>○ Two questions I have</li> <li>○ One thing I didn't understand</li> <li>○ What I found most interesting</li> </ul> </li> <li>• The facilitator then collects all index cards from participants and will review the feedback ahead of the next session so that any questions can be answered at the next workshop.</li> <li>• The facilitator then thanks all participants for their active participation in the session and closes the workshop.</li> </ul>	<p><u>15 minutes</u></p>	<p>Training venue;</p> <p>Pens and note-taking materials for participants;</p> <p>Index cards for all participants.</p>	<p>Participants will engage in all group activities</p> <p>All participants will contribute to the evaluation of the second module</p>
<p><b>Total duration of the module</b></p>		<p><b>7 hours</b></p>	



## Module 3 - Evaluating and Using WebQuests in Youth Work

Module Title: Evaluating and Using WebQuests in Youth Work			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Evaluation/ Outcome of this Session
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> <li>The facilitator opens the workshop by welcoming all participants, completing a quick informal recap of what was covered in the second workshop and signing the attendance list for the session.</li> <li>The facilitator then invites all participants to complete the ice-breaker activity described in A3.1</li> </ul>	<p><u>30 minutes</u></p>	<p>Training venue with break-out space for all small teams;</p> <p>Flipchart and markers;</p> <p>Sign-in sheet for the workshop;</p> <p>Pens and note-taking materials for participants;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of the activity sheet A3.1 to use with all participants.</p> <p>Copy of Presentation – M3.PPT1</p>	<p>Participants will engage in all group activities.</p> <p>Participants will better understand the metrics that they can use to evaluate the quality of the WebQuest they have developed.</p> <p>Participants will complete the WebQuest Evaluation Rubric for their own WebQuest.</p>
<p><u>Activity 1: Evaluating Your WebQuests – There is a Rubric for That!</u></p> <ul style="list-style-type: none"> <li>The facilitator begins this session by explaining that when we talk about evaluating WebQuests, this is completed on two levels. Firstly, we need to evaluate the quality of the WebQuest from a structural and content standpoint, and as an educational tool. Secondly, we need to evaluate the learners who complete the challenge in a WebQuest to ascertain if they have achieved the learning outcomes set out in the challenge.</li> </ul>	<p><u>60 minutes</u></p>		





<ul style="list-style-type: none"> <li>• The facilitator then explains that the evaluation of the learner will be covered later in this module. For now, the facilitator asks:             <ul style="list-style-type: none"> <li>○ What are the key considerations to bear in mind when evaluating the quality of a WebQuest in terms of its structure, content, and usefulness as a learning activity?</li> </ul> </li> <li>• The facilitator can take note of the aspects and parameters that are mentioned by the group on a flipchart.</li> <li>• The facilitator then presents the slides in M3.PPT1 to introduce the WebQuest Evaluation Rubric to all participants.</li> <li>• Following on from this presentation, the facilitator gives each participant a copy of the WebQuest Evaluation Rubric – A3.2 – and invites participants to work in their small teams from Module 2 and complete the evaluation rubric for their own WebQuest.</li> <li>• After 20-25 minutes, the facilitator brings the whole group back together and asks each team to present the score that they have awarded their WebQuest and to justify this score.</li> </ul>		<p>Copies of WebQuests that were developed in Module 2 for all teams</p> <p>Copy of the activity sheet A3.2 to use with all participants.</p>	
<p><u>Activity 2: Preparing to Integrate WebQuests into Youth Work Practice</u></p> <ul style="list-style-type: none"> <li>• The facilitator begins this session by explaining that before youth workers can use WebQuest Challenges</li> </ul>	<p><u>60 minutes</u></p>	<p>Training venue with IT equipment for all participants, and space to break-out into smaller sessions;</p>	<p>Participants will engage in all group discussions.</p> <p>Participants will be more aware of the preparations</p>



<p>in their youth work practice, they need to completing some preparatory steps to ensure that they can implement WebQuests in their youth centre without encountering any issues.</p> <ul style="list-style-type: none"> <li>• The facilitator then presents slides 2-5 of the PowerPoint Presentation (M3.PPT2).</li> <li>• The facilitator then explains that in this session, each participant will work on their own. They will visit the Solution Not Pollution project website and access some of the Climate Change Challenge WebQuests that have been developed by the Solution Not Pollution project team. These WebQuests are accessible at this link: <a href="http://solutionnotpollution.eu/webquests.html">http://solutionnotpollution.eu/webquests.html</a></li> <li>• Participant will each choose one WebQuest, will read through the WebQuest in its entirety, and will then answer the questions presented on slide 6 of the PowerPoint slides (M3.PPT2).</li> <li>• Participants will spend 30-40 minutes reviewing the WebQuest and answering these questions. They will then share the results of their assessment with the rest of the group.</li> </ul>		<p>Projector and screen;</p> <p>Laptop;</p> <p>Pens and note-taking materials for participants;</p> <p>Copy of Presentation – M3.PPT2.</p>	<p>and considerations they will need to make before they introduce WebQuests to their youth work practice.</p> <p>Participants will gain a better understanding of the Climate Change Challenge WebQuests that have been developed by the Solution Not Pollution team, by reviewing the content of the WebQuest in depth, and completing a short checklist of what they will need to deliver this WebQuest to young people in their group.</p>
<p><u>Activity 3: Lesson Planning with the Lesson Plan Canvas</u></p> <ul style="list-style-type: none"> <li>• The facilitator begins this session by asking participants: <ul style="list-style-type: none"> <li>○ Have you ever heard of a Lesson Plan Canvas?</li> </ul> </li> </ul>	<p><u>90 minutes</u></p>	<p>Training venue with IT equipment for all participants, and space to break-out into smaller sessions;</p>	<p>Participants will engage in all individual activities and group discussions.</p>



<ul style="list-style-type: none"> <li>○ If not, have you any idea what it could be?</li> <li>● Following on from this informal discussion, the facilitator then presents an overview of what the Lesson Plan Canvas is, and how it can be used to help youth workers to integrate WebQuests – or any alternative learning resources or strategies – into their youth work practice. For this presentation, the facilitator delivers slides from the PowerPoint Presentation (M3.PPT3).</li> <li>● The facilitator will then invites all participants to work independently for this session, and to complete the Lesson Plan Canvas to plan for how they can integrate the WebQuest that they developed in Module 2 into their youth work practice.</li> <li>● For this session, the facilitator will give all participants a copy of the handout (A3.3) and will ensure that each participant has a copy of the WebQuest that they developed in Module 2 so that they can complete the Canvas for their own WebQuest.</li> <li>● After 60 minutes, the facilitator invites volunteers to present their complete Lesson Plan Canvas to the whole group.</li> <li>● At the end of each presentation, the facilitator asks the participants:             <ul style="list-style-type: none"> <li>○ ‘From your assessment, is it feasible to use WebQuests in your youth work practice?’.</li> </ul> </li> </ul>		<p>Pens and note-taking materials for participants;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of Presentation – M3.PPT3</p> <p>Copy of the activity sheet A3.3 to use with all participants.</p>	<p>Participants will be introduced to the Lesson Plan Canvas tool.</p> <p>Participants will working independently to review the WebQuest that they had developed as part of a team in Module 2, and to develop a Lesson Plan Canvas to assess the suitability of integrating their WebQuest into their youth work practice.</p>
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<ul style="list-style-type: none"> <li>The facilitator then asks all participants to evaluate how useful they found the Lesson Plan Canvas to be in helping them to plan their lessons.</li> </ul>			
<p><u>Activity 4: Evaluating and Tracking Learner Performance</u></p> <ul style="list-style-type: none"> <li>In this session, the facilitator will explain to participants that they will now move onto the second type of evaluation of a WebQuest – where they assess the performance of the young people who will complete their WebQuests.</li> <li>For this, the facilitator delivers slides 1 to 20 from the PowerPoint presentation (M3.PPT4).</li> <li>As this presentation is quite content-heavy, the facilitator is advised to stop regularly to recap, and to ask questions of participants to ensure that they are following the content that is being covered.</li> <li>After the presentation, the facilitator answers any open questions, before inviting all participants to reform their small teams from Module 2 and to develop an Evaluation Rubric for the WebQuest that they have developed. This Evaluation Rubric should set the criteria that they will use to measure and track the performance of young people who complete their WebQuest.</li> </ul>	<p><u>120 minutes</u></p>	<p>Training venue with IT equipment for all participants, and break-out space for smaller group activities;</p> <p>Pens and note-taking materials for participants;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of Presentation – M1.PPT4.</p>	<p>Participants will engage in all groupwork activities and discussions.</p> <p>Participants will learn which methods of assessment and evaluation work best when delivering alternative educational activities, such as WebQuests, to a group of young learners.</p> <p>Participants will gain practical experience of developing their own evaluation rubric, which will allow them to track the performance of young people, or teams of young people, completing their WebQuest.</p>



<ul style="list-style-type: none"> <li>• Teams are given 60 minutes to review their WebQuest and complete the 4 steps that were outlined in M3.PPT4 for their WebQuest.</li> <li>• After one-hour, the facilitator brings the whole group back together. Rather than presenting their Rubrics to the group, teams are asked to swap their Rubrics with another team and to assess the relevance of each other's Rubrics in evaluating the performance of a young learner or a team of young learners who are completing the WebQuest Challenge.</li> <li>• After each group have reviewed each other's Rubrics, they can each have 3-5 minutes to present verbal feedback to the other group.</li> </ul>			
<p><u>Activity 5: Sharing Best Practices: Using WebQuests in Youth Work</u></p> <ul style="list-style-type: none"> <li>• This activity represents the final activity in the face-to-face delivery of this In-service Training Programme. To capture what youth workers have learned through their completion of these modules, as a final activity, participants will be invited to reflect on their experience of completing these three modules, and to come up with 'one piece of advice for using WebQuests in youth work'. This advice can be aimed at other youth workers in the group,</li> </ul>	<p><u>45 minutes</u></p>	<p>Training venue with space for all participants to sit in a semi-circle, and with two desks if the debate format is chosen;</p> <p>Flipchart and markers;</p> <p>Pens and note-taking materials for all participants.</p>	<p>Participants will engage in all group discussions.</p> <p>Participants will be supported to reflect on their own experience of completing this training and to offer forward one piece of advice based on what they have learned through the three modules.</p>



<p>external youth workers who have not completed this training or even to themselves – as something to bring with them when they leave the training room today and start using WebQuests in their youth work practice.</p> <ul style="list-style-type: none"><li>• The facilitator ensures that all participants have the opportunity to contribute to this activity and takes note of the advice that is shared on a flipchart or white board.</li><li>• After all participants have offered their ‘one piece of advice’, the facilitator introduces two new topics for group discussion. These topics can also be addressed in a short debate, if the facilitator decides, with the participants all split into two teams – one team is for the motion and one is against. This is left to the discretion of the facilitator and the preferences of the learner group.</li><li>• The topics to be discussed are as follows:<ul style="list-style-type: none"><li>○ Suitability of WebQuest Challenges to Youth Work Practice. If using the debate model, the motion would be: WebQuest Challenges are suitable to be used in a youth work setting.</li><li>○ Usefulness of the WebQuest model for addressing bigger issues in the world, such as climate change. If using the debate format, the motion would be: WebQuest Challenges</li></ul></li></ul>			<p>Participants will take note of the collective advice offered by all participants in the group and will use these notes as a reference for when they apply what they have learned about WebQuests to their youth work practice.</p> <p>Participants will engage in an active discussion or debate about the merits of using challenge-based learning with young people, especially addressed to topics such as climate change.</p>
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<p>are the most useful format for engaging young people in taking action against climate change and other challenges we face today.</p> <ul style="list-style-type: none"> <li>• If the session takes the form of a group discussion, the facilitator takes note of the key points raised and lists them on a flipchart. In this instance, the facilitator also allows for informal networking and asks participants to each share examples of best practice of how they motivate young people in their groups to engage in educational activities and projects.</li> <li>• If the debate format is used, the facilitator acts as the adjudicator – giving each team 5 minutes to present their points and 3 minutes to rebut the other team.</li> <li>• To wrap up this session, the facilitator refers to the flipchart sheet, recaps on all points that were raised in the discussion. If the debate format was used, the facilitator appoints one team the winner of the motion.</li> <li>• The facilitator thanks all participants for their active participation in this wrap-up activity, before introducing the evaluation for the workshop.</li> </ul>			
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, the facilitator conducts a short verbal feedback session.</li> </ul>	<p><u>15 minutes</u></p>	<p>Training venue;  Pens and note-taking materials for participants;</p>	<p>Participants will engage in all group activities</p>



<ul style="list-style-type: none"> <li>• The facilitator then invites participants to take part in the ‘Suitcase, Letter Tray and Bin’ evaluation technique – described in Annex A3.4 below.</li> <li>• The facilitator then explains that, in completing these different ice-breaker and evaluation exercises, the aim is to show youth workers a range of different ice-breaker and evaluation techniques so that they can gain first-hand experience of what works best in a group-work setting, and so that they can apply these techniques and exercises to their own group work practice.</li> <li>• Once the activity is completed, the facilitator then thanks all participants for their active participation throughout the programme and closes the workshop.</li> <li>• The facilitator shares a final evaluation form with all participants to complete after the session. The evaluation form is available at this link: <a href="https://forms.gle/nk88xzhXtrCnfs1n7">https://forms.gle/nk88xzhXtrCnfs1n7</a></li> </ul>		<p>Index cards for all participants.</p>	<p>All participants will contribute to the evaluation of the first module</p>
<p><b>Total duration of the module</b></p>		<p><b>7 hours</b></p>	



## Activity Sheets for Face-to-face Workshops

This section presents all of the activity sheets which are required for all 21-hours of the face-to-face challenge-based learning training, described above in the lesson plans. All participants have copies of the handouts included in their Learner Manual. If you are providing a copy of the Learner Manual to each participant, as is recommended, you may ask each participant to bring this Manual with them to each session; therefore, there is no need to print and supply a copy of the handout to each participant. They are included here for your reference, and to support you in planning these face-to-face sessions.

### Activity Sheets for Introduction to Challenge-based Learning Theory

<b>Module Title</b>	Introduction to Challenge-based Learning Theory		
<b>Activity Title</b>	Where the Wind Blows...	<b>Activity Code</b>	A1.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>20 minutes</b>	<b>Learning Outcome</b>	On completion of this activity, participants will feel more at ease with their group of peers, will get to know something about one another and youth workers will have access to a good team building activity that they can use with young people in their groups.
<b>Aim of activity</b>	This is a good team-building activity to complete with a new group of learners. The aim of this activity is to put all group members at their ease and to encourage them to get to know something personal about one another. All participants will have the opportunity to participate and share something personal about themselves. Youth workers will also be able to re-use this activity with young people in their groups.		
<b>Materials Required for Activity</b>	To deliver this icebreaker, the facilitator will need a training room big enough to accommodate all participants standing in a circle.  All participants will need to take off their shoes for this activity.		

<b>Step-by-step instructions</b>	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> <li>• Step 1 - Participants form a circle with a decent space in the middle.</li> <li>• Step 2 – Participants should take off their shoes, as placeholders for the activity.</li> <li>• Step 3 - A participant is chosen to stand in the middle of the circle and say: “the big wind blows for those who_____”. They should say something about themselves or something they like.</li> <li>• Step 4 - If participants in the circle share the said experience, trait, they have to run to someone else’s spot. Whoever is left without a spot must then go to the middle.</li> <li>• Step 5 - For this activity, the facilitator asks all participants to make their statements relevant to climate change or the environment.</li> <li>• Step 6 - The facilitator can cater it so that everyone gets a turn to run around. For example, when delivering the training in a community, the facilitator can be in the middle and say, “the wind blows for those that live in X.” Chances are most participants will live in the community or region, so they will have the opportunity to participate.</li> <li>• Step 7 – After 10 to 12 rounds of this activity, all participants should have had the opportunity to stand in the middle of the circle. The group should also be well warmed up and should have learned a thing or two about their peers.</li> </ul> <p>(Source, adapted from: <a href="https://www.grownyc.org/files/rcp/IceBreakers.pdf">https://www.grownyc.org/files/rcp/IceBreakers.pdf</a>)</p>
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<b>Module Title</b>	Introduction to Challenge-based Learning Theory		
<b>Activity Title</b>	Taking the Upcycling Challenge WebQuest	<b>Activity Code</b>	A1.2
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face



<p><b>Duration of Activity (in minutes)</b></p>	<p><b>100 minutes</b></p>	<p><b>Learning Outcome</b></p>	<p>On completion of this activity, participants will have first-hand knowledge and experience of working collaboratively together to solve a challenge through a WebQuest.</p>
<p><b>Aim of activity</b></p>	<p>The aim of this activity is to provide participants with the opportunity to complete a longer, more detailed challenge-based learning activity and to gain first-hand experience of solving a challenge through the format of a WebQuest. Through this activity, participants will collaborate in small teams, to develop an innovative idea to a particular problem and will then finish the challenge by presenting their innovation to the whole group. This activity will give participants immediate insight into the potential and limitations of the WebQuest format. Youth workers will also be able to re-use this activity with young people in their groups.</p>		
<p><b>Materials Required for Activity</b></p>	<p>To deliver this WebQuest, the facilitator will need:</p> <ul style="list-style-type: none"> <li>• A copy of the handout for all participants,</li> <li>• A training venue with break-out space for all teams to complete their brainstorming and prototyping,</li> <li>• Smart devices or laptops with internet access for all teams.</li> </ul>		
<p><b>Step-by-step instructions</b></p>	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> <li>• Step 1 – Divide the group into smaller teams of 2-3 participants, depending on the group size.</li> <li>• Step 2 – Provide each team with a copy of the handout, below.</li> <li>• Step 3 – Give all teams 100 minutes to complete the tasks in this challenge.</li> <li>• Step 4 – After 100 minutes, invite all participants to come back together in one group, and invite all teams to present their innovation to use the compact discs.</li> <li>• Step 5 – Conduct a verbal evaluation after the WebQuest has been completed.</li> </ul>		



## Handout

### **WebQuest Subject:** Circular Economy **WebQuest Title:** Taking the Up-cycling Challenge

#### **Introduction:**

You have just started your new job in a manufacturing company. You chose to come to work for this company because they are committed to environmental protection by investing in recycling and ensuring that all waste products from their production process are re-used or re-purposed. You have met with your team manager and are being shown around the warehouse facilities as part of your employee induction to the company. While you are walking around the warehouse, you see tens of cardboard boxes stacked up in the corner, all marked 'Compact Discs'. You enquire about the boxes with your line manager, who explains that they were bought by a company director some years ago. There was available from a Chinese distributor where the director bought 100,000 compact discs for €1,000; however, when the CDs arrived, it emerged that they were 'un-writable' and they have been sitting there ever since. The boxes are taking up valuable space in the warehouse, but in-keeping with the ethos of the company, they cannot simply be thrown away, despite the fact that they are rather useless in their current state.

#### **Task:**

You are required to work with a small team of colleagues (up to 3) to brainstorm ways that the 10,000 compact discs could be used by your new employer. Through these brainstorming activities, you will develop a plan to use the compact discs to either develop a new product, or to be integrated into the production process of your company. You will then present your up-cycling solution to the directors of the company and they will vote on whether or not they think this is a feasible and valuable use of the compact discs.

#### **Process:**

##### Step 1: What is up-cycling?

So, what do we mean by up-cycling? When we think of up-cycling, we often think of re-using and re-purposing materials so that they are not wasted – much like recycling. But, according to Intercon Green, the difference between up-cycling and recycling is that with upcycling, we are “reusing a material without degrading the quality and composition of the material for its next use.” So, for example, when a plastic bottle or cup is recycled, the composition of the material is changed to such an extent that it cannot be used as a bottle or container for its next use. But with up-cycling, the



plastic bottles or cups may be re-purposed to become hanging-baskets for plants, or shades for small lamps, etc. Read more about the difference between up-cycling and recycling here: <https://intercongreen.com/2010/02/17/recycling-vs-upcycling-what-is-the-difference/>

Further definitions and explanations can be found at these links:

- <https://hipcycle.com/what-is-upcycling>
- <http://naturallysavvy.com/live/what-is-upcycling>
- <https://blog.pachamama.org/the-positive-impacts-of-upcycling>

If you are struggling to understand how common waste products – like plastic bottles – can be re-used as part of an up-cycling project, these short video clips might give you some inspiration for what you could do with your compact discs:

- 38 Plastic Bottle Life Hacks (VIDEO): <https://youtu.be/xEAOvFG1AmM>
- 100 Cool Ideas! Upcycling (VIDEO): <https://youtu.be/timuSewtLiY>
- 35 Ways to Upcycle Everything Around You (VIDEO): <https://youtu.be/SmFPgigKKX8>
- Upcycling Projects: Turn Your Trash into Garden Treasures (VIDEO): <https://youtu.be/7ZYIN5C0aVM>

There is even a short video which looks at up-cycling ideas for compact discs! Watch this video to get some up-cycling inspiration: <https://youtu.be/Nc3m29kV-Oc>

### Step 2: Brainstorming techniques for group work

Now that you understand up-cycling and you know what your challenge will entail, it is time to start coming up with some ideas for how those compact discs could be up-cycled!

One of the most common techniques for coming up with new ideas is called brainstorming. It works best in a group, because everyone comes up with as many ideas as they can and then all ideas are shared around, which may spark a new idea in another group member. The activity involves setting a time limit of 5-10 minutes and, in that time, writing down every idea that comes into your head – the ideas can be silly, ridiculous and outlandish – it is most important in brainstorming that you don't censor your ideas, because you don't know what idea might work best when your group put your heads together. After 5-10 minutes, each group member shares their ideas. To read more about brainstorming techniques for group work, follow this link: <https://www.mindtools.com/brainstm.html>



While brainstorming is the most common and widely practiced idea-generation technique, it might not necessarily be the best technique for your group. Considering that you are trying to think of an idea to re-purpose compact discs, which is quite a difficult task, you may find that your group need to use different activities and techniques to come up with a feasible and workable use for the CDs. You can find a range of different group-thinking activities at these links:

- <https://blog.hubspot.com/marketing/creative-exercises-better-than-brainstorming>
- <https://blog.hubspot.com/marketing/brainstorm-productive>
- <https://www.wrike.com/blog/techniques-effective-brainstorming/>

When you have a list of all ideas that your group have generated, take some time in your group to narrow down which are the most realistic ideas, and which could yield the greatest benefit to you company and its customers or employees. You should end this activity with 3 or 4 good ideas.

### Step 3: Idea evaluation techniques

Now that you have identified these up-cycling opportunities, you can move on to evaluating and assessing the quality of your group's best ideas, so that you can choose which will work best for your company.

There are many different methods and techniques that your group can use to evaluate the quality of the ideas you have come up with. The most common idea evaluation techniques include Edward de Bono's 'Six Thinking Hats', which works best in a group, and which encourages group members to consider ideas, and problems, from different perspectives.

Read more about the 'Six Thinking Hats' evaluation technique here: [http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php); and for instructions on how to use this technique in your groupwork, Mindtools has some useful advice for groups:

[https://www.mindtools.com/pages/article/newTED\\_07.htm](https://www.mindtools.com/pages/article/newTED_07.htm)

While this is a common technique to use and may well be a good activity for your group, now that you have narrowed down your ideas to the best 3 or 4, the best technique might be to conduct a group SWOT Analysis to test which idea is most suitable – so that you are left with only one idea that you will bring forward to develop a prototype. Using a SWOT analysis, your group discusses and highlights the Strengths, Weaknesses,



Opportunities and Threats associated with your idea. Read more about how to conduct a SWOT Analysis for a new product or service at these links:

- <https://www.business.qld.gov.au/starting-business/planning/market-customer-research/swot-analysis/conducting>
- <https://www.swotanalysis.com/swot-analysis-product-example.html>
- <https://smallbusiness.chron.com/example-swot-new-products-73574.html>

While these are perhaps the most suitable methods for evaluating which idea is most suitable for this up-cycling challenge, below are a series of links to websites, blogs and videos which show different idea evaluation techniques, including the idea evaluation matrix, and how they can be used by your group. Take some time to review these links and see what might work best for your group:

- <http://www.innovationmanagement.se/imtool-articles/how-to-evaluate-ideas/>
- <http://www.destination-innovation.com/how-to-evaluate-ideas/>
- <https://hatrabbits.com/en/how-to-pick-the-best-ideas-after-a-brainstorm/>
- <https://www.smartstorming.com/and-may-the-best-idea-win-5-proven-tips-for-evaluating-and-selecting-your-best-ideas/>

#### Step 4: Prototyping

Now that you have identified which idea you and your team will bring forward for this up-cycling challenge, it is time to plan how you will test and develop a prototype for your use of compact discs.

By definition, a prototype is an unfinished version of a product or service that can be used for physical testing – so there is no need for your prototype to be perfect, or even completely finished; but it should include all of the design elements of your up-cycling project. To help you to plan how you will develop your prototype, you will find some useful guidance tips and planning templates at these links:

- <https://innovationenglish.sites.ku.dk/metode/planning-of-prototype-testing/>
- <https://www.inc.com/guides/2010/12/how-to-develop-a-prototype.html>
- <https://diytoolkit.org/tools/prototype-testing-plan/>
- <https://www.entrepreneur.com/article/80678>



	<p>Working in your group, you should use these links to sketch out your prototype, and even practice making an early prototype for your up-cycling idea.</p> <p><u>Step 5: Presenting your up-cycling solution</u></p> <p>Now that you have completed all of the steps above, and your team has developed a plan for prototyping and estimating the return on investment to the company, it is time to present you up-cycling solution to the directors of the company. As this is a corporate presentation, use either PowerPoint or Google Slides to present your new idea, outlining the process you undertook to come up with this idea, and the rationale behind using the compact discs for this purpose.</p> <p><b>Conclusion:</b></p> <p>According to the Ellen MacArthur Foundation, the circular economy is defined as “one that is restorative and regenerative by design, and which aims to keep products, components and materials at their highest utility and value at all times, distinguishing between technical and biological cycles.” Within the circular economy, waste does not exist. As such, up-cycling is a key activity in the circular economy. Up-cycling is the process of taking a wasted or unwanted product and re-purposing it so that it can be re-used or even re-sold to new consumers. The process of upcycling can positively impact the environment by reducing the amount of waste products that need to be recycled, processed or exposed of - even recycling requires energy and water to break down materials; whereas up-cycling only requires people’s talent and creativity!</p>
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### Activity Sheets for How to Develop a WebQuest

<b>Module Title</b>	Developing WebQuest Challenges		
<b>Activity Title</b>	Who Am I...	<b>Activity Code</b>	A2.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>20 minutes</b>	<b>Learning Outcome</b>	On completion of this activity, participants will have completed a short icebreaker





			and get re-acquainted with their peers from the first workshop. Youth workers will have access to a good team building activity that they can use with young people in their groups.
<b>Aim of activity</b>	This is a good ice-breaker activity to use, especially when introducing 'environmental' topics to a group of learners. This ice-breaker will first be used with youth workers and participants on the in-service training programme, but youth workers can also use this with young people in their group, and it can be tailored to include only animals from their respective countries, or to highlight aspects of local, regional or national biodiversity.		
<b>Materials Required for Activity</b>	To deliver this icebreaker, the facilitator will need: <ul style="list-style-type: none"> <li>• A training room big enough to accommodate all participants walking around freely.</li> <li>• Paper for all participants with an animal written on it.</li> <li>• Tape to stick the sheet to the participants.</li> <li>• Pens and note-taking materials for all participants.</li> </ul>		
<b>Step-by-step instructions</b>	To implement this activity, the facilitator should introduce the following steps: <ul style="list-style-type: none"> <li>• Step 1 – The facilitator begins by setting a time limit of 15 minutes for this activity, with time at the end for guesses.</li> <li>• Step 2 - Tape or pin the name of a wildlife species on the back of each participant and make sure everyone has paper and a pencil.</li> <li>• Step 3 - Each participant walks around the room and tries to figure out what animal he or she is by walking up to other participants and getting clues from them. For example, Person A gives clues to Person B by briefly describing what Person B is in one to four words. Person B writes down this description and then briefly describes what Person A is in one to four words. Person A writes down this clue and both people move on to other participants for new clues.</li> </ul>		



	<ul style="list-style-type: none"> <li>Step 4 – The facilitator wraps up by asking for volunteers to guess what they think they are, based on the clues they received. (Source, adapted from: <a href="https://iowaee.org/2017/08/nature-based-classroom-icebreakers/">https://iowaee.org/2017/08/nature-based-classroom-icebreakers/</a>)</li> </ul>
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### The “How to Develop a WebQuest” WebQuest

<b>TIME ALLOCATED:</b>	6-Hours
<b>TITLE OF THE WEBQUEST:</b>	The “How to Develop a WebQuest” WebQuest
<b>GROUP SIZE:</b>	This WebQuest should be completed by a group of 2-3 participants.
<b>INTRODUCTION</b>	
<p>Over the past decades, educators have been experimenting with new ways to introduce digital technologies and platforms into their teaching practice. The aim is to strike a balance between ensuring that the content is educational, while also being fun for learners, while at the same time protecting them for unsuitable content online and ensuring that they don’t spend all day, every day with their eyes on a screen. It is quite the balancing act! This research has led to the development of many different and novel educational innovations, of which a WebQuest (Adventure on the Internet) is just one example.</p> <p>This methodology – a WebQuest - was developed by Dodge and March in 1995. It quickly gained followers due to its flexible format, the fact that it can be adapted to teach many different subjects, at different levels, and also because it is effective in maximizing the use of the digital tools and online environments available today, for an educational purpose. A WebQuest is an approach based on the constructivist theories, focusing on the development of transversal competences. Constructivism is a theory in education that recognises the learners' understanding and knowledge based on their own experiences prior to entering education. As such, a WebQuest allows learners to reflect on their own life experiences, and to bring these to bear when solving a real-world problem – all presented through the WebQuest. All of this means that WebQuests provide authentic learning experiences for learners, because the challenges presented in this format allows for the learning to be meaningful for the learners.</p>	



According to Bernie Dodge, the inventor of the WebQuest, “a WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Internet. WebQuests are designed to use learners’ time well, to focus on using information rather than on looking for it, and to support learners’ thinking at the levels of analysis, synthesis and evaluation”.

The WebQuest methodology provides educators and youth workers with a way of promoting active, collaborative and peer-learning among young learners, which also provides a means of integrating the safe use of ICT into teaching and youth work practice. As such, WebQuests should be regarded as complementary to other methodologies and strategies already in place in formal education and training provision.

### **TASK**

You are a youth worker, who is interested in using the method of challenge-based learning with young people in your group to raise their awareness of some of the most pressing issues that they face today, and to engage them in finding solutions to the challenges that their generation faces. You know from working with young people that as well as the societal challenges they face including economic inequality, wage inequality, discrimination, racism, global debt, climate change, youth unemployment and lack of affordable housing, they also face generational challenges including technology and social media addiction, mental health and drug addiction. You want to engage young people in examining and addressing these issues, and in coming up with solutions for what young people themselves can do to limit the impact that these factors can have on their own lives and sense of well-being; but also to hypothesize how they might find solutions to achieve a positive change on a societal level. Having conducted some research on the topic of challenge-based learning, you have decided that for the type of challenge you want to pose to young people, you think that a WebQuest is the most appropriate format, because it will encourage young people to work together in teams to research your chosen topic, and to explore and brainstorm possible solutions to the problems and challenges that they face in the world today. You will work in a small team (2-3) of your colleagues to produce a WebQuest that addresses the topic that you think is most pertinent to young people in your group. In order to complete this WebQuest, you will follow each of the steps in the process, outlined below. At the end of this task, you will present your completed WebQuest to young people in your group and encourage them to complete the WebQuest and present their solutions to the whole group. This will allow young people in your group to share their ideas and collaborate to find innovative solutions to the challenges that their generation faces. Let’s get started!



## PROCESS

### Step 1: Writing your Introduction

Your Introduction is the first part of your WebQuest Challenge that a young person in your group will see. It therefore needs to grab their attention, speak to their interests, and also engage them so that they will read further into the activity and be enticed to complete the full challenge. Therefore, it needs to be snappy and engaging! Which is not always easy. As well as being catchy and interesting, the Introduction also needs to give some background information on the topic and, often introduces key vocabulary and concepts which learners will need to understand in order to complete the tasks involved. At this stage, you are only presenting the topic that your WebQuest will address – you don't need to explain the task to them yet, this comes next, in step 2! So at the moment, you want to research the topic or 'challenge' you will present to the young people in your group, and for this, you will first need to conduct some research into the issues that are facing and afflicting young people today. You may already know what topic you want to address in your WebQuest, based on your experience of working with young people, but if you need some inspiration, you might find the following links to be useful:

- Top 10 Social Issues Teens Struggle With Today:  
<https://www.verywellfamily.com/startling-facts-about-todays-teenagers-2608914>
- Both Gen Z & Millennials Believe This Is The Biggest Problem Their Generations Face Now: <https://www.ypulse.com/article/2019/06/25/both-gen-z-millennials-believe-this-is-the-biggest-problem-their-generation/>
- Being young in Europe today - executive summary:  
[https://ec.europa.eu/eurostat/statistics-explained/index.php/Being\\_young\\_in\\_Europe\\_today\\_-\\_executive\\_summary](https://ec.europa.eu/eurostat/statistics-explained/index.php/Being_young_in_Europe_today_-_executive_summary)
- Adolescents and the new challenges of the 21st century:  
<https://www.uu.nl/en/news/adolescents-and-the-new-challenges-of-the-21st-century>
- World Youth Skills Day highlights problems and solutions facing young people:  
<https://medium.com/the-challenges-group/world-youth-skills-day-highlights-problems-and-solutions-facing-young-people-b62027139f8d>

Once you have conducted some research and decided which topic you would like your WebQuest to address, write your Introduction! Seeing as your target group for this activity are young people, try and limit the word count of your introduction to 200-250 words!

### Step2: Identifying what your Task will be?



Well done, you have decided on the topic that your WebQuest will address and written a great Introduction – what’s next? Now you need to set the young people a Task! The Task is very important, because through completing the Task young people will learn to explore the topic that your WebQuest is addressing and develop their own solutions to the challenge in question. The Task should present a scenario and context for playing out the activities in the WebQuest and it should be a fun, engaging and creative so as to draw the young people in. Your Task can be something completely fantastical – such as:

“You have been appointed to a team that want to take a rocket to Mars by 2030, but you need to find a sustainable source of biofuel before you can progress with the design. You and your team will work together to research potential sources of biofuel and will present your research findings in an infographic to the rest of the research team”.

Or alternatively, it can be more grounded in real-world situations, such as:

“You and your friends have noticed that a lot of food waste is produced in your school each day; however, at the same time, there is a homeless shelter in your community and you know that families and children there are going hungry. Together, you and your friends will design a campaign that you will present to your teachers and school principal for how you can limit the amount of food waste in your school, and help to donate left-over food to the homeless shelter. You will develop a set of presentation slides to present your idea to the school board.”

When working with young people, especially to address social and environmental problems that their generation is facing, from experience we find that young people are seeking authentic learning experiences. For this reason, often the best results are achieved when young people are presented with a real-world scenario that they are challenged to solve. Depending on the age of the young people in your group, however, some of the issues may be easier to address in an abstract or fantastical scenario, so we will leave it up to you and your team to determine the best way to develop your Task.

The first step in developing a creative and engaging Task is to participate in a little brainstorming. We recommend that you and your team take part in a brainstorming session to plan what your Task will be, and to discuss if this Task will help young people to develop their knowledge on the topic of this WebQuest.

If you are new to group brainstorming, you might find these links useful:



- Brainstorming - Generating Many Radical, Creative Ideas: <https://www.mindtools.com/brainstm.html>
- 10 effective team brainstorming techniques: <https://www.wework.com/ideas/worklife/effective-brainstorming-techniques>
- Your Team Is Brainstorming All Wrong: <https://hbr.org/2017/05/your-team-is-brainstorming-all-wrong>

### Step 3: Writing your Task:

Now that you have determined what you want the Task to address, the next steps in to write the Task! It is important to remember with the Task that you should be able to explain to the learners clearly and precisely what they have to do so that they can complete this challenge-based learning activity. It should be motivating and interesting and where possible, it should include activities that contribute to the development of skills that they will use in their daily lives. These might include asking them to develop a GoogleSlides or PowerPoint presentation to present their findings; asking them to design a poster or infographic using an online platform (Canva.com is a good all round platform for this); encouraging them to plan a social media campaign or set up a GoFundMe page for a cause they are passionate about; asking them to complete a Business Model Canvas or other tool, to develop an idea for a social enterprise, etc. These are just some suggestions for how you can encourage young people to build practical and marketable skills, through completing your WebQuest, while also developing their communication, collaboration and team-work skills. When writing your Task, you should also include guidance on how to present findings; for example, through maps, graphs, essays, wall displays and diagrams, short videos recorded on smartphones, presentation slides, flyers, leaflets, social media pages, etc.

When writing your Task, it is typical to end the Task by telling young people that they will need to “present their solutions to the school board”, or “the board of a multinational” or “a bank”, for example. In these instances, these are planned as role-play scenarios to allow young people to practice their presentation skills. For these presentations, the youth worker can take on the role of the “board” and the young people can present to you. If you also want to include an element of competition in the challenge, you can also pick a winner from all of the groups presenting. This can act as additional motivation for the young people!

For more information on different ways you can ask young people to present their findings, and how you can write these into your Task, see the following links:



- Teaching Strategies: Alternatives to Traditional Homework: <https://www.teachhub.com/teaching-strategies-alternatives-traditional-homework>
- WebQuest Taskonomy: A Taxonomy of Tasks: <http://webquest.org/sdsu/taskonomy.html>
- Eight Successful Youth Engagement Approaches: <https://youth.gov/youth-topics/tag/game-plan/approaches>

#### Step 4: Planning the Process:

Great, now you know what you are going to ask young people to do, the next step is to support them to complete the Task, for this, we need a good and well-thought-out Process! It is important to remember at this point that a WebQuest is an enquiry-based, scaffolded learning format. By this we mean that learners are encouraged to make their own enquiries and research online to deepen their own understanding and knowledge of the subject being addressed in the WebQuest. By scaffolded learning, we mean that learners will learn incrementally – or bit-by-bit – and will further enhance their knowledge of a subject, the more they research the topic. The role of the Process is therefore to provide the roadmap that will guide this type of learning.

In the Process, as well as providing the procedural steps that young people should follow to complete their task, you can also decide if you want to assign group-work roles at this stage.

So, for example, if you are teaching leadership and teamwork and you want a group of 3-4 young people to develop a campaign to run for a local youth council, you can decide at this stage that within the group, one person will be the candidate, one will be the public relations manager, one will be the campaign manager and one will be the speech-writer. This way each young person in the group is allocated a specific responsibility, and they need to take ownership of their role so as to ensure the success of the group. It is not necessary to assign roles like this in a WebQuest, however, it is an option if you think it is appropriate to your task.

When developing your Process, the first step is to map out the logical steps that young people should take to complete the Task assigned to them. We would recommend for young people to include 4-6 steps in the Process. This number of steps is sufficiently



difficult to be engaging and challenging for young people, but also short enough that the WebQuests can be completed in a given timeframe.

When determining the steps in the process, it is also important to bear in mind the length of time that you will allow young people to complete the WebQuest. WebQuests can be completed in 2-3 hours, or they can be extended over month-long projects – especially if the WebQuest aims to encourage young people to develop and launch a social media campaign or a fundraising initiative, and to assess its performance after one-month. However, if you intend for a WebQuest to be completed in one group-work session, ensure that the number of steps and the level of difficulty in the Process is realistic to complete in the allocated timeframe.

For more information on how to plan out your Process, you may find the following links to be a good starting point:

- [VIDEO] WebQuest 101 Part 4 – Process: <https://youtu.be/IHZOh-KoEF4>
- The WebQuest WebQuest – Developing a Process: <http://questgarden.com/11/99/7/051206172945/process.htm>
- Web-Based Learning: How Task Scaffolding and Web Site Design Support Knowledge Acquisition: <https://files.eric.ed.gov/fulltext/EJ690967.pdf>

#### Step 5: Developing a Process and finding suitable Resources:

You have now mapped out the steps that will form the basis of your process, the next step is to write some text under each step to guide the learners through what they should complete in that step, so that they can progress to the next step in the Process.

In this step, in this Process, we are going to talk to you about including ‘links’ or ‘Resources’ in the Process. In many of the formal guides which outline the structure of a WebQuest, they recommend keeping the ‘Resources’ separate to the ‘Process’. So that the Process will just include a list of steps, and in the next section you will include a list of hyperlinks to web pages and online resources. However, from our experience of working with young people, we have determined that in this instances, it is better for the young learner to have the ‘Resources’ immediately after the step in the ‘Process’, as they have been presented throughout this WebQuest so far.

Be careful when selecting links to include in the Resources. The aim of providing links in a WebQuest, is not to make it easy for the learners. The idea is to provide the learners with a good starting point for their research. This way, they don’t take too much time to get





started with their research, and their task is not simply to find information either. Remember, we want the learners to be able to evaluate, analyse, synthesize and draw their own conclusions from the information that is presented to them. In this way, we are encouraging them to think creatively, critically and independently. Therefore, ensure that the links you include are a good starting point for them to conduct their research.

As we are working with young people, we would recommend including some links to videos from YouTube and short blogs, articles, top tips, etc. found online. All of the links included in the Resources should be found online, and given the target group of young learners, we would recommend including short and pertinent links only.

For the number of Resources, we would recommend including 3-5 good quality Resources, or links, for each step in the Process. After reviewing these links, learners are encouraged to undertake their own independent research on the topic.

For each link that you provide, list it as a bullet point, include a short description of what the link is and remember to include a working hyperlink. We recommend testing all of the hyperlinks before sending the WebQuests to learners to complete.

For more information on the types of Resources to include, and how to conduct tailored Google searches so that you can find the more accurate links for your WebQuest, the following links might be useful to you and your group:

- Creating a WebQuest - It's Easier Than You Think:  
[https://www.educationworld.com/a\\_tech/tech/tech011.shtml](https://www.educationworld.com/a_tech/tech/tech011.shtml)
- 23 Google Search Tips You'll Want to Learn:  
<https://uk.pcmag.com/features/34673/23-google-search-tips-youll-want-to-learn>
- [VIDEO] How To Google Like A Pro! Top 10 Google Search Tips & Tricks 2020:  
<https://youtu.be/R0DQfwc72PM>

#### Step 6: Evaluating your WebQuest - Determining the Learning Outcomes Achieved:

Well done, now your WebQuest is really taking shape. You've chosen your topic, outlined the Task, planned an engaging Process and found suitable Resources for each step, but how do you know if the learning your desire if being achieved? For this, you need learning outcomes!



Learning outcomes are simple statements that describe the knowledge, skills, and attitudes that a learner should acquire by the end of a particular course, workshop, exercise or other learning activity. In this case, your learning outcomes will determine what knowledge, skills and attitudes a young learner should have developed by the time they complete this WebQuest. Why knowledge, skills, and attitudes? This is based on a competency-based model of education, which is widely accepted and used across Europe today. Competency-based education requires that learners not only retain new knowledge in learning, but they also have the skills to apply their knowledge to a given context or situation, and the right attitude or awareness to know when they should apply their knowledge and skills to a given context. Only when they can perform all three, are they thought competent in a subject area. We recommend using this approach to learning outcomes in a WebQuest because WebQuests are grounded in developing real-life skills and competences in learners who complete them; so therefore, they are a suitable educational vehicle for applying a competency-based model.

To learn more about what learning outcomes are, you will find the following links to be a good starting point:

- What are Learning Outcomes?: <http://www.nuigalway.ie/centre-excellence-learning-teaching/teachinglearning/learningoutcomes/>
- Writing Student Learning Outcomes: <https://www.atlantatech.edu/docs/about/WritingLearningandProgramOutcomes.pdf>
- Learning outcomes – CEDEFOP: European Centre for the Development of Vocational Training: <https://www.cedefop.europa.eu/en/events-and-projects/projects/learning-outcomes>.

To support you in writing your own learning outcomes for your WebQuest, we recommend following Bloom's Taxonomy of verbs for describing the learning to be achieved. If you want to learn more about this Taxonomy, visit the following links:

- Bloom's Taxonomy of Measurable Verbs: <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>
- Using Bloom's Taxonomy to Write Learning Outcomes: <https://www.pearsoned.com/using-blooms-taxonomy-to-write-learning-outcomes/>
- Using Bloom's Taxonomy to Write Effective Learning Objectives: <https://tips.uark.edu/using-blooms-taxonomy/>



For an example what completed learning outcomes look like, you can view the 'Evaluation' section of this WebQuest, below.

### Step 7: Time for Self-Assessment?

We will cover the topic of how to evaluate your WebQuest in more detail in the next module; however, for now, we propose using a simple self-assessment exercise as part of the assessment framework for a WebQuest. The reason why we propose this form of assessment is because the WebQuest is a learner-centred model of education, and so, it is advisable to include a learner-centred method of evaluation, such as a self-assessment. To learn more about how to develop a self-assessment exercise for young learners, the following links are a good starting point:

- Tools and Tips for Self-assessment and Describing Competences: <https://www.youthpass.eu/downloads/13-62-389/ValuedByYouValuedByOthers-chap4.pdf>
- Student Self-Assessment – Stanford University: <https://teachingcommons.stanford.edu/resources/teaching/evaluating-students/assessing-student-learning/student-self-assessment>
- Guide to Self-Assessment – Trinity College Dublin: <https://www.tcd.ie/CAPSL/assets/pdf/Academic%20Practice%20Resources/Guide%20to%20Student%20Self%20Assessment.pdf>

In addition, you might also consider including a short quiz that will help learners to 'test their knowledge' on an aspect of the challenge they are working to solve. For guidance on how to use some online quiz builders, you will find the following links useful:

- [VIDEO] How to create a Kahoot – tutorial: <https://youtu.be/KJgZZQcsSPk>
- Unleash your imagination! How to create Kahoots in our app: <https://kahoot.com/blog/2018/06/14/how-to-create-quizzes-in-kahoot-app/>
- The Beginner's Guide to Google Forms: <https://www.howtogeek.com/434570/the-beginners-guide-to-google-forms/>
- [VIDEO] LearningApps Demo: <https://youtu.be/m59n21UZU64>
- LearningApps – Create an App: <https://learningapps.org/createApp.php>

As a short follow-on to this evaluation section, you may also decide to include some suggested questions that a trainer or youth worker might use in a whole group discussion



to debrief the WebQuest you have developed. You will see an example of this in the 'Evaluation' section further down in this WebQuest.

### Step 8: Write your Conclusion

Congratulations, you are approaching the end of your first WebQuest and doing a wonderful job. The penultimate step in this process is to write a Conclusion to your quest. Writing this section provides you with an opportunity to summarise the experience for the learners and to encourage them to undertake a reflection on the whole process, and to process what they have learned through completing this WebQuest. You can also use this section to recommend additional reading or learning materials, or a follow-up activity for the young people in your group to complete. The choice is yours! But remember, WebQuests can be lengthy learning exercises, so regardless of what you include in the Conclusion, be sure to offer words of congratulations to the learners who have completed your WebQuest, and encourage them to take what they have learned and apply it to the world around them, so that they can help to make the world a better place!

- Writing a Conclusion for a WebQuest: <https://www.internet4classrooms.com/conclusion.htm>
- How to Make Educational Writing Stronger: <https://supercopyeditors.com/blog/write-better/how-to-make-educational-writing-stronger/>
- 8 Tips for Writing More Powerful Conclusions: <https://blog.hubspot.com/marketing/writing-powerful-conclusions>

### Step 9: Remember to End with an Image and Motivational Quote:

While this is not included in any specific model for developing a WebQuest, we recommend ending each WebQuest with a nice image and a motivational quote. This is a nice way to finish an engaging and interactive learning process, and it gives your learners a short mantra to live by!

You can determine the source of the motivational quote by yourself, but to ensure that you only use royalty-free and copyright-free images, we would recommend that you source your images from the following sites:

- Unsplash: The internet's source of freely usable images: <https://unsplash.com/>
- Pixabay: Stunning free images & royalty free stock: <https://pixabay.com/>



- Pexels: Online Pictures: <https://www.pexels.com/search/online/>

## EVALUATION

On completion of this WebQuest, youth workers will have achieved the following learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Theoretical knowledge on the methodological fundamentals of WebQuests</li> <li>• Factual knowledge of a WebQuest structure</li> <li>• Factual knowledge of how to design and create a WebQuest</li> <li>• Factual knowledge of how to evaluate a WebQuest</li> <li>• Factual knowledge of how to develop a self-assessment</li> <li>• Factual knowledge of how to write learning outcomes for a WebQuest</li> </ul>	<ul style="list-style-type: none"> <li>• Design a WebQuest that complies with the given structure</li> <li>• Apply research skills to identify topics and challenges that can be explored with young people through WebQuests</li> <li>• Develop a WebQuest that promotes experiential learning around a topic that affects young people today</li> <li>• Collaborate as part of a team to develop a WebQuest</li> <li>• Present their WebQuest to their peer and youth group</li> <li>• Design an evaluation and assessment strategy for the WebQuest</li> <li>• Develop a set of learning outcomes for their WebQuest</li> <li>• Recognise the potential and limitations of using WebQuests as an educational resource</li> <li>• Identify the learning situations and contexts in which this methodology can promote an effective and engaging approach to youth education</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the potential of WebQuests to allow learners to guide their own learning</li> <li>• Appreciate the potential of WebQuests to develop critical and creative thinking skills in young learners</li> <li>• Awareness of the potential of WebQuests to develop a generation of independent thinkers and innovators</li> <li>• Willingness to participate in collaborative and peer learning experiences</li> <li>• Willingness to integrate challenge-based learning into youth work practice.</li> </ul>



As part of the assessment of this WebQuest, youth workers are expected to produce a full WebQuest that is ready to be tested with young people in their groups. All youth workers will first present their WebQuest to their peer group, i.e. other youth workers completing this training; before bringing the WebQuest back to young people in their group and assessing the viability of using the WebQuest methodology with young people to raise their awareness of social, economic, cultural and environmental issues that affect their generation.

**As a self- assessment exercise for this WebQuest,** youth workers will then be asked complete a short self-reflection exercise and write 300-350 words about how they found the experience of working in a small team to develop this WebQuest from start to finish. The following questions will guide this self-reflection exercise:

- How did I find the exercise of developing a WebQuest in a small team?
- Is this something I would feel comfortable developing on my own in the future?
- Are WebQuests a suitable format for delivering educational activities to young people?
- Do I think WebQuests can be applied to other topics, to raise awareness among young people for other challenges they face?
- Will I use WebQuests in my work with young people in the future? Why?

**Questions that the facilitator can ask youth workers attending the In-Service Training Programme as part of a whole group discussion to debrief this WebQuest:**

- How would you rate the over-all experience? Did you enjoy learning through completing a WebQuest challenge?
- How did you enjoy working through this challenge as part of a team? Would you have preferred to complete the challenge on your own? Why?
- What do you think you have learned through this challenge?
- Do you feel like you have gained new skills? If so, what are they?
- What parts did you enjoy most and least? And why?
- Are there other uses for WebQuests? Such as developing a creative project, or making a career roadmap? How else can WebQuests be used in youth work practice?
- How did I find the experience of developing a WebQuest, through completing another WebQuest?
- Is this a suitable format for training youth workers?



## CONCLUSION

Congratulations to you and your team, you have reached the end of this challenge and now you understand first-hand what it takes to develop a WebQuest. Well done! Through completing this challenge, you have learned the basics of how to develop a WebQuest and now you can apply this methodology to a range of different subjects and contexts.

Good WebQuests stimulate research and critical thinking. It is a model that is quite simple and straight-forward to use, but every time you introduce a WebQuest to a youth group, you will get a different result, a fresh perspective, a new outcome. The reason for this is that despite being a simple tool to develop and use, WebQuests promote collaborative learning, peer-education and exchange, independent and free thinking, as well as providing an open collaborative space for learners to come together, be creative and develop something new.

Too often in formal education, young learners feel that they are soaking in information, only to regurgitate it back in an exam or for an assignment, for no other reason than to get a good grade. WebQuests give learners a task that allows them to use their imagination and problem-solving skills. The answers are not predefined in a WebQuest – there are no right and wrong answers - and therefore answers must be discovered or created. Learners must use their own creative-thinking and problem-solving skills to find solutions to a problem. WebQuests are a wonderful way of capturing learners' imagination and allowing them to explore a topic or challenge in a guided manner. Communication, group work, problem solving, and critical and creative thinking are becoming far more important in today's world than having learners memorize predetermined content.

When a WebQuest poses an open-ended question, learners must do more than simply "know" facts. Open-ended questions activate learners' prior knowledge and create a personal curiosity that inspires investigation and brings about a more robust understanding of the subject matter.

A real WebQuest is a scaffolded learning structure that uses links to essential resources on the Internet and an authentic task to motivate learners' investigation of an open-ended question. Through this challenge, learners can develop their individual expertise, while participating in a group process that transforms newly acquired information into a more sophisticated understanding. Activities that point learners only to encyclopaedic briefs or textbooks, do not take advantage of Internet resources that are interactive, media-rich, contemporary, contextualized, or of varied perspectives. One should ask: "Could learners achieve this learning just as effectively without the Internet?" If the answer is yes, let's save the bandwidth for something better." (Tom March, 2004)





In a real WebQuest, newly acquired information undergoes an important transformation within learners themselves. Getting information—the “learning input”— is the easy part. The WebQuest gets trickier and more interesting in the next part, in which transformative learning takes place and young people and teachers or youth workers can realise—or fail to realise—the potential of a WebQuest. How can WebQuests prompt the intangible “aha” experiences that lie at the heart of authentic learning? The use of powerful learning strategies differentiates real WebQuests from mere Web-based activities (Letkeman, 2000). Now that you have come through this process of creating your own WebQuest, the potential for you to develop and integrate WebQuests into your youth work practice are boundless!

If you take one thing with you from this lesson, remember:

***"I hear and I forget. I see and I remember. I do and I understand."***

**— Confucius**

*And now you understand how to build a WebQuest!*



*Photo by Guille Álvarez, on Unsplash*





## WebQuest Development Guidelines

This section aims to provide all participants on the Solution Not Pollution In-Service Training with clear instructions and standardised guidelines for the development of WebQuest Resources for inclusion in their youth work practice.

### What is a WebQuest?

"A WebQuest," according to Bernie Dodge, the originator of the WebQuest concept, "is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than on looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation."

WebQuests offer innovative learning resources that are memorable and exciting, creative and fun, as their main point is to have fun while learning.

According to Dodge, the five building blocks of a WebQuest are:

<b>INTRODUCTION</b>	Provides background information on the topic and prepares the learners for the activity. Sets the context for the task and helps to 'set the scene'. <del>Should be presented by a video or cartoon</del>
<b>TASK</b>	Describes the activity's "end product", presenting an overview of the activity to be completed.
<b>PROCESS</b>	Explains the steps and strategies learners should use to complete the task. Each step in the process should include links to web pages, articles, blogs, videos, etc. that can be used to help fulfil the task.
<b>EVALUATION</b>	Measures the results of the activity and should illustrate what the learners should achieve. Should be presented in the form of a Kahout.
<b>CONCLUSION</b>	Should encourage the learners to reflect on the process and results achieved, and to self-reflect on what they have learned.

Below, in these guidelines you will find a template for the development of the WebQuests based on this structure with more detailed explanation and instructions contained within.



## WebQuest structure

The structure of a WebQuest is composed of the following elements:

1. **INTRODUCTION**, which orients learners and captures their interest.  
The introduction should draw the reader into the lesson by relating to the learner's interests or goals and/or describing a compelling question or problem. It should build on learner's prior knowledge and effectively prepare the learner by foreshadowing what the lesson is about.
2. **TASK**, which describes the activity's end product.  
The task is the end result of learner's efforts... not the steps involved in getting there. The task should be doable and engaging and elicits thinking that goes beyond rote comprehension. It should require synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalisation or developing creative product.

Dodge came up with a taxonomy of tasks comprising eleven different types of tasks, including journalistic, mystery, design, consensus tasks. You can find out more about this here: <http://webquest.org/sdsu/taskonomy.html>

3. **PROCESS**, which explains strategies learners should use to complete the task and is the step-by-step description of how learners will accomplish the task. Every step should be clearly stated so that most learners would know exactly where they are at each step of the process and know what to do next without needing guidance from the facilitator.  
In this section, different roles can be assigned to help learners understand different perspectives and/or share responsibility in accomplishing the task. You can provide some guidance on how they should organise the information gathered, including questions that serve as guides or a list of steps.

Activities should be clearly related and designed to take the learners from basic knowledge to higher level thinking and you should try to include some checks for understanding to assess whether learners are getting it.

4. **RESOURCES**, which are mainly websites, blog posts, online articles, videos and documents learners may use to complete the task, but can also be suggestions of visits, activities, books or articles to read.

There should be a clear and meaningful connection between all the resources and the information needed for learners to accomplish the task. Every resource should carry its weight, meaning they should always add something new. Links should carry



information not ordinarily found in a classroom, using the Internet's timeliness and colourfulness.

In our WebQuest structure, we recommend including the Resources as links under each step in the Process. The aim of this is to ensure that young learners will see the logical flow of how the WebQuest is planned.

5. **EVALUATION AND LEARNING OUTCOMES**, which should guide learners and educators on how the WebQuest results will be measured. As Letkeman (2000) pointed out, "traditional evaluation techniques are not the best means for evaluating the results of WebQuest, since all learners may not learn the same content. The evaluation of the WebQuest should be carried out by the group in the class and by the trainer. Self-assessments and self-evaluations are another suitable technique for evaluating WebQuests.
6. **CONCLUSION**, which sums up the WebQuest activity and encourages learners to reflect on its process and results.

### Practical tips when planning your resource

1. Define the topic area and the 'end product' (Introduction and Task phases)
2. Structure the Process - tasks, resources, etc. Find web resources which are suitable content-wise and linguistically. Group the resources according to stages of the Task.
3. Design the Evaluation stages and concepts

According to the latest global research studies, 21st century workforce skills include a range of skills, such as collaboration, cooperation (teamwork), communication (written and verbal), creativity/ innovation, critical thinking and problem solving, information and communication technology (ICT) literacy, field-based knowledge acquisition and mastery, professionalism/work ethic (motivation, completion of tasks, maintaining deadlines, attendance, punctuality, and possessing a positive attitude), adaptability, reading comprehension, and responsible/accountable global citizenship. WebQuest best practices should try to emulate as many of these skills as possible.



### **8 Best practices (for developing WebQuests supporting development of the “21<sup>st</sup> Century skills”)**

1. Create Collaborative and Cooperative Tasks
2. Task Must Invoke and Foster Critical Thinking for Creative Problem Solving and Innovative Ideas
3. Require Written and Oral Communication Within the Task
4. Integrate and Require ICT Skills from Beginning to End
5. Formatively and Summative Assess for Knowledge Acquisition
6. Incorporate Various Learning Styles into the Task Encouraging Adaptability
7. Create Authentic, Applicable, Relevant, Real World Tasks
8. Embed Individual and Global Accountability and Responsibility into the Task

- While developing resources please keep in mind the WebQuests have to be experiential, work in non-formal learning environments and be attractive and appealing for individuals for whom formal education provision may have failed and could be characterised as “don’t want to learn” or unable to learn;
- Make sure to include elements in each WebQuest to support the acquisition of basic skills in creative thinking, collaborative learning, digital competence, etc. as well as other elements to obtain skills needed in 21st Century skills to succeed and become a productive member of the community;
- The content should be referenced frequently in order to maintain the feeling of treasure hunt or adventure;
- Learning content of the resource should not take too long to resolve or complete the WebQuest;
- Before developing the resource have your template available and follow the instructions;
- Pay careful attention to the logical sequence of the text, keep the text short and simple, “easy to understand”
- Remember: Quality over Quantity;



- Keep the target group in mind at all time – create your content as if you are talking directly to young people and young adults (15 to 25 years old)
- Do not use Wikipedia as a source of information;

### WebQuest Development Template

<b>TIME ALLOCATED:</b>	
<b>TITLE OF THE WEBQUEST:</b>	
<b>INTRODUCTION</b> (It involves giving background information on the topic and, often introduces key vocabulary and concepts which learners will need to understand in order to complete the tasks involved. It should present a scenario and context for playing out the tasks in the WebQuest and it should be a fun, engaging and creative so as to draw the learners in):	
<b>TASKS</b> (explains clearly and precisely what learners have to do, it should be motivating and interesting and where possible, it should include activities that contribute to the development of skills that they will use in their daily lives. Guidance should be given on how to present findings; for example, maps, graphs, essays, wall displays and diagrams):	

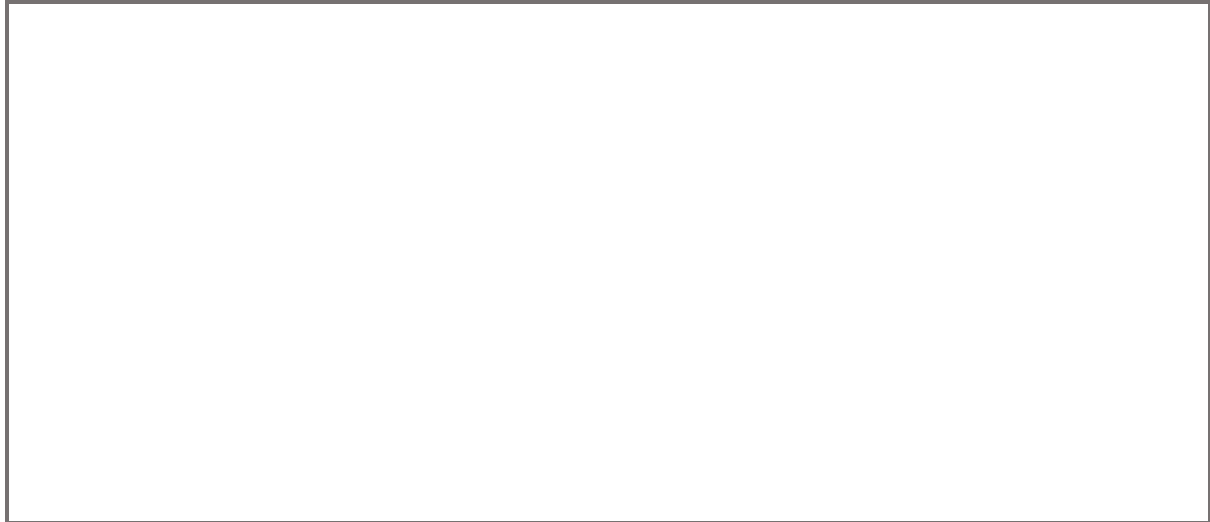


**PROCESS** (set of steps and research tasks using predefined sources that are predominantly web-based usually in a clickable form. This stage has usually one or more “products” that learners are expected to present at the end. These products form the basis of the Evaluation stage. For each step in the process, there should also be a series of links included (3-5 per step). These links should include videos, articles, blogs, webpages, etc. that the learners can visit to help them to complete the task. Links should be embedded in the WebQuest to sites, pages, databases, search engines and so on.):

**EVALUATION** (self-evaluation, comparing and contrasting of what the learners have learned, giving feedback to the youth worker on how they feel, what they have learned. It also involves completing a short quiz or game on Kahoot, Google Forms or other platform, to test their new knowledge and skills. Suggest questions that a trainer might use in a whole class discussion to debrief a WebQuest):

**CONCLUSION** (provides an opportunity to summarise the experience, to encourage reflection about the process, to extend and generalise what was learned, or some combination of these.):





### Activity Sheets for Evaluating and Using WebQuests in Youth Work

<b>Module Title</b>	Evaluating and Using WebQuests in Youth Work		
<b>Activity Title</b>	20 Waste Questions...	<b>Activity Code</b>	A3.1
<b>Type of resource</b>	Activity sheets (AS)	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	20 minutes	<b>Learning Outcome</b>	On completion of this activity, participants will have completed a simple icebreaker that will teach them about the different forms of waste.
<b>Aim of activity</b>	The aim of this activity is to put all group members at their ease and to encourage them to get to learn a little more about the different types of waste there are. Youth workers will also be able to re-use this activity with young people in their groups.		
<b>Materials Required for Activity</b>	<p>To deliver this icebreaker, the facilitator will need a training room big enough to accommodate all participants moving around freely.</p> <p>The facilitator will also need:</p> <ul style="list-style-type: none"> <li>• Post-its or stickers with different types of waste written on them:</li> </ul>		



	<ul style="list-style-type: none"><li>○ Metal</li><li>○ Plastic</li><li>○ Electronic</li><li>○ Hazardous</li><li>○ Organic</li><li>○ Liquid</li><li>○ Food</li><li>○ Landfill</li><li>○ Recyclable</li><li>○ Industrial</li></ul> <ul style="list-style-type: none"><li>● A flipchart sheet or whiteboard with all forms of waste written on it.</li></ul>
<b>Step-by-step instructions</b>	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"><li>● Step 1 - Participants are each given a sticker or post-it-note with one form of waste written on it. Participants are not allowed to read what is written on the post-it note.</li><li>● Step 2 – Participants stick the sticker to their forehead, without reading it.</li><li>● Step 3 – Participants then walk around the room, asking yes-no questions when they meet another participant. For example, a participant will ask: ‘Am I easy to recycle?’, ‘Am I difficult to dispose of?’, or ‘Do I have a smell?’ and depending on the type of waste written on their forehead, the other participant will answer yes or no.</li><li>● Step 4 – The rules state that a participant can only ask one yes/no question to each participant they meet; and they must answer a yes/no question in return for the other participant.</li><li>● Step 5 – After 10 minutes, if participants have not been able to identify the type of waste that they are, the facilitator can display the 10 different types of waste on a flip chart sheet or whiteboard.</li><li>● Step 6 – At this point, participants can complete one last round and ask their fellow participants, ‘Am I X type of waste?’, informed by what they have learned about themselves in previous rounds.</li><li>● Step 7 – After this final round, the facilitator leads a short group discussion to evaluate how participants found this activity and if</li></ul>





	<p>they would complete this short exercise with young people in their groups?</p> <p>(Source, adapted from: <a href="https://static.sustainability.asu.edu/docs/sustainableschools/learn-more/waste-icebreaker-final.pdf">https://static.sustainability.asu.edu/docs/sustainableschools/learn-more/waste-icebreaker-final.pdf</a>)</p>
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<b>Module Title</b>	Evaluating and Using WebQuests in Youth Work		
<b>Activity Title</b>	WebQuest Evaluation Rubric	<b>Activity Code</b>	A3.2
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>40 minutes</b>	<b>Learning Outcome</b>	On completion of this activity, participants will better understand the quality metrics that are used to evaluate the quality, relevance and structure of a WebQuest as a learning resource.
<b>Aim of activity</b>	The aim of this activity is to introduce participants to the WebQuest Evaluation Rubric that was developed to evaluate the quality, relevance, and structure of a WebQuest as a learning resource. The aim of completing this WebQuest Evaluation Rubric is to pinpoint areas or aspects of the WebQuest that could be improved to enhance the quality of the learning, to offer additional support to the learners completing the WebQuest or to improve the collaboration between team members who are completing the WebQuest. By completing this Rubric, participants will be able to identify aspects of their own WebQuest that they can improve, before introducing the activity to their youth group.		
<b>Materials Required for Activity</b>	<p>To deliver this activity, the facilitator will need:</p> <ul style="list-style-type: none"> <li>• A copy of the handout for all participants,</li> <li>• A copy of the WebQuests developed by individual teams – participants will only need a copy of the WebQuest that they have developed as part of their own team,</li> <li>• A training venue with break-out space for all teams to complete their WebQuest Evaluation Rubric on their own,</li> </ul>		



	<ul style="list-style-type: none"> <li>• Pens and note-taking materials for all participants.</li> </ul>															
<b>Step-by-step instructions</b>	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> <li>• Step 1 – Participants will complete this activity in their teams from Module 2.</li> <li>• Step 2 – Provide each participant with a copy of the handout, below and ensure that each participant has a copy of the WebQuest that they produced during their group-work activity in Module 2.</li> <li>• Step 3 – Give all teams 20-25 minutes to complete their WebQuest Evaluation Rubric for the WebQuest they have developed. In this step, teams should review each row in the Rubric, and honestly evaluate the quality of their WebQuest in relation to the rating scale provided.</li> <li>• Step 4 – After 25 minutes, invite all teams to come back together in one group, and ask teams to share the score out of 40 that they have awarded their WebQuest, with a justification for the score.</li> </ul>															
<b>Handout</b>	<p style="text-align: center;"><b>WebQuests Evaluation Rubrics</b></p> <table border="1"> <thead> <tr> <th></th> <th>Beginning</th> <th>Developing</th> <th>Accomplished</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td colspan="5"><b>Introduction</b></td> </tr> <tr> <td style="background-color: #D3D3D3;"><b>Motivational Effectiveness of Introduction</b></td> <td>           0 points             The introduction is purely factual, with no appeal to relevance or social importance             OR             The scenario posed is transparently bogus and         </td> <td>           1 point             The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.         </td> <td>           2 points             The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.         </td> <td></td> </tr> </tbody> </table>		Beginning	Developing	Accomplished	Score	<b>Introduction</b>					<b>Motivational Effectiveness of Introduction</b>	0 points  The introduction is purely factual, with no appeal to relevance or social importance  OR  The scenario posed is transparently bogus and	1 point  The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	2 points  The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.	
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	doesn't respect the media literacy of today's learners.			
<b>Cognitive Effectiveness of the Introduction</b>	0 points The introduction doesn't prepare the reader for what is to come or build on what the learner already knows.	1 point The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.	2 points The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.	
<b>Task</b> (The task is the end result of student efforts... not the steps involved in getting there.)				
<b>Connection of Task to Standards</b>	0 points The task is not related to standards.	2 point The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	4 points The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.	
<b>Cognitive Level of the Task</b>	0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	3 points Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.	6 points Task is doable and engaging and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.	
<b>Process</b> (The process is the step-by-step description of how students will accomplish the task.)				



	<b>Clarity of Process</b>	0 points Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.	2 points Some directions are given, but there is missing information. Students might be confused.	4 points Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.	
	<b>Scaffolding of Process</b>	0 points The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.  Activities are of little significance to one another and/or to the accomplishment of the task.	3 points Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.  Some of the activities do not relate specifically to the accomplishment of the task.	6 points The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.  Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.  Checks for understanding are built in to assess whether students are getting it.	
	<b>Richness of Process</b>	0 points Few steps, no separate roles assigned.	1 points Some separate tasks or roles assigned. More complex activities required.	2 points Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.	
	<b>Resources</b> (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video and other off-line resources can and should be used where appropriate.)				
	<b>Relevance &amp; Quantity</b>	0 points	2 point	4 points	



	<b>of Resources</b>	Resources provided are not sufficient for students to accomplish the task.  OR  There are too many resources for learners to look at in a reasonable time.	There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.	There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.	
	<b>Quality of Resources</b>	0 points  Links are mundane. They lead to information that could be found in a classroom encyclopedia.	2 points  Some links carry information not ordinarily found in a classroom.	4 points  Links make excellent use of the Web's timeliness and colorfulness.  Varied resources provide enough meaningful information for students to think deeply.	
	<b>Evaluation</b>				
	<b>Clarity of Evaluation Criteria</b>	0 points  Criteria for success are not described.	3 points  Criteria for success are at least partially described.	6 points  Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors.  The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.	
<b>Total Score</b>					<b>/40</b>



<b>Module Title</b>	Evaluating and Using WebQuests in Youth Work		
<b>Activity Title</b>	Completing a Lesson Plan Canvas	<b>Activity Code</b>	A3.3
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>75 minutes</b>	<b>Learning Outcome</b>	On completion of this activity, participants will gain insight into how to effectively develop a plan to integrate WebQuest challenges into their youth work practice.
<b>Aim of activity</b>	The aim of this activity is to provide participants with a template that will allow them to effectively plan to integrate WebQuests into their youth work practice. Through this activity, youth workers will be asked to consider their target groups, their needs, their interests, their academic level, and to complete a Lesson Plan Canvas that will present them with a series of key considerations that they should address before introducing WebQuest Challenges into their youth work practice.		
<b>Materials Required for Activity</b>	To deliver this activity, the facilitator will need: <ul style="list-style-type: none"> <li>• A copy of the handout for all participants,</li> <li>• A copy of the WebQuests developed by individual teams – participants will only need a copy of the WebQuest that they have developed as part of their own team,</li> <li>• A training venue with break-out space for all participants to complete their lesson plan canvas on their own,</li> <li>• Pens and note-taking materials for all participants.</li> </ul>		
<b>Step-by-step instructions</b>	To implement this activity, the facilitator should introduce the following steps: <ul style="list-style-type: none"> <li>• Step 1 – Participants will complete this activity individually.</li> <li>• Step 2 – Provide each participant with a copy of the handout, below and ensure that each participant has a copy of the WebQuest that they produced during their group-work activity in Module 2.</li> </ul>		





- Step 3 – Give all individuals 60 minutes to complete their Lesson Plan Canvas that will support them to integrate their WebQuest into their youth work practice.
- Step 4 – After 60 minutes, invite all participants to come back together in one group, and invite all individuals to present their completed Canvas to the group. At the end of each presentation, ask each participant: ‘From your assessment, is it feasible to use WebQuests in your youth work practice?’.
- Step 5 – Once all participants have had the opportunity to complete the Canvas, complete a short verbal evaluation after the activity to decipher how participants found the Lesson Plan Canvas tool.





### A3.2 – Lesson Plan Canvas Template

LESSON PLAN CANVAS				Workshop Title:					
Purpose	Target Group	Group Size		Trainer					
		Workshop Duration		Location					
Learning Outcomes				Preparation					
				€ Budget					
				Training Material					
Lesson Plan									
Topics and Sub-topics/Learning Activities/Presentations		Duration/ (minutes)	Training Methods	Materials/ Equipment	Topics and Sub-topics/Learning Activities/Presentations		Duration (minutes)	Training Methods	Materials/ Equipment

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*Dimitra Zervaki*  
Find your Vantage Angle  
<http://dimitrazervaki.com>



<b>Module Title</b>	Evaluating and Using WebQuests in Youth Work		
<b>Activity Title</b>	Suitcase, Letter tray, Bin Evaluation Game	<b>Activity Code</b>	A3.4
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity</b>	<b>10 minutes</b>	<b>Learning Outcome</b>	Participants will participate in a short evaluation exercise that they can adapt and apply to their own youth work practice.
<b>Aim of activity</b>	The aim of this activity is to evaluate the success of the final workshop for youth workers and to identify areas in which they would have needed additional supports. In addition, youth workers will have an opportunity to practice an alternative evaluation technique that they can adapt and apply to their own youth work practice.		
<b>Materials Required for Activity</b>	<p>The facilitator will require the following items to complete this evaluation technique:</p> <ul style="list-style-type: none"> <li>• Suitcase/ letter tray/bin or a picture of these items.</li> <li>• Cards (if possible, in 3 different colours).</li> <li>• Pens and note-taking materials for all participants.</li> </ul>		
<b>Step-by-step instructions</b>	<p>To use this activity in a face-to-face session, the facilitator should:</p> <ul style="list-style-type: none"> <li>• Step 1 – begin by giving all participants three cards and a pen.</li> <li>• Step 2 – ask the participants to take their three pieces of card and to answer the following questions, with one answer on each piece of card: <ul style="list-style-type: none"> <li>○ What aspects of this programme they will take with them?</li> <li>○ Which aspects they are undecided about?</li> <li>○ Which aspects won't they use at all (if applicable)?</li> </ul> </li> <li>• Step 3 – the facilitator then places either a symbol of a suitcase, a letter tray, and a bin in the middle of the room, or these actual three items.</li> <li>• Step 4 – the facilitator then asks all participants to distribute their pieces of card accordingly, as follows: <ul style="list-style-type: none"> <li>○ Those aspects that they will take with them are placed in the suitcase, because they will support them in their youth work practice and in their work with young people.</li> <li>○ Those aspects which they are unsure or undecided about, they will place in the letter tray as they need more</li> </ul> </li> </ul>		

	<p>research and consideration before being brought into their youth work practice.</p> <ul style="list-style-type: none"><li>○ Those aspects which they did not find useful or beneficial at all, and which cannot be implemented with their own youth group, will be thrown in the bin</li><li>● Once all participants have completed the activity, the facilitator can then collect all of the pieces of card to evaluate which aspects of the programme were most beneficial, useful and interesting for the youth workers present.</li></ul>
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## Appendices to Tutor Handbook

These appendices provide a range of additional supports for the trainers who will deliver the Solution Not Pollution In-Service Training. These annexes will also be made available to youth workers who complete this training, and who wish to deliver the training to other youth workers in their networks as part of the cascading model of training foreseen in the Solution Not Pollution project.

### [Annex I - Self-Directed Learning Materials for Youth Workers](#)

The following section provides the self-directed learning content that all youth workers who complete this In-Service Training will be provided with. The following content is divided into the following sections:

- *Theoretical content* – these short chapters provide the background knowledge that all youth workers will be expected to acquire as part of their autonomous learning. These chapters are subdivided into the two modules that were outlined in the previous section of this handbook.
- *Case Studies* – each chapter – or module – also contains a case study which will support youth workers in applying the theory of what they have covered in the theoretical content to a practical youth work or real-world setting. At the end of each case study, youth workers are prompted, by a series of questions, to support their further understanding of the content presented. These questions also support youth workers to reflect on their own youth work practice and assess how they could adapt the new methodologies outlined in the theoretical content to their daily work.



- *Self-directed Learning Activities* – these are short follow-up activities that will allow youth workers to explore the key concepts covered in the theoretical content and the case studies, and to assimilate what they have learned into their own youth work practice.

This content is also included in the Learner Manual which accompanies this Handbook. These materials are provided in this next section as a reference guide to tutors who are delivering the Solution Not Pollution In-Service Training.

## Module 1 - Climate Change and Youth-led Climate Actions

The “Climate Change and Youth-led Climate Actions” module comprises 7 hours of self-directed learning (SDL) allowing youth workers to build their core skills to support them to integrate climate change education into their daily youth development activities. This module addresses the main climate change challenges and ensures that youth workers are trained to follow best practice approaches when working with their target groups to build climate change awareness and seek to identify solutions that could positively impact the climate change challenge.

The “Climate Change and Youth-led Climate Actions” module is composed of 2 sessions (each lasting 3.5 hours) addressing 2 different dimensions of climate change challenges, both needed to train youth workers in providing environmental education to young people:

- **Climate Change:** this session deals with the following topics -climate change challenges facing Europe and the wider world; habits and behaviours that contribute to climate change and legislation in European Union (EU)
- **Youth-led Climate Actions:** this session provides information on youth-led climate protests and the importance of acting against climate change, not just protesting.

The “Climate Change session” will introduce youth workers to the main climate change challenges to provide them with a solid grounding in the central topic of Solution Not Pollution, climate change. This section will explore different aspects of climate change and will provide theoretical content and best practices that will build learners’ awareness about climate change. In particular, the learning resources will provide key terms related to climate change, notions about the most pertinent climate change challenges facing Europe and the wider world, how our habits and behaviours can contribute to climate change, knowledge



about the effects of climate change in their own country and climate action legislation in the European Union.

The “Youth-led Climate Actions” session will focus on youth engagement for climate change. This section will include theoretical knowledge of key case studies related to climate change, knowledge about youth-led climate protests, content related to the importance of taking action against climate change and the fundamental difference between adopting a positive and active behaviour for tackling climate change and just protesting.

By following the two self-directed learning sessions of the “Climate Change and Youth-led Climate Actions” Module, the learners will acquire the following skills:

- Describing what climate change is.
- Defining key terms related to climate change.
- Discussing why climate change poses a serious threat to human, animal, plant and marine life.
- Discussing the main climate change challenges facing Europe.
- Discussing how our habits can contribute to climate change.
- Applying research skills to understand the climate change challenges in their own country.
- Examining European climate actions.
- Describing what young people can do to address climate change.
- Making informed decisions about climate change issues.
- Applying case studies in their youth work practice to raise awareness among young people.

This “Climate Change” session of this module will take 3.5 hours to complete, and is divided into several activities, as follows:

- **Theoretical chapter:** this section will provide you basic knowledge about climate change and the challenges that EU countries are facing regarding climate change.
- **Case study:** This section will provide you with an example of a good practice, titled: “Hip-Hop Environmental Activism: Xiuhtezcatl Martinez”.
- **Self-directed learning activity:** this activity will help you to implement the identified good practice with a group of young people
- **Additional learning resources:** this section provides you with additional reading and learning materials if you wish to learn more about the topic in your spare time.

The “Youth-led Climate Actions” session will last 3 hours and 30 minutes and is divided in several activities, as follows:



- **Theoretical chapter:** this section will provide a general overview of the forms of youth's engagement and actions for the planet.
- **Case study:** This section will provide you with an example of a good practice, titled: "How Young Climate Crisis Activists Changed the World"
- **Self-directed learning activity:** this activity will help you to implement the identified good practice with a group of young people.
- **Additional learning resources:** this section identifies valuable sources giving you more information and resources about youth-led environmental actions.

## Theoretical Content

### Climate Change

Global warming is the observation of an increase in the Earth's average temperature over long periods of time. It is also called "climate change" or "climate disruption" because there are significant changes in climatic phenomena: more heat waves, or conversely, more precipitation, more frequent storms, or hurricanes, etc. It is a question of studying and anticipating temperature variations for the entire globe and over long periods of time (large-scale climate study) and not temperature variability on a few days or over a season (weather forecasting).

Climate change is a global phenomenon that requires a global response. Scientists warn that unless urgent action is taken, global warming is likely to exceed pre-industrial levels by more than 2°C by 2060, or even by 5°C before the end of the century. The European Union (EU) as a global player has its share of responsibility and must play a major role. Article 191 of the Treaty on the Functioning of the European Union explicitly enshrines the fight against climate change as a Union policy objective in the field of the environment<sup>1</sup>. This is why, the EU, as a

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<sup>1</sup> Consolidated version of the Treaty on the Functioning of the European Union - PART THREE: UNION POLICIES AND INTERNAL ACTIONS - TITLE XX: ENVIRONMENT - Article 191 (ex Article 174 TEC):

1. Union policy on the environment shall contribute to pursuit of the following objectives:

- preserving, protecting and improving the quality of the environment,
- protecting human health,
- prudent and rational utilisation of natural resources,
- promoting measures at international level to deal with regional or worldwide environmental problems, and in particular combating climate change.

2. Union policy on the environment shall aim at a high level of protection taking into account the diversity of situations in the various regions of the Union. It shall be based on the precautionary principle and on the principles that preventive action should be taken, that environmental damage should as a priority be rectified at source and that the polluter should pay.

In this context, harmonisation measures answering environmental protection requirements shall include, where appropriate, a safeguard clause allowing Member States to take provisional measures, for non-economic environmental reasons, subject to a procedure of inspection by the Union.

3. In preparing its policy on the environment, the Union shall take account of:



legal entity, is also a signatory to the Paris Agreement, which aims to keep the global temperature rise well below 2°C and to continue efforts to limit the rise to 1.5°C. EU Member States have agreed on the objective of achieving climate neutrality<sup>2</sup> by 2050, in line with the Paris Agreement.

Let us have a closer look at the Paris Agreement<sup>3</sup> to see what measures are proposed at an international level to fight climate change. The Paris Agreement is the first universal agreement on climate and global warming. It follows the negotiations held at the 2015 Paris Climate Change Conference (COP21) of the United Nations Framework Convention on Climate Change (UNFCCC). As of February 2020, 194 states and the European Union have signed the Agreement. 188 states and the EU, representing almost 97% of global greenhouse gas emissions, have ratified or acceded to the Agreement, including China, the United States (which has notified the UN of its decision to withdraw from the Agreement) and India; the countries with three of the four largest greenhouse gas emissions of the UNFCCC members total (about 42% together). All 197 UNFCCC members have either signed or acceded to the Paris Agreement.

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- available scientific and technical data,
  - environmental conditions in the various regions of the Union,
  - the potential benefits and costs of action or lack of action,
  - the economic and social development of the Union as a whole and the balanced development of its regions.

4. Within their respective spheres of competence, the Union and the Member States shall cooperate with third countries and with the competent international organisations. The arrangements for Union cooperation may be the subject of agreements between the Union and the third parties concerned.

The previous subparagraph shall be without prejudice to Member States' competence to negotiate in international bodies and to conclude international agreements.

<sup>2</sup> Activities are said to be climate neutral or neutral in CO<sub>2</sub> when they do not produce any greenhouse gas emissions and therefore do not harm the climate.

<sup>3</sup> Find the whole agreement here: [https://unfccc.int/sites/default/files/english\\_paris\\_agreement.pdf](https://unfccc.int/sites/default/files/english_paris_agreement.pdf)





Source: Wikipedia

The agreement is only partially "legally binding" on states. The big CO<sub>2</sub> emitters, the United States, China, India, Brazil, Canada and Russia, which alone account for more than half of emissions, are supposed to deliberately reduce their carbon pollution on their own, without any effective measurement mechanism being put in place, and without financial incentive. It is therefore, the translation of the agreement into the domestic legislation of each state, from 2016 onwards, that will really determine the level of constraint.

The EU wants to be a driving force in the fight against climate change. In 2014, the Framework for Climate and Energy Action to 2030 was agreed, and with it an ambitious set of targets for the period 2021-2030 were outlined. By setting these targets, the EU has committed itself to reducing its greenhouse gas emissions by at least 40% by 2030 compared to 1990 levels.

Once the targets were adopted, the EU put in place actions and measures to ensure their achievement. Here are some of the most recent pieces of legislation:

- In May 2018, the EU adopted new rules on waste management and established legally binding recycling targets.
- In April 2019, stricter CO<sub>2</sub> emission limits for cars and vans were imposed.
- In May 2019, the EU adopted a ban on single-use plastic products.
- In June 2019, limits for trucks and other heavy-duty vehicles were adopted.
- In December 2019, EU leaders endorsed the goal of achieving a climate-neutral EU by 2050. Poland could not, at this stage, commit to implementing this target, and the European Council will review the issue in June 2020.



The decisions taken by the EU in terms of the fight against climate change are a good start but fail to satisfy activists. Every citizen is concerned by this great challenge and young people have shown that they are a front-line actor in this fight.

### Youth-led Climate Actions

“Life in plastic is not fantastic” claims a cardboard sign held by a teenager in Tirana during the global protests against climate change in September 2019. Over the previous few years, we have observed a growing number of young people taking to the streets to demonstrate and protest about the environmental issues described in section 1 of this “Climate Change” module; anxious about their future and angry at world leaders for failing to tackle climate change adequately. Young people, who are usually excluded from the decisional process of countries, took the matter of climate change into their own hands, deciding to play an active role in the global fight against climate change. They started driving the debate through the tools they know the best: Facebook, Instagram, Snapchat, YouTube and other social media.

2019 has been the year of global climate protests with Greta Thunberg driving the mobilization of millions of young people all over the world. However, Greta has only given voice to a generation of young climate protesters that have been taking shape in the previous years as a reaction to an evident lack of world leaders’ efforts in tackling climate change. If politicians fail to act, we can expect young people to take action and do the work on the ground to support new leaders who are more engaged in the environmental field. Even if they can’t vote yet, there are many ways they can shape the world’s politics and future. It is certainly not coincidence that the global climate change demonstrations took place in September 2019 before the UN Climate Summit aiming to inject urgency into government action to limit the rise in global temperatures to 1.5C, as agreed under the 2015 Paris Agreement. We had never seen such a huge gathering of young demonstrators and protesters before. According to the New York Times, young people “turned out in force in Berlin, where the police estimated 100,000 participants, with similar numbers in Melbourne and London. [...] By the dozens in some places, and by the tens of thousands in others, young people demonstrated in cities like Manila, Kampala and Rio de Janeiro. A group of scientists rallied in Antarctica.”

Such massive mobilizations and protests mean the beginning of important changes in global mentality and attitude towards climate change. However, by just protesting, young people’s engagement in climate change movements risks remaining sterile, ineffective, and even





counterproductive if it is not followed-up by more constructive and focused initiatives. Protests can win exposure for a cause, but they do not fight legal battles that make change possible. Martin Luther King's "I have a dream" speech motivated people to take to streets in a huge march, yet these demonstrations were just a small part of the strategy adopted by the Civil Rights movement in the USA in the 1960s, whose actions led to the abolishment of segregation in America.

Similarly, if young people want to make a real change and stop climate change in its tracks, young climate protesters need to do more than demonstrate. Without abandoning street protests and demonstrations, young people need to be supported to follow-up this activism and strengthen their engagement through specific thoughtful actions.

The European Union offers several tools to give people the opportunity to speak up and propose ideas and solutions to influence policy actions in relation to climate change. Some of these include:

- **Public consultations**, which allow citizens to express their views on the scope, priorities and added value of EU action for new initiatives, or evaluations of existing policies and laws. This is about making our voice heard by EU leaders, to help them choose the right priorities that are aligned to the will of the people for the years ahead. A wide number of consultations are currently open to collect citizens' feedback about climate change. For instance, an online public consultation<sup>4</sup> on the Adaptation Strategy put forward by the European Green Deal invites contributions from stakeholders and citizens to inform the design of the new strategy.
- **European Citizens' Initiatives**, which are a unique and innovative ways for citizens to shape Europe by calling on the European Commission to make a legislative proposal. Once an initiative gathers 1 million signatures, the Commission decides on what follow-up action to take. An initiative enables citizens from different Member States to come together around an issue close to their heart with a view to influencing EU policymaking. Several initiatives related to environmental issues have been launched<sup>5</sup>.
- **Citizens' Dialogues**, which are public debates with European Commissioners and other EU decision-makers, such as members of the European Parliament, national, regional and local politicians<sup>6</sup>. These events take the form of a question and answer session. Solving climate change requires us all to work together. It's your chance to team up and ask EU politicians questions, make comments and tell them how EU policies affect you. You can also share your ideas on the future of Europe in general and on the future of the environment, in particular. Such dialogues about climate change and other topics are held in cities across the EU, the sessions

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<sup>4</sup> [https://ec.europa.eu/clima/news/commission-launches-online-public-consultation-new-eu-strategy-adaptation-climate-change\\_en](https://ec.europa.eu/clima/news/commission-launches-online-public-consultation-new-eu-strategy-adaptation-climate-change_en)

<sup>5</sup> [https://europa.eu/citizens-initiative/home\\_en](https://europa.eu/citizens-initiative/home_en)

<sup>6</sup> [https://ec.europa.eu/info/events/citizens-dialogues\\_en](https://ec.europa.eu/info/events/citizens-dialogues_en)



are free to attend, and many are broadcast live online. These Dialogues are effective means of decreasing divisiveness and helping to cultivate empathy and find common ground between European citizens, and the politicians who serve them.

- **Petitions** are also a useful tool to ensure that all EU citizens have the opportunity to communicate with the Parliament and express their right to petition<sup>7</sup>, which is one of the fundamental rights of all European citizens and residents, enshrined both in the Treaty and in the Charter of Fundamental Rights. Hundreds of petitions about environmental topics are prepared every year by European citizens<sup>8</sup>.

Besides these tools that are specifically created by the European Commission to give everyone the opportunity to take an active part in the debates and actions about climate change, young people also have other ways to get actively involved in the environmental initiatives.

One such way is to engage in youth groups. There are several local and national youth organisations in each EU Member State which plan and deliver actions for the environment. All over the world, children, teenagers, and young adults are taking matters into their own hands in inspiring ways. Young people can join these groups and help them to grow their movement by supporting them as they can and helping to grow their membership. Young people just need to find a group in their local community and ask how they can help.

Voting is also a powerful tool to change the climate situation. Even if the majority of young people are still too young to vote, they can get informed about the democratic election process in their country and ask their parents, teachers and youth workers for information on how best they can prepare for when they do have the opportunity to vote.

## Glossary

- **Citizens' Dialogues:** They are public debates with European Commissioners and other EU decision-makers, such as members of the European Parliament, national, regional and local politicians
- **Climate Change:** Climate change refers to the long-term shift in global or regional climate patterns. Often climate change refers specifically to the rise in global temperatures from the mid-20th century to present day (National Geographic).
- **European Citizens' Initiatives:** A tool created by the European Commission enabling citizens from different Member States to call on the European Commission to make a legislative proposal on a specific issue.

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<sup>7</sup> [https://ec.europa.eu/info/about-european-commission/get-involved/petition-eu\\_en](https://ec.europa.eu/info/about-european-commission/get-involved/petition-eu_en)

<sup>8</sup> <https://petiport.secure.europarl.europa.eu/petitions/en/home>



- **Global warming:** The gradual increase in the overall temperature of the earth's atmosphere due to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants (Oxford Reference).
- **Greenhouse gas emissions:** The emission into the earth's atmosphere of any of a variety of gases, especially. carbon dioxide, that contribute to the greenhouse effect (Collins Dictionary).
- **Paris Agreement:** An international agreement setting out a global framework to avoid dangerous climate change by limiting global warming to well below 2°C and pursuing efforts to limit it to 1.5°C. It also aims to strengthen countries' ability to deal with the impacts of climate change and support them in their efforts.
- **Petition:** A document signed by a large number of people demanding or asking for some action from the government or another authority (Cambridge English Dictionary).
- **Public consultations:** A tool created by the European Union allowing all citizens to express their views on the scope, priorities and added value of EU action for new initiatives, or evaluations of existing policies and laws.
- **Public Debates:** The formal presentation of a stated proposition and the opposition to it (vocabulary.com).
- **United Nations Framework Convention on Climate Change (UNFCCC):** An international environmental treaty adopted on 9 May 1992 and opened for signature at the Earth Summit in Rio de Janeiro, Brazil. The framework sets non-binding limits on greenhouse gas emissions for individual countries and contains no enforcement mechanisms. Instead, the framework outlines how specific international treaties (called "Protocols" or "Agreements") may be negotiated to specify further action towards the objective of the UNFCCC.
- **Youth engagement:** The sentiment young people feel towards a particular person, activity, place or outcome. It has been a focus of youth development, public policy and social change movements for at least forty years (Pittman, 2005).

## Module 2 - Online and Social Entrepreneurship

“Online and Social Entrepreneurship” is the second module of the self-directed learning material developed within the framework of the In-Service Training Programme for youth workers and front-line educators (IO1). The aim of this module is to equip youth workers and front-line educators with the appropriate knowledge and skills so that they can support young people to develop innovative solutions to the climate challenge and in doing so, explore their options to develop their own online or social enterprises.



This module addresses, through the theoretical chapter, the following topics:

1. Entrepreneurship, Social Entrepreneurship and Online Entrepreneurship
2. Environmental Entrepreneurship
3. Opportunities within online and social entrepreneurship to address climate change
4. Business planning for online and social businesses
5. Online and social entrepreneurship business models
6. Crowd-funding and alternative funding opportunities for online and social businesses

Additionally, it includes:

1. Two case studies presenting best practice examples of online and social enterprises that address climate change
2. Two short video resources about online and social entrepreneurship
3. Two activities that will help learners to apply the theoretical concepts covered in this module.
4. Five additional learning resources

The following learning outcomes will be achieved by the front-line youth workers on completion of this self-directed learning module:

- Define social entrepreneurship.
- Describe the benefits of online and social enterprises in addressing climate change.
- Recognise the opportunities for young people to establish online and/or social enterprises to address climate change.
- Discuss the steps in establishing an online or/and a social business.
- Discuss different business models for online and social enterprises.
- Describe the process of business planning.
- Describe crowdfunding and other funding opportunities.
- Discuss case studies of successful online and social enterprises that address climate change.
- Apply case studies in their youth work practice to inspire young people.



## Theoretical Content

### Entrepreneurship, Online Entrepreneurship and Social Entrepreneurship

#### 1.1.1 Defining Entrepreneurship and Entrepreneur

According to Professor Howard Stevenson, the godfather of entrepreneurship studies at Harvard Business School, entrepreneurship is the pursuit of opportunity beyond resources controlled (Eisenmann, 2013). Entrepreneurship used to mean: "the activity of setting up a business or businesses, taking on financial risks in the hope of profit." But in today's ever-changing world, entrepreneurship means: "transforming the world by solving big problems." Like initiating social change, creating an innovative product, or presenting a new life-changing solution.

Investopedia (2020) defines an entrepreneur as an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. An entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business or procedures.

Whether entrepreneurs solve a problem that many struggle with each day, bring people together in a way no one has before, or build something revolutionary that advances society, they all have one thing in common: they take action to make a change in the world.

#### 1.1.2 Online Entrepreneurship is Here to Stay

We are living in the digital age! The growth of the digital economy has made people more familiar with digital products and services and more willing to buy online. This reality has driven enterprises to seek new competitive advantages in the digital space. With these technological advances, a new type of entrepreneur was born, called "Digital Entrepreneur" or "Web Entrepreneur" or "Internet Entrepreneur". These "new" entrepreneurs are creative individuals that utilise the Internet to sell their products and services and reach vast numbers of people. These people work in spaces like digital media or work online in a digital environment (Hankervisionary, 2019).

The exact definition of online/digital entrepreneurship is still being debated, partly because it's still in its infancy, and partly because it's always changing and evolving. Online/Digital entrepreneurship includes everything that is new and different about entrepreneurship in a digital world, including (Allen, 2019):

- New ways of finding customers for entrepreneurial ventures.
- New ways of designing and offering products, and services.
- New ways of generating revenue, and reducing cost.



- New opportunities to collaborate with platforms and partners.
- New sources of opportunity, risk, and competitive advantage.

There are many benefits of online entrepreneurship, including:

- Offers incredible scalability
- Provides limitless freedom
- Low overheads and high margins
- Access to a worldwide market
- Sustainability: environmental protection

### 1.1.3 Social Entrepreneurship: What Is It and Why is Everyone Talking About It?

Social entrepreneurship has emerged over the past several decades as a way to identify and bring about potentially transformative societal change. A hybrid of government intervention and pure business entrepreneurship, social ventures can address problems that are too narrow in scope to spark legislative activism or to attract private capital (Osberg and Martin, 2015).

Social entrepreneurship is all about recognising the social problems and achieving a social change by employing entrepreneurial principles, processes and operations (MSG, n.d). Social entrepreneurs are interested in starting a business for greater social good and not just the pursuit of profits. Unlike non-profits, social entrepreneurship still earns a profit, but the focus is placed on the social or/and environmental change made while earning that profit.

A social enterprise's strategic focus is to solve social market failures, systematically using new resources and organisational forms to create new opportunities, increase social values, maximize social impact, and achieve sustainable change. Social entrepreneurs may seek to produce environmentally-friendly products, serve an under-served community, or focus on philanthropic activities (Investopedia, 2019).

The advantages of social entrepreneurship, both entrepreneur-specific and specific to the environment and society are as follows (MSG, n.d.):

- Social entrepreneurs find it easier to raise capital.
- Marketing and promotion for these organisations is also very easy.
- It is easier to garner support from likeminded individuals since there is a social side to the enterprise.



- It is also easier to get people to work for a social enterprise at a lower salary when compared to other industries and business sectors.
- Services in whichever section they may be offered are customized better to suit the needs of the individual or the problem.
- Cost effectiveness
- Sustainability: environmental protection

## Environmental Entrepreneurship

We are living in the Anthropocene! Anthropocene Epoch is an unofficial unit of geologic time, used to describe the most recent period in Earth's history when human activity started to have a significant impact on the planet's climate and ecosystems (National Geographic, 2020). Nowadays there are many global environmental challenges that humanity needs to cope with.

In 2009, former director of the Stockholm Resilience Centre at Stockholm University, Johan Rockström, led a group of 28 internationally renowned scientists to identify the nine processes that regulate the stability and resilience of the Earth system. The scientists proposed quantitative planetary boundaries within which humanity can continue to develop and thrive for generations to come. Crossing these boundaries increases the risk of generating large-scale abrupt or irreversible environmental changes (Stockholm Resilience Centre, 2020). More information on the nine planetary boundaries can be found at: [Nine Planetary Boundaries](#).

Business plays a vital role in responding sustainably to these challenges. To measure true progress toward sustainability, businesses need to benchmark collective performance against the physical and ecological limits of the planet. And this can be done by following the so-called model of "Environmental Entrepreneurship".

Bell and Stellingwerf (2017) noted that a variety of terms have been used to describe "entrepreneurship behaviour conducted through an environmental lens" including eco-entrepreneurship, environmental entrepreneurship, Enviropreneurship, green entrepreneurship and green-green businesses. An environmental entrepreneur is a person who seeks to transform a sector of the economy towards sustainability by starting up a business in that sector with a green design, with green processes and with a life-long commitment to sustainability (Ibid.).



### 1.2.1 Opportunities of Online and Social Entrepreneurship for Addressing Climate Change

Social innovation can tackle environmental challenges and is proving popular in this domain. There are several environmental drivers that are already instigating social innovations, such as waste management issues, transport and pollution problems, as well as biodiversity loss and ecosystem degradation, which only show that societal and environmental issues are often interlinked, and mutual solutions are needed.

There are many examples - social and online enterprises which develop solutions on the ground: they create awareness, change attitudes, change patterns of behaviour and consumption and develop innovative technologies and solutions. Through this, they contribute to paving the way towards political decisions and hopefully to a shift towards more environmentally and socially sustainable communities and societies.

Examples include:

- Jyoti designs products such as clothing and accessories out of recycled, ecologically, and sustainably produced materials. The earnings enable the funding of literacy and education programmes with an emphasis on labour and women's rights, as well as the provision of health insurance. Find out more at this link: <https://jyoti-fairworks.org/>.
- Polarstern provides exclusively green energy to customers in Germany and enables households in Cambodia to build their own bio-gas digesters, which generate bio-gas from livestock and human waste. Find out more at this link: <https://www.polarstern-energie.de/>.
- CO2 online assists private households in decreasing their energy consumption and, with this, lower their CO2 emissions. At the same time, consumers benefit from lower energy bills. Find out more at this link: <https://www.co2online.de/>
- Boodla builds ecological domestic gardens and school gardens as a way to create a sustainable future, both socially and environmentally. Their gardens are something between a vegetable garden and a playground. The aim is to help people to co-create their surroundings and get to know each other while they grow their own vegetables, hence creating ecological and social value. Read more about it at this link: <http://boodla.se>.
- Kindness Food wishes to promote a healthy, green lifestyle via their website and service offerings. Kindness Food develops knowledge on organic food health. The company defines KindnessFood as “fair food that is kind to your body, mind, the environment and all animals”. Read more about this business at this link: <http://kindnessfood.com>.





- Olio: Described as ‘Tinder for Food’, Olio is a food exchange app, connecting people with their neighbours, local shops and cafes so that surplus food can be shared, and not thrown away. Founded in 2015 in London, Olio is tackling the world’s food waste epidemic by combining mobile technology with the power of the sharing economy and an engaged local community, with over \$8.2 million in funding.
- MaaS Global is the company behind the Whim app, a revolutionary mobile app, giving people access to a huge variety of transport options while eliminating the necessity of car ownership. The app has combined all the city’s mobility options into a single app, making city travel as seamless as possible and bringing the concept of Mobility as a Service (MaaS) to life. The start-up also just got awarded as winner of European Start-up Prize for Mobility in 2018.

### Business Planning for Online and Social Enterprises

Business planning is the process of determining a commercial enterprise's objectives, strategies and projected actions in order to promote its survival and development within a given time frame. Business planning typically has two key aspects, one focused on making profits and the other focused on dealing with risks that might negatively impact the business (Businessdictionary, n.d.).

The main steps to be followed in order to create a successful online or/and social enterprise are as follows:

- Define what you are passionate about;
- Determine the gaps in existing products/services and determine how you can fill those gaps;
- Validate your business idea;
- Make a decision on the company’s vision, mission, values and goals;
- Develop a winning value proposition and a catchy tagline;
- Develop a branding strategy;
- Decide on a business model;
- Identify your strengths and skills - List your strengths and skills and define how they can serve your mission. This is also an excellent time to identify your weaknesses, so you know who to call upon for help;
- Create a powerful staff team;



- Decide on a business model – Consider how you will monetise your idea and choose a business model;
- Develop your marketing plan;
- Develop a financial plan for the next 3 years;
- Explore potential financial resources to get you started.

As every business in today's world should be also online, the following steps are also important both for social and online companies:

- Write copy that sells – ensure that you use the correct tone in your adverts and online posts, so that you engage your intended target audience.
- Design and build an easy-to-use website.
- Use search engines to drive traffic to your site.
- Follow up with your customers and subscribers with email.

## Online and Social Entrepreneurship Business Models

A business model describes how a company is structured and its methods for maximizing revenues and profits. It is a snapshot of the way a business is configured to create, deliver, and capture value (Ask Leanstack, 2020).

### 1.4.1 Social Entrepreneurship Business Models

According to a study by Wolfgang Grassi (2012), there are 9 types of social enterprises business models:

1. The entrepreneur support model that sells business support services directly to the entrepreneurs in its target population
2. The market intermediary model that helps their clients by marketing or selling their clients' products or services for them
3. The employment model, in which a social enterprise provides their clients with job opportunities and job training
4. The fee-for-service -model where a social enterprise charges the customer directly for the socially beneficial services it provides



5. The low-income client model where a social enterprise generally offers social services directly (as in the fee-for-service model) while focusing on low-income clients
6. The cooperative model, a fee-based membership organisation that provides member services to a group that shares a common need or goal
7. The market linkage model that focus on building relationships and otherwise connecting their clients with markets for their clients' products and services
8. The service subsidisation model that funds social programmes by selling products or services in the marketplace.
9. The organisation support model also sells products or services to fund social programmes (as the service subsidisation model). However, the social programmes they fund are part of a separate, parent organisation.

#### 1.4.2 Online Entrepreneurship Business Models

There are numerous online business models. The most popular and effective ones are (Hack the Entrepreneur, n.d.):

1. **Freemium** - This model is a combination of being both premium and free. Online start-ups use this model in a variety of industries. It is not uncommon to see gaming apps have a free version and then the entrepreneur tries to upsell the consumer to a more expensive option with additional features. Spotify is an example of a music streaming service that had two versions.
2. **Subscription** - Netflix, Spotify and even some newspapers like the New York Times are all examples of companies that charged a monthly fee or a subscription model. This model provided convenience to the consumer as it would automatically be taken out of their account.
3. **On-demand** - A variety of companies use this type of business model including Uber, Lyft, Airbnb and many more. This model focuses on the specific needs of the customers and providing it for them when they want the product/service. Venture capitalists have invested a lot of money in these firms, however most of them are losing money. The goal for the investors is to capture most of the market share.
4. **Affiliate marketing** - Affiliate marketing is a partnership between an online entrepreneur that publishes content and a retailer who has the affiliate programme. Initially, the entrepreneur needs to apply to the affiliate programme. Once approved, the entrepreneur gets product tracking links or affiliate links. There were over 31 ways to experiment and profit with affiliate links, such as placing them within written



content, using them to create product listings, mentioning them verbally on podcasts or embedding them in banner advertisements.

5. **Coaching/consulting** - Consulting was about assisting a company or potential entrepreneur with an area(s) of expertise. Some examples were assisting entrepreneurs in the start-up process or providing expertise in online marketing. Coaching consists of having expertise in one or more area(s) and providing clients with mentorship, leadership, and career advice. Another example could be entrepreneurs that provide some sort of expertise to online entrepreneurs on sites like Upwork, which provide access to experts for individual entrepreneurs starting out.
6. **Blogging** - Blogging is an online business model that uses content to educate and market products and/or services. Blogs tend to have two parts: they create content and update it constantly. The content could be presented in the form of text, a video (vlogging) or a podcast. They also provide followers with the opportunity to engage with them, by posting comments on their blogs or YouTube channel, for example. Blogs are commonly used in social media because they allow users to comment, as well as allowing online businesses to create trust and rapport with its potential customers. Blogging also allowed online entrepreneurs the ability to create cutting edge content to attract potential customers.
7. **Social media** – Entrepreneurs can use video content on social media to keep their audience engaged and growing and to build brand awareness by using targeted influencers on social media to market their products for them. When using social media in business, the focus is on providing significant amounts of value before asking for anything in return. Entrepreneurs also use social media to tell their brand story and successfully differentiate their business from the competition.

## Crowd-funding and Alternative Funding Opportunities

Crowdfunding is the use of small amounts of capital from many individuals to finance a new business venture. Crowdfunding makes use of the easy accessibility of vast networks of people through social media and crowdfunding websites to bring investors and entrepreneurs together, with the potential to increase entrepreneurship by expanding the pool of investors beyond the traditional circle of owners, relatives and venture capitalists, etc. (Investopedia, 2019).

In crowdfunding, the fund is raised beforehand without any definitive legal obligation from the project creator or fund seekers to deliver the promised rewards. Crowdfunding has created the opportunity for entrepreneurs to raise hundreds of thousands or millions of Euro



from anyone with money to invest. Crowdfunding provides a forum to anyone with an idea to pitch it in front of waiting investors (Ibid.).

Crowdfunding might be the best option for funding a green online or/and social business if the entrepreneur:

- has an intriguing and clear story
- can tell people why they should contribute money to their green business
- can explain what they are trying to achieve for society and the environment and how much funding is necessary.

There are many crowdfunding platforms which have successfully facilitated the fund seekers to raise money to support their business venture. Among the most popular platforms are Indiegogo ([www.indiegogo.com](http://www.indiegogo.com)) and Kickstarter ([www.kickstarter.com](http://www.kickstarter.com)).

For more information regarding the available crowdfunding platforms you can read:

- [Top 20 crowdfunding platforms of 2020](#)
- [Crowdfunding Websites and Best Practices for Green Businesses](#)

Other alternative funding opportunities include (Workspace, 2020):

- **Bootstrapping:** bootstrapping is a term used in business to refer to the process of using only existing resources, such as personal savings, personal computing equipment, and garage space, to start and grow a company. This approach contrasts with bringing in investors to provide capital or taking on debt to fund a business' expansion. It is about stretching what resources you have– whatever that is – to get the job done.
- **Equity:** this calls for multiple investors to fund the start-up of a company and in return they are promised ordinary shares of the newly formed company. This means the contributors purchase equity in a company. These ordinary shares allow the funder equal rights in the company as any common shareholders would have.
- **Micro Loans:** start-ups and small businesses can avail of micro-lenders and non-profit organisations that offer short-term micro-loans to be repaid over a maximum period of around five years. The term micro dictates that the size of the loans also tend to be no greater than €1,000-15,000.
- **Angel Investors:** an angel investor (also known as a private investor, seed investor or angel funder) is an individual, usually with a high net worth, who provides financial backing for small start-ups or entrepreneurs, typically in exchange for ownership



equity in the company. Often, angel investors are found among an entrepreneur's family and friends.

- Investors may provide a one-time investment to help the business get off the ground or an ongoing injection of capital to support and carry the company through its difficult early stages.
- Venture Capital: is a form of private equity and a type of financing that investors provide to start-up companies and small businesses that are believed to have long-term growth potential. Venture capital generally comes from well-off investors, investment banks and any other financial institutions.
- EU funding opportunities: The EU Programme for Employment and Social Innovation (EaSI), European Fund for Strategic Investments (EFSI) Equity instrument, European Social Fund also offer funding opportunities for businesses in this sector.

Now that you have completed the theoretical content of this chapter, you are better placed to advise young people in your group about the potential opportunities that online and social entrepreneurship holds for them, if they choose to develop a social or environmental business as a result of the challenges they will solve and the solutions they will generate as part of the Solution Not Pollution project.

## Annex II - Case Studies

In this following section, we will present a series of four case studies, 2 per self-directed learning module, which have been developed to support the autonomous learning of youth workers completing the In-Service Training. The four case studies are presented below in the same order as the module presented in the previous section.

### Case Study 1 – Climate Change and Youth-led Climate Actions

Module Title	Climate Change and Youth-led Climate Actions		
Case Study Title	Hip-Hop Environmental Activism: Xiuhtezcatl Martinez	Case study Code	Case Study CS1.1



Type of resource	Case study (CS)	Type of Learning	Self-directed learning
<b>Duration of Activity</b>  <b>(in minutes)</b>	<p>30</p>	<b>Learning Outcome</b>	<p>After watching this video, you will be able to:</p> <ul style="list-style-type: none"> <li>- Get inspired by this youth leader</li> <li>- Understand that there are several ways to engage young people (e.g. through music)</li> <li>- Explain to young people what they can do to get engaged</li> <li>- Explain that there are several ways to take action</li> </ul>
<b>Aim of activity</b>	<p>The aim of watching this video is to study an unusual profile of a young climate activist. In fact, Xiuhtezcatl is an environmental activist and hip hop artist. He uses his music to deal with climate change and spread the word about the necessity to act. His actions directly target young people and his way to address the topic directly to an audience of young people is really inspiring.</p>		
<b>Introduction</b>	<p>Climate change is no longer a myth, it is our reality. Young people, such as the well-known activist, Greta Thunberg, are addressing the topic and directly asking governments to act now.</p> <p>This video will present you with another young activist called Xiuhtezcatl Martinez. He is the youth director of Earth Guardians, a worldwide conservation organisation; but he is also a hip-hop artist who uses his music to transmit his message to young people.</p>		
<b>Challenge</b>	<p>This video will help you to see the variety of ways to engage young people when it comes to climate change and the variety of profiles of youth leaders investing their resources in the climate change fight.</p>		



<b>Assignment</b>	<p>Watch the video “Hip-Hop Environmental Activism: Xiuhtezcatl Martinez” by <i>TEDxYouth@MileHigh</i>:  <a href="https://www.youtube.com/watch?v=o2V2yVkedtM">https://www.youtube.com/watch?v=o2V2yVkedtM</a></p> <p>And start a reflection (after watching the video) about its contents by trying to answer the following questions:</p> <ul style="list-style-type: none"> <li>- What kind of skills should be used when addressing an audience of young people?</li> <li>- What makes Xiuhtezcatl’s speech so inspiring?</li> <li>- What lessons can you take from this case study to share with young people in your group?</li> <li>- On reflection from this video, design an activity that you can complete with young people in your group.</li> </ul>
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### Case Study 2 – Climate Change and Youth-led Climate Actions

<b>Module Title</b>	Climate Change and Youth-led Climate Actions		
<b>Case Study Title</b>	How Young Climate Crisis Activists Changed the World	<b>Case Study Code</b>	Case Study CS1.2
<b>Type of resource</b>	Case study (CS)	<b>Type of learning</b>	Self-directed learning
<b>Duration of Activity (in minutes)</b>	30	<b>Learning Outcome</b>	<p>After watching this video, you will be able to:</p> <ul style="list-style-type: none"> <li>- Describe what young people can do to address climate change</li> <li>- Participate in a discussion about youth-led climate protests</li> </ul>





		<ul style="list-style-type: none"> <li>- Explain why it is important to take action against climate change and going beyond just protesting</li> </ul>
<p><b>Aim of activity</b></p>	<p>The aim of this activity is to present you with a case study showing the active and constructive engagement of young people in the climate change challenge. In this activity, we will show you a video, where you will learn more about these young activists and what strategies they employ to have ensure that their voices are heard. As such, by watching this video, you will have a case study to share with young people in your group; showing an example for all young people who want to stand up for the planet.</p>	
<p><b>Introduction</b></p>	<p>Around the world, youth climate movements are on the rise! They are gaining support, and with this support they are starting to be heard by global leaders and policy makers. Their aim is to raise awareness about climate change. “You had a future! So, should we!”. 2019 will be remembered as the year when the youth took over the climate change challenge.</p> <p>The video proposed for this case study shows the biggest moments of 2019, when young people organised hundreds of strikes and actions to lead the fight against the climate crisis. From school strikes and the Fridays for Future movement, to public and TV dialogues and demonstrations, young activists are the protagonists of the fight for the environment.</p> <p>We all know the name, Greta Thunberg, and we may even have listened to her speech at the United Nations. But the youth-led climate movement is bigger than Greta. There are several young climate protesters who plan, prepare, develop and deliver innovative initiatives to ensure that their voices are heard by their governments and policymakers. This is how they decide to tackle climate change.</p>	



<b>Challenge</b>	<p>The “How Young Climate Crisis Activists Changed the World” video shows the great efforts made by young activists to place the climate challenge at the centre of the political debate, to make a change for their future.</p> <p>The video provides lot of information and ideas about how we can get involved in fighting climate change, and how we can mobilize other to support us in acting for the environment in an effective way.</p> <p>In this case study, you will see how young people affect change, they don’t simply share posts on Facebook, sign online petitions and go about their day as usual; they raise awareness and take action to ensure a future for our planet.</p>
<b>Assignment</b>	<p>Watch the video “How Young Climate Crisis Activists Changed the World” by <i>NowThis News</i>: <a href="https://www.youtube.com/watch?v=XU0PnoCOxpU">https://www.youtube.com/watch?v=XU0PnoCOxpU</a></p> <p>After you have watched this video, reflect on the content of the video, and answer the following questions:</p> <ul style="list-style-type: none"><li>● What has motivated the young people in this video to act?</li><li>● Are the youth-led movements profiled in this video peaceful? Are they proactive or reactionary?</li><li>● Is it possible to influence politics through pacifist climate actions? How?</li><li>● What has Jamie Margolin achieved and how?</li><li>● What means do young people have to raise awareness about climate change?</li><li>● What lessons can you take from this case study to share with young people in your group?</li><li>● Can you start a local project with a global hashtag?</li><li>● On reflection from this video, design an activity that you can complete with young people in your group.</li></ul>



## Case Study 1 – Online and Social Entrepreneurship

<b>Module Title</b>	Online and Social Entrepreneurship		
<b>Case Study Title</b>	Social Innovation in Austria: Repair and Service Centre (RUSZ)	<b>Case Study Code</b>	Case Study CS2.1
<b>Type of resource</b>	Case study (CS)	<b>Type of learning</b>	Self-directed learning
<b>Duration of Activity (in minutes)</b>	60	<b>Learning Outcome</b>	This case study will help you to understand the essence of social entrepreneurship and inspire young people to follow this type of entrepreneurship for fighting climate change.
<b>Aim of activity</b>	By completing this activity, you will be able to understand what social entrepreneurship is, what steps young people should follow in order to create a viable social enterprise that serves environmental protection, identify possible business models that a social enterprise could adapt and possible funding opportunities.		
<b>Introduction</b>	RUSZ (acronym for Repair and Service Centre) is a social enterprise aimed at saving resources and preventing waste from electrical and electronic equipment (WEEE). RUSZ provides independent and reliable repair services for electronic household products of all sizes, ranging from radios to washing machines. RUSZ also adheres to social goals in that it creates jobs for marginalised individuals. Furthermore, RUSZ operates in the market and wants to ensure financial stability (not for profit), create places of work and contribute to regional added value (economic goals).		
<b>Challenge</b>	The founder of RUSZ was employed at Eco-Counselling Vienna. This is an organisation that provides independent and customised practical information about the many dimensions of a sustainable lifestyle for		



	<p>private households, enterprises and communities. From his employment at Eco-Counselling Vienna he knew that the fastest growing type of waste was waste from electrical and electronic equipment (WEEE). The idea of repairing electrical and electronic appliances was then hinged to a social mission, i.e. to re-employ long-term unemployed, so that the mission of his not-for-profit enterprise serves both ecological as well as social goals. This concept was attractive to the AMS (Public Employment Service in Austria) and met the requirements of the financing scheme of social-economic businesses (SÖB).</p> <p>RUSZ grew in significance over the years – other organisations were founded, and networks established, on a local (Vienna Repair Network) and national (REPAnet) level. Additionally, the RUSZ founder is a member of some European-level networks (RREUSE). Within 10 years RUSZ grew from 15 employees to 140 employees. By the end of 2007, the AMS contract ended, which had severe consequences in terms of a loss of employees, needing to close the business for a period of half a year and consequently losing customers.</p> <p>However, as of May 2016 RUSZ has 23 employees who have repaired 9,000 devices in the period between 2015 and 2016. In 2016, RUSZ established itself as a social enterprise with 23 employees, still active in its networks and active in institutionalizing technical standards and labels for longevity of products on national, as well as the European, levels.</p> <p>Retrieved from: Social Innovation in Environment and Climate Change: Case Study Results. Policy Field Environment and Climate Change. D6.3. January 2017. <a href="http://www.si-drive.eu/wp-content/uploads/2017/03/SI-DRIVE-Deliverable-D6_3-Environment-final.pdf">http://www.si-drive.eu/wp-content/uploads/2017/03/SI-DRIVE-Deliverable-D6_3-Environment-final.pdf</a></p>
<b>Assignment</b>	<p>Questions for reflection:</p> <ul style="list-style-type: none"><li>• Question 1 - What gap did the founder of RUSZ identify, which he decided to set-up his social enterprise to address?</li><li>• Question 2 - Did RUSZ follow all the necessary steps for planning a viable business when it was first launched?</li><li>• Question 3 - How did RUSZ link social good with environmental protection?</li></ul>



	<ul style="list-style-type: none"> <li>• Question 4 - What business model could RUSZ use in order to achieve its purpose and goals?</li> <li>• Question 5 - What alternative funding opportunities RUSZ could exploit?</li> </ul>
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### Case Study 2 – Online and Social Entrepreneurship

<b>Module Title</b>	Online and Social Entrepreneurship		
<b>Case Study Title</b>	OLIO: An Online Business Fighting Climate Change	<b>Case Study Code</b>	Case Study CS2.2
<b>Type of resource</b>	Case study (CS)	<b>Type of learning</b>	Self-directed Learning
<b>Duration of Activity (in minutes)</b>	60	<b>Learning Outcome</b>	This case study will help you to understand the steps that should be followed to establish a successful online business that fights climate change.
<b>Aim of activity</b>	By completing this activity, you will be able to understand the basic steps that should be followed to establish a successful online business that fights climate change, with literally no budget at all. Additionally, you will be able to use this case study to inspire young people to follow the same path.		
<b>Introduction</b>	Tessa Clarke grew up on her parents' dairy farm in North Yorkshire, England. She states that it was an amazing childhood in so many ways, but one that had a constant theme running throughout it – work needed to be done. Feeding cows, mucking out, moving live-stock; it was relentless and		



	<p>ran late into the evening, every day of the year. As a result, she learned pretty much as soon as she could walk just how much hard work goes into producing the food that we all eat. And so, she grew up with the firm belief that food is meant to be eaten, not thrown away.</p> <p>Sasha Celestial is the daughter of Iowa hippy entrepreneurs and she grew up in a large, relatively poor family. She spent much of her childhood accompanying her mother on various missions to rescue things that others had discarded – wooden fixtures from foreclosed houses, plants from the greenhouse dumpster, aluminium soda cans (worth 5¢ each) casually tossed aside on the beach, etc. In salvaging and reselling these items, she not only earned her pocket money, but she literally learned that one man’s trash is another man’s treasure. As a kid, she launched over a dozen scrappy micro-businesses, and she always dreamed of starting her own business one day specifically in food, which is a passion of hers.</p>
<b>Challenge</b>	<p>In 2014 Tessa was packing up her apartment in Switzerland, getting ready to move back to the UK with her family. Despite her best efforts to eat everything she had, she was still left with 6 sweet potatoes, a whole white cabbage, and some pots of yogurt. She tried to find some neighbours to give this food to, but she did not manage to do so. Feeling thoroughly defeated she thought to herself – ‘This is absolutely crazy.... this food is delicious. Why isn’t there an app where I can share it with someone nearby who wants it?’ And so, the idea for <a href="#">OLIO</a> was born...”</p> <p>Tessa shared her idea with Sasha, and they started their online business journey together to bring this app to life!</p> <p>They incorporated the company on the 9th of February 2015 and decided they had that year to make it happen, and if not, they would have to go back and get ‘proper jobs’. The first thing they did was desk research to understand how big the problem of food waste was and what they discovered truly shocked and terrified them. Then they conducted some market research using SurveyMonkey and through this they found that 1 in 3 people are “physically pained” throwing away good food. But just because it is a big problem and just because people hate throwing away food, that does not mean to say they’ll take the next step, which is to share food. They were understandably reluctant to invest their life savings building an app that people would not use, and so they needed a quick and</p>



	<p>low-cost way to test their food sharing idea. What they settled on was a slightly bizarre ‘proof of concept’ involving WhatsApp! They invited 12 people who took part in their market research survey, and who said they were physically pained throwing away good food and set them all up in a closed WhatsApp group. They all lived close to each other and they asked them for 2 weeks to add any surplus food they had to the group. They would then wait and see if food sharing started. The two girls waited with bated breath for what seemed like an eternity and then eventually someone added an item – half a bag of shallots! They leapt with joy and watched on in excitement as many more items of food were shared during those two weeks. Once the trial was over, they met face to face with everybody who took part and asked for feedback. The conclusions were unanimous..... “it’s amazing”, “you have to build it” and, perhaps most importantly..... “it just needs to be a bit better than a WhatsApp group”!</p> <p>And so, with the support of their first investor, Simpleweb, a development agency, they built the MVP (minimal viable product) version of the app. And working like crazy, exactly 5 months after they had incorporated the company, they launched the app in the Apple App Store on 9th July 2015, quickly followed by Google Play Store 3 weeks later. The very first version of the app was extremely basic and could only be used in 5 postcodes in North London. But that did not matter, they were live and ready to bring food sharing to the world!</p> <p>The two co-founders developed a website: <a href="#">OLIO</a> and also a video: <a href="#">“Share Food, Fight Climate Change”</a>. Check them!</p>
<b>Assignment</b>	<ul style="list-style-type: none"><li>• Question 1 - Do you think that the two co-founders were passionate with their idea and if yes, how did this fact contribute to their success?</li><li>• Question 2 - How did the two co-founders manage to make their idea a reality regarding funding?</li><li>• Question 3 - Visit their website! Did you find it to be user friendly and informative?</li><li>• Question 4 - Did the two co-founders follow all the necessary steps in order to establish their online company?</li></ul>



## Annex III – Self-directed Learning Activity

In this section, we will present the self-directed learning activities which youth workers will follow as part of their autonomous learning to further enhance their knowledge and understanding of key terms, concepts and theory presented in the module content. It is a good idea for trainers who deliver the face-to-face training to review these activities and make reference to them as part of the final review and assessment of the face-to-face training sessions.

### Self-Directed Learning Activity 1 - Climate Change and Youth-led Climate Actions

<b>Module Title</b>	Climate Change and Youth-led Climate Actions		
<b>Activity Title</b>	Virtual life: real ecological impact!	<b>Activity Code</b>	A1.1
<b>Type of resource</b>	Activity sheets (AS)	<b>Type of learning</b>	Self-directed learning
<b>Duration of Activity (in minutes)</b>	120	<b>Learning Outcome</b>	At the end of this activity, you should be able to: <ul style="list-style-type: none"> <li>- Better understand the carbon cycle</li> <li>- Better understand your carbon footprint on Earth</li> <li>- Understand how online activities affect ecology</li> <li>- Understand the ecological consequences of 5G</li> </ul>





<p><b>Aim of activity</b></p>	<p>The activity will support you to deepen your knowledge about the ecological impact of our human activities. It will focus on online activities. It will help you to better understand these topics to be able to design a high-quality activity to be implemented with young people.</p>
<p><b>Materials Required for Activity</b></p>	<ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet connection</li> <li>- Paper &amp; Pen</li> </ul>
<p><b>Step-by-step instructions</b></p>	<p><b>Step 1: Preliminary researches</b></p> <ul style="list-style-type: none"> <li>- <b>Understanding the carbon cycle</b> This topic may ring a bell, but it probably needs to be refreshed in your mind! Use a search engine such as Ecosia to understand a bit more about the carbon cycle and how it works. Do not hesitate to take notes that you will keep when facilitating an activity with a group of young people. There are several videos on YouTube that provide useful and educational content that you can use to introduce this topic to young people.</li> <li>- <b>Deepen my knowledge of the ecological impact of online activities</b> Several sources on the Internet are dealing with the ecological impact of our online activities. For instance, do you know that the average spam email has a footprint equivalent to 0.3g of carbon dioxide emissions (CO<sub>2</sub>e), according to carbon footprint expert Mike Berners-Lee's 2010 book <i>How Bad are Bananas: The Carbon Footprint of Everything</i>. A normal email, according to that book, has a footprint of 4g of CO<sub>2</sub>e, which accounts for the power that data centres and computers spend sending, filtering, and reading messages. An email with a “long and tiresome attachment” can have a carbon footprint of 50g CO<sub>2</sub>e. Berners-Lee estimates that a typical year of incoming mail adds 136kg of emissions to a person’s carbon footprint, or the equivalent of “driving 200 miles in an average car”.</li> <li>- <b>Learn about the ecological impact of 5G network</b> Mobile networks have an environmental cost. According to a study from Columbia University (USA), compared to a Wi-Fi connection, with identical bandwidth consumption, data exchange with these advanced mobile protocols consumes:</li> </ul>



3G: 15 times more power than Wi-Fi;  
4G: 23 times more power than Wi-Fi.

Carry on some researches to learn more about the upcoming 5G network and its impact on our future consumption.

- **Identify tools on the Internet that allows you to calculate your ecological footprint**

Some websites offer tools to allow you to calculate our carbon footprint. Check some of them and think about integrating them into an activity you would like to design for the young people you work with.

Examples:

<https://www.footprintcalculator.org/>

[https://www.myclimate.org/carbon-offset/?gclid=Cj0KCQjww\\_f2BRC-ARIsAP3zarEix7M2HHuCUskvAn96dV2F1leGgyeN7VA3xeUOGQ2R01oiCFo0a0aAp0uEALw\\_wcB](https://www.myclimate.org/carbon-offset/?gclid=Cj0KCQjww_f2BRC-ARIsAP3zarEix7M2HHuCUskvAn96dV2F1leGgyeN7VA3xeUOGQ2R01oiCFo0a0aAp0uEALw_wcB)

**Step 2: Design an activity that you can use with young people in your group**

To design your activity, you need to ask yourself specific questions such as:

- Specify your target group: age, number of attendees, profile
- Define the learning outcomes of the activity: what skills/knowledge will your young learners achieve through this activity?
- Define the activity duration and location: how much time do you need to perform your activity? Does your venue need to be set-up specifically?
- List the material you need to perform your activity.
- Fill the table below gathering the elements to be taken into consideration:

<b>Name of your activity:</b>
Total duration:



	Learning outcomes		At the end of this session, young people will be able to:	
			<ul style="list-style-type: none"> <li>- Xxx</li> <li>- Xxx</li> <li>- Xxx</li> </ul>	
	<b>Duration</b>	<b>Material needed</b>	<b>Activity proposed</b>	<b>Additional resource you may need</b>

### Self-Directed Learning Activity 1 - Online and Social Entrepreneurship

<b>Module Title</b>	Online and Social Entrepreneurship		
<b>Activity Title</b>	Creating the Business Model of a Social Enterprise	<b>Activity Code</b>	A2.1
<b>Type of resource</b>	Activity sheets (AS)	<b>Type of learning</b>	Self-direct Learning
<b>Duration of Activity (in minutes)</b>	120	<b>Learning Outcome</b>	Participants will learn how to create a business model of a social enterprise by using the Social Lean Canvas tool.
<b>Aim of activity</b>	The aim of this activity is to support youth workers and front-line educators to create the business model of a social enterprise by using the Social Lean Canvas, an adaption of the Lean Canvas which in turn is based on the Business Model Canvas, especially for social enterprises and includes values such as purpose and impact. This activity will enable participants to enhance their practical skills with regard to business model development and to help their trainees, the young learners, in doing so.		



<p><b>Materials Required for Activity</b></p>	<p>You will need:</p> <p>Note taking materials, pen or pencil.</p> <p>A digital device such as computer, laptop, tablet or smart phone with a text editor.</p> <p>The link to the online Social Lean Canvas:</p> <p><a href="https://next.canvanizer.com/demo/social-lean-canvas?utm_source=newcanvas&amp;utm_medium=link_page&amp;utm_campaign=next">https://next.canvanizer.com/demo/social-lean-canvas?utm_source=newcanvas&amp;utm_medium=link_page&amp;utm_campaign=next</a></p>
<p><b>Step-by-step instructions</b></p>	<p>The Social Lean Canvas is a tool to help social entrepreneurs apply the rigors of Lean Start-up to ventures that have social or environmental goals that exist independent of their profit motive.</p> <p>In order to successfully fill out the Social Lean Canvas and manage to create the business model of a social business, please follow the steps:</p> <div data-bbox="454 936 1391 1444" data-label="Form"> </div> <ul style="list-style-type: none"> <li>• Step 1 - Think about a social enterprise you would like to establish. Write down some ideas you have and decide which one of them would work better for you based on your purpose in life and the social/environmental good you would like to make.</li> </ul> <p>Then fill out the section named “Purpose”. Clearly define in terms of the social/environmental impact that is intended and any financial goals, as well as any other key aspect of your vision. This will include the overarching problem/s that the venture will look to solve. This section is not really part of the canvas as it is not part of</p>



the business model that needs to be validated. This needs to be in place before starting on the rest of the canvas as it will serve as a set of guiding principles for the development of the business model.

- Step 2 - Customer Segments: specifying all the key people we need to move to make our business work. Not all customers need to be paying us, but at least one segment does. Groups who might end up in this box include customers, funders and end-users. What can you find out about their socio-economic situation? Their income? Their preferences, needs, behaviours, attitudes?
- Step 3 - Problem: Next jump to the opposite side of the canvas and look at the problem box. Customers and problems come in pairs. If a customer doesn't have a problem, we think we are solving, then we need to rethink their role in our business model. We also phrase our customer's problems in their own words, which helps us understand where they are coming from. The other reason we do this is because it is important that this is actually a problem the customer faces. If our customer doesn't think they have a problem, then it's going to be challenging to convince them that they do.
- Step 4 - Unique Value Proposition: after looking at our customer's problems we need to think about how we entice them to engage with us. We do this by crafting a value proposition (UVP). The UVP is the benefit you offer your customers, not the features. For example, a movie theatre might have the biggest speakers in town, but you don't go to that theatre because of the exact size of the speakers. You go because you want to feel it when the alien spaceship crashes to Earth. Each customer will have a matching value proposition because they each have individual problems you are solving for them. Often the UVP will constitute a reframing of the problem expressed by the customer.
- Step 5 - Solution: Once you have developed the UVP you can propose a solution. This solution is the business you think you are going to create. You need to keep the solution reasonably high-level and clear. You also need to remember to be flexible with your solution. As you work through the canvas you may find that you need to change your solution based on what you learn.



- Step 6 - Unfair Advantage: each social enterprise needs an unfair advantage. This advantage is the thing that will make you successful where others have failed. Your unique advantage might be that you are a world expert on your subject matter, a celebrity, or that you have a patent. Knowing your unique advantage is vital because it will be a key part of getting other people on board with your vision. It will also be the thing that makes your venture different from all the others out there.
- Step 7 - Key Metrics: as you establish and grow your venture, you are going to need to measure some key factors. Knowing how you are progressing with these key factors will help you assess whether you are going in the right direction. When choosing key metrics make sure you choose metrics that actually tell you something, rather than just ones that make you feel good. You shouldn't be only measuring new customers, but also how many customers you are retaining over time. You will also want to have some measures that indicate how well you are achieving your impact. For example, you might want to count how many people you are training, or helping, or what changes are occurring in your end user's lives.
- Step 8 - Channels: in the channels box you will list the routes you will use to market and to sell to your customers. This might include online, face to face, or via distributors. Different channels have different impacts on your business model. For example, a business that just sells through its own website will have very different cost structures and personnel needs compared to a business that sells door to door.
- Step 9 - Financials: with a clear idea of what your solution is, you can start to look at how the business works financially. There are two key areas that affect the finance of a business; how much money comes in and how much money goes out. We break these into two different boxes, costs and financial sustainability (revenue). In the costs box, you need to think about what the set-up costs will be and what the ongoing costs will be. In the financial sustainability box, we put down all the sources of income we will have. It's best if you can put actual numbers in these boxes. The numbers don't have to be exactly right, but if you put in a rough



	<p>approximation you can start to work out how viable your business looks. Err on the side of caution and assume that your costs will be higher than you think, and your income will be lower than you think.</p> <ul style="list-style-type: none"> <li>• Step 10 - Impact: finally, have a look at your impact. In this box, you need to write a summary of what changes will be implemented because of the social enterprise you have created.</li> </ul> <p>You can use this activity in order to train young people who want to create a social business on how to create its business model.</p> <p>Source: <a href="http://whare-aki.org/blog/resource/intro-to-lean-canvas/#1476688360156-3e9465ce-ee32">http://whare-aki.org/blog/resource/intro-to-lean-canvas/#1476688360156-3e9465ce-ee32</a>.</p>
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### Self-Directed Learning Activity 2 - Online and Social Entrepreneurship

<b>Module Title</b>	Online and Social Entrepreneurship		
<b>Activity Title</b>	Creating a One-Page Website	<b>Activity Code</b>	A2.2
<b>Type of resource</b>	Activity sheets (AS)	<b>Type of learning</b>	Self-direct Learning
<b>Duration of Activity (in minutes)</b>	90	<b>Learning Outcome</b>	Participants will understand what makes a good one-page website and the steps to be followed to create it.
<b>Aim of activity</b>	The aim of this activity is to support youth workers and front-line educators to learn how to create a one-page website which is very important for any online business but, also for any social business as well. This activity will enable them to enhance their practical skills on how to structure a one-page website and on how to create the appropriate content in order to		



	<p>present and promote an online/social enterprise and to help their trainees, the young learners, in doing so.</p>
<p><b>Materials Required for Activity</b></p>	<p>You will need:</p> <p>Note taking materials, pen, or pencil, and a notepad</p> <p>Optional: A digital device such as computer, laptop, tablet, or smart phone with a text editor</p>
<p><b>Step-by-step instructions</b></p>	<p>Neil Patel, guru in online marketing, wrote in an article: <i>“A website tells a lot about a business. It shows how much thought the business puts into its brand and whether it values having a website. Unfortunately, far too many companies don’t really value their websites and don’t get the full benefit out of them. They neglect design, website copy, and other important essentials. They put the focus only on making sales. This results in a really bad website and leaves visitors unsure if the company is the best one to do business with. A website needs to tell visitors in a couple of sentences or less why their business is the best choice for the visitor, instead of sending a bunch of different messages that won’t be received.”</i></p> <p>A one-pager is a single-page website with no additional pages like About, Team or Services. All the content sits within the same webpage, traditionally in a long-scrolling layout. It has a strong design that is both minimalistic and organised and is typically more image-oriented and includes just a small amount of text.</p> <p>Take many blank pieces of paper and a pencil and start following the steps in order to create a one-page website for your social/online business:</p> <ul style="list-style-type: none"> <li>• Step 1 - Establish your goals: what are you trying to achieve with the website? What is the website’s main purpose?</li> <li>• Step 2 - Identify your audience: there are many demographics here that can influence the design of the website including: general aesthetics, font type and sizes, colours etc.-ones like age, gender, profession, and technical competency.</li> <li>• Step 3 - Determine your brand image: the essential thing to remember here is to think about what sort of image the website</li> </ul>





should be conveying. Think about what kind of impression you would like it to give. The colour, the feel you want to achieve and emotions you wish to elicit. Your design should embody the personality and character of your brand. Have a logo ready to include it at the top part of the website.

- Step 4 – Devise a plan for your content: what content it will include, and where it will be placed, are very important considerations for your website success. The first message should always be what you want to convey to the visitor, i.e. your value proposition. Continue with your offering, a CTA (call-to-action) button, a meet the team, services and products, testimonials, FAQ section, and a photo gallery – depending on what information you want and need to provide.
- Step 5 – Choose your website design template: there are hundreds of fully-customisable templates to choose from, to best suit your needs, with specific instructions on how to include all the necessary information.
- Step 6 - Develop an About section: explain who you, your company, or your organisation is.
- Step 7 - Develop a list of products/service: a list of products or services is very important for the visitors to understand what exactly they can buy from your company.
- Step 8 – Implement a strong CTA (call-to-action): CTA is a short phrase that prompts your online audience to take immediate action. It should be placed above the fold on your website for the best visibility, making it a great opportunity to send viewers to a later, high priority section.
- Step 9 – Include a rich footer: as most people navigate there when they are looking to find important information, like how to contact a business, it is crucial that your footer contains up-to-date contact details, links to your social media accounts, operation hours, your privacy policy, and terms and conditions.
- Step 10 – Incorporate your social media accounts: it is important to seamlessly connect every aspect of your online presence.



- Step 11 – Always keep track of your SEO: search engine optimization (SEO) is an important element of every website. Optimizing your site will lead you to higher page rankings on specific keyword search results. So, decide on your website’s key words that are important for your business and include them in the text you are going to develop.
- Step 12 – Be mobile friendly: make the customer journey as good as on the desktop version as many people today access websites via their mobile devices.

Now that you have all the information needed and a ready-made sketch of the one-page website for your online/social business, you have to:

- Step 13 - Select the company which will host the website and buy the domain: a little side note - try green hosting companies! These companies try to address this issue by investing in some form of carbon offsetting scheme, so that for every unit of energy they use, they pay to generate the same amount of energy (or sometimes more) from renewables, and pump that energy into the grid. It does not negate their environmental impact entirely, but it does mean your individual website is not adding to the problem!
- Step 14 - Determine which platform to use. Wordpress is a great option!
- Step 15 - Decide who is going build the website; you or a developer? But why not take some time and give it a try yourself first!

You can use this activity with young people in your group to encourage them to make a one-page website for a business, or cause, that motivates them – or something that they would like to help raise awareness about, even if they are not ready to take the first step towards entrepreneurship.

(Adapted from [WixBlog](#))



## Annex IV - Key Learning Outcomes for Face-to-Face and Self-Directed Learning

The following learning outcomes matrix presents the knowledge, skills and attitudes, which youth workers will achieve through the face-to-face and self-directed learning content contained in the in-service training:

### Learning Outcomes for Face-to-face Modules

	On successful completion of this resource, learners will be able to:		
	Knowledge	Skills	Attitudes
<b>Introduction to Challenge-based Learning Theory</b>	<ul style="list-style-type: none"> <li>• Basic knowledge of what challenge-based learning is.</li> <li>• Basic knowledge of how real-world challenges are solved using a challenge-based learning approach.</li> <li>• Basic knowledge of how challenge-based learning can be used in a youth-work setting.</li> <li>• Basic knowledge of the benefits of challenge-based learning for young people.</li> <li>• Factual knowledge of the different types of challenges involved in challenge-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Define what challenge-based learning is.</li> <li>• Discuss the role of challenge-based learning in developing problem-solving skills.</li> <li>• Discuss the importance of challenge-based learning in today's modern society.</li> <li>• Discuss the basic principles of challenge-based learning.</li> <li>• List the different types of challenges involved in challenge-based learning.</li> <li>• Describe the benefits of challenge-based learning for young learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to gain a better understanding of challenge-based learning.</li> <li>• Openness to adapting youth work practice to include a challenge-based approach.</li> <li>• Willingness to engage in group work activities and discussion on the topic of challenge-based learning.</li> <li>• Awareness of the different types of challenges that can be integrated into a challenge-based learning approach.</li> <li>• Willingness to be openminded and to enjoy the learning through challenge-based activities.</li> </ul>



	<ul style="list-style-type: none"> <li>• Factual knowledge of the importance of ‘engaging’, ‘investigating’ and ‘acting’ when undertaking challenge-based learning exercises.</li> <li>• Theoretical knowledge of the role of the youth worker in challenge-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how both the learner and the educator can benefit from challenge-based learning.</li> <li>• Identify how different challenge-based learning resources can be integrated into youth work practice.</li> <li>• Participate in group-work activities to test and evaluate some challenge-based learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to self-reflect to identify areas of one’s own youth work practice where challenge-based learning could be integrated.</li> </ul>
<p><b>How to Develop a WebQuest</b></p>	<ul style="list-style-type: none"> <li>• Basic knowledge of what a WebQuest is.</li> <li>• Basic knowledge of how to present the structure and technical components of a WebQuest.</li> <li>• Basic knowledge of the role of storytelling in developing scenarios for WebQuests.</li> <li>• Basic knowledge of what a challenge is.</li> <li>• Factual knowledge of how to structure a learning experience through developing a series of challenges, which</li> </ul>	<ul style="list-style-type: none"> <li>• Define what a WebQuest is.</li> <li>• Describe the key components of a WebQuest.</li> <li>• Discuss what a challenge is, and how to develop one.</li> <li>• Outline the structure of a WebQuest.</li> <li>• Identify key topics that can be addressed with young people through a WebQuest.</li> <li>• Conduct research into storytelling to plan a narrative for the WebQuest.</li> <li>• Find appropriate links to include in the Process in a WebQuest.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of what a WebQuest is and how it can be integrated into youth work practice.</li> <li>• Willingness to develop your own WebQuest.</li> <li>• Openness to investigating how WebQuests can be integrated into youth work practice.</li> <li>• Willingness to be critical of other WebQuests to examine for their effectiveness as a teaching resource.</li> </ul>



	<p>incrementally build the skills of young people.</p> <ul style="list-style-type: none"> <li>• Factual knowledge of how to build a WebQuest.</li> <li>• Theoretical knowledge of how to develop digital literacy skills through WebQuests.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure the Process so that it incrementally builds the skills of young learners.</li> <li>• Engage in teamwork activities to plan and develop a WebQuest. Present a fully developed WebQuest to the group for feedback.</li> </ul>	
<p><b>Evaluating and Using WebQuests in Youth Work</b></p>	<ul style="list-style-type: none"> <li>• Basic knowledge of the personalised approach to non-formal and informal education offered through WebQuests.</li> <li>• Basic knowledge of evaluation techniques in challenge-based learning.</li> <li>• Factual knowledge of how to evaluate a WebQuest as a learning resource.</li> <li>• Factual knowledge of how to develop an evaluation rubric.</li> <li>• Factual knowledge of how to develop a lesson plan to integrate WebQuest into youth work practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of ensuring WebQuest, and their scenarios, are personalised to the learning outcomes of the module.</li> <li>• Discuss how WebQuests can be used as an education tool in non-formal and informal learning.</li> <li>• Describe best practices in evaluating challenge-based learning resources.</li> <li>• Review sample evaluation rubrics for evaluating learner performance in a WebQuest.</li> <li>• Create a WebQuest evaluation rubric for the WebQuest developed in</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of how WebQuests can provide quality education, once they are assessed accurately.</li> <li>• Willingness to develop an evaluation rubric to measure learner progress through completing a WebQuest.</li> <li>• Openness to engage and motivate the young person through innovative educational resources.</li> <li>• Awareness of the online safety concerns that pertain to integrating personal IT equipment into youth work practice.</li> </ul>



	<ul style="list-style-type: none"> <li>Theoretical knowledge of online safety concerns when using personal IT equipment in a youth work setting.</li> <li>Theoretical knowledge of a WebQuest evaluation rubric for evaluating the content and quality of a WebQuest.</li> </ul>	<p>Module 2, to evaluate the learner's performance.</p> <ul style="list-style-type: none"> <li>Complete a lesson plan canvas to plan to integrate WebQuests into youth work practice.</li> <li>Develop a lesson plan to integrate the WebQuest developed in Module 2 into youth work practice.</li> <li>Discuss the online safety concerns related to using personal IT equipment in a youth work setting.</li> <li></li> </ul>	
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### Learning Outcomes for Self-Directed Learning Modules

	On successful completion of this resource, learners will be able to:		
	Knowledge	Skills	Attitudes
<b>Climate Change</b>	<ul style="list-style-type: none"> <li>Factual knowledge about climate change</li> <li>Factual knowledge of key terms related to climate change</li> </ul>	<ul style="list-style-type: none"> <li>Describe what climate change is</li> <li>Define key terms related to climate change</li> <li>Discuss why climate change poses a serious threat to human, animal, plant and marine life</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of climate change issues</li> <li>Awareness of the impact of the climate emergency on our society</li> </ul>



	<ul style="list-style-type: none"> <li>• Factual knowledge about the most pertinent climate change challenges facing Europe, and the wider world</li> <li>• Factual knowledge of how our habits and behaviours can contribute to climate change</li> <li>• Factual knowledge about the effects of climate change in their own country</li> <li>• Factual knowledge about climate action legislation in the European Union</li> <li>• Theoretical knowledge of key case studies related to climate change</li> <li>• Theoretical knowledge of the youth-led climate protests</li> <li>• Fundamental knowledge of the importance of taking action against climate change (not just protesting)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the main climate change challenges facing Europe</li> <li>• Discuss how our habits can contribute to climate change</li> <li>• Apply research skills to understand the climate change challenges in their own country</li> <li>• Examine European climate actions</li> <li>• Describe what young people can do to address climate change</li> <li>• Make informed decisions about climate change issues</li> <li>• Apply case studies in their youth work practice to raise awareness among young people</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of how their own habits and behaviours can contribute to climate change</li> <li>• Openness to changing behaviours to tackle climate crisis</li> <li>• Willingness to raise awareness among young people about the climate crisis</li> <li>• Willingness to support young people to take action to address climate change</li> </ul>
<p><b>Online &amp; Social Entrepreneurship</b></p>	<ul style="list-style-type: none"> <li>• Basic knowledge of what social entrepreneurship is.</li> </ul>	<ul style="list-style-type: none"> <li>• Define social entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the opportunities for young</li> </ul>



	<ul style="list-style-type: none"><li>• Factual knowledge of the benefits of social entrepreneurship for addressing climate change.</li><li>• Factual knowledge of the opportunities of online and social entrepreneurship for addressing climate change.</li><li>• Factual knowledge of the potential of social media to launch online businesses for young people.</li><li>• Factual knowledge of business planning for online businesses.</li><li>• Factual knowledge of business planning for social enterprises.</li><li>• Factual knowledge of crowd-funding and alternative funding opportunities.</li><li>• Theoretical knowledge of online business models.</li></ul>	<ul style="list-style-type: none"><li>• Describe the benefits of online and social enterprises in addressing climate change.</li><li>• Recognise the opportunities for young people to establish online and/or social enterprises to address climate change.</li><li>• Discuss the steps in establishing an online business.</li><li>• Discuss the steps in establishing a social enterprise.</li><li>• Evaluate the most appropriate social media platforms for launching an online social enterprise.</li><li>• Describe the process of business planning.</li><li>• Discuss how to bring an idea to the market in an online business.</li><li>• Discuss how to bring an idea to action in a social enterprise context.</li><li>• Describe crowdfunding.</li><li>• Discuss the benefits and limitations of crowdfunding.</li><li>• Evaluate sources of crowdfunding.</li><li>• Synthesise information from online research to provide accurate</li></ul>	<p>people to establish online and social enterprises.</p> <ul style="list-style-type: none"><li>• Awareness of how online and social enterprises can help to address climate change.</li><li>• Openness to learning more about online and social enterprises as a progression pathway for young people.</li><li>• Willingness to support young people to develop their business idea.</li></ul>
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	<ul style="list-style-type: none"><li>• Theoretical knowledge of social entrepreneurship business models.</li><li>• Theoretical knowledge of legal requirements and structures for online businesses.</li><li>• Theoretical knowledge of legal requirements and structures for social enterprises.</li><li>• Theoretical knowledge of case studies which show how online and social enterprises can address climate change.</li><li>• Fundamental knowledge of national supports available for establishing online and social enterprises.</li></ul>	<p>information and support to young people regarding online and social enterprises, and crowdfunding.</p> <ul style="list-style-type: none"><li>• Discuss case studies of successful online and social enterprises that address climate change.</li><li>• Apply case studies in their youth work practice to inspire young people.</li><li>• Discuss different business models for online and social enterprises.</li><li>• Apply research skills to find out more about national requirements and structures when establishing an online or social enterprise.</li><li>• Apply research skills to identify national supports for establishing online or social enterprises.</li></ul>	
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# SOLUTION NOT POLLUTION



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