

Project Teens in Action

Itinerary for achieving the workshops

Workshops: Economic Development

Understanding the Diversity of Thought

Environment Game Workshop

History of Well Being Workshop

Executing Ideas

Diadema, 2012

This workshop makes students think about how money enters and leaves the neighborhood, how we can reduce the losses of money to other neighborhoods and increase the input of money in our neighborhood, so that this money will help the economic growth and strengthening of the neighborhood in which we live.

Chronogram of activities:

Hi! / Presentation (10 min)

- a) Presentation of the facilitators and the objective of the workshop
- b) List those present

What is local? / Dynamics with Maps (35 min)

- a) Ask the students to locate their house on a big map and mark it with a pin

- The big map should be at the front of the room with 1 pin locating the school. The pins referring to the housing are a different color to that of the school.



- b) Ask them to form groups of 5 or 6 students. Each pupil should mark on the map: their house, school and places that they visit and surround the region.



- Give to each group an A3 map and a box of pens.

The multiplying effect/ The dynamics of money circulation in the neighborhood (20 min)

Materials used in the dynamics:



Aprons characterizing the merchants



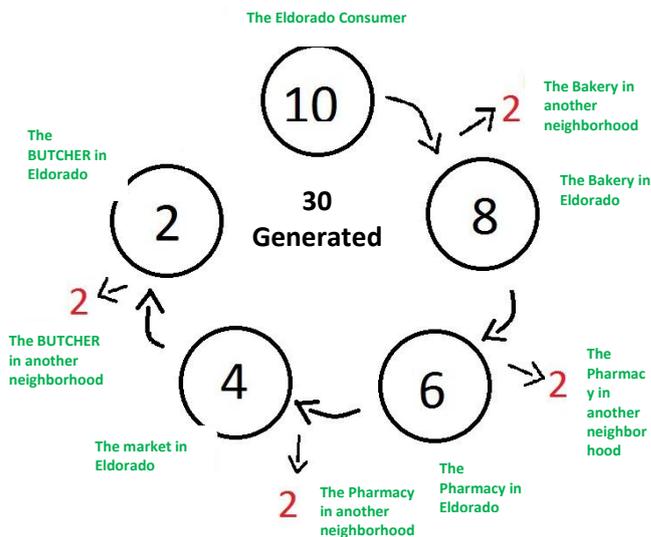
Chocolate coins

a) a) Request 5 volunteers for Group A

-Give to each student an apron referring to a merchant

- Give one student a quantity of 10 chocolate coins. They are going to spend 8 coins at the butchers and 2 coins in the neighboring town. The butcher is going to spend 6 coins at the bakery and 2 coins in the neighboring town. The baker is going to spend 4 coins at the market and 2 coins on the neighboring town. The owner of the market is going to spend 2 coins in the pharmacy.

Reflection: How much the consumer spends on the merchants in the neighborhood. This rotation of money generates 30 chocolate coins in the neighborhood.

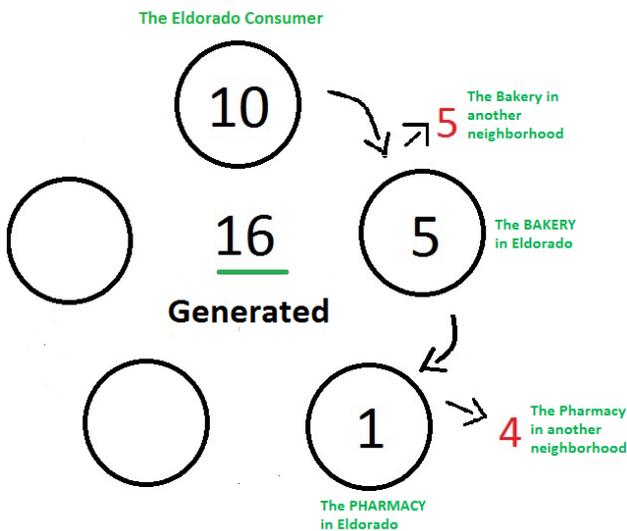


An illustration of the circulation of money that is generated:
30 chocolate coins in the Eldorado neighborhood

a.1) Request 5 volunteers for group B

- Give each student an apron referring to a merchant
- Give 10 chocolate coins to one pupil. They are going to spend 5 coins at the butchers and 5 coins in the neighboring town. The butcher is going to spend 1 coin at the bakery and 4 coins in the neighboring town.

Reflection: How much more the consumer spends on the merchants in the neighboring town than in their own neighborhood. This rotation of money only generates 16 chocolate coins.



An illustration of the circulation of money that is generated:
16 chocolate coins in the Eldorado neighborhood

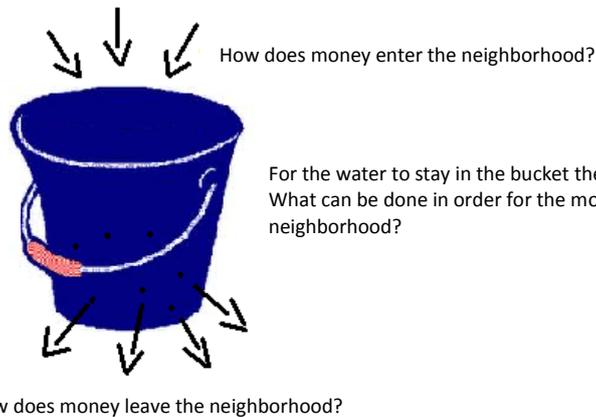
Plugging leaks / The dynamics of the leaky bucket (20 min)

- a) Illustrate with a leaky bucket full of water: how money is able to stay in the neighborhood and make a link with Group A's recreation of spending money.
Illustrate with the leaky bucket (putting the water inside) how the money leaves the neighborhood, and make a link with Group B's recreation of spending money.



b) Stick a flip-chart sheet with a picture of the leaky bucket with arrows entering and exiting on the blackboard.

Plugging Leaks



Bucket = The Eldorado neighborhood
Water = Money

Ask everyone:

- How does money enter the neighborhood?

Write it on a post-it and stick it on the arrows that enter the bucket.

- What do you buy outside the neighborhood?

Write it on a post-it and stick it on the arrows exiting the bucket.

-What can be done for this money to stay in the neighborhood?

Write the solutions on a post-it and stick them on the holes in the bucket.

Making a link with the previous activity, reflect over why they spend outside, question over the motive to buy products in another place which are sold in the neighborhood, suggest that they can compare prices and talk about conscious consumption.

Closure (5 min)

a) Arrange the room

b) Thank and dismiss them

Workshop – Understanding the Diversity of Thought

In this workshop we are seeking to show the teenagers the positive and negative sides to situations that they have lived in the neighborhood, in school or also in their own homes.

We propose that the room is divided into 2 groups and each group assume a position IN FAVOUR or AGAINST to defend or accuse the theme/chosen subject.

When a teen is contrary to the theme drawn in the debate the role he has is to show the positive points, he's just reviewing their concepts and even if that does not change the view (this is not the proposal) he begins to identify other arguments in favor, without trivial judgment or prejudice and is also motivated to defend opinions with good arguments.

Material:

- 1 sign: COUNTER
- 1 sign: IN FAVOUR
- 1 sign: WORD
- Themes for the debate written on paper to be drawn
- Flip-chart to note the arguments presented by the groups
- 1 stopwatch (hour-glass)



Chronogram of activities:

Hi! / Good Day! (10 min)

- List those present

Dividing the groups (5min.)

The room should be divided into two groups and the students must stay seated in a way that everyone in the group will be able to hear.

Explaining the rules (5min.)

- Each group receives a sign with the opinion: IN FAVOR or COUNTER, and this should be the group's position on the issue that comes up.
- The themes should be chosen and each group defends their position presenting 3 arguments.
- Each group should elect a representative to present the arguments.
- During the presentation of the opposing group everyone should remain silent since the end of the presentation is open to discussion and questions.
- Only during the debate are they entitled to speak when they have the WORD sign. And to get the card they should register, raising a hand.

Debate (20 min. Per theme)

One member of the group chooses a sign with the point of view (COUNER or IN FAVOR) and the member of the other group chooses a theme (e.g. Abortion, The Eldorado neighborhood, The Simon Bolivar School, Funk music, Adolescence, Work...etc.)

- Each group will have 5 minutes to list 3 arguments
- The representative will have 5 minutes each to present their arguments and this should be written on a flip-chart
- The debate is open for 10 minutes



In order to start a new debate they must change the signs on points of view and choose a new theme.

It is important to be alert to hear the views of the two groups and to end the debate reminding them that they could have drawn another sign in respect of their position of opinion.

Reflect on the discussions and judgments. Have a chat about our role, our responsibilities towards these and other situations.

Closure (5 min)

- Rearrange the room
- Thank and dismiss them

In this workshop we propose a game of questions and answers about matters of importance related to the environment.

We identified the fact that competing encourages participation of teens and group work, since together they look to integrate their knowledge to respond to something a little more complex.

Material:

- Signs with the names of trees to represent the groups
- A box with a minimum of 25 questions
- A flip-chart for noting scores of the groups
- 1 stopwatch (hour-glass)
- Awards ceremony for the winning group (eg. Plant seedlings or flower vases)



Chronogram of activities

Hi! / Good Day! (10 min)

- a) List those present

Dividing e appointment the groups (5 min.)

- a) The room should be divided into 5 or 6 groups, the groups should not have more than 6 participants.
- b) Hand out a sign with the name of a tree or plant to each group

Explaining the rules (5 min.)

- Each group should choose a question at a time
- The group has 1 minute to expand their response
- A representative elected by the group has 1 minute to respond
- If the group gets 5 hit points if you miss, the question is passed to the next group
- The next group will have to answer in 1 minute, if hit they earn they earn 2.5 points, if you miss it goes to the next group with the same rule until they need to finalize the response.

Developing the Game (45 min.)

- a) Define the order of the groups to respond to the questions and put the names on a flip-chart (as a score)

- c) Record the score on the flip-chart as the questions are answered correctly. Add up the points when the rounds of questions are finished.
- d) Hand out awards to the winning group

Closure (5min)

- a) Rearrange the room
- b) Thank and dismiss

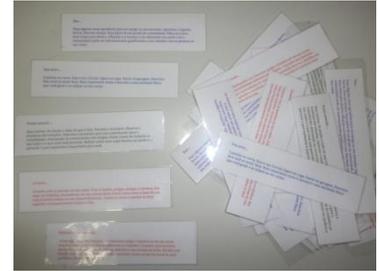


This workshop aims to awaken the student to a life of well-being.

The activities stimulate their perceptions about life and wonder, we encourage you to find the answers based on their own characteristics, values and passions. When they identify the changes from simple thoughts and behaviors they can have a happier life and consequently better both for themselves and others.

Material:

- Flyers with phrases from the 5 Ways to Well-Being (5 phrases for each group)
- Paper and pen for each group
- post-it
- Flip-chart for the *Positive Proposals* wall



Chronogram of activities:

Hi! / Good Day! (10 min)

- a) List those present

Together we do better / Circle Dynamics (20 min)

In a circle all of the students should give their hands with their arms criss-crossed in front of the body.



On holding hands, they should organize themselves so that the wheel is right. As a common wheel.



Reflect on how our actions interfere in the lives of others. Each one is responsible for the common good of others.

Five ways to well-being / Preparing the Story of Well-Being (50 min)

- a) Divide the students in a group of up to 5 people
- b) Hand out 5 phrases about the *five ways to well-being*. (attachment 1)



- c) Without the students knowing what is written on the cards, each one should stay with one. Before reading the card, they should reflect individually about a situation they had encountered, similar message.
- d) Each participant must in the first person write a brief story that portrays the situation that is similar to a phrase.
- e) The reports must be placed in sequence, like this forming only one story without a specific person, but that portrays the good experiences lives by 5 participants.



It is important that the groups, having finished their reports and building a text, read the story. And if they want to read to the whole class they should do so.

Proposals (15 min)

- a) Ask for each student to present a proposal of a positive attitude
 - Hand post-its to each student
 - Pin the proposals on the flip-chart which must be at the front of the room (board)

Routing: Ask for them to reflect on the activity achieved, since we will continue it in the next workshop.

Obs.: We will read the proposals at the beginning of the next workshop.

Closure (5 min)

- a) Rearrange the room
- b) Thank and dismiss them

This workshop aims to facilitate the process of creation and implementation of personal projects and communities. The activities show how to get your hands dirty to set goals, strategies and plans of action. In addition to providing support for the coach of ACER by improving their respective projects more each time.

It is important that this workshop occurs after the workshop 'Five ways to well-being' (leading the students to reflect on what is simple and creates happiness), for students to identify the need and support the implementation of a project.

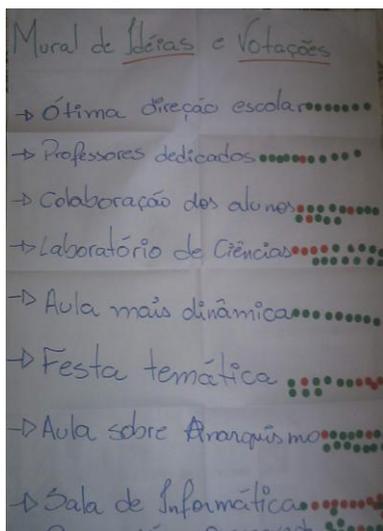
Chronogram of activities:

Hi! / Good Day! (10 min)

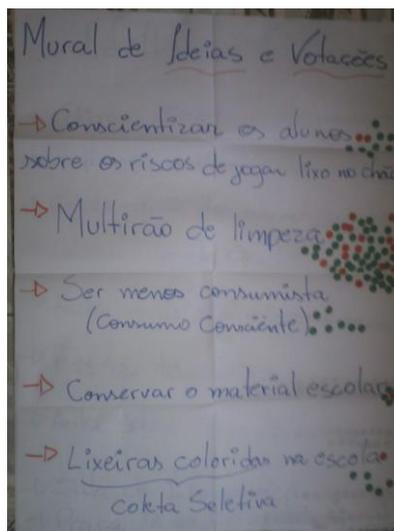
a) List of those present

For a better world (15 min)

a) Exposing the room for Ideas and Voting Murals (of the workshops: Mapping community goods and My sustainable school) and The Mural of Proposed Positive Atitudes



Workshop: Mapping Community goods



Workshop: My sustainable school



Workshop: Five ways to well-being

Reflect on:

- How the world can be better from the consequences of our attitudes.
- If this room is for practicing these actions, would the world be better? Would you feel better? Would this be good for anyone? Etc...

The strategic planning of the projects (40 min)

a) Ask for each of the students to write their own projects.

The projects can be inspired by our deliberations in the previous workshops or even new ideas. The groups should be formed by linking the idea, but if someone wants to do it alone, it is important to consider the difficulties of the accomplishment (the case cannot be too personal).

- Give each student or group an Itinerary of the Development Project (attachment 2)

Coaching – support for the projects (10 min)

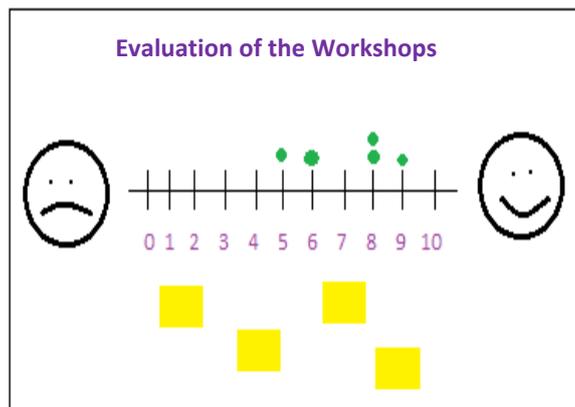
Talk to the students about the coaching service that ACER offers to help the development of their projects.

It is important to highlight that the ACER Coach (Julia) will be at the school during the morning break and at ACER during periods of the afternoon, to talk about possible projects.

Evaluation (10 min)

a) Asking the students to evaluate the workshop held in 5 days.

- A flip-chart should be on the board for the students to give their opinion. Give each student a green label and post-its if they want to make suggestions or criticisms.



Attachment 1 (workshop: Five ways to well-being)

Closure (5 min)

- Arrange the room
- Thank and dismiss them

- Attachment 1 (History of Well Being Workshop)

Five ways to well-being

A project developed by the New Economics Foundation (NEF) in order to develop 'five ways to approaching well-being' within a set of evidence-based actions to improve personal well-being.

Connect...

Connect with people within your circle. With family, friends, colleagues and neighbors. In the house, at work, in school or in your community. Think of this as the foundation of your life and invest time in its development. Building these connections will support and enrich you every day.

Be active...

Walk or run. Step aside. Circulate. Play a game. Dance in the garage. Exercise will make you feel good. More importantly still is discovering a physical activity that you enjoy and suits your body.

Pay attention...

Be curious. If you focus your vision on what is beautiful. Note the unusual. Observe the change of the seasons. Savor the moment, whether walking to work, eating lunch or talking with friends. Be aware of the work around you and what you are feeling. Reflecting on your experiences will help you appreciate what is truly important to you.

Stay informed...

Try something new. Rediscover an old interest. Register yourself in a course. Take on a different responsibility in work. Fix a bicycle. Learn how to play an instrument or cook your favorite meal. Choose a challenge where you would enjoy the result. Learning new things will make you more confident, as well as fun.

Give...

Make something delightful for a friend or stranger. Thank someone. Smile. Give your time. Become part of a community group. Look outside, as well as inside. Looking at yourself and your happiness in union with the community can be extremely rewarding and builds relationships with people around you.



- Attachment 2 (workshop: Executing ideas)

Project Design

Project name: _____

Representative(s): _____

Description / What is the idea?: _____

Why? / What is the motivation to make such a proposal? : _____

For whom? / Who is going to benefit? : _____

How? / Plan of action: _____

