



TOOLKIT

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Name of activity:	Game of (marketing) thrones
Developed by:	Eli Ncheva, Monika Bashova, Marcela Baranova, Tea Cebulj
Themes: <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> • Entrepreneurship • Innovation • Soft skills development
Target group: <i>(For who are you making the activity?)</i>	Participants of the Summer school of entrepreneurship
Group size: <i>(What is the most suitable number of participants for the activity?)</i>	20
Time: <i>(in minutes)</i>	120 min
Overview of the activity: <i>(Short summary of the activity and what is it about)</i>	In this activity participants will define the marketing strategy for implementing new product from an existing brand.
Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> • To make them understand the process and importance of marketing • To gain team work skills • To learn how to efficiently coordinate decision making process • To develop leadership skills
Materials needed: <i>(What you need for the activity? e.g. Pens, markers, papers...)</i>	<ul style="list-style-type: none"> • Pens • Paper • One copy of the template of marketing strategy per group
Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do.)</i>	<p>Imagine you have a new product and one of the most important things is to create a good marketing strategy. This is how to proceed step by step:</p> <ol style="list-style-type: none"> 1. You are divided in groups of 4 people. One of you chooses the topic randomly. 2. Choose a leader of your group. 3. The leader distributes tasks according to the topic (choose 3 sections from the template given).



4. Work on your tasks, discuss them within the group. You have 15 minutes to prepare the marketing strategy.
5. Prepare the presentation. Mind you have only 3 minutes to present your strategy.
6. Present your marketing strategy.

Debriefing and evaluation:
(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)

Based on the marketing strategy template, we will evaluate specified sections with points 1-10.

- How did you choose your leader?
- Was it easy to agree on the marketing strategy?
- Was everyone involved?
- Do you think your product could be successful?
- Do you think it is important to develop a marketing strategy?

Marketing Plan Template

Section 1: Executive Summary

Complete your Executive Summary last, and, as the name implies, this section merely summarizes each of the other sections of your marketing plan.

Your Executive Summary will be helpful in giving yourself and other constituents (e.g., employees, advisors, etc.) an overview of your plan.

Section 2: Target Customers

This section describes the customers you are targeting. It defines their demographic profile (e.g., age, gender), psychographic profile (e.g., their interests) and their precise wants and needs as they relate to the products and/or services you offer.

Being able to more clearly identify your target customers will help you both pinpoint your advertising (and get a higher return on investment) and better “speak the language” of prospective customers.

Section 3: Unique Selling Proposition (USP)

Having a strong unique selling proposition (USP) is of critical importance as it distinguishes your company from competitors.

The hallmark of several great companies is their USP. For example, FedEx’s USP of “When it absolutely, positively has to be there overnight” is well-known and resonates strongly with customers who desire reliability and quick delivery.

Section 4: Pricing & Positioning Strategy

Your pricing and positioning strategy must be aligned. For example, if you want your company to be known as the premier brand in your industry, having too low a price might dissuade customers from purchasing.

In this section of your marketing plan, detail the positioning you desire and how your pricing will support it.

Section 5: Distribution Plan

Your distribution plan details how customers will buy from you. For example, will customers purchase directly from you on your website? Will they buy from distributors or other retailers? And so on.

Think through different ways in which you might be able to reach customers and document them in this section of your marketing plan.

Section 6: Promotions Strategy

The promotions section is one of the most important sections of your marketing plan and details how you will reach new customers. There are numerous promotional tactics, such as television ads, trade show marketing, press releases, online advertising, and event marketing.

In this section of your marketing plan, consider each of these alternatives and decide which ones will most effectively allow you to reach your target customers.

Section 7: Online Marketing Strategy

Like it or not, most customers go online these days to find and/or review new products and/or services to purchase. As such, having the right online marketing strategy can help you secure new customers and gain competitive advantage.

The four key components to your online marketing strategy are as follows:

Keyword Strategy: identify what keywords you would like to optimize your website for.

Search Engine Optimization Strategy: document updates you will make to your website so it shows up more prominently for your top keywords.

Paid Online Advertising Strategy: write down the online advertising programs will you use to reach target customers.

Social Media Strategy: document how you will use social media websites to attract customers.



Name of activity:	Green building – Sustainable building
Developed by:	Anja Ilijasevic, Sabina Boboc and Michal Budaj
Themes: <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> • Balance between homebuilding and the sustainable environment. • Reduce waste of energy, water and materials used during construction. • Green roof / Living roof
Target group: <i>(For who are you making the activity?)</i>	Young eco activists, students, architects, engineers
Group size: <i>(What is the most suitable number of participants for the activity?)</i>	15
Time: <i>(in minutes)</i>	2 workshops, 45 minutes each 2 lectures, 30 minutes each
Overview of the activity: <i>(Short summary of the activity and what is it about)</i>	<p>lectures about the process that are environmentally responsible and resource efficient through building life cycle: from siting to design, construction, operation, maintenance, renovation, and demolition</p> <p>Getting to know conscious approach to energy and ecological conservation in the design of the built environment.</p> <p>Getting to know green roofs methods</p> <p>Workshop 2: design your own green roof and solar garden on it</p> <p>Workshop 1: sketch eco buildings and create eco community</p>
Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> • To raise awareness of eco construction and the benefits on environment • To promote eco materials • To promote benefits of green roofs, such as absorbing rainwater, insulation, creating the habitat for wildlife...
Materials needed: <i>(What you need for the activity? e.g. Pens, markers,</i>	<ul style="list-style-type: none"> • Papers in colour • Markers • Pencils



papers...)	<ul style="list-style-type: none"> • Scissors • Glue • Post-its
<p>Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do.)</i></p>	<ol style="list-style-type: none"> 1. Energizer 2. Introduce the topic by the trainer to participants, getting to know keywords of the topic 3. Lecture 1 - process that are environmentally responsible and resource efficient through building life cycle: from siting to design, construction, operation, maintenance, renovation, and demolition. Getting to know conscious approach to energy and ecological conservation in the design of the built environment. 4. Workshop 1: <ul style="list-style-type: none"> - Separate participants in small groups - Give them instructions about the task - Provide them materials - Compare the results 5. Lecture 2 - green roofs: getting to know the term, purposes types, environmental benefits, cost and financial benefits, examples in different countries. 6. Workshop 2: <ul style="list-style-type: none"> - Separate participants in small groups - Give them instructions about the task - Provide them materials - Compare the results 7. Summarising the main ideas 8. Conclusion
<p>Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)</i></p>	<p>Small questionnaires / Evaluation questions :</p> <ul style="list-style-type: none"> - Can you describe an eco-building in 5 words? - Can you name all the benefits of a sustainable building? - After this activity you have a better understanding about the topic? - What were the biggest difficulties on workshops? - Do you think you will apply these knowledges in life? - Would you repeat this experience? - What do you think about the trainers?



Name of activity:	Words salad
Developed by:	Ryan Spiteri, Brindusa Doleanu, Giulia Catena
Themes: <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> • Ecology and Sustainable Development • Communication skills • Overcoming language barrier • Encouraging creativity • Time management • Leadership
Target group: <i>(For who are you making the activity?)</i>	For everyone
Group size: <i>(What is the most suitable number of participants for the activity?)</i>	More or less 20 people
Time: <i>(in minutes)</i>	60 minutes
Overview of the activity: <i>(Short summary of the activity and what is it about)</i>	<p>This is a game created to involve team members about different topic about ecology and young entrepreneurship.</p> <p>In fact, participants get to describe terms and concepts related to the themes while having fun.</p> <p>Promotes efficient teamwork to be more competitive with the other teams whilst at the same time learning from the other teams' mistakes or good practices.</p> <p>It also helps being more tolerant of your team members if there is any kind of miscommunication which might lead to failure.</p>
Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> • Improve communication skills • Teaching ecology and entrepreneurship concepts in a non-formal way • Make people active and creative • Energiser • Promote Teamwork
Materials needed: <i>(What you need for the activity? e.g. Pens, markers, papers...)</i>	<ul style="list-style-type: none"> • Papers • Scissors • Pens • Bowl • Timer • Scoreboard



<p>Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do.)</i></p>	<ol style="list-style-type: none"> 1. Split the group in three or four smaller groups of even numbers 2. The smaller groups form a circle round a table or on the floor 3. Participants sitting opposite each other are team mates 4. The trainers write some cards with words related to ecology and entrepreneurship (e.g. solar panel, tree, start up etc.) and put in a bowl in the centre of the table 5. Each participant gets 1 minute to pick words from the bowl and describe it to his team mate. This is done in three rounds (using same words each round): <ul style="list-style-type: none"> 1st round : Describe with words but without using the word 2nd round : Describe using only ONE word 3rd round : Describe without using words (mime, use of props etc) <p>Points system: Winning team is the one with most guessed words.</p> <p>If a word is taking too long or the other person is not getting it, you can pick a different card</p> <p>The round finishes when the bowl is empty.</p>
<p>Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)</i></p>	<ul style="list-style-type: none"> • Ask if they enjoyed the activity. • Do you think that after this activity you have a better understanding of the concepts of this theme? • What were the biggest difficulties you felt during the difference rounds? • Do you think that you can use this activity in life? If yes, in what situation/s? • Would you want to repeat this experience?
<p>Tips for facilitators: <i>(Any remarks or tips that facilitators of this activity could use or follow for best implementation)</i></p>	<p>Make sure you have a working timer.</p>
<p>Additional information, notes (Appendixes) <i>(Write here about any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)</i></p>	<p>This is a funny activity which involves competition, cooperation so at the end the team can take pictures, videos to enjoy the winning or just have coffee break.</p>



Name of activity:	Skill assessment tool
Developed by:	Andrea Nieddu, Elena Ristova, Jonathan Scicluna
Themes: <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> - Helps you in analysing yourself better - Helps in oneself improvement - Helps you with the confidence
Target group: <i>(For who are you making the activity?)</i>	Youngsters entering in a working environment aged over 18 years
Group size: <i>(What is the most suitable number of participants for the activity?)</i>	<ul style="list-style-type: none"> - Individually - With a coach or mentor - in a group of maximum 5 people
Time: <i>(in minutes)</i>	<ul style="list-style-type: none"> - 60 minutes within a group - At least 45 minutes
Overview of the activity: <i>(Short summary of the activity and what is it about)</i>	<p>Is a Brainstorming tool used to analyse ourselves either individually or as part of a group.</p> <ul style="list-style-type: none"> - Individually: Discovering yourself - Coach and mentor: By a help of a specialist or a “partner” you can discover yourself better. - As part of a group: discovering yourself with the help of others
Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> - Helps individuals in improving both personally and professionally - To achieve success - To have a better career - Better skillset - Mind-opener - All the above help in having a better life
Materials needed: <i>(What you need for the activity? e.g. Pens, markers, papers...)</i>	<p>Materials – Pen & Paper</p> <p>Non-materials – Freetime & Creativity</p>
Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do.)</i>	<ol style="list-style-type: none"> 1. Find a quiet place 2. Start with taking a note of all the skills 3. Discuss the skills within a group 4. Discuss the skills with the mentor/ coach 5. Find ways how to improve them
Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the)</i>	<ul style="list-style-type: none"> - Evaluate the level of confidence before and after (through other tools) <p>A questionnaire should be filled before the tool is used and after the tool</p>



<p><i>activity at the end? Provide questions for debriefing and evaluation)</i></p>	<p>has been used. Before: - Which are the areas that need addressing most, and why do they have to be improved? After: - How has this helped you and in what way? - In which areas do you feel any more confident?</p>
<p>Tips for facilitators: <i>(Any remarks or tips that facilitators of this activity could use or follow for best implementation)</i></p>	<p>Not necessary as this can be adapted to the needs and wants of the individual.</p>



Name of activity:	Eco-mat
Developed by:	Ana Plohl, Kaloyan Dimitrov, Ana Kostovska,
Themes: <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> • Eco-friendliness • Sustainable development • Eco awareness
Target group: <i>(For who are you making the activity?)</i>	Youth workers, young leaders
Group size: <i>(What is the most suitable number of participants for the activity?)</i>	Medium group of 10 to 30 people
Time: <i>(in minutes)</i>	20minutes
Overview of the activity: <i>(Short summary of the activity and what is it about)</i>	<p>A simple activity to start the group thinking about their personal daily energy use and habits and how they affect on environment .</p> <p>The main activity is a quiz and each participant will have to make their own eco mat.</p>
Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> • To raise awareness of how we contribute to climate change in our daily lives by understanding how our everyday actions are associated with releasing greenhouse gases into the atmosphere.
Materials needed: <i>(What you need for the activity? e.g. Pens, markers, papers...)</i>	<ul style="list-style-type: none"> • A4 papers • green, orange, red markers or stickers • power point presentation with questions • laptop and projector
Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do.)</i>	<p>The presenter will introduce the topic and how they will create the mat In this activity they have to answer 15 questions and while they are answering the questions they will be creating an ECO MAT. Every participant will receive a paper with an empty table (a mat) and when they will be answering the questions they will colour their mat with the right colour in each square. For every question there can be 3 answers a green, orange and the red answer.</p> <p>All questions are based on the amount of carbon dioxide a person generates throughout different actions. It will be different between all the participants.</p> <p>The more energy they use, the more red squares they will have, and the less energy they spend, the greener their mat will be.</p>



<p>Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)</i></p>	<p>Once everyone has finished their mat have a discussion using the ideas below.</p> <ul style="list-style-type: none"> • Who has the greenest mat and who has the reddest mat? • What are their general feelings about their eco-awareness? • Is the group generally eco-friendly or they need to improve? • Are there any differences? Are there differences between the countries? • Try to discuss with the group how the asked questions relate to the topic of the activity. Some are obvious (using the light switch more often) or others, such as how much jewellery you buy per year aren't so easy to relate, but they also indirectly influence the nature in a negative way. • Ask them about ideas how to reduce their carbon footprint. • Are they already taking initiative to help the environment, either on purpose or accidentally (i.e. they answered a question and it turned out to be green, but they didn't know it is actually eco-friendly action).\?
<p>Tips for facilitators: <i>(Any remarks or tips that facilitators of this activity could use or follow for best implementation)</i></p>	<p>The best way of presenting the questions is through power point presentation but if you don't have the equipment you can read slowly and loud.</p>
<p>Additional information, notes (Appendixes)</p>	<p>Table, presentation</p>



Name of activity:	NeCoWise
Developed by:	Pavlina Bakardzhieva, Paulina Mrovcakova, Slavica Skoric
Themes: <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> • negotiation, communication skills • leadership, democracy, human rights
Target group: <i>(For who are you making the activity?)</i>	Participants of the project, young people aged 18-35
Group size: <i>(What is the most suitable number of participants for the activity?)</i>	4 groups of 6-7 people
Time: <i>(in minutes)</i>	<p>Duration: 1 session (90 minutes)</p> <ul style="list-style-type: none"> - 25 minutes for preparation, writing the objectives & demands from other groups - 15 minutes for each round of negotiation (3x15min) - 20 minutes for evaluation
Overview of the activity: <i>(Short summary of the activity and what is it about)</i>	Role-playing/simulation game in which the participants are to develop their skills in negotiation and their understanding of human rights and democratic values in the society.
Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> • improve (business) negotiation skills • team work and team building • practical knowledge about democracy and human rights
Materials needed: <i>(What you need for the activity? e.g. Pens, markers, papers...)</i>	<ul style="list-style-type: none"> • flip charts and marker pens • paper & pens • duct tape
Instructions: <i>(Detailed explanation of the activity. Step-by-step instructions what participants should do.)</i>	<ol style="list-style-type: none"> 1. divide participants into four equal groups (mixed groups of different nationalities and gender): citizens, media, NGO's, government (divide the space in the room into four parts, draw borders with the duct tape) 2. task no1: each group defines their goals and their general mission 3. task no2: each group defines what they want to achieve through negotiation with other groups 4. 3 rounds of negotiation, after each successful negotiation a line is drawn between the space of the two negotiating parties 5. evaluation in plenary, each group talks about what they experienced during the negotiations with other groups and evaluates their work, in the end other groups can also ask questions and discuss any possible issues 6. facilitator concludes the activity with a short speech and an evaluation of the activity in general



<p>Debriefing and evaluation: <i>(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)</i></p>	<ul style="list-style-type: none"> - evaluation in plenary, each group talks about what they experienced during the negotiations with other groups and evaluates their work, in the end other groups can also ask questions and discuss - facilitator concludes the activity with a short speech and an evaluation of the activity in general <p>Questions:</p> <ul style="list-style-type: none"> - Do you feel that your understanding of human rights and democratic values in society has improved after this exercise? - Have you been able to achieve mutual agreement on all the points of your program? - How did the negotiations go, did you have any difficulties during the communication with the other parties? If yes, what were they?
<p>Tips for facilitators: <i>(Any remarks or tips that facilitators of this activity could use or follow for best implementation)</i></p>	<ul style="list-style-type: none"> - explain to participants the importance of developing negotiation skills, understanding the democratic values and human rights - monitor the activity - answer questions



Name of activity:	Rebuilding the future
Developed by:	Matteo Musella, Joanne Busuttil, Anca Moroi
Themes: <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> • Recycling • Creativity • Multiculture perspective
Target group: <i>(For who are you making the activity?)</i>	18 - 35 year old people
Group size: <i>(What is the most suitable number of participants for the activity?)</i>	15-20 participants (3 – 4 per group in 5 groups)
Time: <i>(in minutes)</i>	Approximately 70 minutes (5 mins for material picking, 10 mins for discussions & questions to other teams, 45 mins to build the part, 10 mins to join parts and create final model)
Overview of the activity: <i>(Short summary of the activity and what is it about)</i>	The organizers provide 5 recycling materials. Each team can send a person outside to pick an extra element or material that must be natural. A theme will be given and all the groups have to work around that theme separately but at the end all the parts will be joined to form one model. Each team can ask 3 questions to the other teams using a facilitator that will be like a postman.
Objectives: <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> • Use of recycling materials • Team work • Cooperation with lack of communication • To understand different perspectives • Increasing knowledge of the subject through others people's ideas
Materials needed: <i>(What you need for the activity? e.g. Pens, markers, papers...)</i>	<ul style="list-style-type: none"> • Recycled materials (plastic bottles, newspapers, aluminium foil, carton, ropes) • Scissors, play-dough, tape, glue, clippers, markers, paper, pens



Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do.)

1. Form groups of 3 or 4 people from different countries.
2. One participant of each group will pick 5 things from the provided materials by the organizers with their eyes closed
3. The organizers will then reveal the theme to the participants, which is **“building an eco-park”** (themes can vary according to project's objectives)
4. Each group will have to build a part of this park, but the parts will not be specified (unknown to the others).
5. Each team has the chance to ask 3 questions to the other teams through the facilitators (by writing 5 words max*) to try to understand what they will be building.
* questions cannot be direct such as “Are you going to build a windmill?”
6. The groups have the option to send one of their participants outside to get an extra natural element. The person chosen is responsible to get any object without discussing with the other participants. (ex. Rocks, branches or leaves)
7. Once they have answers from the other teams, they can start discussing (10mins) what and how are they going to build their part.
8. After all the materials are collected, 45mins are allocated to build the actual part.
9. The facilitators will notify the teams when time is up and all the teams have to bring their parts and form the final project. Max 10mins are provided for this task.
10. Teams can explain what they have created and how is it relevant to the general theme provided.



Debriefing and evaluation:
(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)

Communication issues

Was it easy working in teams ?– your own team and the other teams

Why did you build that particular part? And why do you think it is more important than others?

How did you feel about the fact that you didn't know what the others are doing but in the end you were all working towards the same project.

If applicable; how do you feel if another team built the same thing as you?

To the person who picked the specific object from outside: why did you choose it? How did the others react to this?

Did you learn anything new about the subject?

Was there enough time?

Were the resources provided useful? Would it be easier if you had extra/other materials?

Is every part realistic and relevant to the theme? How are they beneficial to the environment?

Tips for facilitators:
(Any remarks or tips that facilitators of this activity could use or follow for best implementation)

- Remind the participants about the dimensions of the final model.
- Get the participants aware of the subject before doing this exercise (without telling them that they are going to do this activity)
- How can you use this exercise in different scenarios... what else can you build? (ex. Human body)

