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EASY

„BOOTCAMP“ DOSJÈ



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TURINYS



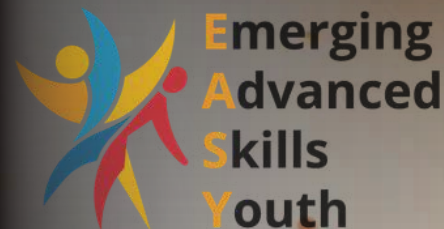
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KAS YRA „EASY – EMERGING ADVANCED SKILLS YOUTH“ PROJEKTAS?

„EASY – Emerging Advanced Skills Youth“ yra Europos bendradarbiavimo „Erasmus+“ projektas, skirtas stiprinti jaunų žmonių gebėjimą reaguoti į sparčiai kintančios darbo rinkos reikalavimus. Projektu siekiama atliepti augantį pažangių ir naujai atsirandančių įgūdžių poreikį, kuris peržengia formalių kvalifikacijų ribas ir vis dažniau tampa svarbus profesiniame, socialiniame bei pilietiniame gyvenime.

Projekto centre - internetinė mokymosi platforma, siūlanti modulinį, lengvai prieinamą mokymosi turinį, orientuotą į pagrindines kompetencijas: analitinį mąstymą, kūrybiškumą, problemų sprendimą, skaitmeninį raštingumą, bendradarbiavimą ir gebėjimą prisitaikyti. Internetiniai kursai skirti tiek jaunimui, tiek su jaunu dirbantiems asmenims, skatinant lanksčius mokymosi kelius ir savarankišką tobulėjimą.

„EASY“ projekte taip pat akcentuojamas mokymosi požiūris, kuris derina žinių įgijimą su refleksija ir praktiniu pritaikymu, užtikrinant, kad įgūdžių ugdymas būtų glaudžiai susijęs su realiomis gyvenimo situacijomis.



„EASY“ - NAUJAI ATSIRANDANTYS ĮGŪDŽIAI DARBO RINKAI

„EASY“ projekte dėmesys naujai atsirandantiems įgūdžiams yra atsakas į iššūkius, su kuriais susiduria jauni žmonės visoje Europoje. Darbdaviai ir organizacijos vis labiau vertina universalias kompetencijas, tokias kaip kritinis mąstymas, iniciatyvumas, gebėjimas dirbti komandoje ir veikti sudėtingose, nuolat besikeičiančiose situacijose, tačiau galimybės šiuos įgūdžius praktiškai ugdyti ir pritaikyti tradicinėje švietimo sistemoje vis dar išlieka ribotos.

„EASY“ projektu siekiama užpildyti šią spragą, kuriant mokymosi kelius, jungiančius mokymąsi internete ir praktinį taikymą. Internetiniai moduliai suteikia bendrą konceptualų pagrindą, o tarptautinės mokymosi veiklos sudaro erdvę eksperimentuoti, bendradarbiauti ir gilinti žinias. Šiame kontekste svarbi vieta tenka „EASY“ tarptautinam „Bootcamp“ mokymų renginiui, kuriame mokymasis tampa apčiuopiamas, socialus ir grindžiamas tiesiogine patirtimi.

KODĖL TARPTAUTINIS „BOOTCAMP“?



„EASY“ tarptautinis „Bootcamp“ buvo sukurtas kaip svarbi mokymosi veikla, papildanti mokymosi internetu procesą. Nors platforma orientuota į individualų mokymąsi, „Bootcamp“ sukūrė struktūruotą kontaktinio mokymosi aplinką, kurioje dalyviai galėjo lavinti naujai atsirandančius įgūdžius dirbdami komandoje, dalyvaudami praktinėse dirbtuvėse ir refleksijos veiklose.



Pagrindinis šios veiklos tikslas - padėti jauniems žmonėms pritaikyti įgytas žinias realiose situacijose: bendradarbiaujant su kitais, reaguojant į iššūkius, imantis iniciatyvos ir stiprinant pasitikėjimą savimi, todėl „EASY“ „Bootcamp“ mokymosi turinį pavertė patirtiniu mokymusi ir sustiprino socialinį bei praktinį įgūdžių ugdymo aspektą.

TARPTAUTINĖ PATIRTIS

Dirbome su mišria tarptautine 35 jaunimo (16–29 metų) grupe iš šešių „EASY“ projekto partnerių šalių: Prancūzijos, Austrijos, Rumunijos, Lietuvos, Graikijos ir Slovėnijos: grupės įvairovė buvo svarbi mokymosi koncepcijos dalis.

Dalyviai buvo ne tik studentai, bet ir nesimokantis, nedirbantis ir mokymuose nedalyvaujantis jaunimas (angl. „NEET“), kuriems struktūrizuoti mokymosi procesai, paskatinimas ir praktika grįsti metodai dažnai būna ypač naudingi. Skirtingų patirčių ir socialinių kontekstų žmonių subūrimas vienoje grupėje sudarė sąlygas turiningesnėms diskusijoms, stipresniam komandiniam darbui ir labiau įtraukiančiais mokymosi patirčiai.

Kadangi „Bootcamp“ vyko tarptautinėje aplinkoje, dalyviai turėjo galimybę praktiškai išbandyti bendradarbiavimą skirtingų kalbų ir kultūrų kontekste – būtent su tokia realybe daugeliui jaunų žmonių tenka susidurti studijų, darbo ir mobilumo srityse visoje Europoje.



„BOOTCAMP“ DOSJĖ

Ši „Bootcamp“ dosjė parengta kaip gerosios praktikos pavyzdžių šaltinis, skirtas jaunimui, su jaunuimu dirbantiems asmenims ir organizacijoms, siekiančioms organizuoti panašius, į įgūdžių ugdymą orientuotus trumpus įžanginius mokymus. Dosjė tikslas yra praktiškumas ir pritaikomumas: čia paaiškinta programos mokymosi logika, pateikti veiklų, refleksijų ir rezultatų pavyzdžiai, galintys įkvėpti panašius renginius skirtinguose kontekstuose.

Dosjė buvo parengta kartu su dalyviais - viso „Bootcamp“ metu rinkome kasdienį grįžtamąjį ryšį, trumpas refleksijas ir citatas tiesiogiai iš jaunimo, kartu su nuotraukomis ir dirbtuvių rezultatais, gautais veiklų metu. Taip pat surengėme dvi specialias refleksijos sesijas, skirtas pačiai dosjė, kuriose paaiškinome jos paskirtį ir kvietėme dalyvius teikti pasiūlymus, ką reikėtų įtraukti ir kaip mokymosi patirtį būtų galima dokumentuoti prasmingai.

Be to, į dosjė įtraukta galutinė vertinimo ataskaita ir bendras grįžtamasis ryšys, siekiant atskleisti „Bootcamp“ poveikį ir paremti būsimus patobulinimus. Norintiems įgyvendinti panašias dirbtuves, dokumento pabaigoje esančiame priede yra pateikiamos naudojimui paruoštos medžiagos, šablonai ir ištekliai, suderinti su įgūdžiais, ugdytais „Bootcamp“ metu.



„Bootcamp“ vyko pagal paprastą struktūrą, kurią galima naudoti ir ateityje: kiekviena diena buvo skirta vienam, dviem ar trimis pagrindiniams naujai atsirandantiems įgūdžiams, kurie buvo nagrinėjami per praktines dirbtuves, komandinius užsiėmimus ir trumpas refleksijos akimirkas. Efektyvumą užtikrino pusiausvyra tarp veiklos ir refleksijos – dalyviai pirmiausia atlikdavo užduotis, o vėliau aptardavo įgytų įgūdžių prasmę ir jų taikymo galimybes už „Bootcamp“ ribų.

Siekiant sustiprinti mokymosi patirties apčiuopiamumą, į programą taip pat įtraukėme praktines užduotis ir kultūriškai prasmingas išvykas, jas pasitelkdami kaip galimybes stebėti, reflektuoti ir susieti įgūdžius, pavyzdžiui, komunikaciją, iniciatyvumą, komandinį darbą, su realiomis gyvenimo situacijomis. Taip buvo sukurta įtraukianti ir įsimintina patirtis, kartu išlaikant aiškų mokymosi tikslą.

„EASY” tarptautinis „Bootcamp“ truko šešias intensyvas dienas, per kurias buvo derinamos praktinės dirbtuvės, kultūrinės veiklos ir bendros patirtys. Visos programos metu dalyviai nuosekliai tyrinėjo 10 naujai atsirandančių įgūdžių, kurie buvo kryptingai siejami tarpusavyje, kad stiprintų vieni kitus ir užtikrintų aiškų mokymosi kelią nuo pažinimo iki praktinio taikymo ir refleksijos. Programos struktūra yra lanksti – dirbtuvės gali būti perkeliamos ar įvairiai derinamos, atsižvelgiant į vietos poreikius, grupės profilį ar programos tikslą, tačiau išlaikant tą patį įgūdžiais grindžiamą požiūrį.

Žemiau pateikiamas „Bootcamp“ metu taikytas programos tvarkaraštis, apimantis pertraukas, kultūriškai prasmingas išvykas ir praktines komandines veiklas, taip pat trumpi kiekvienos dienos temų aprašymai, bei tai, kaip tarpusavyje buvo derinami įgūdžiai.

**2025M. LAPKRIČIO 17-22D.
TARPTAUTINIS „BOOTCAMP“**



TVARKARAŠTIS

2025M. LAPKRIČIO 17D. KONTEKSTAS. RYŠIAI. KULTŪRINIAI PRISTATYMAI. KŪRYBIŠKUMAS IR INICIATYVUMAS

09:00-10:00	PUSRYČIAI
10:00-10:30	PROJEKTO PRISTATYMAS
10:30-12:00	SUSIPAŽINIMAS SU KITAIS I
12:00-13:00	SUSIPAŽINIMAS SU KITAIS II
13:00-14:30	PIETŪS
14:30-16:00	KŪRYBIŠKUMO IR INICIATYVUMO DIRBTUVĖS
16:00-19:00	PROJEKTO SANTRAUKA, SAVARANKIŠKAS ORGANIZAVIMASIS IR GRUPINĖ VEIKLA
19:00-20:00	VAKARIENĖ
20:00	LAISVAS LAIKAS

2025M. LAPKRIČIO 18D. AKTYVAUS MOKYMOSI STRATEGIJOS. SAMPROTAVIMAS, PROBLEMŲ SPRENDIMAS IR IDĖJŲ GENERAVIMAS

08:00-09:00	PUSRYČIAI
09:00-10:30	AKTYVAUS MOKYMOSI STRATEGIJŲ DIRBTUVĖS
10:30-11:00	„FIKA“ PERTRAUKA
11:00-12:30	SAMPROTAVIMO, PROBLEMŲ SPRENDIMO IR IDĖJŲ GENERAVIMO DIRBTUVĖS
13:00-14:00	PIETŪS
14:00-19:00	IŠVYKA Į „LA PALMA“ IR SUČEVICOS VIENUOLYNĄ
19:00-20:00	VAKARIENĖ
20:00	LAISVAS LAIKAS



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**2025M. LAPKRIČIO 17-22D.
TARPTAUTINIS „BOOTCAMP“**



TVARKARAŠTIS

12025M. LAPKRIČIO 19D. TECHNOLOGINIS RAŠTINGUMAS IR TECHNOLOGIJŲ KŪRIMAS. ĮRANKIŲ DEMONSTRACIJOS

09:00-10:00	PUSRYČIAI
10:00-11:30	TECHNOLOGINIO RAŠTINGUMO DIRBTUVĖS
11:30-12:00	„FIKA“ PERTRAUKA
12:00-13:30	TECHNOLOGIJŲ KŪRIMO DIRBTUVĖS
13:30-14:30	PIETŪS
14:30-15:30	PROJEKTO SANTRAUKA, PATARIMAI IR GAIRĖS, „WORLD-CAFE“ METODAS
15:30-19:00	KOMANDINIS DARBAS IR GALUTINIŲ PRODUKTŲ PRISTATYMAI
19:00-20:00	VAKARIENĖ
20:00	LAISVAS LAIKAS

2025M. LAPKRIČIO 20D. SUDĖTINGŲ PROBLEMŲ SPRENDIMAS IR ANALITINIS MĄSTYMAS. DOSJĖ ATSLIEPIMAI I. GLOBALINĖS PROBLEMOS

09:00-10:00	PUSRYČIAI
10:00-12:00	PASIVAİKŠČIOJIMAS SADOVOJE
12:00-13:00	DOSJĖ ATSLIEPIMŲ ANKETA PIRMAI STOVYKLOS PUSEI. TAUTINĖS KOMANDOS
13:00-14:00	PIETŪS
14:00-15:30	SUDĖTINGŲ PROBLEMŲ SPRENDIMO DIRBTUVĖS
15:30-16:00	„FIKA“ PERTRAUKA
16:00-17:30	ANALITINIO MĄSTYMO DIRBTUVĖS
17:30-19:30	KOMANDINIS DARBAS IR GALUTINIŲ PRODUKTŲ PRISTATYMAI
19:00-20:00	VAKARIENĖ
20:00	LAISVAS LAIKAS



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**2025M. LAPKRIČIO 17-22D.
TARPTAUTINIS „BOOTCAMP“**



TVARKARAŠTIS

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14:30-15:30	PROJEKTO SANTRAUKA, PATARIMAI IR GAIRĖS, „WORLD-CAFE“ METODAS
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19:00-20:00	VAKARIENĖ
20:00	LAISVAS LAIKAS

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14:00-15:30	SUDĖTINGŲ PROBLEMŲ SPRENDIMO DIRBTUVĖS
15:30-16:00	„FIKA“ PERTRAUKA
16:00-17:30	ANALITINIO MĄSTYMO DIRBTUVĖS
17:30-19:30	KOMANDINIS DARBAS IR GALUTINIŲ PRODUKTŲ PRISTATYMAI
19:00-20:00	VAKARIENĖ
20:00	LAISVAS LAIKAS



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Ši įžanginė tema nuo pat pradžių padėjo kurti pasitikėjimą ir bendrą požiūrį. Kultūrinio dalijimosi veiklos parodė, kaip įvairovė stiprina komandinį darbą, o trumpi praktiniai užsiėmimai skatino dalyvius išbandyti idėjas ir imtis iniciatyvos. Galiausiai grupė, planuodama projektus ir savarankiškai organizuodamasi, įgijo vaidmenų pasiskirstymo ir laiko planavimo įgūdžių.

1 DIENA



Ši tema skatino mokymąsi per praktiką, taikant struktūrizuotą mąstymą sprendimams tobulinti. Aktyvus mokymasis buvo derinamas su argumentavimu, sudarant galimybes dalyviams naujus metodus iš karto pritaikyti realiose situacijose. Komandos buvo vedamos nuo pradinių idėjų iki patobulintų rezultatų per analizę ir tarpusavio diskusijas, o veiklos lauke suteikė praktinę aplinką stebėjimui ir refleksijai.

2 DIENA



Ši tema siejo skaitmeninį sąmoningumą su į vartotoją orientuotu dizainu. Technologinis raštingumas skatino kritinį mąstymą, o technologijų kūrimas vedė link praktinių sprendimų. Apsikeitimas idėjomis leido komandoms tikrinti prielaidas ir tobulinti idėjas remiantis grįžtamuju ryšiu. Trumpos prezentacijos padarė mokymosi rezultatus matomus ir lengvai pasidalinamus.

3 DIENA



4 DIENA



Ši tema perėjo nuo sudėtingų klausimų supratimo prie konkrečių veiksmų. Analitinis mąstymas padėjo komandoms nustatyti prioritetus ir priimti aiškesnius sprendimus, o grįžtamasis ryšys skatino refleksiją apie tai, kas pasiteisino, ir kaip dokumentuoti gerąsias praktikas. Galiausiai veiklos susiejo įgūdžius su realaus pasaulio iššūkiais ir baigėsi komandinio darbo rezultatais.

5 DIENA



Jaunimas stiprino gebėjimą išlikti veiksmingiems neapibrėžtose ar sudėtingose situacijose. Kritinio mąstymo veiklos buvo orientuotos į informacijos vertinimą ir prielaidų kvestionavimą, taip stiprinant atsparumą ir lankstumą, leidžiant dalyviams ieškoti konstruktyvių reakcijų į nesėkmes. Galiausiai refleksijos užduotys ugdė savivoką ir suteikė praktinių įžvalgų komandiniam darbui bei kasdieniam gyvenimui.

6 DIENA



Ši tema siejo lyderystę su atsakomybe ir teigiama įtaka grupei. Praktinės užduotys skatino iniciatyvumą, komunikaciją ir bendrą sprendimų priėmimą, o antroji grįžtamojo ryšio sesija padėjo dalyviams patikslinti pagrindines mintis ir galutinius rezultatus. Galiausiai praktinis projektas suteikė konkretų kontekstą koordinuotai veikti ir kartu pasiekti rezultatų, o kultūrinės veiklos stiprino grupės darną.

ANALITINIS MĄSTYMAS

REALUS KONTEKSTAS

Analizuojant chaotiškus duomenis siekiama suprasti problemos priežastis ir pasiūlyti tinkamą sprendimą.

KODĖL TAI SVARBU?

Tai yra svarbiausias įgūdis, kurio ieško darbdaviai; jis būtinas, kad galėtume susidoroti su didžiuliu informacijos kiekiu, su kuriuo susiduriame kasdien.

„BOOTCAMP” DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Dalyviai žaidė Klimato (angl. „Climate”) žaidimą - simuliaciją, kurioje reikėjo didžiulę globalinio atšilimo krizę suskaidyti į mažus, įveikiamus sprendimus. Tai intensyvus būdas praktikuoti veiksmų prioritetų nustatymą pagal jų poveikį, tuo pačiu valdant ribotus išteklius.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Dalyviai išmoko pasaulinio masto problemas suskaidyti į konkrečius žingsnius ir teikti pirmenybę sprendimams, remiantis tikralaikių duomenų grįžtamojo ryšiu. Tai padėjo stiprinti jų protinę ištvermę, leidžiančią išlaikyti organizuotumą net tada, kai sprendimų svarba didelė, o laikas ribotas.



2 PRAKTINIAI PAVYZDŽIAI

Asmeninių mėnesio išlaidų analizė, siekiant tiksliai nustatyti, kur galima sutaupyti didelei investicijai.

Komandos savaitės darbo eigos išskaidymas, siekiant nustatyti ir pašalinti „neproduktyvų laiką“, kuris mažina našumą.



DALYVIŲ ATSILIEPIMAI

„Išmokau neapsiriboti akivaizdžiausia išeitimi, atpažinti paslėptus veiksnius ir sumažinti šališkumą, palyginant skirtingas galimybes.“

„Galiu sumažinti savo atliekas, prisidėti prie tvaresnės planetos kūrimo, taip pat dirbti komandoje ir išlaikyti teigiamą požiūrį tai darant.“



AKTYVAUS MOKYMOSI STRATEGIJOS

REALUS KONTEKSTAS

Savarankiškas mokymasis naudotis naujomis programėlėmis ar DI įrankiais, nelaukiant formalių kursų.

KODĖL TAI SVARBU?

Įgūdžiai pasensta greičiau nei bet kada anksčiau, būti „amžinu studentu“ yra vienintelis būdas išlikti paklausiam darbo rinkoje.



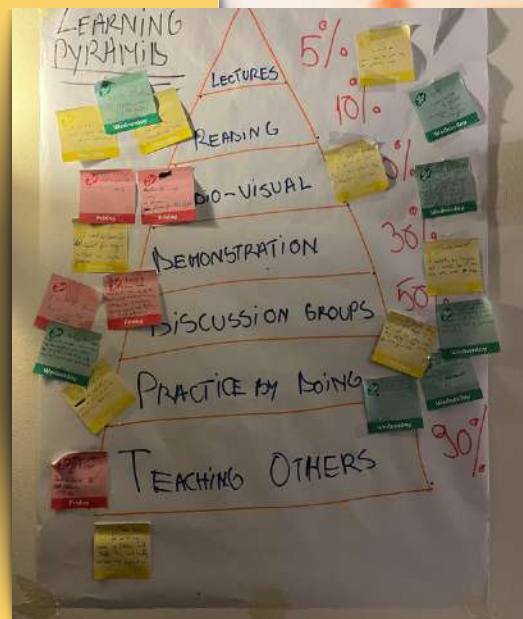
„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Per Zefyro iššūkį (angl. „Marshmallow Challenge“) dalyviai kūrė prototipus, greitai patirdami nesėkmes, o tada pasitelkė Kolbo ciklą, kad šiuos *ups* momentus paverstų sėkminga strategija. Ši sesija įrodė, kad geriausias būdas mokytis – daryti, reflektuoti ir iš karto išbandyti geresnę versiją.



DIRBTUVIŲ MOKYMO SI REZULTATAI

Įvaldėme „greitos nesėkmės“ (angl. „fail-fast“) principą, pasitelkdami refleksiją tam, kad nesėkmingą bandymą paverstume sėkmingu. Galiausiai dalyviai išmoko savarankiškai ugdyti bet kurį naują įgūdį, praktiškai taikydami Kolbo mokymosi ciklą.



2 PRAKTINIAI PAVYZDŽIAI

Asmeninės mokymosi sistemos (angl. „Learning Stack“) su specializuotais naujienlaiškiais ir tinklalaidėmis kūrimas, siekiant neatsilikti nuo naujovių.

Kolegos mokymas dirbti su nauja programine įrangos priemone, siekiant įtvirtinti savo supratimą.



DALYVIŲ ATSILIEPIMAI

„Bendradarbiavimas ir atsakomybių pasiskirstymas pagal kiekvieno stiprybes padeda pasiekti tikslų.“

„Šį įgūdį galima pritaikyti kuriant projektus, verslus ir santykius.“

„Veiksmai ir refleksija papildo vienas kitą – abu yra būtini norint pasiekti rezultatų.“



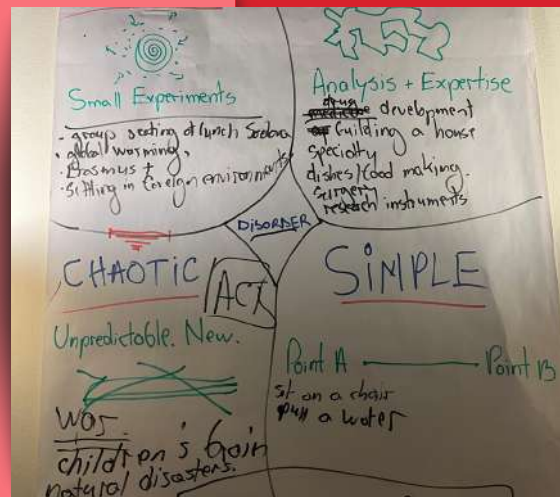
SUDĖTINGŲ PROBLEMŲ SPRENDIMAS

REALUS KONTEKSTAS

Sudėtingų problemų, susijusių su žmogumi ir technologijomis, sprendimas, kurioms nėra paprastų instrukcijų, ir kurių sprendimai priklauso nuo nuolat kintančių aplinkybių.

KODĖL TAI SVARBU?

DI gali susidoroti su paprastomis užduotimis, tačiau žmonės yra reikalingi unikalių, nestandartinių iššūkių sprendimui.



„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Dirbome su realiomis, sudėtingomis problemomis, taikydami 6 mąstymo skrybėlių (angl. „6 Thinking Hats“) metodą ir „Cynefin“ modelį, siekdami orientuotis chaotiškose situacijose. Keisdami mąstymo perspektyvas („hats“), dalyviai išmoko atrasti sprendimus, kurie iš tiesų veikia sudėtingose, nenuspėjamosiose situacijose.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Užsiėmimuose dalyvavęs jaunimas įgijo „mąstymo skrybėlių“ rinkinį, padedantį keisti perspektyvas ir orientuotis įvairiose situacijose – nuo paprastų užduočių iki visiško chaoso. Šios dirbtuvės padėjo jiems atpažinti problemos tipą dar prieš išsikvojant energiją netinkamam sprendimui.



2 PRAKTINIAI PAVYZDŽIAI

Tarpininkavimas sprendžiant dviejų komandų konfliktą dėl išteklių, siekiant užtikrinti, kad aukšto prioriteto projektas būtų įgyvendintas pagal planą ir neviršytų biudžeto.

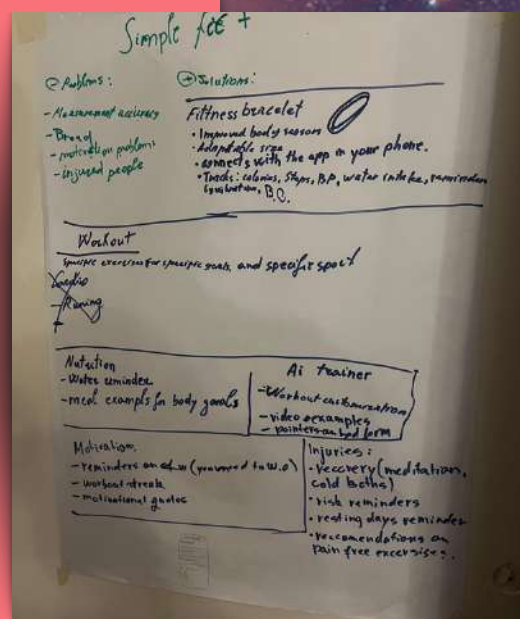
Neefektyvus klientų aptarnavimo proceso pertvarkymas, siekiant išvengti pasikartojančių skundų.



DALYVIŲ ATSLIEPIMAI

„Supratau skirtumus tarp paprastų, komplikuočių, sudėtingų ir chaotiškų problemų.“

„Šiandien supratau, kad sprendžiant sudėtingas problemas, prieš pasirenkant geriausią sprendimą dažnai reikia pažvelgti į situaciją iš skirtingų perspektyvų.“



KRITINĖ ANALIZĖ

REALUS KONTEKSTAS

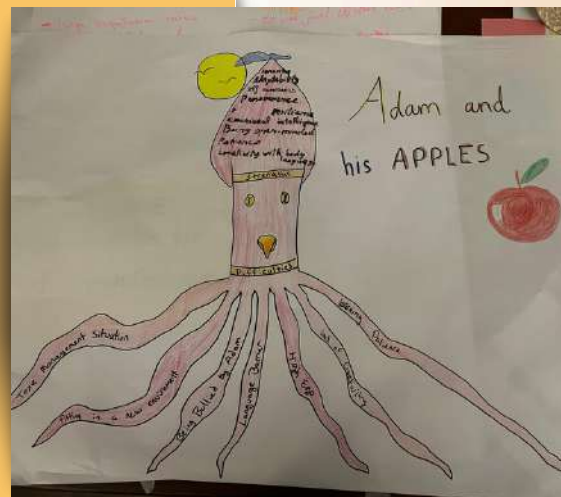
DI pateiktos informacijos tikrinimas ir šališkumų atpažinimas neleidžiant jiems sugriauti projekto strategijos.

KODĖL TAI SVARBU?

DI klaidų eroje mes esame esminis „žmogiškasis filtras“, užtikrinantis kokybę ir patikimumą.

„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Buvo naudojamas Šališkumo žaidimas (angl. „Bias Game“) ir Empatijos pasivaikščiojimo (angl. „Empathy Walk“) pratimas, kurie padėjo dalyviams atpažinti paslėptas prielaidas ir socialinius stereotipus, galinčius paveikti jų sprendimus. Jie taip pat išbandė savo skeptiškumą su DI susijusiame iššūkyje, kad įsitikintų, jog nėra intelektualiai pasyvūs naudodami technologijas.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Atpažindami paslėptus šališkumus ir stereotipus, kurie galėtų paveikti jų profesinius sprendimus, dalyviai įgijo gebėjimą tikrinti faktus pasitelkdami savo protą. Tai padėjo jiems tapti aukšto lygio skeptikais, gebančiais įžvelgti tiesą, slypinčią už paviršutiniškos informacijos ar AI sugeneruotų rezultatų.



2 PRAKTINIAI PAVYZDŽIAI

Tiekėjo paslaugų sutarties išanalizavimas prieš įmonei ją pasirašant, siekiant rasti paslėptas sąlygas ar papildomus mokesčius.

Sparčiai plintančių tendencijų patikrinimas remiantis komandos duomenimis, siekiant išsiaiškinti, ar jos vertos mūsų laiko.



DALYVIŲ ATSILIEPIMAI

„Šiandien apie kritinį mąstymą sužinojau naują dalyką – kaip svarbu aktyviai kelti klausimus apie pagrindines prielaidas, prieš priimant informaciją kaip tiesą.“

„Reikėtų mažiau naudotis „ChatGPT“ ir daugiau savo protu.“

„Supratau, jog svarbu mąstyti netradiciškai.“



KŪRYBIŠKUMAS IR INICIATYVUMAS

REALUS KONTEKSTAS

Originalios idėjos kampanijai sukūrimas ir jos įgyvendinimas be išankstinių nurodymų.

KODĖL TAI SVARBU?

DI puikiai atpažįsta pasikartojančius modelius, tačiau negali prilygti unikaliam žmogiškam užsidegimui, kuris skatina naujoves.

„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Piešdami užmerktomis akimis pasinėrėme į Emocinio įkvėpimo šaltinio (angl. „Emotional Sourcing“) praktiką ir atlikome Improvizacinių skaidrių (angl. „Improv Slides“) užduotį, kurios metu turėjome papasakoti istoriją pagal atsitiktines nuotraukas. Šios veiklos skirtos nutildyti mūsų vidinį kritiką, kad galėtume mąstyti spontaniškai ir imtis iniciatyvos net ir neįprastose situacijose.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Išmokome nutildyti savo vidinį kritiką ir generuoti drąsias idėjas, kurios padeda spręsti problemas net esant spaudimui. Tikslas buvo ugdyti gebėjimą žengti pirmą žingsnį ir palaikyti iniciatyvą, kai projektas stringa arba nukrypsta nuo plano.



2 PRAKTINIAI PAVYZDŽIAI

Unikalaus vizualinio stiliaus sukūrimas mūsų projekto ataskaitoms, kuris neleistų klientams jų nepastebėti.

Efektyvesnės dokumentų tvarkymo sistemos bandomosios versijos paleidimas mūsų komandai, nelaukiant oficialaus prašymo.



DALYVIŲ ATSLIEPIMAI

„Supratau, kad patyrus nesėkmę nereikia užstrigti ties ja – svarbu judėti toliau.“

„Šis įgūdis reikalingas ir pritaikomas visose gyvenimo srityse, ypač mokykloje, kai reikia atlikti projektus. Kasdienybėje jis padeda gyventi įdomiau ir spontaniškiau.“



LYDERYSTĖ IR SOCIALINĖ ĮTAKA

REALUS KONTEKSTAS

Komandos narių motyvavimas nenukrypti nuo tikslo, net jei nesame oficialūs vadovai.

KODĖL TAI SVARBU?

Šiuolaikinė darbo aplinka grindžiama bendradarbiavimu; gebėjimas motyvuoti ir įkvėpti kitus – tai tikroji karjeros supergalia.

„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Per Aktyvaus klausymosi vaidmenų žaidimą (angl. „Active Listening Roleplays“) ir įkvėpiančias istorijas atradome, kad lyderystė – tai empatija ir dėmesingumas, o ne vien tik vadovavimas. Išbandėme suburti → klausytis → vesti (angl. „Federate → Listen → Lead“) ciklą, kad pamatytume, kaip be spaudimo nukreipti komandą bendro tikslo link.



DIRBTUVIŲ MOKYMOSI REZULTATAI

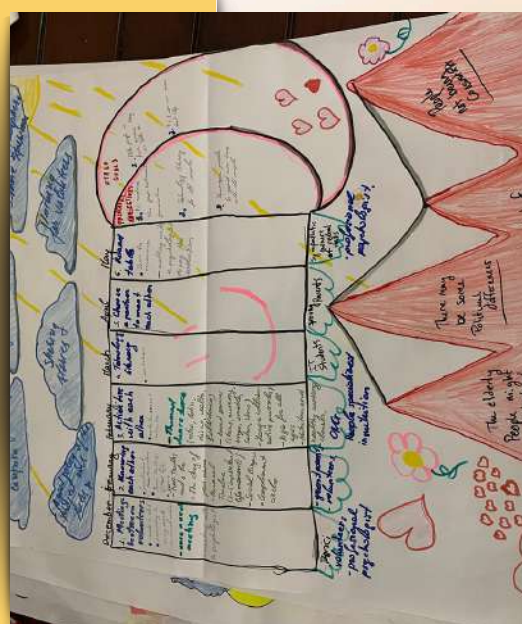
Išugdėme „nematomus“ lyderystės įgūdžius – aktyvų klausymą ir dėmesingumą, kurie skatina žmones iš tikrųjų norėti sekti paskui mus. Dalyviai suprato, kaip nukreipti grupę reikiama linkme kuriant pasitikėjimą, o ne remiantis vien pareigomis ar spaudimu.



2 PRAKTINIAI PAVYZDŽIAI

Naujos iniciatyvos pristatymas vyresniajai vadovybei, ją susiejant su konkrečiais finansiniais tikslais ir pagrindiniais veiklos rezultatų rodikliais.

Minčių lietaus (angl. „brainstorming“) sesijos vedimas, sąmoningai išgaunant geriausias idėjas net iš tyliausių komandos narių.



DALYVIŲ ATSILIEPIMAI

„Socialinė įtaka gali būti labai įvairi; mes visi darome įtaką kitiems skirtingais būdais.“

„Reikia tapti daug geresniems pokalbiuose kaip klausytojams: suprasti skirtumą tarp klausymo tam, kad atsakytum, ir klausymo tam, kad suprastum.“

„Lyderis turi turėti svorio savo žodžiuose ir pasitikėti savo komanda.“



TECHNOLOGIJŲ PANAUDOJIMAS

REALUS KONTEKSTAS

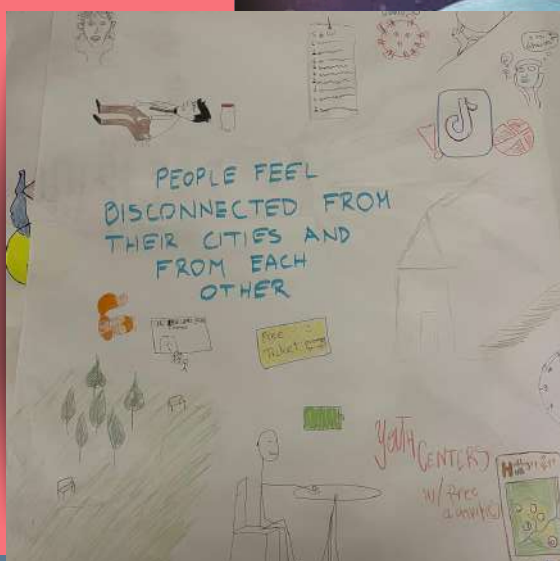
Skaitmeninių įrankių ir DI platformų panaudojimas tam, kad 8 valandų darbas būtų atliktas per 4.

KODĖL TAI SVARBU?

Technologinis raštingumas jau nebėra tik privalumas – jis tampa vienu iš esminių reikalavimų beveik kiekvienai profesijai 2030-ųjų ekonomikoje.

„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Technologijų evoliucijos (angl. „Tech Evolution“) užduotyje kiekviena komanda sprendė šiuolaikines problemas, pavyzdžiui, vestuvių planavimą, pasitelkdama skirtingų istorinių laikotarpių įrankius. Tai skatino komandos narius ieškoti informacijos ir pasirinkti geriausias galimas technologijas, siekiant maksimaliai padidinti savo efektyvumą ir sėkmingai atlikti užduotį.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Lygindami, kaip skirtingos technologijų eros sprendžia tas pačias kasdienes problemas, dalyviai išmoko vertinti ir pasirinkti efektyviausias skaitmenines priemones. Šis rezultatas užtikrina, kad jie nebėra tik pasyvūs technologijų naudotojai, bet tampa strategiškais įrankių, kuriuos renkasi naudoti, meistrais.



2 PRAKTINIAI PAVYZDŽIAI

Automatizuoto DI agento kūrimas, skirtas užduotims ir terminams sinchronizuoti skirtingose projektų valdymo platformose.

Pažangių DI užklausų rengimas, sudarantis galimybę per itin trumpą laiką parengti sudėtingas ataskaitas ar kodo fragmentus.



DALYVIŲ ATSILIEPIMAI

„Technologijos yra neatsiejama žmogaus poreikių dalis, todėl svarbu pasirinkti tas, su kuriomis nebūtų gaišinamas laikas, be to, jos gali gerokai palengvinti didelio projekto įgyvendinimą.“

„Technologinio raštingumo dirbtuvės man parodė, kokios svarbios yra technologijos, kurias turime!“



TECHNOLOGIJŲ KŪRIMAS IR PROGRAMAVIMAS

REALUS KONTEKSTAS

Skaitmeninių sprendimų kūrimas arba konsultavimasis su DI, pasitelkiant pažangų užklausų formulavimą ir kodavimą.

KODĖL TAI SVARBU?

Didžiausias darbo vietų skaičiaus augimas vyksta aukštųjų technologijų srityje; gebėjimas būti ne tik naudotoju, o ir kūrėju, atsiperka.

„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Dalyviai buvo įtraukti į Agile sprinto procesą, kuriame susipažino, kaip technologijų komandos naudoja „Stand-up“ ir „Retrospective“ susirinkimus, kad iteratyviai kurtų produktus. Praktikuodami šiuos darbo metodus, jie suprato struktūrinę logiką, kuria remiantis technologijos kuriamos ir nuolat tobulinamos.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Praktiškai išbandydami realius Agile metodus, kuriuos naudoja geriausi pasaulio programuotojai, dalyviai suprato technologijų kūrimo „variklį“. Tai suteikė jiems aiškų modelį, kaip valdyti iteratyvius projektus, kuriuose idėjos kuriamos, testuojamos ir tobulinamos sparčiai bei produktyviai.



2 PRAKTINIAI PAVYZDŽIAI

Individualios, automatizuotos valdymo suvestinės kūrimas „Notion“ ar „Trello“ platformose, skirtos sekti projekto biudžetus ir terminus.

Paprasto skripto rašymas, skirtas sutvarkyti didelius, netvarkingus duomenų rinkinius prieš juos pateikiant profesionalioje prezentacijoje.



DALYVIŲ ATSILIEPIMAI

„Šiandien sužinojau, kad efektyvus technologijų kūrimas dažnai prasideda nuo greitų prototipų kūrimo, leidžiančio idėjas išbandyti anksti ir tobulinti jas pagal vartotojų atsiliepimus.“

„Šiandien išmokau analizuoti realią aplinkosaugos problemą ir kartu su komanda rasti praktiškus sprendimus.“



ATSPARUMAS IR LANKSTUMAS

REALUS KONTEKSTAS

Gebėjimas išlikti ramiam ir operatyviai prisitaikyti prie paskutinę minutę pasikeitusių projekto tikslų.

KODĖL TAI SVARBU?

Tai yra antras pagal svarbą vadovų vertinamas įgūdis; sparčiai besikeičiančiame pasaulyje gebėjimas „atsitiesti“ padeda išvengti perdegimo.



„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Dalyviai kūrė atsparumo medžius (angl. „Resilience Trees“), žymėdami praeities iššūkius ir stiprybės šaknis, kurios padėjo įveikti sunkumus. Vėliau, popierinių laivelių konkurse, komandos turėjo akimirksniu keisti darbo metodus, jog prisitaikytų prie skirtingų vadovavimo stilių.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Dalyviai susikūrė asmeninį atsparumo žemėlapi (angl. „resilience map“), kuris padėjo atpažinti jų vidines stiprybes ir geriau pasirengti profesiniams iššūkiams. Jie taip pat išmoko greitai keisti savo darbo stilių, prisitaikydami prie skirtingos komandos dinamikos, neprarandant koncentracijos ar dėmesingumo kitiems.



2 PRAKTINIAI PAVYZDŽIAI

Visos projekto strategijos pakeitimas per 24 valandas, svarbiam klientui ar suinteresuotam asmeniui pakeitus nuomonę.

Griežto atsiliepimo apie pasiūlymą priėmimas ir greitas pasiūlymo patobulinimas, kad kitą dieną būtų galima pateikti dar geresnę jo versiją.



DALYVIŲ ATSILIEPIMAI

„Ramybės išlaikymas ir greitas prisitaikymas besikeičiant planams man padeda lengviau įveikti iššūkius ir judėti pirmyn.“

„Mokykloje ar darbe tai padeda išlikti susitelkus, kai planai keičiasi arba gavus griežtą atsiliepimą.“

„Tai suteikia unikalų būdą pažvelgti į empatiją.“



SAMPROTAVIMAS, PROBLEMŲ SPRENDIMAS IR IDĖJŲ GENERAVIMAS

REALUS KONTEKSTAS

Įvairių idėjų susiejimas, siekiant rasti logišką ir sėkmingą kelią į priekį.

KODĖL TAI SVARBU?

Tai leidžia vadovauti DI, o ne būti jo pakeistam.



„BOOTCAMP“ DIRBTUVĖS ŠIAM ĮGŪDŽIUI

Šio užsiėmimo metu daugiausia dėmesio buvo skirta Sistemų žemėlapių kūrimo (angl. „Systems Mapping“) ir Dizaino mąstysenos (angl. „Design Thinking“) metodams, siekiant padėti jaunimui kurti istorijų scenas, kurios įkvepia kitus keisti mąstyseną. Dalyviai pasitelkė logiką ir idėjų generavimą, kad „sujungtų taškus“ ir sukurtų ateities viziją, kurioje problemos sprendžiamos iš esmės.



DIRBTUVIŲ MOKYMOSI REZULTATAI

Įvaldėme sisteminį mąstymą, kuris leistų matyti, kaip skirtingos sudėtingo projekto dalys tarpusavyje susijungia ir daro įtaką viena kitai gilesniame lygyje. Tai leido dalyviams siūlyti dideles, novatoriškas idėjas, kurios sprendžia problemos pagrindinę priežastį, o ne tik paviršutiniškus keblumus.



2 PRAKTINIAI PAVYZDŽIAI

Visos kelių dienų renginio eigos suplanavimas taip, kad svečių patirtis būtų nepriekaištinga nuo pradžios iki pabaigos.

Dviejų iš pirmo žvilgsnio nesusijusių idėjų sujungimas, siekiant sukurti visiškai naują paslaugą ar produktą konkrečiai rinkai.



DALYVIŲ ATSLIEPIMAI

„Išmokau tiesiog išsakyti savo idėjas, net jei jos atrodo kvailos; net jei pati idėja nėra tobula, vis tiek galima atrasti vertingų dalykų. Kaip sakė „IBM“ vaizdo įrašė - nebijok nesėkmės, jei nori greičiau pasiekti sėkmę.“



IŠVYKOS

„Man labai patiko „La Palma”
vaizdai ir Sučevicos vienuolynas -
jis turi gilią istoriją, todėl buvo
ypač įdomu.“



„Mėgavausi laisvo laiko, kurį
praleidau vaikščiojant, ir gerai
suplanuotų popietinių veiklų
deriniu.“

„Man labai patiko muziejus – jis
buvo įdomus ir unikalus.“

„Man patiko grupiniai
pasivaikščiojimai, kurių buvo
nemažai.”



„Labai patiko apsilankymas
Kimpulung Moldovenesko
mieste, ypač „Wood Art”
muziejuje.”

„Lankytina vieta „La Palma” paliko
įspūdį, nes tai buvo kažkas, ko dar
niekada nėra tekę patirti: gamta,
nuotaika, atmosfera – viskas buvo
tarsi gyva.”



DALYVIŲ ATSLIEPIMAI

„Išmokau tiesiog išsakyti savo idėjas, net jei jos atrodo kvailos; net jei pati idėja nėra tobula, vis tiek galima atrasti vertingų dalykų.

Kaip sakė „IBM“ vaizdo įrašė - nebijok nesėkmės, jei nori greičiau pasiekti sėkmę.”

„Labai vertinu galimybę susipažinti su žmonėmis iš kitų šalių, kurių iki tol nepažinojau - tai buvo unikali patirtis.“



„Supratau, kad galiu būti savimi ir skatinti savo kūrybiškumą, taip pat įsitikinau, jog reikia daugiau laiko skirti planų organizavimui, kad galėčiau viską atlikti kuo geriau.“

„Dalyvavimas šiuose Europos projektuose yra tikrai naudinga ir ypatinga patirtis.“

„Sveikiniai surengus nuostabius mokymus – manau, ši kelionė visiems laikams išliks mūsų širdyse ir mintyse.“

„Ačiū visiems, tai buvo puiki patirtis. Apie ją papasakosiu savo vaikams.“



„Man labai patiko – manau, tai buvo labai naudinga ir produktyvu.“

„Man labai patiko šie mokymai. Jei bus dar viena tokia galimybė, būtinai susisiekiu su manimi

“

„Likimas mus dar suves.“

„Tokie mokymai žmonėms yra labai naudingi.“

„Visada rinkitės ryšį ir vietas, kur galima būti kartu.“

„Dėkoju už šią savaitę ir visą šią patirtį.“



„EASY” TARPTAUTINIO „BOOTCAMP” RAKTAŽODŽIAI

VISADA PRISIMINSIU

DIRBTUVĖS

KOMUNIKACIJA

SAUGUMAS

NAUDINGAS

VYSTIMASIS

NUOSTABUS

PALAIKYMAS

LABAI GERA PATIRTIS

UNIKALUS

PUIKUS

DRAUGYSTĖ

NETIKĖTAS

TOBULĖJIMAS

SMAGUS

DŽIAUGSMAS

GRAŽUS

LABAI DAUG ŽINIŲ

GILUS

PRATURTINANTIS

IŠSILAVINIMAS

ĮDOMUS

ACTIONS

ATSIPALAUDAVIMAS

BENDRADARBIAVIMAS

SUNKUS DARBAS

KITOKS

CONNECTIONS

KŪRYBIŠKUMAS

VEIKLA

PADEDANTIS

MOKYMASIS

SVARBUS

DRAUGIŠKAS

ĮSIMINTINAS

BENDRAS „BOOTCAMP” POVEIKIS

„Bootcamp“ sukūrė stiprią mokymosi aplinką, kurioje jaunimas galėjo ne tik aptarti naujai atsirandančius įgūdžius, bet ir aktyviai juos taikyti praktikoje. Jie pastebėjo išaugusį pasitikėjimą realiose situacijose taikant tokius įgūdžius kaip komandinis darbas, iniciatyvumas, problemų sprendimas, kritinis mąstymas ir su technologijomis susijusios kompetencijos. Tarptautinė aplinka suteikė papildomos vertės, stiprindama tarpkultūrinę komunikaciją ir bendradarbiavimą, o dirbtuvių, refleksijos ir praktinių užduočių derinys padėjo mokymąsi paversti konkrečiu. Bendrai, „Bootcamp“ pasitvirtino kaip efektyvus modelis, leidžiantis nuotolinį mokymąsi paversti įtraukiančia, patirtimi grįsta įgūdžių ugdymo kelione.“



REKOMENDACIJOS ATEITIES RENGINIAMS / PRITAIKYMU

Sekančiame puslapyje mūsų „Bootcamp“ patirtis pateikiama kaip paprasta ir praktiška sistema. Joje išskiriami pagrindiniai elementai, lėmę programos sėkmę, ir kurie gali būti naudojami kaip atspirties taškas organizacijoms, norinčioms kurti panašius, į įgūdžių ugdymą orientuotus „Bootcamp“ renginius.

KAIP ATKARTOTI ŠĮ „BOOTCAMP”

Tikslas

Sukurti tarptautinę, į įgūdžius orientuotą mokymosi patirtį, kurioje jauni žmonės praktikuotų naujus įgūdžius per dirbtuves, komandinį darbą, refleksiją ir pritaikymą realiame gyvenime.

Pagrindinė struktūra

- Trukmė: 6 dienos (galima pritaikyti 4–7 dienoms)
- Grupės dydis: 25–40 dalyvių (+ grupių vadovai)
- Dienos struktūra: 2 dirbtuvės + komandinis darbas + viena lauko/kultūrinė veikla + kasdienė refleksija

Įgūdžių planavimas

- Kiekvieną dieną derinkite 1–2 vienas kitą papildančius įgūdžius
- Kurkite seką: ryšys → mokymosi strategijos → problemų sprendimas/technologijos → kritinis mąstymas/atsparumas → lyderystė
- Kiekvieną dieną užbaikite mažu rezultatu (plakatas, pristatymas, mini sprendimas, refleksijų lenta)

Dirbtuvių receptas (pakartojamas)

- 10 min.: kontekstas (kodėl įgūdis svarbus)
- 45–60 min.: praktinė veikla (iššūkis/simuliacija)
- 15 min.: refleksija (ko išmokome?)
- 10 min.: perkėlimas (kaip galime pritaikyti?)



Įtraukties ir saugumo pagrindai

- Visada dalyvauja bent 2 atsakingi suaugusieji
- Pirmąją dieną susitariama dėl grupės taisyklių (pagarba, ribos, jokie alkoholio, tylos valandos)
- Aiškiai nurodyta, į ką ir kaip kreiptis dėl iškilusių problemų

Dokumentacija (dosjė rengimui)

- Kasdieniai atsiliepimai (5-8 min.): išmokta/pritaikyti/tobulinti
- 5-10 nuotraukų per dieną (veiklos + komandinis darbas)
- 2 dalyvių citatos per dieną (trumpos, autentiškos)

Kas lemia sėkmę

- Subalansuotas ritmas (mokymasis+pertraukos+neformalios veiklos)
- Praktinės užduotys, susietos su realiomis situacijomis
- Nuosekli refleksija ir dalyvių įsitraukimas

Pritaikymo patarimas

Išlaikykite dėmesį įgūdžiams kartu su eiga „veikla → refleksija → pritaikymas“, tačiau keiskite eiliškumą, intensyvumą ir pavyzdžius pagal savo grupės profilį ir vietos kontekstą.



Co-funded by
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Susisiekite su mumis:



Sekite „EASY – Emerging Advanced Skills Youth” projekto naujienas: naujausią informaciją, išteklius ir visą projekto metu sukurtą mokymosi medžiagą rasite mūsų svetainėje:

<https://www.emergingskills.eu/>.

Taip pat galite susipažinti su „EASY” moduliais, nagrinėtais „Bootcamp” metu:

<https://www.emergingskills.eu/modules/>.





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EMERGING ADVANCED SKILLS YOUTH (EASY)

Workshops structure and materials



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Introduction

This document contains the ready-to-use workshop materials delivered during the EASY Transnational Bootcamp. The workshops are presented and contextualised in the EASY Bootcamp Dossier, where you can also find the learning logic, daily structure, and participant reflections connected to each skill.

The purpose of this material pack is to support replication. It brings together the practical resources needed to implement the sessions, including activity instructions, templates, and facilitation guidance. Youth workers and organisations can use the materials as they are, or adapt them to their local context, group profile, and available time.

All workshops are skills-focused and designed with participatory, learning-by-doing methods. They aim to help young people actively practice emerging competences relevant to today's labour market through teamwork, reflection, and real-life application.

Session of module 1 : Analytical Thinking

Objective: Helping participants break down complex tasks into manageable steps, prioritize and debate them as a team, while facing real life challenge simulations that require decision-making. Practicing leadership skills in team communication within small groups, as well as reflection-based task iterations.

Methods: group gamified simulation learning; group discussion; proactive reflection (for iterative learning)

Duration: 90 minutes

Materials Needed: 5 laptops (one per team of 4-5 members).

Resources Needed: [The Climate Game — Can you reach net zero?](#)

Supporting Resources: N/A (just good internet)

Instructions:

Ice-breaker (10 minutes): up to the facilitator (depending whether it's the first workshop of the day, a continuation of a previous one, or connected to it). Also, depending on the group energy levels. Consider whether it's necessary to do only a warm-up activity, or an activity that prompts Analytical Thinking considerations.

Real Life Challenge Simulation – Climate game (60 minutes):

Five members of the group are selected as leaders (people who are naturally inclined, though less aware of their potential). They are invited to create balanced teams in terms of Reflection-Action-Theory-Integrated skills (Kolb Learning cycle-based) as well as cross-cultural.

They are then given the challenge to try to keep global warming under 1.5° by 2050. A real world, urgent complex problem that has an impact on all of us.

To do so, they play online the Financial Times “Climate game”, a simulation that allows understanding on how a complex problem requires to be divided into multiple smaller problems and how every action and decision impacts the final results. It also shows that sometimes there is not a “Perfect Solution” and clear results, but we should try to achieve the best possible results with the resources we have at every moment.

Reflection questions (10 minutes)

After completing the first round of the game, groups are invited to reflect as a group on 3 different questions that enable them to improve on the second round of play-through. The goal is to have members analyze their choices, their pro’s and con’s and how group leadership can be improved in order to complete the game successfully.

- What was the main strategy your team used when allocating points, + what influenced those choices?
- Looking back, which task or decision do you think made the biggest difference in your outcome, and why would you keep or change that choice next time?
- If you would repeat this activity, what would you do differently?

A second round of games is then completed. (each round lasts between 20 and 30 minutes, depending on how long the team conversation on each decision lasts). Ideally, as a facilitator, give the reflection sheets separately for each team after they complete their tasks, not waiting for each team to finish before reflection.

Harvesting Learning (20 minutes): each group is invited to share insights from their process and what they’ve learned about Analytical Thinking through this real life challenge. Then, on one post-it each participant writes down a different professional challenge where they could apply the same process undertaken during this workshop, as well as one cooperation-related strategy that could help them achieve it. Each participant sticks them to a flipchart and depending on the energy of the group and time available, some who are willing can share what they’ve written and receive 1-2 additional questions from the trainer that helps them succeed on their selected task. Alternatively, the facilitator can invite pair reflection on strategy selected for 5 minutes (without any larger group sharing). Select the second if the group prefers activity over group listening at this point in time.

Tips for Facilitator:

Take some time (around 15 minutes) to try the Climate game yourself, this way you can understand the rules and support the groups better. It also allows you to understand how much time it’s needed to finish it, and prompt some groups to go faster or slow down. Encourage each group to obtain the best possible results.

All other tips are included in the “instructions” section of each activity.

Session of module 2 : Active Learning Strategies

Objective: Practicing the full Kolb Cycle as a model of effective daily personal and professional learning. Reflecting on individual resonance with each part of Kolb's 4 dimensions (where participants excel and where they need to learn more). Identifying pivot actions after the bootcamp that can enable full cycle growth.

Methods: group creative prototyping, self-inquiry dialogue in pairs, group discussions.

Duration: 90 minutes (up to 3 hours)

Materials Needed: 1 flipchart paper, 20 pieces of marshmallow, 3 packs of spaghetti, 5 meters of thin rope, 5 pairs of scissors, 5 meters of duck tape, post-its (approx. 2 per participant), coloured markers, 4 papers (A4)

Optional – video projector + screen or large TV with HDMI cable.

Resources Needed: flipchart stand

Supporting Resources: [Annex 1: Kolb's Learning Cycle](#)

Instructions:

Ice-breaker (15 minutes)

Complete a short warm-up activity (2-3 minutes) selected by the facilitator which is quick and simple. Then, give each participant a post-it and invite them to note down one time in their past when they've taken an initiative that they were proud of. Invite them to stick it to a flipchart of "*My Step Forward*" and describe it to the entire group in a few words. The takeaway is that "the smallest actions can be tokens of inspiration for people and for ourselves".

"The Marshmallow Challenge" (50 minutes)

Divide participants into small groups (4–6 people). Provide each group with 20 spaghetti sticks, 2 meters of duck tape, 1 meter of string, and 1 marshmallow. Explain their task: build the tallest free-standing structure with the marshmallow on top (15 minutes), without using the ceiling as a support.

Announce different milestones by each team throughout the experience, also offer a time reminder at 5 minutes and 1 minute. Structures need to be standing on their own when the time is up; none that fall will be measured. Celebrate the winning team with the entire pack of marshmallows.

Debrief (5 min): Who naturally took the lead? How did the group organize itself? Did everyone feel included? If they were to repeat the experience, how would they go about doing it differently?

Invite a few insights from each team from their reflection. Explain that this activity is undertaken with all kinds of groups, and surprisingly it's not the engineers or executives which perform the best, but the children. That

is because creativity is boundless and children adapt much easier once they fall, as well as start much more easily with new ideas. Another remark is to make that even one centimeter structure is bigger than 0, and the tendency to aim highest without a solid base leads to failure. So small experiments and leadership insights within the team from observers who share their perspectives and take a proactive role – always win the game or at least ensure the biggest chances of success.

Participants are invited for a second round, where they can implement all the learning and build upon those reflections. Another 15 minutes. Same process. The winner gets a marshmallow box. Underline how all teams did better the second time, by reflecting on their initial learning.

Kolb Learning Cycle (5 minutes)

On a flipchart, present the group with the Kolb learning cycle and explain how each phase relates to the Marshmallow Challenge experience earlier. Take any emerging questions from the group.

Self-reflection (10 minutes)

On 4 pre-made A4 papers, write “Action”, “Reflection”, “Theory” and “Full Cycle”, symbolizing the 4 different phases of the Kolb Cycle. Invite participants to go where they feel they excel the most. Invite participants from different corners to pair with each other and briefly reflect on their reasons for choosing that spot and strategies they employ when assuming this particular role in daily life (5 minutes). At the end, debrief that it’s important to know where different people excel so as to learn and complement each other in work and life.

Tips for Facilitator: Observe how the groups react and how interactions are made within the groups during the marshmallow activity. Encourage competition at different times by congratulating teams that raise towers early on. Underline that competition can be used constructively for energy, although it’s important to keep focus on our team process and encourage each other to reach bigger heights together. Stick the initial flipchart somewhere visible for the remainder of the bootcamp. Share the Kolb Cycle model on the group chat for future references.

Session of module 3: Complex Problem-Solving

Objective: Increase understanding of Complex Problem Solving, experience real like example of CPS (Climate change), learn its complexity, learning 6 thinking hat strategy

Methods: Simulation game; Teamwork, 6 thinking hats

Duration: 90 minutes

Materials Needed:

1 printed version of the **6 thinking hats** (see Annex 3 below; or something symbolising them) for each group,
1 complex problem solving scenario to use during 6 thinking hat session (Can be decided among ideas given by participants or taken by the example list in “Resources Needed”); Flipchart; Pens; Papers; Post-Its

Resources Needed: [Annex 2 - CPS Complex & Simple Problem Examples](#)

Supporting Resources: [Annex 3 - Six Thinking Hats](#)

[How to use the Edward de Bono's Six Thinking Hats for decision making](#)

[Six Thinking Hats – De Bono Group](#)

[Annex 4 - Cynefin Framework for Problem-solving](#)

Instructions:

Ice-Breaking (10 minutes max): Facilitator choice

Warm up, recognising complex problems (15 minutes) : The facilitator makes a quick introduction to Complex Problem Solving, explaining its main point, why it's important to acquire, and the main differences with Linear problem Solving (by presenting and explaining the Cynefin Model). Participants have to brainstorm as many problem-solving scenarios they find themselves in their everyday life, after each of the 4 types of problems. Facilitators give some examples (i.e. your car broke, you need to plan a trip, ecc...). All examples are written by the facilitator on a flipchart in front of the larger group (the model is premade and there is enough space in each category (Simple, Complicated, Complex and Chaotic) to write around 3-5 examples from the group. Different examples are debated with participants in order to better fixate the differences between the 4 types of problems. Any emerging questions are answered briefly.

Exploring and Prototyping for Complexity (30 minutes)

Participants are then divided in teams of 4/5, and are given one complex problem from the brainstorming phase or from the list in the "Resources Needed". Over the course of 15 minutes, they have to explore the problem from different angles that could potentially contribute to their development, as well as provide potential solutions that take into consideration the complex nature of the problems. Participants are free to choose between presenting on a flipchart or a slideshow. Then, each team has 2 minutes to present their proposal in front of the larger group and receive 1-2 questions from the entire group.

6-Thinking Hats methodology (40 minutes)

Staying in the same team as before, every group is given a different complex problem to solve using the 6-thinking hats methodology. 1 set of 6 Hats (or something symbolising it) is given to each group:

Every group analyzes their own problem, consciously using 1 hat at the time. The facilitator shows a slide with instructions and details for that specific hat, and calls the time to when to switch to the next one (minimum 3 max 5 minutes each hat). Alternatively, a flipchart with the hat descriptions can be provided.

At the end we have a quick debrief on the process, and they present the solutions they founded with this methodology.

Tips for Facilitator:

Get familiar with the concept of complex problem solving and its differences with linear. If you can think of more relevant "complex and simple problem solving examples" feel free to add them to the list. It's possible to adapt the "Warm up" exercise to make it more complex.

Session of module 4 : Critical Analysis

Objective: To help participants recognize personal and social biases, develop skills of observation and reflection, and strengthen their ability to analyze information critically in professional and everyday contexts.

Methods:

- Interactive discussion
- Visual and storytelling techniques (Dixit cards, empathy walk)
- Guided reflection

Duration: 90 minutes

Materials Needed:

Introduction & Icebreaker (Dixit cards) – 15’

Bias Game (“True or False?”) – 10’

AI & Critical Thinking mini-challenge – 20’

Empathy Walk – 25’

AI and Critical thinking Discussion - 10

Reflection & Takeaways (Jar activity) – 10’

Resources Needed:

Dixit cards ; Projector

[Annex 5. EMPATHY WALK ROLES](#)

[Annex 6. TRUE OR FALSE](#)

[Annex 7. EMPATHY WALK STATEMENTS](#)

Post it notes ; Small “Reflection Jars”

Supporting Resources: Space for participants to move

Instructions:

Warm-Up – Dixit Stories : Each participant picks a Dixit card and shares a short story with their interpretation of the card they had chosen. **Debrief:** How do our interpretations differ? What shapes our perspectives? Divide participants into small groups (4–6 people each).

Bias Game – “True or False?”:

Present 8–10 statements (mix of true and false) about youth employment, education, and social trends in Europe. Ask each group to discuss for 5 minutes and mark whether they think each statement is **True or False**. Reveal the correct answers and brief explanations.

Reflect on the findings:

- What influenced your judgment – familiarity, wording, or perceived authority?
- How often do we assume something is true because we’ve “heard it before”.

Emphasize on how critical thinking requires cross-checking sources, questioning assumptions, and being aware of emotional triggers in data presentation.

Empathy Walk:

Distribute role cards (1 per participant). Each describes a character with specific age, gender, background, or personal challenge. Ask participants to line up side-by-side at the back of the room. Read a series of statements related to employment, freedom, social access, and well-being (e.g., “I can apply for any job I want.” / “People take me seriously when I speak.”). Participants take a step forward if the statement applies to their role, or stay still if not. Continue for 10–15 statements.

Observe who is ahead or behind at the end — and why.

Reflection:

- What shaped vulnerability or privilege?
- How did you feel in your role?
- How quickly do we form opinions about others’ abilities and values?

Connect this to critical thinking: our quick judgments often rest on stereotypes or incomplete data.

AI & Critical Thinking:

Studies show that overreliance on AI-generated outputs can lead to: Reduced analytical engagement, loss of skepticism: when AI is perceived as neutral or “smarter,” users question less, Cognitive laziness.

Critical Thinking Reflection Jar (15’)

Distribute post-it notes and a jar/envelope per participant. Ask everyone to write one reminder to their future self — something they want to remember when facing information or decisions.

Prompts: “Next time I read something online, I’ll ask myself...”

“When I feel sure about something, I’ll double-check...” , “I’ll pause before I share or react because...”

Invite participants to fold their notes and place them in their jar. Open them and read them loudly to close the session.

Tips for Facilitator:

Create a safe, non-judgmental atmosphere — critical thinking is about curiosity, not being “right.”

Encourage diverse voices; validate all contributions before guiding reflection.

Observe how the Empathy Walk can trigger deep discussion or personal thoughts.

Session of module 5 : Creativity & Initiative

Objective: Perceiving emotions as a starting point for creative confidence and growing comfortable with uncertainty / surprise as valid sources for creativity, even under time pressure.

Methods: improv presentations; drawing ; emotional contextualization; theater.

Duration: 90 minutes to 3 hours

Materials Needed: one A3 paper per participant ; coloured pencils ; coloured post-its ; pens ; some kind of treasure box ; one flipchart paper

Resources Needed: internet access ; flipchart stand ; video projector ; one laptop

Supporting Resources:

[Random Slides Improv \(eng\).pdf](#)

[Annex 8. Random Slide Example \(you can create your own\)](#)

13 positive & negative emotions on post-its

Instructions:

Warm-up (10 minutes): chosen by the facilitator appropriate for the order of the workshop and previous activities. If this is the first activity with participants in your bootcamp, use *“Imaginary Gum”* wherein an invisible object is created on the spot using hands and body, then passed to the right. In silence. The next person moulds it into something different, and passes it on to the next person. Do 2 rounds and express the connection between this activity and creativity (which often requires silence and a great deal of belief in endless possibilities, even when there’s apparently nothing in front of us).

Emotional Sourcing (30 minutes)

Every participant picks one positive and one negative emotion post-it from the box and shares a context in which they experienced this emotion (sitting in a circle, without chairs, on the floor). Then, participants are given one A3 piece of paper and explained that the next activity will require them to consider one emotion and an associated context (it does not have to be one selected earlier), which will be drawn on paper with our eyes closed, without lifting the pen off the paper. One minute is given for each to select one emotion, then participants are invited to select one pencil of a colour appropriate for the emotion and context. With their eyes closed and in complete silence, participants draw for 3 to 5 minutes the shape of this emotion and associated context on the paper. They can sit in any position comfortably (even on their bellies). Eyes open when they’re ready and participants flip the papers to write the name of the emotion and 3 defining words for this experience. Those comfortable can share with the rest of the group their drawing and the story behind. At the end, the facilitator explains how creativity flows best when it is not interrupted by judgement (thus the eyes closed) and when it is guided by visualization (of a specific context in this case, but a vision of a project or idea can be extrapolated for other circumstances) and feelings.

Finally, participants are split into 5 teams and given one negative emotion to bring to life through improvisational theater, where each team member needs to take a role in the story. This experience further cements the connection between emotions, creativity and initiative, as well as teamwork.

Improv Slides (40 minutes)

Participants are invited to come in pairs and present together a 5-slide story with randomly selected slides and images, under time constraint (60 seconds / slide). The goal here is to reveal how even unexpected circumstances can be given meaning if we choose to do so, though this depends on our ability to take the initiative towards giving this meaning for the experiences we live. Approximately 5-6 rounds cover half of the participants (usually not everyone wants to perform this activity due to its complex, apparently challenging nature). Participants can also present in groups of 3 or individually if they prefer to do so. The final debrief by the trainer provides insights into how the activity is not designed to be professional, but to showcase our capacity to brainstorm spontaneously with a lot of precision and coherent narrative even when we don't know what to expect next. This is an encouraging example for handling challenges professionally in life that often requires us to think on our feet.

Closing Harvest (10 minutes)

On one post-it, each participant defines "creativity" and on another writes one action in any area of life where they will employ creativity to overcome a specific challenge over the course of the following month. Then, they stick it to a flipchart which is taped in a visible spot within the workshop space through the bootcamp.

Tips for Facilitator:

Maintain a calm attitude throughout the entire workshop (especially during the emotional sourcing). Don't play background music then, as each emotion has a different tonality inside people's heads. Let participants sit in silence when they are not ready to volunteer for improv slides, someone will eventually go. If few people want to try it, then ask them for a way to select volunteers or skip the activity otherwise.

Session of module 6 : Leadership & Social Influence

Objective:

The overall objectives of this activity are for participants to understand that leadership is a process of influence rooted in empathy, collaboration and communication, not only in authority.

1. Learning objectives for Introduction and Icebreaker

- Recognize that everyone already practices influence in their everyday life
- Identify the different ways people influence others
- Set a collaborative tone for the session

2. Learning objectives for part 1 : Building team cohesion

- Experience group dynamics and observe how leadership naturally emerges in a group
- Understand the importance of collaboration, inclusion, and shared goals in team success
- Reflect on how leaders can federate a group by valuing diverse roles and encouraging participation

3. Learning objectives for part 2 : Active listening roleplay

- Differentiate between passive, distracted, and active listening behaviors.
- Understand how active listening enhances trust, empathy, and communication effectiveness.
- Develop awareness of how listening influences motivation and engagement.

4. Learning objectives for part 3 : Lead to influence decision-making

- Practice group decision-making and observe different influence strategies
- Reflect on personal influence style in group settings
- Understand the link between influence, collaboration, and leadership effectiveness

Methods:

This learning session is built on non-formal and experiential learning principles :

- Learning by doing
- Reflective learning cycle
- Peer learning
- Collaborative learning

Duration: 90 minutes

Introduction and Icebreaker - “Influence in Action” (10 minutes)

Materials Needed:

- Flipchart to note key words during plenary debrief (e.g., communication, empathy, persuasion, example, trust)
- Sticky for participants to write short examples of influence and stick them on the wall

Resources Needed:

- List of guiding questions to keep discussion focused (e.g. “What strategies did you use?”, “How did the other person react?”)

Supporting Resources: None

Instructions:

- Objective: Show that everyone already influences others.
- Instructions:
 - Ask participants: “Think of a time when you changed someone’s mind or motivated them to act. How did you do it?”
 - In pairs, share these examples.
 - Debrief in plenary: *highlight how influence is not only about power but also about communication, empathy, and presence.*

Tips for Facilitator: Keep this part simple, without pressure, only to introduce the group to the competence.

Part 1 – Listen : Active Listening Roleplay (25 minutes)

Materials Needed:

- Handout or slide summarizing the structure of the triad and what each role does (Speaker, Listener, Observer)
- Observer feedback sheet (optional — could include prompts like “Did the listener make eye contact?”, “Did they paraphrase?”)

Resources Needed:

- List of active listening behaviors (for debrief)
- Reflection questions (e.g. “How did you feel when interrupted?”, “What made you feel understood?”)

Supporting Resources: None

Instructions:

- Activity: "The Listening Triads"
 - Form groups of 3: a speaker, a listener, and an observer.
 - Round 1 (5 min): Speaker talks about a topic - here the idea would be to make them talk about how they feel after the Bootcamp, what they learned, how they lived this experience, to have a first insight of their experience through this activity. Listener interrupts, gives advice, looks distracted. The observer takes notes.
 - Round 2 (5 min): Same story, but this time the listener practices active listening (eye contact, paraphrasing, asking open questions).
 - Observer shares feedback.
- Debrief (10 minutes):
 - How did it feel to be listened to vs. interrupted?
 - What behaviors made you feel understood?
 - Connect to leadership: listening builds trust and credibility.

Tips for Facilitator: As the groups will be of 5 people, you can arrange to have 2 listeners and 2 observers. You could also skip having an observer role, so divide the group in pairs. Furthermore, you can also decide to let one round with one person being the Active Listener, while the next round the same person can be the one who talks (in order to have both people in the pair experience both roles).

Part 2 – Lead : Influence in Decision-Making (30 minutes)**Materials Needed:**

- Printed list of the 10 competences (one per group)
- Ranking sheets or cards (participants can cut or move cards to visually prioritize their top 5)
- Markers, post-its, and flipchart paper for group work

Resources Needed:

- Template for groups to record their top 5 competences and reasoning
- Optional slide with guiding questions for the debrief:

- “How did you reach agreement?”
- “What influenced the final choices?”
- “What does this say about professional priorities in your country?”

Supporting Resources:

[Annex 9. Gameplan Template](#)

Instructions:

Enable participants to reflect on the 10 competences they explored during training, identify which ones they consider most essential for their future, and experience how group decision-making and influence shape collective priorities.

- Activity : “The Competence Challenge”
 - Scenario : “Your group has been selected to design a follow-up program for young professionals in your specific countries. You can only focus on 5 of the 10 competences you’ve worked on during this training. Your task is to agree, as a group, on which 5 competences should be prioritized in your country and why.”
 - Individual reflection (5 min): Each participant ranks the 10 competences from most to least important for their country’s youth professional futures.
 - Group discussion (15 min): In nationality groups, they share their rankings and negotiate a common list of 5 top competences.
 - Encourage them to justify their choices — linking to personal experience, career aspirations, or social needs.
 - Plenary debrief (10 min): Each group presents its final 5 and briefly explains how they reached consensus.

Tips for Facilitator: Go into the different groups to hear their different ideas, and try to see if there are major differences between the countries. Do not forget to take the rankings by nationality to be able to use them afterwards. . You can also choose depending on time availability to employ the “GamePlan” model for structured action plan based on how each group envision the implementation of these 5 skills into their national context over the course of the following 6 months. Then, each team can present their work and receive questions from the larger group.

Closing Reflection - 5/10 minutes

Materials Needed:

- Flipchart or poster with the Federate → Listen → Lead cycle
- Markers or stickers for participants to add final words or feelings

Instructions:

- Quick round: each participant shares one insight they will take into their future professional life about leading and influencing others.

- Trainer highlights the symbiotic cycle: Federate → Listen → Lead.

Session of module 7 :Technology Exploitation

Objective: Understand the importance of technology literacy in our life, understand how fast technologies changes, reflect on personal level of Tech-literacy, discover useful tools to solve real-world tasks

Methods: Individual reflection, Teamwork, online game

Duration: 90 minutes

Materials Needed:

- [Annex 10. Historical Settings & Contexts](#) to guide them during the Technology evolution exercise
- Paper, pens + coloured pencils, one flipchart paper per team

Resources Needed:

[Annex 11. Learning Pyramid](#)

Supporting Resources:

Instructions:

IceBreaking: MySelf and Technology (15 minutes): Participants are given a white paper and work independently. At the centre of the paper, they represent themselves with a circle/star with their name in the center(or a quick drawing of themselves). All around, they draw their own “*Technology Constellation*”, with each other Star/circle, representing one of the technologies they use/interact with in their life (both private and professional). The bigger the star, the more impactful that technology is for them. (10 minutes)

A short debrief is done with the goal to make them realise how much technology is part of our life, how much we depend on it and the importance of knowing how to use it in an appropriate way. (5 minutes)

Technology evolution and selection (30 minutes)

The group is divided into smaller teams of 6 people. Each team is given a different task to solve (i.e. Writing a book, inviting people to a wedding, building a house, planning a meet-up with a long distance friend, etc...), and they have to identify the best technological tools to achieve this task, and estimate the time required to do it. They have to do this exercise multiple times, each time pretending to be in a different time in history, having to select the tools and technology available at that moment. They will be moving from a more ancient time to actuality. They can do online research if needed (I.E. Roman Empire/Medieval time/ Industrial Revolution/ WW2 /1970 (no computer) /2010 (computer but not smartphone)/ 2020 (smartphone but no AI)/Today).

When they arrive at “Today”, they have to make a more complex selection process, they have to prepare a list of possible useful tools as options and have to answer the 3 questions related to 3 levels of Tech-Literacy:

- What are the modern options for these tasks?
- How do they work, what are their potentials?
- Why should I use these specific tools instead of others? What are the advantages?

Debrief (15 minutes)

The groups come back together, every group explains to the others which Tasks were assigned and which tools they selected in every period of time. This exercise shows how to accomplish the same task, the technology used is different based on the historical context and how things are changing much faster in the last 30 years than in the longer period of history before, *prompting reflection on the need to stay updated and discovering the best available tools for a task*. This will be linked with the need for technology in the work setting.

Learn, Unlearn, Relearn (20 minutes)

The facilitator quickly introduces the concept of “*Learn, Unlearn and Relearn*”, ([Annex 12. Learn & Relearn](#)) linking it with the previous exercise debrief on how new technologies appear fast and we need to constantly update our knowledge to “Don’t be stuck in the past”. A moment of personal reflection follows, every participant thinks about a “challenge” they have professionally/ something they want to improve. With the challenge in mind, they will make a realistic plan to improve their knowledge of a specific technology useful for their professional development in the course of the next 3 months.

QUESTIONS:

- What is my professional development goal? Are new technologies impacting it?
- Looking at my “Technological constellation”: Are the tools/methods I use now really the best choice or the one I am more comfortable with? Which one can be considered old/obsoleted by now?
- Which new technological tool can I learn to use/use better to achieve my goal?
- Which of my existing knowledge/skills will help me in that? And which one will need to be updated?

At the end, everyone “Makes a self-promise” to learn and improve the tool they selected.

Tips for Facilitator:

Get familiar with the topic reading the theoretical part of the e-course we prepared [here](#).

During “**Myself and Technology**” Most people will immediately think of smartphone, laptop, social media, etc... Those are valid answers, but they should try to go in details of for example which App/Softwares they use and facilitators should try to also remind about technologies that are not digital. (i.e. Car/train/bus used to go to work/school, eyeglasses/contact lenses, medications taken, Card payments, specific software or power tools used in their job, etc....).

Technology evolution and selection: You can change the task assigned if you don’t like the one proposed, remember that they should be real life practical task.

In this session, participants can try to estimate tools and time based on their knowledge, but allow them also to use the Internet and AI to discover about the different technologies available in the different eras. If they do so, during the debrief make them reflect that it would be much more time-consuming to do a “traditional”

research and that it can be considered a good use of technology to achieve a task in a limited amount of time. The last decades on the exercise are close to each other on purpose, to show how fast technology is evolving and impacting our life. Here you can have an overview of the main digital innovation they bring:

- 1990 (computer start to be more common)
- 2000 (google is years old)
- 2010 (social media diffusion)
- 2020 (smartphone diffusion)
- Today (AI diffusion)

"Learn, Unlearn and Relearn": Show and study yourself [Annex 12 \(Learn Relearn\)](#) to understand and explain the concept better. If you are short on time, you can change the final question to be more fast to answer, but keep the "practical planning".

Session of module 8: Technology Design & Programming

Objectives:

- Develop practical understanding of user-centered technology design through hands-on application of Agile principles and sprint methodologies.
- Collaborate in teams to design and present a prototype solution addressing a real user persona's need, applying effective time and communication management.

Methods:

- Group slideshow design, decision-making and presentation
- User mapping (worksheet)
- Visual Prototyping

Duration:

- 90 minutes

Materials Needed:

- Flipchart
- Coloured pencils (sharpened)
- Video projector (x1)
- Laptops (x5)
- Coloured post-its
- 6 Empathy Maps printed in colour

- 5 large tables for group co-working

Resources Needed:

- Internet access (WiFi) for Canva. Gmail accounts to log-in.
- [Annex 13. Agile Principles](#)
- [Annex 14. Empathy Map](#)

Supporting Resources:

- [Agile Manifesto Download](#) (brief reading for trainers unfamiliar with the methodology)

Instructions:

Intro Module (10 minutes). What is Agile and why does it matter?

Agile is a method that enables iterated workflows in project management (predominantly in tech). The key feature is the sprint (max 2 week work). It connects with Design Thinking (from yesterday - based on a user real need - story). Every day starts with Stand-ups – check-in for actual progress. Every Sprint has planning involved (the Define stage from Design Thinking). Retrospective is concerned with quality of team work and communication. Review with results achieved. Each sprint flows into the other with improvements in team cohesion and workflow.

[Annex 13. Agile Principles](#)

User Persona (20 minutes) Choose one digital tool and design the user persona accordingly. Independent exercise.

[Annex 14. Empathy Map](#)

Agile Simulation

(Planning; 15 minutes). Teams of 5 – debrief your persona to the group. Choose one and the associated tool (one criteria: maximize societal impact and self-learning). Define a digital app that helps that person learn this tool effectively. Use a flipchart (focus on visuals - one image is worth a 100 words). Present in a few words to group.

(Sprint - 30 minutes). Design and Develop a working prototype which everyone can understand from a 2-minute presentation (slideshow). Make it relatable to people.

(Review & Retrospective; 30 minutes). Start with the presentations (stand-up & review). Send them in our email. raiaserban@gmail.com

Then, evaluate the quality of your group process (communication) based on 3 questions (After Action Review)

- What happened? (*e.g. uneven contributions, too much talking, etc*)
- What was supposed to happen?
- What can we do differently next time? (*i.e. learn from the difference between expectation & reality*)

Note on one post-it, one thing you take away from Agile that could help you moving forward. Stick the map on the wall.

Tips for Facilitator:

- Collect all materials that emerged during the workshop for future referencing (e.g. Dossier development)
- Collect all slideshow presentations via email for future referencing.
- Don't spend too much time on explaining the theory behind Agile. This is meant to be embodiment at a first glance (90 minutes duration - not enough time; best to focus on experiencing the sprint aspect dynamic)
- Ensure participants understand that the initial group work for auxiliary app design is meant to showcase the story of the app. They can delve into the UI / UX during the second stage of prototyping (can expand in slideshow with visual designs).
- Participants stay in the same teams throughout the entire workshop. They should be divided in teams based on how well they get along (as it usually happens when you create a start-up).
- You can mention that After Action Reviews are inspired from military trainings, but that they are also incorporated in corporate trainings for quick learning, at the scene of emergencies.
- **Suggest that Agile can be used a reference framework for daily working in every aspect of life. Quick, dirty and based on results and in communication with people rather than focus on proving stuff with paperwork and theory.**

Session of module 9: Resilience & Flexibility

Objective:

- Understand why resilience and flexibility are considered emerging skills for personal development and employability in today's job market.
- Reflect on life experiences and identify strengths and coping strategies.
- Explore how flexibility and resilience enhance teamwork and leadership.
- Connect personal resilience to professional adaptability and critical thinking.

Methods:

Duration:

90 minutes:

Warm-up & brainstorming: 10 min

Life Map Exercise: 20 min

Resilience Trees: 25 min

Leadership Styles – Paper Boats: 25 min

Reflection & Closing Discussion: 10 min

Materials Needed:

Flipcharts & markers
Sticky notes / post-it notes
Flipcharts
Colored pens or pencils
A4 Paper for building boats
Projector

Resources Needed:

[Appendix 15. Management Styles](#)

[Appendix 16. Life Map](#)

Supporting Resources:

Instructions:

Warm-Up & Brainstorming

Instructions: Flipcharts labeled “Resilience” and “Flexibility.”

Participants write words/ideas on sticky notes:

One color = Resilience

One color = Flexibility

Stick notes on the flipcharts.

Group discussion:

What patterns or common themes do you notice?

Life Map Exercise

Each participant receives a Life Map worksheet and individually marks 4–5 key moments (challenges, turning points, achievements). For each moment, reflect on: difficulties faced, response (internal strengths & external supports), lessons learned / personal growth

On sticky notes, write 5 key strengths/resources gained from these experiences. Share in pairs and identify similarities.

Resilience Trees Materials:

Divide into 4 groups.

Draw a tree:

Roots: Challenges / difficulties (emphasis on job market or professional life)

Branches / Leaves: Skills, achievements, and strategies developed

Groups present their trees and reflect on their experience.

Leadership Styles Activity – Paper Boats:

Divide into 4 groups: 1 Manager, 3 Team Members, 1 Observer

Assign leadership style to manager: Authoritarian, Democratic, Laissez-Faire, Coaching

Task: Build as many paper boats as possible in 5 minutes, following manager instructions.

Observers note team dynamics, communication, and adaptability.

Debrief discussion:

- Which leadership style was most effective?
- How did team members feel under each style?
- What did observers notice about teamwork and flexibility?

Reflection & Closing Discussion (15 min)

- How do resilience and flexibility help us endure stressful situations?
- How can these skills be applied in work, study, or daily life?

Tips for Facilitator:

- Encourage honesty and vulnerability during Life Map and Tree exercises.
- Monitor group dynamics during the Leadership Styles activity to ensure everyone participates.
- Try to link personal insights to professional skills.

Session of module 10: Reasoning & Ideation

Objective:

1. Grow aware of metacognitive processes and the switch between thinking fast and slow systems.
2. Identify a protective net of resources that help solve problems by mapping them out as a group.
3. Understand the complementary nature between Design Thinking and Participative Decision Making by using theater as a tool for empathy and prototyping.

Methods:

- Systems mapping
- Improvisational Theater
- Group Discussion & Presentations
- Reflection Action Sheet with micro-commitments

Duration:

- 90 minutes

Materials Needed:

- postits
- A4 paper stack
- Flipchart paper
- Blue ballpens

- Coloured markers (orange, blue, black, red, and green)
- Coloured pens (wide range, even chalk if possible)
- Video projector for slides and presentations
- chairs / pillows for sitting on the floor / 6 tables

Resources Needed:

- [Appendix 17. Systems Descriptions](#)
- [Appendix 18. Reflection Sheets](#)
- [Appendix 19. Youth Cases _ Story Theater](#)
- [Appendix 20. Design Thinking](#) (further reading for Design & Double Diamond → [LINK](#))
- [Appendix 21. Double Diamond Model](#)

Supporting Resources:

- Trainer having familiarised themselves with the metacognition (Thinking Fast and Slow by David Kahneman), Design Thinking by IDEO and Participatory Decision-making by Sam Kaner.
- Understand the importance of systems mapping.

Instructions:

1. Intro (10 minutes)

Brief intro for the day (agenda) explained. Rules for communication (suspended judgement, curiosity, connection). Opening question about self-reflection on thinking styles (“How would you describe in two separate systems your own thinking). Present them without using language. Everyone sits in a circle, in a structured round-about. Present the two systems defined by Daniel Kahneman and the importance of meta-cognition as an associated process towards navigating effectively between the two different systems.

2. Thinking Fast and Slow (40 minutes)

Split the group into System 1 and System 2. Each group further into 3 sub-groups with the same following task. Each has to create a system map with factors that influence positively or negatively the development of their specific system (on flipchart papers). Draw a large circle and note down surrounding the circle, different factors that influence the system’s function. Then draw correlations or causation lines between different factors. Encircle sections where a lot of lines cross together, meaning it’s a heat point and probably it holds more influence than other factors. After 15 minutes, the 3 sub-groups need to co-design a single flipchart paper that holds the information from all 3 initial ones (10 minutes for this part now).

Present them in front of the larger group group (5 minutes per group, 10 in total for the presentations).

3. Design Thinking and Participative Decision Making (30 minutes)

Give a slip of paper with a story of a young person who struggles with one of either two particular types of thinking. Invite them to design a small prototype story that could inspire that specific youngster to change their outlook on life by watching this short improv theater scene (2 minutes duration). Split 6 groups with 5 members each. With 10 minutes for preparation. Make the presentations. Keep track of time management.

The audience writes 2-3 post-its for each group's perspectives as if they were that youth, what impressed them and could be better next time. One flipchart per group (6 in total). Stick them. Don't move forward with the next improv scene without having stuck post-its first.

At the end, present participants the Design Thinking and Double Diamond as theoretical models that describe the stages of empathizing with a user, identifying their needs, coming up with a solution as a team (by having some groan zone interaction, difficult in the middle) some ideas come up, some people assume leadership roles, and eventually one idea is being prototyped, feedback collected and ideally a new test is deployed again.

4. Self-reflection (10 minutes)

At the end, read all flipchart post-its out loud and invite participants to note down on a reflective slip of paper answers to 3 different reflective questions:

- "What Thinking System do I need to work on during the next 6 months?"
- "Which 1 core factor in my environment positively influences my development of this system? But negatively?"
- "How can you act differently starting next week to facilitate positive influence over your system development? Note 2-3 concrete actions"

Any participant can share their insights within the larger group, if they want to. Concise language is recommended.

ROUND OF APPLAUSE AND GRATITUDE ONE GRATITUDE MAGIC MINUTE

(sit in a circle, silently for 1 minute, eyes closed and take in the workshop and it's personal meaning with gratitude for the individual work, facilitation, space, team and emerging insights).

Tips for Facilitator:

- Don't share personal information about one's own thinking processes. Allow for investigative inquiry from an unknown self-curiosity perspective. No recipes. Encourage a space for exploration.
- Explain the Design Thinking and the PArticipative Decision-making process on the go, without a specific section dedicated, in order to save time and facilitate proactive learning instead of theoretical stuff
- The one minute golden gratitude minute can be sounded by a special bell (beginning and ending)

- Optionally create a short slide with design thinking and participatory design thinking (available as a resource, but up to facilitator if they can introduce it throughout the process).
- Remain curious as to participants answers throughout
- Keep good track of time for presentations. Allow participants to read the youngster story during the first minute of their presentation
- Invite the audience to take the role of youth in the specific story as they listen
- Be prepared to be surprised and to adapt to emerging circumstances. There's clearly a lot of content to cover and limited time. If some participants fall behind, encourage them to be active, but let them sit behind if they want to be more passive. As long as they participate, it's good enough. They may only want to be observers, so it's healthy if that's what they need.

Appendices

Appendix 1. Kolb's Learning Cycle (Active Learning Strategies)

Kolb's Learning Cycle



Appendix 2. CPS complex and simple problems examples

- Help refugees to integrate into a new city
- Make a diagnosis of someone sick
- Ideate and start a marketing campaign for a new drink
- Fight climate change
- Reduce the amount of waste around the town
- Reduce schools drop-out rate
- Decide the allowed limit to allow or not AI in your workplace
- Teach critical thinking among youths
- Start a new successful business
- Promote mental health and wellbeing
- Solve overtourism
- Help older population to recognise disinformation

LINEAR/SIMPLE PROBLEM SOLVING EXAMPLES SCENARIO

- Clean the house before your mother visit
- Forgot the password of your email account
- Calculate monthly budget for eating out
- Submit a project report with a strict deadline
- Repair your broken coffee machine
- Plan a trip with your friends for summer
- Prepare a theatre performance
- Cook a new recipe you never try before
- Prepare election for the city council
-

Appendix3. *Six Thinking Hats Model*



Blue Hat

Successful reflection
process



Red Hat

Intuition and feelings



Yellow Hat

Optimistic judgment,
Benefits and Hope



White hat

Available and required
information



Black Hat

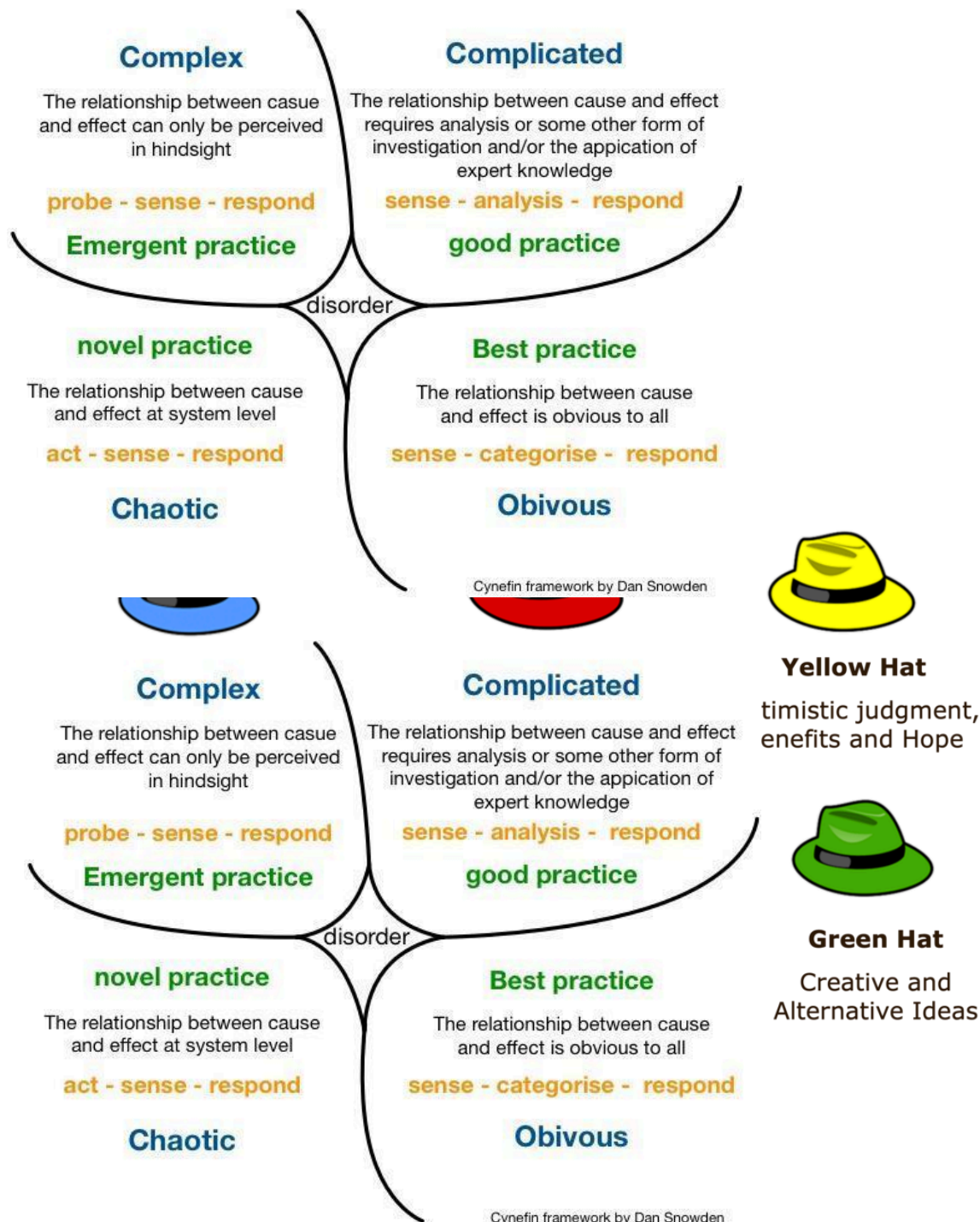
Critical judgement, Risks
and Weaknesses



Green Hat

Creative and
Alternative Ideas

Appendix 4 - Cynefin Framework for Problem-solving



Appendix 5. Empathy Walk Roles

A 28-year-old illiterate woman takes care of her three young children; her husband is a fisherman.

A 17-year-old girl is physically abused by her father, who does not allow her to leave the house.

An 18-year-old girl, a student, lives with her mother and two sisters.

A 55-year-old man, unmarried, unemployed, lives with his father.

A 20-year-old man is studying medicine, lives on campus, and works part-time.

A 24-year-old woman with depression and mental disorder, mother of two children, husband often abroad.

A 22-year-old man who believes he is a famous movie star and behaves strangely.

A 10-year-old girl with a serious mental illness who lives with her parents and older siblings.

A 26-year-old man, a journalist for a local newspaper, lives with his mother and younger sisters.

A 35-year-old woman, a nurse, has two children and a supportive husband.

A 20-year-old woman who has dropped out of university participates in a men's political activism group.

A 26-year-old woman who cannot walk.

An 18-year-old woman, an orphan, cares for her grandfather who has dementia.

A 30-year-old woman, a political scientist, works in parliament.

A 26-year-old deaf man lives with his mother.

A 19-year-old woman who studies human rights and lives with her unemployed father, who closely follows politics.

A 22-year-old transgender person who lives in a foreign country.

A 23-year-old man who was recently hospitalized for psychosis, unemployed, and begs.

A 32-year-old woman, a single mother, works as a cashier in a supermarket and supports two children.

A 28-year-old man, a recent immigrant, works in construction and lives in a dormitory.

A 25-year-old woman, an IT student, lives with a roommate, suffers from exam anxiety.

A 40-year-old man, unemployed engineer, divorced, cares for two children.

A 21-year-old woman, an Instagram influencer, is also studying communications.

A 19-year-old man, a volunteer at an NGO for refugees, lives with his parents.

A 34-year-old woman, a doctor at a hospital, is divorced and has one child.

A 35-year-old man, former soldier, suffers from PTSD, lives alone.

A 29-year-old woman, young entrepreneur, cares for elderly parents and two children, works 14 hours a day.

A 24-year-old man, recently unemployed after being laid off from a startup, lives with his grandmother and is trying to find a stable job.

A 31-year-old woman with vision problems works remotely for a technology company and lives alone with a pet.

A 38-year-old man, a refugee from Syria, works on a construction site and lives with his wife and two children in temporary accommodation.

Appendix 6. TRUE OR FALSE

Activity 2: “True or False?”

1. “70% of young employees quit their first job within the first year.”
2. “Greece has the highest youth unemployment rate in the European Union.”
3. “Most European youth believe AI will create more jobs than it destroys.”
4. “AI-generated CVs and cover letters are used by nearly 40% of job seekers in Europe.”
5. “Less than 20% of young people trust information shared by influencers.”
6. “AI-generated images are now detected correctly by people more than 80% of the time.”

Appendix 7. EMPATHY WALK STATEMENTS

Statements:

"At work, if I report that my manager yells at me and belittles me in front of my colleagues, I'm afraid I might lose my job."

"I have sent more than 30 job applications in the last year, but I am almost never called for an interview."

"At a job interview, I was afraid they would ask me something about my family."

"I have been subjected to sexual innuendo at work."

"On social media, it's easy for people to send me threatening messages."

"I'm afraid to talk about my mental health because people will think I'm weak."

"At work, sometimes they ignore me or don't ask for my opinion."

"When they ignore or mock me, I feel angry but don't know how to react."

"I feel that I don't have many opportunities for promotion because I don't have the right connections."

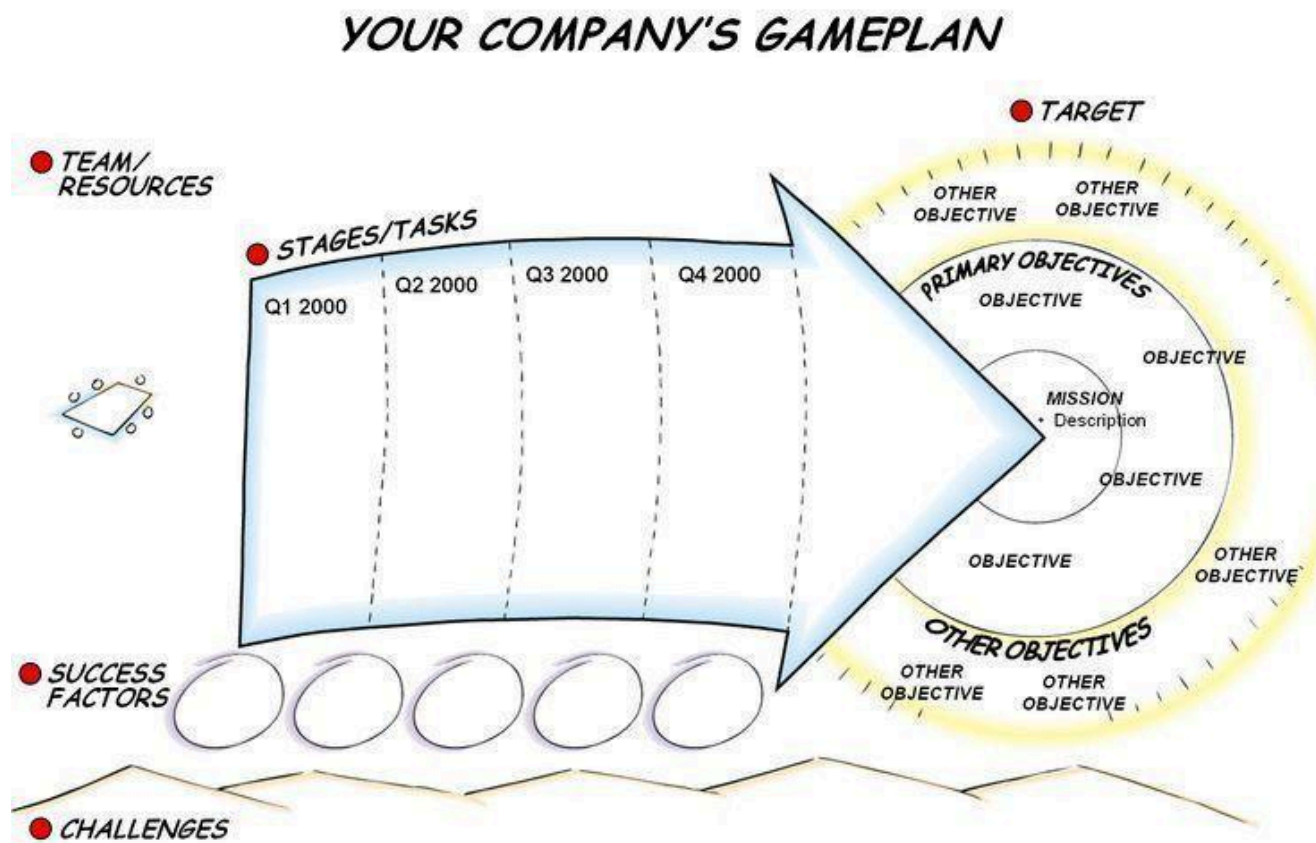
"I often avoid participating in social events or meetings."

"I have received insinuations or comments in my private or public life."

Appendix 8. Random Slides Example (you can create your own using random images, text and leaving space for interpretations)



Appendix 9. Gameplan Template (participants can draw on flipcharts)



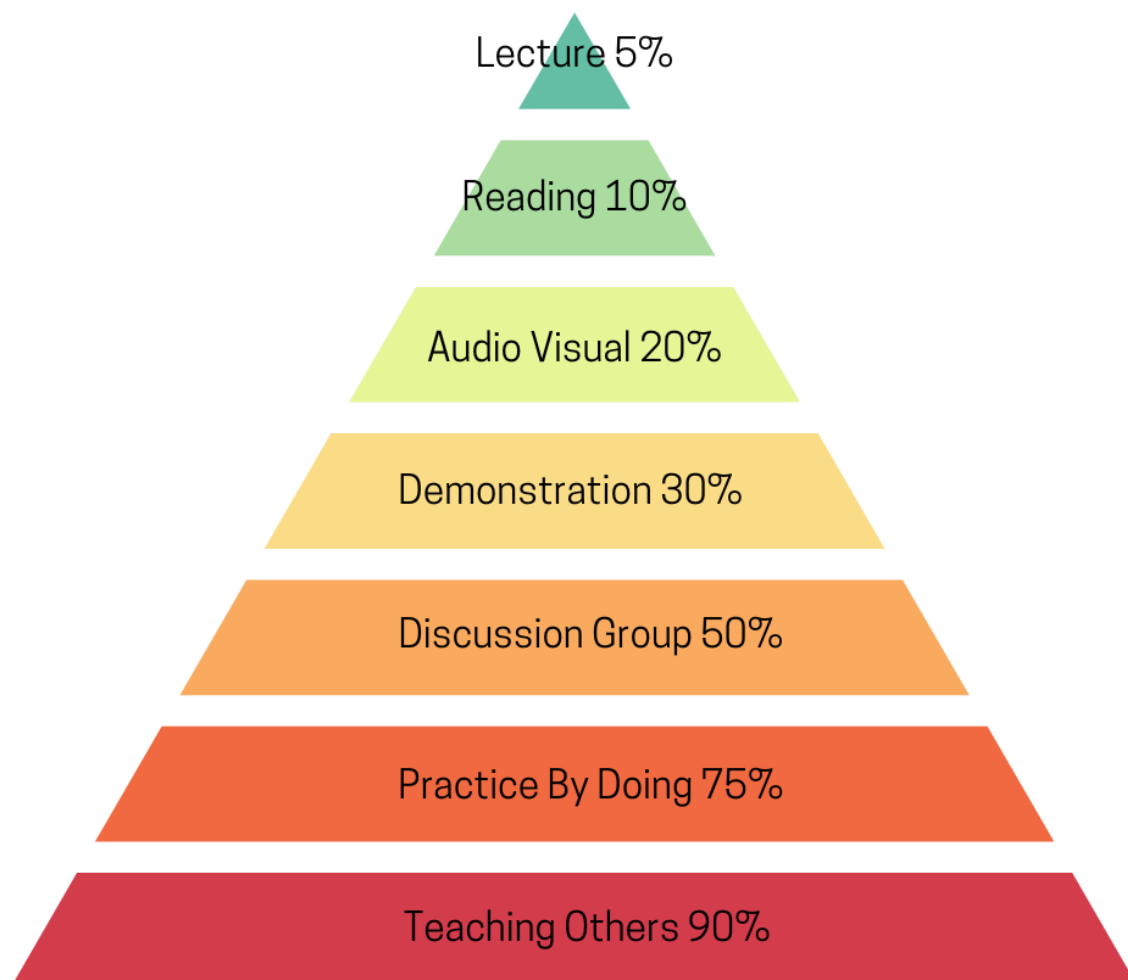
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Appendix 10. Historical Settings and Contexts

Task Proposal

- Organise a wedding with 300 invites
- Writing a book
- Create a sculpture
- Collect and count taxes
- Make a self portrait
- Bake a cake/10 kg of bread

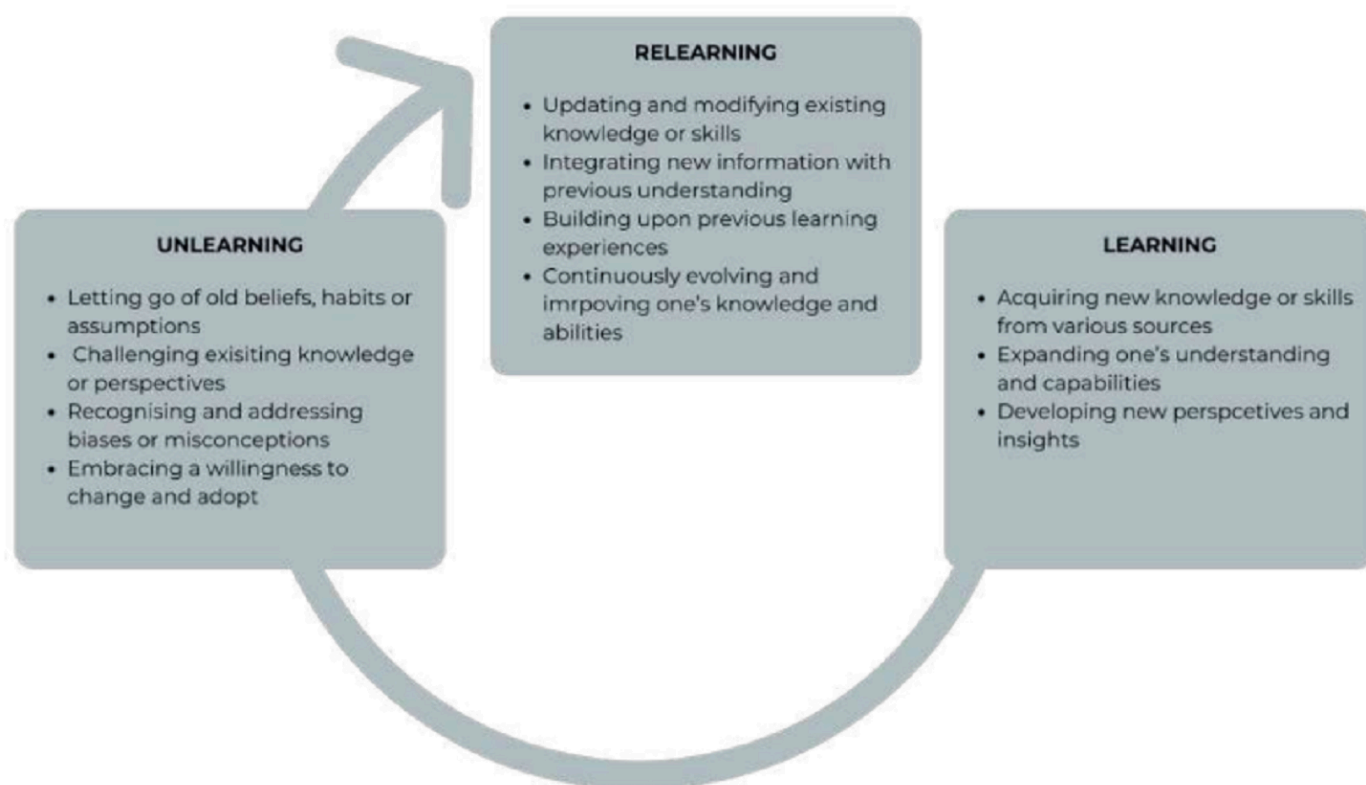
Appendix 11. Learning Pyramid



The Learning Pyramid

Rates of Learning Retention Based on Method
Based on the Original from the National Training Laboratories Bethel, Maine

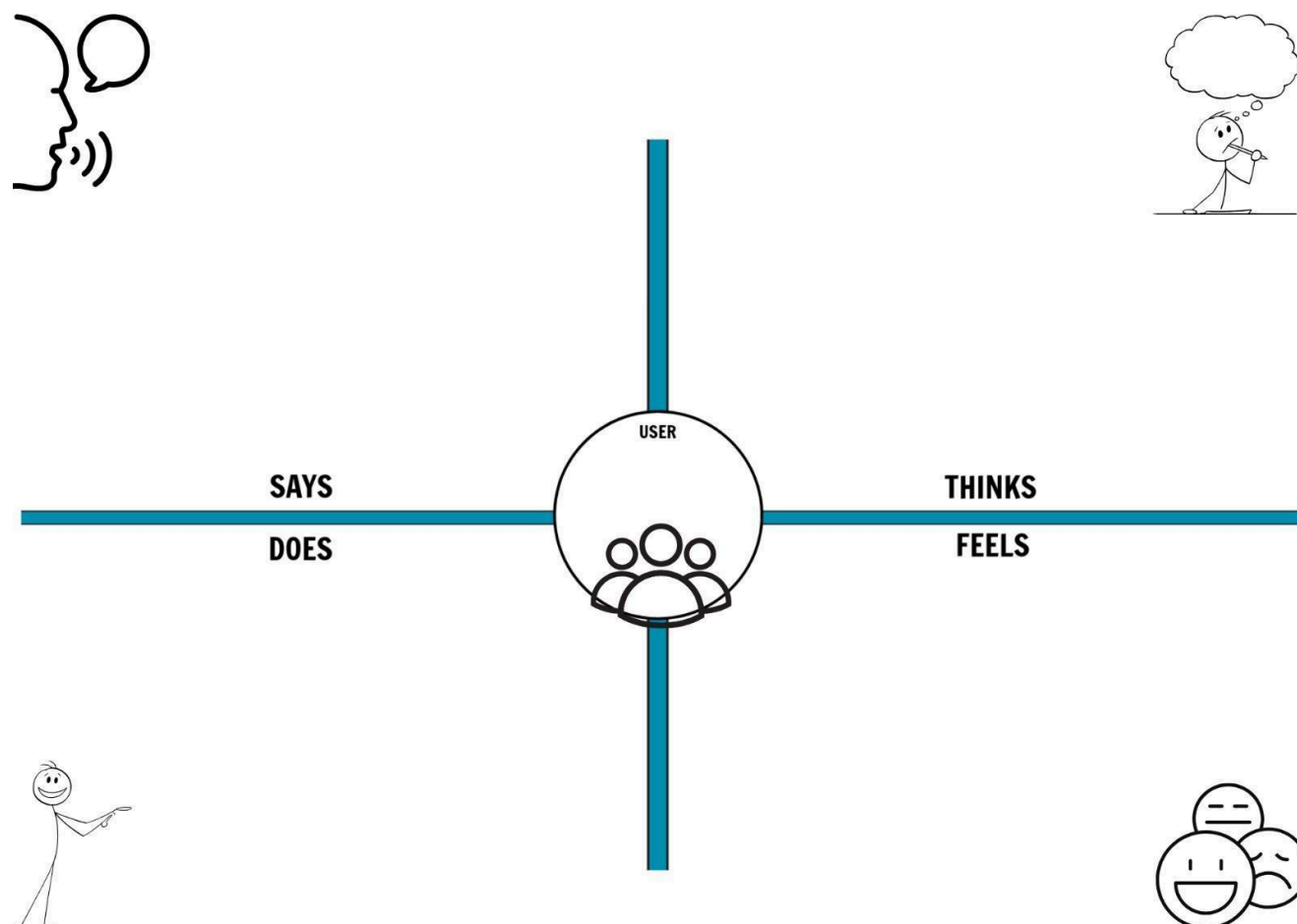
Appendix 12. Learn and Relearn Model



Appendix 13. Agile Principles



Appendix 14. Empathy Map



Appendix 15. Management Styles

● AUTHORITARIAN MANAGER



- "MY WAY ONLY"
- "DO EXACTLY WHAT I SAY, STEP BY STEP."
- "NO QUESTIONS — JUST FOLLOW MY INSTRUCTIONS."
- "I DECIDE, YOU ACT."

Your role: Give strict, step-by-step instructions. Expect full compliance — no questions, no discussion.

Tone: Firm, commanding.

● DEMOCRATIC MANAGER



- "LET'S DECIDE TOGETHER"
- "WHAT DO YOU THINK IS THE BEST WAY TO START?"
- "SHARE YOUR IDEAS — ALL ARE WELCOME."
- "WE WILL DECIDE AS A TEAM."

Your role:

Ask for ideas, discuss methods, and agree as a group before starting.

Tone: Inclusive, encouraging.

● LAISSEZ-FAIRE MANAGER



- "YOU FIGURE IT OUT"
- "I TRUST YOU TO ORGANIZE YOURSELVES."
- "FIGURE OUT YOUR OWN STRATEGY — I'LL OBSERVE."
- "TRY TO INNOVATE AND SEE WHAT WORKS BEST."

Your role:

Give the task and step back. Let the team decide how to organize, plan, and act.

Tone: Relaxed, trusting.

● COACHING MANAGER



- "I GUIDE AND SUPPORT YOU"
- "HERE'S ONE IDEA — WHAT DO YOU THINK?"
- "I'M HERE TO HELP — ASK IF YOU NEED GUIDANCE."

Your role:

Offer encouragement and feedback while letting the team take initiative.

Ask reflective questions ("What could work better?").

Tone: Supportive, motivating.

Appendix 16. Life Map



Identify and spot 4-5 **significant moments** or **turning points** in your life. These can be challenges, transitions, or proud achievements.

Reflect on them:

- 🌧️ What was difficult or challenging?
- 💪 How did you respond? What helped you cope or move forward?
- 🌈 **What did you learn or gain from this experience?**

Appendix 17. System Descriptions

System 1 – fast, automatic, and intuitive. Handles quick, everyday decisions and is based on patterns and emotions.

System 2 – slow, deliberate, and effortful. Engaged for complex tasks, problem-solving, and requires concentration and logic.

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Appendix 18. Reflection Sheets

NAME _____

“What Thinking System do I need to work on during the next 6 months?”

“Which 1 core factor in my environment positively influences my development of this system? But negatively?”

“How can you act differently starting next week to facilitate positive influence over your system development?
Note 2-3 concrete actions”

NAME _____

“What Thinking System do I need to work on during the next 6 months?”

“Which 1 core factor in my environment positively influences my development of this system? But negatively?”

“How can you act differently starting next week to facilitate positive influence over your system development?
Note 2-3 concrete actions”

Appendix 19. Youth Cases _ Story Theater

System 1 deficit:

Antonia is having a difficult time completing everyday tasks because she's constantly thinking about what the right way to do them is. For example, when she's trying to do the laundry, she's always checking every label for temperatures, she's overthinking washing cycles and wonders what to do for the 40 minutes washing duration before she even sets the timer on.

Theater task: Create a story that helps Antonia meet relaxed people that help her fold laundry while having fun and teach her that "done" is sometimes better than "perfect."

System 1 deficit

Leila is an art student who hasn't painted anything in three months. Every time she sits in front of the canvas, she spends hours deciding on colors, composition, or the "meaning" behind the piece before making a single brushstroke. She researches what famous artists did, watches tutorials, and plans detailed sketches... but the canvas remains blank. When she finally paints something, she erases it right after, convinced it wasn't "the right idea."

Theater task: Create a story that helps Leila rediscover spontaneity, imperfection, and emotional flow: painting with instinct, not fear of being wrong.

System 1 deficit

Tudor loves hosting, but lately, dinners have turned into stressful, micromanaged events. He measures the salt grains, checks recipes three times, and schedules the evening to the minute. When guests arrive, he's so preoccupied with doing things "right" that he forgets to actually talk to anyone. He collapses exhausted at the end, thinking everyone had a terrible time... though they all say it was lovely.

Theater task: Create a story that helps Tudor rediscover the joy of connection and imperfection: to laugh at a burnt dish and stay present with his guests rather than his checklists.

System 2 deficit:

Michael is extremely effective when it comes to daily activities at home and with completing physical tasks, as well as everything that includes some kind of routine. Unfortunately, every time he needs to think about how to solve more complex challenges such as tailoring a training program to his fitness goals, he's getting blocked. This is, because he tries to simplify and doesn't have patience to consider all the different factors involved in reaching a good decision. Furthermore, he doesn't have a lot of experience with reflecting on his own experiences and identifying what he needs.

Theater Task: Create a story that helps Michael take on a gym challenge where participants must plan their own routines. He fails the first few weeks, but then another member introduces him to journaling and incremental reflection.

System 2 deficit

Ionut has switched jobs six times in two years. Every new opportunity sounds exciting... until he realizes after a few weeks that it's "not for him." He rarely takes time to evaluate what he wants or what went wrong before moving on. When friends ask what kind of work would really fulfill him, he laughs and says, "I'll know it when I see it." He's full of energy and enthusiasm but has no structure for decision-making or self-assessment.

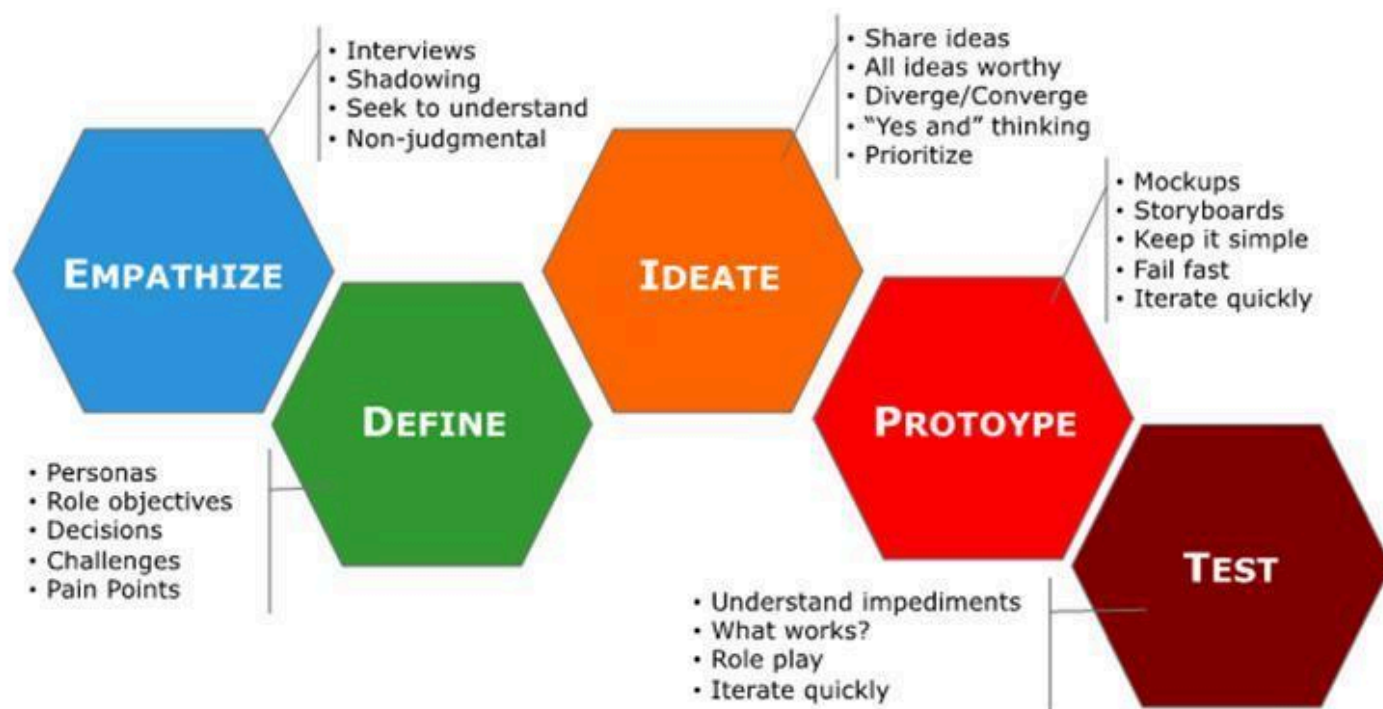
Theater Task: Show how Ionut might slow down, reflect, or seek guidance to make more grounded choices: transforming impulsive change into intentional growth.

System 2 deficit

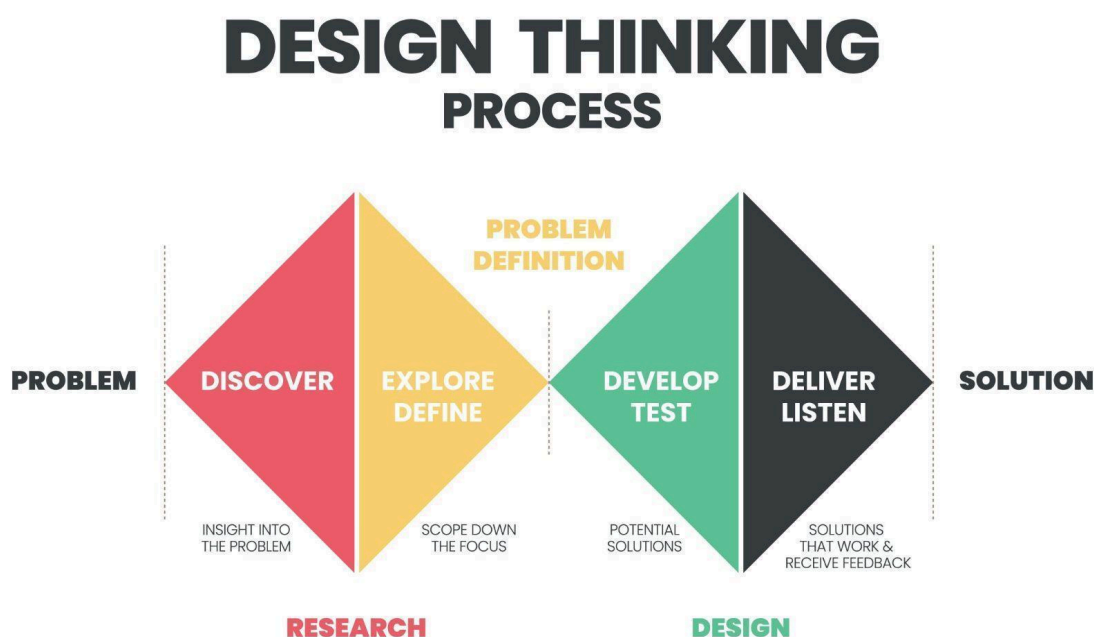
Mara is creative, efficient, and practical; until teamwork gets complicated. When her colleagues start discussing different perspectives, she quickly decides "the simplest solution" is best and insists on it. If things get messy, she becomes impatient, saying, "Let's just do it my way; we're wasting time." Her teammates feel unheard, and the project misses important nuances that could have made it great. Mara thinks she's being pragmatic, but in truth, she's avoiding deeper reasoning and collaboration.

Theater Task: Create a scene in which Mara learns to appreciate slower dialogue, active listening, and the value of multiple perspectives in reaching thoughtful decisions.

Appendix 20. Design Thinking



Appendix 21. Double Diamond Model





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