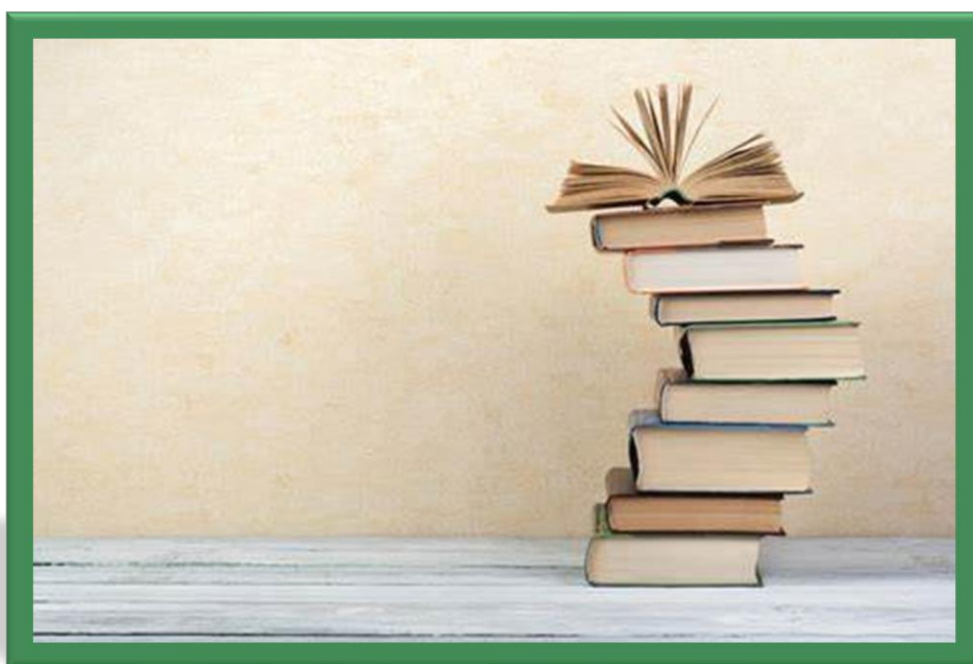


48 tools to boost your teaching method



First steps towards a complete education for youth workers

Project Number: 2022-1-R001-KA210-YOU-000080927



Introduction

Education is a fundamental right, a powerful vehicle for development and one of the best ways of reducing poverty, raising health levels, promoting gender equality and advancing peace and stability.

Education reduces poverty and contributes to a country's stability. Education enables young people to become part of the local socio-economic fabric and to access stable and sustainable employment. It stimulates productivity, innovation and entrepreneurship.

During the "First steps towards a complete education for youth workers" project, coordinated by the Romanian association : asociatia Edupurtus, we based this booklet on the four pillars of education: learning to know, learning to do, learning to be and learning to live together. We present, here, 48 tools that we hope will be useful to many youth workers.

The ISC team



Introduction.....	2
PART 1: TOOLS FOR DEVELOPING A SENSE OF BELONGING IN A MULTICULTURAL GROUP	5
Tool 1: WHAT'S INSIDE THE BAG.....	6
Tool 2: THE EMPATHY CARD	7
Tool 3: HOT AND COLD	10
Tool 4: STORYTELLING.....	11
Tool 5: THE SILLY STORY	12
Tool 6: ESQUISSE.....	13
Tool 7: THE 8 EGGS	14
Tool 8 : THE BRAINSTORMING 6.3.5	15
Tool 9: SCAMPER MODEL	17
Tool 10: MASH UP.....	20
MASH UP principle:	20
Mash-ups for everyday situations:	20
Tool 11: THE ANGEL LAWYER.....	21
Tool 12: BONO'S HATS	23
Tool 13: LATERAL THINKING	26
Tool 14: THE CRAZY 8.....	28
The crazy 8:.....	28
PART 2: TOOLS FOR YOUNG PROFESSIONAL ORIENTATION	30
Tool 15: WHAT IS YOUR WORKING STYLE?	31
Tool 16 : WHAT IS YOUR LEADERSHIP STYLE?	33
Tool 17: WHAT ARE YOUR PERSONAL NEEDS?	36
Tool 18 : THE OBJECTIVES GRID	38
Tool 19: THE WISH	41
Tool 20: IKIGAI	42
Tool 21: WHAT IF.....	47
Tool 22: IN THE SHOES OF ANOTHER	48
Tool 23 : 5 BOLD STEPS VISION CANVAS.....	50
Tool 24 : FALSE INFORMATION	51
Tool 25: SWOT	52
Tool 26: CASE STUDIES.....	53
Tool 27: ACTOR'S MAP	54
Tool 28: COMMUNITY SUPPORT MAP	55



Tool 29: THE CHAIN OF CONSEQUENCES	56
Tool 30: WHAT, WHY, WHEN, WHERE AND HOW	57
Tool 31: DEFINE PRIORITIES	58
Tool 32 : THE ROOT OF THE PROBLEM	59
Tool 33: WHAT MEASURES CAN BE TAKEN TO.....	60
Tool 34: NEEDS-BASED INDIVIDUAL ACTION PLAN	61
Tool 35: STAIRS TO EMPLOYABILITY	62
Tool 36: WORD CLOUDS	63
Tool 37: CRITICAL INCIDENT	64
Tool 38: THE PROBLEM TREE AND ITS SOLUTIONS	65
Tool 39 : STRESS MANAGEMENT PLAN	66
Tool 40: COMMUNITY RESOURCES PLAN	67
Tool 41: DOES IT STICK ?	68
Tool 42: THE MOOD BOARD	69
Tool 43: ACHIEVEMENTS TO DATE	71
Tool 44: JOB INTERVIEWS AND IMAGE MANAGEMENT	72
Tool 45 : INDIVIDUAL DIGITAL PLAN	73
Tool 46 : CONTEXTUAL RESEARCH PLAN	74
Tool 47 : INDIVIDUAL EMPLOYABILITY PLAN	75
PART 3: CREATE A THEATER PLAY WITH A GROUP OF YOUNG PEOPLE	76
Tool 48: HOW TO CREATE A THEATER PLAY WITH A GROUP OF YOUNG PEOPLE.	77
Bibliography	79
 Authors	 80
Contributors:	80
Testers.....	80
Date : July 2024	80
DISCLAIMER	81

PART 1: TOOLS FOR DEVELOPING A SENSE OF BELONGING IN A MULTICULTURAL GROUP



Tools discovery workshop

Tool 1: WHAT'S INSIDE THE BAG



Aims: It helps you get to know other people through creativity. The group must bring objects that represent their socio-cultural origin. Each team receives points for all the objects they have with them.

Process: Give the trainees a paper bag and create a list of 10 things they could have in the bag. The list should include about 7 ordinary items (mobile phone, tie, etc.). The trainer then gives the trainees a pen and paper to record the points gained. The trainer calls out objects at random, one by one. If the trainees have the object, they take it out of the bag and stand up. For each object mentioned by the trainer that is in the bag, the trainer gets one point. For each object mentioned by the trainer that is not in the bag, the trainees lose one point. The person with the most points wins! When training with a group of trainees, the exercise can be adapted as follows: You can divide the trainees into teams of 3 to 6 people and give each trainee a paper bag. The dynamic is the same as described above.

Materials required:

- Paper bags
- 7 ordinary objects (for example, a mobile phone, a tie, a pen or an object that represents the trainees' socio-cultural background)
- pen and paper

Skills acquired: It helps us to get to know ourselves better through creativity. This activity also targets other skills, such as play and social skills, and if carried out in a group, team-building skills.

Duration: up to 30 minutes

Tool 2: THE EMPATHY CARD

In a few words:

We know that it is emotions that guide our reasoning, our actions and our decision-making. The empathy map is the key tool in this analysis phase. Now that you have collected and sorted all the information related to the people you met and interviewed, this map will help you to put it all together to make a visual map of all the senses and emotions of your target.

A. WHY USE IT?

On a single page, this tool allows you to put down and validate all the emotions felt by the people you met in the previous phase. With this tool, you will learn more about what your target audience sees, feels, hears, does and says, and you will further clarify your future project with the whole team.

Context : Making an empathy map is a convergence exercise in which the group will agree and pool all the above findings into positive or negative emotions. In this way, you will re-use the previous tools to further synthesize what you have learned about your target audience.

B. HOW TO USE IT?

1) Before you start...

Estimated time: about 40 minutes per empathy card.

There are no taboos when using this tool! Be sure to note both positive and negative aspects.

If several people you have met represent your target audience well, do not hesitate to make an empathy card for each person.

2) Prepare your blank empathy map:

On a piece of flipchart paper or a new PowerPoint file, draw a large head that symbolises a person you have met. Select a person who is sufficiently consensual to best represent the findings of your immersion and empathy phase. Alternatively, you could combine all your findings into one empathy map, which would be a synthesis of your in-depth interviews, photo journals and guided tours.

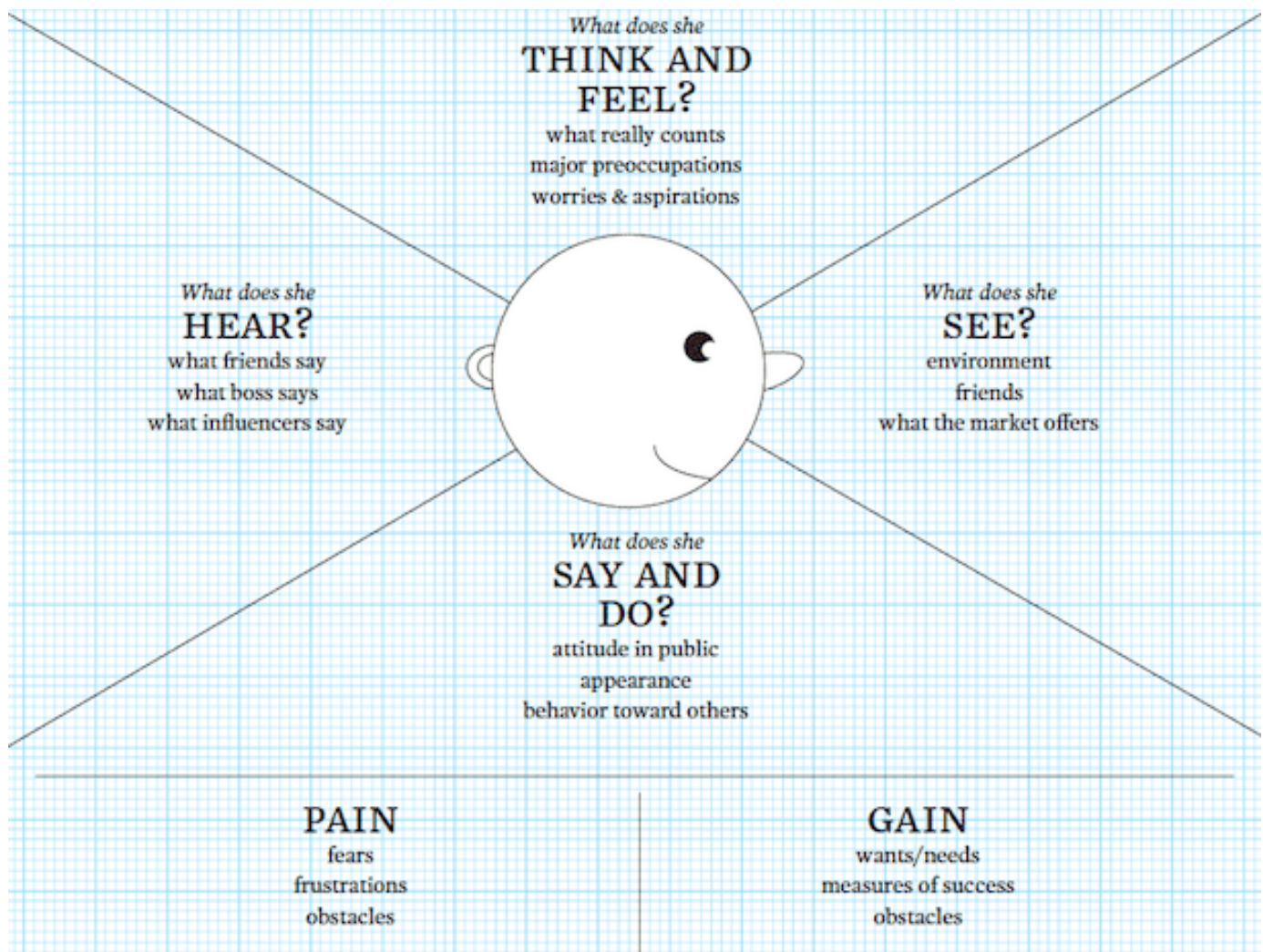
3) Instructions for use:

- a) At the top left, detail who the typical person is that you are targeting with your project.
- b) At the top right, explain what they need to have, solve, do, understand, buy...
- c) In front of their eyes, list what they see that is relevant to you and your competitors (ads on TV, on their way to work, on the Internet...).
- d) Opposite her mouth, write down what she says (typical comment(s) you have heard in interviews for example).
- e) At the bottom, imagine what she does (in her daily life or in the situation we want to create).
- f) On the left, opposite her ear, write what she hears.
- g) Finally, in her head, list what she thinks and feels (her problems, emotions, aspirations and other thoughts that may influence her choices or the way she does, buys, acts...).

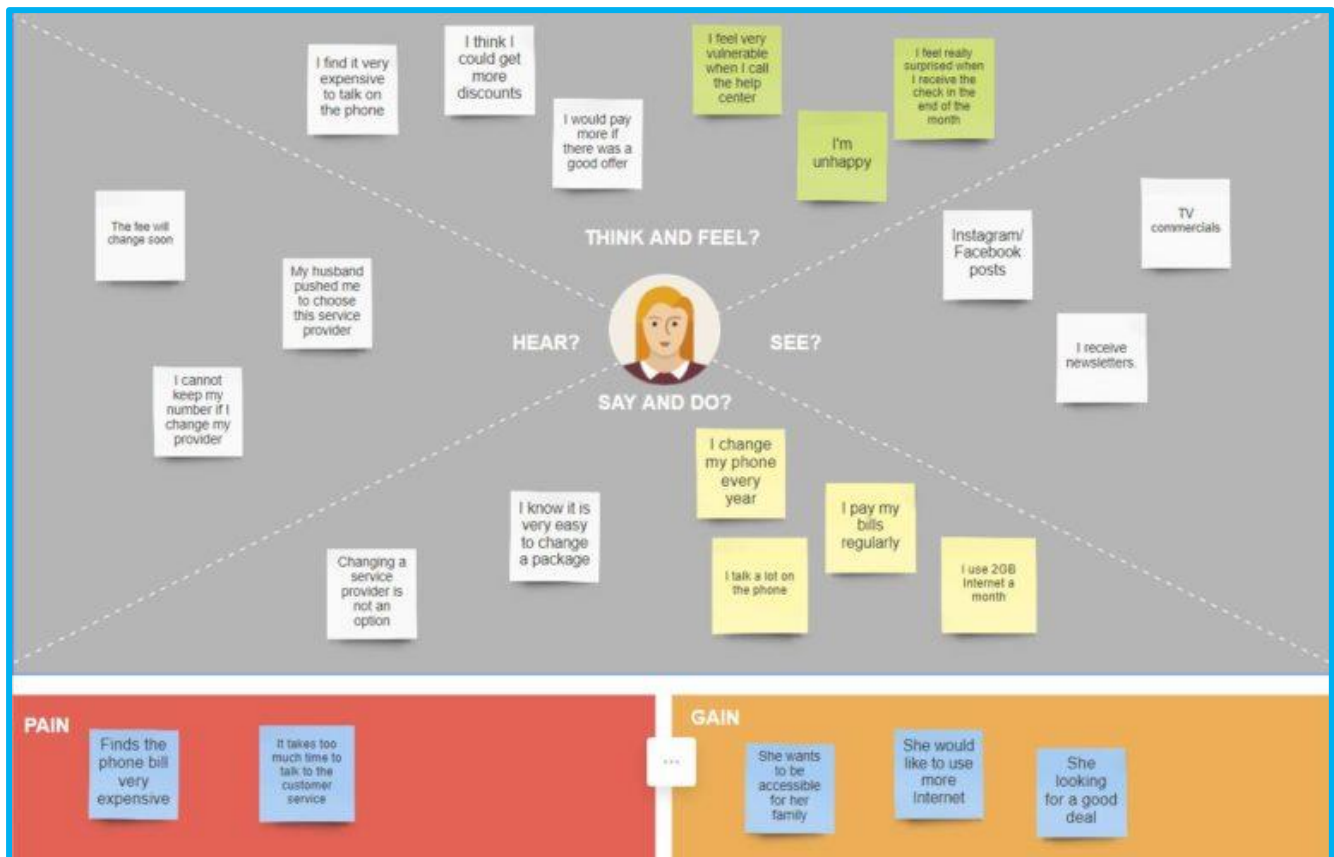
4) Methodology and advice:

When making this empathy map, the project group should stick to facts and not feelings. If the "immersion and empathy" phase has been carried out correctly, there should be no difficulties in completing this map. On the contrary, the most difficult thing should be to select only the essential elements.

5) Blank empathy map:



Example of the use of an empathy card:



Source : <https://www.innovationtraining.org/empathy-map-template-training/>

Tool 3: HOT AND COLD

Objectives: This method develops team spirit and the ability to follow instructions and process information. The aim is to create a feeling of trust between the trainees through a playful moment.

Process: The trainees are divided into pairs, and each pair is given an object (for example, a pencil, an eraser, a sheet of paper, etc.) When both people in the pair see and remember their object, one of them must be blindfolded. The other goes to the coach who hides the object somewhere on the pitch. From there, they receive the 'Start' signal, and the blindfolded person must find the object, while the other person guides them. Only the words HOT and COLD may be used for guidance: HOT means moving towards, COLD means moving away. The game ends when all the pairs have found their object.

Materials required:

- An object (e.g. a pencil, eraser, sheet of paper, etc.)
- Bands

Skills acquired: This ice-breaking activity will create a sense of confidence among the trainees and give them the opportunity to improve teamwork while working on their resilience to achieve their goals, even if they are blindfolded.

Duration: 30 minutes

Tool 4: STORYTELLING



Objectives: This tool enables trainees to develop skills such as presenting an argument (with or without the use of a video) that may be useful in achieving one of the objectives set at the start of the training programme.

Process: The trainer, together with a team of volunteers, will collect the trainees' submissions/sequences and edit them into a video. The trainer and the team of volunteers will create a platform to broadcast the video. Trainees will be asked to make a theatrical video about how they define themselves in the host country. The trainees will explain the whole process, from the beginning of their journey to their experience in the host society.

Equipment required:

- Computer
- Camera

Skills acquired: Trainees will learn about practices, difficulties, conveniences, differences, social life, business and economic opportunities in different countries. In addition, students will learn how to present an idea, which can be useful for achieving certain objectives.

Duration : 60 minutes

Tool 5: THE SILLY STORY

In a few words:

In addition to warming up the brain, starting a creativity session with a game helps to remove blocks in your team, even if they are not necessarily aware of them. There are 7 creative blocks: the influence of cultural traditions, the presence of hierarchy, habitual ways of thinking, educational rules, resistance to change, logic and fear of judgement. This tool, precisely because it has to be absurd, helps to remove most of these blocks in a playful way and in a minimum of time. Try it and give your teams a creative boost! A story with no head or tail

A. WHY USE IT?

Objectives:

Once again, the aim of this tool is to free minds from the daily pressure, to let go of the zygomatic through the absurdity of the stories and to start a creative session in the best possible way. Context Despite its simplicity, this game is recommended for a team used to producing written work. If you are running a more public workshop, some participants may feel that they are going back to school and having to face the judgement of others. In this case, one of the two tools suggested above should be used.

B. HOW TO USE IT?

Steps:

1: Participants are asked to say out loud all the words that come into their heads, without any context or without context or semantic continuity. One person in the team writes them down carefully on a flip chart. **2.** In silence, everyone writes a story using all the words on the flip chart. **3.** When they have finished, each person tells the story they have imagined. **4.** The team votes by show of hands for the best nonsense story.

Methodology and advice: at the beginning of the exercise, remind the group that the aim is to use all the words, but above all to imagine a totally absurd story, to get out of a linear context by creating improbable, unexpected and strange twists.

This is how creativity is released and how minds can be brainstormed. It is also possible to produce a single absurd story with the whole team. In this case, once the words have been written on the board, each person uses the word of their choice to tell part of the story to the other team members. The further into the story you go, the more difficult it is to imagine it with the few words left... Here is the absurd story that a team could imagine using the words opposite: "The Venus de Milo had trouble changing her baby's nappies on a changing table. Why was this?

Because she was embarrassed by her sunglasses and a bouquet of flowers given to her by Miss France at the Sauerkraut Fair. Abandoning the baby at a red light in front of the ocean, she thought to herself "I may be vegan, but I'd love to have a little lunch tray with a leg of lamb! Bad luck, on the way home, she was derailed and had to change her bike chain. At last, she devoured the lamb while watching the news: once again, Giscard was inaugurating a commemorative plaque in a bank in Panama. Look, Claire Chazal has a new moustache! For teams that are more experienced in this kind of exercise, the game could be made more difficult by asking them to propose only common nouns or only adjectives, or to use the words in order.

Tool 6: ESQUISSE

Author: The Klap community

Source : <https://www.klap.io/ideation-9-exercices-indispensables/>

In a few words:

Visual thinking helps to develop ideas that writing, and discussion might leave behind.

A. WHY USE IT?

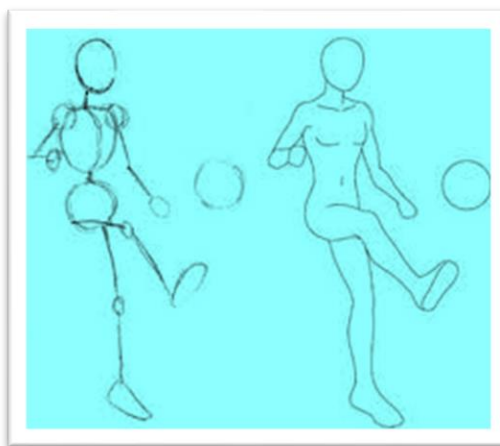
This exercise, which is not unlike Brainwriting, consists of making connections from ideas generated by each member of staff, and does not require you to be an expert in visual arts!

B. HOW TO USE IT?

Each member will draw an image related to the overall theme of the project or to a line of thought to be explored.

Each sketch is then passed on to the next member who will add his or her own drawing on the same sheet. The process is repeated until everyone has been able to sketch their ideas on each piece of paper.

The final images can then be examined and discussed, allowing you to make new connections that each member might not have spotted individually.



Tool 7: THE 8 EGGS

Author: The Klap community

Source : <https://www.klap.io/ideation-9-exercices-indispensables/>

In a few words:

Drawing and not just ... drawing quickly! Yes, you'll have to get started!

Using drawings, freehand diagrams and simple words, each participant must propose 8 ideas in 8 minutes.

A. WHY USE IT?

The aim is to generate more and more ideas, and to build solutions from the ideas of others.

You have to go beyond the first idea, which is often the least innovative. There is no way to go wrong, the method mixes the useful with the pleasant in a tight timeframe. So, no need to be very precise: the sketches do not need to be very finalized.

It is in this constrained time, and healthy emulation, that one overcomes the fear of what people might think!

B. HOW TO USE IT?

- Create tables of 4-5 people
- Take a sheet of paper, fold it into 8 (horizontal), or divide it into 8 squares
- Start the stopwatch
- Each team member draws their ideas in each of the 8 parts / boxes every minute (or 2 minutes depending on the participants)
- Discuss, share ideas by table
- Choose the best ones all together (silent vote, stickers, ...)



Tool 8 : THE BRAINSTORMING 6.3.5

In a nutshell:

Use this method to generate 108 new ideas in 30 minutes.

The name says it all: 6 people, 3 post-it® notes, 5 minutes!

A. WHY USE IT?

Based on the principle of cross-fertilisation of ideas, where everyone improves on each other's ideas, it promotes the collective success of the project rather than the success of a single person, and allows the shy to express themselves as much as the more confident. Context This technique can be used as soon as the analysis phase is over, but always after a cerebral warm-up.

B. HOW TO USE IT?

a) Instructions for use:

1. Create groups of 6 people.
2. Each person lines up 3 Post-it® notes on the top of a sheet of paper placed in front of them in landscape mode.
3. In total silence and over 5 minutes, each person writes down 1 idea per Post-it®, without going into detail.
4. Everyone passes their sheet of paper and the Post-it® notes stuck to it to their neighbour on the right.
5. Everyone sticks 1 extra Post-it® on the bottom of each previous Post-it® (the sticky strip of the new one must overlap the top one).
6. Again in silence and over 5 minutes, each person takes inspiration from the 3 ideas in front of them and improves each idea by writing a few lines on each of the new Post-it® notes.
7. When the 5 minutes are up, you pass the sheet to your right-hand neighbour.
8. Once again, post-it® notes are stuck under the previous post-it® notes
9. Rotate the sheets until you are back in front of your original sheet. At the end, you'll have large strips of Post-it® notes linked to the original idea. You will need them to use the following tools.

b) Methodology and advice:

The quality and relevance of the ideas expressed will be better if you explain the context of your project and your reformulation of the challenge, especially if you have invited new people to think with you.

Reassure the participants that they must not limit themselves.

There are no right or wrong answers, all ideas are accepted, even the most far-fetched.

c) Brainstorming 6 3 5 blank



Example of brainstorming 635 results

Topic or problem:		Team:				Notes:
How might we improve our mobile app so gym members have a delightful experience?		<ul style="list-style-type: none">Product teamUX design team				New data indicates that there is a decline in app downloads from new gym members.
	Yang	Oscar	Rachel	Preston	Billy	Grace
Round 1	<div>Add an Android version</div> <div>Yang's first idea</div>	<div>Add a social element to the app</div> <div>Oscar's first idea</div>	<div>Have a section that helps gym goers find a gym buddy</div> <div>Rachel's first idea</div>	<div>Location tracking, tells you how long you spend at the gym automatically</div>	<div>Have a leaderboard for people who have set gym records</div>	<div>I think it would be important to make the gym a judge free zone. Maybe we can help with that in the app?</div>
Round 2	<div>Provide an incentive if they download the app</div>	<div>Users can post pictures and videos so other gym members can see them</div> <div>Yang's idea after reading Oscar's idea</div>	<div>A lot of people go to the gym to meet people, maybe there could be a way to have your profile public</div> <div>Oscar's idea after reading Rachel's idea</div>	<div>Phones can track how many steps you take</div> <div>Rachel's idea after reading Preston's idea</div>	<div>Let's just require members to get the app</div>	<div>We could fine anyone that participates in body shaming</div>
Round 3	<div>Rewards program</div>	<div>Users can post comments/like on Instagram and Facebook</div>	<div>Have a QR code scanner feature for people to add friends to their gym network</div> <div>Yang's idea after considering the ideas above</div>	<div>Have a news feed with gym announcements</div> <div>Oscar's idea after considering the ideas above</div>	<div>An option to send a video of lifting weights to a trainer to get help on improving form</div>	<div>Gym-rat free zone!</div>
Round 4	<div>Referral program</div>	<div>App users should be able to share music and playlists they like</div>	<div>Each treadmill should have a QR scanner that can scan your app to do something</div>	<div>Have a "Member Moment" with gym members</div>	<div>Create a technology that virtually gives feedback in real time using a phone's front-facing camera</div>	<div>There needs to be a better way to collect member's data</div>
Round 5	<div>If a member uses the app a certain amount of times, they get a free protein shake</div>	<div>The app could have an integration with Spotify and Apple Music</div>	<div>Treadmills and other machines could be controlled via the app</div>	<div>Hire a content writer to write articles about the gym</div>	<div>We could just assign every new member a trainer they can use</div>	<div>We give a reward to members that input how much they lift, then we will know how strong they are</div>
Round 6	<div>The app could notify gym members when they are due for exercise--built-in calendar</div>	<div>Other integrations that would be cool--Facebook, Instagram, Twitter, YouTube</div>	<div>Motivational Monday</div>	<div>New gym member announcements with their faces and a quick bio</div>	<div>Open a fight club and only app users get in</div>	<div>We could send notifications to weaker gym members so they know when are good times to go to the gym</div>

Tool 9: SCAMPER MODEL

SCAMPER was first introduced by Bob Eberle to **address targeted questions that help solve problems or ignite creativity during brainstorming meetings**. The name SCAMPER is acronym for seven techniques; (S) substitute, (C) combine, (A) adapt, (M) modify, (P) put to another use, (E) eliminate and (R) reverse.

SCAMPER Method: a technique to multiply your ideas!

The world of advertising has always been a constant source of creativity and renewal. You only have to look at some ads (TV, print ads, etc.) to understand that coming up with an original, striking and intelligent idea is not always easy.

So it's only natural to take a close interest and be inspired by them when you want to be creative. Luckily for us, whatever area you want to be creative in, there are tools and techniques to develop and produce ideas.

The SCAMPER Method:

The SCAMPER method is a creativity method for examining an idea/concept/product/ project/ problem and generating new ideas in a systematic way by applying the following checklist of questions:

1. Substitute:

Substituting is the act of replacing, exchanging one element with another in order to bring about a change, an unexpected idea, a renewal.

The principle is therefore to ask what can be replaced:

- What can I replace to bring about an improvement?
- With whom/what can it be replaced?
- How can this product be changed?
- Can another approach be used?
- Another product?

2. Combine:

Combining means merging two concepts, two ideas together.

- What could we combine to multiply the possible uses?
- What talents can we combine?
- Which people can we involve in the project?

3. Adapt (Adapt):

This is about putting your idea into another context and drawing inspiration from what is already being done elsewhere. As with all things creative, taking inspiration from others and copying them is an important first step.

I invite you to re-read the article on remixing according to Kirby Ferguson, it's always interesting.

- What could I copy?
- From what, from whom could I draw inspiration?
- What other processes could be adapted?
- Is there anything comparable used elsewhere, in another industry for example?

4. Modify:

Modifying means changing the size, shape, colour of one or more elements of the project, idea or product:

- Can we change the meaning of the project?
- Can you change the size and appearance of the idea?
- Can I change the colour, movement, sound, smell, shape of the idea or project?
- What can I make bigger? Embellish?
- What can I add? Time? Resources?

Note that the questions may seem very abstract at the moment. The important thing is to apply them to your problem and develop all the ideas behind them.

For example, you can use the Lotus technique!

An example concerning my garden (even if I don't have one!):

- Can I change the size of my garden?
- Can I change the shape of my garden?
- Can I change the smell of my garden?
- Can I change the colour of my garden?
- Can I change the colour of my garden? etc.

5. Put to other uses

This is about finding another use, another application for the product, the idea, the concept if it is ever changed. Often, products are diverted from their original use, such as the old travel trunk that is used as a coffee table.

- Are there other possible uses, if the original use of what we are trying to develop is changed?

6. Eliminate

As with many things, eliminating the superfluous is essential. Often, going back to basics and taking a step back from your product, your idea is a good thing. It is therefore necessary to subtract, delete, sort out in short.

"To create is to subtract, isn't it:)?

- Can we subtract? Delete? Decrease a part or an element?
- Can we eliminate certain rules?

7. Rearrange or Reverse

Reversing and/or inverting the product/situation can lead to surprising, out-of-the-box solutions. The aim here is to deceive expectations, to be original.

- How can I counteract this?
- Put the top down? Bottom to top?
- Can things be reversed?
- What sequence would be most beneficial for my idea, my product?
- Can I do exactly the opposite of what was normally planned?

If applicable, please provide the tool instructions.

The steps in the process:

Now that we know a little more about the substance of this method, let's look at its starting point.

The first step is to identify the problem and formulate it clearly as a question:

How could I improve this product? This idea? This slogan? This character I am writing? This music I am composing? My house? My garden? My life?

Try it, it's quite instructive 😊 !

The second step is simply to submit your problem, your idea to the checklist of questions and observe the result. Do you like it?



The SCAMPER Method

- S** **Substitute**
Replace a part of your product, service or process with another.
- C** **Combine**
Combine ideas, processes or products into one more efficient output.
- A** **Adapt**
Adapt an existing idea that might not have worked before to solve a problem.
- M** **Modify**
Modify an aspect of your situation or problem, for example by magnifying or minifying them and see whether it gives you a new insight or whether it adds any value.
- P** **Put to another use**
Put current processes or products that were intended for a specific purpose to another use to solve problems.
- E** **Eliminate**
Eliminate or simplify a process or idea to get to improve it, but also to identify its most important aspect.
- R** **Reverse**
Reverse the orientation or direction of a process or product, do things the other way around, completely against its original purpose.

Sources:

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- <http://www.walshdesign.com/a-guide-to-the-scamper-technique-for-creative-thinking/>
- <http://www.walshdesign.com/a-guide-generation-problem-solving-using-scamper-technique/>

Tool 10: MASH UP

MASH UP principle:

Using their 2-page worksheet, IDEO gives simple steps for creating a mash-up.

Step 1: Frame – Identify your “how might we” question.

Step 2: Narrow – Think of two unrelated categories or topics, preferably outside of your industry, but one should be at least loosely related to the top in the “how might we” question. For example: maybe your problem is; how might we make sure our customer’s cat Gina is looked after when her pet-parents are out of town? Your two categories might be; *things you need to take care of a cat*, and *what’s to love about train travel*.

Step 3: Generate – In each category, think of and list as many elements or experiences as you can. This is a time for quantity, not quality.

Step 4: Mash-up – Find creative ways to combine items from the two categories together to ideate new products or services, or other ways to solve your design problem.

The more ideas you can generate, the more mash-up options you have, and the better the chance for an innovative solution.

Mash-ups for everyday situations:

Following the steps listed above, let’s work through a mash-up example to see how it works. I’ve noticed that the graphic designers in my environment are particularly risk-averse, and we seem to be creating the same solutions over and over again. *Our design team needs to explore more creative and innovate, and potentially risky design solutions for our customers because they require engaging, targeted materials that inspire action from their audience, and the work they’re getting from us is not meeting that need.*

Tool 11: THE ANGEL LAWYER

In a few words:

It's not uncommon to play devil's advocate to push your interlocutor into a corner, to confront him with his contradictions or simply to fuel a conversation.

This tool is just the opposite : sometimes collaborative work tends to bring out the really good ideas and leave the ones that weren't amazing but had real potential if you thought twice about them on the sidelines. And that's exactly what the Angel's Advocate proposes to do... FISH OUT AN IDEA

A.WHY USE IT?

By removing from the participants' view the ideas that were voted for in the previous tool, you will allow the team to re-read the remaining proposals so that they can be sure that they have not left one or two that had a chance of being selected. Context The angel's lawyer is brought in just after the sticker vote, a bit like a last chance vote.

B.HOW TO USE IT?

a) Before you start...

Estimated time: 5 minutes + allow time for debate so that everyone can explain why they have selected this idea.

b) How to use it:

- 1.Once the sticker voting is done, the ideas previously selected for prototyping are removed from the space.
- 2.Each participant is given a single sticker of a distinctive colour or shape (e.g. a star sticker if round stickers have been used previously, or a silver sticker if stickers of different colours have been used previously).
- 3.Each team member should stick their "angel" sticker on the idea that they think is really useful to the project and would have fallen through the cracks in the sticker vote.
- 4.The number of angel stickers for each idea is then counted and the idea(s) picked up is added to the list of ideas to be prototyped.

c) Methodology and tips:

Sometimes no idea really emerges from an Angel Advocate. This means that only the best ideas were chosen through the sticker voting and that your team did a really good job. In this case, no new ideas are added to the prototyping list. This tool, coupled with the sticker vote, could be used throughout the Design Thinking process, whenever a collective and democratic decision has to be made.

For example, participants could be asked to stick stickers on and play the angel's advocate during the analysis phase to select what they will have to insert into the objectives grid or the key elements to constitute the personas.

The same applies to generating most of **the tools in the** implementation phase, if the team cannot agree on them. If necessary, these two inseparable tools become the best way to make a decision

when tempers flare. However, I would advise you to use the following tool, called "Green and Black Ideas", when you make your first ever convergence or selection of ideas following a brainstorm.

This method will allow you to select a lot of interesting ideas, whereas voting by stickers and the angel lawyer could, and this is the risk of collective voting, only bring out a very small number of ideas. Therefore, these two tools should be used in combination for elections where few options are needed.



Tool 12: BONO'S HATS

In a few words:

Conceived and developed by Dr Edward de Bono, a Maltese psychologist specialising in cognitive science, this approach is based on his observations of the different ways people think. De Bono found that these ways of thinking were unconsciously influenced by our emotions, beliefs, opinions, judgements, logic, personal feelings, etc. This, on the one hand, allows us to think and make decisions quickly, but on the other hand, prevents us from thinking in new ways, thus self-censoring ideas and solutions that diverge from our usual way of thinking.

This unconscious cognitive functioning, which encourages us to always apprehend events according to the same logic, is called "vertical thinking". de Bono, following his observations, developed the concept of "parallel thinking", which consists of organising one's reasoning according to different angles and viewpoints. This led to his famous method known as the six hats of thinking. An approach that encourages one to step back and observe a given situation from six different angles, six distinct modes of thought or "filters" materialised by six hats of six different colours.

A. WHY USE IT?

The objective is to bring out ideas - sometimes crazy or unworkable - to come up with an innovative and realistic solution that no one would have thought of following their usual way of thinking.

New ideas are often censored in problem-solving sessions, in particular, where they are preferred to approaches that have been tried and tested in the past or that are fully mastered. This method has its place here, as it allows original and/or innovative solutions to more or less complex problems to be given every chance. It gives everyone the opportunity to express themselves and creates a calm climate that is conducive to constructive exchanges and discussions.

This approach can also be very useful for conflict resolution. Indeed, by allowing each party to become aware of the roles, stakes and consequences of the tensions through the six filters, it offers the possibility of understanding the point of view of the adversary and initiating a real dialogue.

Although it is preferably used in groups in companies, the Six Thinking Hats method is also interesting to use individually, as it forces one to shift one's vision of a given situation (change management, problem solving, decision making, etc.).

B. How to use it?

a) Preparing the hats:

The different hats and their roles:

The white hat: It represents neutrality: stating the elements available in a factual, impartial way, without any interpretation of the figures, data and other information.

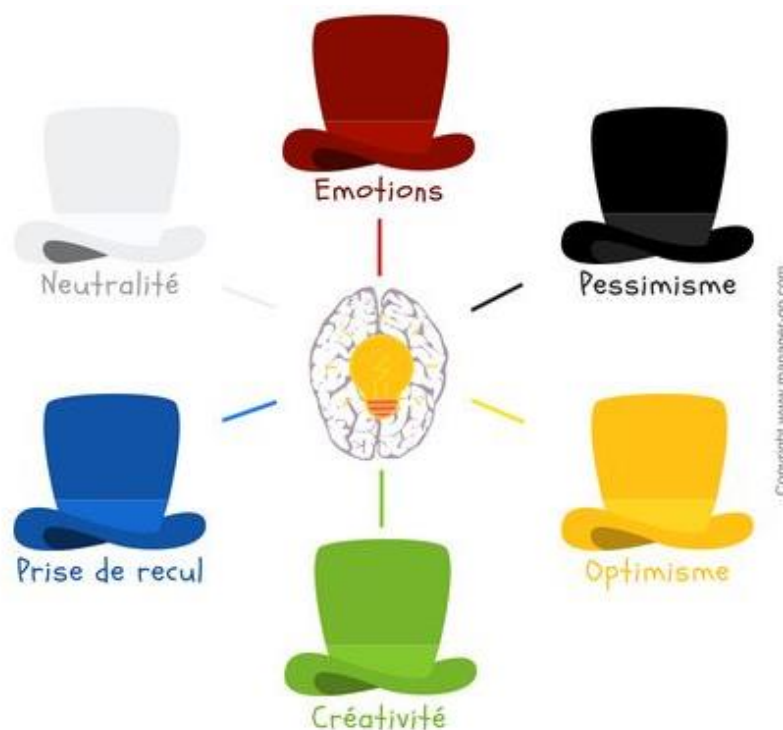
The red hat: Symbolises emotion and intuition: feelings, judgements, emotions and sentiments are expressed fully and without justification.

The black hat: Embodies pessimism: risks, limitations, obstacles, drawbacks and other negative aspects are raised without argumentation.

The yellow hat: Expresses optimism: advantages, opportunities, hopes, benefits, dreams are presented.

The green hat: It represents creativity: original alternatives, imaginative, crazy, crazy ideas are formulated without any censorship and with the characteristic energy of enthusiasm.

The blue hat: It personifies organisation: analysis, synthesis, stepping back, channeling of ideas, recapitulation, discipline, a process of reflection that allows the session to proceed properly and achieve the objective set.



How a reflection with the 6 hats unfolds:

In concrete terms, a session begins by explaining the problem in question and the way the workshop will be run, in particular by stating the order in which the hats will be used, and the time allowed for each sequence. This is to ensure that everyone is clear about the flow of the session.

b) Distribute the hats:

Each session always begins and ends with a blue hat, symbolising the organisation, flow and synthesis of the workshop. The facilitator or meeting leader usually wears this hat throughout the process like a conductor. He/she makes sure that everything goes according to plan and that everyone plays their assigned role at the right time, announces changes from one way of thinking to the next, maintains discipline, etc. Nevertheless, all participants may be asked to think in blue hats during the meeting.

Once the problem has been stated, each of the participants will analyse the situation and try to find solutions by trying out the six different ways of thinking in turn. The whole group "wears" the same colour hat at the same time. This avoids labels, virulence and other mockery and encourages, on the contrary, a real exchange where listening and respect are the key words. The objective is not to look back, but to look forward.

A session can be used in one specific way of thinking (e.g. "thinking in green hat mode will be very useful"; or "let's see what happens in yellow hat mode"; etc.) or in sequences, during which the order of use of the hats will differ according to the issue and the objective determined. Not all hats are necessarily used. The sequences can be defined in advance (the most common use) or during the session. The latter possibility should only be used if participants are familiar with the 6-hat approach, as the time spent deciding which hat to follow can be very detrimental to the effectiveness of the meeting.

For example, a sequenced workshop might go like this:

Start the session with the blue hat: What is the issue? Why are we here? What is the context? What is the objective of this meeting? How will the session proceed (roles of the hats, order of use and time allowed - usually 1-2 minutes per participant)?



In the blank sequence, each participant simply states the facts: What do I know about the situation? What information do I have? What figures do I have? What are the relevant standards/rules/laws? What information is missing? How do I get it? etc.



Then comes the red sequence during which each of the protagonists must express what he or she feels about the issue without having to justify it: What do I feel? What does my intuition tell me? What does it inspire me? What are my convictions? What feelings does it instil in me? etc.



The black sequence follows. Everyone forces themselves to see the glass as half empty: what are the obstacles to each solution? Why won't it work? What are the drawbacks? What is needed to make it work that we don't have? What are the obstacles we will encounter? What are the weaknesses? etc.



Then comes the moment to see the glass half full and be constructive with the yellow sequence: what are the advantages of each solution? What benefits? How can we go further? How can we make it work? etc.



Green hat: time for unlimited imagination and creativity: what are the ideal solutions, however far-fetched or unrealistic? What other paths are possible? What if?? What would be truly innovative, disruptive? What other solution can we bring to the problem? What suggestions can be made for dealing with the obstacles mentioned in the black hat? etc. The time allowed for this creative sequence is generally longer than for the others.



Finally comes the time for sorting and concluding with the blue hat: what can we learn from the session? Have we made progress or is the situation still unclear? Where should we go from here? How do we proceed? According to what action plan? What are the next steps? etc..

Source : <https://communagir.org/contenus-et-outils/communagir-pour-emporter/les-outils-d-animation/6-chapeaux-de-bono/>

Tool 13: LATERAL THINKING

What is Lateral Thinking?

Lateral thinking (horizontal thinking) is a form of ideation where designers approach problems by using reasoning that is disruptive or not immediately obvious. They use indirect and creative methods to think outside the box and see problems from radically new angles, gaining insights to help find innovative solutions.

Lateral Thinking helps Break Out of the Box:

Many problems (e.g., mathematical ones) require the vertical, analytical, step-by-step approach we're so familiar with. Called linear thinking, it's based on logic, existing solutions and experience: You know where to start and what to do to reach a solution, like following a recipe. However, many design problems—particularly, wicked problems—are too complex for this critical path of reasoning. They may have several potential solutions. Also, they won't offer clues; unless we realize our way of thinking is usually locked into a tight space and we need a completely different approach.

That's where lateral thinking comes in – essentially thinking outside the box. “The box” refers to the *apparent* constraints of the design space and our limited perspective from habitually meeting problems head-on and linearly. Designers often don't realize what their limitations are when considering problems – hence why lateral thinking is invaluable in (e.g.) the design thinking process. Rather than be trapped by logic and assumptions, you learn to stand back and use your imagination to see the *big picture* when you:

- **Focus on overlooked aspects of a situation/problem.**
- **Challenge assumptions** – to break free from traditional ways of understanding a problem/concept/solution.
- **Seek alternatives** – not just alternative potential solutions, but alternative ways of *thinking about problems*.

When you do this, you tap into **disruptive thinking** and can turn an existing paradigm on its head. Notable examples include:

- The mobile defibrillator and mobile coronary care – Instead of trying to resuscitate heart-attack victims once they're in hospital, *treat them at the scene*.
- Uber – Instead of investing in a fleet of taxicabs, *have drivers use their own cars*.

Rather than focus on channelling more resources into established solutions to improve them, these innovators assessed their problems creatively and uncovered game-changing (and life-changing) insights.

How to Get Fresh Perspectives with Lateral Thinking

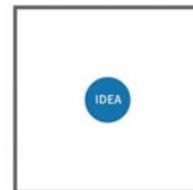
For optimal results, **use lateral thinking early in the divergent stages of ideation**. You want to **reframe the problem** and:

1. **Understand what's constraining you and why.**
2. **Find new strategies to solutions and places/angles to start exploring.**
3. **Find the apparent edges of your design space and push beyond them** – to reveal the bigger picture.

You can use various methods. A main approach is **provocations**: namely, **to make deliberately false statements about an aspect of the problem/situation**. This could be **to question the norms through contradiction, distortion, reversal** (i.e., of assumptions), **wishful thinking** or **escapism**, for example:

Here, we see the norm of conventional schooling challenged and some unpredictable (and even outrageous) notions to trigger our thinking. Our example showcases this method:

SEEING THE BOX



Bad Ideas:

You think up as many bad or crazy ideas as possible, but these might have potentially *good* aspects (e.g., helping children specialize in desired subjects earlier). You also establish *why* bad aspects are bad (e.g., inserting biochips would be a gross violation of human rights). Other helpful methods include:

Random Metaphors:

- Randomly pick an item near you or word from a dictionary and write down as many aspects/associations about it as possible. E.g., “Exhibition” – “visitors walk around enjoying paintings”; “learn about cultures”; “pleasant environment”.
- Pretend some genius in your field told you this item/word is a good metaphor for your project. E.g., you can organize information, tips and images for your travel-related app to also act like an art/museum exhibition, so anyone can enjoy an interesting tour of a given location.
- Use the metaphors you think of to improve your design/product. E.g., you create a captivating app which virtual tourists can enjoy with (e.g.) virtual reality features.

Problem: Educating kids is expensive, labor-intensive, time-consuming and hard to forecast a good curriculum for in a volatile job market.

Provocations:

- Just let them read textbooks at home and evaluate/grade/mark their own work.
- Invent computer biochips that contain everything they’ll need to know and surgically implant these in their heads.
- Ask them what career they want when they’re 5-year-olds and guide their studies so they can start (e.g.) technical college as 10-year-olds.

Tool 14: THE CRAZY 8

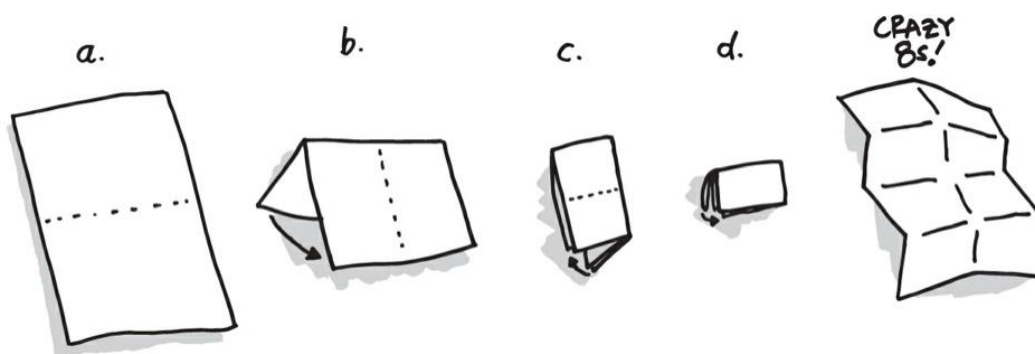
The crazy 8:

The Crazy 8 is an excellent workshop in Design Thinking that allows you to force yourself to diverge and find several answers to a problem. This workshop is fun, easy to set up and allows you to question yourself.

Used regularly in a design sprint during the divergence phase, this crazy 8 is formidable in its results. By forcing ourselves to look for 8 different variations of an idea, it is possible to see an even better idea emerge than the first one we had.

Preparation:

The crazy 8 is very simple to set up. Just take an A4 sheet of paper and fold it according to the steps described in the images below: crazy 8.



When you unfold your sheet of paper, the folds will represent the 8 different areas; we are working with sketch concepts, it is not necessary to have a clean rendering.

Ideally you should provide the following materials in addition to the A4 sheets to the participants:

- pencils and eraser
- colored markers
- Creating our crazy 8s

Each participant will prepare their own crazy 8 sheet so that they can develop their ideas. Even the less creative can come up with great ideas.

When each participant is ready, we will ask them to come up with 8 alternatives to imagine how to respond to a given problem.

For example: how to represent the indicators on 1 page?

At this point, we will give each participant 20 minutes to create 8 different alternatives.

Voting for the best ideas

When the sketches are finished, we will ask all participants to put their A4 sheets on the wall so that they are visible to everyone.

Here is a result proposed by Revelry Labs:

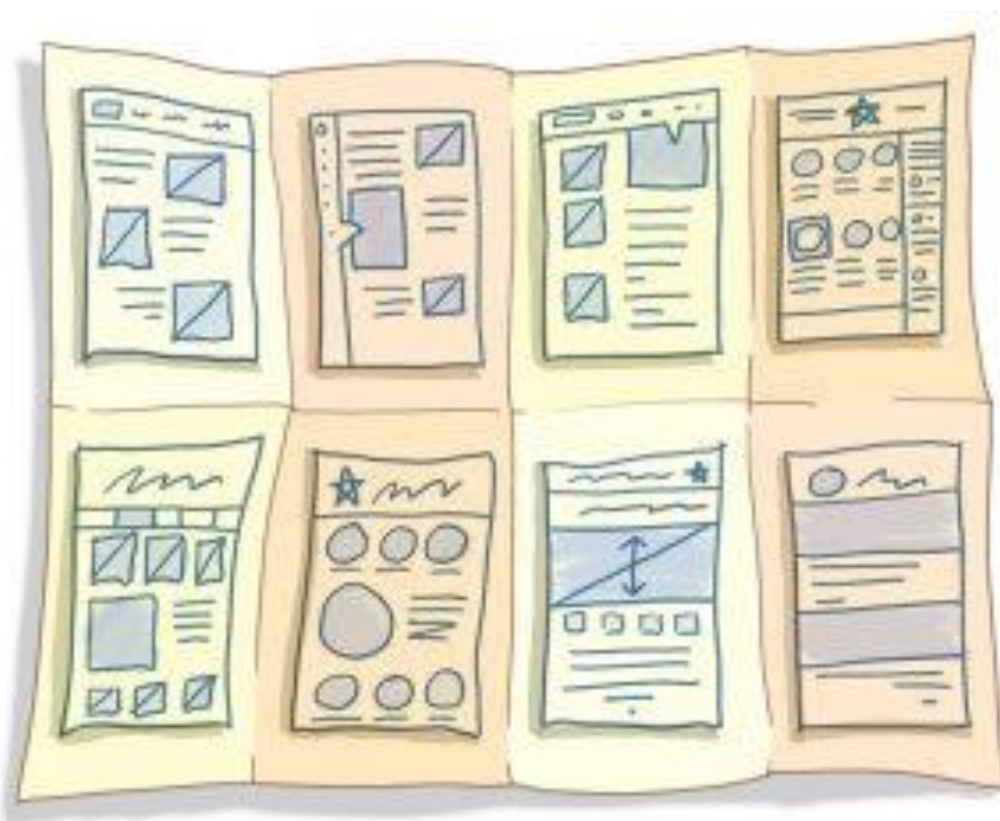
We will then let all the participants take 5 minutes to look at all the proposals.

When these 5 minutes are over, we will carry out a dot voting. Each participant will have 5 dots in hand to vote on the sketches they find most interesting (conceptually).

- ✓ 1 dot = 1 vote
- ✓ we vote for a square and not for the whole sheet

While the drawing of the crazy 8 is called the "divergence" moment, this moment of voting is called the "convergence" moment.

The teams will then keep the 3 ideas with the most votes to discuss.



crazy 8 result

PART 2: TOOLS FOR YOUNG PROFESSIONAL ORIENTATION



Tools application workshop

Tool 15: WHAT IS YOUR WORKING STYLE?

Answer each of the following statements by marking the column on the right that best reflects your opinion:

0 never	1 rarely	2 sometimes	3 quite often	4 often	5 always
					NOTE
1.	You assign your staff precise objectives and responsibilities so that everyone knows exactly what they have to do				
2.	You keep a precise record of events, so you can easily check what happened if a problem arises				
3.	You think that most problems have a logical solution				
4.	You like human contact				
5.	In important areas, you don't hesitate to hurt other people's feelings in order to achieve your objectives				
6.	Working on an action plan for an important project is one of your favourite activities				
7.	If an incident occurs in the company's operations (delay, drop in quality, etc.) your first action is to check that the procedures have been correctly applied.				
8.	You are an attentive reader and you often find errors in names, dates, amounts, etc.				
9.	You have an excellent ability to take a solution proposed by a colleague and come up with ideas and changes to make it even better.				
10.	In a discussion, you try to look at things from the other person's point of view				
11.	You're used to reviewing current projects to assess exactly what still needs to be done				
12.	For all major projects, you demand a written plan rather than improvising as you go along.				
13.	You enjoy organising meetings to resolve difficulties that arise between different parts of the company				
14.	In a meeting or discussion, you are the one who corrects and clarifies the facts reported by others.				
15.	You entrust your employees with long-term problems, both to give them an opportunity to learn from experience and to obtain answers.				
16.	You think it's important to create a warm, friendly atmosphere in the company				
17.	You do your utmost to achieve results and meet deadlines				
18.	You know how to anticipate situations and problems				
19.	You keep in constant contact with your staff to ensure that the company is operating at its best				
20.	You like figures and you know all the company's ratios				
21.	You think a well-defined problem is half the solution				
22.	You believe in recognising good work and not hesitating to give compliments				
23.	You believe that what counts is not the effort you make but the result you obtain.				
24.	Your employees will not hesitate to ask for your advice and help with any problems concerning the future.				

RESULTS AND INTERPRETATION

What is your working style?

Enter your answers in the table below and add up the totals for each column. The results indicate the strength of your different skills.

1=	2=	3=	4=	5=	6=
7=	8=	9=	10=	11=	12=
13=	14=	15=	16=	17=	18=
19=	20=	21=	22=	23=	24=
...../20	...../20	...../20	...../20	...../20	...../20
Coordination	Control of details	Problem solving	Concern for people	Focus on results	Organisation for the future

This test is designed to highlight your level in the various skills involved in organising and carrying out the work itself:

COORDINATION

The ability to organise and integrate several complementary activities, to visualise a dynamic and complex situation by temporarily freezing it in order to observe its components and the relationships between them.

DETAIL CONTROL

The ability to focus on the essential detail or the little thing that makes the difference.

PROBLEM SOLVING

Ability to tackle problems, difficulties or emergencies head-on and find solutions,

ANIMATION

Ability to build high-performance, enthusiastic teams, ability to motivate people and make them want to work.

the search for results

The desire to achieve a goal, the ability to communicate this desire to employees and to drive them towards the common goal.

PLANNING

Ability to imagine future situations, detect trends and identify opportunities: ability to draw up precise, detailed action plans.

The ideal, of course, is to have a high score in all six qualities! But you can't accept mediocrity in just one area.

Tool 16 : WHAT IS YOUR LEADERSHIP STYLE?

Answer the following questions by placing a cross in the column corresponding to your choice:

	YES	NO
1. Do you like to be in complete control of the situation?		
2. Do you think it is useful to explain the reasons for a decision before putting it into practice?		
3. Do you think that those who have to implement a decision should be involved in shaping it?		
4. Do you prefer administrative and solitary tasks (thinking, strategy, etc.) to activities that involve direct contact with your staff?		
5. When you meet a new employee by chance for the first time, do you first ask their name rather than introducing yourself?		
6. Do you keep your employees informed of events that concern and interest them?		
7. Do you prefer to make decisions together with your staff?		
8. When you entrust a task to an employee, do you limit yourself to giving them the objectives and leaving them the choice of method?		
9. Do you think that managers should avoid familiarity with their colleagues and employees?		
10. Do you feel that it is your staff's duty to give you their opinions and suggestions, and your duty to decide?		
11. When making a decision, if your opinion differs from that of your colleagues, do you go along with the majority (yes) rather than impose your point of view (no)?		
12. Is your team run very strictly, with a minimum of personal contact and communication?		
13. Do you find it easy to make someone redundant?		
14. Do you think that the more cordial and friendly you are with your colleagues, the easier it is to work with them?		
15. Does your team tend to operate in a friendly, consensual way?		
16. After a lot of effort, you have found a solution to a problem. One of your colleagues points out a few mistakes. Are you rather unhappy because the problem still hasn't been solved (answer "yes") or rather angry with your colleague (answer "no")?		
17. Do you think that the best way to avoid disciplinary problems is to punish any breaches of the rules appropriately?		
18. The method you propose for dealing with a certain situation is criticized by those to whom you have explained it. Are you trying to convince them (answer "yes") or are you trying to make them understand that you are the boss and that you are the one who decides (answer "no")?		
19. Do you think that involving your employees in your decisions helps them to develop their own skills as decision-makers?		
20. Do you let your employees contact you on their own initiative?		
21. Do you feel that each of your colleagues should trust you and support your point of view?		
22. Do you think that differences of opinion within a team are desirable and fruitful?		
23. Rather than dealing with problems yourself, would you prefer to delegate responsibility to a group set up for this purpose?		
24. When you delegate a task, do you feel that the delegate is fully and solely responsible for the result?		

RESULTS AND INTERPRETATION

What is your leadership style?

Circle below the questions you answered Yes to and add up the number in each row. The results indicate the relative strength of your tendency towards one or other of the leadership styles.

1	5	9	13	17	21	...../6	Authoritarian
2	6	10	14	18	22	...../6	Participatory
3	7	11	15	19	23	...../6	Democratic
4	8	12	16	20	24	...../6	Laissez-faire

For the sake of convenience, and although all the styles in between exist, we often define four main families of leadership styles:

AUTOCRATIC style

What the manager decides and asks must be carried out. Employees have virtually no influence on decisions. The person in charge gets what he wants through the power he wields, through his personal authority and even, if necessary, through coercion.

PARTICIPATIVE style

The manager reserves the right to make the final decision, but will first seek the opinion of his staff and take their views into account. Once the decision has been taken, he informs his staff of its content and the reasons that led to his choice.

DEMOCRATIC style

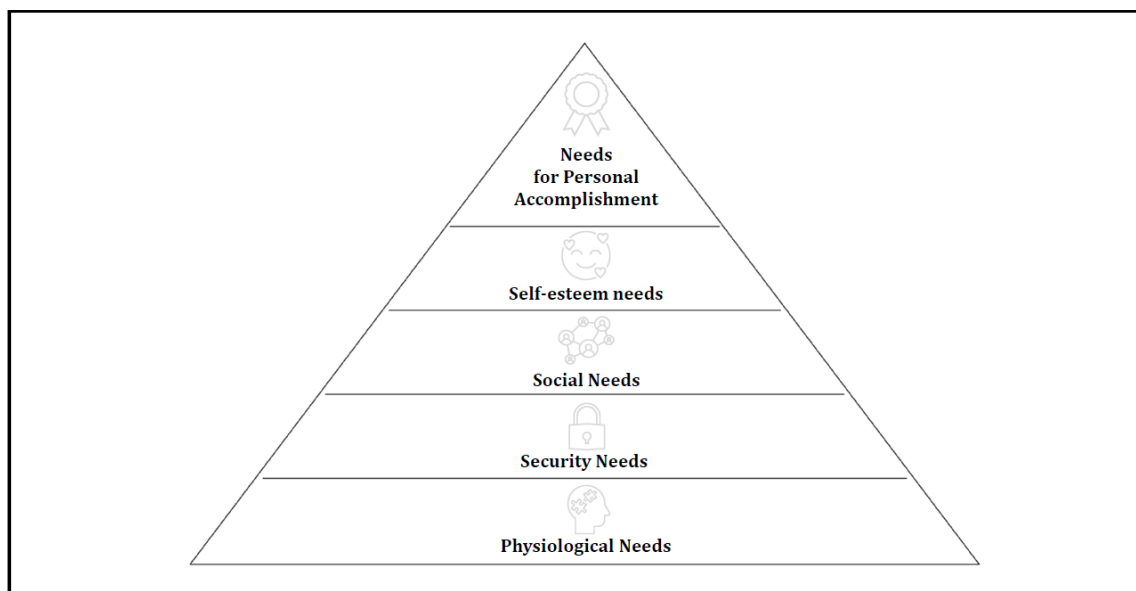
Although this is the most fashionable approach, it is by no means the most natural among managers. It is based on the conviction that a team is more effective if all its members - particularly those who will be involved in implementing it - participate in the decision-making process. Decisions are taken jointly and after a debate in which everyone contributes their opinions and suggestions.

LAISSEZ-FAIRE (or abdicatoric) style

It is difficult to speak of command when the manager is content to take on a share of the collective work without playing any hierarchical role, other than that of spokesperson and/or administrator.

Although the trend is clearly in favor of participative and democratic styles, no style is good or bad in itself: it all depends on your own temperament, that of the people you manage and the situation.

Tool 17 : MASLOW'S PYRAMID



HOW TO USE IT?

Objectives: Reduce conflict, building positive relationships, strengthen monitoring and supervision

Programmes: Reveal the person's individual needs.

The trainer presents the tool to the trainee (e.g., on the board or on a projected presentation), describes the rules: what to note. The trainer gives the trainee an individual form to fill in. Time limit for completion. After this time, the trainer asks each trainee to show, present and justify his or her entries. The trainer summarizes the choices and draws conclusions. Note) Although this tool is intended for personal analysis, it should be used to reflect on the individual's needs in relation to others (social, self-esteem, recognition, etc.).

This tool enables the trainer to get to know the trainee, which is useful for continuing to work towards the objectives previously set.

Material required: Post-it

Skills acquired: Reveal the person's individual needs. Understand what the person's needs are and how they differ (psychological, security, love/belonging, self-esteem and self-actualization).

Duration: 60 minutes

Tool 17: WHAT ARE YOUR PERSONAL NEEDS?

0 <i>Not at all</i>	1 <i>very few</i>	2 <i>a little</i>	3 <i>quite</i>	4 <i>many</i>	5 <i>enormously</i>	
						NOTES
1.	Be in good physical condition					
2.	A stable income					
3.	Being appreciated by my staff					
4.	To be respected for myself and even admired					
5.	Doing difficult and important work					
6.	Having children					
7.	Have taken out the necessary insurance against all everyday risks					
8.	To be able to spend time with my family					
9.	Being selected for a professional or social award					
10.	Working alone (or in a small team)					
11.	Working in comfortable conditions					
12.	No need to take major risks					
13.	Playing a team sport					
14.	Having power and influence					
15.	Continuing to learn through my work					
16.	Making good meals					
17.	Don't worry about retirement					
18.	Meeting my friends regularly					
19.	Identify with a high social class					
20.	A full and intense life					
21.	A satisfying sex life					
22.	Feel protected from career setbacks					
23.	Working in a close-knit team					
24.	Take full responsibility for my actions and decisions					
25.	Use all my skills					

1=	2=	3=	4=	5=
6=	7=	8=	9=	10=
11=	12=	13=	14=	15=
16=	17=	18=	19=	20=
21=	22=	23=	24=	25=
...../25	...../25	...../25	...../25	...../25
Physiological	Security	Social	Esteem	Production

The best-known model of motivation is the one proposed by Abraham MASLOW in the 1950s, to which we continue to refer. According to MASLOW, human needs are not expressed randomly but in a defined order:

Lower-level needs: these concern the physical survival of the individual and/or his family; they are the first needs that the individual seeks to satisfy:

- ▶ **PHYSIOLOGICAL** needs: These are the basic needs of all animals (food, water, oxygen, shelter, sleep, sex, etc.). Although they may change over time, these needs are nonetheless enduring and relatively similar from one individual to another. In modern life, and in business, the essential tool for satisfying physiological needs, at least in part, is money.
- ▶ **THE NEED FOR SECURITY:** once the primary physiological needs have been satisfied, the individual usually tries to increase his chances of survival in the longer term; he looks for ways of increasing the probability of continuing to satisfy his physiological needs (and/or those of his family): food storage, savings, health insurance, life insurance, retirement plan, etc. In companies, a strong need for security can manifest itself in the individual's attraction to anything that limits risk and change: a solid structure, a strong hierarchy, precise rules, rigorous procedures, etc.

Higher-level needs: these relate to social and psychological life; they arise when lower-level needs are relatively well satisfied:

- ▶ The **SOCIAL** need. By nature, man is a social being; but beyond this simple proximity - not to say promiscuity - man has a profound need for affection and love. The social need can very well be met outside the workplace, but we must be aware that most of the non-physiological time is spent in the company and, precisely, within a human group; it is therefore not surprising that it is in the company that many employees satisfy their social need.
- ▶ The need for **esteem**. Everyone needs to value themselves and to be valued by others. Work is undoubtedly a privileged intermediary through which the individual expresses what he is and shows it to others.
- ▶ The need for **self-fulfilment**. Less apparent than the other needs (some people seem to lack them), this need reflects what drives us to develop, to blossom, to realise our full potential (it's the need to transform the more or less ideal image we have of ourselves into reality). Here again, the company is the theatre in which we can put our personal resources to work and develop them.

Tool 18 : THE OBJECTIVES GRID

Author Brunet, Emmanuel

La boîte à outils du Design Thinking (BàO La Boîte à Outils) (French Edition) (p. 110). Dunod. Édition du Kindle.

In a few words:

The Goal Grid is a comprehensive list of the overriding needs and outright rejections that you have been able to bring out of your "Immersion and Empathy" phase. In effect, through fly-observation, information gathering and in-depth interviews, you have improved your knowledge of the real needs and rejections of your target audience. As with any Design Thinking convergence tool, it is now time to select them, write them down and validate them as a team. The list of needs and rejections

A. WHY USE IT?

The objectives grid enables the whole team to better visualize the innovations to be brought to the project as a priority, as well as the dead ends that must not be allowed to occur. The tool helps the team members to agree on the project's beginnings by dividing the facts and quotes observed during the immersion and empathy phase into the four boxes of the grid.

Context: The whole project team should be present to complete this objective grid, in order to revisit the conclusions drawn from the use of the previous tools.

Indeed, you will only be able to complete this grid correctly after having relied on the results of your customer journey analysis and your experience map. In a spirit of convergence and synthesis linked to this phase of Design Thinking, the objectives grid enables you to go even further in understanding the needs and refusals of your end customer.

B. HOW TO USE IT?

1. Before you start:

Estimated time: 30 minutes.

This tool is essential for understanding your user or client, so don't miss it.

Your objective grid will help you to better understand the empathy card

2. How to use it:

a. On a sheet of A4 paper or flipchart paper, reproduce the chart on the left.

b. In the box "The user has and wants" :

List what your target audience already has, what they absolutely do not want to part with, or even slightly change. These will be the elements that must be kept. To continue the example of the queue at the baggage check-in counter, we could put here that the customer wants to keep the check-in counters.

c. In the box "The user does not have and wants":

Write the products, actions or functions that your target audience does not have but strongly desires. The items in this box will therefore be your priority actions to develop. Our customer would like to do something other than wait for nothing.

d. In the box "The user has but does not want":

You will list all the completely superfluous things that your target audience doesn't like or finds unhelpful. You will eliminate them. In this box, our travellers no longer want long queues, standing and sometimes standing still for many minutes.

e.Finally:

The "don't have and don't want" box represents your future customer's categorical refusals, the possible features or services that will turn them away from your idea if you offer it to them. For example, you may have discovered that adding a clock in front of the queue would make travellers even more stressed.

3.Methodology and tips:

To simplify making this chart and to help the teams start filling it in, start by writing the opposite expressions from one box to the next. For example: if the user has and wants "a high-quality product at a low price", you could reinforce their request by writing "a low quality product that is too expensive" in the "user does not have and does not want" box.

Example of a blank objectives grid:

Objective of this goal grid: Make 2020 the year you start your new health or beauty brand and take advantage of our casual, hourly use.



Source : <https://www.wellshare.com.au/blog/goals-grid-a-new-tool-for-strategic-review>

		No	DO YOU HAVE IT?	Yes		
DO YOU WANT IT?	Yes	Achieve <ul style="list-style-type: none"> • Work toward sustainable growth in the county • Provide more incentives to property owners/managers for program involvement • Implementation of on-farm energy production and bio-fuels facility • Country living, and backdoor conservation program implementation • Healthy forests demonstration site • Clean and adequate water in all watersheds • Up to date natural resource inventory of current trends, baseline, resources • New and productive partnerships and better relationships with other organizations we deal with • Financial stability – independent of grants • More diversity with the communities we serve and within the organization • Better internal communications and understanding • Increase public participation and education in the natural resource issues • Become the “go to” organization for conservation information and conservation issues 		Preserve <ul style="list-style-type: none"> • Creativity, expertise and enthusiasm of the current staff • Opportunities to inform and involve residents • Working relationships with agency partners • Working relationships and influence with legislature • Working relationship with land owners • Volunteer involvement • Positive image of the organization • Diversification of funding • Productive and efficient work environment – technology - maintaining the freedom and encouragement to achieve • Executive Director and his crystal ball • Flexibility to respond to different needs • Volunteer board members 		Yes
	No	Avoid <ul style="list-style-type: none"> • Being seen as a regulator • Stagnation • Growing into a bureaucracy • Conflict of duties and responsibilities • Poor public perception and misperceptions • Instability of funding • Addiction to uncertain grant funding • Special interest obligations • Excessive specialization and/or generalization • Appearance of favoritism • Graft, corruption and scandal • Group think – situation where we have a enclosed group of people without the benefit of outside input • Attitude that we have arrived – arrogance and/or overconfidence 		Eliminate <ul style="list-style-type: none"> • Barriers to progress • Narrow focus for our programs • Safety hazards • Excess expenditures • Gas guzzling vehicles • Stress caused by cell phones, spam emails and Xerox machines 		No
		No	DO YOU HAVE IT?	Yes		

Tool 19: THE WISH

Author: The Klap Community

Source: <https://www.klap.io/ideation-9-exercices-indispensables/>

In a few words:

The wish method is a way of triggering a new start on a project or product.

A. WHY USE IT?

It should encourage your team to unleash their imagination: the assumption is that anything is possible.

You will be surprised at the solutions you can apply to the most improbable and unattainable wishes of your employees!

It's time to let go!

B. HOW TO USE IT?

a. How to use it:

Ask each member of staff to imagine the most extreme, most difficult solutions to a problem related to your project.

Make a selection of the wishes expressed, and examine them, discuss your ideas in more detail, with the aim of triggering new, more realistic concepts in order to pursue them!

b. Questions to answer for each wish:

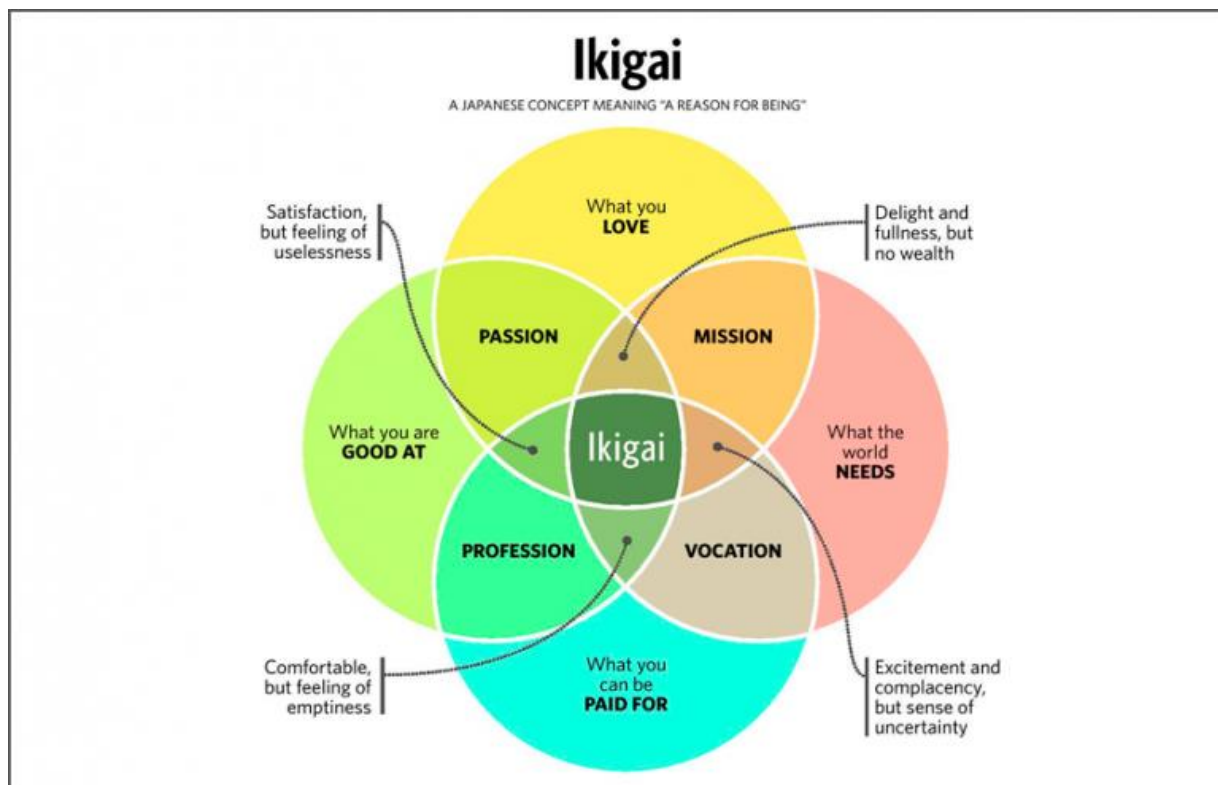
What makes this wish impossible to achieve?

How could it be reduced, simplified?

What are the characteristics of this wish that we could incorporate with a different approach?

Tool 20: IKIGAI

Ikigai is an ancient Japanese concept whose ultimate aim is to help you find your "reason for living". Today, this method is increasingly applied to the professional sphere.



Ikigai is the central point of balance between four fundamental dimensions of your life:

- your passions, what motivates and drives you on a daily basis,
- your mission, what you bring to the world and to society,
- your skills and abilities, what you are capable of,
- your vocation, what makes you unique.

Finding your ikigai: where is it?

This involves answering four major questions:

- What do I like to do?
- Why am I talented?
- What does the world need?
- What can I be paid for?

This complex exercise requires method, optimism and a willingness to plumb the depths of your personality.

Before you start looking for your ikigai:

1 Give yourself time! Finding your ikigai can sometimes take a long time (from a few days... to a few months!). You'll have to think about yourself and the world around you in the most honest and relevant way possible, so don't rush;

2 Don't necessarily associate your ikigai with professional success or a high salary. The most important thing is to determine which job really means something to you and will give you the most self-esteem;

3 Expect your ikigai to evolve over time. We don't all want the same professional career at 20 as we do at 40;

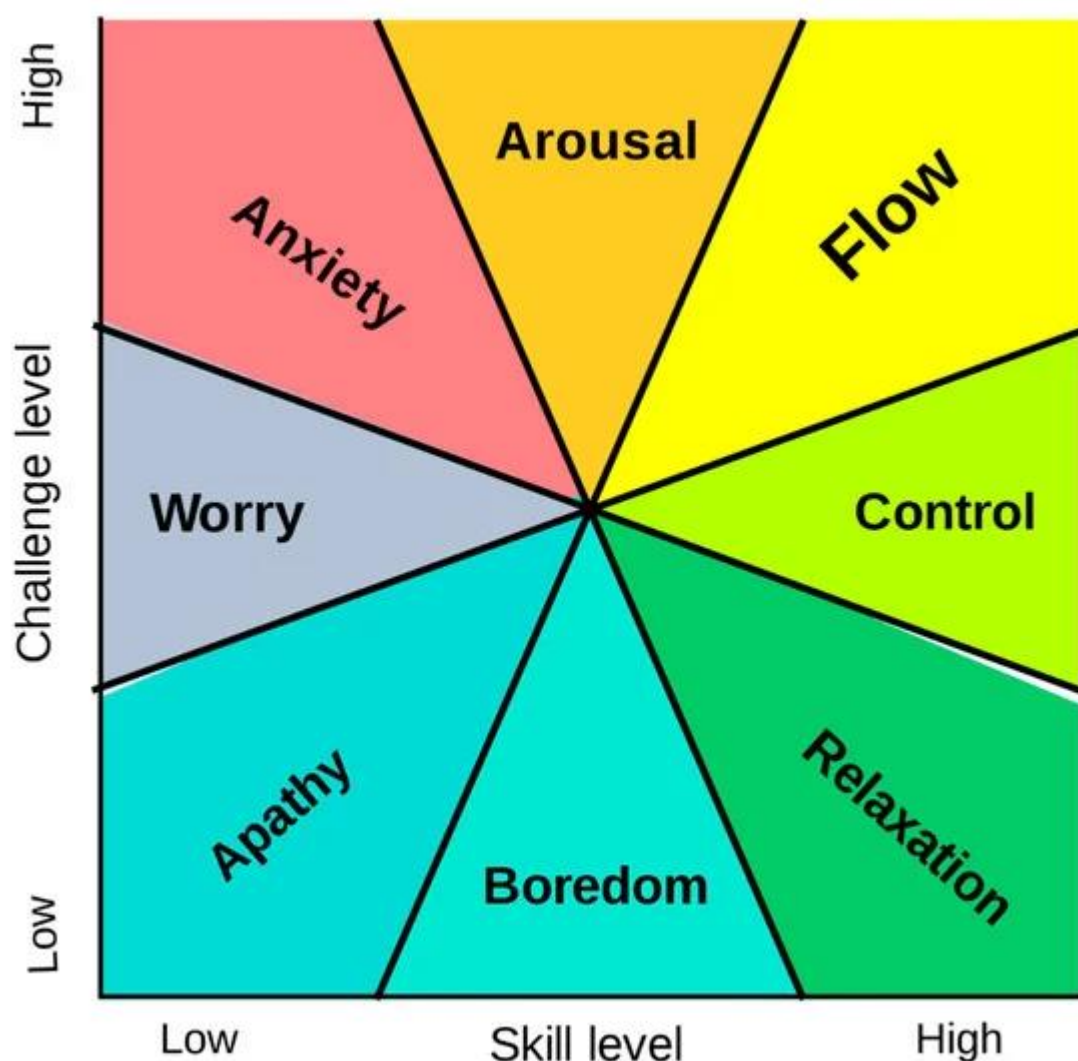
4 To succeed in this exercise, clear your mind and put yourself in a state conducive to reflection. Think positively, free yourself from any limiting judgements and get ready to step out of your comfort zone.

Follow these 5 steps to achieve your Ikigai:

So don't forget your pencil and paper!

Step 1: What you like to do?

To start with, list all the activities that would make you want to get out of bed every morning, even if you're not particularly good at it.



What are your passions? Write down what drives you and don't limit yourself to the professional sphere: let go and write down everything that comes to mind.

When are you in a state of flow? According to the Hungarian psychologist Mihaly Csikszentmihalyi, a state of flow occurs when we carry out an activity in such an intense and involved way that we don't see the time passing. Focus on the moments when you are actively doing something. Watching your favourite series on Netflix doesn't count ;-).

What were your childhood dreams? Childhood dreams are not clouded by financial considerations or fear of tomorrow and reveal your deepest passions.

What makes you jealous? Jealousy points out what we don't have and what we want.

💡 Tip: do this work at your own pace! Remember that this is a long personal journey, and that we don't all manage to connect with ourselves at the same speed.

Step 2: What you're good at?

To discover your ikigai, you need to identify what you are naturally good at. Ready to identify your true talents?

What talents come naturally to you? What you know how to do spontaneously without any particular effort, your unexpected talents (people skills and know-how) that are not on your CV. For example: I know how to make other people laugh, I know how to give good advice to my friends, I know how to speak in public, etc.

What do the people around you think of you? By taking a step back, you can rediscover your abilities, and you might be surprised by their answers!

Step 3: What the world needs?

87% of employees attach importance to the meaning of their work (Deloitte and Viadeo study, 2018). To understand what your life's mission might be, consider the following questions:

What are you most proud of? Don't feel guilty if you've never saved a whale or volunteered for a charity - your contribution to a better world may be much more modest, as long as you've been involved in something that goes beyond the satisfaction of your own self.

Who or what do you want to get involved with? Tap into your heartstrings to find out which situations appeal to your empathy, and which you want to change.

What makes you most angry? If a situation or attitude makes you angry, this is a good place to start. At this stage, the search for your ikigai should begin to take shape. Perhaps you've started to think about how you can put your passions and skills to work for your cause?

Step 4: What you can be paid for?

Now, how do you turn your ikigai into a real career plan? Draw up a list of potential activities that are in line with the realisation of your dream, as well as the different statuses (employee, self-employed, freelance).

Once you've drawn up a list of potential jobs and activities, decide which ones will help you create a financially comfortable situation for yourself:

- what is the minimum income for which I agree to work?
- what is my ideal income, the one that will allow me to live the way I want?
- what professional environment is best for me?
- what possible changes (birth, moving house, etc.) will take place in my life over the next few years?
- what sacrifices am I prepared to make to implement my new career plan? etc.

Step 5: To refine your ikigai, combine the following elements:

1) Define Your Passion (What You Love + What You're Good At) :

Energy and Motivation: Passion gives you the energy and motivation you need to pursue activities even outside your professional or personal commitments.

Personal development: Working on something you're passionate about allows you to continue to develop your skills and constantly improve.

Satisfaction and Happiness: Doing what you love and are good at brings a deep sense of satisfaction and happiness, contributing to a balanced and fulfilled life.

2) Define Your Mission (What You Love + What the World Needs) :

Meaning and purpose: A mission gives you meaning and purpose in life, because it allows you to contribute to something greater than yourself.

Positive Impact: By getting involved in activities that meet real needs in the world, you have a positive impact on your community or on society as a whole.

Intrinsic motivation: The mission motivates you intrinsically, because it combines your personal passions with a desire to make a significant difference.

3) Define Your Vocation (What the world needs + What you can get paid for) :

Positive contribution: Vocation enables you to put your skills to work for society, responding to real needs and making a positive impact.

Recognition and Appreciation: By using your skills to meet important needs, you are likely to receive recognition and appreciation from your community or society.

Motivation and meaning: A vocation motivates you and gives you deep meaning, because you know that what you do is useful and important for others.

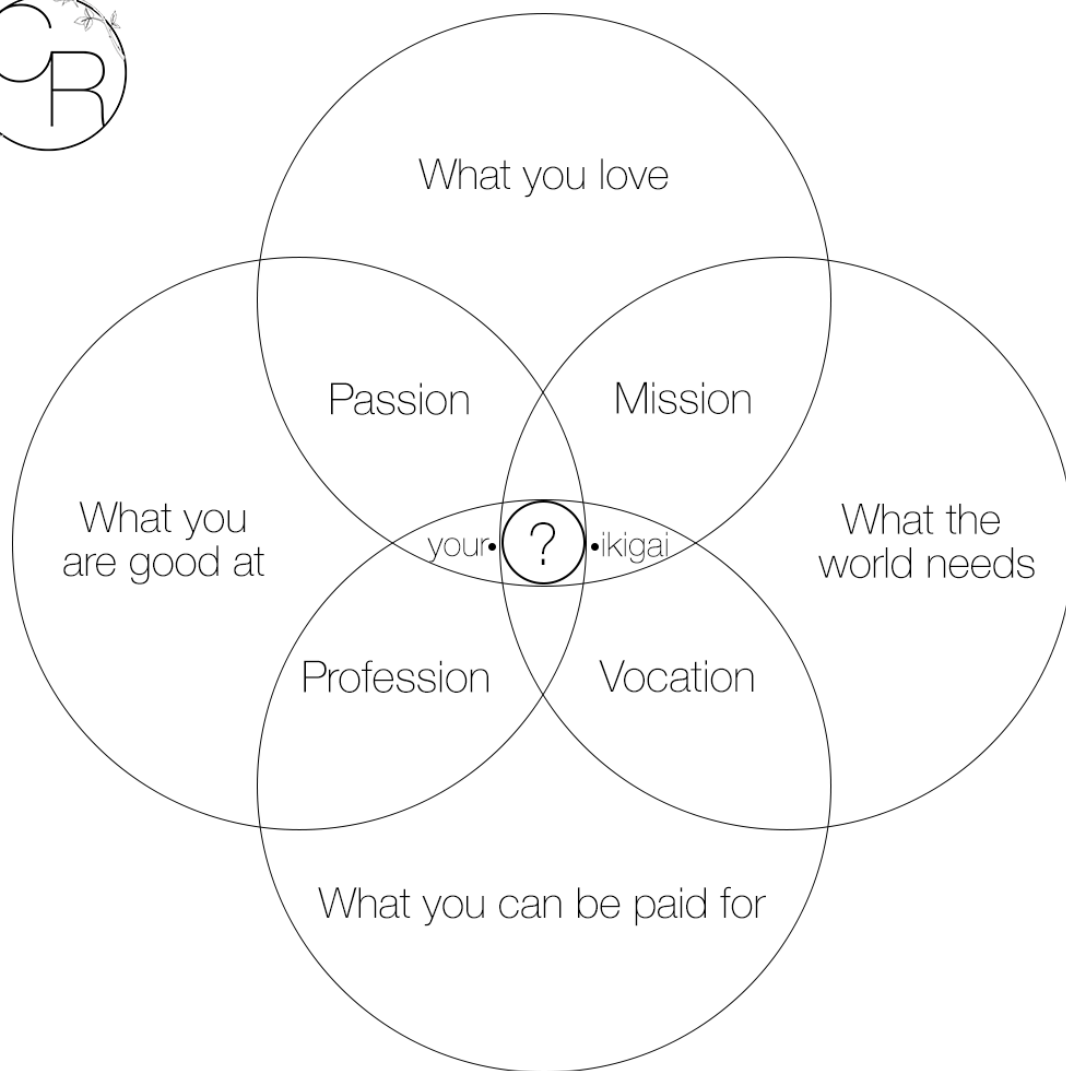
4) Define Your Profession (What you are good at + What you can get paid for) :

Financial stability: Your profession enables you to provide for yourself and your family, ensuring financial stability.

Professional recognition: Working in a field in which you excel and for which you are paid gives you professional recognition and a sense of achievement.

Career development: By identifying a profession that matches your skills, you can develop your career and achieve your professional goals.

Summarise your work using the following model



• Catherine • Rose • Design •

Tool 21: WHAT IF

WHAT IF Principle:

Imagine what the new service or concept would look like based on proposed constraints. These constraints are adjusted upstream depending on the subject, depending on the desired incentive. They can be either real constraints or incentives to go further. For example, what if the budget was almost zero?

- What if the budget was almost zero, or on the contrary unlimited

- ... we were in a world without physical contact points ...

- or if the inventor was Stanley Kubrick,Mike Jagger,Nicolas Hulot, ...

Constrained ideation offers the opportunity for a team to easily think outside the box. It also provides market trends to be taken into account in the innovation sought...

- What if customers were contributors to the service...

- or if the imperative was real time and no waiting ...

WHAT IF METHOD:

How to implement the What if method:

- Identify before the workshop the "what if" questions that will make sense

- Add an inspiring example to each "what if" question

- Create teams of 3 to 4 people

- Generate ideas by writing them down or drawing them on Post It notes

- Create a wall of Post-It notes and share as a team

- Then collectively select the most promising ideas

Tool 22: IN THE SHOES OF ANOTHER

In a nutshell:

Here's a fun new exercise in which small groups imagine how their problem could be solved if it were entrusted to a well-known character, whether fictional or real.

If you think that the previous tool requires too much courage from your teams, this new tool is probably its replacement. Forget the scenes you have to perform in front of your colleagues and concentrate on changing your personality completely. This is less restrictive for everyone and does away with the need to appear on 'the stage'. With this user-friendly tool, you can switch from the personality of a child to that of an elderly lady, to that of a superhero... Personality change required!

A. WHY USE IT?

By projecting yourself into another person's skin, you develop extra empathy, which is ideal for triggering new ideas. Context The team meets to come up with a large number of ideas using the personas and a few suggested personalities.

B. HOW TO USE IT

a) Before you start:

- Estimated time: 10 to 15 minutes per personality covered.
- Warm up your team's brains well, as this tool requires a good level of conditioning.

b) Instructions for use:

1. Reuse the personas you have created.
2. Persona by persona, read out its characteristics so that your team can get into the mindset of this person.
3. Once the persona is firmly anchored, each person expresses their vision of the problem and how they would solve it if they were the persona. One person writes down all the ideas on a sheet of paper or a flip chart, without ever filtering what the participants imagine.

c) Methodology and advice:

It is advisable to accumulate personas in order to multiply ideas and points of view. So don't confine yourself to your personas, but explore other types of people. Here are some other character ideas to give you even more inspiration:






- An 8-year-old child, with all his candour and his untwisted vision of things;
- A teenager, with doubts and moods;
- A mum or dad, with a desire to do the right thing and a benevolent attitude;
- A grandmother/grandfather, with their state of mind and physical abilities; A school teacher, loving, attentive but sometimes firm;
- A market salesman or saleswoman, with his or her smile, dynamism and outspokenness; A salesman or saleswoman, with his or her persuasiveness;
- A building caretaker, with his/her ability to solve any problem quickly;
- A Japanese person, with a culture so different from our own;

- Superman/Wonderwoman or another superhero, who could solve everything with the snap of a finger;
- A punk, with a way of thinking that differs from the majority of society;
- An aristocrat, with the weight of tradition;
- A company director with 10 or 1,000 employees, with different visions;
- A reality TV star, with mythical catchphrases and legendary casualness;
- A compulsive shopper, who wants everything right away, no matter what the price...

You can also put yourself in the shoes of a loser, to think of all the ways you can totally fail your project and ensure total failure. Then all you have to do is do exactly the opposite...

And to end on a positive note, put yourself in the shoes of a winner, someone to whom everything smiles and who wants to succeed. This tool can be combined with 6-3-5 brainstorming instead of throwing out ideas and statements on the fly.

Tool 24 : FALSE INFORMATION

S	H	A	R	E
Source	Headline	Analyse	Retouched	Error
				

HOW TO USE IT?

Objectives: Develop self-efficacy and self-confidence, empower yourself, explain my information needs





Programs: This activity aims to develop the skills needed to recognize fake news, as it is our first line of defense against it. The trainer should use two examples of fake news and real news to get the trainees to answer the following questions: S.H.A.R.E (source - who wrote the article; headlines - who wrote the article; analysis - critical reflection on the article; retouching - are there any signs that the photo may have been retouched; errors - whether the article has a fake or look-alike URL or if there are spelling or grammatical errors).

Material required: « Fake news 1 » and « Fake news 2 »

Skills acquired: Can help learners develop a critical awareness of online information.

Duration: 30 minutes

Tool 25: SWOT

Internal origin <i>attributes</i>	Strengths 	Weaknesses 
External origin <i>attributes of the environment</i>	Opportunities 	Threats 

HOW TO USE IT?

Objectives: Identify a main objective and the internal and external factors that determine whether the trainee achieves this objective (strengths, weaknesses, opportunities, threats).

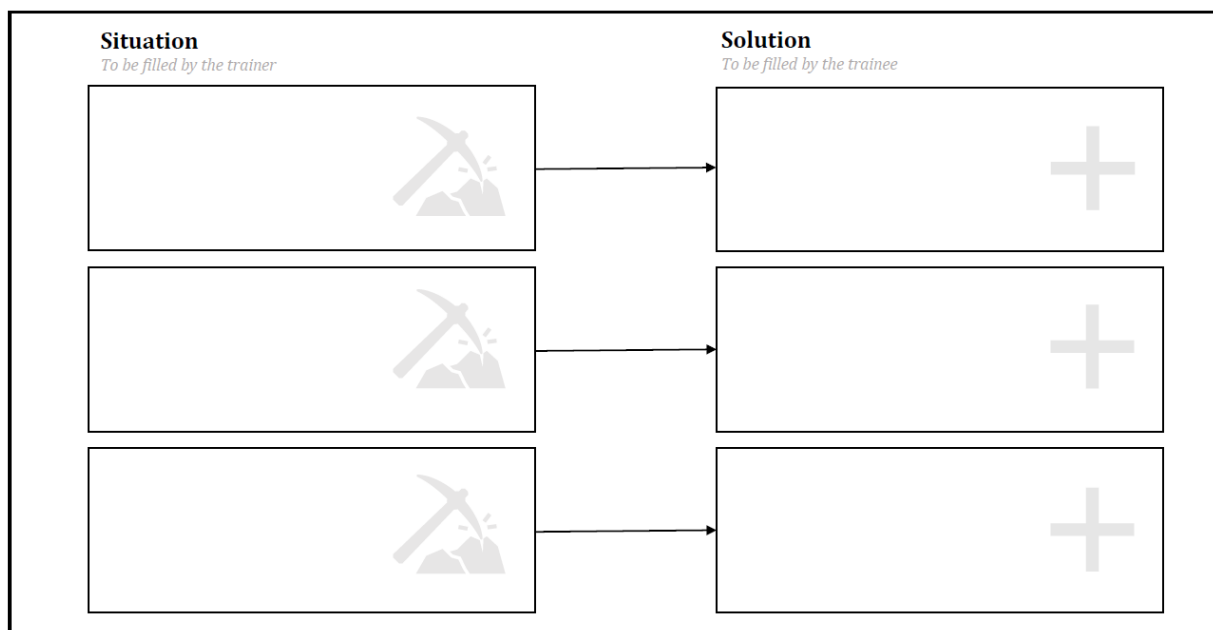
Programs: Trainees begin by reflecting on their current situation in relation to the integration process, and then fill in the SWOT analysis table. Strengths and weaknesses are internal factors, while opportunities and threats are external factors. During this activity, trainees may need help from the trainer.

Material required: Pen and paper

Skills acquired: It helps trainees to think not only about their own abilities, but also about the limits and possibilities that exist around them.

Duration: 25 to 30 minutes

Tool 26: CASE STUDIES



HOW TO USE IT?

Objectives: Reduce conflict, building positive relationships, strengthen monitoring and supervision.

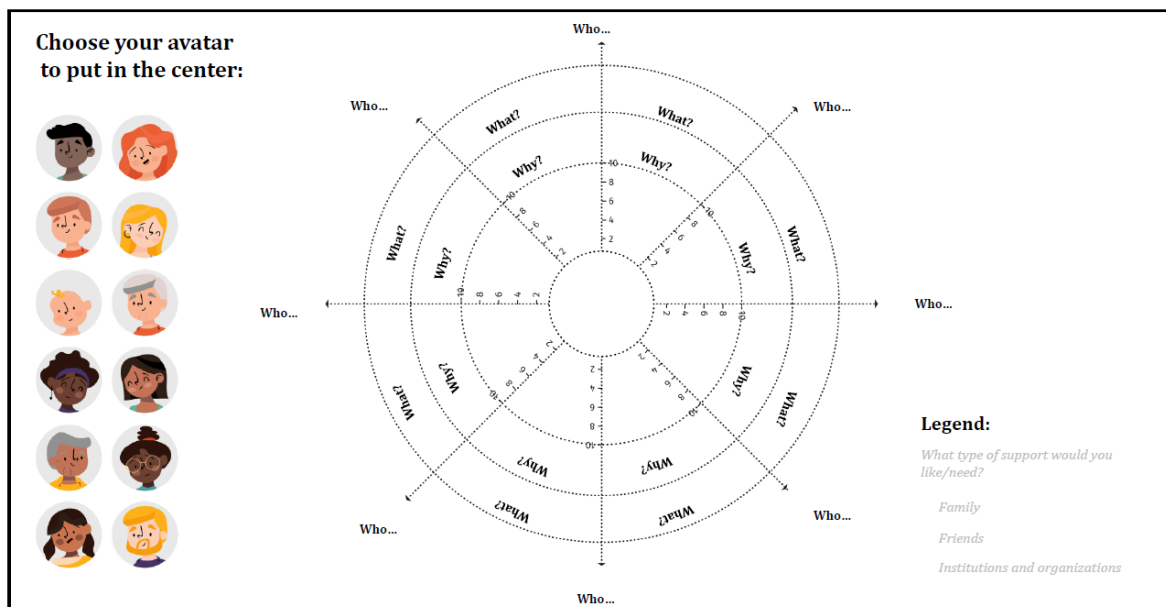
Programmes: The technique consists in looking for references to resolutions in similar or different contexts, in order to draw inspiration from them to create strategies. The trainer presents trainees with situations/problems, and they are asked to find a conclusion/solution to the situation presented. The trainer can use testimonial videos or stories from former inmates on the theme of overcoming obstacles after leaving prison. After viewing the videos, the trainer should create a space for discussion so that the trainees can reflect on what they have seen, whether they identify with the testimonies/stories, how they felt, etc.

Material required:

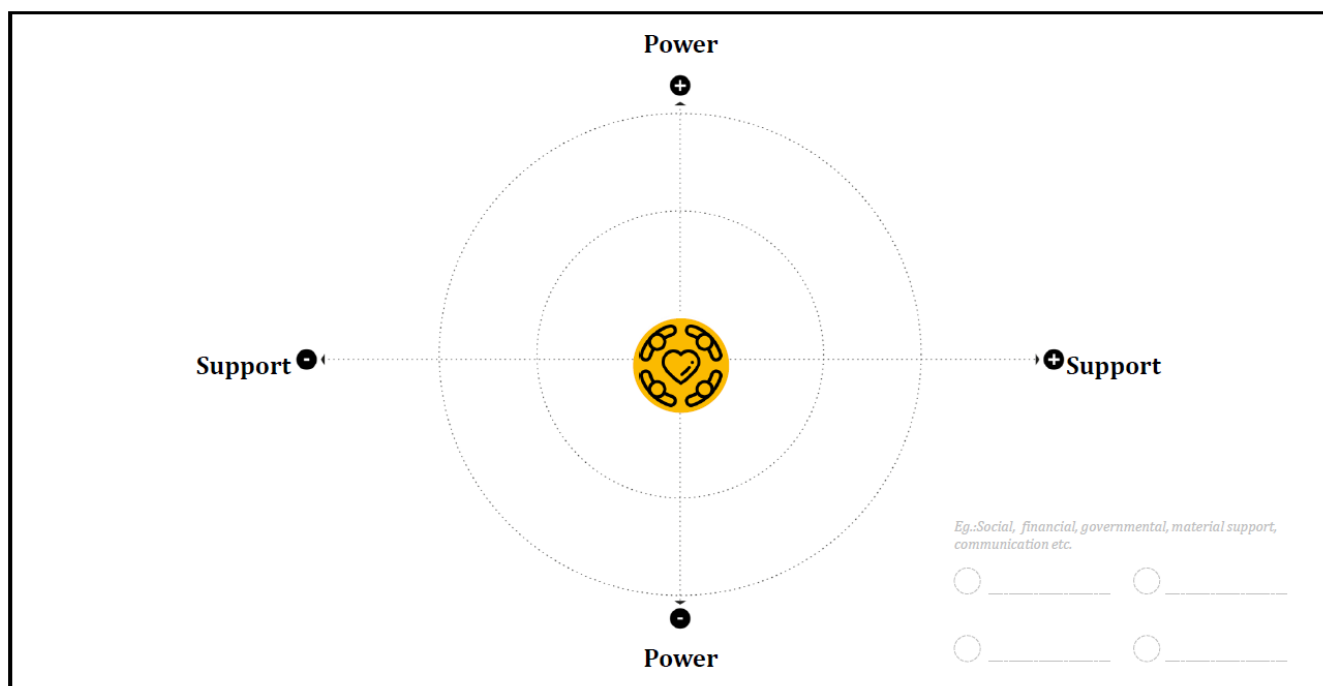
- Video
- Stories

Skills acquired: Inspiration, identifying opportunities for innovation

Duration: 30 minutes



Tool 28: COMMUNITY SUPPORT MAP



HOW TO USE IT?

Objectives: Plan ahead, seek support, help and advice when necessary and when you feel you need it.

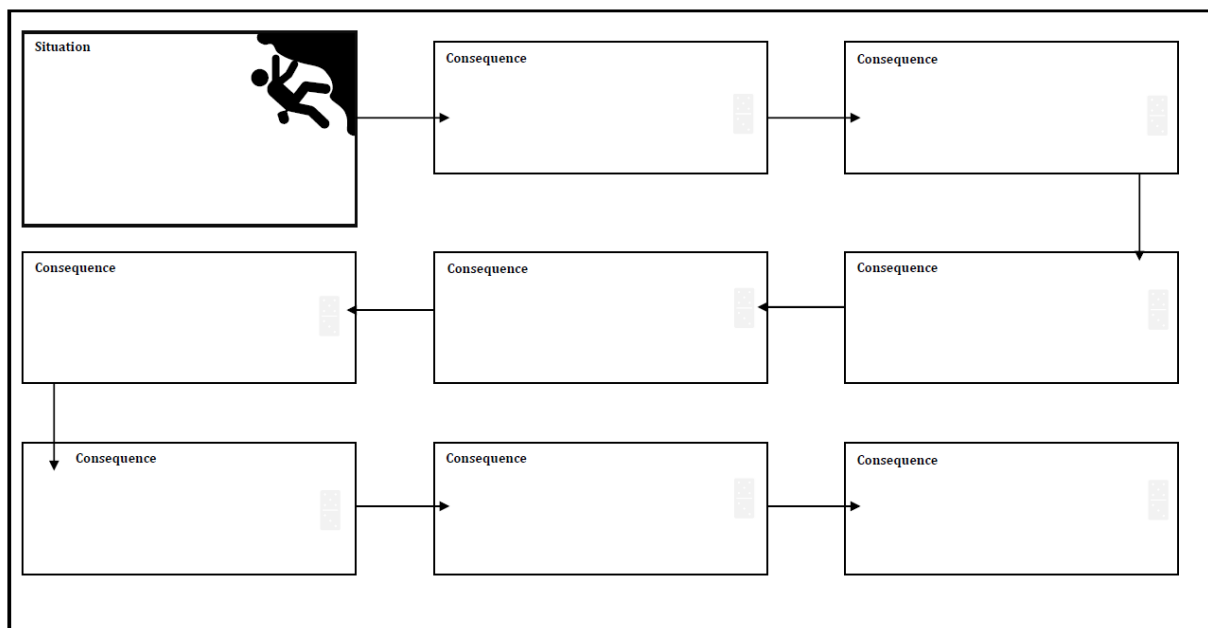
Programmes: This method aims to map the polarities between the issues of influence and support, such as: which players (family, friends, acquaintances, etc.) have the necessary influence to support me? Or which players have the most influence and should be kept away from me because they are preventing me from getting more support? This method will enable the trainee to understand the good and bad influences in their life in order to achieve the main objective (a crime-free life). Note: If the professional has already used the 'actors map', the results should be used in this tool (and vice versa).

Material required: Pen and paper

Skills acquired: Helping them identify the positive and negative aspects of the community: Support and influence

Duration: 30 minutes

Tool 29: THE CHAIN OF CONSEQUENCES



HOW TO USE IT?

Objectives: Know that their contribution is important, identify simple digital services to participate in society, identify and explain how values vary from one person to another.







Programmes: Each group is asked to identify a chain of consequences for different situations, e.g. throwing a plastic bottle into a river. Participants are encouraged to identify as many consequences as possible of the actions or projects in question. The trainer will give examples of situations (littering, etc.) and ask trainees to identify as many consequences as possible (environment, people, etc.).

Material required: Pen and paper

Skills acquired: Be aware that every action has a consequence, and think critically about these consequences.

Duration: 25 minutes

Tool 30: WHAT, WHY, WHEN, WHERE AND HOW

Who? 	What? 	Why? 	Where? 	When? 	How? 
Stakeholder 1					
Stakeholder 2					
Stakeholder 3					
Stakeholder 4					

HOW TO USE IT?

Objectives: Learning and development efforts, improving performance, rewards and satisfaction

Programmes: It should be used after the stakeholder map and the support map. The trainee will identify whether these stakeholders can support him or her by asking key questions (What? Why? Where? When? How?).






Once the 'stakeholder map' and the 'support map' have been completed, this tool will enable the trainee to identify what these stakeholders can do for him/her, why, when, where and how. Firstly, what each stakeholder can help, is already helping or should not be doing; why they would be interested in being involved or what is the main reason for involving them; where they are or where they should be; when they should be involved in the process; and finally, how they can be involved or how they can help solve the problem identified.

Material required: Pen and paper

Skills acquired: Exploring the context, identifying opportunities and needs, synthesising information.

Duration: 20 minutes

Tool 31: DEFINE PRIORITIES

						
	Am I capable of completing this goal?	Do I have the necessary time?	Would the impact of this action improve my life?	Do I have the skills to achieve this goal?	Can I make it happen?	
RESOLUTIONS	1. Look for a job	Score:	Score:	Score:	Score:	<input type="text"/>
	2.					<input type="text"/>
	3.					<input type="text"/>
	4.					<input type="text"/>
	5.					<input type="text"/>
	6.					<input type="text"/>
	7.					<input type="text"/>

HOW TO USE IT?

Objectives: Active listening, taking care of yourself

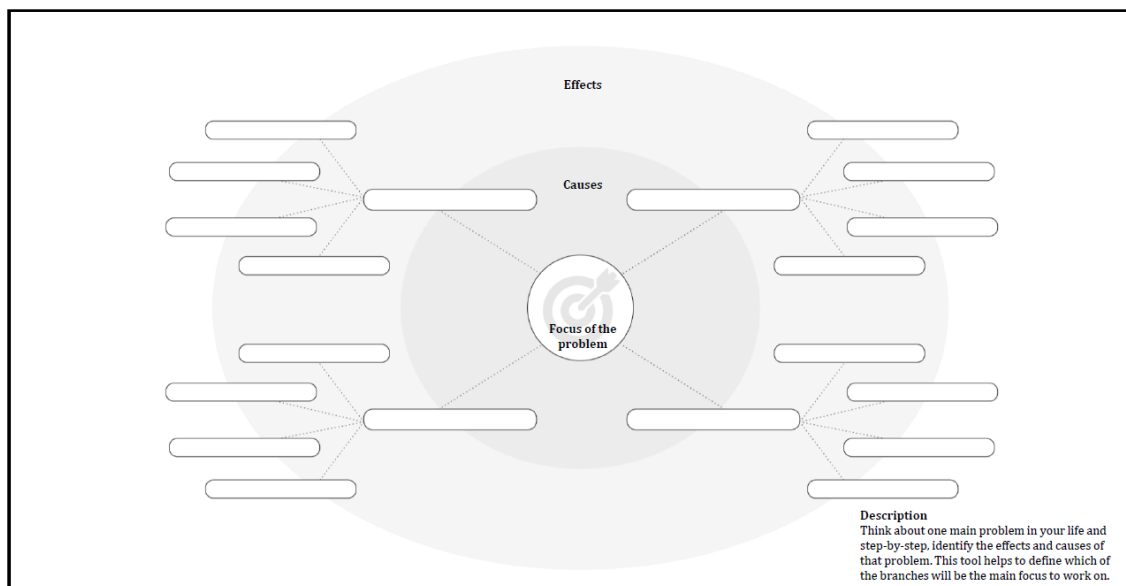
Programmes: Record the various activities and determine what the priorities are. Start by making a list of activities/resolutions to be achieved, ranking your level of importance in relation to the categories. Then add the values. The activities that add up to the highest number should be given priority. Notes: (1) Little; (2) Medium; or (3) A lot.

Material required: Pen and paper

Skills acquired: Helps trainees identify the level of importance of their problems.

Duration: 20 minutes

Tool 32 : THE ROOT OF THE PROBLEM



HOW TO USE IT?

Objectives: More aware of the advantages of change, their disadvantages are roughly equivalent to their advantages.

Find out what kind of person they could be if they changed their behavior, and learn more about people with healthy behavior.

Programmes: Helps the trainee identify words related to the central problem, as well as its causes and consequences. Helps the trainee to analyze and synthesize information.

This method aims to identify the key words related to an issue, as well as its causes and consequences. The technique can help define the branches (of the “tree”) to be worked on, if it is not possible to act on all the causes/effects of a problem.

Using these methods, the professional will help trainees to analyze and synthesize information, organize factors related to a problem, facilitate understanding of data and identify problems, causes and consequences.

The professional should ask questions such as What is the problem? What are the causes of the problem? What are the impacts of these problems?







Material required:

- Pen and paper
- Post-it

Skills acquired: Helps trainees learn how to identify problems, their causes and their impact. It helps them synthesize information.

Duration: 30 minutes

Tool 33: WHAT MEASURES CAN BE TAKEN TO

	1 Month 	6 Months 	End of the year 
 Challenges that will appear if I don't change my behaviour			
 Steps to take in order to overcome these challenges			
 Positive Outcomes you can achieve after implementing these steps in your life			

HOW TO USE IT?

Objectives: Concentrates on detailed information, multitasking, analyze own experiences (evaluate before, during and after), search for new learning resources, desire to apply acquired knowledge and life experiences, attention to detail.

Programmes: Set objectives within a specific timeframe. The trainee can be motivated to work with the trainer to achieve them. This reinforces the structure and systematizes the work plan to be agreed between trainer and trainee.





To be the person I want...", 'To get my dream job...'. The statements are general, to include a range of attitudes and actions. Trainees will fill in the respective fields, keeping in mind a timeframe within which the relevant tasks must be completed to achieve the goals set.

Material required: Pen and paper

Skills acquired: Seeking support, self-improvement, discipline, develop an action plan to organize resources and develop strategies to achieve change, social skills, critical thinking, respecting values.

Duration: 15 minutes

Tool 34: NEEDS-BASED INDIVIDUAL ACTION PLAN

		 Status <i>(did, doing or not yet)</i>	 Responsible <i>(or team)</i>	 Important <i>(what needs improvement? What did not work?)</i>
Activities 	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			

HOW TO USE IT?

Objectives: Understanding triggers, help others change their behavior and offer support and insight, consolidating change and/or stabilizing progress, maintain changes achieved.

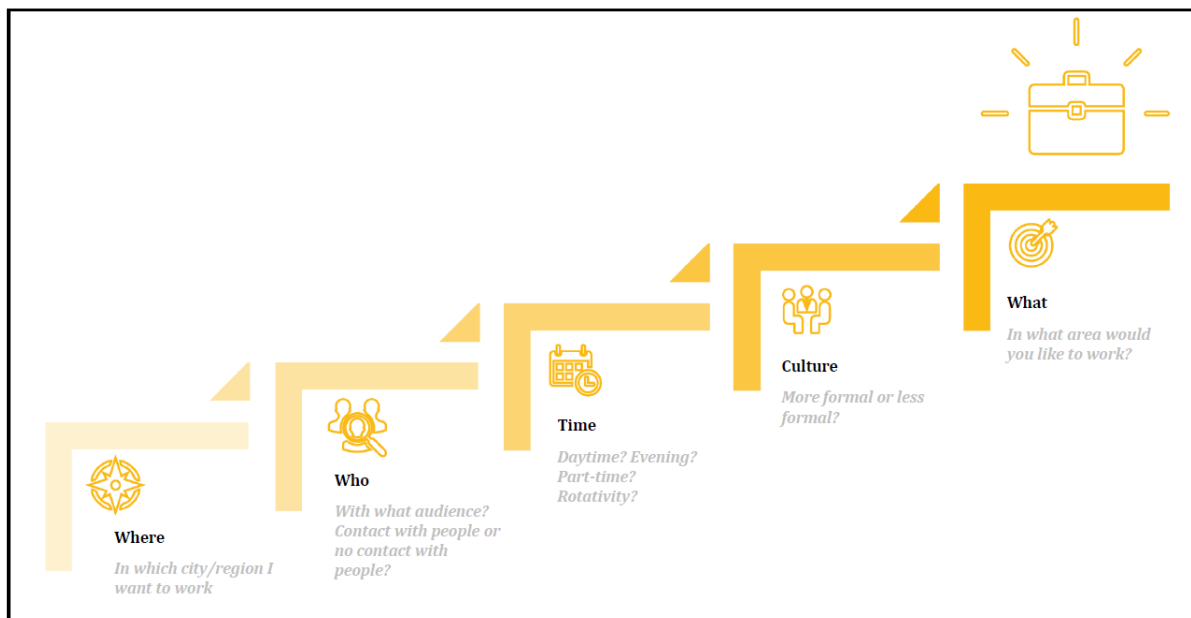
Programmes: This technique makes it possible to anticipate and remedy any project failures. A technique created to monitor the progress of actions, and to record the results already achieved. By following the process step by step, it becomes possible to identify whether the process is working.

Material required: Pen and paper

Skills acquired: Organizing information, critical thinking, monitor the commitment implementation process, organize information, predict project failures.

Duration: 15 minutes

Tool 35: STAIRS TO EMPLOYABILITY



HOW TO USE IT?

Objectives: To enable participants to set themselves objectives and thus achieve their ultimate goal.

Process: The trainee will focus on certain fundamental steps in his or her employability. Each step has an objective that the professional must help them to achieve.

The trainer must guide the trainee through this process, helping them to climb the steps up to the main objective.

There are five steps: where, who, when, how and what.

This method will help the trainee to define the basic stages of their employability.

Materials required: Paper and pencil

Skills acquired: Be able to anticipate and organise the various stages involved in achieving an objective.

Duration: 30 minutes

Tool 36: WORD CLOUDS



HOW TO USE IT?

Objectives: Learn more about healthy behaviors: think about the advantages of changing behavior and the disadvantages of their current behavior.

Programmes: Information visualization technique that organizes problem keywords using different sizes or colors depending on the level of relevance. Provide controlled access to a computer to enter data into the platform. You can also write the words and phrases spoken by the trainees on a large sheet of paper (e.g. A1), using different colored markers.

Material required:

- Pen and paper
- monkeylearn.com

Skills acquired: Identify problems, facilitate understanding of data, facilitate communication of data, problems and solutions to stakeholders, guide decision-making processes.

Duration: 20 minutes

Tool 37: CRITICAL INCIDENT

Topic <i>Filled by the trainer (e.g childhood experience; eye opener experience; life experience)</i>	
 Positive story	Negative story 

HOW TO USE IT?

Objectives: Self-exploration, assess current fears, consider asking for help, be aware of the risks of not asking for help.

Programmes: The trainee is asked to tell two stories, one positive and one negative, about experiences from his or her past. Each trainee is invited to share two stories from their past that were important (one positive, one negative). (10 minutes) Reflection: what can we learn from these two stories? What skills did they trigger or promote? (10 minutes)

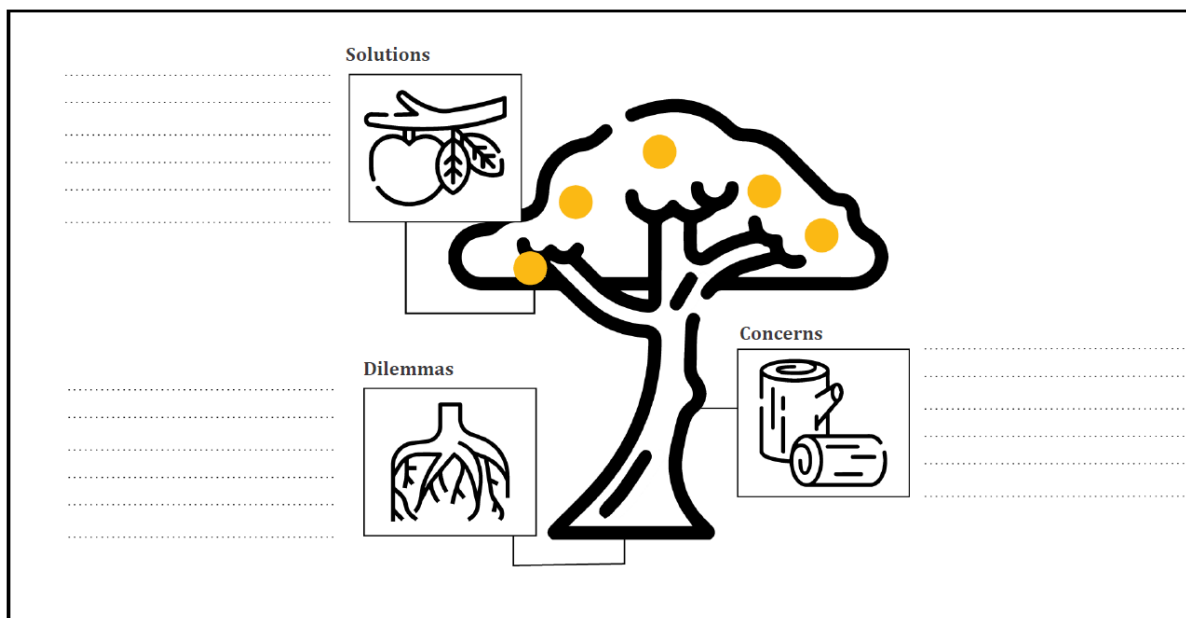
Critical incident. This method asks the user to recall a positive and/or negative episode and describe it (What? How? When? Why? etc.). The aim of this narrative is to generate possible explanations for the incidents and propose recommendations for improving future results (Martin, & Hanington, 2012) (Gaius thesis, pp. 117).

Material required: Pen and paper

Skills acquired: Be aware of what went wrong and the main problem in these experiences.

Duration: 20 minutes

Tool 38: THE PROBLEM TREE AND ITS SOLUTIONS



HOW TO USE IT?

Objectives: Be aware of their possibilities, limits, effects and risks, the basic function and use of various software devices and networks, commitment to digital technologies and content, demonstrate curiosity, openness and anticipation in their evolution, communication and collaboration, media literacy, digital content creation, understand the general principles underlying digital technologies, use different devices, software and networks.

Programmes: Helps find solutions by identifying the causes and effects of a problem. The problem can be broken down into manageable elements. This makes it possible to prioritize certain factors and focus on objectives. It identifies the central issues and arguments, and can help determine who the political actors and processes are at each stage. Discuss and agree on the problem or issue to be analyzed. The problem or issue is placed at the center (e.g., the Internet as a communication or research tool) of the flipchart and becomes the “trunk” of the tree. The problem and risks are the roots - and the possible solutions are the branches. Take time to allow participants to explain their feelings and reasoning, and record ideas and points raised on separate flipchart sheets under headings such as “solutions”, “concerns” and “dilemmas”.

Material required: Pen and paper

Skills acquired: Become aware of the problem, its consequences and possible solutions. Identify what to focus on first.

Duration: 30 minutes

Tool 39 : STRESS MANAGEMENT PLAN

Steps for developing a Stress Management Plan		
<p>Step 1 Identify your triggers</p> <p><i>Examples of common triggers include:</i></p> <ul style="list-style-type: none"> • Increased physical symptoms, such as pain or fatigue • Social challenges, such as conflicts with others • An unmet need, such as too little sleep or hunger • Unhelpful thoughts, such as unrealistic expectations for yourself (see Working with Thoughts for ideas) 	<p>Step 2 Evaluate your response</p> <ul style="list-style-type: none"> • Are there certain things you do when you feel stressed? • Are there certain things you stop doing when you feel stressed? • Are your responses helpful or not helpful • Do your responses make your situation worse or better? 	<p>Step 3 Develop a plan</p> <p><i>You can try:</i></p> <ul style="list-style-type: none"> • Make sure you start with the basics be sure to take care of your body's basic needs, including food, sleep, water, medications. Using page 6 of the work sheet, monitor your sleep habits while you try the new tip. It can help you see how well the tip is working for you • Next, consider what has worked for you in the past. Are there things you have done in the past that have calmed you down, or helped you get through difficult moments or challenges? Who has helped? Include these in your plan • Consider additional strategies, which might include one that will help you calm down or get focused, such as a relaxation exercise or talking with someone supportive.

HOW TO USE IT?

Objectives: Self-awareness, stress tolerance, dealing with complexity and obstacles, learn and work both collaboratively and independently, critical thinking.

Programmes: Helps trainees identify stress triggers and develop a response plan. It also assesses behavior in a stressful situation. The method is divided into three parts: steps 1, 2 and 3.

Step 1: What's stressing you out?

Let's think about situations, thoughts, actions or symptoms that are common triggers for your stress. In other words, what stresses you out?

Step 2: What happens when you find yourself in these situations?

Step 3: Draw up a plan: Using the information from steps 1 and 2, it's time to draw up a plan to manage your triggers, and prevent/reduce the intensity of your stress.



It helps you to plan and anticipate, and to seek support, help and advice when necessary and felt necessary.

Material required: Pen and paper

Skills acquired: Self-awareness, self-reflection

Duration: 30 minutes

Tool 40: COMMUNITY RESOURCES PLAN

 Needs	 Resources

HOW TO USE IT?

Objectives: Learning and development efforts, improving performance, rewards and satisfaction.

Programmes: Community resource information programs provide trainees with basic information on resources available in the community, including educational development, employment and human services agencies.

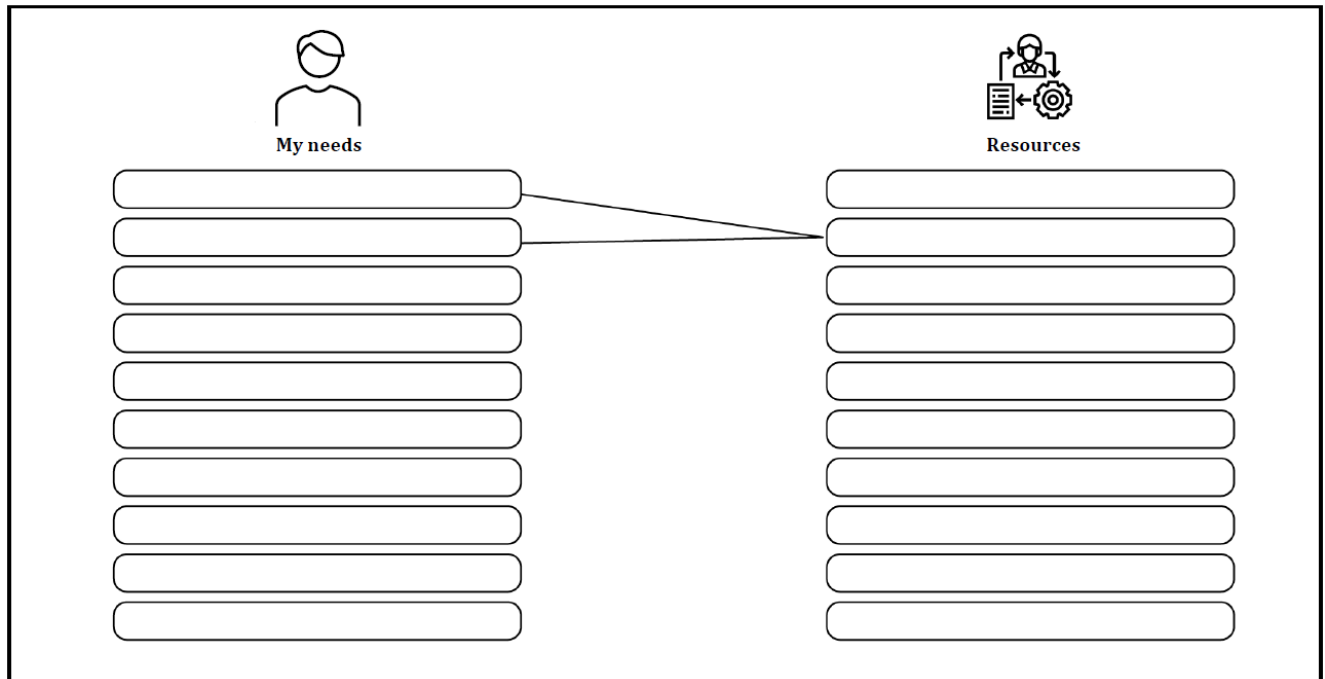
Convey knowledge on these topics through dynamic lectures and, at the end, ask trainees to fill in a form on what they've learned (what they found most important, how they think they'll apply it in practice, what's easier to implement and what's harder to implement).

Material required: Pen and paper

Skills acquired: It helps them learn about community resources, where to go and who to contact.

Duration: 20 minutes

Tool 41: DOES IT STICK ?



The diagram illustrates a matching exercise. On the left, under the heading 'My needs' (with a person icon), there are ten empty rectangular boxes. On the right, under the heading 'Resources' (with a person and gear icon), there are also ten empty rectangular boxes. A line connects the top box of 'My needs' to the top box of 'Resources', indicating the task of linking specific needs to available resources.

HOW TO USE IT?

Objectives: Be more open to the possibility of change, start thinking more about the benefits of change.

Programmes: Relate needs and resources, by writing and establishing links. A resource can meet more than one need (and vice versa). Ask other trainees if there are any needs for which I haven't found resources.

Provide trainees with A4 sheets of paper and, individually, each trainee will identify the needs that cannot be met with the resources provided by the trainers. At the end, we take stock of this survey together.

Identify needs and resources, determine whether there are still unresolved problems or possible solutions; synthesize the information.

Material required: Pen and paper

Skills acquired: Systematizing information, information analysis , prioritize information.

Duration: 30 minutes

Tool 42: THE MOOD BOARD

In a few words:

Sometimes called a trend board or mood board, the mood board is a collage of images collected around you. As an image is more explicit than a speech, mood boards are used in all professions linked to creativity: fashion, design, architecture and, more broadly, in the communication and marketing professions. And rather than limiting yourself to images, why not let your inspiration flow by sticking food packaging, pieces of fabric, interesting materials or flat colours on them? In search of inspiring trends

A. WHY USE IT?

Objective :

The mood board helps the team to find inspiration and current trends by combining images and a maximum of distinct elements in one medium. Context Mood boards are used upstream of a project to express and show the evolution of current trends or the bias we wish to bring to our project.

B. HOW TO USE IT?

Steps:

1. In a group or individually, take a sheet of A4 or A3 paper or a flip chart.
2. Stick on it anything that will visually inspire the project and your team: a photo taken in the street or a souvenir from a holiday, an image found on the internet, on Pinterest, on Instagram or in a magazine.
Don't be afraid to stick anything in there that would be beneficial to the project or that would provide the team with additional food for thought.
3. Each person presents their mood board to the team, explaining why they chose to paste each item and how that item would help the project.
4. The team members debate among themselves in order to select only those impulses that are really useful for the project.

Methodology and tips The elements that make up your mood board can be totally atypical. Let your creativity run wild with colours, atmospheric photos, furniture, architecture, an interesting font, pieces of packaging, faces of models or people you meet in the street, personal photos... In short, anything that will show a trend and move your project forward. Get inspired in real life as well as on the Internet.

Pinterest.co.uk is a great place to find inspiration on current lifestyles and pick up stylish visuals.

For example, if you want to develop a wooden product, type in the search form the terms "wooden design" or "wooden architecture" or "wooden material". This will bring up a multitude of images that can help you create your mood board. You can also use this site to help you think about design, materials or colours. For example, if you type in the word 'green', you will discover a multitude of



48 tools to boost your teaching method






green concepts or objects. You will also be offered visuals including duck green, emerald green, etc. Don't forget that a search in another language will bring you even more results and culturally different ideas. You can use advertising catalogues.

Before you start...

- ✓ Estimated time: about 1 hour to make your mood board, then 10 minutes of individual presentation to the team. Add to this the group brainstorming period.
- ✓ Imagine beforehand the theme of your mood board (experience, materials, colours, competitors, lifestyles...). You can make as many mood boards as you want for each theme.

Tool 43: ACHIEVEMENTS TO DATE

<p>5 of my big achievements are..</p> 	<p>5 of my smaller achievements are..</p> 	<p>5 of my achievements in becoming independent are..</p> 
--	--	--

HOW TO USE IT?

Objectives: Active listening, taking care of yourself

Programmes: Gain awareness of their skills, abilities and potential, while increasing their motivation and commitment to achieve new goals (think of their achievements over the past 3, 6 or 12 months).

Help them reflect on previous obstacles they have overcome and skills they have acquired or practiced.






The trainer asks trainees to fill in the motivation chart, listing their achievements; then asks the following questions: “Describe your real-life situation”; and “How can you apply the answers to the previous questions to motivate yourself?”. This last question may give rise to a discussion of how the trainee's skills, already exercised in their previous achievements, can be used to further their integration into the host society.

Material required: Pen and paper

Skills acquired: Helps them reflect on the obstacles they have already overcome and the skills they have acquired or practiced.

Duration: 20 minutes

Tool 44: JOB INTERVIEWS AND IMAGE MANAGEMENT

 Preparation / pre-interview	 On and during the interview	
	 Right	 Wrong
 Image Management		

HOW TO USE IT?

Objectives: Learn to adapt to different situations, gain self-control and self-confidence

Programmes: Help the trainee prepare for a post-discharge interview. The professional should use practical examples.

Trainees are divided into pairs;

- The challenge is then as follows: each pair must structure a role-play, to be presented (at the next session) to the group.
- The scenario must be that of a job interview, in which there must be 2 main characters (1 interviewee and 1 interviewer).





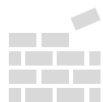
The interviewee will have to put into practice all the aspects mentioned and explained above, and the interviewer will have to focus on asking questions centered on the job offer and the scenario they are going to devise.

Material required: Pen and paper

Skills acquired: Develop expertise through training or study, Structure ideas, communication, Creativity; Strategy skills

Duration: 60 minutes

Tool 45 : INDIVIDUAL DIGITAL PLAN

Issue 	Aim 	Impact 
Audience 	Action 	

HOW TO USE IT?

Objectives: Create solutions to complex problems related to browsing, searching and filtering data, information and digital content. Integrate knowledge to contribute to professional practice and knowledge, and guide others.
Propose new ideas and processes in the field.






Programmes: This activity will help trainees develop a plan to help the community feel represented, safe and accepted online. This method is divided into three parts, namely Step 1 Issue (what people need to know or do); Step 2 Audience (who needs to hear the message and who is most affected); Step 3 Objective (what you want to achieve; raise awareness? change behavior? get support?); Step 4 Action (what you will do to get your message/information to the audience); Step 5 Impact (be sure to incorporate ways to see if you've made a difference).

Material required: Pen and paper

Skills acquired: Draw up an action plan to organize resources and develop strategies to achieve change, social skills, critical thinking.

Duration: 60 minutes

Tool 46 : CONTEXTUAL RESEARCH PLAN

	Month 1																															Month 2																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
																																																														
	Ex.: Activity 1																																																													
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	Resources to Activity 1																																																													
																																																														
																																Responsibles to Activity 2																														
Who (Responsibles)																																																														
Other																																																														

HOW TO USE IT?

Objectives: A technique for organizing project results or priorities. It can be used to define the different stages, work, sessions, people in charge, trainees, budget, etc. within the planned schedule.


Programmes: The trainer should help the trainee define, within the schedule, the actions (i.e. when he/she must do them), the resources (i.e. when the resources are available) and the tools (i.e. when he/she can use the tools). This can be a good plan to prepare for the first days after commissioning.

Material required: Pen and paper

Skills acquired: Doesn't need much time to adapt to a new task; Transparent when anticipating problems or mistakes; Explains motivations for important decisions.

Duration: 45 minutes

Tool 47 : INDIVIDUAL EMPLOYABILITY PLAN

Income Streams <i>List your sources of income</i> 	World Needs <i>List the top-of-mind things you see most lacking in the world</i> 	Vision <i>Addressing both your environment and Life visions, in 1 sentence, write your big picture ideal outcome for the environment and the ideal outcome for your life</i> 
What You Love <i>List the top 2-5 activities you love so much you would do them for free</i> 	Mission <i>In 1 sentence, write HOW and WHAT you will do to fulfill your vision</i> 	
Gifts & Skills <i>List the talents (and skills) that make you unique</i> 	Values <i>List the Key guiding principles by which you live and work</i> 	

HOW TO USE IT?

Objectives: Develop their expertise through training or studies

Programme: The Business Model Canvas (BMC) is a strategic management tool that makes it quick and easy to define and communicate a business idea or concept.

It is a one-page document that sets out the fundamental elements of a business or product, structuring an idea in a coherent way.

The trainer should guide the students to create an idea and develop it by following the steps in the model. Note: The activity can be carried out in groups to reduce the time spent. Note) The trainer can modify the themes of the tool according to the characteristics of the group and the objective to be achieved (e.g. entrepreneurship, employability, resources, etc.).

Material required: Pen and paper

Skills acquired: Envision other sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.

Duration: 60 minutes

PART 3: CREATE A THEATER PLAY WITH A GROUP OF YOUNG PEOPLE



Theater workshop

Tool 48: HOW TO CREATE A THEATER PLAY WITH A GROUP OF YOUNG PEOPLE.

7 tips for writing a play:

Writing a play is complex work, but it's perfectly possible to do it in a group.

However, as well as learning, you also need imagination and originality to stand out from the crowd.

Discover 7 tips for writing an original play that can be a hit!

1) Know the basics of playwriting:

First and foremost, it's important to master the structures of a play. A play should normally contain the following elements:

- Title of the play
- characters
- Script
- Monologue
- Line
- Didascalies
- Acts
- Scenes

2) Define your theatrical genre:

Before writing a play, the author needs to know what theatrical style he wants to create. This will help guide their ideas and imagination. Here are a few examples:

- Comedy: very popular, this style requires a good sense of humor that is easy to grasp, with a good punchline.
- Dramatic: focuses on a dramatic story centered on one or more characters.
- Satirical: features dialogue or a story based on mockery or caricature of a well-defined subject.
- Poetic: concerns tragic scenes accompanied by epic, imitation and other particular influences.

3) Define the theatrical framework :

A play is not written in haste. The author has to think about everything before writing his work. This concerns the environment in which the story will take place. A number of locations, such as the home, the workplace or a public place, can be adopted. To take things a step further, writers can also use their imagination to describe the world of their work.

In most cases, playwrights draw inspiration from everyday life. This helps to orientate the audience and avoid losing them in the scene. Other artists, however, sometimes use the abstract and incomprehensible to describe a story. Obviously, this requires mastery and an excellent talent for writing.

4) Presenting your play well:

When writing a play, there are a few crucial points to bear in mind. You need to know how to :

- Create a coherent structure: in most cases, a play must follow a linear structure (introduction, trigger, denouement).

- Define concrete scenic details: the author must present each element that appears in the scene clearly.
- Write clear dialogue: in a play, these texts are often enclosed in inverted commas and arranged to introduce the character who is speaking.
- Present the character's action correctly: this work requires a certain knowledge of literary writing.

5) Working on the characters in the play :

A successful play depends to a large extent on the character traits of the characters. That's why the playwright must develop them for each actor. To do this, it is advisable to create a character sheet for each protagonist. This small document should contain the main information about each individual.

In other words:

- Each language style
- The different personalities of the actors
- Any links between each character
- The actors' costumes and the setting for their scenes

6) Structuring your play:

To write a play according to the rules of the art, you need to be able to rely on a logical and comprehensible script. To achieve this, it is important to draw up a plan for the play. Not only does this allow you to situate the scene chronologically, it also allows you to get to the bottom of it. So, whatever style you choose, the play must include :

- Exposition or enunciation: this is the scene in which the various characters in the play are introduced.
- The twists and turns: these represent the various obstacles faced by the characters.
- The denouement: this is the end of the story, announcing the end of the play.

7) Writing a play requires proofreading:

The aim of a play is to entertain its audience. It's important to find the right timing and the ideal way to capture the audience's attention. With this in mind, it is highly advisable to reread your work to identify any shortcomings. This could be a poorly developed character, an unsuitable setting or a story that is not captivating. Once identified, the author can then make the necessary adjustments to the play.

It is also advisable to have the play validated by other people. This gives an objective view of the play.

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