



Trainers' Manual

Youth Camp for fostering entrepreneurship among youth in Europe

(Entrepreneurial Youth Camp)





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Preparing for the training

The Entrepreneurial Youth Camp is a training proposal for young people that fosters the development of personal, social and entrepreneurial skills, in order to become more self-confident and increase their job chances. It is in this sense, the project “Entrepreneurial Youth Camp” will be named “The course” in this document.

Before starting the training, trainers will make sure that they understand all the activities included in the course and get familiar with course materials.

Course materials are:

- this Trainer’s Manual
- The Training Curriculum
- the Training Kit.
- Handouts for participants in the course

Aims and Objectives of the training

The expected added values of these learning, teaching and training activities with regard to achievement of project activities are that they will:

- Develop solidarity among young people
- Promote young people’s respect for cultural diversity
- Enhance intercultural dialogue
- Develop key competences of young people (focusing on social and entrepreneurial skills)
- Foster the development of future educational perspectives of young people
- Promote European cooperation in youth field



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- Foster a better understanding of the interconnections between formal, non-formal and informal learning/ education.
 - Support the recognition of non-formal and informal learning.

Besides, the effects on participants are also clearly identified:

Effects of the project on the participants is identified as they would better:

- appreciate cultural diversity
- feel more European
- have a clearer idea about their professional career aspirations and goals.
- believe that their job chances have increased.
- become more self-confident.
- know their strengths and weaknesses

Skills of participants will also develop through their participation in the learning and training activities as they will able to:

- cooperate and work in a team
- identify opportunities for their personal or professional future.
- learn or to have more fun when learning
- identify opportunities for their personal or professional development.
- think logically and draw conclusions
- have a better understanding of their career options
- reach a "mindset" in their way of thinking about their capabilities and skills



Training Structure

To achieve the objectives, training activities have been organized in four different areas:

- AREA „A” Increasing motivation and openness for pro-activeness
- AREA „B” Becoming the CEO of your own life
- AREA „C” Developing fundamental social skills
- AREA „D” Acquire basic business knowledge

Together, all these activities should take five days to complete. The length of the proposed activities is varying and can be adjusted to fit the needs of future courses, depending on profile of participants, new objectives or new length of the course. If trainers adjust the timing, by extending or reducing the time given to any activity, they should write the new timing down in a new Agenda and run the training tightly to fit into the timeframe specified.

The fifth day will be dedicated to review the contents of the course, get conclusions and assess the participants.

Directions

All activities are clearly described, indicating whether they are run in groups or individually, and showing the steps that should be followed to ensure that outcomes proposed for each activity are achieved.

Trainers have to make sure that everybody understands what has to be done. They also have to encourage everybody's participation. This can be made by walking around the class while talking to engage the participants, keeping eye contact with all participants, always being positive to reinforce the participant's, even when they are not right ("that is a good point but we can look at it in this other way", instead of saying "no, that was wrong"), trying to include statements that were made by the participants in the subsequent activities to show that you



are listening to them, posing questions to make sure they are understanding everything, using the flip chart or blackboard to write the key issues and turning back to the participants continuously to be able to maintain eye contact and reinforce positive answers and, finally, going back over matters that can be not clear to make sure everything goes smooth and all objectives are covered.

It is also important that trainers dominate the timing, know everything about logistics such as time and place for lunch or coffee, who is responsible for IT, if there are certificates ready for participants and how they will receive them, or any other practical issue. Maybe someone else has prepared the logistics and agenda, but the trainer is the one that is facing the participants and needs to know the answers. In any case, show that everything is under control.

Trainers have to take responsibility over the course, both when they are doing the training or when there is another colleague in charge of the group. They can help, for example, if IT is not working well looking for a solution while the colleague keeps the attention of the group, or, if they have different language skills they can help to make sure if everybody has understood what they have to do, if they are asked. It is important to respect the trainer in charge of the session and, if anyone is going to take more time to finish the session that was planned, it is important to speak with the trainer in charge of the next session to ask for permission and plan the rest of the day.

Get prepared for the course. Make sure you have all the materials for the course, including presentations ready and that you understand all the exercises, and you know how to introduce and develop them. It is important to have a meeting with the group of trainers before the course starts, to know exactly who is in charge of what.

During the course things may not run as planned. Be ready to make changes, always with the agreement of your colleagues and being transparent to the participants. For example, participants may want to focus more in a certain issue or the main objectives of an exercise may be reached before expected. Also, if you know any activity that you think will be better for the group you can use them, but always make sure that everybody -participants and colleagues- know what you are doing and that everything is clearly explained.



Make sure groups know exactly what they have to do by giving instructions very clearly although they are written down. Then repeat them. After two minutes go to every group to ensure they are doing what they have to do. In the middle of the exercise go to every group again to supervise what they are doing and answer their questions.

The room

The room has to be big enough and some aspects should be taken into consideration before choosing the place, such as lighting, temperature or quietness of the environment.

It is recommended to organized the room with tables in “cabaret” style, not in a “U”, because many of the activities are to be done in small groups. This way, the groups are organized from the first moment and participants don’t have to move, wasting time

Make sure everything is ready in the room before starting the course.

When participants enter the room, they may sit where they want, but interaction between people from different nationalities is part of the training. For this reason, it is important to prepare in advance how groups will be made. The pilot course was made with 30 participants from 3 countries. Groups were made with 6 people, 2 from each country.



Suggested agenda for four days of training

DAY ONE

ACTIVITY	Participant number	Time	Duration
INTRODUCTION AND ORGANIZATION OF GROPUS	30	9.00	20
AREA "A" Increasing motivation and openness for pro-activeness			
<i>It's going to be a good course!</i>			
Introduce yourself in your group	6	9.20	10
How was your morning? How did you look at the course when coming here?	6	9.35	15
visualise your results on small sheets of paper and design together 2 posters	6	9.50	15
Introduce the members in your group to the others	30	10.15	25
Present the findings from your group discussion on the quality of courses and stick the visualising papers	30	10.30	15
<i>Break</i>			15
<i>What does work mean to me?</i>			
Discussion in small groups	6	10.45	15
Discussion	30	11.00	30
<i>My personal profile</i>			
Asses yourself	1	11.30	10
<i>Wishes exercise</i>			
Answer personal questions	1/6	11.40	10
Group discussion	30	11.50	15
<i>Personal situation analysis</i>			
Answer personal questions	1	12.05	15
Group discussion	30	12.20	15
AREA „B” Becoming the CEO of your own life			
<i>Work - Life Balance</i>			
Trainer's presentation	30	12.35	5
Video	30	12.40	5
Self reflection	1	12.45	10
Discussion in small groups	6	12.55	15
Discussion	30	13.10	15
<i>Lunch</i>		13.25	



DAY 2

ACTIVITY	Participant number	Time	Duration
The Entrepreneurial Mindset - The Entrepreneurial Self			
Personal reading/ Trainers presentation	1 or 30	9.00	5
Success stories of young entrepreneurs			
Small groups for reading and answering the questions	3 or 6	9.05	55
Discussion	30	10.00	15
<i>Break</i>		10.15	
Self reflection and answer the 7 questions	1	10.30	15
Risk Taking Game			
Game	30	10.45	60
Reflection in groups	6	11.45	15
Successful people on Facebook			
Search in facebook and answer the questions in groups	6	12.00	30
Discussion	30	12.30	30
Self-promotion on Facebook			
Self reflection and answer the questions	1	12.40	10
Discussion	30	12.50	15
<i>Lunch</i>		13.00	
Work-Life-Balance			
self exercise	1	14.00	10
Reflection in Groups	6	14.10	15
Discussion	30	14.25	15
Good Tips for Entrepreneurs			
Your tips	6	14.40	15
Discussion	30	14.55	45
<i>End of sessions</i>		15.40	



DAY3

ACTIVITY	Participant number	Time	Duration
AREA „C” Developing fundamental social skills			
Bonus questions			
Important notions from training day 1	30	9.00	15
Important notions from training day 2	30	9.15	15
distribute cards. Explain cards to the rest of the group/or	6	9.30	15
Exercise with cards. they think is the most important/they possess/they lack /or	6	9.30	15
handing participants 2-3 notions and ask them to find a connection between them.	6	9.30	15
Discussion: How was your first impression when you started this training? How is your impression after two days? Is there a difference?	30	9.45	15
Role play scenario			
You are an executive... self reflection and take notes	1	10.00	15
Discussion	30	10.15	30
<i>Break</i>		10.45	
Communication, express yourself, create your image			
Trainer's presentation	30	11.00	10
Card game	6	11.10	20
Summarise	30	11.30	15
Trainer's presentation	30	11.45	15
Role play (with cards)			
First day in job	2	12.00	15
Summarise	30	12.15	10
Telephone			
Video	30	12.25	5
Cell-phone etiquette	30	12.30	15
Professional attitude - you would be taken seriously			
Video Mr. Bean	30	12.45	6
Presentation	30	12.50	10
Card game	6	13.00	15
<i>Lunch</i>		13.15	
Activity No 7: Optional Games		14.15	20
Tied	6		
Star power	6		



ACTIVITY	Participant number	Time	Duration
Spaghetti tower	6		
Minefield game	6		
Traffic jam	6		
Compose your CV			
Trainer's instructions	1	14.35	10
Personal work on the CV	1	14.45	20
Profile on social network	1	15.05	15
Online job searching	1	15.20	15
One-week Jobsearch Plan			
Trainer's presentation	30	15.35	10
Reflection	30	15.45	30
Personal Jobsearch plan	1	16.15	15
<i>End of sessions</i>		16.30	



DAY 4

ACTIVITY	Participant number	Time	Duration
AREA „D” Acquire basic business knowledge			
video interview with an employer	30	9.00	2.10
Trainer's presentation about the video	30	9.05	10
Job description	30	9.15	30
Labour contract	30	9.45	30
Pizza Game			
Instructions and process trial	30	10.15	15
Round 1 - part 1		10.30	20
Discussion in groups	6	10.50	10
Round 1 - part 2	6	11.00	20
Quality control and price		11.20	15
<i>Break</i>		11.35	
Round 2			
Instruction and role assignment		11.50	10
Scenario 1		12.00	15
Scenario 2		12.15	15
Discussion and debrief		12.30	15
Self organization at work		12.45	40
mind map			
list of activities in order			
Answer the questions			
Quiz		13.25	5'
<i>Lunch</i>		13.30	
Knowledge circles			
Individual exercise	1	14.30	15
Discussion	30	14.45	30
<i>End of sessions</i>		15.30	



SUMMARY OF ACTIVITIES (TO BE USED WITH THE TRAINING KIT)

AREA "A" Increasing motivation and openness for pro-activeness

Learning targets:

1. Make a positive learning experience
2. Self-affirmation of endurance (being able to finish the course and not to give up)
3. Understand the sense of self-reflection
4. Getting an idea of self-reflection (start to think about oneself)
5. Being able to understand the concept of personal goals
6. Willingness to identify personal goals
7. Develop positive attitude towards work/employment
8. Increased curiosity regarding possibilities in work life
9. Willingness to identify personal possibilities (“external”)
10. Identify personal interests (activities/areas I like)
11. Identify personal needs/conditions that have to be fulfilled as a pre-requisite to feel well (“internal”)
12. Being able to define the term "risk".
13. Being able to identify the risk of taking action.
14. Being able to identify the risk of not taking action.
15. Willingness to try something out... (to take a risk)/reduced fears to make mistakes
16. Understand the concept of motivation
17. Recognise the importance of motivation



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18. Knowing about possibilities for self-motivation
 19. Being able to understand the benefits of celebrating and rewarding yourself.
 20. Understand the importance of self-confidence
 21. Experimenting with techniques the development of self-confidence
 22. Being more self-confident



It's going to be a good course!

Suggested duration	80 min total
	10 min Introduce yourself
	15 min How did you look at the course
	15 min Visualize results
	25 min Present members of your group to the others
	15 min Present findings
Methodology	Presentation and Group activity
You will need	Pen and paper
Participants will need	Pen, paper, paper sticker

What does work mean to me?

Suggested duration	45 min total
	15 min In small groups
	30 min All participants together
Methodology	Discussions
You will need	List of provoking sentences
Participants will need	Pen and paper



My personal profile	
Suggested duration	10 min total
	10 min Asses yourself
Methodology	Reflection and assesment
You will need	Student's handouts
Participants will need	Pen, hangout

Wishes exercise	
Suggested duration	25 min total
	10 min Answer personal questions
	15 min Group discussion
Methodology	Reflection to answer in small groups and discussion all group together
You will need	Handout with questions
Participants will need	Pen and handout

Personal situation analysis	
Suggested duration	25 min total
	15 min Answer personal questions
	15 min Group discussion
Methodology	Personal reflection and discussion all group together
You will need	Handout with questions
Participants will need	Pen and handout



AREA „B” Becoming the CEO of your own life

Learning targets:

23. Being able to distinguish between long-term and short-term thinking.
24. Being able to understand how long-term perspectives and short-term actions are connected and depend on each other.
25. Being able to find out whether to focus more on short-term or long-term plans/views/perspectives during the YOUTH CAMP course.
26. Being able to identify missing skills and knowledge.
27. Being able to define personal development areas.
28. Being able to understand how plans, goals and actions are connected.
29. Being able to apply the fundamental steps of planning, including planning of own expenses
30. Being able to think in small steps.
31. Being able to measure to which extent the small steps have been reached.
32. Being able to decide how to proceed.
33. Being able to define the term "focus".
34. Being able to define priorities (in life).
35. Being able to define "success" for oneself.
36. Being able to be aware that success means different things to different people.
37. Being able to understand the term "scenarios".
38. Being able to think in scenarios.



39. Being able to understand the saying "If one door closes, another one opens."
40. Being able to learn from your own experience and mistakes.
41. Being able to learn from situations.
42. Being able to learn from people (role models, idols).
43. Being able to focus on the positive aspects and outcomes during the learning process.
44. Being able to find out the importance of keeping learning in your own life.
45. Being able to understand what means to be a "responsible" person and to act "responsibly".
46. Being able to understand the importance of taking responsibility for your own decisions.
47. Being able to identify the benefits of taking responsibility for your own life.
48. Being able to understand the sense of work-life balance
49. Being able to identify stressful situations
50. Understand basic elements of managing stress



Work - Life Balance	
Suggested duration	50 min total
	5 min Trainer's presentation
	5 min video
	10 min Self reflection
	15 min Discussion in small groups
	15 min Discussion all groups together
Methodology	Presentation, video show, reflection, discussions
You will need	Video/computer, screen and projector, list of helpful questions
Participants will need	List of helpful questions, pen and paper

The entrepreneurial mindset - the entrepreneurial set	
Suggested duration	5 min total
	5 min Definition of concept
Methodology	Students reading or trainer's presentation
You will need	White board or presentation
Participants will need	Text with definition



Success stories of young entrepreneurs	
Suggested duration	70 min total
	20 min Read story 1 and answer the questions about it in groups
	20 min Read story 2 and answer the questions about it in groups
	15 min Answer personal questionnaire
	15 min Group discussion
Methodology	Group reading, group reflection, personal reflection, discussions
You will need	Computer with internet access/ text with the stories. list of questions, personal questionnaire
Participants will need	Computer with internet access/text with the stories for each group. List of questions, personal questionnaire

Risk taking game	
Suggested duration	75 min total
	5 min Game explanation
	5 min Game preparation
	50 min Game
	15 min Discussion in groups
Methodology	Group activity: throw of paper balls to a basket. Reflection and discussion
You will need	Container, Masking tape, paper balls (three per participant), marking pen and paper. Black board. List of suggested questions for reflection
Participants will need	List of suggested questions for reflection and discussion



Successful people in Facebook	
Suggested duration	60 min total
	15 min Search for person 1 and answer the questions in groups
	30 min Search for person 2 and answer the questions in groups
	30 min Group discussion
Methodology	Search in Internet, group reflection, discussions
You will need	Computer with internet access. list of questions
Participants will need	Computer with internet access/text with the stories for each group. List of questions, pen.

Self-promotion on Facebook	
Suggested duration	25 min total
	10 min Analysis and answer questions
	15 min Group discussion
Methodology	Personal reflection and discussion all group together
You will need	Pen and questionnaire
Participants will need	Computer/telephone with internet connection. Worksheet from "Successful people in Facebook". Pen and questionnaire



Work-life balance	
Suggested duration	40 min total
	10 min Search for definition in Internet and answer personally
	15 min Reflection in small groups
	15 min Group discussion all groups together
Methodology	Search in Internet, group reflection, discussions
You will need	Computer with internet access. list of questions
Participants will need	Computer/telephone with internet access. List of questions, pen and paper

Good tips for entrepreneurs	
Suggested duration	60 min total
	15 min Your tips in small groups
	45 min Group discussion
Methodology	Reflection and discussion
You will need	Questions for reflection. White board and pen
Participants will need	Worksheet and pen



AREA „C” Developing fundamental social skills

Learning targets

51. Being able to introduce yourself
52. Being able to understand the meaning of communication
53. Being able to understand the concept of communicational channel
54. Being able to understand the concept of message in the process of communication
55. Being able to understand the concept of participants in the process of communication
56. Being able to understand the concept of formal communication
57. Being able to understand the concept of informal communication
58. Being able to understand the role and principles of oral communication
59. Being able to understand how to use a mobile phone on the workplace
60. Being able to know the difference between a workplace and a private conversation
61. Being able to understand the role and principles of written communication in different situations
62. Being able to distinguish different styles of written messages
63. Being able to edit a CV
64. Being able to understand the meaning of networking
65. Being able to identify the essential steps of a presentation
66. Being able to understand the role of body language in different situations



67. Being able to understand the consequences of fashion choices
68. Being able to understand the importance of appearance and personal hygiene required at the workplace
69. Understand the importance of gaining confidence
70. Understand the importance of respecting others
71. Being able to identify strategies how to get to know new persons
72. Understanding the importance of asking for help
73. Understand whom to ask for help
74. Understanding the importance of accepting the help offered
75. Understanding the importance of offering help to others
76. Understanding the importance of active listening
77. Experimenting strategies to approach problems with proactive attitude
78. Experimenting strategies to maintain focus on the task during time
79. Experimenting strategies to assume/play different roles within a group
80. Experimenting strategies to approach a task from different perspectives



Bonus questions (summarizing the two first days)	
Suggested duration	60 min total
	15 min Important notions from training day 1
	15 min Important notions from training day 2
	15 min Distribute cards and explanation to the rest of the group or exercise with cards: what they have/they lack/... or ask participants to find a connection between 2-3 notions
	15 min Discussion about impression after two days
Methodology	Presentation, game with cards, discussion
You will need	Presentation. Computer, screen and projector. Cards with different notions
Participants will need	Paper and pen

Role play scenario	
Suggested duration	45 min total
	15 min Role play scenario - Self-reflection and take notes.
	30 min Group discussion
Methodology	Reflection and discussion
You will need	Presentation with photos printed / computer with projector and screen. Handout
Participants will need	Handout



Communication, express yourself, create your image	
Suggested duration	45 min total
	10 min Trainer's presentation.
	20 min Card game
	15 min Summarize
	15 min Trainer's presentation
Methodology	Presentation, reflection, role play, discussion
You will need	Presentation, computer with projector and screen. Message cards. Target cards, white board and pen
Participants will need	Handout 2

Role play (with cards)	
Suggested duration	25 min total
	15 min First day in job.
	10 min Summarize
Methodology	Role play, discussion
You will need	Message cards
Participants will need	Message cards



Telephone	
Suggested duration	25 min total
	5 min Video. 15 min Presentation
Methodology	Trainer's presentation after watching a video
You will need	Computer connected with Internet, screen, projector, presentation
Participants will need	Paper and pen

Professional attitude (you will be taken seriously)	
Suggested duration	30 min total
	5 min Video.
	10 min Presentation 15 min Card game
Methodology	Trainer's presentation after watching a video. Role play
You will need	Computer connected with Internet, screen, projector, presentation, message cards.
Participants will need	Cards. Paper and pen



Optional game: Tied

Suggested duration	20 min total 5 min Trainer's explanation 15 min Game
Methodology	Participant's performance
You will need	Scotch tape or something to set a start line and a finish line
Participants will need	nothing

Optional game: Star power

Suggested duration	20 min total 5 min Trainer's explanation 15 min Game
Methodology	Participant's performance
You will need	10-15m rope for every team
Participants will need	nothing

Optional game: Star power

Suggested duration	20 min total 5 min Trainer's explanation 15 min Game
Methodology	Participant's performance
You will need	20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 meter of string, and 1 marshmallow for every team
Participants will need	nothing



Optional game: Minefield	
Suggested duration	20 min total
	5 min Trainer's explanation
	15 min Game
Methodology	Participant's performance
You will need	Something to cover the participant's eyes (one from each team), different "obstacles" (chairs, tables...) Scotch tape or something to mark a start line and a finish line
Participants will need	nothing

Optional game: Trafficjam	
Suggested duration	20 min total
	5 min Trainer's explanation
	15 min Game
Methodology	Participant's performance
You will need	Something to form a walkway (for example, sheets of paper)
Participants will need	nothing



Compose your CV	
Suggested duration	30 min total
	10 min Trainer's instructions 20 min Personal work on the CV
Methodology	Trainer's presentation. Self-working
You will need	Computer connected with Internet, screen, projector, presentation.
Participants will need	Paper and pen or computer

Profile on social network	
Suggested duration	15 min total
	15 min Reflection about personal profile on social media
Methodology	Self-working
You will need	Computer connected with Internet.
Participants will need	Computer connected with internet

Online job searching	
Suggested duration	15 min total
	15 min Personal working
Methodology	Self-working
You will need	Computer connected with Internet.
Participants will need	Computer connected with internet



One-week job search plan	
Suggested duration	55 min total
	10 min Trainer's presentation
	30 min Reflection in group
	15 min Personal job-search plan
Methodology	Trainer's presentation. Discussion. Personal working
You will need	Computer connected with Internet, screen, projector, presentation. Handout. List of questions
Participants will need	Computer connected with Internet. Paper and pen. Handout. List of questions



AREA „D” Acquire basic business knowledge

Learning targets

81. Understand employer's expectations towards new employees /incl. Code of Conduct - dress code, work hours, day off planning/.
82. Understand the types of organisations and who is the responsible person for the targeted job position
83. Understand what a job description is about
84. Being able to identify if own knowledge, skills and expectations fit the job description
85. Understand the importance and responsibilities of being at work
86. Understand the importance of knowing who is in charge for different activities on the work place
87. Identify own work process and being able to explain what needs to be done on the job
88. Understand the different types of work relationships
89. Understand the corporate responsibility activities within the company (separating waste, not using plastic, care for employees and customers, care for business partners)
90. Understand and respect the difference between private and professional behaviour /applied to communication at work, compliance
91. Understand the need to respect work rules and procedures
92. Being able to apply rules for business communication /phone communication, mail communication/
93. Being able to participate in a conversation about own performance results /to present own work done, to ask questions about misunderstood information, to share difficulties at work/



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94. Understand what is the meaning of effective completion of tasks /on-time, achieve required results etc./
 95. Understand the balance between personal goals and work goals
 96. Understand the principles of effective Time management - / use of written tasks, prioritizing, grouping similar tasks, focusing on a single task until finished etc./
 97. Being able to apply a “To Do list” for daily tasks.
 98. Being able to set priorities for work tasks within the scales urgent-not urgent and important -not important
 99. Being able to plan own time by evaluating the necessary time for different tasks
 100. Find the right daily routine according to own tasks& functions



Video interview with an employer	
Suggested duration	15 min total
	5 min Video 10 min Trainer's presentation about the video
Methodology	Watch video. Trainer's presentation.
You will need	Computer connected with Internet, screen, projector, presentation.
Participants will need	Paper and pen.

Job description	
Suggested duration	30 min total
	10 min Trainer's presentation
Methodology	Presentation.
You will need	Computer, screen, projector, presentation.
Participants will need	Paper and pen.

Labour contract	
Suggested duration	30 min total
	10 min Trainer's presentation
Methodology	Presentation.
You will need	Computer, screen, projector, presentation.
Participants will need	Paper and pen.



Pizza Game	
Suggested duration	130 min total 15 min Explanation and pilot test 20 min Round 1 - part 1: produce 15 in 20 minutes 10 min Group discussion 20 min Round 1 - part 2: produce 20 with less defects and less spoiled 15 min Quality control and pricing 10 min Instructions and role assignment 15 min Scenario 1 15 min Scenario 2 15 min Discussion and debrief
Methodology	Performance of a game. Role play. Discussion
You will need	Post-Its in three colors: yellow (pineapple), pink (ham*) and green (rucola i.e. rocket salad). Printer paper to cut pizza bottoms from (A4/Letter works fine but you can also use other sizes). Red markers as tomato sauce. Glue or transparent tape (to make the Post-Its stick better). Masking tape (aka. painter's tape) Scissors (one small + one large per team) Stopwatch. order cards from Customers - one set per team. Oven plate - one per team. Rule Sheets
Participants will need	Post-Its in three colors: yellow (pineapple), pink (ham*) and green (rucola i.e. rocket salad). Printer paper to cut pizza bottoms from (A4/Letter works fine but you can also use other sizes). Red markers as tomato sauce. Glue or transparent tape (to make the Post-Its stick better). Masking tape (aka. painter's tape) Scissors (one small + one large per team) Stopwatch. order cards from Customers - one set per team. Oven plate - one per team. Rule Sheets



Self-organization at work	
Suggested duration	40 min total
	20 min Discussion about Pizza game and mind map
	10 min List of activities in order
	10 min Answer the questions
Methodology	Discussion. Group work
You will need	Diagram for the mind map. List of question. White board or computer with screen and projector
Participants will need	Diagram for the mind map. List of questions. Pen and paper

Quiz	
Suggested duration	5 min total
	5 min Quiz
Methodology	Mark the correct answer
You will need	Questionnaire and list of correct answers
Participants will need	Questionnaire



Knowledge circles	
Suggested duration	45 min total
	15 min Individual exercise
	30 min Group discussion
Methodology	Self-reflection. Discussion
You will need	Handout with list of questions and diagram. White board or computer with screen and projector
Participants will need	Handout. Pen and paper



Trainer's pre-training list

	Done?	Comments
Agenda reviewed and agreed upon		
Other trainers clear on agenda		
Materials reviewed and amended		
PowerPoint presentations and revised materials agreed upon with other trainers		
All PowerPoint slides approved and copied onto core laptop		
Spare copy of PowerPoint slides on a USB stick		
Participants' materials translated		
Participants' materials printed		
Packs sent to (and arrived) at venue		



	Done?	Comments
Evaluation forms printed		
Certificates prepared		
Pre-meeting held with other trainers		
Room layout communicated to venue		
Participant list checked for potential difficulties and issues		
Presentations prepared		
Group exercises prepared		
Room layout physically checked (and changed if necessary)		
Lunch, coffee and other arrangements clarified		
IT and video equipment checked		



FINAL CONSIDERATION:

This manual is complementary to the training kit and is to be used together.