Programme on How to Prepare Your Own Project

Joint children and adult training programme for drafting a project proposal for funding
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Joint children and adult training programme for drafting a project proposal for funding

Project „Empowering the child’s strengths for violence prevention“

The project is financed by the Oak Foundation for the period 2016 – 2021

Sofia, 2017
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Who is this programme for?
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- This programme is for high school students (12-18 years old), aimed at encouraging them to develop a project, focused on improving the relationships among peers at school, relationships among teachers and students; on enabling students to be actively engaged in the planning and conduct of school and out-of-school activities; on ensuring prevention of aggressive behaviour and violence among children, based on the resilience approach.
- This programme is divided in separate activities. It is designed for professionals who are experienced in facilitating groups and the drafting of project proposals for funding.

What skill does the programme develop?

- Skills to identify goals, seek ideas through fine and applied arts and other interactive methods, and develop strategies for achieving goals through stimulating the imagination;
- Skills to structure ideas for project proposals;
- Skills to work in small groups;
- Communication skills;

The project writing programme will include a theoretical part, which will introduce the children to some main concepts and will give them a general idea of project structure, and a practical part i.e. practicing project writing.

The practice aims to visualise the theory and make it more interesting and comprehensible, to give an example of the practical application of what they learn and not least to start a discussion as an opportunity for sharing various opinions about the important topics and problems at school, including aggression and violence.

The training will involve games, working in small groups, discussions, brain storming and creative tasks.

What is the purpose of the training?

The purpose of the training is to equip the children with knowledge and skills, enabling them to develop their own projects with the assistance of the adults and to work well in a group.

- The programme’s main goal is the development of specific skills to identify general problems, ability to transform problems in desired outcomes, to identify the means required and plan specific steps to achieve those results. Having acquired those skills, the children should be able to develop projects.
- The training aims also to encourage communication among students, to give the children an opportunity to be heard, to talk about the important issues that interest them, to master the
method of writing projects, describing and implementing the activities and if they are willing to, to be able to facilitate themselves the training of other children on project development.

- An equally important element of the programme is group work. Facilitators have to create group dynamics and preconditions for the participants’ joint work in the course of the training, but also to equip them with basic skills for working in other groups: listening to various opinions and ideas, mutual respect, sharing of tasks across the team, coordination and planning skills.

The project development steps, presented in the training programme, are drawn from the so called GOPP method – Goal Oriented Project Planning.

From an organisation point of view, this type of planning requires the participation of a limited number of people and can take one or more days. Various techniques are applied to facilitate the gathering and visualisation of ideas related to the analysis of problems and finding of solutions for them. In other words, planning starts by structuring the thoughts of the participants, identifying the main problems and needs and identifying the ways to resolve them.

The main focus of this programme is on stimulating and developing children’s problem solving potential. Precedence is given to the exchange of ideas and their structuring by applying visualisation techniques and not to their technical description.

The analysis and planning follow a particular scheme, which is as follows:

1) main problem
2) subproblem
3) desired outcomes
4) resources
5) specific activities
6) drafting a schedule

Enclosed in the programme is Appendix 3 Facilitator Chart: Identifying the steps for the structuring of a project. The chart presents graphically the steps taken to draft a project, adapted accordingly to the children’s age group (8-12 grade).

The process starts by identifying one main problem, which has to be drawn from a theme that is of interest to the children. This has to be a problem relevant or familiar to the children, enabling them to share ideas about it.

The so called subproblem are placed at the lower level of the chart along with those circumstances which form a precondition for the existence of the main problem. Subproblems identification concludes the first part of our analysis – we are clear about what the problem is and what we want to change and we have realised what the reasons are that have led to it.

The next task is to verbalise how we picture a positive change. The desired outcomes are the change itself that we want to achieve by taking particular steps. This can happen by transforming the
problems in a positive form, for example: dirty and neglected neighbourhood → clean and maintained neighbourhood.

Once we set the objectives, the next task is to consider the resources that we will need in order to achieve them. To this end, the programme suggests looking at the resources as the missing link between the causes of a problem (subproblems) and the change we seek (desired outcomes): what in particular we will need and who can help us? All resources required to achieve each individual result are identified, as shown in the chart: to achieve Result 1 we need to use Resource 1.1, Resource 1.2 and Resource 1.3 (etc.).

Outlining the specific activities means outlining the specific tasks, the carrying out of which will enable us to solve the problems identified. The completion of each activity will require one or more of the resources identified in advance and that is why the link between them is presented in this way in the chart.

The drafting of a schedule is the last step in the programme. A model table is proposed, displaying a general arrangement of the activities by weeks; based on it, facilitators can provide general guidelines for the planning in terms of time.

The games and creative tasks included in the programme have a two-fold function: improve the interaction among the participants in the training and create conditions for working in small groups – the Guess Who game in Session 2, for example. Equally important, however, is their second function: the facilitator has to try and use them as best as possible as visualisation techniques in applying the GOPP method with the purpose of developing children’s imagination and ingenuity. This is exactly the purpose of the making of collages in Session 2: through the means of applied art to express ideas, which children would not express verbally or would find it difficult in the course of an ordinary discussion. The Building a Bridge exercise needs to combine both functions. On the one hand, it has to serve as a transition to the next session – Session 4, which introduces main concepts of planning. Through engaging the children in a creative process and having them to physically make something, the exercise helps provide concrete dimensions of the concept of planning and implementing a project. On the other hand, the exercise needs to be used for enhancing group dynamics and illustrating the significance of good communication.

The expectations are to equip the participants with technical tools for the drafting of their own project, to develop skills for working in a group and improve communication among students.

**Materials required:**
Colour slips of paper (to assess the mood) (5x10); flipchart; highlighters – various colours; Appendices 1 and 2 in A2 format, Appendix 4 in A4 format, Appendix 5 – printed in A2 format; white sheets of paper; pens; thick drawing paper; scissors; glue; scotch tape; rulers; a few thick cards (various colours, thickness, sizes); buttons or other round items; old magazines, newspapers, glossy paper, and other materials for a collage; coloured paper pads, colour pencils and felt tip pens; an orange.
Session options

<table>
<thead>
<tr>
<th>Session</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session I</td>
<td>200 min</td>
</tr>
<tr>
<td>Session II</td>
<td>180 min</td>
</tr>
<tr>
<td>Session III</td>
<td>150 min</td>
</tr>
<tr>
<td>Session IV</td>
<td>240 min</td>
</tr>
</tbody>
</table>

**Option 1:** 2 days, 2 sessions a day, lunch break in between (Day 1 - 3 hours + 2:30 hours; Day 2 – 3 hours + 4 hours)

**Option 2:** 4 sessions on 4 different days
SESSION 1

Objective:
to present the programme, introduce the participants to each other and work on the first steps of drafting a project.

Session structure

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Duration (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Session opening:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation for work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment of group mood</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Present the essence and structure of a project</td>
<td>15 min.</td>
</tr>
<tr>
<td>3.</td>
<td>Identification of the main problem</td>
<td>60 min.</td>
</tr>
<tr>
<td></td>
<td>Definition of “problem”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion and selection of the main problem, which will be the focus of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the practical simulation</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Identification of the subproblems</td>
<td>40 min.</td>
</tr>
<tr>
<td></td>
<td>Explanation of subproblem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion and identification of the subproblems we will be working on</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Define the desired outcomes</td>
<td>10 min.</td>
</tr>
<tr>
<td>6.</td>
<td>End of session and homework</td>
<td>15 min.</td>
</tr>
<tr>
<td></td>
<td><strong>Total time</strong></td>
<td>200 min.</td>
</tr>
</tbody>
</table>

Materials required:
- Colour slips of paper (various colours; to assess the mood) (5x10)
- Flip chart
- Highlighters - various colours
- Appendices 1 and 2 in A2 format and Appendix 4 A1 format
- Sheets of paper
- Pens

Activity 1: Session opening and preparation for work

Preparation for work

Objective: Prepare the group for the working phase and create working atmosphere.

Facilitator instructions:
The facilitator starts by introducing the group participants to each other. He/she can use the following game: the participants split into pairs and everyone describes themselves in 5 sen-
tences. Then each participant introduces their partner in the pair to the others. The facilitator can set the main parameters: “My name is…”, I am ….old”, “I like….in my spare time”. After everyone has had their turn, the facilitator introduces themselves and explains the purpose of the meeting.

Assessment of the group’s mood: the children are given slips of paper in the 5 basic colours, each one of them having to choose the colour which best corresponds to their mood. The facilitator summarises the group’s mood, the expectations from the session and explains in brief the working session’s goal and programme.

The preparation for work concludes with the drafting of the Group work rules. The facilitators justify the necessity of group work rules and encourage the participants to come up with proposals. In case they are more passive, the facilitator can offer a few examples:

1) We listen to each other without interrupting one another
2) Everyone’s opinions and ideas are valuable
3) No offensive language

Activity 2: Present a project’s essence and structure

Objective: Provide a definition of project, present its structure.

Facilitator instructions:

Provide a definition of project:

- undertaking to achieve something; plan. The children are explained that we have many ideas and dreams for the future but in order to achieve them, we need a plan. (see Appendix 1)
- a plan or chart, design developed for the construction, creation of something. Give architectural design as an example in order to illustrate the need of planning/project development. (see Appendix 2)

What characterises a project is that it is implemented over a particular period of time (it has a beginning and an end), it is unique in its nature (one of kind).

After giving a definition of “project”, the facilitator moves to illustrating the steps of project development by following Appendix 3 Facilitator chart: Identifying the steps for the structuring of a project. The idea is not to present a completed chart to the children, but following the structure, the facilitator illustrates the steps in an easy to understand manner. As a result of this illustration, the idea of a particular project will be generated along with the steps for its development.

Activity 3: Identification of the main problem – the answer to the question „What do we want to change?”

Objective: Give a definition of problem, identify a main problem to develop a project proposal based on it.

Facilitator instructions:

Give a definition of problem: Dictionary of the Bulgarian Language

2. Usual troubles, hardships, difficulties. Family problems.

The facilitator explains that in our case reference is made to the first definition and in the course of the next few sessions, we will focus on identifying a problem and on its exploration and identification of subproblems.

**Identification of the main problem:**

The facilitator explains to the participants that in order to learn how to draft their own projects, by the end of the meetings they will be trying to find a solution to a problem important to them. The facilitator divides the children in three groups. The idea is that each group, by using the brain storming method, should identify interesting problems, of significance for the children, based on topics outlined in advance (e.g. relationships and interaction among peers, between boys and girls, among children and parents, children and teachers, rules, art and free time, sports, ecology…). If the children do not like the themes or have their own ideas, the facilitator leaves it to the groups to decide.

Each group has 10 min. to define problems based on the topic set in advance and then present them to the other participants, justifying briefly their choice. The facilitator has to summarise the proposals and engage the children in an active discussion to select (voting is an option) the main problem, which will be in the focus of the project.

At this point, as well when presenting the next steps for project development, the facilitator writes down the answer using as a model Chart 1 – Main Problem. To write down the answers, the facilitator will use a poster with a human body printed on it (Appendix 4). The poster will be cut in 5 strips/parts, which will correspond to the levels of the chart: main problem, subproblems, expected outcomes, resources, activities. Each strip can be split/cut depending on the number of ideas given. The purpose is, by putting together the separate parts of the poster, to suggest the idea that the separate parts of a project complement each other just as the body parts.

**Activity 4: Identification of the subproblems – the answer to the question „Why is this the case?”**

**Objective:** Give a definition of a subproblem, identify subproblems.

**Facilitator instructions:**

The next step of the project development is defining a subproblem. The facilitator explains that, generally, there are multiple causes of a problem, which are due to more than one circumstance. The individual identification, analysing and resolving of each reason, can result in solving the general problem (examples are given). This is exactly why the next thing that needs to be done is to try and identify the subproblems, the combination and interaction of which results in our main problem. The students are given sheets of paper and pens and have 10 minutes to give it a thought and write down as many subproblems as possible. When the time is up, the facilitator collects the answers and writes them down on the flipchart, one after the other so that they are easy to see; this is followed by a
discussion. Those who are identified as common, are defined in an appropriate way with the help of the facilitator and are written down on a poster strip, prepared in Activity 3.

**Activity 5: Defining the desired outcomes – answer to the question „How we want it to be?”**

**Objective:** define the desired outcomes, which are to be achieved as a result of solving the problem.

**Facilitator instructions:**
The desired outcomes are defined as a positive version of the identified problem and of the respective subproblems (see the Facilitators’ Chart). The answers are written down on a poster strip as above.

**Activity 6: Closing the session**

**Objective:** Summary of what has been discussed during the session.

**Facilitator instructions:**
The session concludes with a summary by the facilitator. The facilitator makes another assessment of the group’s mood by playing the colour paper slips game of Activity 1.
SESSION 2

Objective:
Illustrate the children’s ideas of problems and outcomes, building trust within the group, among the children and between them and their teachers and parents, by using applied art.

Session structure

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Duration (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guess Who game</td>
<td>20 min.</td>
</tr>
<tr>
<td>2.</td>
<td>Making collages (1)</td>
<td>50 min.</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>10 min.</td>
</tr>
<tr>
<td></td>
<td>Making collages (2)</td>
<td>50 min.</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>10 min.</td>
</tr>
<tr>
<td>3.</td>
<td>Presentation and discussion</td>
<td>40 min.</td>
</tr>
<tr>
<td></td>
<td>Total time</td>
<td>180 min.</td>
</tr>
</tbody>
</table>

Materials required:
- Sheets of paper
- Pens
- Thick drawing paper
- Scissors
- Glue
- Scotch tape
- Old magazines and newspapers
- Colour paper pads, glossy paper
- Colour pencils and felt tip pens

Activity 1: Guess Who Game

Objective: Now that the participants know each other after they were introduced to one another during the previous session, enhance group dynamics and the group’s team spirit. This will be important also for the next activity where the children will be working in small groups, without at all relying on the facilitator.

Facilitator instruction:
Divide the children in groups of three and have them sit away from the other groups so that they cannot hear the other groups’ discussions. Ask each group to select a member who will be a writer and will have the task to make two sets of cards. The one set of cards will have the names
of the three participants – a single name on a card. On the others, the writer will have to write down three sentences describing each participant. All three members of the group help with the writing of sentences (i.e. each participant describes both the other two and themselves). Tell the participants not to use obvious facts: height, hair colour or clothing. The challenge is to present something interesting, no one knows about them. As soon as they are ready, the groups leave the two sets of cards on the table and swap places with another group clockwise. The purpose is to try and associate correctly the names of the other groups’ members with the descriptions.

Activity 2: Making collages

Objective: Objectives: Stimulate children’s imagination and interest and thus give them an opportunity to consolidate what they have learnt so far through an interactive approach.

Facilitator instructions:
The session is dedicated to the making of a collage to illustrate one of the identified subproblems and the respective desired outcome. The children split up in three groups and work for 1.5 hour. Each group makes two collages: one illustrating a subproblem and another one – illustrating a desired outcome once the problem is solved. The purpose is to make a comparison between the initial and final situation. The collages have to be made by the groups set up earlier, comprising the same group member, thus promoting group work and improving relationships.

Activity 3: Presentation and discussion

After the groups complete their collages, each of them presents (10 min. per group) their idea to the others. The session concludes with a joint discussion. The collages remain displayed in the hall/room.
SESSION 3

Session structure

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Duration (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to the session and explanation of the rules of the exercise</td>
<td>10 min</td>
</tr>
<tr>
<td>2.</td>
<td>Exercise: “Building a bridge”</td>
<td>90 min</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>10 min</td>
</tr>
<tr>
<td>3.</td>
<td>Discussion and conclusions derived from the exercise</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td><strong>Total time</strong></td>
<td><strong>150 min.</strong></td>
</tr>
</tbody>
</table>

Materials required (all materials needed in double quantity since there will be two separate groups)
- ruler
- scissors
- scotch tape
- glue
- a few sheets of paper
- a few different types of thick cards (various colours, thickness, sizes)
- an old newspaper
- colour pencils or felt tip pens
- 2-3 buttons or other round items
- a pen
- a small piece of some colour material

Activity 1: Introduction and presentation of the rules

Building a bridge

Objective: The purpose of the exercise is to provoke the children to work in a group and to discover new aspects of the way they interact with the others.

Rules: The two teams work separately but they have a common task: to build a bridge together, with each group building half of it. The purpose is, after the work on the two halves is completed, to put them together and thus build a bridge which has to bear the weight of a pen.

Each group has to nominate a representative. The two representatives will be the only ones who will be allowed to communicate with each other in the course of the work: they will have the right to meet 3 times for 3 minutes (if you consider that the children will need more time, you can extend the time allowed; it is important that the children feel comfortable and yet it is good to stick to some reasonable timing). During these short meetings, they will have to exchange information...
about the plan they have chosen to stick to and about its practical implementation; they will act as the liaison between the two teams. Explain to the children that the successful completion of the task depends on the communication between the teams and their representatives, on the one hand, and between the two representatives, on the other hand.

**Activity 2: Carrying out the exercise**

**Facilitator instructions:** The completion of the exercise requires 90 minutes. We divide the children into two teams which will be working separately during the exercise. Two rooms will be needed for the purposes of the exercise (they do not have to be big as long as the kids are able to work separately; a third, neutral, one will be needed for the meetings of the representatives (this can be even the corridor). Additional materials can be used, apart from the ones listed, as long as they are distributed equally between the groups.

Before the children start working, tell them that there is no right or wrong approach to carrying out the exercise and that they will not be rated.

The facilitators observe the children working, without interfering with concrete ideas and most of all, without mediating between the two groups.

When the time is up, the two groups meet in one of the rooms and have to put the two pieces of the bridge together and check if it meets the criterion set, namely to bear the weight of a pen.

If the two halves are quite different, the facilitator may assist so that the task can be completed.

**Activity 3: Discussion and drawing conclusions from the exercise**

**Objective:** After the two halves are put together in some way, a feedback will follow along with a discussion, taking up about 40 minutes.

The facilitator asks the children from the two groups to present their work: what and how they did and why they had chosen this particular approach. The facilitator inquires also how the coordination of the work they were doing with that of the other group changed their ideas and their actions.

At the end, the facilitator summarises the work by pointing out that there are many ways to complete a task. What is important, apart from planning our work, is to be able to communicate among ourselves when we work together because when we do it, we achieve better results.
SESSION 4

Objective:
To make the participants aware of the options available in terms of resources to fulfill their ideas, to draw up the specific activities related to the project proposal. Draft a schedule of activities.

Session structure

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Duration (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Game</td>
<td>15 min.</td>
</tr>
<tr>
<td>2.</td>
<td>Identification of resources</td>
<td>60 min.</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>15 min.</td>
</tr>
<tr>
<td>3.</td>
<td>Determine the particular activities</td>
<td>60 min.</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>10 min.</td>
</tr>
<tr>
<td>4.</td>
<td>Draft a schedule for the completion of activities</td>
<td>30 min.</td>
</tr>
<tr>
<td>5.</td>
<td>Presentation of the project application form</td>
<td>20 min.</td>
</tr>
<tr>
<td>6.</td>
<td>Summary, feedback on the training</td>
<td>30 min.</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>240 min.</td>
</tr>
</tbody>
</table>

Materials required:
- flipchart
- highlighters
- one orange
- flipchart
- highlighters – various colours
- sheets of paper
- pens
- printed pages from the application form (items 2 and 3, items 4 and 8, items 6 and 7, as well as three copies of item 9)
- Appendix 5, printed in A2 format

Activity 1: Pass an Orange game

Objective: The game is used as an icebreaker in the beginning of the session.

Facilitator instructions: The children, teachers and parents split up in two teams, each one comprising equal number of participants. They line up in different parts of the room. The first player in each row places an orange under their chin. Upon the facilitator’s signal, the first player
passes the orange to the second one, the second to the third and so on. The players are not allowed to use their hands and have to pass the orange using only chin and neck, without dropping it. If one of the teams drops their orange, they have to start over with the first person in the line.

Activity 2: Identification of resources – the answer to the question „What exactly we need to do and who is to help us?”

Objective: Give a definition of resource. Show the children what resources they have available to them and how they can use them for the purposes of a project.

Facilitator instructions: Give a definition of resource: Oxford Dictionary

1) A stock or supply of materials, money, staff, and other assets that can be drawn on by a person or organisation in order to function effectively.

2) An action or strategy which may be adopted in adverse circumstances.

Recourses are the means for achieving the desired outcomes. They can be material (money, materials) and immaterial (knowledge, time, group work, communication, help by adults, etc.). Most often, to achieve a result we need more than one type of resource.

Using the collages made the previous time, a general discussion is held on possible resources needed to achieve the desired outcomes. The facilitator has to describe the resources as the missing link between the initial problem and the expected/desired outcome.

All identified resources are summarised and written down on the poster.

Activity 3: Determine the particular activities – the answer to the question „How we do this?”

Objective: Create skills enabling the participants to define concrete tasks with a view to the resolving of an identified problem.

Facilitator instruction: At this stage of the training, the children need to identify the particular steps for achieving the project goals (led by the resources available). The children split up again in small groups, with each group being assigned one expected outcome. They have to describe the activities needed to achieve it.

The activities are listed on the poster, following a joint discussion. The poster is already finished and the children are shown the complete picture.
Activity 4: Drafting a schedule for completion of activities

Objective: Determine a timeframe for the completion of the planned activities.

Facilitator instructions: After the individual activities are determined, the participants move on to draft a schedule for their completion. Appendix 5 is to be printed on a big poster, where activities are written down in the course of a discussion held with the whole group. Teachers and parents take active part in it.

Activities 5: Presentation of the project application form

Objective: Explain to the children what is left to be done and present the application form, which they will have to fill in. They need to prepare for the small-group work to be carried out without the facilitator’s assistance, as well as for the joint work on the completion of the form.

Facilitator instruction: Children are explained that in order to complete their work on the drafting of the project, they need to present their ideas in writing. To this end, they will be provided with questions on the topics, which we have discussed and each question has to be answered (about half a page for each answer). They are also told that this task will be fulfilled by everyone working together during two extra meetings. Before that, however, we will divide in three groups and each group will work on different tasks, namely, to think over and work on 2 items of the form:

- Group A has to consider how to describe The project’s main idea in a nutshell and to justify their choice (item 2), and also to describe the Project goals (item 3).
- Group B has to work on the description of the Activities (item 4) and on the Implementation schedule (item 8).
- Group C has to describe the Expected outcomes (item 6) and the Resources required (item 7).

The facilitator lets the children choose the group they want to join and can make changes at his/her discretion.

All groups have to work on item 9: drafting a List of participants. The children will have to present to their classmates the project idea and the main activities planned and will offer everyone the opportunity to engage in some of the project implementation stages. Each group prepares a list (the printed out list from item 9) where they write down the child’s name and class, as well as the activity they want to engage in.

The facilitator gives out to the groups the handouts with the printed pages from the form, which they will need for the joint work...

What materials will the children need during their individual work: the completed poster, the poster typed on a computer and distributed among the participants?
Activity 6: Completion of training and feedback

Objective: Summarise the discussion held during the session. Identify the main goal of the projects which the children will have to develop.

Facilitator instruction: The session ends with a summary by the facilitator. He needs to go through the main steps of the chart, using the poster, made together with the children, Appendix 2 as well as to cover examples identified during the bridge building exercise, the making of the collages and the other games played.

The facilitator presents the back side of Appendix 4 to the children, with the human body on it, which they have not seen so far. Without dividing the children into groups, the facilitator gives out to everyone self-adhesive paper and felt tip pens. Every child, individually or everyone together, have to write down after a discussion, three different things on separate slips of paper, which they are to stick on the human body poster. First, they have to write the new things they have learnt in the course of the training and to stick the written down ideas where the head is. Then they have to describe all they felt and to stick it where the heart is. Thirdly, on the slips of paper which will be stuck where the hands are, they have to write down the new things they would like to do from now on. When everyone is ready, all ideas are read out and summarised. The facilitator makes a concluding summary: when we want to achieve our goals, we need to plan our actions well, so that they match well just like the parts of the human body.

I excluded the parents and teachers from the children’s project development training group.

I am considering a new idea about this programme.

As a final activity, conduct a selection of the children from the group who are willing and brave enough to facilitate such groups with other children. We need to choose some form of feedback so that children can declare their willingness to do this and some interactive format to allow them to demonstrate their new skills for project development and facilitation of a group. Those children are informed of the possibility to be assisted by the facilitator as a co-facilitator and to be provided with the materials.
Appendixes
Appendix 3

Facilitator chart:
Defining the steps to be undertaken for the structuring of a project

3A)
Few cultural events in Kyustendil

- Limited interest of the visitors
  - Subproblem 1
  - Increased interest
    - Subproblem 1
    - Increased interest
      - Expected outcome 1
      - Resource 1
        - Promotion campaigns
        - Activity 1.1
          - Local media
          - Posters
          - Flyers
        - Activity 2.1
          - Display artwork of art school students
          - Decoration of premises
          - Making of catalogues
        - Activity 3.1
          - Disseminate information at schools
          - Presentation for the elder ones
          - Screening of a topic-related film

- Low level of funding
  - Subproblem 2
  - Higher level of funding
    - Subproblem 2
    - Higher level of funding
      - Expected outcome 2
      - Resource 2
        - Disseminate information at schools
        - Presentation for the elder ones
        - Screening of a topic-related film
      - Activity 3.1
        - Activity 2.1
          - Activity 1.2
            - Activity 1.3
          - Activity 2.2
            - Activity 2.3
          - Activity 3.2
            - Activity 3.3

- Insufficient nb of suitable venues
  - Subproblem 3
  - Create suitable premises (1 and 2)
    - Subproblem 3
    - Create suitable premises (1 and 2)
      - Expected outcome 3
      - Resource 3
        - Cosmetic renovation works of 1 and 2
        - Equip the halls in 1 with multimedia
        - Decoration of 2
      - Activity 1.1
        - Activity 2.1
          - Activity 1.2
            - Activity 1.3
          - Activity 2.2
            - Activity 2.3
          - Activity 3.2
            - Activity 3.3
      - Activity 3.1
        - Activity 2.1
          - Activity 1.2
            - Activity 1.3
          - Activity 2.2
            - Activity 2.3
          - Activity 3.2
            - Activity 3.3

Main problem

- Low level of funding
  - Subproblem 2
  - Higher level of funding
    - Subproblem 2
    - Higher level of funding
      - Expected outcome 2
      - Resource 2
        - Disseminate information at schools
        - Presentation for the elder ones
        - Screening of a topic-related film
      - Activity 3.1
        - Activity 2.1
          - Activity 1.2
            - Activity 1.3
          - Activity 2.2
            - Activity 2.3
          - Activity 3.2
            - Activity 3.3
      - Activity 3.1
        - Activity 2.1
          - Activity 1.2
            - Activity 1.3
          - Activity 2.2
            - Activity 2.3
          - Activity 3.2
            - Activity 3.3

- Insufficient nb of suitable venues
  - Subproblem 3
  - Create suitable premises (1 and 2)
    - Subproblem 3
    - Create suitable premises (1 and 2)
      - Expected outcome 3
      - Resource 3
        - Cosmetic renovation works of 1 and 2
        - Equip the halls in 1 with multimedia
        - Decoration of 2
      - Activity 1.1
        - Activity 2.1
          - Activity 1.2
            - Activity 1.3
          - Activity 2.2
            - Activity 2.3
          - Activity 3.2
            - Activity 3.3
      - Activity 3.1
        - Activity 2.1
          - Activity 1.2
            - Activity 1.3
          - Activity 2.2
            - Activity 2.3
          - Activity 3.2
            - Activity 3.3

- Limited interest of the visitors
  - Subproblem 1
  - Increased interest
    - Subproblem 1
    - Increased interest
      - Expected outcome 1
      - Resource 1
        - Promotion campaigns
        - Activity 1.1
          - Local media
          - Posters
          - Flyers
        - Activity 2.1
          - Display artwork of art school students
          - Decoration of premises
          - Making of catalogues
        - Activity 3.1
          - Disseminate information at schools
          - Presentation for the elder ones
          - Screening of a topic-related film

...
### Appendix No 4

#### Side B

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## Appendix No 5

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Project „Empowering the child’s strengths for violence prevention“