The
CHALLENGE
BY CHOICE
method

CHALLENGE BY CHOICE

We present you with a collection of games.

We present them in simple, non-academic language to make them accessible to all kinds of readers.

The games can be played by all age categories. By individuals and by groups. By the youth, and the youth workers.

There is a whole method for which the games were created, and this method is connected to a philosophy of teaching and learning. And that's where we are going to start...

"Challenge By Choice is a great idea because you should not push somebody to do something that they do not want to do as there will be no longer a learning experience and it will be an uncomfortable experience for the team, and also it is a good stimulation method for the people that always wanted to Challenge themselves but did not have that last kick to do it."

- Timeea D., Romania

"I find the concept very interesting and believe it to be highly productive. It allows for an initial choice and the acceptance of the Challenge of "do I feel like giving it a try or not" even before facing the proposed Challenge. I find it to be a very useful and productive method. In a group setting, it's natural to follow what everyone else is doing, but that important initial process of individual reflection can be overlooked. However, this also has a positive connotation as it helps in stepping out of the comfort zone with the support and energy of the group."

- Alessia T., Italy

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PART 1.

THE PHILOSOPHY OF CHALLENGE BY CHOICE

1.1.
CHALLENGE BY CHOICE IN EVERY-DAY LIFE

Life is full of **"musts"**.

At school, you receive an assignment and a mark based on the quality of your work.

At work, you receive a task and you are reprimanded if you fail to deliver.

Even in video games, you are often scored based on how well you play.

And then, there is Challenge by Choice.

> Challenge by Choice is based on
> issuing a Challenge
> and then reflecting upon one's learning.

In Challenge by Choice…

… it doesn't matter whether you do the task or not.
… it doesn't matter in what way you achieve it, or if you achieve it at all.

All that matters is that you undergo the experience and reflect upon it.

The experience could be…

"My heart stopped when you asked me to lead an energizer for 10 people."

Great, we would answer.

What does it say about you?
How can you use this knowledge to your benefit?

The experience could be…

"I felt very awkward when I was supposed to look into someone else's eyes for a full minute, and I kept giggling."

Amazing, we would say.

What does it say about you?
What new things have you learned about yourself?

The experience could be…

"My heart was melting as I listened to the life story of another person."

Wonderful.

Would you like to feel like that more often?
What can you do about it?

In Challenge by Choice, there is no expectation and no judgement. There are only **2 requirements**:

1 **To issue the Challenge** with a given space and time frame and a given number of players. At that point, the learning has already started.

2 **To reflect upon the experience** the players had. This is the moment the learning is acknowledged, conceptualised, and made reusable.[1]

1.2.
WHAT ARE WE AIMING FOR WITH THIS METHOD?

At its core, Challenge by Choice is all about personal development.

The players don't have to play, the aim is rather to reflect upon how they are playing, or why they are not playing. Thus, it is about strengthening self-awareness and gaining perspective and agency.

The facilitator should be supporting the players to reach a state where they are challenging themselves. For example, the player doesn't want to climb a tree:

"Why?" the facilitator asks.

"I'm afraid I'll fall."

"Would you climb it if we secured you with some rope?"

"No."

"Why's that?"

"Because I don't want to."

"So you're lazy. That's all right."

"I'm not lazy! I'm scared of heights."

"Oh. Why didn't you say so? Would you also be afraid to climb just on that branch?"

"Yes?"

"And what about this one?"

"Maybe."

"Would you like to try it?"

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[1] Study **Kolb's learning cycle** to understand how to work with this properly.
You can start i.e. here: https://youtu.be/ObQ2DheGOKA

Despite the player's initial unwillingness to take on the task, the presented Challenges are focused on the development of 10 competencies which we recognize as crucial for a labour market (see parts 3 and 4). They are divided into easy, medium and hard Challenges, and your players should be walking through those difficulties gradually.

PART 2.

HOW TO RUN CHALLENGE BY CHOICE

2.1.
GAME ELEMENTS IN CHALLENGE BY CHOICE

Earlier, we stated that we'll be presenting you with a plethora of games. Well, sort of.

Every Challenge can be perceived as a game and is fun precisely because of its playfulness. But why are games so much fun, and what does that mean for working with the Challenge by Choice method?

2.1.1.
PRINCIPLES OF GAMES[2]

1 **Goal.**
Every game has a clear goal, and so do our Challenges, so the players know what to expect.

2 **Rules**
A game is defined by its rules. Players should be fully aware of what they can and can't do. (This also implies that anything that is not forbidden is allowed - very important in connection with the next point.)

Time and place are also vital parts of the rules. Where do we play? How long do we play?

3 **Flexibility.**
Players should be flexible in the way they reach their goals. That's the real fun of playing. Doing things their own way.

As a facilitator (referee, trainer), you should not influence the players and tell them what to do. You would be only spoiling their fun, and thus their engagement.

4 **Feedback**.
A good game provides players with feedback on whether what they are doing is working or not. If there is no other mechanism, this feedback can be provided by a referee (facilitator) who is also overseeing the rules of the game.

As a facilitator/referee, you can be giving hints[3] to prevent frustration in the player, which would lead them to dropping out of the game (see the Flow states).
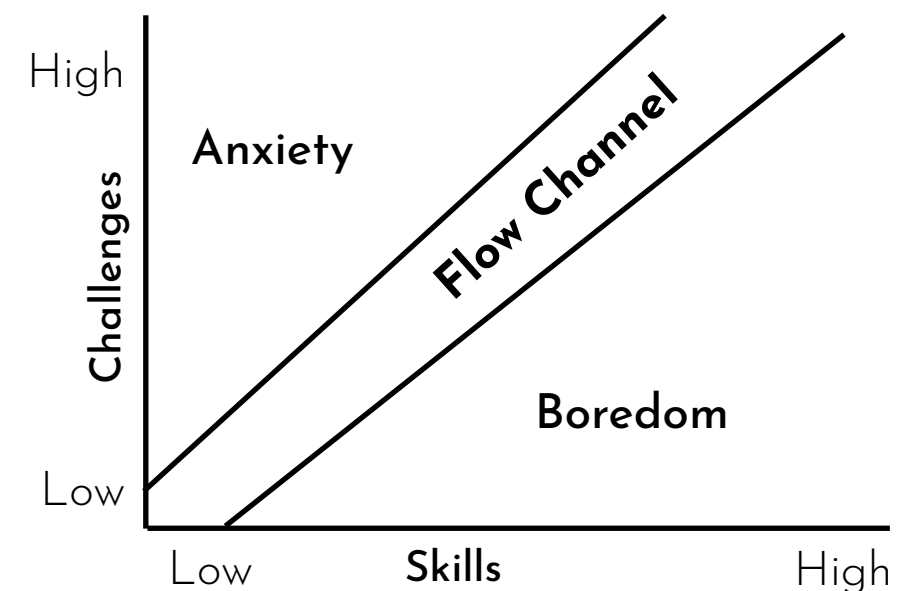
The Flow. After Mihaly Csikszentmihalyi, The Flow (1990)

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[2] Based on Kevin Kerbach's course:
https://www.coursera.org/learn/gamification

[3] Remember to be fair and unbiased. If you provide a hint to one team, you should provide it to all players. More specifically, you should have your own clear inner guidelines, i.e. if any player/team of players doesn't get ahead for 10 seconds, I give them a hint.

5

Quest/Achievements.
Whenever possible, it is good to divide a game into Quests/Achievements (we could also call them Objectives).

Simple example: in the *Handmade Musician* Challenge, players are asked to perform a street concert using hand-made instruments. Logical quests/achievements therefore are: 1) construct instruments, 2) practice some songs, 3) select a spot, 4) perform.

These achievements can be highlighted by the facilitator, but the facilitator can also choose to omit them. Whenever you aim the spotlight at the achievements, you are limiting players' flexibility. It may be necessary for certain situations, eg. to make sure the players don't get completely off-track, but if players are experienced enough, it is limiting for them.

6

Reward.
Games usually have clear rewards. In Challenge by Choice, a point system can be utilized. Watch out, though! Players should always score themselves, and never by the facilitator, or, in other words, authority. If the facilitator scores the players, it is going directly against the philosophy of this method, and it is making the individual dependent on the outside evaluator.

The truth is, you don't have to place major emphasis on rewarding the players for their achievements. Positive feelings and fun experiences the game aims to provide are mostly the best reward anyway.

7

Story.
The story is a bonus game element. Games also work without a story and Challenge by Choice works well - and possibly better - without one, but it can strengthen immersion. We will discuss the usage of stories in Chapter 5.

2.2.
SO, WHAT IS MY TARGET GROUP?

This method is relevant for any age group starting with age 13 and up. Every group requires a different approach, however.

- **13-17 years old** might be more prone to sabotaging the games, showing more willingness to take on a Challenge if they are intrigued by it, but less likely to get serious about the experience. Appropriate motivation might be needed, depending on the group specifics.

- This method is ideal for **18-24 years old**.

- This method can be easily used for groups **24-30 years old**, as well as for educating people aged 30 and up, but with appropriately adjusted motivations "to play" and with more elaborate reflection.

The purpose of this method is neither to teach the players a specific competence nor to make them step out of their comfort zone (even though both of those are expected side-products). The main purpose of this method is to shape one's beliefs and attitudes.

- **Beliefs:** *I can do it. I am capable. It is in my power. And it is ok to fail because failure can result in great success.*

- **Attitude:** *I am doing it. I am doing it for myself, not others. I am confident. I am excited about life.*

The purpose of the method is to teach people to do things for themselves, to challenge themselves on a regular basis, to get aware of the limitations of their own beliefs, and to broaden the scope of what they believe to be possible.

Thus, this method is not the best for training people on specific competence, unless the purpose of the training is to familiarize youth workers with the method.

2.3.
HOW TO ISSUE CHALLENGES

When issuing a Challenge, it is useful to have a flipchart to visually illustrate the goal and the rules of the Challenge. Since you want the players to pay attention to you, you might want to have a "classroom" setting – the players are seated, while the facilitator stands and explains the rules.

Once the players are familiar with the principle of the game, all that is needed is to give out a card with a Challenge to the team, as everything else should be self-explanatory.

Since Challenges are turned into cards, games can also be played without a facilitator. All that is needed is for the individual or a group of friends to shuffle the cards, pull one out, and set out to fulfil it.

THE PURPOSE OF ACHIEVEMENTS

By setting up stepping stones (achievements), you are limiting the player's flexibility, but you might be enhancing their learning experience, as well as the facilitator's control of the process.

Achievements can be linear (players are doing them one by one), chaotic (players are reaching achievements in their own order), and optional (players can be skipping achievements if they don't work for them).

Achievements are not pointed out on the cards, so if the facilitator wants to use them, they need to brief them in the explanation of the Challenge.

2.4.
HOW LONG SHOULD A CHALLENGE TAKE?

Most of the Challenges are time-consuming as they very often require up to several days to complete – which is useful for groups that are working together long-term, i.e. high-school classes, hobby groups, etc.

You can play around with the given time frame in various ways.

- **If you focus on the quality of the result**, the players need enough time to complete the Challenge (but not too much, as that could promote slacking, procrastination, disconnection from the Challenge, etc.).

- **If you care for the process more than for the final product**, you can limit the time, forcing players to act quicker, faster, and more focused. It is worth it to push the players by heavily limiting the amount of time. That promotes fast-paced work and players are often surprised by what they can manage (even though they will complain about the lack of time afterwards), promoting a solution-oriented mindset, effectiveness, and overcoming one's limits.

So, you have a choice: the *Monkey Business* Challenge's task goes as follows: *"Adapt your CV and sent it to the organisation or company you always wanted to work for."*

Are you going to give the players 5 hours to produce a quality result, or are you going to give them 30 minutes to show them they can actually do it?

2.5.
HOW TO REFLECT ON CHALLENGES

Basic reflection is done in a big group. Everyone, including the facilitator, is seated on the same level in a circle. The cards contain leading questions for reflection, but you might divert from them based on the way the reflection evolves, on your specific group, or the learning goals.

It pays off to test out other forms of reflection – individual reflection with final sharing, small groups reflection, reflecting the next day, etc.[4]

The basic reflection model is:

1) **Expressing emotion** (so we can move to ratio)
2) **What happened** (focused on facts)
3) **What are the possible takeaways**
   (what would like to do the same/differently in the future)

In Challenge by Choice, we can phrase the structure (while still being faithful to the basic reflection model) in the following way:

1) What was my experience?
2) What did I discover about myself?
3) Is there something I would like to change/work on in the future? When am I going to implement it?
4) How do I evaluate my success?

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[4] If you feel like you need to learn more about reflection, you might take a look into <u>Manuals and tools published on Salto</u>.

As a **success**, we recognize anything that implies learning. Success is not connected to completing the Challenge, but to identifying learning, and the next steps for one's future. The facilitator should be directing the participants towards understanding that.

What can come in handy is a **Success chart** (see next page).

When reflecting, it is important to lead participants to the **"I statements"** - *I did, I saw, I felt, etc.* It is not desirable to let the players talk for others - *We did, We felt, etc.*, as it leads to implying what others might be experiencing (which is very often false).

Using **"I-language" leads to accountability** and personal learning, without attempts to "teach others how things should be done", or "complain about the actions of others".

It is less important what others did, but more important how I reacted to it.

P.S.: In every Challenge, there are also other reflection questions that might come in handy, but it is mostly the task of the facilitator to choose fitting reflection questions and processes that support the learning focus the group needs.

2.4.1.
SUCCESS CHART

1   **Identified learning need**
(the player realises they don't know something but it might be useful to learn it)

2   **Identified mistake**
(the player recognizes a specific mistake they did in the process)

3   **New understanding**
(the player has a new understanding of how something works, how something can be done - i.e. a flute can produce sound when blown into, but also when you hit it against a desk)

4   **Insight**
(the player realises how something is/could be working - i.e. I tend to shrink while singing, self-sabotaging the power of my voice)

5   **Action taken**
(the player names an action they took)

6   **Result**
(the player is able to perceive a result their action had, regardless of its positivity or negativity)

PART 3.

COMPETENCE MODEL

3.1.
WHAT IS COMPETENCE

Competence can be seen as a combination of 4 areas: **belief, attitudes, knowledge**, and **skills**. These aspects are interconnected, and it is hard to say which comes from which. They are gained simultaneously, influencing one another.

It is easy to illustrate this on the competence of driving a car.

3.1.1.
BELIEF

We may be aware of our beliefs, or they could be hiding deep in our subconscious mind and yet they shape our behaviour nonetheless.

Such a belief can be:

> *I can drive a car.*
> *I am a good driver.*
> *Driving a car is easy.*
> *Women are bad drivers.*[5]

In person, I have met more than ten people who hold a driving licence but still believe they cannot drive a car, or they are bad drivers, thus they are not driving a car.[6]

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[5] A sexist and inappropriate example, but it is still a common belief in the society that shapes the behaviour of many people.

[6] For years, my belief was: *I am a bad driver, thus I should avoid driving as much as possible.*
Until I reshaped my belief into: *I am a bad driver, thus I should use every opportunity I have to drive to become a better driver.*

3.1.2.
ATTITUDE

Attitude is how we are approaching things. Attitude towards driving can be *If not needed, I don't drive*, as well as *Whenever there's a chance, I want to drive*, and everything in between.

The attitude is of course influenced by what we believe, ie. *Driving is fun* or *Driving is scary and dangerous*.

3.1.3.
KNOWLEDGE

Formal education mostly teaches us knowledge rather than skills or attitudes. Historical dates, mathematical formulas, or chemical components. Knowledge is also *knowing the traffic rules*, or *knowing what to do to start a car*.

Knowledge is crucial in many regards, and it can be gained both by doing something (experiential approach, learning by doing) as well as by reading, listening to professors, memorising, watching educational videos, etc.

3.1.4.
SKILLS

Skill is mostly a motoric aspect, connected to the body. Our body learns how to do something by constant repetition and remembers through muscle memory.

For example, in driving, a motoric skill would be *starting the engine*, *steering the wheel*, or *pushing the pedals appropriately*, but also *observing the traffic*, *evaluating a situation*, etc.

All of these (and plenty of others) more or less automatic actions are forming the skill to drive. But of course, such a skill is still quite dangerous without *knowing traffic rules* (knowledge), attitude to drive, or beliefs supporting us in driving.[7]

3.2.
HOW WAS OUR COMPETENCE MODEL FORMED

There are many competence models.

The European Union promotes **Competences for Lifelong Learning** that are summarised in **Youth Pass**.[8]

YOCOMO developed **A Competence Model for Youth Workers to Work Internationally**.[9]

Our competence model has been developed based on the analysis of the labour market and its needs. Based on that analysis, we identified 10 competences we consider crucial for people to have a better chance in the labour market.

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[7] That being said, it is in our philosophy there are no good or bad beliefs/attitudes/knowledge/skills, only the beliefs/attitudes/knowledge/skills supporting us in what we want to achieve or holding us back from it.

[8] See more here: https://www.youthpass.eu/en/help/faqs/keycompetences/

[9] See more here: https://www.salto-youth.net/downloads/4-17-4385/ETS_Competence_Model_Youth_Workers_final_2023.pdf

[5] A sexist and inappropriate example, but it is still a common belief in the society that shapes the behaviour of many people.

[6] For years, my belief was: *I am a bad driver, thus I should avoid driving as much as possible.* Until I reshaped my belief into: *I am a bad driver, thus I should use every opportunity I have to drive to become a better driver.*

3.3.
KEY COMPETENCES FOR YOUTH
IN THE LABOUR MARKET

In every subsection, we present a definition of a competence and its key parts. Those definitions are far from exhaustive. They serve only as pointers to understand what is hidden behind each competence.

Self-Awareness

Communication

Empathy

Active Listening

Organisation Skills

Problem Solving

Resilience

Digital Skills

Teamwork

Creativity

Every competence is a combination of beliefs, attitudes, knowledge, and skills. Below, we are doing a super quick dissection of every competence, identifying the core belief/attitude/knowledge/skill we are heading for.

Please note that it is a great simplification for the sake of grasping the core idea quickly.

PART 4.

CHALLENGES

4.1.
SELF-AWARENESS

The ability to know your own character, feelings, and how you process information and stimuli.

Skills	I know what I am doing when I am self-reflecting.
Knowledge	I reflect regularly on myself.
Attitude	I reflect regularly on myself.
Belief	It is useful to know myself.

SELF-AWARENESS

WHAT IS IT ?
The ability to know your own character, feelings, and how you process information and stimuli.

WHAT CAN YOU GET ?
- allows you to relate better to your colleagues
- allows you to manage your time better
- allows you to better deal with stress in the workplace
- allows you to better take on feedback

employed

4.1.1.
EASY: MONKEY BUSINESS

Goal Edit your CV and send it to the organisation or company you always wanted to work for.

Variables For youngsters with a lack of experience (13-22 years old), you can rephrase the goal as: *"Write a motivation letter for the school/organisation/company you would like to be accepted to."*

Rules

Size of group:	1-5
Time:	30 minutes to 2 weeks
Place:	irrelevant
Optional:	

- limit the CV to one page only
- create an alternative CV (i.e. message in a bottle, where the cork is a USB with a CV), send the CV to the company

Achievements (optional)

1) Identify the company/organisation you want to contact
2) Identify the position you are applying for and its requirements
3) Research how to write a good CV
4) Write a CV for the given position
5) Have your teammate/somebody else give you feedback on your CV
6) Present your CV to the facilitator
7) Send the CV to the company/organisation

Feedback The facilitator may offer the players an option to approach them with questions, and they may a) mentor them, b) coach them, or c) give them feedback.

Reflection focus What are you afraid would happen when you send your CV?

What are the fears that are holding you back in your life?

MONKEY BUSINESS

Adapt your CV and send it to the organization or company you always wanted to work.

Sometimes we are scared to do the leap that brings us closer to our dreams. What are you afraid will happen when you send your CV?

4.1.2.
MEDIUM: ORANGE CHALLENGE

Goal Exchange an orange for something more valuable, then exchange that item for something more valuable until you find the most valuable item for you, with people you don't know.

Variables Instead of orange, you can use anything simple you have around (ie. apple, tennis ball, etc.).

Rules
Size of group: 1-5
Time: 1-5 hours
Place: city, town
Optional:

You can invite people to set up a **vision** and/or a **goal** for themselves.

A **vision** is an idea of what they want to experience during the process, or with the final traded piece, ie. fun, excitement, pleasure, etc.

A **goal** is a specific thing people are aiming to achieve, ie. getting lunch, getting a car, etc.

If the participants are setting up goals that are too easy, ask them to make them 5 times bigger. For example, if they say they would like to have a nice cup of tea at the end of the Challenge, ask them to multiply it and bring enough tea for the whole team.

Alternatively, you can even give them a very specific goal, such as "Come back with a Rolex watch."

You can also set up a minimum/maximum number of exchanges.

Achievements (optional) Every exchange is a form of achievement.

Feedback You can prepare notes for the group to read in case they start getting frustrated or overwhelmed.

The first note goes as follows:
"You are repeating yourself, do something new."

The second goes as follows:
"The Universe applauds action, not thoughts."

The third note goes as follows:
"Right pieces, wrong angle."

Reflection focus What was your vision, and have you been aligned with it during the Challenge?

What was holding you back during the Challenge? Is this appearing in your life as well, and if so, how? What could help you to overcome it/use it to your advantage?

What helped you to move forward?

THE ORANGE CHALLENGE

Exchange an orange for something more valuable, then continue trading that item for something even more valuable until you find the most valuable item for you. Try to do this with people you don't know.

#COMMUNICATION
#RESILIENCE
#CREATIVITY
#EMPATHY

How can self-awareness and empathy lead you to convince people to give away something valuable? How creative can you get?

4.1.2.
HARD: SPREAD THE NEWS

Goal	**Invite a media company of your choice (blog, newspaper, radio station, TV etc) to write and publish an article / a story about you.**
Variables	The team may also write an article/film a report about themselves on their own and offer it to the media for publishing. Ideally, this option should be left to players to discover on their own.
Rules	*Size of group:* 1-5 *Time:* 4 hourrs to 2 weeks *Place:* city, town *Optional:* -
Achievements (optional)	1) Find/create your story (ie. find anything special about any of you, and if you don't have anything, try to break any Guinness World Record) 2) Contact the media 3) Gain the interview/report
Feedback	If the players are going to call/write to the media, the journalist is probably going to provide them with some sort of feedback on what they are doing. If they apply the feedback, their next contact with the next medium might be more successful.
Reflection focus	What was the reaction of the media to you? What helped you to succeed? What is the story in your life the world deserves to know?

SPREAD THE NEWS

Make an agreement with any media company
(blog, newspaper, radio station, TV etc)
to publish an article/story about you.

#CREATIVITY
AUTONOMY
#RESILIENCE
#COMMUNICATION

What would it take for you to make
headlines? Is it something heroic?
Something significant? Something bizzare?

4.2.
COMMUNICATION

The ability to convey or share ideas and feelings effectively.

Skills	I know what I am doing when I am self-reflecting.
Knowledge	I reflect regularly on myself.
Attitude	I reflect regularly on myself.
Belief	It is useful to know myself.

COMMUNICATION

WHAT IS IT ?

Your ability to convey or share ideas and feelings effectively.

WHAT CAN YOU GET ?

- allows you to reduce conflict
- increases your job satisfaction
- builds trust
- powers your productivity

e.mployed

4.2.1.
EASY: HANDS DON'T LIE

Goal	Stop a stranger and ask for directions without words.
Variables	Give players a specific place to reach.

Rules

Size of group:	1-5
Time:	30 minutes to 1 week
Place:	city
Optional:	

organise a treasure hunt in the city the players don't know, ask them to obtain directions only by communicating with their hands

Achievements (optional)

Reaching every given spot can be seen as a checkpoint.

Feedback

If there are more checkpoints (places to reach), the facilitator may be waiting on the first one, asking the players how it went, and coaching them on reaching better results or challenging themselves on their road to the 2nd checkpoint.

Reflection focus

What was the hardest part when approaching a stranger?

What strategy helped you to communicate effectively?

HANDS DON'T LIE

Stop a stranger and ask for directions without words.

#CREATIVITY
#ACTIVE_LISTENING
#RESILIENCE

How much do we depend, every day on words to communicate with others? Can we communicate via other means?

4.2.2.
MEDIUM: JUST PITCH IT

Goal
Make an elevator pitch lasting exactly 1 minute and record yourself explaining who you are and why an organisation should hire you.

Variables
You can
a) let players combine this Challenge with the Monkey Business Challenge,
b) let them pick a company of their choice, or
c) present them with a company for which they are getting hired, potentially including a specific position/deal they are striving for.

Challenges can be done individually, or in groups where the teams are supporting each other in the preparation process. Instead of a video, you can ask players to present their pitch in front of the other players.

Rules
Size of group: 1-5
Time: 1 hour to 1 week
Place: irrelevant
Optional: -

Achievements (optional)
1) Write down a speech (in bullet points)
2) Present the speech to a group/friend and get feedback
3) Film and share the speech/present it in front of the audience

Feedback
When a player asks for feedback, think about the strength the person already has and support them in enhancing it even more. Invite them to think outside of the box. Ie. If someone stutters, you can encourage them to use a written board like in "Love Actually". The speaker doesn't actually have to speak at all.

Reflection focus

Have you been yourself, or have you pretended to be something you are not?

What have you been the most confident about during this Challenge?

JUST PITCH IT

Make a 1-min elevator pitch, explaining who you are and why we should hire you for a given position.

#CREATIVITY
#RESILIENCE
#SELF_AWARENESS
#DIGITAL_SKILLS

How long do you think it would normally take you to present yourself? How do you feel now, having only 1 minute?

4.2.2.
HARD: BE THE CHANGE

Goal — **Create a campaign about social inclusion and involve at least 50 people in it.**

Variables — Social inclusion is an option, but the players can essentially create a campaign about any, preferably altruistic, topic.

Rules

Size of group:	1-5[10]
Time:	1 day to 1 month
Place:	irrelevant
Optional:	
	you can make the Challenge more interesting with any extra conditions of your choice, but such adjustments should be intentional.

Achievements (optional)

1) Research possible topics
2) Identify the topics you want to tackle
3) Identify target audience
4) Set up a vision for the campaign
5) Set up a SMART goal for the campaign
6) Identify resources owned/needed
7) Set up a plan, including a time-frame
8) Deliver on the plan/campaign
9) Evaluate successes

Feedback — In such a big task, it may be crucial to set up appropriate checkpoints with the players.

As a facilitator, you may choose what achievements (checkpoints) you want the group to have, omitting/adding new ones to those suggested above.

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[10] You can also run the Challenge with a big group, but anything more than 5 is already a big group to cooperate with, and is entering a process of its own. At that point, the cooperation is a process of it's own, leading the players to focus more on figuring out the cooperation itself rather than completing the challenge.

At every checkpoint, you should let the group present what they have done so far and provide your feedback/guiding questions.

Players should always have the option to come and ask you for support/mentoring/guidance.

You should monitor the campaign closely and support its spread.

Reflection focus

What was working/wasn't working in the creation process? How did you (as an individual) contribute to it?

What was the impact of the campaign?

What were the takeaways from this Challenge for you? How are you going to build upon them in the future?

BE THE CHANGE

Create a campaign about social inclusion and involve at least 50 people in it.

What is society if not everyone is included? How can we communicate to actively involve everyone and make their voices heard?

4.3.
EMPATHY

The ability to understand how someone else is feeling.[10]

Skills	I am expressing empathy.
Knowledge	I know different strategies for expressing empathy.
Attitude	I check on the feelings of other people regularly and take them into consideration in my actions.
Belief	People's emotions are important and I want to pay attention to them.

EMPATHY

WHAT IS IT ?

Your ability to understand how someone else is feeling.

WHAT CAN YOU GET ?

- increase your capacity for innovative thinking
- support you as a leader to inspire your team to perform at their best
- increased customer service abilities
- improved understanding with colleagues from other cultures
- ability to discern the feelings of others

e mployed

[14] Edmondson, J., Formica, P. & Mitra, J. (2020). Special issue: Empathy, sensibility and graduate employment – Can the humanities help? Industry and Higher Education, 34(4), 223-229.

4.3.1.
EASY: EYES DON'T LIE

Goal   Find at least 4 strangers with whom you share 1-minute eye contact.

Variables   If you have a group of players that do not know each other, you may give them the option to do the Challenge with each other. In that case, you can also run the Challenge as a fully facilitated process. Please note, that a fully facilitated process will cease to be a game, greatly limiting the "flexibility" of participants (which can be both good and bad, depending on the context). Such a process should be done in silence.

Rules
Size of group:	1-5
Time:	30 minutes to 2 hours
Place:	city, town
Optional:	-

Achievements (optional)   *Every stranger represents an achievement.*

Feedback   If you run the Challenge as a facilitated process (activity), the facilitator may ask questions such as: *"How is it to look others in the eyes without saying anything?"*, *"If you feel a need to giggle, how so? Can you stay calm with the person in front of you?"* etc.

If the activity is done in the city, without a facilitator, you can give the players a note to read after each person with whom they shared an eye-contact. The paper contains a question similar to the example above.

Reflection focus

How often do you look others in the eye?

How do you feel when you do?

What makes you scared of eye contact?

EYES DON'T LIE

Find at least 4 strangers with whom you share 1-minute eye contact.

How often do you look into the eyes of others? How do you feel when you do so? What makes you scared of eye contact?

4.3.2.
MEDIUM: IN MY SHOES

Goal

In your home city, commute for at least 3 stops by public transportation or 30 minutes on foot, blindfolded.

Variables

This Challenge should not be done alone due to its obvious risks.

This Challenge can be done in rural areas, but it will not be as engaging or entertaining.

Rules

Size of group:	2-3
Time:	30 minutes to 2 hours
Place:	city
Optional:	-

Achievements (optional)

Every public transportation stop, or every 10 minutes blindfolded, may be considered an achievement.

Feedback

Assistants of the blindfolded person may ask questions every 5 minutes, such as: *"How is it going for you? Should we do something differently?"* Every change leads to new experimentation and learning.

Reflection focus

How was the experience for a blindfolded person/supporter?

What surprised you the most?

What were the best cooperation strategies for you?

IN MY SHOES

Commute for at least 3 stops with a means of public transportation or 30 minute on foot, in your city blindfolded

#AUTONOMY
#RESILIENCE
#SELF_AWARENESS
#COMMUNICATION

How much do you rely on your vision to move around town? How can you still move around without being able to see?

4.3.3.
HARD: HOMELESS FOR A NIGHT

Goal   **Explore the concept of being homeless for a night.**

Variables   This Challenge should not be done alone due to its obvious risks.

You may want to consider some safety rules (such as giving people emergency numbers, being sure they have charged phones, etc.).

To make this Challenge more intense, the players may want to embark on this Challenge without any finances on hand.

Rules

Size of group:	3-5
Time:	1 night
Place:	city
Optional:	-

Achievements (optional)   When the sun rises, you know you achieved it, muhahaha!

Feedback   The experience itself provides the best feedback one can ask for in this Challenge.

Reflection focus   How was the experience for you? What happened?

What new insights and understandings do you have now, and how are you going to use them?

HOMELESS FOR A NIGHT

Explore the concept of being homeless for a night.

#AUTONOMY
#PROBLEM_SOLVING
#ORGANISATIONAL SKILLS
#RESILIENCE
#COMMUNICATION

Sometimes, we take a lot of things for granted. How is it like to not have a place for the night, or money? What would you do to make it through the night?

4.4.
ACTIVE LISTENING

A way of listening and responding to another person that improves mutual understanding.

Skills	I am actively adapting my body language to the needs of the speaker.
Knowledge	I know strategies for focusing on what others are saying, and supporting the speaker in talking.
Attitude	I do my best to understand what people are saying, without thinking about how to react.
Belief	It is important to truly hear what people are attempting to say.

ACTIVE LISTENING

WHAT IS IT ?

A way of listening and responding to another person that improves mutual understanding.

WHAT CAN YOU GET ?

• builds trust among you and your colleagues
• resolves conflicts & misunderstandings
• forms healthy work relationships
• improves your productivity

employed

4.4.1.
EASY: TALK TO ME

Goal   **Sit in front of a person and ask them to tell a story for exactly 5 minutes without interrupting, and then summarise what you have heard.**

Variables   If you have a group of players that do not know each other, you may give them the option to do the Challenge with each other. In that case, you can also run the Challenge as a fully facilitated process. Please note, that a fully facilitated process will cease to be a game, greatly limiting the "flexibility" of participants (which can be both good and bad, depending on the context).

Rules

Size of group:	1 (individual process)
Time:	30 minutes to 1 week
Place:	city, town
Optional:	
	ask the participants to also experience the other side of the Challenge - be the one who talks for 5 minutes without being interrupted.

Achievements (optional)   -

Feedback   You can invite the players to ask the "speaker" afterwards how it was for them to speak without being interrupted.

Reflection focus   Are you truly listening to others, or are you just waiting for your chance to talk?

How was it for you to be completely silent?

What helped you to stay focused on your game partner?

How can this be useful for you in everyday life?

In what life situations do you think this competence is needed the most?

TALK TO ME

Sit in front of a person and ask them to tell a story for exactly 5 minutes without interrupting, and then summarize what you have heard.

#COMMUNICATION
#RESILIENCE

Are you really listening to the others? Sometimes we are in a conversation but not paying all the attention that the other deserves. How is it different now?

4.4.2.
MEDIUM: WISDOM TIME

Goal   Find the oldest person around and ask them to share their wedding photos or any other life story.

Variables   It may be also meaningful when players are 13 years old, and the oldest speaker is 18 years old, but if the oldest is only one year older than the players, the Challenge loses a lot of its meaning.

Rules

Size of group:	1-5
Time:	1 hour to 1 week
Place:	city, town
Optional:	

you may send the participants to a retirement home, a city they've never been to before, or to talk to their grandparents.

Achievements (optional)   -

Feedback   Real-time feedback is provided by the people the players are meeting.

Reflection focus   Who did you talk to and what is your biggest takeaway from it?

WISDOM TIME

Find the oldest person nearby and ask them to share their wedding photos or any other life story.

#EMPATHY
#RESILIENCE
#COMMUNICATION

An elderly person is like a living golden treasure. Listen carefully.

4.4.3.
HARD: SHARING IS CARING

Goal Find a person you've never met before, establish a meaningful connection with them, share a personal secret about you and invite them to share a personal secret with you.

Variables -

Rules

Size of group: 1-5
Time: 2 hours to 1 week
Place: city, town
Optional:

you may invite people to meet as many people as possible, seeing which achievements they reach

Achievements (optional)

1) Define what a "meaningful connection" means to you
2) Find a person you have not met before
3) Establish a connection
4) Establish your "meaningful connection"
5) Share your secret with them
6) Ask them to share a secret with you

Feedback Real-time feedback is provided by the people the players are meeting.

Reflection focus

What does a "meaningful connection" mean to you?

Did you establish it with somebody? What helped you to establish it?

Are you going to see that person again?

With how many of your friends do you have a "meaningful connection"? Can you do something to make the connections you already have more meaningful?

SHARING IS CARING

Find a person you do not know from before, establish a meaningful connection with them, share a personal secret about you and invite them to share with you a personal secret too.

#EMPATHY
#COMMUNICATION

How much is the distance between getting to know someone and sharing a personal secret with them? What's the key to a meaningful connection with them?

4.5.
ORGANISATIONAL SKILLS

The ability to use your time, energy and resources effectively.

Skills — I am actively using a preferred organisation approach.

Knowledge — I know organisation approaches to make my life easier.

Attitude — I take action to organise my affairs.

Belief — Organising brings clarity, and effectiveness.

ORGANISATIONAL SKILLS

WHAT IS IT ?

The ability to use your time, energy and resources effectively.

WHAT CAN YOU GET ?

- allows you to set your goals successfully
- reduces stress
- increases productivity
- helps you balance your work with your personal life

e mployed

4.5.1.
EASY: PARTY TIME

Goal Organise an event for free (without spending money) at a shop, a cafe or a public place.

Variables If done in a remote place, you can simply ask groups to organise workshops for each other.

Rules
Size of group: 1-5
Time: half a day to 2 weeks
Place: city
Optional:

ask the participants to invite their friends to the event

Achievements (optional)
1) Find a location for your event
2) Define the type of event you want to organise
3) Define roles and responsibilities in the team
4) Make agreements with the location you've chosen
5) Promote the event
6) Run the event
7) Evaluate the event

Feedback The facilitator may either set up checkpoints on their own or invite the players to suggest checkpoints themselves. These may be adjusted by the facilitator as well. The facilitator also provides supportive questions.

The players may approach the facilitator with questions, and the facilitator will a) mentor them, b) coach them, or c) provide them with feedback.

Reflection focus Did you have fun in the process, and if yes/no, how come?
What was working/not working during the process?
What was your best experience during the process?

PARTY TIME

Organize an event for free (without spending money) at a shop, a cafe or a public place.

#CREATIVITY
#PROBLEM_SOLVING
#COMMUNICATION

You will be suprised with how many ways there are to create something with zero budget.
Be creative, and have fun while doing it!

4.5.2.
MEDIUM: LET ME ENTERTAIN YOU

Goal   Conduct a workshop, webinar or sightseeing tour in your area for at least 12 strangers.

Variables   At a camp, you may also organise workshops for each other, but this version of the Challenge is less entertaining.

Rules

Size of group:	1-5
Time:	2 h to 1 weeks
Place:	city
Optional:	-

Achievements (optional)

1)   Identify what are you going to do
2)   Make a plan, including a timeline, and a way to promote your event
3)   Implement the plan
4)   Evaluate your successes

Feedback   The facilitator may either set up checkpoints on their own or invite the players to suggest checkpoints themselves. These may be adjusted by the facilitator as well. The facilitator also provides supportive questions.

Players can anytime approach a facilitator with questions, and they will a) mentor them, b) coach them, or c) provide them with feedback.

Reflection focus   What was the hardest part of the organising process for you?

What helped you to stay organised?

What helped you to coordinate with others?

LET ME ENTERTRAIN YOU

Conduct a workshop, webinar or sightseeing tour in your area for at least 12 strangers.

#CREATIVITY
#AUTONOMY
#RESILIENCE
#COMMUNICATION
#DIGITAL_SKILLS

How much organization and creativity goes on behind a workshop? Research, ask around? How can you get the resources you are missing?

4.5.3.
HARD: IMPACT THAT

Goal

Find a cause that can be supported through volunteering, make a plan for the volunteering activity, arrange it, promote it and run it in the foreseeable future.

Variables

If you are in a rural area, you may merge this Challenge with researching what needs the locals might have and how to support them.

Rules

Size of group:	1-5[11]
Time:	1 day - 1 month
Place:	city, town
Optional:	-

Achievements (optional)

1) Identify area and target audience
2) Identify the target audience's Challenges and needs
3) Identify personal values the players in the team are bringing into the process
4) Identify shared values
5) Align the group with a shared vision
6) Set up a SMART goal of what you want to achieve
7) Identify the resources owned/needed
8) Come up with a plan, including a time frame
9) Execute the plan
10) Implement the volunteering action
11) Evaluate your successes

Feedback

In such a big task, it may be crucial to set up appropriate checkpoints with the players.

As a facilitator, you may choose what achievements (checkpoints) you want the group to have, omitting/adding new ones to those suggested above.

At every checkpoint, you should let the group present what they have done so far and provide your feedback/guiding questions. Players should always have the option to come and ask you for support/mentoring/guidance.

You should be present for the volunteering action.

Reflection focus

What was working/wasn't working in your cooperation? How did you (as an individual) contribute to it?

How did the volunteering action go? What was the reaction of the target audience?

What were the main takeaways for you? How are you going to build upon them in the future?

[11] You can also run the Challenge with a big group, but anything more than 5 is already a big group to cooperate with, and is entering a process of its own. At that point, the cooperation is a process of it's own, leading the players to focus more on figuring out the cooperation itself rather than completing the challenge.

LET ME ENTERTRAIN YOU

Conduct a workshop, webinar or sightseeing tour
in your area for at least 12 strangers.

#CREATIVITY
#AUTONOMY
#RESILIENCE
#COMMUNICATION
#DIGITAL_SKILLS

How much organization and creativity goes on
behind a workshop? Research, ask around?
How can you get the resources you are missing?

4.6.
PROBLEM SOLVING

The ability to define a problem, find and implement its solution.

Skills
If I don't know what to do, I still take action allowing me to discover what to do (observing can be an action).

Knowledge
I know it depends on perspective - everything has positive and negative aspects. It matters what I choose to focus on.

Attitude
I actively search for ways to use situations favourably.

Belief
It is not about the problem but about the solutions.

PROBLEM SOLVING

WHAT IS IT ?

Your ability to define a problem, find and implement its solution.

WHAT CAN YOU GET ?

- allows you to organize your time effectively
- allows you to address risk
- allows you to think outside the box

employed

4.6.1.
EASY: ENERGY BOOST

Goal Persuade 10 people outside your team to participate in an online/real-life energizer.

Variables It can be done at a camp, with its participants, but it is much more fun to do it with strangers.

Rules
Size of group: 1-5
Time: 30 minutes - 3 hours
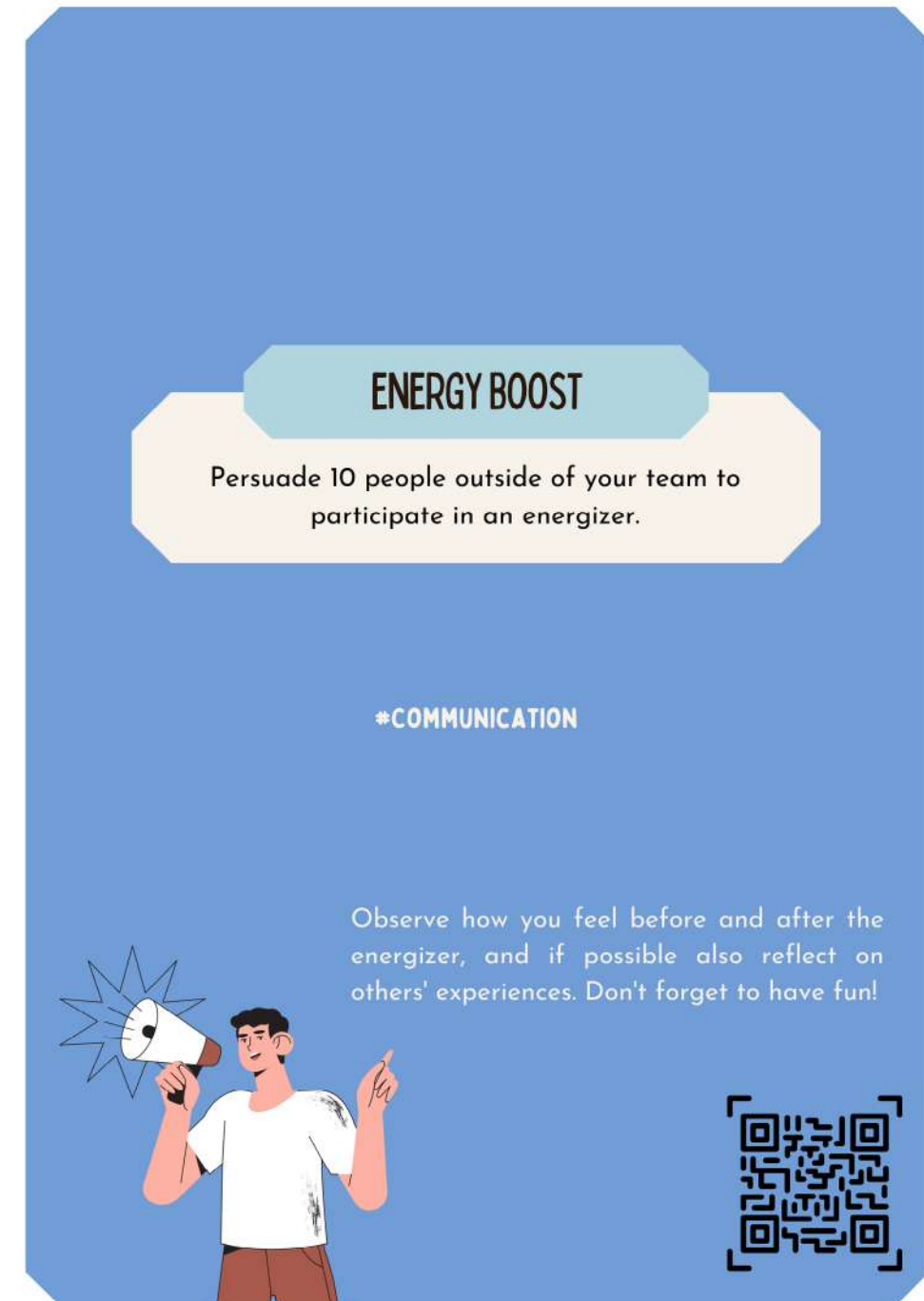*Place:* city
Optional: -

Achievements (optional)
1) Identify a game or games you want to play
2) Identify a place
3) Identify promotion strategy
4) Play the energizers
5) Evaluate your successes

Feedback As a facilitator, you may observe and approach participants with advice if they are struggling.

Reflection focus
How did you feel before and after the energizer?

How did you attract people to your energizer?

What were your successes within the Challenge?

ENERGY BOOST

Persuade 10 people outside of your team to participate in an energizer.

#COMMUNICATION

Observe how you feel before and after the energizer, and if possible also reflect on others' experiences. Don't forget to have fun!

4.6.2.
MEDIUM: ENTER-PRENEURS

Goal   Visit a production area of a large company (one where none of your team members work) and see how it operates.

Variables   -

Rules
Size of group:	1-5
Time:	1 day to 2 weeks
Place:	city, town
Optional:	-

Achievements (optional)
1)   Identify topics you would like to learn more about
2)   Identify possible places to visit
3)   Contact the site(s)
4)   Visit the site(s)

Feedback   The reactions of the contacted sites will provide feedback to the players.

Reflection focus   How were the companies reacting? What helped you to succeed?

What did you learn during the visit?

ENTER-PRENEURS

Visit a production area of a large company (one where none of your team members work) and see how it works.

Pay attention to small details. What can you learn from this place, both its good and bad practices?

4.6.3.
HARD: GUINNESS, ANYONE?

Goal Try to break a Guinness World Record.

Variables -

Rules
Size of group:	1-5
Time:	1 day to 2 weeks
Place:	irrelevant
Optional:	-

Achievements (optional)
1) Research what Guinness world records there are
2) Choose the one you are going to break
3) Make a plan
4) Implement it

Feedback The facilitator should be available for coaching/mentoring.

Reflection focus

Did you break the record? How does it feel to be the best in the world at something?

What helped you to get as far as you did?

Would you like to do something similar in the future, and if so, what?

GUINNESS ANYONE?

Try to break any Guinness World Record.

#CREATIVITY
#ORGANISATIONAL_SKILLS
#RESILIENCE
#COMMUNICATION
#TEAMWORK

Nothing is impossible!
Not even a Guiness record.

4.7.
RESILIENCE

The capacity to withstand or to recover quickly from difficulties.

Skills — I actively practise techniques allowing me to manage stress and difficult situations.

Knowledge — I know techniques that allow me to remain calm (mindfulness, breathing techniques, etc.).

Attitude — I approach complications directly, without trying to avoid them or being in denial about them.

Belief — I am handling complications and difficulties easily.

RESILIENCE

WHAT IS IT ?

Your capacity to withstand or to recover quickly from difficulties.

WHAT CAN YOU GET ?

- allows you to better handle challenges
- improves your communication with others
- helps you set realistic expectations
- allows you develop healthy relationships with your colleagues

employed

4.7.1.
EASY: BRILLIANT FAILURE

Goal

Research how 5 famous people succeeded after experiencing a major failure.

Variables

You may ask the players to prepare a presentation about their findings.

Rules

Size of group:	1-5
Time:	1-3 hours
Place:	irrelevant
Optional:	
	ask the players to identify one action/behaviour researched people took or exhibited that they would like to practise in their daily life

Achievements (optional)

Each person researched is an achievement. The final presentation is another achievement.

Feedback

The facilitator should be available for coaching/mentoring.

Reflection focus

What does failure mean to you?

What was your biggest fail?

What was the most inspiring thing you found out that you would like to practise as well? What is your action plan for practising it?

BRILLIANT FAILURE

Research how 5 famous people succeeded after an epic fail.

#DIGITAL_SKILLS

What does failure mean to you? What was your biggest failure? Is failure proof of our incompetence or a step towards our development?

4.7.2.
MEDIUM: SWAP IT

Goal Use your non-dominant hand in all your activities for a day.

Variables -

Rules
Size of group:	1 (individual)
Time:	1 day
Place:	irrelevant
Optional:	-

Achievements (optional) Every activity accomplished with a non-dominant hand is an achievement.

Feedback The ultimate feedback the facilitator can provide in this context is: *"Slow down."*

If the facilitator wants to get creative, they can say: *"Slow down and observe yourself."*

And if necessary, the facilitator can continue with coaching.

Reflection focus How is it to live the other way around?

What did this experience bring to you?

SWAP IT

Use your non-domninant hand for a day in all your activities.

#CREATIVITY
#AUTONOMY
#PROBLEM_SOLVING

How is it to live the other way around? Don't be afraid to get creative with how you can live a day without your dominant hand!

4.7.3.
HARD: JOIN US

Goal   Start a citizens' initiative that benefits the public good, and gain the first 25 official supporters.

Variables   -

Rules

Size of group:	1-5[12]
Time:	1 day - 3 months[13]
Place:	town, city
Optional:	-

Achievements (optional)

1) Gain an understanding of what a citizens' initiative is and how it works
2) Identify the area and target audience
3) Identify the target audiences' Challenges and needs
4) Identify personal values the players in the team are bringing into the process
5) Identify shared values
6) Align the group with a shared vision
7) Set up a SMART goal of what you want to achieve
8) Identify resources owned/needed
9) Come up with a plan, including a time frame
10) Create the citizenship initiative
11) Gain 5 supporters
12) Evaluate your successes
13) Gain 10 supporters
14) Evaluate your successes
15) Gain 20 supporters
16) Evaluate your successes
17) Gain 25 supporters
18) Evaluate your successes
19) Decide on how to proceed

Feedback

In such a big task, it may be crucial to set up appropriate checkpoints with the players.

As a facilitator, you may choose what achievements (checkpoints) you want the group to have, omitting/adding new ones to those suggested above.

At every checkpoint, you should let the group present what they have done so far and provide your feedback/guiding questions.

Players should always have the option to come and ask you for support/mentoring/guidance.

The facilitator should be a part of the citizen's initiative, but their involvement in it should never exceed the players' involvement, as it would effectively stall their progress.

Reflection focus

How can you inspire people to join your initiative?

How are you coping with experiencing rejection?

What is holding you back from success?

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[12] You can also run the Challenge with a big group, but anything more than 5 is already a big group to cooperate with, and is entering a process of its own. At that point, the cooperation is a process of it's own, leading the players to focus more on figuring out the cooperation itself rather than completing the challenge.

[13] Be aware that anything you are going to start, is going to continue running after this period of time.

JOIN US

Create a citizen initiative that benefits the public good, and gather the first 25 official supporters.

#EMPATHY
#PROBLEM_SOLVING
#COMMUNICATION

How can you inspire people to join your initiative? How are you going to handle them turning you down?

4.8.
DIGITAL SKILLS

The ability to use digital devices and applications to access and manage information.[14]

Skills

I actively practise techniques allowing me to manage stress and difficult situations.

Knowledge

I know techniques that allow me to remain calm (mindfulness, breathing techniques, etc.).

Attitude

I approach complications directly, without trying to avoid them or being in denial about them.

Belief

I am handling complications and difficulties easily.

DIGITAL SKILLS

WHAT IS IT ?

Your ability to use digital devices and applications to access and manage information.

WHAT CAN YOU GET ?

- allows you to be more productive
- allows you to explore new ways of working
- allows you to process information faster

employed

[14] UNESCO (2018). Digital skills critical for jobs and social inclusion. Retrieved from https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion [20/7/2023]

4.8.1.
EASY: WIKIPEDIA SPEEDRUN

Goal Starting from the Wikipedia page on 'EMPLOYER,' find the page on 'DIGITAL LITERACY' only by clicking the links within the articles themselves.

Variables You may ask the players to find any page relevant to the group at the moment.

Rules

Size of group:	1-5
Time:	30 minutes to 1 hour
Place:	irrelevant
Optional:	

you may challenge the players by restricting the number of clicks they can do to achieve their goal. Check if the number you want to use is realistic beforehand.

Achievements (optional) Every new page is a form of achievement.

Feedback For feedback, you may choose a public analysis. After every click, every group is to explain their logic of clicking a certain link out loud. They are not getting feedback per se, but they are gaining perspective from the behaviour of the other teams.

Reflection focus What was the most interesting information you learned along the way?

Which of your assumptions proved to be right, and which proved to be wrong?

WIKIPEDIA SPEEDRUN

Starting from the wikipedia page 'EMPLOYER' find the page 'DIGITAL LITERACY' only by cliking the links.

#PROBLEM_SOLVING

Getting from point A to point B can lead to a road with many wonderful findings. What was the information that impressed you the most?

4.8.2.
MEDIUM: THEY ARE FAMOUS

Goal   Record a video saying 'hi' with a public figure.

Variables   If you're in a remote area, but with internet access, the participants can still succeed by meeting the public figure online. However, they should figure out how to do that for themselves.

Rules

Size of group: 1-5
Time: 1 hour - 1 week
Place: city
Optional: -

Achievements (optional)   Contact with a public figure is already an achievement, recording a video is another one.

Feedback   The public figure will be providing direct feedback during the contact.

Reflection focus   How was it for you?

What helped you to succeed?

THEY ARE FAMOUS

Record a video saying 'hi' with a publicly known person.

#CREATIVITY
#COMMUNICATION

Do you feel nervous approaching people? How often do you approach new people in your everyday life?

4.8.3.
HARD: CALL ME, MAYBE

Goal Do a group call with people from 30 different countries.

Variables You may also organise a livestream, a webinar, etc.

Rules

Size of group:	1-5
Time:	1 day to 2 week
Place:	irrelevant
Optional:	
	record the meeting for future use

Achievements (optional)

1) Choose a topic for the call
2) Set up the date of the call
3) Promote the event and gather participants
4) Do the call
5) Evaluate the call

Feedback

In such a big task, it may be crucial to set up appropriate check-points with the players.

As a facilitator, you may choose what achievements (checkpoints) you want the group to have, omitting/adding new ones to those suggested above.
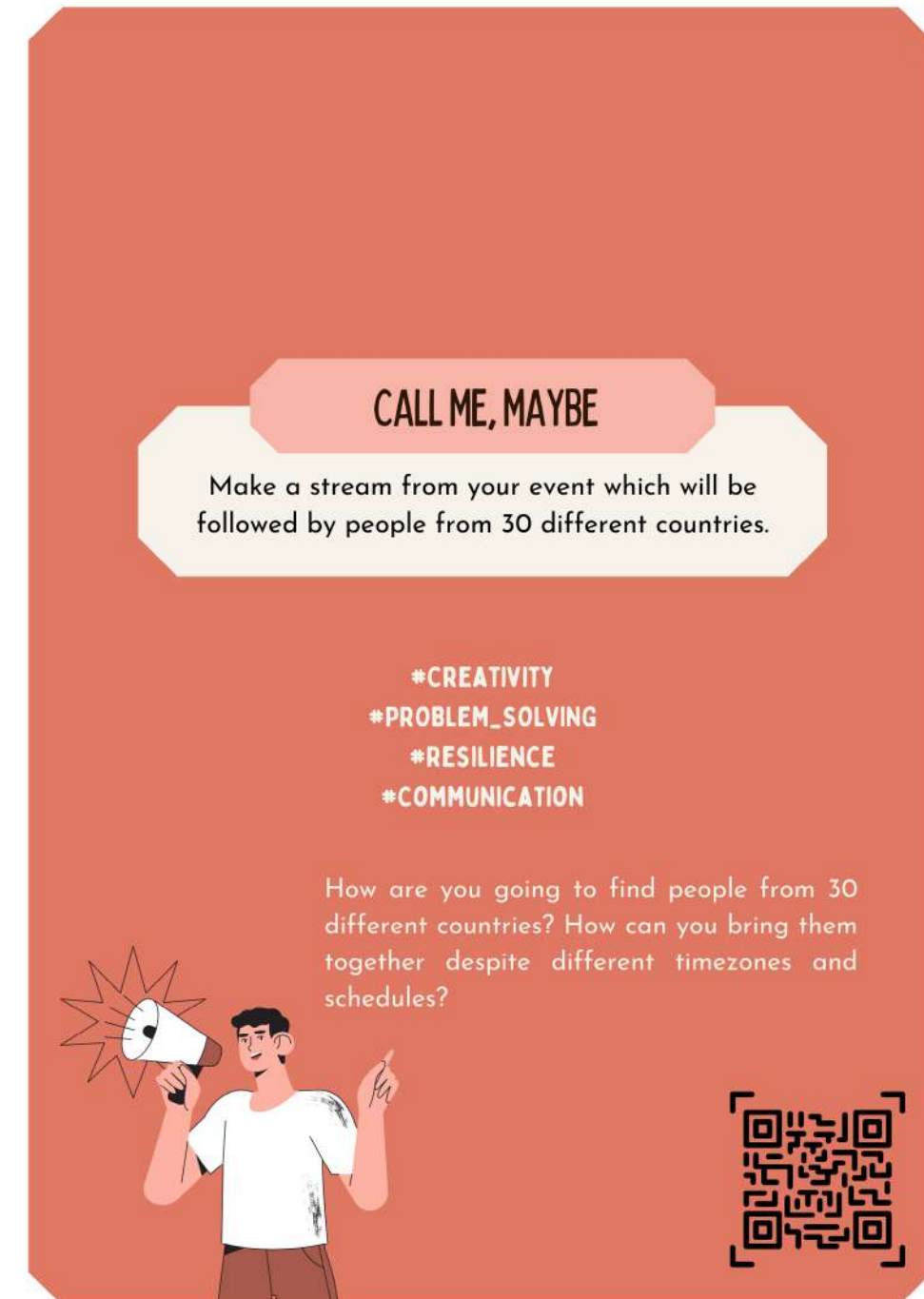
At every checkpoint, you should let the group present what they have done so far and provide your feedback/guiding questions.

Players should always have the option to come and ask you for support/mentoring/guidance.

Reflection focus

How did you gather participants? What were the most successful strategies?

How did the call go? What would you do differently next time and what would you do again?

CALL ME, MAYBE

Make a stream from your event which will be followed by people from 30 different countries.

#CREATIVITY
#PROBLEM_SOLVING
#RESILIENCE
#COMMUNICATION

How are you going to find people from 30 different countries? How can you bring them together despite different timezones and schedules?

4.9.
TEAMWORK

The ability to achieve your goals through successful joint effort with other people.[15]

Skills
I am actively choosing my role in a team and carrying out responsibilities connected to it.

Knowledge
I have an awareness of team roles and know how to use this knowledge.

Attitude
I am focused on creating smooth cooperation.

Belief
A group of cooperating individuals always has more capacity than the individuals themselves, but only if the cooperation is smooth.

TEAMWORK

WHAT IS IT ?
Your ability to achieve your goals through successful joint effort with other people.

WHAT CAN YOU GET ?
- increases innovative thinking
- boosts your morale in the workplace
- improves your team's efficiency
- reduces stress
- encourages your personal growth

e mployed

[15] Riebe, L., Roepen, D., Santarelli, B., & Marchioro, G. (2010). Teamwork: effectively teaching an employability skill. Education & Training (London), 52(6/7), 528–539.

4.9.1.
EASY: STAY CONNECTED

Goal Stay linked with one of your teammates using any body parts you like for at least two hours, provided that you keep touching each other the whole time.

Variables -

Rules
Size of group: 1-5
Time: 2-3 hours
Place: irrelevant
Optional:

you may ask more than two people to remain connected at once

Achievements (optional)
1) Identify connection point(s) that are not working
2) Identify connection point(s) that work
3) Find a way to support each other while connected
4) Following the Challenge until the end

Feedback Linked team members are providing feedback to each other, mostly in the "what is working/not working for me" context.

Reflection focus
How did you feel during the Challenge?

How does physical touch influence your relationship with others?

Did you see the Challenge as an obstacle, or as an opportunity? How come?

TEAMWORK

WHAT IS IT ?
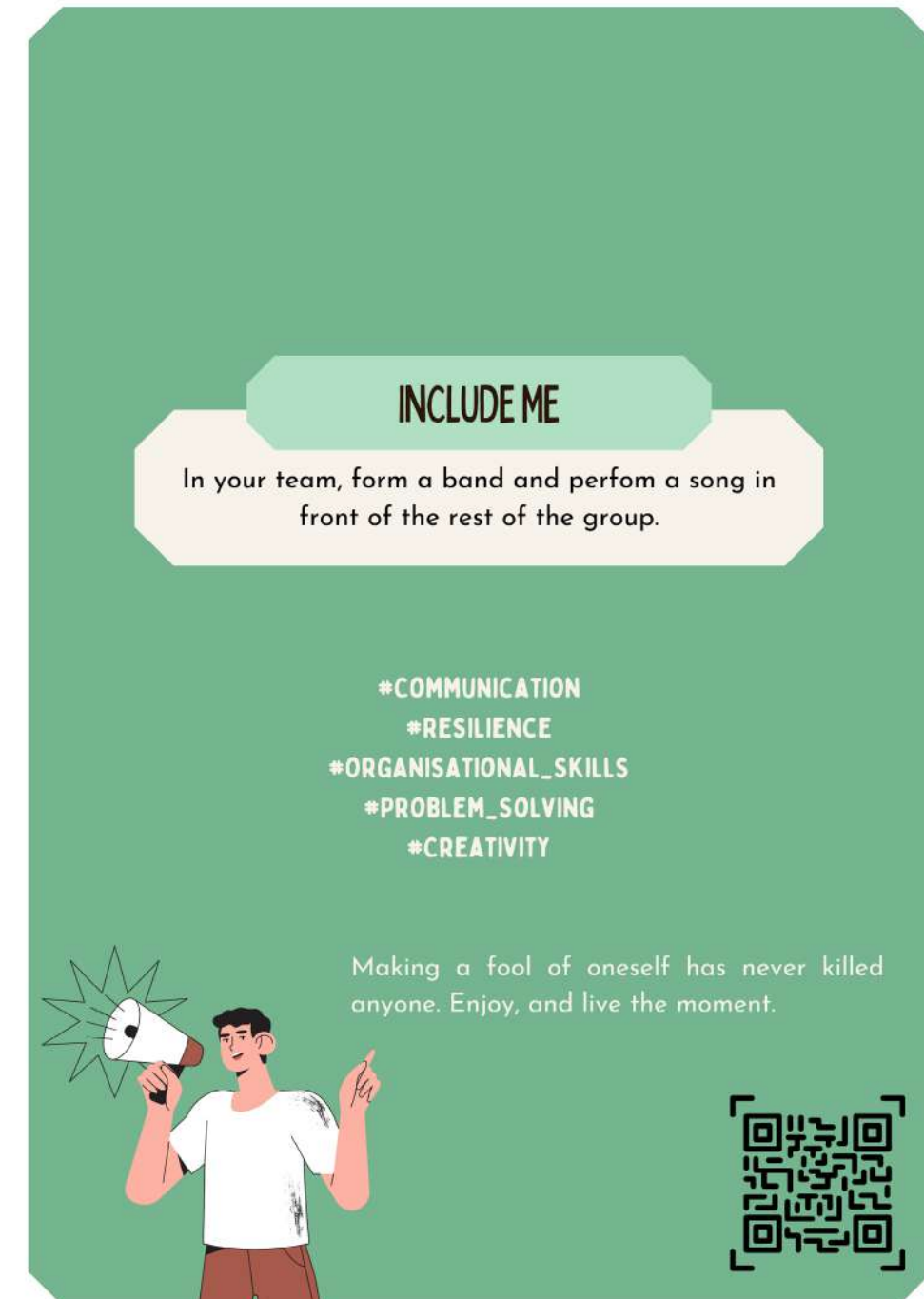Your ability to achieve your goals through successful joint effort with other people.

WHAT CAN YOU GET ?
- increases innovative thinking
- boosts your morale in the workplace
- improves your team's efficiency
- reduces stress
- encourages your personal growth

e.mployed

4.9.2.
MEDIUM: INCLUDE ME

Goal   Form a band of at least 3 members, choose a song and perform it in front of at least 20 people.

Variables   -

Rules   *Size of group:*   1-5
Time: 1-5 hours
Place: irrelevant
Optional: -

Achievements (optional)
1)   Form a band
2)   Choose a song
3)   Practise the performance
4)   Perform
5)   Celebrate the performance

Feedback   Feedback is essentially provided by the audience.

Reflection focus   How was it to be seen?

What is preventing you from going all-in in life?

INCLUDE ME

In your team, form a band and perfom a song in front of the rest of the group.

#COMMUNICATION
#RESILIENCE
#ORGANISATIONAL_SKILLS
#PROBLEM_SOLVING
#CREATIVITY

Making a fool of oneself has never killed anyone. Enjoy, and live the moment.

4.9.3.
HARD: GRASSROOTS THAT

Goal Find at least 3 friends, and come up with and execute a street event of your choice, where you create social impact by promoting a social issue that is meaningful to you.

Variables -

Rules
Size of group:	1-5
Time:	1 day to 1 month
Place:	irrelevant
Optional:	-

Achievements (optional)
1) Form the group
2) Agree on a social issue meaningful to you
3) Set up a clear vision, goal, objectives, and plan
4) Identify resources needed/owned
5) Implement a street event
6) Evaluate the street event

Feedback In such a big task, it may be crucial to set up appropriate checkpoints with the players.

As a facilitator, you may choose what achievements (checkpoints) you want the group to have, omitting/adding new ones to those suggested above.

At every checkpoint, you should let the group present what they have done so far and provide your feedback/guiding questions.

Players should always have the option to come and ask you for support/mentoring/guidance.

The facilitator should be present for the street event.

Reflection focus How was it to be seen?

What is preventing you from going all-in in life?

GRASSROOT THAT

Execute a street action of your choice, where you create social impact by promoting a social issue that is meaningful to you!

#PROBLEM SOLVING
#RESILIENCE

Change sometimes starts from just 1 person. Provoke reflection, and use your voice to become the source of change.

4.10. CREATIVITY

The ability to create something new and useful.[16]

Skills
I am actively following a creation process from its beginning to the end.

Knowledge
I know different strategies supporting thinking out of the box and creation processes.

Attitude
I am proactive in creating the world I live in.

Belief
I create my world.

CREATIVITY

WHAT IS IT ?
Your ability to make something new and useful.

WHAT CAN YOU GET ?
- allows you to express yourself
- reduces stress and anxiety
- links you to others with the same passion
- improves your ability to focus

employed

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[16] Rampersad, G. & Patel, F. (2014). Creativity as a desirable graduate attribute: Implications for curriculum design and employability. Asia-Pacific Journal of Cooperative Education, 15(1), 1-11.

Sternberg, R. J. & O'Hara, L. A. (1999). Creativity and intelligence. In R. Sternberg (Ed). Handbook of Creativity. Cambridge University Press.

4.10.1.
EASY: ARTIVISM

Goal Celebrate diversity by creating artwork of any kind on the street.

Variables You may also be creating art in nature, but the whole approach/impact is very different in that case.

Rules

Size of group: 1-5
Time: 1 hour to 1 week
Place: city, town
Optional: -

Achievements (optional)

1) Brainstorm an art piece idea
2) Research local laws, so you don't end up in prison, and get the necessary permissions for your artwork
3) Create the artwork

Feedback As a facilitator, you may support the players with guiding questions, especially when they are getting ready to break a law without even realising it.

Reflection focus What did this experience bring to you?

Would you like to do this again?

ARTIVISM

Celebrate diversity by creating an artwork of any kind on the street.

#ORGANISATIONAL_SKILLS

How often do you express yourself in public?
How can you share your message creatively?

4.10.2.
MEDIUM: HANDMADE MUSICIAN

Goal   Perform a street concert. Use handmade musical instruments.

Variables   -

Rules

Size of group:	1-5
Time:	3 hours to 1 week
Place:	city, town
Optional:	-

Achievements (optional)

1) Craft an instrument
2) Practice songs
3) Select a spot
4) Perform the street concert

Feedback   As a facilitator, you might support the players with guiding questions, especially when they are not considering some circumstances like making noise in an inappropriate place, whether busking is allowed in certain spaces, etc.

Reflection focus   How much did you think outside of the box?

How was it for you, did you have fun? How come?

HANDMADE MUSICIANS

Perform a song. Use handmade musical instruments.

#PROBLEM_SOLVING
#TEAMWORK

Look around. Everything that you can imagine can become an instrument!
Be creative, and have fun with your friends.

4.10.3.
HARDS: WALK THAT LINE

Goal Create your own shoe brand from recycled/upcycled materials.

Variables There is a substantial difference between asking the players to create something they will really wear for at least 1 week and asking them to create it for the show only. The first option will require much more time.

Rules
Size of group: 1-5
Time: 3 hours to 1 month
Place: irrelevant
Optional: -

Achievements (optional)
1) Discover your resources - materials to be upcycled/recycled
2) Make a design
3) Create a prototype and test it
4) Adapt the prototype
5) Wear the result

Feedback The most important thing is to keep the players motivated. If you are able to find potential "buyers", this Challenge will gain a whole new meaning and importance.

Reflection focus What can you do with materials you have around and would throw away?

How can you limit the amount of waste you produce?

WALK THAT LINE

Create your own shoe brand from recycled/upcycled materials.

#PROBLEM_SOLVING
#RESILIENCE

Nothing is thrown away, and yet everything can be created. What can you make with materials you have around, and you would otherwise have thrown away?

PART 5.

CASE STUDY

5.1.
NEVER SAY NO TO PANDA

We have tested this method in many different contexts, but it has never been the main method of the whole program. Until the "**Never Say No to Panda**" project, which was based solely on this method.

Cornerstones

Every project design starts with some **cornerstones**. Ours were the following:

- 8 days project (plus travel)
- 3 countries (Greece, Italy, Romania)
- 32 participants
- **Goal:** to test the proposed method

Aside from that, since the purpose of the method is to support personal development of participants, we can also say that our goal was to **support personal development of participants** by challenging them and giving them a chance to challenge themselves.

Due to the specific context, we have been also using the proposed Challenges in a specific way - oftentimes, **we merged many Challenges**, and our participants were often working under time pressure.

Our focus wasn't on the quality of the end result, but on the process, strengthening participants' **mindset of overcoming obstacles** and being amazed by themselves and what they can do.

	DAY 0 Arrival	DAY 1 Storming	DAY 2 Norming	DAY 3 Quest Prep	DAY 4 Quest	DAY 5 Debriefing	DAY 6 Performing	DAY 7 Field trip	DAY 8 Closing
AM		Official intro Division of teams Problem Solving Easy	Creativity Hard	Resilience Easy	Quest	Latest return from Quest	Group Assigment: preparaton on local action in Napflio	Local action in Napflio	Sharing circle Youthpass E+ opportunities
Lunch									
PM	Arrival of participants	Active Listening Easy Creativity Medium Teamwork Medium	Self-awareness Easy Communication Medium	Preparation for Quest	Quest	Debriefing of a Quest	Group Assigment: preparaton on local action in Napflio	Local action in Napflio	Closing with teams Planting the tree Cleaning the site Goodbye process
Dinner									
Evening	Panda story Empathy Easy	National team activity 1	National team activity 2	Earliest possible departure for Quest	Earliest return from Quest	National team activity 3	National team activity 4	Celebration of successes	Farewell party

Story

To make the whole experience more immersive, we decided to employ the last element of games - the **story**. We framed the whole experience as an "assessment centre" for a position of a panda caretaker - a position that is oftentimes regarded as "the ultimate dream job".[17]

For every Challenge, we also created a **background story** of why panda caretakers need to know a particular skill, ie. for *Eyes Don't Lie*, we said it is very important to look pandas in the eyes upon approaching them, otherwise, they will get angry.

Point system

The players divided themselves into 6 teams of five to six people. Every player was **gathering points** for themselves, but they were summing up points for the whole team.

The **point system** (*game principle 6: Reward*) was unique in the way that the facilitators were never assigning scores to the players. The players were always asked to score themselves through a very basic system:

- *Easy Challenge:* 0-1 point
- *Medium Challenge:* 0-2 points
- *Hard Challenge:* 0-3 points

The points were arbitrary because at the end of the program, there were no winners declared. It was just a tool that allowed the players to evaluate their successes, and observe their progress.

As was mentioned in *part 2*, it is crucial to lead the players to the understanding that **they succeed whenever they learn something.**

So even if they completely refuse to go through the Challenge, it is still valid to give themselves full points, if they learned anything in the process.

Program

In the **first phase of the program**, we were busy with forming the group: getting to know each other, cooperation activities, etc. Thus, we used Challenges like *Eyes Don't Lie*, *Energy Boost*, *Talk to Me*, *Artivism & Include Me* (we merged the last two Challenges due to their similarity).

Then, we started to add more difficult Challenges, until we reached the **first peak** of the program - the so-called **Quest**.

Quest was based on the following Challenge:

> **Leave the venue, for the whole day minimum, for 2 nights maximum, and see what you can get out of the experience.**[18]

As a bonus, we gave them a **list of Challenges** (a mixture of easy, medium, and hard), and added a **bonus Challenge** - *travel without money*. It was up to the players how they approach the Challenges, what they do and what they experience.

It was met with great fear and anticipation, but it resulted in a transforming experience for almost everyone. Once again, it didn't really matter if players did the Challenges, which one or how much.

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[17] Turns out some participants were really thinking we are going to have real pandas in the project. (Which I am greatly ashamed of because it was never our intention to create such a high expectation we could not possibly meet.)

[18] This process requires a lot of logistical preparation connected to the safety of participants which are not explained here.

For example, one of the teams "broke" the Guinness World Record by faking the whole experience simply for their amusement, and amusement of the other groups. It is all valid. The main thing is learning (in this case beautiful thinking outside of the box) and personal choice.

For the **second peak**, we merged several Hard Challenges: *Grassroot That*, *Call Me, Maybe*, *Impact That*, etc., and we let the whole group (32 people) organise a street event with a social impact in the city of Napflio.

It was a specific process as the whole group was working together - that brings completely new dynamics, struggles, and learning. The whole process took 2 days, including implementation. But as a result, the group implemented a street event which attracted the attention of over 200 people.

5.1.1.
FEEDBACK FROM ¨PANDA¨

How much did you developed following competencies?
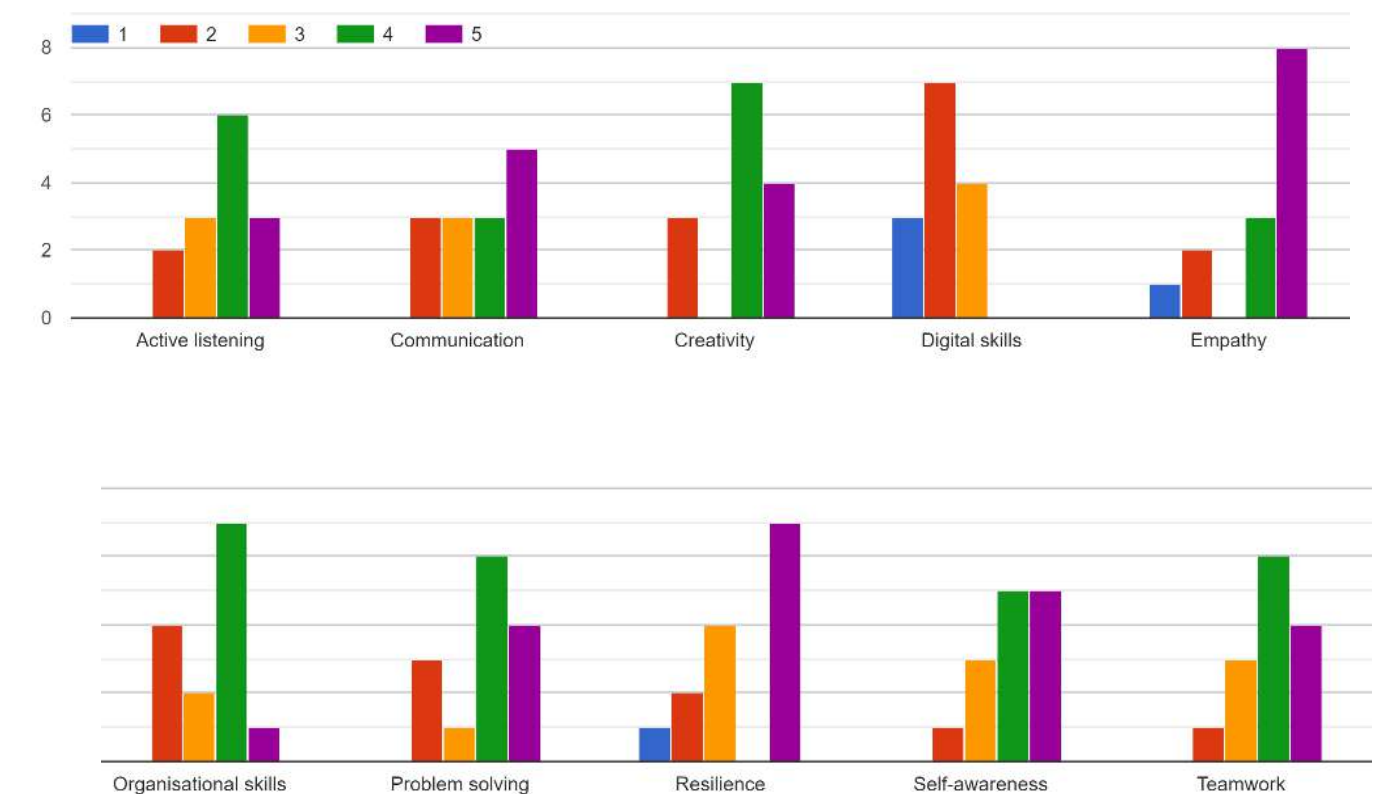
Living without money, it really gave me a new perspective on life

Working in groups helped me to understand how a team works the spirit of reciprocity and union, including the organization of projects I learned a little better English by trying to speak as much as possible with everyone and this is positive. and learned how nice it is to live with people you don't know to get to know them and take a trip into their world this inspired me a lot

I feel like the project really supported the development of creativity, communication and teamwork most, it was the first time I felt good in a group with mostly strangers and I really felt comfortable in my reflection group. The peaceful environment also stimulated all the competencies mentioned before as it was really pleasing to communicate with each other and find common interests with the nice people that were in the project

The project helped me to challenge myself, stepping out of my comfort zone and discovering new sides of myself that I sometimes tend to hide. It was a process we all individually went through, yet together as a group, and for that, I greatly appreciated the connections and relationships we had among us.

The variety of activities made me create a new person. From speaking in another language, to listening people and actually talk to them, to cooperate eachother in so many ways. This chance to participate in such an amazing project brought me out the emotions that i was struggling with and had to face them with my tears and self power. I dint't realise before that they were heavy on me. This was the main important thing to me. I also learned how to be sustainable by using less water, electricity, not wasting so much food and so on.

Through the activities in Hopeland I developd my creative side and my teamworking skills. After the Challenge, I became more self-aware and resilient against difficult situations, and I learned to manage them through teamwork. The experience broadened my horizons and ai became more empathetic towarda other people's life experiences.

The challenge of surviving outside of Hopeland. It was challenging on different levels, it was something completely new and unique. It gave so much space for exploring and pushing the boundaries of comfort zone. While in Hopeland we were kinda isolated from it all but leaving hopeland the challenges felt more real.

Yes, I feel like I also learned to be more independent and adventurous given the fact that for the quest my team and I went with no money and it was so much fun, I really learned how to value things more.

PART 6.

IDEAS OF USAGE

This method can be used in different ways in different contexts. In this chapter, we are going to present a few brainstorming ideas on how this method could be implemented.

6.1.
WEEKLY MEETINGS OF YOUTH GROUPS

6.1.1.
SYSTEMATIC APPROACH

With a group that is meeting weekly for an hour or more, you can successfully work on one competence after another.

1 During the meeting, I would start by introducing a **competence and its value in life**.

2 Then, I would invite players for an **Easy Challenge**, with reflection afterwards.

3 Then, I would continue with a **Medium Challenge**, either as a weekly homework assignment or as a main task for the group's next meeting (depending on the Challenge).

4 Finally, I would initiate a **Hard Challenge**, possibly dedicating a full month to it, letting the players work as one big group, and spending a lot of time checking up and reflecting on every meeting I have with them.

6.1.2.
INDIVIDUAL APPROACH

The whole approach could also be different. I could introduce all the competences, **letting the players choose individually** which of the competences they would like to develop.

Then, I would give the individual players **task card** (starting with the Easy one), letting them fulfil their Challenges in their own time and pace (but with a deadline, to make sure the Challenge isn't forgotten by a player).

6.2.
SEVERAL DAYS PROJECT

It is easy to imagine a several-day program based solely on one of the competences, or even one of the Challenges. Let's take an example of **Teamwork Competence**.

In the first days, the facilitator is supporting the cooperation of the participants through different activities, until they present them with *Walk that Line*, giving them several days to deliver a quality result (possibly as a semi-facilitated process, where the facilitator still keeps a structure of the day through some games, but every day dedicated several hours for participants to work solely on given Challenge).

6.3.
YOUTH EXCHANGES

6.3.1.
AS THE MAIN METHOD

For a Youth Exchange, you may choose a similar approach as we did during the project Never Say No to Panda.

(1) **Firstly**, think about the objectives of your project, and which Challenges can support you in reaching it.

(2) **Secondly**, think about group dynamics[19] and think about which Challenges are supporting you in which phase. Some Challenges (mostly Easy Challenges for Empathy, Active listening, etc.) are supportive in the **Forming stage** while Hard Challenges are mostly fitting for the **Performing stage**.[20]

(3) **Thirdly**, adjust the Challenges so they fit your context. Adapt them freely and don't get restricted by them. They are here to inspire you to fly, not to hold you firmly on the ground.

(4) **Fourthly**, consider if you want to bring a **story** element into your program (as we did with pandas). Bringing a story element into your program may be both supportive and counterproductive, depending on the context. Consider also other game elements and if you want or need to involve them somehow (ie. a scoreboard, etc.).[21]

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[19] You can read more about them here: https://en.wikipedia.org/wiki/Group_dynamics

[20] As defined by Bruce Tuckman, see more here: https://en.wikipedia.org/wiki/Group_dynamics#Bruce_Tuckman

[21] Even though we present the Challenges in the "game-frame", they don't necessarily have to be games. You can work with them differently, depending on what suits you.

Last but not least, think well about the way you are briefing and debriefing the activities. Are you giving people cards with the Challenges? Are you briefing them with a flipchart? Are you reflecting in small groups, big groups, individually, in spoken form, written, through drawing, or body movement (a combination of multiple approaches is best)? What made you choose a specific approach? You should always know **why you are doing what you are doing**.

6.3.2.
AS THE SUPPORTIVE METHOD

Maybe you liked our **idea for the Quest**. That doesn't mean you should be doing the exact same thing. But there are ways to use this approach.

For example, if you are having a free day, organising a trip etc., you may let the participants form small groups. Each group is going to choose one or more Challenges to do. Thus, instead of a trip to the city where the participants are only walking around without an intention in mind, they are getting a trip to the city where they are trying to form a meaningful connection with the locals, visiting local work sites, etc.

Alternatively, you may make a list of Challenges for everybody, and at the end of the trip, you may evaluate which teams did which Challenge and what they learned from them.

6.4.
ONLINE

Let's imagine another covid-like pandemic that will lock us at home for a long time. How to keep the group engaged?

It is very easy to imagine a weekly meeting at which a youth worker is going to declare a **one-week Challenge**.

The meetings will be thus mostly focused on **debriefing the last Challenge** and **briefing a new one**.

With **bigger Challenges** (mostly the Hard ones), that might take more than one week, the meetings may serve as check-up points to report on progress.

But **how to work with the Challenges in an online space**?

For some, it is easy. Looking into the eyes, active listening - this can be easily done through a web camera. Finding a proper stranger is part of the process (using online forums, Reddit, etc.)[22], and it also boosts one digital competence.
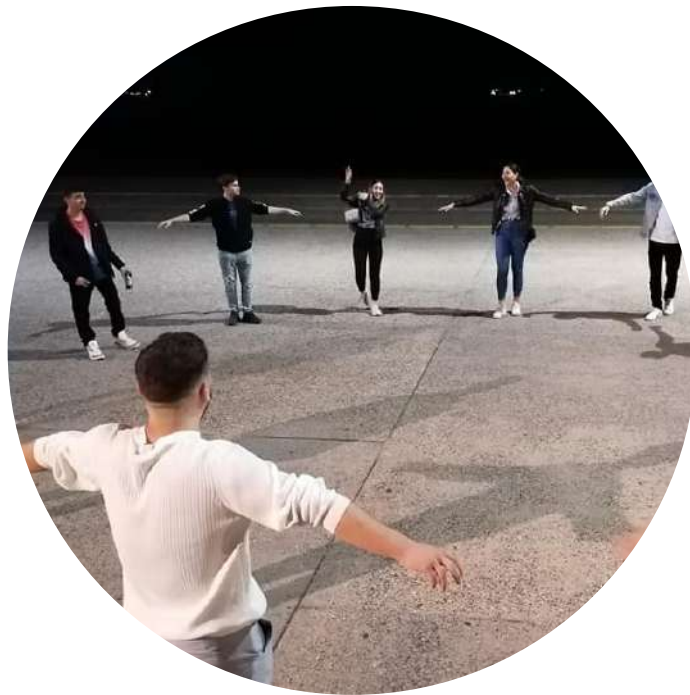
Other Challenges - such as *Stay Connected* - won't work in an online space and need to be adapted.

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[22] Here, it might be clever to educate the youngsters on cyber-security, i.e. never send nude pictures of yourself to a stranger.

6.5.
CAMPAIGN

You may use the method and its Challenges as a support mechanism for **promoting your activities**.

You can be releasing Public Challenges on your social networks, and organise **regular voluntary meet-ups** (online or offline) for people who would like to share and reflect upon their experiences. You might be broadening your members like that.[23]

6.6.
CARD GAMES AND PLAYING THEM ALONE OR WITH FRIENDS

We have released **cards with Challenges** that may be printed and used freely.

The **cards are self-explanatory**: the task is clearly formulated, and the questions for self-reflection are as well.

Individuals can use them for personal development and entertainment. That is, in fact, the ideal state - when one is not dependent on the facilitator anymore but is able to facilitate growth for themselves.

Just as individuals may play on their own, they may also play in a **group** - either in they may cooperate, or they may Challenge each other in a game of "dare" of sorts.

Experiment with the cards. Even though we have been experimenting with the method for years now, there is still space for discoveries, fine-tuning and polishing, and we will be more than happy to hear your feedback, ideas, screw-ups and success stories.

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[23] We actually did that in the past. Here you can see an example when we targeted the youth all around Europe: https://www.facebook.com/events/430058444630858

PART 7.

ALTERNATIVE TAKES ON THE METHOD AND ITS HISTORY

So hey, we said we will present you "a bunch of games".

But in the beginning stages of developing this method, we didn't think about games at all and only implemented them because it made sense later on.

There are different approaches to it which you can take into consideration.

7.1.
HISTORY

The Challenge by Choice started as **Cultural Landscaping** - a method developed by a group of youth workers in the Netherlands in 2015, where they created assignments, Challenges and structured activities for an **8-day country safari** with 40 young people.

In a nutshell, Cultural Landscaping uses the surroundings (historical sites, landscapes, villages, cities, the people there, their history and their culture) while utilising the participants' culture and experiences as a means of creating learning opportunities by navigating through tasks.

This method was never utilised as a solid non-formal learning method but parts of it were used in different learning activities.

We are presenting you parts of Cultural landscaping here as it can influence the way you think about Challenge by Choice and so you can perhaps use some of it for your own purposes.

7.2.
CULTURAL LANDSCAPING

Cultural Landscaping was based on the creation of **small groups** (4-6 people, even though some assignments could also happen in pairs, or even individually) who embark on **outdoor exploration**, meet at several **checkpoints** and do different **Challenges** along the way.

The basic milestone was the **intercultural cooperation** of young people from different countries who go through **different missions around the country.** In the program, participants are working only in international groups. Those groups were changing every day. Thanks to that:

- The participants become aware not only of their cultural differences with the local culture but also of the other participants.

- The participants work intensively on their ability to cooperate and communicate effectively.

The outdoors is supposed to facilitate the following for them (see the Table):

AREA	SPECIFICATION	LEARNING FOCUS
Cultural Exploration of the Country	visiting natural parks, islands, abandoned villages, archaeological sites, big cities, small villages	deep learning on culture, from within, by experience
Researching[24] Multiple Topics on Different Places	history, culture, gastronomy, ethics, daily life/lifestyle, urban legends and other topics	interaction with locals
Doing Social Activities	visiting infamous neighbourhoods and doing social activities, volunteering for prearranged causes discovered on the way, taking part in local initiatives and meetings, creating flash mobs	social activism, public participation
Visiting Companies, Initiatives and Start-ups	history, culture, gastronomy, ethics, daily life/lifestyle, urban legends and other topics	history, culture, gastronomy, ethics, daily life/lifestyle, urban legends and other topics
Cultural Exploration of the Country		knowledge of the labour market
Usage of Outdoors as a Tool	sleeping in tents, biking, creating rafts and travelling on them, outdoor cooking, building outdoor shelters, canoeing, outdoor sauna, etc.	self-awareness, personal development, overcoming obstacles, problem-solving, team-work
Usage of Media as a Tool	making short movies – tutorials, making a video diary of the outdoors group and sharing it with others, experience in safari photography, making video interviews, using video as a tool for reflection	digital and media competences, communication, storytelling

	participating in geocaching activities (eg. city safari with cultural and historical check-ins), communicating with the other groups online, sharing experiences tips and knowledge, documenting the assignments online	digital competences
Usage of Social Media as a Tool	participating in geocaching activities (eg. city safari with cultural and historical check-ins), communicating with the other groups online, sharing experiences tips and knowledge, documenting the assignments online	digital competences
Creating a Self-Organized System of Steering the YE from the Participants	the groups have to come up with a self-organised system for budgeting, shopping, cooking, navigation, safety aspects, packing and travelling and other aspects	project coordination and management

Cultural Landscaping is a contextual approach - where being outdoors in small international groups is a big part of the context, that is supplemented by receiving different Challenges.

With **Challenge by Choice**, you may be working similarly. You may come up with any Challenge imaginable, in any possible setting: indoor/outdoor, city/rural, online/offline. The key part is to remember what the philosophy of the method is - it is not important whether players do the Challenge or not - but what they learned in the process.

[24] By research we mean primary research with direct interaction with locals, not secondary through google, wikipedia and books.
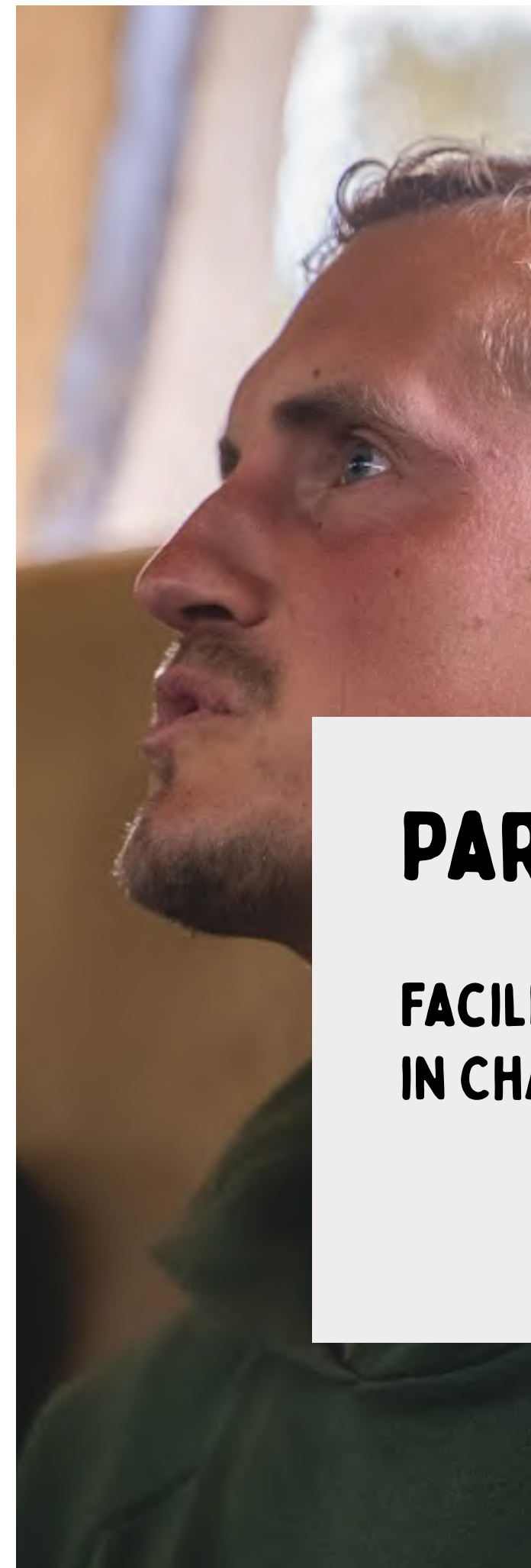
PART 8.

FACILITATOR IN CHALLENGE BY CHOICE

8.1.
THINGS TO REMEMBER

- As a facilitator, you should not presume you know more than your "players."

- As a facilitator, you are learning from your "players" just as much as they are learning from you. But mostly, they are learning from each other (peer-to-peer).

- As an organiser, you are responsible for the "players" safety (as much as is reasonably possible). Take into consideration legal aspects (which are mostly country-specific) as well.

- In Challenge by Choice, we often send people on "journeys". As a facilitator, you cannot be next to them all the time as a "mama bear". It is needed to remind the participants that they are accountable for their well-being as well, and if they decide to make unsafe choices, it is not in your power to prevent their injury.

- As a facilitator, you are working towards creating a space full of acceptance, trust, and understanding. Gossip or bullying, etc. doesn't create a feeling of (mental) safety and therefore does not support learning. It is connected to the topic of the creation of a safe space, but that is such a vast and broad-reaching topic that we cannot possibly cover it here.

- The learning mostly happens "in action", as the "players" are experiencing the activities (learning by doing).

- As a facilitator, you need to support the participants to anchor their learning through appropriate reflections.

8.2.
TARGET GROUP (WHO)

While preparing a learning environment, it is crucial to think about who is your target group. What is their age group, and what does developmental psychology say about them? What does their life look like? What are their struggles and needs? What do they want, what do they need, and what do they enjoy? How to motivate them, and captivate them?

You may want to use the Empathy map to answer these questions.

If you struggle to answer them, take members of your target group and conduct interviews with them to learn more about them.

8.3.
LEARNING NEEDS (WHY)

Based on the target group, you should identify the struggles they are facing, thus what they need to learn to be able to overcome those struggles. This provides you with a learning focus.

As a facilitator, you may set up a general learning focus for the session but always remember that everybody's different. That's why in non-formal education, learners are usually setting up their individual learning goals for themselves. You are framing the experience but still providing enough space for learners to achieve what they desire.[25]

8.4.
PREPARATION (HOW)

Here, you are selecting the best learning approach. In Challenge by Choice, it is not only about selecting the Challenge fitting to the learning needs of your group but also:

• Adapting it for the best possible fit

• Preparing a space(s) (where to brief, deliver, and debrief the Challenge)

• Preparing materials needed for the Challenge

• Considering all safety and logistical aspects

• Preparing the reflection (while taking into account that you will need to adapt the flow of the reflection based on what the participants come up with)

[25] Remember the elements of games? You can think about it in a similar way. You are providing a goal (learning focus), and frame (game rules), possibly some achievements (checkpoints, moments of reflection), and narratives of the experience. Nevertheless, you still need to leave the players with enough flexibility, or they will get disconnected from the process.

8.5.
CHALLENGE (WHAT)

As the activity is about to take place, you need not only to brief it, but also to **motivate the players appropriately** so they are better primed for accepting the Challenge.

While they are playing, as a facilitator, you need to be present, ready to support your players, following your own inner guidelines, and building upon your own experiences. You are a **support and a safety net**.

But remember, sometimes the best you can do is to sit next to your players and **wait while they are doing their best to catch the fish**. You are there, but you are not catching the fish for them.

And sometimes, it is even better to leave (and observe them hidden in the bushes, just to be sure they won't fish with the help of dynamite).

Remember, in Challenge by Choice, **it is valid if the players decide not to catch the fish**. As a facilitator, you are there to help them understand what it says about them, thus extracting all learning possible from the situation.

ABOUT THE TOOLKIT

This handbook was developed through the Erasmus+ project '**E-mployed**', a 24-months project, aiming to provide career guidance and peer education to unemployed young people through innovative digital tools, as well as empower youth workers with the necessary skills to support young people in their careers and the development of their soft skills.

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Find out more about the E-mployed Project here: www.e-mployed.net
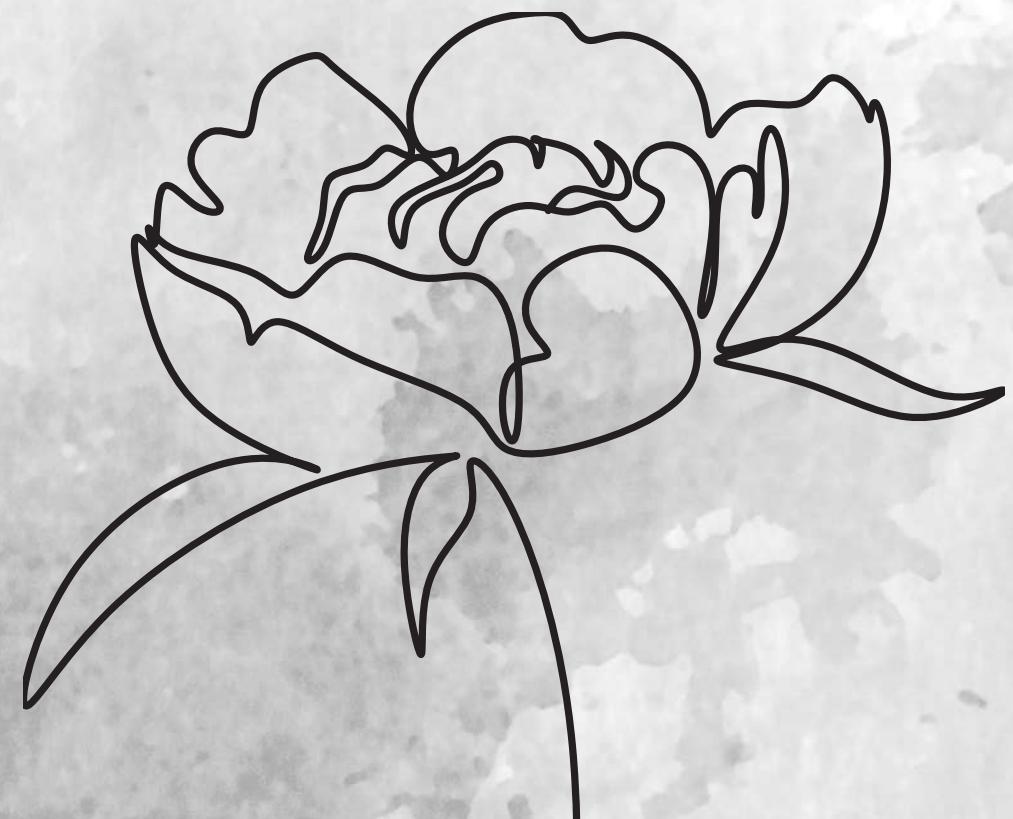
CHALLENGE BY CHOICE

method

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In this booklet, we present you new method of non-formal education: Challenge by Choice.

We present them in simple, non-academic language to make it accessible to all kinds of readers.