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ParticipACTION!

Supporting Youths'
Public Speaking Skills By
Fostering Self-Esteem &
Communication Skills

**An IRC Social Emotional Asset
Development Curriculum**



ACKNOWLEDGEMENTS

This training curriculum was developed by the International Rescue Committee (IRC) Italy and authored by Barış Altındağ, Technical Advisor for Education and Youth.

This resource builds upon the **Social Emotional Asset Development (SEAD)** framework and approach, originally developed by Sara Rowbottom at the International Rescue Committee in 2020. Her foundational work made this possible.

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This curriculum is designed to support young people in strengthening their social and emotional skills, which are essential for meaningful participation in civic life and democratic processes.

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About This Training Curriculum

The curriculum presented is a key component of the **ParticipACTION** project “**Building Inclusive Civic Engagement and Solidarity Among Diverse Young People in Europe.**” Co-funded by the European Union under the Citizens, Equality, Rights and Values Program (CERV-2023CITIZENS-CIV, Project number 101147757) and implemented from October 2024 to September 2026, the project brings together a consortium of five partners in **Italy** ([Fondazione International Rescue Committee Italia ETS](#)) and [Glocal Factory Società Cooperativa Sociale](#)), **France** ([Place Network](#)), **Cyprus** ([Generation For Change CY](#)), and **Lithuania** ([Asociacija Mano Europa](#)). Its core aim is to enhance youth engagement in European decision-making processes and create opportunities for young people to connect with policymakers at local, national, and European levels through research initiatives, roundtables, workshops, and training sessions on policy and advocacy.

The project targets young people aged 16 to 23, including both European citizens and youth with migrant backgrounds, with particular attention to young women and girls. By fostering exchange among diverse groups, ParticipACTION seeks to **strengthen solidarity and ensure that young people’s lived realities are placed at the heart of policy decisions through a bottom-up approach.**

Rooted in the International Rescue Committee’s Youth ***Social Emotional Asset Development (SEAD)*** framework and approach, this curriculum seeks to foster youth engagement in decision-making by providing a structured, inclusive, and culturally responsive training experience that helps youth find and use their voice. Through storytelling, poetry, sharing and reflection, the curriculum specifically addresses four social emotional assets critical to civic engagement: **self-esteem, empathy, communication skills, and future orientation.** Youth are supported to recognize their values and strengths, connect with others, and envision their role in shaping the future.

Social Emotional Asset Development (SEAD) is the process by which people gain and strengthen their internal and external resources and practices to support their well-being. It is widely recognized as a critical aspect of human development, which in turn supports positive outcomes in every aspect of life. While many aspects of social emotional asset development are common to youth across the world, the IRC has identified a number of themes and issues that are particularly salient for young people who have been displaced.

The training focuses on four outcome areas essential for civic participation and advocacy: **positive identity, emotional well-being, healthy relationships, and learning and decision-making.** Through in-situ sessions, young people will strengthen empathy, solidarity, and communication skills while also gaining confidence in public speaking and debating.

The curriculum serves as a cornerstone of the project’s **bottom-up approach**: it does not only foster individual growth and peer solidarity, but also equips young people with the tools and confidence needed to engage in the public sphere in a way that is genuine and authentic for the those involved while strengthening and deepening their social-emotional skills and assets.

Audience: This curriculum is designed for anyone working with vulnerable youth and interested in facilitating social-emotional asset development opportunities for them in a safe and inclusive space while strengthening their skills, confidence, and knowledge for civic engagement and public speaking.

Purpose: The curriculum is intended to support facilitators in planning and implementing workshops. It provides sample agendas, activity guidance, information on key considerations for facilitators, handouts, and checklists.

How to Use: Facilitators are encouraged to review the curriculum in its entirety to become familiar with the content before using the information and materials to plan and prepare the workshop appropriate to their context and participant group. Facilitators can also use the curriculum as reference material during workshop implementation.

Curriculum Introduction

This curriculum is designed to guide facilitators through a two-day (six to eight hour) training that supports young people, particularly Third Country Nationals (TCNs), including young migrant women and girls, in developing four key social emotional assets: *Self-Esteem*, *Empathy*, *Communication Skills*, and *Future Orientation*. Facilitators are encouraged to read through the full curriculum in advance, reflect on the SEAD Approach, and prepare materials accordingly. Most importantly, facilitators should approach the training with empathy, flexibility, and a commitment to centering youth voice.

Training Overview

The goal of this training is to build youth's capacities for meaningful participation in decision-making spaces, leadership roles, and democratic processes – specifically, for youth to explore and celebrate their identities and build the courage and confidence to speak authentically in front of others to advocate for themselves and their communities.

Objectives

1. Participants will engage in SEAD-supportive exercises that create a *Healing Learning Space* and foster self-esteem, empathy, communication skills, and future orientation.
2. Participants will participate in a structured process to develop a personal poem that celebrates their identity.
3. Participants will practice public speaking by sharing their poems in a safe and affirming environment.
4. Participants will engage in reflection activities that build motivation and confidence to engage civically in their communities.

Agenda Overview

The workshop should open with welcoming icebreakers (e. g. a visual emotional check-in), followed by a brief review of the agenda and goals. A pre-test is administered to establish a baseline for participants' social-emotional assets. Participants then engage in a creative "getting to know each other" activity, sharing one personal strength through drawing, which sets a positive and inclusive tone.

The session continues with an introduction to civic engagement and public speaking, linking these concepts to the SEAD framework. Participants reflect on which social-emotional assets are most relevant for speaking up and engaging in public life. Through the "Identity Molecule" exercise, they explore their roles, values, and experiences, laying the foundation for self-expression.

After a break and energizer, the group transitions into the central creative activity: drafting the "I am from" poem. Participants use prompts to write a personal poem in their preferred language, then share drafts in small groups. The day concludes with a discussion on public speaking techniques (supported by video examples), and a closing circle to reflect and prepare for the next session.

Day 2 begins with a check-in and a short energizer, followed by time to finalize the poem posters. Participants receive a checklist to plan their presentation, considering tone, volume, gestures, and body language. They present their poems in small groups, receive peer feedback, and then participate in a mindfulness exercise to prepare for the plenary showcase.

Each participant presents their poem to the full group, followed by a debriefing exercise discussing how they feel about the presentation and their peers' work. The afternoon shifts toward civic action: participants identify issues they care about and explore ways to engage publicly. They reflect on how their strengths and values can guide their advocacy. After the post-test and the EU Survey on Justice, Rights and Values, the participants are offered a silent gallery walk to cherish and reflect on the diversity of voices, and the training ends with a closing ritual that celebrates connection, voice, and shared purpose.

To summarize, the agenda outline for the training days is provided below:

Day 1	Day 2
Agenda: 1. Welcome & Getting to Know Each Other 2. Pre-Test 3. Civic Engagement, Public Speaking, and SEAD 4. "I am from" Poem: Writing 5. Public speaking: skills & considerations 6. Closing activity	Agenda: 1. Welcome Back 2. "I am from" Poem: Presentation 3. Issues & ways to get engaged and speak up 4. Post-Test and EU Survey on Justice, Rights and Values 5. Closing activity
Intention: • Getting to know each other • Identify and articulate our strengths • Get acquainted with "I am from" Poem	Intention for Day 2: • Finalize and present my "I am from" Poem • Know and understand my own and my peers' values • Identify ways to speak up and get engaged publicly

Below, you will find an agenda example with more details.

Group Setup

- **Size:** Up to 20 participants
- **Age Range:** 16–23 years old
- **Gender:** Mixed-gender groups
- **Language Skills:** Varied; some participants may be multilingual and/or still acquiring proficiency in the host country language

Facilitators should be prepared to adapt the curriculum to meet the needs of their group. This includes using visual aids, offering interpretation or peer support, and creating space for participants to express themselves in their preferred language. The curriculum is designed to be flexible and inclusive, with activities that can be adjusted for timing, literacy levels, and cultural relevance.

Agenda Example for Curriculum: 8-hour version

The agenda below provides a sample plan for a **two-day training session, totaling approximately eight hours including breaks**. This structure is designed to support meaningful engagement, reflection, and creative expression.

Note: The more time available for facilitation and discussion, the deeper the impact. Additional time allows for expanded reflection, more inclusive sharing, and greater emotional safety—especially when working with diverse youth groups.

We strongly recommend scheduling **at least five to eight days between Day 1 and Day 2** of the training. This intentional pause gives participants time to process what they've learned, reflect on their experiences, and prepare emotionally and creatively for the second session. Avoid scheduling Day 1 and Day 2 on consecutive days (e.g., Monday and Tuesday), as this may limit the depth of reflection and integration.

Instructions *in light lavender* might be helpful as guidance on what to say during the block or for transitions.

If you have less than two half-days with youth, be mindful of maintaining sufficient focus on the overall goal of the training: **creating a safe, inclusive, and empowering space where youth can explore their identities, connect with peers, and build the confidence to speak publicly**. Through storytelling, reflection, and creative expression, each participant will develop and present a personal poem. This process strengthens their voice and prepares them for future engagement in advocacy, leadership, and decision-making spaces.

Note: Further below, you will find a condensed six-hour version (split across two 3-hour sessions). This alternative layout highlights where adjustments can be made without compromising the core objectives of the training.

Day 1

Time	Title	Instructions	Materials	Goal
		Welcome & Getting to Know Each Other		
09:00 10min	Day 1: Open Welcome & Do it Now	<i>“Welcome to our SEAD session within our ParticipAction project. Please take a seat. Once you’re settled, we have two ad hoc activities: please mark here on this flipchart how you are doing today. And: please fill out this participants list.”</i> Participants arrive and find a seat in the room. They sign participants’ attendance sheet or registration form if they are new to the project. They participate in a non-verbal well-being check: “How am I doing today?” Facilitator introduces themselves, and briefly discusses overall wellbeing check, commenting on the check. Depending on “Wellbeing Check”	Participants attendance sheet Registration form <i>“<u>Emoji Emotion Check</u>”</i> poster/slide; post-its for participants	Participants know that this training is part of the project and linked to the previous and future activities. Participants feel welcomed.

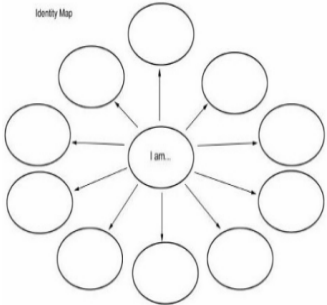
Time	Title	Instructions	Materials	Goal
		Assessment: Possibility of facilitating a short energizer or mindful exercise (f. e. “ <i>Shake off everything</i> ”).		Participants share how they feel.
09:10 5min	Agenda & Goals	<i>Goals of the training:</i> 1. Participants will engage in SEAD-supportive exercises that create a <i>Healing Learning Space</i> and foster self-esteem, empathy, communication skills, and future orientation. 2. Participants will participate in a structured process to develop a personal poem that celebrates their identity. 3. Participants will practice public speaking by sharing their poems in a safe and affirming environment. 4. Participants will engage in reflection activities that build motivation and confidence to engage civically in their communities. Agenda Day 1: 1. Welcome & Getting to Know Each Other 2. Pre-Test 3. Civic Engagement, Public Speaking, and SEAD 4. “I am from” Poem: Writing 5. Public speaking: skills & considerations 6. Closing activity Intention for Day 1: • Getting to know each other • Identify and articulate our strengths • Get acquainted with “I am from” Poem <i>“This will be an interactive session where we want you all to participate as much as possible. We will have exercises that we will do as a group, in pairs, or alone. We want you all to explore which social-emotional assets are important for public speaking and civic engagement. We want you to write and present a poem about yourselves. And we want you to leave this session</i>	PowerPoint slides Agenda and Intention on flipchart poster, visible for anyone throughout the day	Participants know what is happening (sense of control). Participants know what is expected from them, and what they can accept from the training.

Time	Title	Instructions	Materials	Goal
		<i>with more confidence, empathy, and understanding of yourself and your peers.”</i>		
		Pre-Test		
09:15 15min	<u>Pre-Test</u>	<i>“Before we start the session, we would like you all to take part in a survey. We are asking you to fill out this form because your answers will help us understand your current feelings, skills, and experiences. Please take your time and think carefully about each question. Try to answer as honestly as possible, reflecting your current situation: as always, there are no right or wrong answers! All answers will be kept confidential. We are not interested in evaluating you as an individual, but in understanding the overall improvement of the whole group. This will help us make the workshops better and more useful for everyone. At the beginning, you will be asked to write a short personal code. This code will only be used to match your answers before and after the workshops, it will not be used to identify you. Thank you for your cooperation and for being part of this journey!”</i> Facilitator shares QR code; participants use their phones to do the survey.	<u>QR code based on the SEAD pre-test</u> Phones	Participants are assessed on SEAD aspects before training starts.
		Welcome & Getting to Know Each Other (cont’d)		
09:30 20min	Getting to know each other: <u>One thing I am good at</u>	<i>“In order for us to work together, we need to know get to know each other. Let’s tell who we are by sharing one thing we are good at.”</i> One thing I am good at: Instructions 1. Facilitator invites participants to think of <u>one thing they are good at</u>. It can be anything – running, listening, cooking, dancing, helping others, fixing things, etc. <i>If participants are having a hard time coming up with an idea, another framing can be “If we were to ask your best friend, parent, sibling, etc. what you're good at, what would they say?”</i> 2. The twist: they must <u>draw</u> this strength – no words allowed.	Circle of chairs 1 sheet, 1 pen	Participants share strengths, build connection, confidence, and self-awareness. Participants listen to their peers and their strengths. Participants engage in a

Time	Title	Instructions	Materials	Goal
		3. Facilitator gives everyone 3–5 minutes to draw. The facilitator also participates. <i>Tip: A great strategy for easing any self-doubt in these types of activities is having the facilitator create a "bad" drawing (even if they are good a drawing) to model being a beginner and not being 'perfect'.</i> 4. After drawing, in the plenary, everyone shares in the circle – the facilitator starts. Each participant: • Says their name • Explains what their drawing shows (“one thing I am good at”) • Shares one thing they’re looking forward to in the training 5. After everyone shared, it is back to the facilitator, to debrief the session. <i>If everyone agrees, the drawings can be displayed in the room as a visual celebration of the group’s strengths.</i> <i>“Thanks for participating. Give yourself a round of applause for sharing.”</i> Debrief Questions: • How did it feel to think about something you’re good at? • How was it to draw it instead of writing it? • Was it easy or difficult to share your drawing? • How did it feel to hear what others are good at? • What did you notice about the group? Key Takeaway <i>“This activity shows in a simple but powerful way that participants often might know what they are good at, but they do not always have the words to express it, especially in a new language. Some participants may draw</i>		positive, inclusive way. Participants reflect about themselves and the group.

Time	Title	Instructions	Materials	Goal
		<i>better than others, but everyone has now shared something personal and been listened to. This builds trust, empathy, and a sense of belonging—all essential for being an active part of a community.”</i>		
		Civic Engagement, Public Speaking, and SEAD		
09:50 10min	<u>What is Civic Engagement?</u>	<i>“Civic engagement means actively participating in the life of your community or society to make a positive impact. This can include voting, volunteering, joining youth councils, organizing events, or speaking up about issues that matter to you, thus engaging with policymakers at the local, national, or EU level.”</i> Here are some examples: • A young person organizing a community clean-up. • A student speaking at a school board meeting about mental health. • A youth group campaigning for safer public transport. • A group of students presenting ideas to an MEP about youth inclusion. • A young person sharing their migration story at a national roundtable. Facilitator asks the group: • “What are ways you have seen people your age engage in their community?” • “What issues do you care about?” • “Where would you want your voice to be heard?” Facilitator lets them discuss with their neighbors – give them 3 minutes. Afterwards, they share. Facilitator jots down the answers on a flipchart.	Flipchart Marker	Participants have an understanding of what civic engagement is, and what it looks like.
10:00 25min	Public Speaking – and its link to	<i>“Public speaking is a powerful tool in civic engagement. It allows you to share your story, raise awareness, influence decisions, and inspire others.</i>		Participants share and hear from their peers about

Time	Title	Instructions	Materials	Goal
	the SEAD framework	<i>Whether you are speaking in a classroom, at a community event, or online, your voice can create change.</i> Facilitator asks the group: • “Have you ever spoken up about something important?” • “How did it feel?” <i>“As you may know, speaking up publicly—whether to tell your story, advocate for change, or inspire others—requires more than just courage. It takes skills. You need to be able to express yourself clearly, connect with your audience, and stay grounded even when you are nervous. These are not just technical skills—they’re also emotional and social strengths, or assets. Together, let’s look at the social-emotional assets.”</i> Activity: SEAD Wheel 1. Facilitator provides Handout “SEAD Wheel” with all 14 assets described. Facilitator also shares the full SEAD wheel on the slide. <i>“Here you can see the assets.”</i> 2. Facilitator provides task to participants: <u>“Which of these assets do you think are most important for public speaking and civic engagement?”</u> – as <i>Think-Group-Share</i> 3. <i>Think</i>: Participants read <i>individually</i> the SEAD Wheel handout. 4. <i>Group</i>: Participants discuss in <i>small groups</i> (4-5 people) and decide on 2-3 assets they find most important. 5. <i>Share</i>: Facilitator invites volunteers from groups to share <i>in plenary</i> their choices and why. Facilitator collects the answers on a flipchart. At the end of the discussion, facilitator shares the following: <i>“For this training, we’ve chosen to focus on four key SEAD assets:</i> • Self-Esteem – <i>believing your voice matters.</i>	Handout “SEAD Wheel” Flipchart Marker	ways to speak up publicly. Participants reflect individually and together which social-emotional assets are needed to be good in public speaking.

Time	Title	Instructions	Materials	Goal
		• Empathy – understanding others’ perspectives. • Communication Skills – expressing ideas clearly and confidently. • Future Orientation – speaking up to shape a better future. <i>These were selected because they are especially important for building confidence in public speaking, storytelling, and civic engagement. But your choices matter, too: every asset plays a role in helping you show up, speak out, and lead. All the activities we are doing in this training will develop these aspects.”</i>		
10:25 20min	Strengths: Identity Molecule	<i>“Before we can speak up, inspire others, or engage in civic life, we need to know who we are. Public speaking is not just about words – it’s about voice. And your voice comes from your identity: your experiences, your strengths, your values. When you understand what makes you you, it becomes easier to speak with confidence, connect with others, and advocate for what matters. Let’s look closer with this activity called „Identity Molecule“: to reflect on the assets we already have, and how they might shape our ability to engage.”</i> <u>Facilitator demonstrates the “Identity Molecule” on a flipchart (5 min):</u> - A large circle labeled “I am” is in the center of a flipchart. Around it, facilitator draws 6–8 smaller circles connected like a molecule. Facilitator fills them in live, explaining each: • Roles (e.g., sister, student, friend) • Strengths (e.g., creative, determined) • Interests (e.g., football, music) • Cultural or linguistic background • Values or beliefs Facilitator briefly explains how these parts of their identity helps them speak up or connect with others. For example:	Flipchart, with pre-written “I am” molecule in the middle 	Participants hear others’ perspectives. Participants are reflecting on their roles, strengths, and experiences.

Time	Title	Instructions	Materials	Goal
		• “I have a little brother, and I remember how I supported him in school and also when he had issues with our parents.” • “An important value for me is trust. If I can trust you, I feel more encouraged to be myself and voice my opinions.” Etc. Facilitator hands out paper and pens, asks <u>participants to create their own identity molecule</u>. They can write or draw in any language they feel comfortable with. <i>“Now it’s your turn, to write down your identity molecules. You don’t have to present them to us, but if you like you can partner up. Take 6-8 minutes to finalize your identity molecule.”</i> Debrief Questions: • How did it feel to think about your identity in this way? • Was anything surprising or difficult to name? • What influence does gender identity have on your life or in the life of those around you? • How does the way you are seen in society impact your identity molecule? • What did you learn about yourself (or your partner)? Key Takeaway <i>“We are multidimensional individuals with a range of roles, strengths, experiences – and all of this is shaping who we are. We’ll check further after the break.”</i> <i>“Now, please have a break of 30 minutes. We’ll be back at 11.15.”</i>	Blank paper Pens	
10:45 30min	Break	30-min break	n/a	Participants recharge.

Time	Title	Instructions	Materials	Goal
11:15 10min	Energizer <u>Line Up</u>	<i>“Welcome back. Hope you enjoyed your break. To get energized again, we’re doing a quick exercise where I need you all to stand up – the activity is called “Line Up”. Here are the instructions.”</i> Instructions*: - Facilitator asks all participants to stand up and form one large line across the room. - Facilitator calls out a command for how they should line up. Here are some examples: <i>“Line up according to your birth months – who is born in January stands here on the left, and who was born in December, stands here on the right.”</i> <i>“Line up according to the color of your shirt – whitest shirt on the left, blackest shirt on the right.”</i> <i>“Line up according to how confident you feel about public speaking. If you feel super confident, stand here - and if you feel less so, stand here.”</i> - Participants must organize themselves <i>without speaking (optional challenge)</i> as fast as possible. - Once the line is formed, facilitator asks a few participants to share how they figured out where to stand. <u>*Tip for Facilitator:</u> Avoid commands that could highlight trauma, loss, or sensitive personal information. Be mindful of physical comfort and personal space, especially in mixed-gender groups. Encourage gestures and non-verbal communication to make the activity accessible and fun. Debrief Questions: - How did you feel during the activity? - What helped you work together? - What did you notice about the group? - How did it feel to organize yourselves without words?	n/a	Participants feel activated after the break. Participants collaborate and communicate with each other. Participants have fun together.

Time	Title	Instructions	Materials	Goal
11:25 10min	“I am from” Poem – Introduction	The facilitator introduces the <i>“I Am From” poem</i> using examples and explains the purpose: to describe who we are through memories, senses, upbringing, values, relationships etc. <i>“We will write our poem today, and we will perform it on Day 2. We will get there step by step. Today you will have our prompts ready, and you will share it in a small group. You can use your information from the identity molecules, too. Let’s start.”</i>	<i>I am from Poem examples</i>	Participants experience and understand others’ emotions and perspectives.
11:35 25min	“I am from” Poem – Writing	Participants receive a worksheet with prompts: • Familiar foods • Sights, sounds, and smells from their neighborhood • Sayings or expressions they heard growing up • People, family, friends, or ancestors • Values they have, that were taught to them etc. They draft their poem using the repeated phrase “I am from...”. Participants can write in any language they feel most comfortable with.	<i>Handout “I am from” poem – Template</i> Markers or pens	Participants reflect and experience ways to express themselves.
12:00 15min	“I am from” Poem – Sharing in small groups	<i>“Please partner up with your neighbor. In groups of 2-3 people, share your initial poems to each other. Focus less on the presentation, but on the message of the poem – ideally, you will hear a new perspective of your peer. See you in 10 minutes!”</i> Participants share their draft with a peer or two. Everyone gets a turn – the others listen and give feedback on what they heard.	Individual <i>I am from</i> poems	Participants are open to communicating with others in creative ways.
12:15 5min	“I am from” Poem – De-briefing	Debriefing Questions: • How did it feel to write your poem? • What was easy or difficult about it? <i>Facilitator shares homework & next steps:</i>		Participants reflect on their identity, background, and strengths and discuss these

Time	Title	Instructions	Materials	Goal
		<i>“You are invited to bring photos, objects, or magazine clippings that inspire you or relate to your poem. On Day 2, you will work on a poster where you can visualize your poem however you want. After finalizing the poster, everyone will present their poem to their peers.”</i>		with their colleagues.
		Public speaking: skills & considerations		
12:20 25min	Public speaking: skills & considerations	Facilitator discusses with participants what are some <u>skills & considerations for public speaking</u> they need to be aware of. In the beginning of the training, the participants have determined together which assets from the SEAD Wheel are relevant for public speaking and civic engagement. <u>Now, they will determine what makes a public speech relevant, and captivating</u> – by watching together a short clip of young leaders speaking, and determining why these speeches are effective. <i>“As we have established, public speaking is a powerful tool in civic engagement. It allows you to share your story, raise awareness, influence decisions, and inspire others. Whether you are speaking in a classroom, at a community event, or online, your voice can create change. While SEAD assets like self-esteem, empathy, communication skills, and future orientation are foundational for confident public speaking, there are additional practical and technical skills that enhance effectiveness. Let’s watch a short speech together. In this clip, you will see two young leaders giving speeches on issues they care about.</i> TRIGGER WARNING: <u>Malala references the violent attack she survived.</u> Facilitator should prepare participants for this sensitive content and offer the option to opt out or take a break if needed. <i>The first half shows then 15-year old Greta Thunberg, in 2018, during the UN Climate Change COP24 Conference, criticizing world leaders for their inaction on climate change.</i> <i>The second half shows then 16-year old Malala Yousafzai, in 2013, at the UN, speaking about the right to education for all children, especially girls.</i>	<u>Video</u> & audio shared with participants Flipchart Marker	Participants deepen understanding of what makes a public speech effective by analyzing real-life examples and identifying elements of impactful public speaking.

Time	Title	Instructions	Materials	Goal					
		<i>Why is this video effective? We will collect the answers together.”</i> Facilitator shows video on screen. Afterwards, they discuss together: <i>“What practical and technical skills have we seen? Feel free to describe in your own words.”</i> Facilitator collects answers on flipchart. <u>Here some tips for the facilitator:</u> <table><tr><td> <u>For Greta, what to pay attention to:</u> • Greta’s emotional intensity and directness - she doesn’t soften her message. • Her use of facts and moral appeal: she combines science with personal impact. • Her body language and pauses - how they emphasize her message. • The way she speaks as part of a movement, not just as an individual. </td><td> <u>For Malala, what to pay attention to:</u> • How Malala uses her personal story to build emotional connection. • Her calm yet powerful tone - she speaks with dignity and conviction. • The clarity of her message: education is a human right. • Her use of repetition and symbolism (e.g., <i>“books and pens are our most powerful weapons”</i>). </td></tr><tr><td colspan="2"></td><td> <u>Why These Speeches Are Effective</u> • Authenticity: Both speakers share personal experiences and speak from the heart. • Clarity: Their messages are simple, focused, and repeated for impact. • Emotion: They evoke empathy, urgency, and a sense of justice. </td><td></td><td></td></tr></table>	<u>For Greta, what to pay attention to:</u> • Greta’s emotional intensity and directness - she doesn’t soften her message. • Her use of facts and moral appeal: she combines science with personal impact. • Her body language and pauses - how they emphasize her message. • The way she speaks as part of a movement, not just as an individual.	<u>For Malala, what to pay attention to:</u> • How Malala uses her personal story to build emotional connection. • Her calm yet powerful tone - she speaks with dignity and conviction. • The clarity of her message: education is a human right. • Her use of repetition and symbolism (e.g., <i>“books and pens are our most powerful weapons”</i>).			<u>Why These Speeches Are Effective</u> • Authenticity: Both speakers share personal experiences and speak from the heart. • Clarity: Their messages are simple, focused, and repeated for impact. • Emotion: They evoke empathy, urgency, and a sense of justice.		
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Time	Title	Instructions	Materials	Goal
		• Purpose: They speak with a clear goal: change, action, and awareness. After collecting answers and discussing, facilitator shares slides with examples of practical and technical skills that are relevant for public speaking. Here are the examples: 1. Confidence – Built through preparation and practice. 2. Clarity – Organizing thoughts and expressing them simply. 3. Body Language – Using posture, gestures, and facial expressions to reinforce your message. 4. Voice Modulation – Varying tone, pace, and volume to maintain interest. 5. Storytelling – Making your message relatable and memorable. 6. Audience Engagement – Reading the room, asking questions, and responding to reactions. 7. Adaptability – Adjusting your delivery based on the audience or setting. 8. Emotional Intelligence – Sensing and responding to the emotional tone of the audience. After every slide, facilitator waits for questions or comments from the group. Key Takeaway <i>“As you can see: Public speaking is more than just standing and talking – it’s about using your voice to connect, influence, and inspire. We have seen how a powerful speech combines emotional depth, clear structure, and confident delivery.</i> <i>On Day 2, when you present your “I am from” poem, you’ll be practicing these same skills. You all will be using your strengths to share your story with courage and clarity.”</i>		

Time	Title	Instructions	Materials	Goal
12:45 15min	Closing Activity / Goal Check / Setting the stage for Day 2	Closing Activity <i>“Now we are at the end of Day 1. Before we leave, let’s do a quick goal check before we do a closing activity and set the stage for Day 2.”</i> Goal Check: Bullseye Poster Facilitator shows large target (see on the right) on a poster: • The <u>center</u> represents “goal fully achieved” • The <u>outer rings</u> represent “partially achieved” or “not achieved” <i>“These were our “Intentions for the Day”:</i> • <i>Getting to know each other</i> • <i>Identify and articulate our strengths</i> • <i>Get acquainted with I am from Poem</i> <i>Did we reach them?”</i> Each participant places a sticker or mark on the target to show how close they feel the group came to the goal. <i>“Thanks for sharing. Now let’s do a closing activity.”</i> Closing Activity: One thing I take with me (Ball version) 1. Participants form a circle. Facilitator joins, with soft ball in hand. 2. Facilitator explains: “Whoever has the ball, is allowed to speak. They can share one thing they take away from today. Not everyone has to say something. If you want to have the ball, reach out your hands.” 3. Facilitator starts the round, by sharing what they take away from the day. Then, they throw the ball to someone else who’s wanting the ball. 4. Before throwing the ball again, the catcher says one thing they take away from today.	Bullseye Poster Sticker (alternatively: markers) Soft small ball	Participants reflect on goals and achievement. Participants express how they feel.



Time	Title	Instructions	Materials	Goal
		5. Activity continues until everyone who wants to share has had a turn. Facilitator takes the ball, expresses thanks. Facilitator reminds again about the optional “homework” for the “I am from” poem. Whole group claps, and says goodbye.		

Day 2

Time	Title	Instructions	Materials	Goal
		Day 2: Welcome Back		
9:00 5min	Day 2: Welcome Back & Do it Now	<i>“Welcome back to our training within our ParticipAction project. Please take a seat. Once you’re settled, we have two ad hoc activities: please mark here on this flipchart how you are doing today. And: please fill out this participants attendance sheet. Thanks”</i> Participants sign participants’ attendance sheet, and participate in a non-verbal well-being check: “How am I doing today?” Facilitator briefly discusses overall wellbeing check, commenting on the check. Depending on “Wellbeing Check” Assessment: Possibility of facilitating a short energizer or mindful exercise (f. e. <i>“Shake off everything”</i>).	Participants attendance sheet	Participants feel welcomed.
			<i>“Emoji Emotion Check”</i> poster/ slide; post-its for participants	Participants share how they feel.
9:05 5min	Agenda & Goals	Agenda Day 2: 1. Welcome Back 2. “I am from” Poem: Presentation 3. Issues & ways to get engaged and speak up 4. Post-Test and EU Survey on Justice, Rights and Values 5. Closing activity Intention for Day 2: • Finalize and present my I am from Poem • Know and understand my own and my peers’ values • Identify ways to speak up and get engaged publicly <i>“As you know, this is an interactive session where we want you all to participate as much as possible. Today we will finalize our posters for our poems, and will present them for the group. Afterwards, we will reflect on how identifying our strengths, having pride in our identities, and sharing publicly our authentic selves helps us speak publicly and engage civically on issues we deeply care about. Before the closing activity, we will do the post-test and the EU Survey. ”</i>	PowerPoint slides	Participants know what is happening.
			Agenda and Intention on fipchart poster, visible for anyone throughout the day	Participants know what is expected from them, and what they can accept from the training.

		“I am from” Poem: Presentation										
09:10 25min	“I am from” Poem – Finalize Poster	Facilitator shares that it is now time to finalize the poster for the poem. Each participant receives dedicated time to finalize their poem template. Each participant receives a poster to visualize their poem. They can for example: • Write or decorate their poem • Add drawings, magazine cutouts, or personal items • Use color, symbols, or images to express their story (This is linked to the optional “homework” where participants were invited to bring their own items, pictures etc.) After 20 min, ergo 5 min before the end of this part: brief „<i>Thumbs Check</i>“ to see if participants have finalized the poster – facilitator uses information from check to potentially pivot planning after break.	A3 format posters Magazines Pictures Scissors Glue sticks & scotch tape Markers	Participants express creatively who they are.								
09:35 10min	“I am from” Poem – Presentation planning	To help participants prepare for presenting their poem with intention and confidence, a handout will be shared with them. Before the first share-out in smaller groups, facilitator distributes a handout to all participants. It includes examples of practical and technical skills relevant to public speaking, as introduced on Day 1. Participants use the checklist on the handout to reflect on how they will model their poem presentation. Presentation Planning Checklist <table><tr><td>What tone will I use? (e.g., serious, joyful, reflective)</td><td></td></tr><tr><td>What volume will I speak at? (e.g., soft, loud, varied)</td><td></td></tr><tr><td>Which words or lines will I emphasize? Will I pause for effect or to let ideas sink in?</td><td></td></tr><tr><td>How will I position myself during my presentation? (e.g. standing or sitting; right, middle, or left)</td><td></td></tr></table>	What tone will I use? (e.g., serious, joyful, reflective)		What volume will I speak at? (e.g., soft, loud, varied)		Which words or lines will I emphasize? Will I pause for effect or to let ideas sink in?		How will I position myself during my presentation? (e.g. standing or sitting; right, middle, or left)		Handout “Presentation Planning Checklist”	Participants know how they want to express and present themselves.
What tone will I use? (e.g., serious, joyful, reflective)												
What volume will I speak at? (e.g., soft, loud, varied)												
Which words or lines will I emphasize? Will I pause for effect or to let ideas sink in?												
How will I position myself during my presentation? (e.g. standing or sitting; right, middle, or left)												

		Will I use any gestures to support my message? How will my body language convey what I want to say? Will I make eye contact with the audience?		
		Facilitator encourages participants to take a moment to visualize their performance and make intentional choices about how they want to express themselves.		
09:45 20min	“I am from” Poem – Small Group presentation	Facilitators ask the participants to present their poems for their peers in small groups first, before the plenary presentation happens. Every poem should be 1-2 minutes presentation, and short feedback of 3-4 minutes. Participants present their poem in small groups of 4–5, ideally grouped e.g. by shared language, comfort level, or gender. The participants are invited to provide feedback to their peers’ presentation and poster, based on the Day 1 “Public speaking: skills & considerations” flipchart. Each poem & poster is celebrated with applause and affirmations within the small group.	Finalized posters Flipchart “Public speaking: skills & considerations” from Day 1	Participants express creatively who they are. Participants listen actively. Participants share valued feedback.
10:05 5min	Mindfulness	Calming mindfulness exercise “Belly Breathing” <i>“Before we continue with our poem presentation, we use the moment to do a brief mindfulness exercise. This will help you to be in the here and now. Let’s watch this video and do it together.”</i> https://www.youtube.com/watch?v=D01cLFCZBZo&list=PLvb-uTDXT0IALEVIqOBjNElv4ATAAiRx8 (Facilitators are invited to present the mindfulness exercise themselves, <u>instead of showing the video.</u>) Debriefing Questions: • How do you feel now?	<i>If video is being used:</i> audio and video shared with all participants	Participants are open and ready for their presentation.

		Are you positively excited and ready for the poem presentation?		
10:10 25min	“I am from” Poem – Plenary presentation	Each participant then presents their poem to the full group, in any format they choose (reading aloud, showing the poster, or letting someone else read it for them). Usually, each presentation takes about 1-2 minutes – from coming to the “stage” to performing to “leaving the stage”. After each presentation, the group cheers and applauds. (Here, no explicit feedback is provided.) The presented posters will be put up on the wall.	Finalized posters	Participants express creatively who they are. Participants listen actively. Participants share valued feedback.
10:35 10min	“I am from” Poem – Debriefing	Debriefing Questions: - How did it feel to share your story with others? - How was it to hear the poems of your group? - What did you learn about yourself or your group? - How did your gender identity affect your poem and presentation? - How do you think gender and cultural identity affected the poem and presentation of those around you? - What will you take away from this experience? <i>“Thank you for your courage, your openness, your empathy, and your presentations! Enjoy your break – see you in 30 minutes!”</i>	n/a	Participants reflect and share opinions. Participants listen actively.
10:45 30min	Break	30-min break	n/a	Participants recharge.
11:15 5min	Energizer	Active mindfulness exercise <u>“Shake everything off”</u> <i>“After the break, let’s use the moment to do an active mindfulness exercise. This will help you to be in the here and now. Let’s watch this video and do it together.”</i>	n/a	Participants are open and ready for the continued session.

		https://www.youtube.com/watch?v=Humc8J85vhQ&list=PLvb-uTDXT0IALEVIqOBjElv4ATAAiRx8&index=19 (Facilitators are invited to present the mindfulness exercise themselves, <u>instead of showing the video.</u>) Debriefing Questions: • How do you feel now? • Have you done this kind of exercise before? • How can this be beneficial?		
		Issues & ways to get engaged and speak up		
11:20 5min	From “me” to “us” – getting active in the public	Facilitator bridges from the poems to the civic engagement: <i>“Before the break, you all shared your stories. Now, let’s shift from who we are to what we care about. You have already discussed your values, and why and how speaking publicly can be useful for youths. Civic engagement means using your voice to influence your community, raise awareness, and advocate for change. Let’s explore how your identity and strengths can help you speak up on issues that matter. Before we start, let’s do a quick recap.”</i> Facilitator asks for group reflection: • “What did sharing your story teach you about your voice?” • “How can knowing your strengths help you speak up in public spaces?” Facilitator collects 2–3 responses on a flipchart to set the tone.	Flipchart Marker	Participants reflect and discuss how the poem presentation can be transferred to public speaking.
11:25 25min	What matters to me and us	Facilitator reminds participants that they briefly discussed on Day 1 (during “What is Civic Engagement?”) the following point: • “What issues do you care about?” Facilitator recaps what the initial answer are by showing the flipchart results from that day. Facilitator invites participants to write down on a handout what matters to them – using the reflections from the session, and using the provided handout “ What matters to me ”, <u>focusing on the mapping exercise on p.1</u> with following prompts:	Flipchart from Day 1: “What is Civic Engagement?”	Participants identify issues that matter to them, and share them with their peers.

		• An issue I care deeply about is... • Why it matters to me? • Who is affected by this issue? • Where do I see this issue in my community or life? • Which values do I associate with this issue? Individual work (for 10 minutes): Participants write their responses. They can use any language they feel comfortable with. <i>After 15 minutes: Pair sharing (for 5 minutes).</i> Participants discuss with their neighbor what they wrote down. <i>After another 5 minutes: Sharing in the plenary (for 10 minutes).</i> Facilitator invites pairs to share what they discussed (issues, why, values). Sharing in the plenary.	Handout “What matters to me – Mapping Exercise ” (p.1)	
11:50 20min	Making my voice matter	<i>“We have identified the issues now, and why they matter to you. But how can we use our voice and engage in public dialogue in our own communities?”</i> Facilitator reminds participants that they briefly discussed on Day 1 (during “What is Civic Engagement?”) the following point: • “Where would you want your voice to be heard?” Facilitator recaps what the initial answer are by showing the flipchart results from that day. <i>“There are many ways to use your voice: speaking at school, joining youth councils, posting online, organizing events, or simply having conversations. Civic engagement doesn’t have to be big—it just has to be intentional.”</i> Facilitator invites participants to brainstorm what intentional ways they see to get engaged in the public with regard to their issue that matters to them. The question is: • “What are ways you can use your voice in the upcoming 3 months to to contribute in their community and everyday life?”	Flipchart from Day 1: “What is Civic Engagement?” Flipchart Marker	Participants identify ways on how, why, and when to speak up on issues that matter to them.

		<u>After two minutes</u> of individual thinking, participants start sharing examples, facilitator starts writing on flipchart. <i>(Here are some common examples:</i> <i>• Speak at a student/school assembly about an issue they care about (e.g., mental health, bullying, climate).</i> <i>• Join a youth council or student group that works on community projects.</i> <i>• Join or start a social media campaign to raise awareness about a topic (e.g., inclusion, sustainability).</i> <i>• Write a letter or email to a local policymaker or community leader.</i> <i>• Volunteer for a local organization (e.g. NGO) and share their experience with others.</i> <i>• Support a friend or peer by encouraging them to use their voice too.)</i> <u>After 10 minutes</u>, the facilitator asks the participants to use p. 2 of their “What matters to me” handout, focusing on “Ways to get engaged in the public”. Here, the participants can write down how, where, and with whom they can talk about the issue they are passionate about. The prompts on the handout are: • One way I can use my voice next month is... • One space where I feel safe to speak up is... • One person or group I want to talk to about this issue is... The participants have <u>eight minutes</u> to do so. If needed, they can exchange with a partner.	Handout “What matters to me” Ways to get engaged in the public (p.2)	
12:10 5min	Debrief “Issues & ways to get engaged and speak up”	Debriefing Questions: • “What did you learn about yourself today?” • “What support might you need to take action?” • “How can we support each other as a group?” Facilitator validates all contributions and emphasizes: • <i>The importance of community (and) support</i>	n/a	Participants reflect on issues that matter to them and listen to their peers.

		• <i>That it helps to know what the issues are, and how to get involved: even small actions matter</i> • <i>That their voice is already powerful – and growing</i>		
		Post-Test and EU Survey		
12:15 15min	Post-Test	<i>“Before we end the session, please take part in the post-survey. Again, please take your time and think carefully about each question. Try to answer as honestly as possible, reflecting your current situation: as always, there are no right or wrong answers!</i> <i>All answers will be kept confidential. At the beginning, you will be asked to use again the short personal code you used on Day 1. This code will only be used to match your answers before and after the workshops, it will not be used to identify you. Thank you for your cooperation and for being part of this journey!”</i> Facilitator shares QR code; participants use their phones to do survey.	<u>QR code based on SEAD post-test</u>	Participants are assessed again on SEAD aspects towards the end of the training.
12:30 10min	EU Survey on Justice, Rights and Values	Following the completion of the post-test, participants fill out the EU Survey on Justice, Values and Rights at this link: <u>https://ec.europa.eu/eusurvey/runner/CERV_2021-2027</u> Facilitators should share with them <u>the link</u> and the following information (through a slide or a printed handout) for them to complete the EU Survey: <u>Event identification data</u> - Reference of the project: 101147757 - Type of activity: <i>Training</i> - Title of the event (optional): <i>Social Emotional Asset Development (SEAD) Training</i> A kind reminder that both the post tests and the EU Survey on Justice, Values and Rights are mandatory for the ParticipACTION project.		Participants provide their opinion and feedback to the survey.
		Closing activity		

12:40 5min	“I am from” Poem – Gallery Walk	All participants (as soon as they have finished their post-test) are invited to walk around the room where all poems are displayed, to have a „Gallery Walk“ exercise (<i>in silence</i>). Participants walk around, admire each other’s work, and reflect on the diversity and strength in the group.	Finalized posters	Participants cherish each other and who they are.
12:45 15min	Closing Activity / Goal Check / Saying goodbye	<i>“Now we are at the end of our training. Before we leave, let’s do a quick goal check before we do a closing activity to appreciate what we have achieved together.”</i> Goal Check: Bullseye Poster Facilitator shows a large target on a poster: • The <u>center</u> represents “goal fully achieved” • The <u>outer rings</u> represent “partially achieved” or “not achieved”  <i>“These were our “Intentions for the Day”:</i> • <i>Finalize and present my “I am from” Poem</i> • <i>Know and understand my own and my peers’ values</i> • <i>Identify ways to speak up and get engaged publicly</i> <i>Did we reach them?”</i> Each participant places a sticker or mark on the target to show how close they feel the group came to the goal. <i>“Thanks for sharing. Now let’s do a closing activity.”</i> Closing Activity: One thing I take with me (Ball of Yarn version) 1. Participants form a large circle. Facilitator joins, with a ball of yarn in their hand. 2. Facilitator explains: „Whoever has the ball, is allowed to speak. They can share one thing they take away from today. Not everyone has to say something. If you want to have the ball, reach out your hands.“ 3. Facilitator starts the round, by sharing what they take away from the training. Then, they throw the ball to someone else who wants it , while keeping hold	Bullseye Poster Sticker (alternatively: markers) Ball of Yarn	Participants reflect on goals and achievements. Participants express how they feel.

		of of the yarn so as to unroll it. After a few rounds of tossing the ball across the room, a web of connections is created – until everyone who wants to share is connected. 4. Before throwing the ball again, the catcher says one thing they take away from today. 5. The activity continues until everyone who wants to share has had a turn. Facilitator asks the group to reflect on the connections and expresses thanks. Whole group claps, and says goodbye. Participants take their poems & posters with them.		
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Adjusting the Agenda to a 6-hour version

The following table presents a side-by-side comparison between the **proposed eight-hour version** of the training (spread across two half days) and a **condensed six-hour version** (split into two 3-hour sessions). **Red highlights** indicate where time has been shortened, and *italicized notes* show which elements have been adapted, reduced, or removed.

This comparison is designed to help facilitators understand how the core objectives of the training can still be met, even with limited time. However, it is important to emphasize that **reflection and debriefing are essential components** of the SEAD approach. These moments allow youth to process their experiences, connect with peers, and internalize key learnings. Even in a shortened format, facilitators should **protect time for meaningful reflection**, and avoid rushing through activities that are emotionally or personally significant.

When adapting the agenda, consider the emotional flow of the training, the energy levels of participants, and the importance of creating space for youth voice and agency.

8-hour training (e.g. 2 days of 4 hours each)		6-hour training (e.g. 2 days of 3 hours each)	
Day 1			
Welcome, Getting to Know Each Other	35 min	25 min*	Welcome, Getting to Know Each Other <i>Shortening “One Thing I am Good at” exercise</i>
Pre-Test	15 min	15 min	Pre-Test
Civic Engagement, Public Speaking, and SEAD What is Civic Engagement; Public Speaking – and its link to the SEAD framework; Strengths: Identity Molecule	55 min	45 min	Civic Engagement, Public Speaking, and SEAD: What is Civic Engagement (<i>excluding discussing in small group</i>); Public Speaking – and its link to the SEAD framework (<i>Activity SEAD Wheel only as “Think-Share”</i>); Strengths: Identity Molecule
Break	30 min	15 min	Break
Energizer – Line Up!	10 min	0 min	<i>Skipping “Energizer”</i>
“I am from” poem: Writing	55 min	40 min	“I am from” poem: Writing

Intro; Writing; First Sharing with Peers; De-Briefing			Intro; Writing; De-Briefing <i>Skipping “First Sharing with Peers”</i>
Public speaking: skills & considerations	25 min	25 min	Public speaking: skills & considerations
Closing Activity / Goal Check / Setting the stage for Day 2	15 min	15 min	Closing Activity / Goal Check / Setting the stage for Day 2
Day 2			
Welcome Back, Review Agenda	10 min	10 min	Welcome Back, Review Agenda
“I am from” poem: Presentation Finalize Poster; Presentation Planning; Small Group Presentation; Mindfulness; Plenary Presentation; De-Briefing	95 min	75 min	“I am from” poem: Presentation Finalize Poster (<i>shorten to 20 min</i>); Presentation Planning (<i>shorten to 5 min</i>); Small Group Presentation; <i>Skipping Mindfulness</i> ; Plenary Presentation; De-Briefing (<i>shorten to 5 min</i>)
Break	30 min	15 min	Break
Energizer – Shake off Everything	5 min	0 min	<i>Skipping “Energizer”</i>
Issues & ways to get engaged and speak up From “me” to “us” – getting active in the public; What matters to me and us; Making my voice matter; Debrief	55 min	40 min	Issues & ways to get engaged and speak up From “me” to “us” – getting active in the public; What matters to me and us (<i>excluding pair sharing; shorter plenary sharing</i>); Making my voice matter; Debrief
Post-Test and EU Survey on Justice, Rights and Values	25 min	25 min	Post-Test and EU Survey on Justice, Rights and Values
Closing Activity / Goal Check	20 min	15 min	Closing Activity / Goal Check <i>Skipping “I am from” Poem – Gallery Walk</i>
Total	480 min (8 hrs.)	360 min (6 hrs.)	Total

Considerations for Facilitators

Facilitating SEAD-based sessions with youth – especially those from diverse cultural, linguistic, and migration backgrounds – requires more than delivering content. It involves creating a safe, inclusive, and developmentally appropriate environment where young people feel seen, heard, and empowered. The SEAD Approach, as outlined in the [SEAD Guide](#), emphasizes intentional design and delivery, grounded in cultural responsiveness, trauma-informed practice, and youth-centered facilitation. These considerations are essential for nurturing the very assets this curriculum aims to build.

Trauma-Informed Approach: Establishing a Healing Learning Space

Creating a *Healing Learning Space* is foundational to the success of this training. Many youth participating in this curriculum – especially those affected by forced migration – may carry experiences of trauma, loss, and displacement. These experiences, and the toxic levels of stress that can accompany them, can have an impact on youth's well-being and their ability to engage in the curriculum.

Impacts from toxic stress can be cognitive, physiological, emotional, or behavioral. Examples include trouble concentrating, pains that do not seem to have a cause, trouble managing emotions, avoiding social interaction, or difficulty self-regulating.

Intentionally creating a *Healing Learning Space* helps all youth to have a successful workshop experience. A *Healing Learning Space (HLS)* meets youth needs for physical and emotional safety. It offers predictability and consistency, fosters a sense of belonging, provides opportunities for voice and agency, and promotes meaningful learning through relevant, accessible and appropriately challenging content. When youth feel safe and valued, they are more likely to engage, express themselves, and take risks in learning and public speaking.

Facilitators should consider how they will establish an *HLS* for their workshop, and design explicit strategies to do so. These strategies should address the physical setup of the workshop space, but also relational safety, cultural affirmation, intellectual stimulation, and emotional responsiveness. A [Healing Learning Space Checklist for Facilitators](#) can be found in the Appendix section.

Sample Strategies for Creating *Healing Learning Spaces*

- Create predictability by establishing group expectations and using visual agendas.
- Promote connection and equality by arranging seating in circles or small groups.
- Promote intellectual engagement by providing multilingual materials and encouraging expression in home languages.
- Anticipate emotional triggers and provide tools for emotional regulation – such as grounding and relaxation exercises.
- Create quiet zones or allow breaks for emotional regulation.
- Model empathy, active listening, and cultural humility.

Linguistic Appropriateness

Youth may speak multiple languages and have varying levels of proficiency in the language of instruction. The *SEAD Guide* stresses the importance of designing programs that are “responsive to the linguistic diversity of program participants.” Facilitators should support youth in using their

full linguistic repertoire, including their first languages, to express themselves authentically. This is especially important for building communication skills, as youth learn to navigate and articulate across cultural and linguistic boundaries. It also affirms their self-worth, showing that their voice matters regardless of the language they speak. In public speaking and debate, this foundation helps youth feel confident and competent in expressing complex ideas.

Facilitators should assess the linguistic composition of the group in advance and plan accordingly. Here are some strategies that might be helpful:

- *Multilingual Materials:* Prepare handouts, prompts, and visual aids in multiple languages relevant to the group.
If this is not feasible, ensure that key instructions are translated or explained clearly.
- *Peer Language Support:* Pair participants who share a common language to support each other during activities. This can be especially helpful during reflective writing or poem drafting.
- *Flexible Language Use:* Allow participants to write, draw, or speak in the language they feel most comfortable with. Encourage creative expression that blends languages (e.g., bilingual poems or mixed-language storytelling).
- *Nonverbal Expression:* Include activities that rely on drawing, movement, or visual storytelling to reduce language barriers and promote inclusion.

Examples for Linguistic Adaptations

- In a group with Italian-, and English-speaking youth, facilitators might
 - Provide the “I Am From” poem template in both languages.
 - Encourage participants to write their poem in their home language and optionally translate it with peer support or their mobile phones.
 - Use visual check-ins (e.g., emoji or weather symbols) to assess emotional states without requiring verbal explanation.
- In a group where some youth are still acquiring the host country language:
 - Use a “silent gallery walk” to share drawings or posters.
 - Invite participants to present their work in their preferred language, with a peer or facilitator offering a summary translation if needed.

For more details and guidance on identifying needs and gaps, a [*Linguistic Access Checklist for Facilitators*](#) can be found in the Appendix section.

Cultural Responsiveness

Culture shapes how youth understand themselves, relate to others, and communicate. Facilitators should recognize and honor the cultural identities of participants, creating space for youth to explore their heritage. The SEAD Approach encourages “cultural humility and deep knowledge of participants.” This fosters empathy, as youth learn to appreciate diverse perspectives, and strengthens self-esteem by validating their lived experiences. In debate and civic engagement, cultural responsiveness equips youth to speak from their own context while engaging respectfully with others. To help facilitators prepare for culturally inclusive and responsive training sessions with youth, they can ask themselves:

What cultures are represented in my group of participants?	
How might culture influence participants' understanding of SEAD assets?	
What norms around communication, participation, or emotional expression should I be aware of?	
How do participants' cultural backgrounds shape their views on leadership, collaboration, and civic engagement?	
Are there cultural traditions, holidays, or practices I should acknowledge or incorporate?	
How can I model cultural humility and openness to learning from youth?	

Facilitators can plan to:

- Include cultural mapping or identity-sharing activities early in the training (e.g. in the "Identity Molecule").
- Offer flexible formats for expression (e.g., storytelling, drawing, multilingual writing).
- Use visuals, materials, and examples that reflect the cultures of participants (e.g. in the „I am from“ poem examples and presentations).
- Design activities that allow youth to connect civic engagement to their cultural context.
- Prepare to adapt facilitation style based on group norms and preferences.
- Celebrate cultural diversity through shared moments (e.g., gallery walks, storytelling rounds).

Gender and Inclusion

Gender dynamics can influence participation, especially in mixed-gender and culturally diverse groups. Facilitators should be attentive to how gender roles, expectations, and identities affect youth's comfort and engagement. The *SEAD Guide* recommends making “conscious decisions about structure to promote positive gender dynamics.” Inclusive facilitation ensures that all youth, especially young migrant women and girls, feel safe, respected, and empowered. This directly supports self-worth and future aspirations, as youth see themselves as capable leaders and contributors. In public speaking, inclusive spaces allow youth to express themselves freely and challenge stereotypes.

One effective approach is to organize *gender-specific breakout discussions*. These smaller, identity-affirming spaces allow participants to share experiences and perspectives that may be difficult to express in mixed-gender settings. For example, young women may feel more comfortable discussing leadership challenges or cultural expectations in a group of peers with similar lived experiences.

Another strategy is to use *intentional seating arrangements* that promote inclusion and comfort. Facilitators can invite participants to choose their seats or gently guide seating to ensure that no one feels isolated or pressured. In some cases, seating in small mixed-gender groups can foster

collaboration, while in others, grouping by language or comfort level may better support emotional safety and engagement.

Group Size and Dynamics

This curriculum is designed for groups of around 20 participants, allowing for meaningful interaction and peer support. Facilitators should monitor group dynamics to ensure equitable participation and emotional safety. Small group formats foster empathy and communication skills, as youth learn to listen, respond, and collaborate. They also support self-esteem, as youth receive affirmation and feedback from peers. In debating and public speaking, these dynamics help youth practice respectful disagreement and build confidence in presenting their ideas.

Youth Agency and Voice

Youth should be treated as experts in their own lives. The SEAD Approach encourages facilitators to provide “opportunities for meaningful participant input into program planning, implementation, and monitoring.” This builds future orientation, as youths begin to see themselves as agents of change. It also strengthens self-esteem, as they take ownership of their learning and expression. Facilitators should encourage choice, creativity, and leadership, allowing youth to shape how they share their stories and engage in debate. This not only prepares them for civic participation but affirms their capacity to influence the world around them.

For more, check [General Facilitator Checklist](#) in the Appendix section.

Materials & Resources

Training Supplies

The materials listed below provide everything needed to implement the full training and complete all activities. *Please note:* Specific materials required for each session block are detailed separately within the corresponding sections of the curriculum.

Stationery & Creative Supplies

- ☐ A4 and A3 paper
- ☐ Pens, pencils, markers (various colors)
- ☐ Scissors, glue sticks and tape (scotch tape or masking tape)
- ☐ Magazines, newspapers, or printed images
- ☐ Sticky notes (various colors)
- ☐ Soft ball, and ball of yarn or wool (for closing activity)

Printed Handouts & Templates

- ☐ “I Am From” poem template (multilingual if needed)
- ☐ SEAD Wheel handout (with 14 assets)
- ☐ “Identity Molecule” template or blank paper
- ☐ “What matters to me” mapping exercise (2 pages)
- ☐ Public Speaking Checklist
- ☐ *Optional:* Pre- and Post-Test and EU Survey QR code printouts (or digital access instructions) or printouts in case access to phones is not available
- ☐ ParticipACTION registration form
- ☐ ParticipACTION attendance sheet
- ☐ Consent forms for taking pictures & videos (f. e. for poem recordings)

Visual Aids & Posters

- ☐ Flipchart paper (multiple sheets)
- ☐ Flipchart markers
- ☐ Bullseye poster (for goal check)
- ☐ Emoji and Weather Forecast Emotion Check-In posters
- ☐ Agenda & Intention posters (Day 1 & Day 2)
- ☐ Public Speaking Skills poster (can be reused from Day 1 to Day 2)

Digital & AV Equipment

- ☐ Laptop or tablet for facilitators
- ☐ Projector or large screen

- ☐ Speakers (for video/audio playback)
- ☐ Internet access (e. g. YouTube mindfulness videos or QR code surveys)
- ☐ Timer (a watch or timer on your phone will work fine)
- ☐ *Optional:* camera or phone for recording poems (with consent)

Room Setup & Comfort

- ☐ Circle of chairs (for plenary and sharing activities)
- ☐ Tables or workstations (for poster creation)
- ☐ Name tags, participant list
- ☐ *Optional:* Quiet zone or emotional regulation corner

Session Block: Welcoming & Getting To Know Each Other

When: Day 1 & Day 2

Beginning the session with a simple opening ritual – such as a check-in circle, a visual mood board, or a “how are you feeling?” gesture – helps create a predictable, safe environment where youth feel grounded and acknowledged. These moments allow participants to pause, reflect, and begin using language in a personal and meaningful way. Emotional check-ins also give facilitators insight into the group’s emotional state, allowing them to adapt the session’s tone or pace as needed.

Check-ins can be done:

- Verbally (e.g., “one word to describe how you feel”)
- Visually (e.g., choosing an emotion card or drawing a face)
- Physically (e.g., thumbs up/down, hand on heart)
- In pairs, small groups, or anonymously on paper

What matters most is consistency and creating a space where youth feel safe expressing themselves and begin to link emotions to language and identity.

Here are two simple examples to provide a non-verbal „well-being check“ to start the session.

Emoji Emotion Check: “How are you feeling today?”

Objective	Material needed	Time
Participants can assess their state of well-being and share it.	Slide or poster with emojis visible	10 minutes

Instructions:

Participants pick one or more emoji(s) to describe and show how they’re feeling.



It is important to reflect on the wellbeing check with the group. If participants express feeling tired or low-energy, facilitators might introduce a short energizer or movement activity. If the group is feeling agitated or overstimulated, a calming mindfulness or breathing exercise can help restore focus. These responsive adjustments model emotional awareness and reinforce the message that youth voices and needs matter.

Alternative: Weather Forecast Emotion Check: "How's your weather inside today?"

Objective	Material needed	Time
Participants can assess their state of well-being and share it.	Slide or poster with emojis visible	10 minutes

Instructions:

Participants pick one or more emoji(s) to describe and show how they're feeling.



Getting to know each other: One thing I am good at

Objective	Material needed	Time
Participants reflect on their strengths and express them creatively.	A4 paper; pens	20 minutes

This activity is effective to build connection, confidence, and self-awareness. It supports the SEAD assets of *self-esteem*, *empathy*, *sense of belonging*, and sets a positive, inclusive tone for the group. (For example drawings, [check here](#) in the Appendix section.)

Instructions:

1. Facilitator invites participants to think of one thing they are good at. It can be anything – running, listening, cooking, dancing, helping others, fixing things, etc. *If participants are having a hard time coming up with an idea, another framing can be "If*

we were to ask your best friend, parent, sibling, etc. what you're good at, what would they say?"

2. The twist: they must draw this strength – no words allowed.
3. Facilitator gives everyone 3–5 minutes to draw. The facilitator also participates.
Tip: A great strategy for easing any self-doubt in these types of activities is having the facilitator create a "bad" drawing (even if they are good a drawing) to model being a beginner and not being 'perfect'.
4. After drawing, in the plenary, everyone shares in the circle – the facilitator starts. Each participant:
 - Says their name
 - Explains what their drawing shows (*"one thing I am good at"*)
 - Shares one thing they are looking forward to in the training
5. After everyone shared, it is back to the facilitator, to debrief the session.
If everyone agrees, the drawings can be displayed in the room as a visual celebration of the group's strengths.

Debrief Questions:

- How did it feel to think about something you're good at?
- How was it to draw it instead of writing it?
- Was it easy or difficult to share your drawing?
- How did it feel to hear what others are good at?
- What did you notice about the group?

Variations:

Silent Gallery Walk: Hang the drawings and let participants guess what each one shows. Be mindful to avoid teasing or judgment.

Small Group Sharing: Participants present their drawing in pairs or small groups. One person then introduces their partner to the full group, sharing their name and strength.

Session Block: Pre-Test

When: Day 1

Objective	Material needed	Time
Participants can share their state of knowledge on aspects of the training.	QR code; phones	15 minutes

Instructions:

Participants will complete a short self-assessment survey using their mobile phones. The survey is accessed via a QR code provided by the facilitator. At the beginning of the survey, each participant is asked to create a personal code that they will reuse during the post-test. This ensures that responses can be matched anonymously, allowing for a comparison of progress without collecting identifiable data.

Participants have up to 15 minutes to reflect and respond to questions about their current understanding, confidence levels, and skills in relation to the training's focus areas.

Session Block: Civic Engagement, Public Speaking, and SEAD

When: Day 1

This session introduces youth to the concept of civic engagement and connects it to public speaking and the SEAD framework. It helps participants understand how their voice can influence change and build foundational skills for expressing themselves confidently and authentically. The activities foster self-awareness, group connection, and emotional readiness for advocacy.

Activity: SEAD Wheel

Objective	Material needed	Time
Participants identify which social-emotional assets are most important for effective public speaking and civic engagement. They are introduced to the four SEAD focus assets of the training.	Slide with the “SEAD Wheel” presented; Handout “SEAD Wheel” ; Flipchart; markers	20 minutes

Instructions:

1. Facilitator provides “SEAD Wheel” handout with all 14 assets described. Facilitator also shares the full SEAD wheel on the slide.
2. Facilitator provides task to participants: “Which of these assets do you think are most important for public speaking and civic engagement?” – as *Think-Group-Share*
3. Participants read *individually* the handout.
4. Participants discuss in *small groups* (4-5 people) and decide on 2-3 assets they find most important.
5. Facilitator invites volunteers from groups to share *in plenary* their choices and why. Facilitator collects the answers on a flipchart.
6. At the end of the discussion, facilitator shares the following:

For this training, we’ve chosen to focus on four key SEAD assets: Self-Esteem – believing your voice matters. Empathy – understanding others’ perspectives. Communication Skills – expressing ideas clearly and confidently. Future Orientation – speaking up to shape a better future.

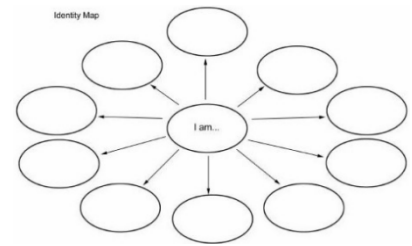
These were selected because they are especially important for building confidence in public speaking, storytelling, and civic engagement. But your choices matter, too: every asset plays a role in helping you show up, speak out, and lead.”

Activity: Identity Molecule

Objective	Material needed	Time
Participants reflect on their identity, strengths, and values as a foundation for self-expression and civic engagement.	Flipchart (with a sample <i>Identity Molecule</i> drawn); A4 paper; pens or markers	20 minutes

Instructions:

1. Facilitator briefly explains that public speaking starts with knowing who you are. Identity shapes voice, and understanding one's roles, strengths, and values help them speak with confidence and authenticity.
2. Facilitator demonstrates the Identity Molecule



- Facilitator draws a large circle labeled “I am” in the center of a flipchart.
 - Facilitator surrounds it with six to eight smaller circles connected like a molecule.
 - Facilitator fills in each with examples:
 - Roles (e.g., sister, student, friend)
 - Strengths (e.g., creative, determined)
 - Interests (e.g., football, music)
 - Cultural or linguistic background
 - Values or beliefs
 - Facilitator briefly explains how these aspects influence their ability to speak up or connect with others.
3. Facilitator invites participants to draw their own identity molecule, hands out blank paper and pens. Participants create their own *Identity Molecule*. They can write or draw in any language they feel comfortable with.
Optional: Participants can work and share with a partner.
 4. Facilitators brings the participants' attention back to the plenary, to debrief.

Debrief Questions:

- How did it feel to think about your identity in this way?
- Was anything surprising or difficult to name?
- What influence does gender identity have on your life or in the life of those around you?
- How does the way you are seen in society impact your identity molecule?
- What did you learn about yourself (or your partner)?

Session Block: Mindfulness & Energizers

When: Day 1 & Day 2

Mindfulness Exercises

Mindfulness is the practice of paying attention – on purpose, in the present moment, and without judgment – to what is happening within and around us. It involves focusing your attention on the here and now, observing your thoughts, emotions, and sensations with curiosity and openness, and accepting experiences as they are, rather than trying to change or avoid them.

Mindfulness is a cross-cutting support for SEAD. For youth – especially those affected by forced migration or trauma – it can reduce anxiety and stress, improve focus and attention, strengthen emotional regulation and self-awareness, and support a sense of control.

In the SEAD training, mindfulness as a tool can be adapted to meet the emotional and energy needs of the group. Depending on how participants are feeling - tired, anxious, distracted, or overstimulated - facilitators can choose from different types of mindfulness exercises to support the group's well-being and readiness to engage. Mindfulness can be introduced at various points throughout the training:

- During transitions: A short breathing or grounding exercise can help participants shift focus between activities or sessions.
- After emotional check-ins: If participants express feeling tired or overwhelmed, a calming or centering practice can help regulate the group's energy.
- As a daily ritual: Starting or ending each day with a mindfulness moment builds routine and predictability, which supports emotional safety.
- Before poem presentations: A grounding exercise can help participants feel more centered and confident before sharing something personal.

Calm Mindfulness “Belly Breathing”

Objective	Material needed	Time
Participants regulate their emotions and center themselves before the next task or session.	Without video: n/a With video: device with internet access; screen; speakers; video link	5 minutes

Instructions:

1. Facilitator briefly explains that belly breathing is a calming technique that helps to focus on the present moment and regulate emotions.
2. Then, the exercise is done together in a group. Facilitator says that participants can close their eyes during the exercise, but they do not have to. Also, participants can opt-out if they feel uncomfortable.

To do the exercise, facilitator can either:

- [Play the video](#) for the group, ensuring everyone can see and hear clearly.
- Or guide the exercise themselves using the following steps:

Steps for Belly Breathing:

- Sit comfortably with your back straight and shoulders relaxed.
- Place one hand on your belly and one on your chest.
- Inhale slowly through your nose, letting your belly rise while keeping your chest still.
- Exhale gently through your mouth, feeling your belly fall.
- Repeat for several breaths, focusing on the movement of your belly and the rhythm of your breath.

3. Facilitator lets participants calm down at the end, and closes the session with the debrief.

Active mindfulness “Shake everything off”

Objective	Material needed	Time
Participants release tension, re-energize, and center themselves before the next task or session.	Without video: n/a With video: device with internet access; screen; speakers; video link	5 minutes

Instructions:

1. Facilitator briefly explains this is an active mindfulness technique designed to help participants “shake off” stress, fatigue, or nervous energy.
2. Then, the exercise is done together in a group. Facilitator says the participants should stand at a sufficient distance from each other so that they will not collide. Also, that participants can opt-out if they feel uncomfortable.

To do the exercise, facilitator can either:

- [Play the video](#) for the group, ensuring everyone can see and hear clearly.

- Or guide the exercise themselves using the following steps:
Steps for Shake Everything Off:
 - Stand in a circle or scattered formation with enough space.
 - Shake each limb while counting to 10:
Left arm: 1–2–3–4–5–6–7–8–9–10
Right arm: 1–2–3–4–5–6–7–8–9–10
Left leg: 1–2–3–4–5–6–7–8–9–10
Right leg: 1–2–3–4–5–6–7–8–9–10
 - Finally, shake the whole body while counting to 10.
 Tip: Invite participants to count in different languages to make the activity more inclusive and fun.
- 3. Facilitator lets participants calm down while assessing how they are feeling right now, and closes the session with the debrief.

Energizer “Line Up”

Objective	Material needed	Time
Participants energize in (non-verbal) exercise, building group awareness.	n/a	5 minutes

Instructions:

1. Facilitator invites all participants to stand up and form one large horizontal line across the room.
2. Facilitator announces a command for how participants should organize themselves in the line. Examples include:
 - “Line up according to your birth month – January on the far left, December on the far right.”
 - “Line up according to the color of your shirt – lightest on the left, darkest on the right.”
 - “Line up according to how confident you feel about public speaking – most confident on the left, least confident on the right.”
3. Participants organize themselves based on the command. Optionally, the facilitator may challenge the group to complete the task *without speaking*, encouraging gestures and non-verbal communication.
4. Once the line is formed, the facilitator invites a few participants to share how they figured out where to stand and what strategies they used.
5. Facilitator closes the session with the debrief.

Debrief Questions:

- How did you feel during the activity?
- What helped you work together?
- What did you notice about the group?
- How did it feel to organize yourselves without words?

Session Block: “I am from” poem

When: Day 1 & Day 2

The “*I Am From*” poem is the central creative and reflective activity of this training. Inspired by the original poem by George Ella Lyon and the accompanying “I am from Project”, this exercise invites

youth to explore and express their identities in a rich, personal, and dynamic way—beyond labels like nationality or migration status. It supports among others the SEAD assets of *self-esteem*, *empathy*, *communication skills*, and *future orientation*.

This poem format allows participants to reflect on their roots, memories, and values, while they can express themselves in any language they feel comfortable with. They can share their story in a way that is creative, personal, and empowering, while being seen and heard as whole individuals, not just through the lens of migration.

Participants benefit from this activity in several ways: they experience being celebrated for who they are, which reinforces self-worth and confidence. They practice public speaking in a supportive environment, preparing them for civic engagement and leadership. They connect with others through shared experiences, building empathy and community. They develop a tangible product, a personal poem they can take home, display, or keep as a reminder of their voice and story.

To deepen the impact and create lasting memories, facilitators can offer participants the option to record their poem:

- Voice recordings can be made using phones or simple audio apps.
- Video recordings can capture the performance and emotion of the moment.

These recordings can be shared with participants (with consent), allowing them to remember the success of writing and performing their poem – and the applause and affirmation they received. This can be especially meaningful for youth who may not often see their strengths reflected back to them. Facilitators should ensure that participation in recordings is voluntary and consent-based, and that recordings are handled respectfully and securely.

The following sections provide a more detailed description of selected parts of the session block.

Writing the poem (Day 1)

Objective	Material needed	Time
Participants reflect and write about themselves in a creative way.	Handout “I am from” ; pens	25 minutes

Instructions:

1. Facilitator explains that participants will use these prompts to draft a personal poem using the repeated phrase “I am from...”. The poem can be written in any language the participant feels most comfortable with.
2. Facilitator distributes the “I Am From” handout, which includes a series of prompts to guide the writing process. Prompts include:
 - Familiar foods
 - Sights, sounds, and smells from their neighborhood
 - Sayings or expressions they heard growing up
 - People, family, friends, or ancestors
 - Values they hold or were taught
3. Participants are given time to reflect and write quietly. Facilitator may walk around to offer encouragement or support as needed.
4. The facilitator reminds participants that this is a personal and creative exercise – with no right or wrong way to write the poem.

Finalize Poster (Day 2)

Objective	Material needed	Time
Participants find a creative way to express themselves.	A3 paper (“poster”); markers; scissors; magazines; pictures; glue sticks & scotch tape	25 minutes

Instructions:

1. Participants receive dedicated time to finalize their poem and to transfer it on a poster that will be a visualization of their poem.
2. Participants can for example:
 - Write or decorate their poem
 - Add drawings, magazine cutouts, or personal items
 - Use color, symbols, or images to express their story

Presentation planning (Day 2)

Objective	Material needed	Time
Participants are prepared for presenting their poem with intention, confidence, and clarity by reflecting on key public speaking techniques.	<u>Handout “Presentation Planning Checklist”</u> ; pens	10 minutes

Instructions:

1. Before participants begin sharing their poems in small groups, the facilitator distributes the „Presentation Planning Checklist“* handout to all participants.
2. The facilitator explains that this checklist includes practical and technical skills for public speaking introduced on Day 1, and is designed to help participants think intentionally about how they want to present their poem.
3. Participants are invited to take a few minutes to reflect and visualize their performance. They should consider how they want to express themselves and make choices that feel authentic and empowering.

***Checklist Prompts (included in *handout*)**

Participants are asked to reflect on the following:

- What tone will I use? (e.g., serious, joyful, reflective)
- What volume will I speak at? (e.g., soft, loud, varied)
- Which words or lines will I emphasize? Will I pause for effect or to let ideas sink in?
- How will I position myself during my presentation? (e.g., standing or sitting; right, middle, or left)
- Will I use any gestures to support my message?
- How will my body language convey what I want to say? Will I make eye contact with the audience?

Session Block: Public speaking: skills & considerations

When: Day 1

Objective	Material needed	Time
Participants deepen understanding of what makes a public speech effective by analyzing real-life examples and identifying elements of impactful public speaking.	Device with internet access; screen; speakers; video of public speeches; flipchart; markers	25 minutes

Instructions:

1. Facilitator reminds participants that earlier in the training, they identified key SEAD assets for public speaking and that in this exercise they will explore what makes a speech truly powerful – by watching and analyzing two real-life examples.
2. The facilitator plays the [video](#) featuring Greta Thunberg and Malala Yousafzai.¹
Trigger warning: Before showing the video, the facilitator informs participants that Malala’s speech includes a reference to the violent attack she survived. Participants may opt out or take a break if needed.
3. After the video, the facilitator leads a discussion by asking the participants: “What practical or technical skills did you notice in these speeches? What made them powerful or memorable?”

The facilitator collects responses on a flipchart. Key points to highlight:

For Greta, what to pay attention to:

- Greta’s emotional intensity and directness—she doesn’t soften her message.
- Her use of facts and moral appeal: she combines science with personal impact.
- Her body language and pauses—how they emphasize her message.
- The way she speaks as part of a movement, not just as an individual.

For Malala, what to pay attention to:

- How Malala uses her personal story to build emotional connection.
- Her calm yet powerful tone—she speaks with dignity and conviction.
- The clarity of her message: education is a human right.
- Her use of repetition and symbolism (e.g., “books and pens are our most powerful weapons”).

Why These Speeches Are Effective

- **Authenticity:** Both speakers share personal experiences and speak from the heart.
- **Clarity:** Their messages are simple, focused, and repeated for impact.
- **Emotion:** They evoke empathy, urgency, and a sense of justice.
- **Purpose:** They speak with a clear goal—change, action, and awareness.

4. After collecting the responses, the facilitator presents slides with the following *Public Speaking Skills* and invites comments after each:
 - *Confidence* – Built through preparation and practice
 - *Clarity* – Organizing thoughts and expressing them simply
 - *Body Language* – Using posture, gestures, and facial expressions
 - *Voice Modulation* – Varying tone, pace, and volume
 - *Storytelling* – Making your message relatable and memorable

¹ This video is an edited version of speeches from these original videos: [Greta Thunberg](#) at UN Climate Change COP24 in 2018, and [Malala Yousafzai](#) at the UN 2013. For more, see references.

- *Audience Engagement* – Reading the room and responding
 - *Adaptability* – Adjusting delivery to the setting
 - *Emotional Intelligence* – Sensing and responding to the audience’s emotional tone
5. The facilitator closes with a reflection that public speaking is more than just standing and talking – it’s about using their voice to connect, influence, and inspire. Aspects the participants will use in their poem planning and presentation on Day 2.

Session Block: Issues & ways to get engaged and speak up

When: Day 2

This block focuses on supporting participants in connecting their personal identity and values to social issues they care about, and to explore practical ways they can engage in civic life. This session builds on the emotional and creative work of the poem presentations and transitions toward action and advocacy. It reinforces the SEAD assets of future orientation, self-esteem, and communication skills by helping the participants identify meaningful issues and envision their role in public life.

Activity: What matters to me and us – Mapping Exercise

Objective	Material needed	Time
Participants identify social issues they care about and reflect on why these issues matter to them personally and within their communities.	Flipchart with responses from Day 1 (“What is Civic Engagement?”); Handout: What Matters to Me – Mapping Exercise (p. 1) ; pens	25 minutes

Instructions:

1. Facilitator reminds participants of the discussion on Day 1 about civic engagement and the question: “What issues do you care about?”
The facilitator shows the flipchart with the collected responses from that session to reconnect participants with their initial thoughts.
2. The facilitator distributes the *What Matters to Me* handout and invites participants to reflect on the following prompts on p. 1:
 - An issue I care deeply about is...
 - Why it matters to me
 - Who is affected by this issue
 - Where do I see this issue in my community or life
 - Which values I associate with this issue
 Participants write their responses in any language they feel most comfortable with.
3. Participants pair up and share what they wrote with a partner.
4. The facilitator invites pairs to share highlights from their discussion with the plenary.

Activity: What matters to me and us – Ways to get engaged in the public

Objective	Material needed	Time
Participants explore practical and intentional ways to engage in civic life based on the issues they care about.	Flipchart with responses from Day 1 (“Where would you want your voice to be heard?”); Handout: What Matters to Me – Ways to Get Engaged in the Public (p. 2) ; Flipchart and markers; Pens	25 minutes

Instructions:

1. The facilitator reminds participants of the earlier discussion on Day 1 about civic engagement and the question: “Where would you want your voice to be heard?” The facilitator shows the flipchart with the collected responses from that session to reconnect participants with their initial ideas.
2. The facilitator asks participants to reflect individually for two minutes on the question: “What are ways you can use your voice in the next three months to contribute to your community and everyday life?” Then, participants share their ideas aloud. The facilitator writes down examples on a flipchart.

Here are some common examples:

- Speak at a student/school assembly about an issue they care about (e.g., mental health, bullying, climate).
- Join a youth council or student group that works on community projects.
- Join or start a social media campaign to raise awareness about a topic (e.g., inclusion, sustainability).
- Write a letter or email to a local policymaker or community leader.
- Volunteer for a local organization (e.g., NGO) and share their experience with others.
- Support a friend or peer by encouraging them to use their voice too.

3. The facilitator asks participants to check page 2 of the *What Matters to Me* handout („*Ways to get engaged in the public*”) and invites participants to write down their personal plan for civic engagement. Prompts include:
 - One way I can use my voice next month is...
 - One space where I feel safe to speak up is...
 - One person or group I want to talk to about this issue is...
 Participants may exchange ideas with a partner if they wish.

Debriefing Questions:

- “What did you learn about yourself today?”
- “What support might you need to take action?”
- “How can we support each other as a group?”

Session Block: Post-Test and EU Survey on Justice, Values and Rights

When: Day 2

Objective	Material needed	Time
Participants can share their state of knowledge on aspects of the training.	QR code; phones	25 minutes

Instructions:

Participants complete a short self-assessment survey using their phones, accessed via a QR code. They are asked to enter the same personal code they created during the pre-test, allowing for anonymous comparison of responses. The survey takes up to 15 minutes and focuses on changes in understanding, confidence, and skills gained through the training.

Following the completion of the post-test, participants fill out the **EU Survey on Justice, Values and Rights** at this link: https://ec.europa.eu/eusurvey/runner/CERV_2021-2027

Facilitators should share with them [the link](#) and the following information (through a slide or a printed handout) for them to complete the EU Survey:

Event identification data

- Reference of the project: 101147757
- Type of activity: *Training*
- Title of the event (optional): *Social Emotional Asset Development (SEAD) Training*

A kind reminder that both the post tests and the EU Survey on Justice, Values and Rights are mandatory for the ParticipACTION project.

Session Block: Closing Activity

When: Day 1 & Day 2

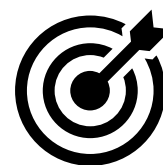
Just as opening routines ground the group, closing routines help consolidate learning and affirm growth. In this training, each day should end with a moment of reflection – such as a gratitude circle, a “one thing I learned” round, or a quiet journaling prompt.

Goal Check: The “Bullseye”

Objective	Material needed	Time
Participants visually express how well they feel the group achieved its goals in a inclusive, low-pressure space.	Flipchart or large poster with a bullseye target drawn; Stickers, markers, or small sticky dots	5 minutes

Instructions:

1. Facilitator provides this nonverbal way to reflect on the session, and reminds participants of the specific goal of the session (e.g., “Did we meet our intention on identifying ways to speak up and get engaged publicly?”).
2. Each participant places a sticker or mark on the bullseye poster to indicate their personal sense of achievement:
 - *Center = fully achieved*
 - *Middle rings = partially achieved*
 - *Outer ring = not achieved*
3. If time allows, the facilitator may invite a few participants to share why they placed their mark where they did.



Alternative: The “Thumbs Check”

Objective	Material needed	Time
Participants reflect on how they feel about the session and whether the learning goals were met – without requiring verbal feedback.	n/a	5 minutes

Instructions:

1. Facilitator explains this is a simple check-in to see how participants are feeling about the session. It's nonverbal, so everyone can participate without needing to speak.

2. Facilitator explains the *Thumbs* options:

-  = I understood and feel good / Goal(s) were met
 -  = I'm okay, but still have questions / Goal(s) partially met
 -  = I'm confused or didn't feel comfortable / Goal(s) not met
3. The facilitator observes the group's responses and comments on the overall mood or trends. No one is required to explain their vote.
4. If time allows, the facilitator may invite a few participants to share why they chose their response, but only if they feel comfortable.

Sharing Learnings: “Say Something“

Objective	Material needed	Time
Participants share one personal takeaway from the session, fostering reflection, connection, and closure.	Soft ball “Yarn” version: ball of yarn or wool	5-10 minutes

Instructions:

1. The facilitator invites all participants to form a large circle and joins the group with a soft ball in hand.
2. The facilitator introduces the activity: “Whoever has the ball is invited to speak. You can share one thing you take away from today. Not everyone has to say something, if you'd like to participate, simply reach out your hands when you're ready to receive the ball.”
3. The facilitator begins by sharing their own takeaway from the day, then gently throws the ball to someone who indicates they'd like to speak.
4. Each participant who catches the ball shares one thing they take away from the session. After speaking, they throw the ball to another participant who wants to share.
5. The activity continues until everyone who wants to speak has had a turn. The facilitator then closes the round with a thank-you and a group clap or affirmation.

Optional Variation („Yarn“ version):

Use a ball of yarn instead of a soft ball. Each participant holds onto the yarn before passing it, creating a visual web of connections by the end of the activity.

Pre-Post Test / Self-Survey

To measure the effectiveness of the SEAD training and the Coming Across Challenge (CAC) (that will follow the SEAD training in WP7 of the ParticipACTION project), the project applies a pre- and post-test methodology. This approach provides a comprehensive understanding of how the activities influence young people's assets growth and development, while also ensuring accountability to the project's objectives.

The assessment focuses on changes in participants' *Social and Emotional Assets (SEAs)* across four key outcome areas: **positive identity, emotional well-being, healthy relationships, and learning and decision-making**. These competencies are not only valuable in themselves but also serve as the foundation for developing public speaking and debating skills. Alongside these broad domains, the evaluation also looks at specific skill areas such as self-efficacy, sense of belonging, communication skills, conflict resolution skills, and future orientation.

Importantly, the evaluation also highlights the connection between the SEAD training and the demands of the CAC. The skills acquired in SEAD, such as communication, goal-setting, and self-awareness, are essential for the CAC, where participants are expected to advocate effectively with policymakers at local, national, and European levels.

As part of the project's monitoring framework, a **key indicator** has been established:

% of participants in the SEAD training reporting an increase in the rating of their SEAs (e.g., self-efficacy, sense of belonging, communication skills, conflict resolution skills, future orientation) according to the SEAD competency assessment, after the participation in the CAC (Target: 80%).

The indicator will be measured by focusing particularly on the questions included in *Section 3* of the assessment tool, which capture participants' self-perceptions of their Social and Emotional Assets. The analysis will compare pre- and post-test responses to identify improvements, with special attention to the number of participants who report higher ratings in areas such as self-efficacy, sense of belonging, communication, conflict resolution, and future orientation.

Instructions for Implementation

The pre- and post-test is structured into five main sections to capture both background information and different dimensions of participants' learning and development.

Section 1 collects basic demographic information to ensure that the results can be analyzed across relevant participant profiles while safeguarding anonymity.

Section 2 includes knowledge-based questions on Social and Emotional Assets (SEAs) and public speaking, allowing the project to track changes in participants' conceptual understanding of these areas.

Section 3 focuses on self-assessment, where participants rate their own SEAs (self-efficacy, sense of belonging, communication skills, conflict resolution, and future orientation) on an ordinal scale; this section provides the core data for measuring improvement over time.

Section 4 is administered after the CAC and explores participants' reflections on how the challenge contributed to their learning, particularly in relation to communication, goal-setting, and advocacy skills.

Section 5 gathers satisfaction data, asking participants to evaluate the relevance, quality, and usefulness of the training and challenge activities.

The surveys should be administered through digital tools such as MS Forms, Google Forms, or any other preferred software, ensuring accessibility and consistency across partner countries as well as facilitating data analysis. Participants must be given **time, privacy, and space** to complete the tests on the first day of in-presence activities.

Implementation follows these steps:

For participants attending the SEAD events only:

- **Pre-Test (SEAD Competency Assessment, sections 1, 2, 3, and 4):** Administered at the beginning of the SEAD training.
- **Post-Test (SEAD Competency Assessment, sections 1, 2, 3 and 5):** Administered at the end of the SEAD training.

For participants attending both the SEAD event and the Coming Across Challenge (CAC):

- **Pre-Test (SEAD Competency Assessment, sections 1, 2, 3, and 4):** Administered at the beginning of the SEAD training.
- **Post-Test (SEAD Competency Assessment, sections 1, 2, 3 and 5):** Administered at the end of the SEAD training.
- **Final Post-Test (after CAC, sections 1, 2, 3, 4 and 5):** Conducted after the CAC to capture longer-term reflections and changes.

For participants attending only the CAC challenge:

Satisfaction Survey (after CAC, section 5): Since CAC alone is not intended for measurable outcome evaluation, participants complete only a satisfaction survey at the end.

Materials Provided

The following Word templates are provided for partners, which can be easily transferred into their preferred survey software:

1. [Pre-Test \(before SEAD event\)](#)
2. [Post-Test \(after SEAD event\)](#)
3. [Final Post-Test \(after CAC challenge, for SEAD and CAC participants\)](#)
4. [Satisfaction Survey \(after CAC, for CAC-only participants\)](#)

The following table brings together all the questions used across the pre- and post-tests, the final post-CAC assessment, and the satisfaction survey. It serves as a **comprehensive reference point** for partners when preparing and administering the tools.

In each of the files provided above, an introductory text is also included to guide participants through the survey process, explain its purpose, and reassure them about confidentiality.

Asset to be measured	Type of asset	Question	Answer	SEAD or CAC
Section 1: Demographic				
Identification code		To help us compare your answers before and after the activities — without knowing your identity — please create a personal code using: Your day of birth (2 digits) The first letter of your first name Last 2 digits of your birth year 👉 Example: If you were born on 5th May 2003 and your name is Anna, your code would be 05A03. This code is only for analysis purposes. Your answers will remain anonymous and confidential. Please enter your personal code here:	Open	N/A
Demographic		Gender:	Female Male Non-binary Prefer not to say	N/A
Demographic		Age:	Open	N/A
Demographic		Country of residence:	Open	N/A
Demographic		Country of origin:	Open	N/A
Section 2: Knowledge-based questions regarding SEA and public speaking				
Social Emotional Assets in public speaking	Knowledge	1. Which of the following is NOT a social-emotional skill useful for public speaking?	A) Self-esteem – believing your voice matters B) Empathy – understanding others' perspectives C) Communication skills – expressing ideas clearly and confidently D) Memorization – recalling the exact words	SEAD
Social Emotional Assets in public speaking	Knowledge	2. Which of these is the best example of empathy in public speaking	a) Adjusting what you say when audience looks curious or confused b) Speaking loudly to make sure everyone hears you c) Sharing a personal story that helps others feel understood	SEAD

Asset to be measured	Type of asset	Question	Answer	SEAD or CAC
			d) Showing your emotions during the presentation.	
Social Emotional Assets in public speaking	Knowledge	3. What's the first thing you do when getting ready for a speech with social-emotional awareness?	a) Prepare emotionally, by grounding yourself and doing a breathing exercise. b) Practice how you speak and project your voice c) Reflecting on your identity, values, and strengths d) Make your message clearer by deciding which gestures and facial expressions you want to use.	SEAD
Social Emotional Assets in public speaking	Knowledge	4. Reducing nervousness before speaking should always involve eliminating all signs of emotion from your delivery.	False	SEAD
Social Emotional Assets in public speaking	Knowledge	5. Adapting your tone and examples to match your audience's background can increase engagement and trust.	True	SEAD
Social Emotional Assets in public speaking	Knowledge	6. Maintaining a consistent volume and pace throughout a speech ensures that the audience remains engaged.	False	SEAD
Social Emotional Assets in public speaking	Knowledge	7. Emotional self-awareness can help a speaker recover more quickly from unexpected mistakes during a presentation.	True	SEAD
Civic engagement	Knowledge	8. Civic engagement mainly happens through formal political activities like voting or contacting politicians	False	SEAD

Section 3: Rating your Social Emotional Assets

Self esteem	Attitude	9. Self esteem - I believe my voice matters when I speak in front of others. - I often doubt whether what I have to say is important.	Rate 1-10	SEAD
Empathy	Attitude	10. Empathy - I try to understand how others feel before responding. - I take less into account someone else's perspective when I disagree with them.	Rate 1-10	SEAD
Sense of belonging	Attitude	11. Sense of belonging	Rate 1-10	SEAD

Asset to be measured	Type of asset	Question	Answer	SEAD or CAC
		- I feel like I am part of a community where I am accepted, and I can seek support when I need it. - I feel included and respected by people around me.		
Conflict resolution	Attitude	12. Conflict resolution - I can find peaceful solutions when I disagree with someone. - I can stay calm and respectful during disagreements.	Rate 1-10	SEAD
Speaking	Skill	13. Speaking - Speaking in front of a small group. - Speaking in front of a big group. - Speaking in front of people online with my camera on. - Staying calm when stressed during a speech.	Rate 1-10	SEAD
Goal setting	Skill	14. GOALS - I have clear goals for my future and know what steps to take to reach them. - Changing my initial goal if needed.	Rate 1-10	SEAD/ CAC
Self- Efficacy	Skill	15. Self- Efficacy - When I try something new, I believe I can succeed. - I can clearly express my thoughts and ideas to others.	Rate 1-10	SEAD/ CAC
Communication Skills	Skill	16. Communication Skills - I can listen carefully and understand what others are saying. - I struggle to find the right words when I want to share something important.	Rate 1-10	SEAD/ CAC
Future orientation	Skill	17. Future orientation - I feel motivated to work toward my future goals. - I believe my actions today can shape my future.	Rate 1-10	SEAD/ CAC
Section 4: Post CAC Challenge				
Goal setting	Knowledge	16. Which goal is expressed in a SMART way?	- I think improving confidence in young speakers can help them become leaders in their communities. - I will organize a 4-week public speaking club for 15 high school students in my town, aiming to improve their confidence scores by 20% as measured by a pre/post survey. - I want to encourage more young people to speak up for their ideas and opinions in public spaces.	CAC
Self-awareness	Knowledge	17. Which of the following traits suggest that a leader	(Select 3)	CAC

Asset to be measured	Type of asset	Question	Answer	SEAD or CAC
		demonstrates self-awareness? strong	- They show the ability to make decisions. - They own their opinions. - They understand responsibility and consequences. - They show assertiveness: “I” versus “they”, “people”. - They display quality of presence.	
Self-regulation	Knowledge	18. Which of the following are indicators that a leader demonstrates strong self-regulation skills?	<i>(Select 3)</i> - They make choices after weighing potential outcomes and implications. - They consistently express and defend their viewpoints without considering others’ perspectives. - They acknowledge the link between their actions, responsibility, and potential consequences. - They frame most statements in terms of “I” versus “they” or “people.” - They remain attentive and grounded in the present moment, even under pressure.	CAC
Section 5: Satisfacion				
Satisfaction		On a scale of 1–5, how satisfied are you with the SEAD training overall?	1 = Not satisfied at all, 5 = Very satisfied	SEAD/ CAC
Satisfaction		How relevant were the topics of the training to your personal experiences and needs?	1 = Not relevant at all, 5 = Very relevant	SEAD/ CAC
Satisfaction		How engaging did you find the training activities and methods?	1 = Not engaging, 5 = Very engaging	SEAD/ CAC
Satisfaction		How would you rate the trainers/facilitators in terms of clarity, support, and creating a positive learning environment?	1 = Poor, 5 = Excellent	SEAD/ CAC
Satisfaction		Which What was the most valuable aspect of the training for you?	Open answer	SEAD/ CAC
Satisfaction		Is there anything that could have been improved or included in training?	Open answer	SEAD/ CAC

The SEAD Framework

The SEAD Framework was developed by the International Rescue Committee (IRC) to support youth affected by forced migration. It is grounded in research on adolescent development, trauma-informed practice, and culturally responsive education. SEAD is used across IRC's Resettlement, Asylum and Integration (RAI) programs in the US and has been adapted for diverse contexts, including schools, mentoring programs, and youth leadership initiatives.

Youth Are Navigating a Complex Transition

During adolescence and the transition to adulthood, individuals' brains and bodies change dramatically, as do the contexts of their lives. Youth begin to plan for their future and to navigate the world more independently. This shift toward independent decision-making presents greater social, academic and economic pressures, which require more numerous and more complex skills to be successful. Thus, all children and youth have social emotional learning and asset development needs.

Displaced Youth Face Additional Layers of Challenge

Displacement and migration add additional layers to an already challenging and multifaceted human development process. Forcibly displaced youth have often experienced trauma, which can affect learning, cognitive skills development, and well-being. Adjusting to life in a new country places additional pressure on children and youth, and yet they are often separated from support systems that might buffer stress and promote resilience and adjustment. All of these factors can make navigating already difficult processes such as identity formation and relationship-building especially challenging for forcibly displaced youth and create risks for negative youth outcomes.

SEAD Builds Lifelong Strengths, Not Just Short-Term Skills

Fortunately, the changes in the brain that are a natural part of the adolescent development process provide ample opportunities to develop lifelong social and emotional assets and to establish healthy patterns of behavior. Research shows that supporting development of youth's social and emotional assets can increase the likelihood of positive youth outcomes.ⁱⁱⁱ

Youth Want to Be Seen, Heard, and Valued

Young people consistently express a desire to be respected, included, and given opportunities to express themselves. SEAD-centered programs create spaces where youth feel safe to share their stories, explore their identities, and connect with others. This is especially important for marginalized youth who may feel invisible or misunderstood in mainstream systems.

SOCIAL EMOTIONAL ASSET DEVELOPMENT (SEAD)

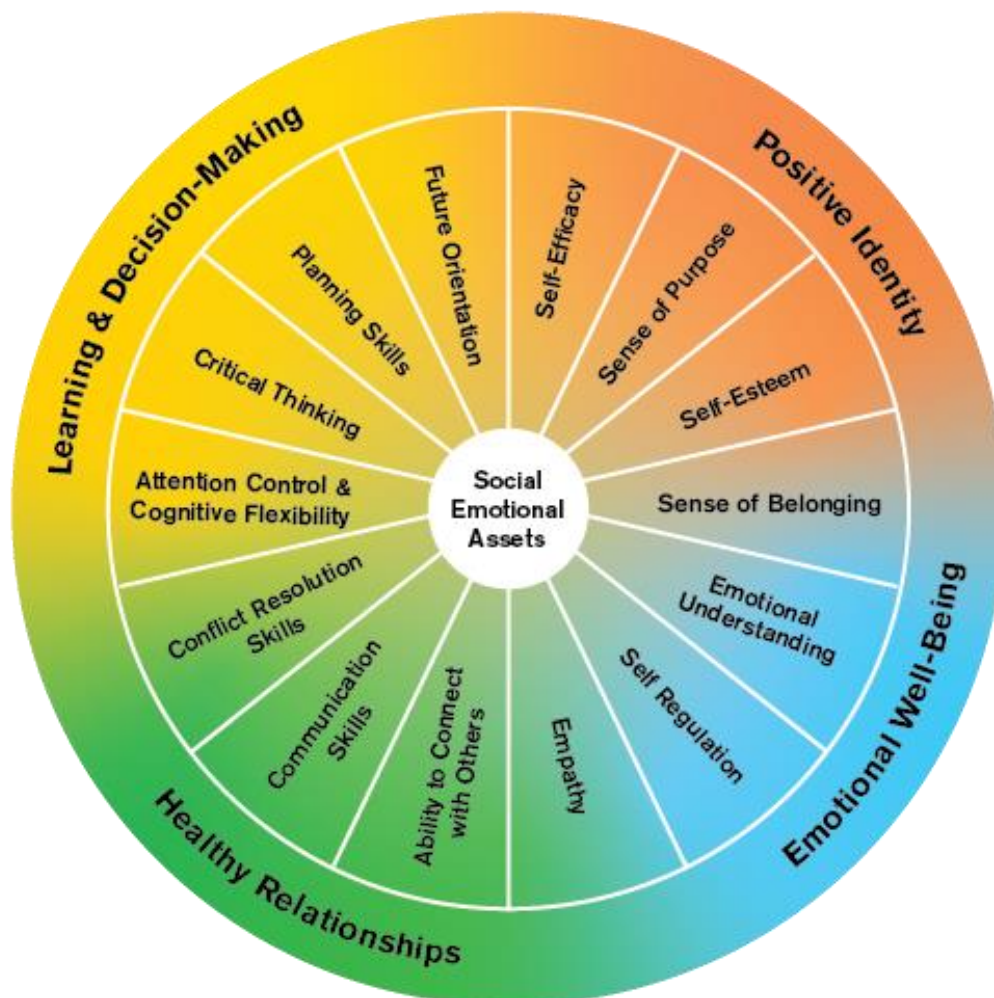
The process of building valuable knowledge, skills, mindsets, and resources that support well-being, interpersonal relationships, and positive outcomes such as educational attainment. SEAD builds on the knowledge and skills gained through Social Emotional Learning (SEL) and recognizes that when these personal skills and knowledge are put into action, especially in supportive environments and in conjunction with opportunities, they produce specific positive outcomes such as a sense of belonging, self-efficacy, and social connections that become lifelong assets.

RAI Youth Social Emotional Assets		
Outcome	Asset	Definition
Positive Identity	Self-efficacy	Belief that one’s abilities and skills will increase with effort ⁱⁱⁱ and in one’s own capacity to achieve specific goals ^{iv}
	Sense of Purpose	Feeling that life has meaning and having motives for learning that include making a positive difference in the world ^v
	Self-esteem	Belief that one is valuable and worthy, associated positive feelings about self ^{vi}
	Sense of belonging	Feeling that one is valued, cared for, and has a rightful place in a given setting, is a valued member of one’s ethnic/cultural community and new communities (school, city, country). This includes understanding/adapting to new cultural and social norms ^{vii}
	Emotional Understanding	Recognizing and monitoring complex emotions and their causes, knowledge of components of emotional well-being, including how stress impacts well-being
	Self-regulation	Ability to manage one’s emotions and behavior in alignment with one’s values and long-term best interest, including the ability to manage stress
	Emotional well-being	Empathy
Ability to connect with others		Ability to develop trust, share about oneself, give and receive care, and show vulnerability appropriate to context in order to establish and maintain healthy acquaintances and close relationships
Healthy relationships	Communication skills	Understanding of the norms and cultural codes that influence verbal and non-verbal communication in various contexts; and, the ability to use oral, written, and non-verbal means to express thoughts and feelings in ways that are authentic to one’s self and achieve increased understanding across the domains of one’s life
	Conflict resolution skills	Managing, resolving, and mediating conflict between individuals constructively and seeking and offering help when needed ^{viii}
Learning & decision-making	Attention control & cognitive flexibility	Focusing on a singular task and ignoring distractions, ^{ix} and being able to switch between different mental tasks or strategies and to appropriately adjust one’s strategies or behavior according to a changing environment ^x
	Critical thinking	Accessing, analyzing, and evaluating information, including through a social justice lens, as a means to make decisions, formulate responses, and create solutions ^{xi} to achieve social, academic, and civic tasks, and promote one’s own well-being ^{xiiixiii}
	Planning skills	Setting goals, identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal ^{xiv}
	Future orientation	Envisioning oneself in the future; anticipating and connecting present actions to future outcomes; planning ahead before acting to influence future outcomes ^{xv}

Outcome areas

The SEAD framework includes four outcome areas—Positive Identity, Emotional Well-Being, Healthy Relationships, and Learning & Decision-Making.

- **Positive Identity:** An integrated, coherent and stable sense of oneself, which integrates aspects of one's home culture and new culture, including attributes, roles, goals, interests, values and beliefs as an individual and in relation to others.
- **Emotional Well-Being:** The state of having a balanced and overall positive view of one's self, others, and life, being able to cope with day-to-day stress, challenges, and lead a fulfilling life.
- **Healthy Relationships:** Having a variety of types of relationships in both the professional (school and/or work) and social realms in which one experiences mutual trust, respect, honesty, and support. This includes peers, friends, family, and non-family adults.
- **Learning & Decision-Making:** Developing increasing competence in academic and non-academic domains, and effectively identifying, retaining and processing information to guide behavior consistently and across a wide range of tasks in ways that are aligned with one's values and goals.



Each of the outcome areas is supported by a total of 14 social emotional assets (*see table above*). These assets are deeply interconnected and collectively contribute to the holistic development of young people, especially those navigating the challenges of displacement, migration, and integration.

While all 14 assets are valuable and relevant, this curriculum focuses on four in particular: Self-Esteem, Empathy, Communication Skills, and Future Orientation. This targeted approach is intentional. Given the limited time available in a 2-day training, it is important to prioritize depth over breadth. These four assets were selected because they are especially foundational for building confidence in public speaking, storytelling, and civic engagement—core goals of this training.

They also align closely with the objectives of the ParticipACTION project, which seeks to empower youth to participate in democratic life and express their perspectives in meaningful ways. By focusing on these four assets, the curriculum offers a concentrated and impactful experience that supports youth in developing their voice, connecting with others, and envisioning their role in shaping the future.

Self-Esteem

Self-esteem is defined in the *SEAD Guide* as the belief that one is valuable and worthy, and it is associated with positive feelings about oneself.

During adolescence, youth are forming a self-concept—an internal understanding of their attributes, roles, and values. For displaced youth, this process is often complicated by experiences of discrimination, cultural dislocation, and the pressure to adapt to a new environment. Research shows that immigrant students often experience a lower sense of belonging and self-esteem compared to their native-born peers.^{xvii} Low self-esteem has been linked to mental health challenges, including depression and anxiety.^{xviii} Programs that support youth in developing a positive identity—one that integrates both heritage and host cultures—can buffer against these risks.

In this curriculum, self-esteem is nurtured through storytelling, peer affirmation, and the creation of a personal poem, helping youth recognize their worth and voice. This asset is foundational for public speaking, as it gives youth the confidence to be seen and heard.

Empathy

Empathy is the awareness of and ability to understand others' emotions and perspectives.

It is a key component of emotional well-being and healthy relationships, both of which are central to adolescent development. According to the *SEAD Guide*, adolescence is a time when the brain becomes more capable of complex emotional processing, including empathy and emotion recognition. For displaced youth, empathy can be both a challenge and a strength—many have experienced trauma or loss, but also possess deep insight into the struggles of others. Empathy supports respectful communication, conflict resolution, and the ability to build trust across differences.

In this curriculum, empathy is developed through listening to peers' stories, giving and receiving feedback, and engaging in group reflection. It is also essential for public speaking and debate, as it allows speakers to connect with their audience and respond thoughtfully to opposing views. Empathy transforms communication from performance into meaningful connection.

Communication Skills

Communication skills in the *SEAD Guide* encompass verbal, non-verbal, and written expression, as well as an understanding of the cultural norms that shape how we communicate.

For youth from diverse linguistic and cultural backgrounds, these skills are critical for expressing themselves authentically and being understood. The *SEAD Guide* emphasizes that communication is not just about language proficiency, but also about navigating social codes and expressing thoughts and feelings in ways that are true to oneself. Displaced youth often face barriers to communication, including language acquisition, unfamiliar norms, and fear of being misunderstood. This curriculum provides structured opportunities to practice communication through poetry writing, peer coaching, and public presentation. These activities help youth build clarity, confidence, and cultural awareness in their expression.

Strong communication skills are essential for public speaking and debate, where the ability to convey ideas clearly and persuasively is key to being heard and respected.

Future Orientation

Future orientation is the ability to envision oneself in the future, anticipate outcomes, and plan ahead to influence those outcomes. It is a critical asset for decision-making and long-term goal setting.

The *SEAD Guide* highlights that adolescence is a time when youth begin to think more abstractly about their future and develop the cognitive tools to plan and reflect. For displaced youth, future orientation can be disrupted by uncertainty, trauma, or limited access to education and opportunity. However, fostering this asset can restore a sense of agency and hope. In this curriculum, future orientation is supported through reflective writing, visioning exercises, and the act of presenting one's story as a step toward future leadership. It helps youth connect their present voice to their future goals, reinforcing the idea that their words and actions matter.

In public speaking and civic engagement, future orientation empowers youth to speak not only about who they are, but who they want to become—and what kind of world they want to help shape.

Appendix

Checklists

General Facilitator Checklist

Before the Training

- ☐ Read the full curriculum and familiarize yourself with four SEAD assets being focused on:
 - Self-Esteem
 - Empathy
 - Communication Skills
 - Future Orientation
- ☐ Review participant registration form (for new participants) and attendance sheet (e.g. age, gender, language needs, background)
- ☐ Prepare materials:
 - PowerPoint presentation
 - Projector
 - Speaker
 - Timer
 - Flipchart
 - Blank paper
 - Marker, pens
 - Printed handouts:
 - SEAD Wheel (2 pages)
 - “I am from” Poem (2 pages)
 - Presentation Planning Checklist (1 page)
 - What Matters to Me (2 pages)
 - Poem supplies (markers, paper, poster, scissor etc.)
 - QR code for pre- and post-self survey
 - QR code for EU Survey on Justice, Rights and Values
 - Printed ParticipACTION registration form and attendance sheet
 - Certificates

Please refer to [*“Training Supplies” list here*](#) for further information.

- ☐ Set up the space to be welcoming, inclusive, and trauma-informed (see [*Healing Learning Space Checklist for Facilitators*](#))

During training

- ☐ Welcome participants and establish safe space for them
- ☐ Facilitate icebreakers & energizers
- ☐ Complete the pre-survey
- ☐ Guide identity and self-esteem activities
- ☐ Introduce and model the “I am from” poem
- ☐ Support youth in beginning their poem drafts
- ☐ Create space for reflection
- ☐ Support youth in finalizing and rehearsing their poems
- ☐ Host the poetry showcase (ensure applause and affirmations)
- ☐ Guide reflection activity
- ☐ Bridge reflection activity to ways to get engaged in the public sphere
- ☐ Support participants to identify issue that matter to them
- ☐ Complete the post-survey and the EU survey on Justice, Rights and Values
- ☐ Facilitate appreciative closing activity

Healing Learning Space Checklist for Facilitators**Before the training:**

- ☐ Prepare a welcoming space with inclusive visuals and flexible seating
- ☐ Review curriculum for possible triggering content and plan for participant support
- ☐ Print visual agendas and session flow charts
- ☐ Ensure access to interpretation or peer language support
- ☐ Set up materials that reflect cultural and linguistic diversity
- ☐ Designate a quiet area or “pause space” for emotional regulation

During the training:

- ☐ Begin and end each day with grounding rituals (e.g., check-ins, affirmations)
- ☐ Encourage storytelling and poetry in preferred languages
- ☐ Celebrate each youth’s contribution with applause and affirmations
- ☐ Monitor group dynamics and adjust to ensure emotional safety

After the training:

- ☐ Reflect on youth feedback and emotional responses, providing follow-up support in cases

- ☐ Document what worked well and what could be improved
- ☐ Share insights with co-facilitators, partners, or future trainers

Linguistic Access Checklist for Facilitators

Facilitators should use this checklist during planning and implementation to ensure training is inclusive and responsive to the linguistic diversity of youth participants.

Before the Training

How many participants are expected?	
How many facilitators or support staff are needed to ensure linguistic access (f. e. team members who speak the participants' languages)?	
What languages do participants speak, read, and write?	
What is their proficiency level in the language of instruction (e.g., beginner, intermediate, fluent)?	
What language(s) should the training be facilitated in?	
If we teach in chosen language(s), how will participants with lower proficiency be supported? (F. e. peer language support? Visual aids? Multilingual materials? Interpretation options?)	

During the Training

How will we know if participants are understanding? (f. e. nonverbal feedback (e.g., emoji check-ins, thumbs check)? Peer translation or summaries?)	
Are multilingual materials available and accessible?	
Are activities designed to allow for nonverbal or visual expression?	
Are participants encouraged to use their preferred language in: ➤ Writing exercises? ➤ Group discussions? ➤ Creative expression (e.g., poems)?	

Handouts & Templates

- SEAD Wheel
- “I am from” Poem – Template
- Presentation Planning Checklist
- What Matters To Me

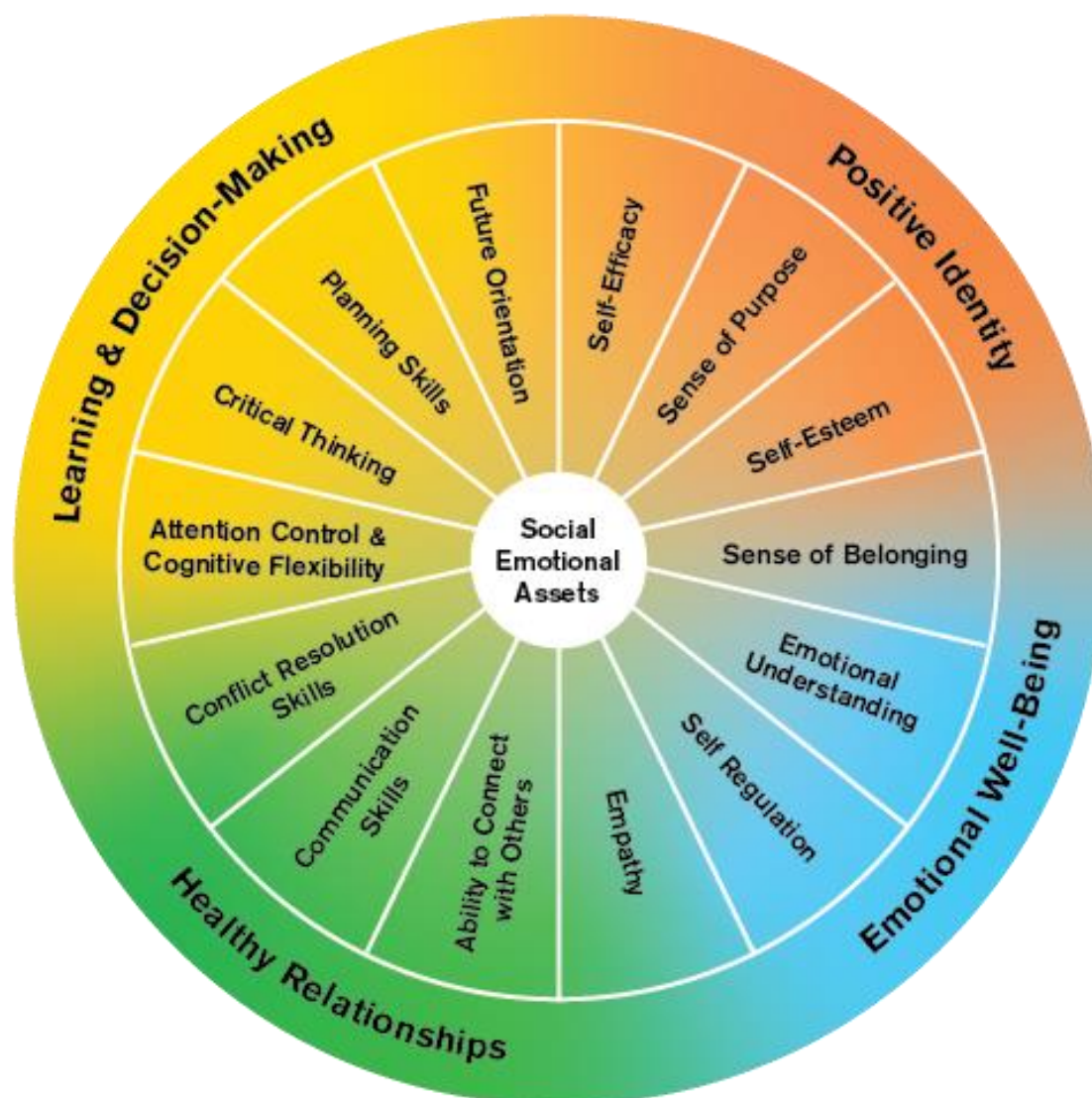
Handout: SEAD Wheel

Here you can see the SEAD Wheel² with its four outcome areas (*Positive Identity, Emotional Well-Being, Healthy Relationships, and Learning & Decision-Making*), and its 14 assets.

What is SEAD?

Social-emotional asset development (SEAD) is the process of building valuable knowledge, skills, mindsets, and resources that support well-being, interpersonal relationships, and positive outcomes such as educational attainment.

SEAD builds on the knowledge and skills gained through Social Emotional Learning (SEL) and recognizes that when these personal skills and knowledge are put into action, especially in supportive environments and in conjunction with opportunities, they produce specific positive outcomes such as a sense of belonging, self-efficacy, and social connections that become lifelong assets.



² The circular shape and color gradients that characterize the image, which represents the Framework, is intended to reflect the interrelated nature of the outcomes and the sub-outcomes, or assets.

Handout: SEAD Wheel (cont'd)

Here, you find the brief definitions of each asset. Mark in the right box which assets are relevant for public speaking and civic engagement.

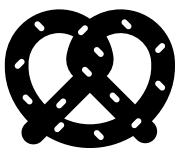
Outcome	Asset	Definition	X?
Positive Identity	Self-efficacy	Belief that one's abilities and skills will increase with effort and in one's own capacity to achieve specific goals.	
	Sense of Purpose	Feeling that life has meaning, and having motives for learning that include making a positive difference in the world.	
	Self-esteem	Belief that one is valuable and worthy, associated positive feelings about self.	
	Sense of belonging	A feeling that one is valued, cared for, and has a rightful place in a given setting, is a valued member of one's ethnic/cultural community and new communities (school, city, country). This includes understanding/adapting to new cultural and social norms.	
Emotional well-being	Emotional Understanding	Recognizing and monitoring complex emotions and their causes, knowledge of components of emotional well-being, including how stress impacts well-being.	
	Self-regulation	Ability to manage one's emotions and behavior in alignment with one's values and long-term best interest, including the ability to manage stress.	
	Empathy	Awareness of and ability to understand others' emotions and perspectives.	
Healthy relationships	Ability to connect with others	Ability to develop trust, share about oneself, give and receive care, and show vulnerability appropriate to context to establish and maintain healthy acquaintances and close relationships.	
	Communication skills	Understanding of the norms and cultural codes that influence verbal and non-verbal communication in various contexts; and the ability to use oral, written, and non-verbal means to express thoughts and feelings in ways that are authentic to oneself and achieve increased understanding across the domains of one's life.	
Learning & decision-making	Conflict resolution skills	Managing, resolving, and mediating conflict between individuals constructively and seeking and offering help.	
	Attention control & cognitive flexibility	Focusing on a singular task and ignoring distractions and being able to switch between different mental tasks or strategies and to appropriately adjust one's strategies or behavior according to a changing environment.	
	Critical thinking	Assessing, analyzing, and evaluating information, including through a social justice lens, making decisions, formulating responses, and creating solutions, solutions to achieve social, academic, and civic tasks, and promote one's own well-being.	
	Planning skills	Setting goals, identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal.	
	Future orientation	Envisioning oneself in the future; anticipating and connecting present actions to future outcomes; planning before acting to influence future outcomes.	

Handout: “I am from” Poem – Template

Here, you can collect ideas for your personal poem using the phrase “*I am from*”. Below, you see boxes with prompts to help you reflect on your background, memories, and values.

For each prompt, write down what comes to mind – there are no right or wrong answers. Try to start each sentence with “*I am from*”. You can write in any language you feel most comfortable with. Gather as many ideas as possible and begin organizing them.

On Day 2, you’ll finalize your poem. You can change the order, rewrite parts, or even transform the structure completely. It’s your creative space, and you decide how your story is told.

FAMILIAR FOODS, DRINKS, SPECIALTIES

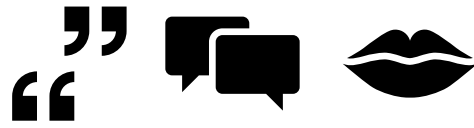
I am from...

SOUNDS, ODORS, SIGHTS FROM YOUR NEIGHBOOD OR CHILDHOOD

I am from...

Handout: “I am from” Poem – Template (cont’d)

SAYINGS AND THINGS YOU HEARD GROWING UP



I am from...

PEOPLE, FAMILY, FRIENDS, OR ANCESTORS



I am from...

VALUES YOU HAVE OR THAT WERE TAUGHT TO YOU



I am from...

Handout: Presentation Planning Checklist

Now that your poster is complete, it is time to think about how you want to present your poem to others. A strong presentation is not just about reading your words – it's about how you express them.

This checklist will help you prepare your performance with intention. Think about the tone, volume, gestures, and body language you want to use. Consider how your poster can support your message – will you point to it, hold it up, or let it speak for itself?

Use the space below to reflect on how you want your presentation to look and feel. Good luck!

Guiding Questions	My answers and considerations
What tone will I use? (e.g., serious, joyful, reflective)	
What volume will I speak at? (e.g., soft, loud, varied)	
Which words or lines will I emphasize? Will I pause for effect or to let ideas sink in?	
How will I position myself during my presentation? (e.g. standing or sitting; right, middle, or left)	
Will I use any gestures to support my message?	
How will my body language convey what I want to say? Will I make eye contact with the audience?	

Handout: What Matters To Me

Now that you've shared your story, it's time to think about issues you care about – and how you can take action. This exercise helps you connect your personal values and experiences to these issues. Civic engagement can be small, simple, and personal. What matters is that it's intentional and meaningful to you.

Mapping Exercise

Use the prompts to reflect on an issue that's important to you. Think about why it matters, who is affected, and how it shows up in your life. You can write in any language you feel comfortable with. Good luck!

Prompts	My answers and considerations
An issue I care deeply about is...	
This is why it matters to me...	
Who is affected by this issue?	
Where do I see this issue in my community or life?	
Which values I associate with this issue?	

Handout: What Matters To Me (cont'd)

Ways to Get Engaged in the Public

Here, you can reflect about how you can speak up or take action. Use the prompts to plan one small step you can take in the next month. This could be a conversation, a creative project, joining a group, or something else that feels right to you.

Prompts	My answers and considerations
One way I can use my voice next month is...	
One space where I feel safe to speak up is...	
One person or group I want to talk to about this issue is...	
Any other thoughts?	

Examples for Activities (“I am from Poems” and drawings)

“I am from” poems

I am from... the land of Parmesan cheese and tortelli d’erbetta, Cevapčići and golden honey, fresh tomatoes and fried pizza. I am from... the scent of basil rising from the garden first in my grandmother’s hands, now in my father’s care. From the music of harp and violin, notes that wove through my childhood, filling every corner of our home. From the sea and the hills of the north-east, to the vast quiet of the Pianura Padana. I am from... three names that echo in love “Miska,” “Nani,” and “Piccola.” And a surname that no one spells right. I am from... a family of migrations and stories of struggle, of battles fought and fates rewritten. From both ends of Italy, from a minority that taught me resilience. I am from... empathy and altruism, from the unshakable belief that love and honesty must always prevail. A stranger everywhere, yet never forgetting there is strength in identity, and pride in carrying your culture wherever you go.	I am from the land of holy stones, which hurt your ankles but are good for the soul. I am from the land where you see water flowing from ancient bridges, and where birds are always singing, whether they are swallows in spring or seagulls in summer. I am from the land where you can smell poplar trees, and where the leaves of the trees crunch underfoot in autumn. I am from the land where you hear bells ringing and people shouting “Aò” at all hours of the day, and it never bothers you. I am from the land of cacio e pepe, of “would you like a supplì?”, of the pastry that is called “cornetto” and not “croissant.” I am from the land of coffee at the counter and “cappuccino” at a comfortable table on a terrace on Sunday mornings. I am from the land of generous portions, both in pasta dishes and in hugs and warmth. I am from the land of “since you’re already up” and “se sta na frappa.” I am from the land of “even a few minutes earlier,” but that only applies to some people. I am from the land of “add a place at the table” and “daje” always and in any case. I am from a land where people create everything from nothing, where people appreciate freshly picked grapes, where people deliberately use verbs incorrectly and then end up forgetting grammar altogether. I am from a land where you can’t help but feel lucky, where every stranger can become a friend, where people are always pissed off but deep down you can still get a smile out of them.
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Je suis d'une ville dans le
Val de Narne
L'un des derniers bastions
communistes
Où l'on peut manger des
bons grecs et où l'on pouvait
facilement trouver de bons
livres à la bibliothèque
Nelson Mandela
où j'y passais des heures
avec mon frère et mes sœurs
Je suis d'un village que j'ai
appris à découvrir à l'âge
de 8 ans, celui de mon père
avec qui je n'ai jamais été
dans son pays natal.
Mais que j'ai appris à
découvrir grâce à la

télévision nationale turnoise
aux plats de ma mère mais
aussi grâce au dialecte qu'
en parlait à la maison
Je suis d'un lieu où l'on se
mélange sans le vouloir
forcément car dans mon
ancienne école primaire, on
avait des citoyens du monde
issus de plein de pays qui
n'étaient pas les miens.
Mais que j'ai appris à
connaître
J'ai aussi appris plus tard à
me sentir partout chez moi
grâce à l'échange et
au voyage.

I am from palm trees and wind

grass cut on Sunday morning - dust cleaned on a Saturday afternoon

I am from many houses and many households, but the paintings on the walls are all the same

The sea, the woods and the little wild animals, the dirt on my shoes and trousers

I am from silence broken only from trees and doves, blue walls and shells

"Caro el me ben" and "Mon Coeur", "Pare" and "My dear friend"

Tiramisu' with biscotti secchi and not savoiardi, acqua con le bolle and pink candies in a crystal bowl.

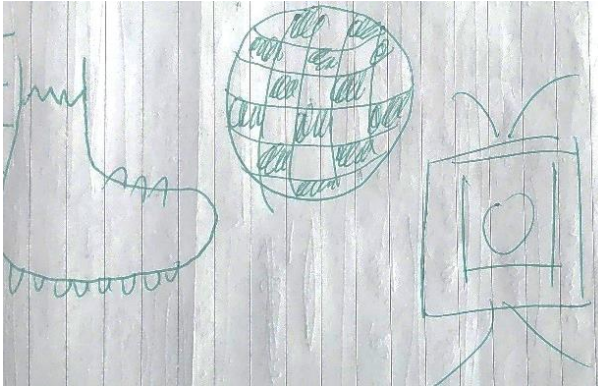
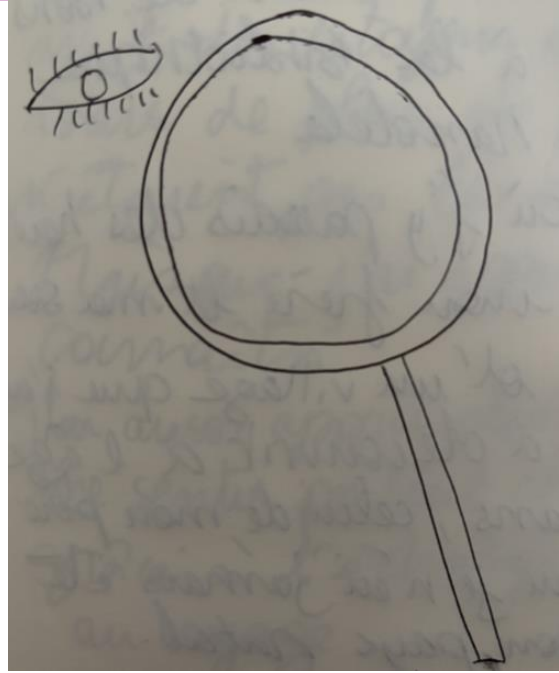
I am from big skies and breathtaking clouds, abandoned houses and old cars

"It's ready to eat" "torna a casa prima che faccia buio" screamed from the door

I am from trains and busses and planes, from a place where time is like sand falling out of your hands

"Quando torni a casa?" "In quale?" "Ci vediamo domani?"

I am from small sticky hands and a moonlight friend, from end-of-summer fairs and dinners in the sand

“One thing I am good at” drawings*Playing (and watching) football**Observing, seeing details*

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Endnotes

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