

COMING ACROSS AS A YOUNG LEADER CHALLENGE

NOVEMBER 2025



The Coming Across Challenge (CAC) provides a structured and practice-oriented framework for young people to apply and strengthen their leadership and communication skills.

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**ITALY
FRANCE
CYPRUS
LITHUANIA**

Project number 101147757.



**Co-funded by
the European Union**

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About ParticipACTION project

The **ParticipACTION project**, co-funded by the European Union under the *Citizens, Equality, Rights and Values Program (CERV-2023-CITIZENS-CIV, Project number 101147757)*, is implemented from **October 2024 to September 2026**. It brings together a consortium of five partners in four countries:

- **Italy:** Fondazione International Rescue Committee Italia ETS and Glocal Factory Società Cooperativa Sociale
- **France:** PLACE Network
- **Cyprus:** Generation For Change CY
- **Lithuania:** Asociacija Mano Europa

The project's **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. This is achieved through **research initiatives, roundtables, workshops, and training sessions** focused on policy and advocacy.

ParticipACTION specifically targets **young people aged 16 to 23**, including both European citizens and youth with migratory backgrounds or from non-EU countries, with a particular focus on **young women and girls**. By fostering exchange among these diverse groups, the project 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.

About These Training Guidelines

The **Coming Across Challenge (CAC) Training Guidelines** are designed to support consortium partners and facilitators in delivering a consistent, high-quality training experience across all countries.

They provide:

- **Objectives and learning outcomes** of the CAC.
- **Principles for the learning space** ensuring a safe, inclusive, and youth-friendly environment.
- **Facilitation standards** and clear roles for trainers. **Module descriptions** with
- expected activities and outputs. **Notebook use**, including prompts and examples
- to guide participants' reflection and narrative-building.

- **Evaluation tools** to measure progress and capture participant feedback.
- **Implementation details** (timelines, deliverables, and reporting requirements).

The guidelines serve both as a **practical handbook for facilitators** and a **reference document for partners**, ensuring alignment, consistency, and quality across CAC implementation.

Purpose and Objectives

The **Coming Across Challenge (CAC)** provides a structured and practice-oriented framework for young people to apply and strengthen their leadership and communication skills, building on the foundations of the SEAD training.

The CAC was developed by **PLACE** to empower participants to harness their leadership potential and master the art of effective communication in the digital age. It offers a step-by-step process that allows young people from diverse backgrounds to transform their experiences into clear and impactful messages.

Through four main modules, participants will:

- **Reflect** – Explore aspirations, personal values, leadership traits, and growth areas through self-reflection.
 - **Outcome: Increased self-awareness and a clearer understanding of personal leadership potential.**
- **Communicate** – Engage in peer coaching and feedback sessions to practice clarity, confidence, and constructive dialogue.
 - **Outcome: Stronger communication skills and the ability to give and receive feedback effectively.**
- **Create** – Draft and refine a short script that expresses their values, qualities, and the change they want to achieve.
 - **Outcome: A personal leadership narrative that connects lived experience with a vision for change.**
- **Share** – Record a short video presentation that demonstrates leadership potential, aligns personal values with goals, and links to one of the three European themes selected by youth across the four countries through a vote.:
 - *Education, Culture, Youth & Sport*
 - *Migration*
 - *Values, Rights, Rule of Law & Security*

- **Outcome: A personal video profile to express leadership story and vision for change.**

In this way, the CAC provides participants with the **self-awareness, communication skills, and advocacy tools** they need to connect their personal stories to the **Future of Europe**.

Origin of the Coming Across Challenge (CAC)

The **Coming Across Challenge (CAC)** was designed and developed by **PLACE Network** as a method to help people articulate their personal story, build confidence in their leadership, and communicate with impact.

It was first created to support **young leaders with diverse and migrant backgrounds**, and has since been applied in a variety of contexts. The CAC has helped:

- **Artivists** connect their creative expression to social change.
- **Young leaders with migration experiences** transform their journeys into strengths and leadership traits.
- **Aspiring entrepreneurs** practice pitching their ideas with clarity and confidence.
- **Emerging community leaders** prepare to engage effectively with policymakers.

Through each of these experiences, the CAC has shown its adaptability, supporting participants to turn self-reflection and peer feedback into **clear, powerful messages for change**.

Within **ParticipACTION**, the CAC is adapted to focus on **youth aged 16–23** in Italy, France, Cyprus, and Lithuania. By connecting their personal stories to the three European themes (*Education, Culture, Youth & Sport; Migration; Values, Rights, Rule of Law & Security*), the CAC provides young people with practical tools to express their ideas and take part in policy dialogue.

Learning Space Principles

The **Coming Across Challenge (CAC)** must be implemented in a learning environment that is safe, inclusive, and adapted to the needs of young participants. The quality of the learning space directly shapes the quality of the outcomes.

To achieve this, facilitators and partners should ensure that the CAC space is:

- **Inclusive** – welcoming to all participants, regardless of gender, background, or migration experience. Everyone should feel valued and able to contribute.
- **Safe and respectful** – a space built on trust, where participants feel comfortable sharing personal stories and experiences without judgment.

- **Youth-friendly** – using clear, simple language and creative methods such as cards, drawings, or mind maps to encourage expression.
- **Adaptable** – translated and culturally adjusted to fit each national context. Activities may be simplified or localized while keeping the same objectives.
- **Balanced** – combining individual reflection with group discussion to build both personal awareness and collective exchange.

By following these principles, facilitators ensure that the CAC is more than a technical exercise: it becomes a space where young people can reflect, express themselves, and grow in confidence as leaders.

Participant Profile

The **Coming Across Challenge (CAC)** is designed for young people aged **16–23** who bring diverse experiences, perspectives, and aspirations into the learning space.

- **Total participants:** 129 across four countries
 - *Italy:* 58
 - *France:* 28
 - *Lithuania:* 20
 - *Cyprus:* 23
- **Diversity target:** At least **50%** of participants should be young people with **migrant or third-country backgrounds**.
- **Gender balance:** Equal representation of young women and men is expected, with specific outreach encouraged to ensure the inclusion of **young women and girls**.
- **Selection principle:** Each group should reflect a **mix of backgrounds, experiences, and identities**, so that the CAC serves as a space for exchange, learning, and solidarity.

Facilitation Standards

The Coming Across Challenge (CAC) works best when there is strong facilitation to create a safe and engaging learning environment.

→ For a group of 25 to 28 participants, it is recommended to have at least four facilitators. This makes it possible for each facilitator to work with no more than six to seven participants, ensuring space for individual attention, active participation, and meaningful feedback. Where this ratio is not fully possible, partners should still aim to keep groups small enough to encourage trust and interaction.

- Facilitators are expected to guide participants through the modules, encourage equal participation, and support script development and video preparation. They are also encouraged to take simple notes on participant progress in order to capture learning and growth in a practical way.
- Facilitators do not necessarily need a formal background in youth work or leadership training. What matters most is that they are prepared to guide activities, foster inclusive participation, and accompany participants with openness and curiosity. PLACE will provide preparation materials and guidance to help facilitators feel confident in their role.
- Whenever possible, facilitation teams should include diversity in gender, language, and cultural background. This not only reflects the diversity of participants but also enriches the overall learning experience.

Modules of the Coming Across Challenge (CAC)

The Coming Across Challenge (CAC) is structured into four modules that take participants on a step-by-step journey from self-reflection to a final video presentation. Each stage is linked to the Coming Across Notebook, which participants complete as they progress. The notebook acts as a personal record of their reflections, feedback, and script development, while the video presentation serves as the final outcome that brings all their work together.

Module 1 – Reflect (Self-Discovery)

Objective

Help participants explore who they are, what matters to them, and how their personal story connects to the three European themes. By the end of this module, each participant will have created a leadership profile (aspiration, plan, mission, leadership feature) that will serve as the basis for peer coaching in Module 2.

Activities

1- Self-Reflection Activity (Handout p.2)

- Distribute the Self-Reflection handout.
- Ask participants to answer the four guiding questions: **Where are you now? What is your link to the three themes? What changed do you want to make? How will you represent it?**
- Remind them the page already includes prompts and examples.
- Give 15 minutes for writing.

SELF-REFLECTION ACTIVITY

Right now, what's important to you in your life? What are you good at, and what do you want to get better at?	How do these themes are related to you (Education, Culture, Youth & Sport, Migration: Values, Rights, Rule of Law & Security)?	What change do you want to make/contribute to?	How do you want to make that change happen?
Type here...	Type here...	Type here...	Type here...

SELF-REFLECTION ACTIVITY

Right now, what's important to you in your life? What are you good at, and what do you want to get better at?	How do these themes are related to you (Education, Culture, Youth & Sport, Migration: Values, Rights, Rule of Law & Security)?	What change do you want to make/contribute to?	How do you want to make that change happen?
<p>Prompts: <i>Think about your life right now. What is most important to you? It could be a person, a goal, an activity, or something you care about changing.</i></p> <p>Example: <i>Making my school/community more welcoming for everyone.</i></p>	<p>Prompts: <i>Think about your own life. Which of these themes is part of your story? How does it connect to what you've experienced or care about?</i></p> <p>Example: <i>My family moved to France when I was 10, so I understand what it's like to be a migrant in a new school.</i></p>	<p>Prompts: <i>Think about one positive change you want to see in your community, school, or the world. It should connect to one of the themes and be something you care about because of your own experience.</i></p> <p>Example: <i>new migrant students feel welcome, supported, and able to settle in during their first months at school.</i></p>	<p>Prompts: <i>Think about the steps you will take to make the change you want. What actions will show others you are serious about it?</i></p> <p>Example: <i>I will run a buddy initiative/ meetings for new migrant students to help them feel included.</i></p>

2- Quiz – SMART Goals & Leadership Qualities (5 min)

- Clarify that this is not a test but a reflection tool.
- Project the 3 quiz questions (SMART goal, self-regulation qualities, self-awareness qualities).
- Give participants a couple of minutes to think and note their answers.

Building Your Presentation (Handout p.3)

- Distribute the Building Your Presentation handout.
- Ask participants to fill in the four boxes: My aspiration, My plan (using SMART), My mission, My leadership feature.

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- Remind them there's an example printed on the page.
- Allow 15 minutes for writing.

Rationale

This module builds **self-awareness** by helping participants connect their personal experiences with broader European themes. Through reflection, a short quiz, and profile-building, participants leave with a structured leadership profile they can use for feedback in the next module.

Facilitator Guidance

- **Encourage participation:** Say: *“This is about your story — there are no right or wrong answers.”*
- **Support gently:** Walk around, check in, and help participants who seem blocked by asking: *“What matters most to you right now?”*+ *“What is one thing you would like to change to make your life easier?”*
- **Simplify if needed:** Translate prompts or adapt with cards/mind maps if the written format feels too heavy.
- **Keep it practical:** Encourage bullet points over long sentences. “Remember, this isn’t school, it’s for you!”
- **Transition clearly:** Close with: *“You now have the start of your leadership profile. In the next module, you’ll share this with peers and get feedback to make it stronger.”*

Module 2 – Communicate (Effective Communication & Feedback)

Objective

To strengthen participants’ ability to share their leadership profile clearly and confidently, while learning to listen and give constructive feedback. The focus here is especially on making their Plan more SMART (Specific, Measurable, Achievable, Realistic, Time-bound).

Activities

1. Peer Coaching on Profiles (Handout: Communication Exercises page)

- Invite participants to form pairs or small groups of 2–3.
- Each person shares their leadership profile (*aspiration, plan, mission, leadership feature*).
- Peers give feedback using three guiding questions:

- *What was clear and strong?*
 - *What could be explained more simply?*
 - *Does the Plan sound SMART?*
- Each participant receives **two tips** to make their Plan stronger using SMART criteria.
 - Allow about 5 minutes per participant.
2. **Feedback (Handout: Communication Exercises page)**
- Ask participants to note down the feedback they received.
 - Encourage them to reflect: *What do I want to keep? What do I want to improve?*
3. **Mini Debrief (whole group, 2–3 minutes)**
- Invite a few volunteers to share: *“What was one useful thing you learned from the feedback?”*
Use this to highlight the value of listening and constructive feedback.
 -

Rationale

Peer coaching helps participants understand how their message comes across to others. It builds communication skills, encourages active listening, and ensures their Plans are realistic and concrete before moving to script-writing.

Facilitator Guidance

- **Frame the activity clearly:**
Say: *“You’ll now share your leadership profile with your partner. As you listen, give them two concrete tips to make their plan more SMART. Feedback is about helping your partner shine.”*
Model it first: Share one short example about yourself and ask the group to give feedback, so participants see how it works.
- **Balance the feedback:** Remind peers to give one positive point before suggesting an improvement.
- **Stay present:** Walk around, listen in, and step in if feedback is too vague. Encourage specificity: *“Can you give an example of how they could make that clearer?”*
- **Use the cuesheet:** Follow its timing and phrasing suggestions.
- **Transition clearly:** Close with: *“You now have feedback from your peers. In the next module, we’ll turn this into a short script for your video presentation.”*

Module 3 – Create (Script Crafting)

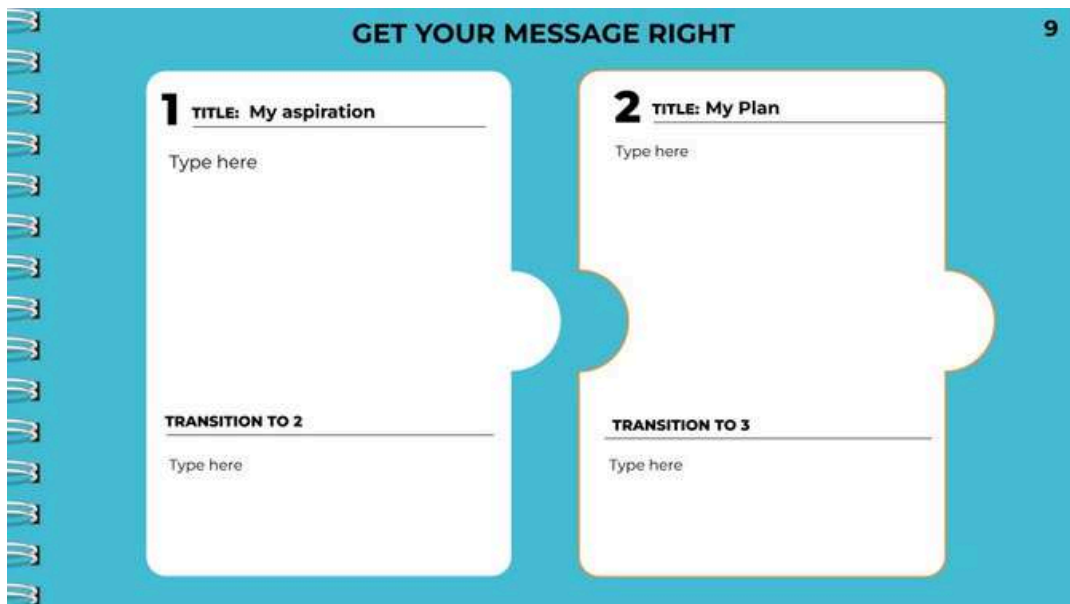
Objective

To help participants transform their leadership profile into a short, structured, and impactful script. By the end of this module, participants will have a draft they can use to record their video in Module 4.

Activities

1. Script Drafting (Handout: Script Draft page / Script Cards)

- Ask participants to transfer their answers from *Aspiration, Plan, Mission, Leadership Feature* into the script template.
- Explain that the script is like puzzle pieces: each part must connect and flow into the next.
- Encourage them to write short, clear sentences (max 2 minutes).
-



GET YOUR MESSAGE RIGHT 9

1 TITLE: My aspiration

Type here

TRANSITION TO 2

Type here

2 TITLE: My Plan

Type here

TRANSITION TO 3

Type here

2. Refining Flow and Transitions

- Show an example of how transitions work (e.g., “*My aspiration is... To reach this, my plan is...*”).
- Ask participants to add linking phrases between each section.
- Remind them they don’t need perfection now — just a clear, authentic draft.

3. Optional Peer Exchange (time dependant)

- If time allows, ask participants to share their draft with a partner.
- Peers give one tip on clarity and one tip on impact.

Rationale

This activity turns personal reflection and peer feedback into a structured message. It teaches participants how to organise their story so it is coherent, memorable, and ready for presentation.

Facilitator Guidance

- **Frame it clearly:** Say: *“You’re now going to put your profile into a short script. Think of it as your 2-minute story — short, strong, and personal.”*
- **Keep it simple:** Remind participants: *“One sentence per box is enough. You can refine later.”*
- **Circulate actively:** Walk around to check that participants are writing in each section. Encourage those who overthink to just get words on paper.
- **Model a mini example:** Share a short 3–4 line script out loud to show the style you’re aiming for.
- **Link to next step:** Say: *“This script will be the backbone of your video. In the next module, you’ll record it.”*

Module 4 – Share (Video Presentation)

Objective

To give participants the opportunity to present their leadership message in a clear, confident, and authentic way. By the end of this module, each participant will have recorded a short video (2–3 minutes) that showcases their story, values, and the change they want to make.

Activities

1. Preparation (Handout: Final Script page)

- Ask participants to review their script and make any last refinements.
- Encourage them to read it out loud once or twice to check timing (max 2 minutes).

2. Video Recording

- Explain the options for recording:

- **Peer-to-peer recording:** Participants work in pairs and record each other's videos using their phones.
 - **Facilitator-assisted recording:** Facilitators record participants one by one, ensuring quality framing and sound.
- Let participants choose whichever method makes them feel most comfortable.
 - Give around 10 minutes for recording.
 - Remind them:
 - *Be yourself.*
 - *Speak clearly and confidently.*
 - *Show why this message matters to you.*
 - **Keep it short and impactful:** *Attention spans are limited just like on Instagram Reels or TikTok, you need to communicate like an expert and get straight to the point (this is the “nudge” principle).*

3. Closing & Celebration

- Bring participants back together to celebrate completing the challenge.
- Invite a few volunteers to share what they learned or enjoyed.
- Ask all participants to complete the feedback form (handout or online).
- Remind them of the next steps in the ParticipACTION project (Advocacy training)

Rationale

The video is the main deliverable of the CAC. It transforms reflections, profiles, and scripts into a polished, personal advocacy tool that can be shared with peers, communities, and policymakers.

Facilitator Guidance

- **Frame it positively:** Say: *“This isn’t about perfection — it’s about your authentic story. Choose whether you’d like to record with a partner or with me. The goal is to capture your voice.”*
- **Give practical tips:** Remind participants to smile, look at the camera, and speak slowly.
- **Be flexible:** Support with recording if someone is uncomfortable filming alone.
- **Manage time:** Signal when 5 minutes are left for recording.

- **Close with energy:** Celebrate the effort and recognise participants as young leaders contributing to Europe's future.
-

Assessment and Evaluation

Purpose

The goal of assessment within the CAC is to capture learning and growth in a supportive and reflective way. It is not a test, but a process that helps participants and facilitators see progress in leadership and communication skills.

- **Observation Protocol**

Facilitators use an observation tool throughout the CAC to note participants' development. The focus is on three observable areas: the ability to connect with others, self-regulation, and critical thinking. Observations should remain short and practical, recorded during activities without disrupting the flow.

- **Self-Reflection**

The Notebook is the main record of each participant's growth. It contains their reflections, feedback notes, and drafts, showing how their thinking develops step by step. Completing the Notebook is itself a form of self-assessment.

- **Quiz in Module 1**

- The short quiz at the start of the CAC helps participants reflect on SMART goals and leadership qualities such as self-awareness and self-regulation. It is used to stimulate reflection rather than to measure performance.

- **Peer Feedback in Module 2**

- Peer coaching is an important part of evaluation. It allows participants to see how their ideas are received by others and to adjust their message accordingly. The Communication Exercises page of the Notebook captures this feedback.

- **Final Outputs in Module 4**

- The completed Notebook and the recorded video presentation are the main deliverables of the CAC. Together, they provide evidence of the participant's journey and serve as tools they can use beyond the challenge.

- **Facilitator Guidance**

- Facilitators should keep evaluation supportive and light. Observations should always connect back to the three CAC learning goals: reflection, communication, and leadership potential. At the end of the Challenge, facilitators are encouraged to invite participants to share what they feel they have learned or how they have grown.
-

Deliverables

Participant Deliverables

At the end of the CAC, each participant must submit two key outputs:

1. Completed Notebook

The Notebook (handout) should be filled in progressively during Modules 1–3. It must include the Self-Reflection activity, the Building Your Presentation profile, notes from peer feedback, and the final script draft. The completed Notebook serves as a record of the participant's journey and evidence of their personal growth.

2. Video Presentation

Each participant records a short video of 2–3 minutes during Module 4. The video captures their story, values, and vision for change, demonstrating their communication and leadership potential. Participants can record with a peer or with facilitator support.

Partner Deliverables

Each partner organisation is responsible for ensuring that deliverables are collected, stored, and submitted to PLACE for project reporting. This includes:

- Collecting completed Notebooks from all participants (physical or scanned copies).
- Gathering the video presentations, ensuring that each file is properly named and linked to the participant.
- Submitting the collected materials to PLACE according to the reporting schedule.
- Completing a short debrief form after each CAC session, noting any adaptations made and key lessons for future rounds.



COMING ACROSS AS A YOUNG LEADER

PPT TEMPLATE

by

PLACE

Who is going to provide you with guidance today ?



**NAME
SURNAME**



**NAME
SURNAME**



**NAME
SURNAME**



**NAME
SURNAME**



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Storytelling, goal setting, and positioning



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Challenge Welcome



Digging into
self-discovery




Break
Energizer



Celebration
Check-out



Getting your
message right



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Your Challenge output:
2 min Video Profile



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1

Digging into self-discovery



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1

Self Reflection Activity

SELF-REFLECTION ACTIVITY			
Right now, what's important to you in your life? What are you good at, and what do you want to get better at?	How are these themes related to you (<u>Education, Culture, Youth & Sport; Migration; Values, Rights, Rule of Law & Security</u>)?	What change do you want to make/contribute to?	How do you want to make that change happen?
Type here...	Type here...	Type here...	Type here...

On your own, fill in the notebook p.2

Quiz



Let's get warmed up!



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Quiz



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1) Which goal is expressed in a SMART way ?

- A.** I think improving confidence in young speakers can help them become leaders in their communities.

- B.** 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.

- C.** I want to encourage more young people to speak up for their ideas and opinions in public spaces.


Which of the following traits suggest that a leader demonstrates strong self-awareness?

Which of the following are indicators that a leader demonstrates strong self-regulation skills?



Quiz answers

1) Which goal is expressed in a SMART way ?

- A. I think improving confidence in young speakers can help them become leaders in their communities.
-  B. 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.
- C. I want to encourage more young people to speak up for their ideas and opinions in public spaces.

a) They show the ability to make decisions

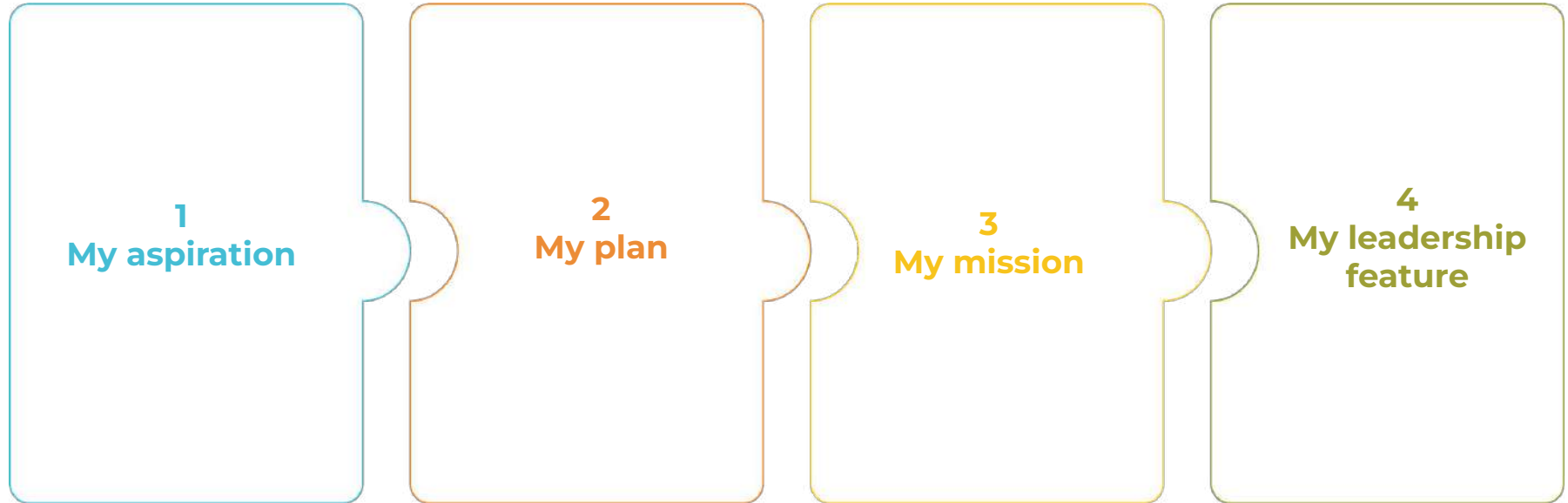
b) They own their opinions

c) They understand responsibility and consequences

a) They make choices after weighing potential outcomes and implications.

c) They acknowledge the link between their actions, responsibility, and potential consequences.

e) They remain attentive and grounded in the present moment, even under pressure.



**Piecing together your story by articulating
your goal, leadership style & self positioning**



My aspiration

What do I want to achieve?

My plan

What will I do in order to reach my goal?

My mission

What will have happened once I have reached my goal?

My leadership feature

What leadership feature do you have?

1

Building your presentation

It's time to start typing...



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<p>My aspiration: What do I want to achieve?</p> <p>Type here...</p>	<p>My plan: What will I do in order to reach my goal? Define 2 milestones with SMART criteria (Specific, Measurable, Achievable, Realistic, Timed)</p> <p>Type here...</p>
<p>My mission: What will have happened once I have reached my goal? Express what success will look like on the day you have achieved your goal using SMART criteria</p> <p>Type here...</p>	<p>My leadership feature: What leadership features do you have?</p> <p>Type here...</p>

On your own, fill in the notebook p.5

1

Peer coaching

Guidance for peer-coaching

Is this goal SMART enough?

Give your peer 2 tips by making 2 of the SMART features stronger:

- S** — Specific
- M** — Measurable
- A** — Achievable
- R** — Realistic
- T** — Timed



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2 persons per group
5 min per person



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Break

Break

Break

Break

2

Getting your message right



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1
My aspiration

2
My plan

3
My mission

4
**My leadership
feature**



2
—

Get your message right



1 TITLE: **My aspiration**

Hello, my name is Carlos and I live in Quito where the population is constantly exposed to natural risks, from volcanoes to earthquakes. My work focuses on choreographies with youth and elderly to demonstrate the strong resilience and solidarity in these extreme conditions.

TRANSITION TO 2

Based on my experience and 10 years of practice, I understand the language of healing.

2 TITLE: **My plan**

Myself and 2 other choreographers intend to expand our work and connect generations in devastated areas, whether because of environmental disasters, crime or wars. We want to develop a body language of resilience through generations. We have applied to 2 areas in 2 cities. And selected the corresponding teams to start writing in three months.

TRANSITION TO 3

I believe it can help bring peace and a culture of care.

2

Get your message right



On your own, fill in the yellow slides in your notebook (page 8-9)



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Your Challenge output:
2 min Video Profile



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**Welcome
Back**

**Great
Work**

Good Job

DONE!

Feedback form





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COMING ACROSS AS A YOUNG LEADER

Notebook

by

PLACE

SELF-REFLECTION ACTIVITY



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Right now, what's important to you in your life? What are you good at, and what do you want to get better at?

Type here...

How are these themes related to you (Education, Culture, Youth & Sport; Migration; Values, Rights, Rule of Law & Security)?

Type here...

What change do you want to make/contribute to?

Type here...

How do you want to make that change happen?

Type here...

SELF-REFLECTION ACTIVITY



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Right now, what's important to you in your life? What are you good at, and what do you want to get better at?

Prompts:

Think about your life right now. What is most important to you? It could be a person, a goal, an activity, or something you care about changing.

Example:

Making my school/community more welcoming for everyone.

How are these themes related to you (Education, Culture, Youth & Sport; Migration; Values, Rights, Rule of Law & Security)?

Prompts:

Think about your own life. Which of these themes is part of your story? How does it connect to what you've experienced or care about?

Example:

My family moved to France when I was 10, so I understand what it's like to be a migrant in a new school.

What change do you want to make/contribute to?

Prompts:

Think about one positive change you want to see in your community, school, or the world. It should connect to one of the themes and be something you care about because of your own experience.

Example:

New migrant students feel welcome, supported, and able to settle in during their first months at school.

How do you want to make that change happen?

Prompts:

Think about the steps you will take to make the change you want. What actions will show others you are serious about it?

Example:

I will run a buddy initiative/ meetings for new migrant students to help them feel included.

My aspiration: What do I want to achieve?

I want to make quality education widely accessible to children in Honduras, between the ages of 6 - 16, by the end of 2030.

My plan: What will I do in order to reach my goal?

Define 2 milestones with SMART criteria (Specific, Measurable, Achievable, Realistic, Timed)

Run a needs survey in 100 schools in rural and urban Honduras by 2023.

Transform results of the needs survey into actionable policy recommendations, alongside teachers and students, and submit to the Ministry of Education by 2025.

My mission: What will have happened once I have reached my goal?

Express what success will look like on the day you have achieved your goal using SMART criteria

An update national educational policy will be introduced and featured by the government in 2027 and resources (e.g. classrooms and other facilities) will begin to be produced by the end of 2028.

My leadership feature: What leadership features do you have?

- 1- Negotiation
- 2- Communication skills
- 3- Team work

BUILDING YOUR PRESENTATION

My aspiration: What do I want to achieve?

Type here...

My plan: What will I do in order to reach my goal?

Define 2 milestones with SMART criteria (Specific, Measurable, Achievable, Realistic, Timed)

Type here...

My mission: What will have happened once I have reached my goal?

Express what success will look like on the day you have achieved your goal using SMART criteria

Type here...

My leadership feature: What leadership features do you have?

Type here...

1 **TITLE: My aspiration**

Hello, my name is Carlos and I live in Quito where the population is constantly exposed to natural risks, from volcanoes to earthquakes.
My work focuses on choreographies with youth and elderly to demonstrate the strong resilience and solidarity in these extreme conditions.

TRANSITION TO 2

Based on my experience and 10 years of practice, I understand the language of healing.

2 **TITLE: My plan**

Myself and 2 other choreographers intend to expand our work and connect generations in devastated areas, whether because of environmental disasters, crime or wars. We want to develop a body language of resilience through generations. We have applied to 2 areas in 2 cities. And selected the corresponding teams to start writing in three months.

TRANSITION TO 3

I believe it can help bring peace and a culture of care.

3 **TITLE: My mission**

We want to develop 2 main projects over the next 3 years: an intergenerational healing theatre program in New Orleans, and a dance show with Ukrainian migrants in Berlin. We are aiming at an audience of 50 000 people that would be touched by these stories, while giving 5000 participants the keys to address their trauma.

TRANSITION TO 4

I want to go beyond individual stories, I believe we can reshape the outlook on our world at a collective level

4 **TITLE: My leadership feature**

Personally, I consider my form of art to tap into the qualities of an educator. That means for me a lot of empathy. I could not do this work well if I did not have deep sense for what others realities are, even if I have not experienced them myself.

CONCLUSION

Thank you. It is precious to be able to share what I do and who I am. Come visit our community space.

GET YOUR MESSAGE RIGHT

1 TITLE: My aspiration

Type here

TRANSITION TO 2

Type here

2 TITLE: My Plan

Type here

TRANSITION TO 3

Type here

3 TITLE: My mission

Type here

TRANSITION TO 4

Type here

4 TITLE: My leadership features

Type here

CONCLUSION

Type here