

**Young Migrant Integration Leaders [EXEMPLAR]**  
**IO1 – Integration Leaders Curriculum**  
**Lesson Plan**  
**Modul 5: Engagement Strategies**  
**Unit 2: Leadership Skills in Engagement Strategies**

<i>Description of the Learning Activities</i>	<i>Timing (minutes)</i>	<i>Materials/ Equipment Required</i>	<i>Assessment/ Evaluation</i>
<p><b><u>Activity 1: Leadership skills in engagement strategies</u></b></p> <p>What leadership skills should possess an EXEMPLAR’s leader. Emotional Intelligence definition.</p>	<p><u>10 min.</u></p>	<p>Beamer, Laptop, presenter</p> <p>This presentation will be used during the whole session of Unit 2</p>	
<p><b><u>Activity 2: Leadership skills – an association game</u></b></p> <p>The participants split up in 2 groups facing each other and gather behind a line. Now the race begins, the groups must write down a word that is related to leadership skills, but the word should start with each letter of the word “LEADERSHIPS SKILLS”. It works like a relay race, only one person from the group runs and</p>	<p><u>15 min.</u></p>	<p>Two posters with the word Leadership skills written vertically</p> <p>LEADERSHIP SKILLS</p> <p>G</p>	<p>Participants will engage in all group activities</p>

<p>gives the pen to the next person. The team that finishes first wins. After the game, the teams present their results and all the leadership skills are collected on the white board and can be completed by the participants and the workshop leader.</p>		<p>I L I T Y</p>	
<p><b><u>Activity 3: Your idea – your engagement</u></b>        Each participant sketches a small project idea, which they would like to realise in the next 6 months. This can be for example a communal bed in the garden, a regular chess club for refugees and locals, or an initiative to avoid plastic waste. Please make sure to write down the aims of the project and the people you want to involve.</p>	<p><u>10 min.</u></p>	<p>White paper and pens</p>	<p>Participants will engage in all group activities</p>
<p><b><u>Activity 4: Networking activity: Speed dating</u></b>        The participants sit on two lines of chairs opposite to each other. They have two minutes to present their projects and share ideas how they could cooperate in the future. Then, they change seats and share their project idea with the next person. The aim of the activity is that the participants practice how to summarize their idea briefly and precisely and to find people with similar ideas and goals.</p>	<p><u>25 min.</u></p>	<p>Two lines of chairs</p>	<p>Participants will engage in all group activities</p>

<p>After the game, the participants have five minutes to find a group of people with which they want to realize one of the ideas and present it to the others.</p>			
<p><b><u>Activity 5: Self-assessment and team building: Four direction game</u></b></p> <p>Draw everyone’s attention to the four compass points posted around the room. Ask them to read each one and then select the one that most accurately captures how they work with others in teams. Once everyone has decided, the groups select individuals for the following roles: Recorder: record responses of the group        Timekeeper: keeps the group members on task        Spokesperson: shares out on behalf of the group when time is called. Each group will have 5-8 minutes to respond to the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the strengths of your style?</li> <li>2. What are the limitations of your style?</li> <li>3. What style do you find most difficult to work with and why?</li> <li>4. What do people from other "directions" or styles need to know about you so you can work together effectively?</li> <li>5. What's one thing you value about each of the other three styles?</li> </ol>	<p><u>20 minutes</u></p>	<p>Prepare four posters with the compass points and the characteristics and post them on room walls before you begin</p> <p><b>North:</b> Acting – “Let’s do it;” Likes to act, try things, plunge in.  <b>East:</b> Speculating – likes to look at the big picture and the possibilities before acting.  <b>South:</b> Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.  <b>West:</b> Paying attention to detail —likes to know the</p>	<p>Participants will engage in all group activities</p>

<p>The aim of this activity is to increase the awareness of our own and others' preferences as well as about their strengths and limitations which opens the door to empathy. The participants learn that a diversity of preferences is what makes better team work and network results.</p>		<p>who, what, when, where and why before acting.</p>	
<p><b><u>Workshop Closing and Evaluation: Traffic light feedback</u></b></p> <p>The facilitator closes the workshop. Participants receive small voting cards in three colors, which signal agreement (green), disagreement (red) and in-between (yellow). In turn, each one formulates a statement about the workshop. After each statement all participants show with the help of their cards whether they agree with the formulated statement or not. Each participant receives the additional material and a feedback sheet that should be filled out.</p>	<p><u>10 minutes</u></p>	<p>Feedback sheets                  Green, red and yellow cards for the traffic light evaluation</p>	<p>Participants fill in the feedback sheet</p>
<p><b>Total duration of the module</b></p>		<p><b>2 hours</b></p>	