

1. OASIS GAME



SHORT DESCRIPTION

The Oasis Game is a community mobilization tool developed by Instituto Elos to materialize collective dreams. The game involves players and communities, bringing together people from many different areas of society such as NGOs, local government, nearby businesses and the community itself.

It was conceived to be applied at no cost and in a fully cooperative way so that, together, all participants can accomplish a common goal. The design of the Oasis Game strives to allow all players to be winners, without exception.

This 7-step process is executed generally between 5 and 8 days with a core-group of minimum 15 participants. Participants go out to look for stories, resources, talents, collective dreams and the energy in a community to realize a collective project. The Oasis Game offers a set of cards with tasks and tips, a guide, a whole set of supporting materials and roles that will support the group in a playful yet impactful process.

TARGET GROUP

The Oasis Game is a community-transformation game that is played by participants of the CEAL-program in collaboration with the community and its members.

LEARNING/OUTCOMES

The Oasis Game has multiple outcomes:

- Concrete results: materialization of the dream-project.
- Social results: a strong empowering and connecting process.
- Transformation: participants and community-members transform personally

MORE INFO

The Oasis Game is created by Instituto Elos under creative Commons under NonCommercial-Semi derivat 4.0 International license. Find out more and download the game on <http://institutoelos.org/jogo-oasis/>

2. COOPERATIVE GAMES



SHORT DESCRIPTION

Cooperative games are games that can be applied in many moments in a process to stimulate cooperation in a group, to shift the individual focus to a collective one and to learn to work together in a playful way. Cooperative games are not just challenges that a group has to fulfil, but have a deep pedagogical purpose. Games function as a mirror of what happens in real-life and reflect personal- and group behaviour in a playful way.

How to guide exercises?

- Read the instructions well: plan your activities as a learning-activity before going out to work in a bigger context.
- Give instructions; be aware of what is specifically need to be said and in cases also what's left out on purpose.
- Run the game: take note of what happens between the people and on a group-level. Let happen whatever happens.
- Reflect: after finishing the game, take time to listen to what people Observed, let people Reflect on that, Interpret that experience and potentially Decide.

TARGET GROUP

The general use is in core-group of participants of programs. In some cases they can be used also in settings of participants and community-members.

LEARNING/OUTCOMES

Depending on the specific game, the learning can be different. Yet the general outcome and focus of learning of cooperative game is to see how to move from competition to cooperation, from defending individual needs to serving a larger purpose.

MORE INFO

There are various games, with various needs. In most cases you need very little materials, just practice before executing. Download description of various exercises at the learning space on the CEAL-website: <http://ceal.eu>

3. APPRECIATIVE GAZE



SHORT DESCRIPTION

The appreciative gaze is aimed at finding resources and beauties in a community. Prior to finding these in silence and mapping them, the following exercise helps to be open our senses and discover a community in a different way; blindfolded.

How to guide the process;

Participants divide into pairs

- The pairs are instructed to go out each 15 mins to discover the community with eyes shut, while the other guides the person.
- You shut out the eyes by covering them with a piece of fabric.
- One lets himself be guided to be taken to different places, in silence.
- As they go, the blinded will discover the place using all other senses available: touching, hearing, sensing. Once one is done, they exchange roles.

Once you finish, take time to reflect, to draw what you experienced and to take some notes: what did you notice? What beautiful and interesting things did you perceive? After that pairs or individuals do another round to look for beauties and resources, with opened eyes and a different 'look'.

TARGET GROUP

Students and community-entrepreneurs

LEARNING/OUTCOMES

Usually, most part of what is perceived and transmitted in western cultures is through our eyes (images) and what we hear (sounds/words); that makes that we don't put much attention in other senses through which we also perceived: smells, movement, touch, feelings. Let's investigate and have fun with them.

MORE INFO

This exercise is inspired by an activity hosted by Instituto Elos in the phase of Gaze. More info on: <http://institutoelos.org>



SHORT DESCRIPTION

The purpose of this exercise is to experience the Appreciative connection and Affection, while creating a space of common understanding.

How to guide the process;

Participants divide into pairs. One person assumes the role of "participant" and the other assumes the role of "Community." The facilitator guides the participants on the principles of good dialogue; listen actively, observe what the other is saying instead of judging and/or evaluating, avoid interrupting when the other is speaking, let questions arise spontaneously, listen appreciatively, be transparent.

There are 4 rounds (3-5 min each) with each a central question based on:

1. Community shares the best time of his/her life and the participant listens.
2. Community shares the values present at that moment and the participant listens.
3. Community shares based on these values how the best world would look like.
4. The participant gives appreciative feedback on everything they've heard, with an emphasis on what connects them to the Community's values and dreams.

TARGET GROUP

This exercise serves positive relationship building in any process and is applicable for all target groups. It can specifically be done to prepare a group of participants to go into dialogue with stakeholders, community-members and others.

LEARNING/OUTCOMES

Deeper connection between both participants of the conversation, connection on level of values and mutual appreciation. Participants learn about the other, but also about the quality of significant conversation on a practical, cognitive and heart-level.

MORE INFO

This exercise is inspired by an activity hosted by Instituto Elos in the phase of affection.

Other resources available can be found in the art-of-hosting network:

. <http://www.artofhosting.org/nl/>

5. OPEN SPACE



SHORT DESCRIPTION

By inviting people to take responsibility for what they care about, Open Space establishes a marketplace of inquiry, reflection and learning, bringing out the best in both individuals and the whole. Open space is a self-organizing practice, which releases the inherent creativity and leadership in people.

When to use it:

Where conflict is holding back the ability to change, the situation is complex, there is a high degree of diversity, all stakeholders are needed for good decisions to be made, when you have no preconceived notion of what the outcomes should be.

What you need:

Facilitating a space like this is done through a contextualization with a couple of rules, which is described in the link at 'more info'. You need space enough to hold various small groups, a wall to create an agenda and pens and papers for participants to indicate topics as well as harvesting results of the subgroups working on various topics.

TARGET GROUP

This technique can be used for all kinds of groups in the process, from community, to participants, to spaces with collaborators.

LEARNING/OUTCOMES

- Builds energy, commitment and shared leadership
- Participants accept responsibility for what does or doesn't happen
- Action plans and recommendations emerge from discussions as appropriate
- You create a record of the entire proceedings as you go along

MORE INFO

Description is partly taken from this page where you can find a more extensive explanation of this exercise. Open space is licensed under Creative Commons.

www.openspaceworld.org

6. WORLD CAFE



SHORT DESCRIPTION

Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. World Café can be modified to meet a wide variety of specifics of context, but has some basics:

How does it work?

The process starts with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group, except a chosen host moves to a different new table. Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. Afterwards the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group.

What do you need?

A table + chairs for groups of four or five people. Each table needs a sheet of flipchart and various coloured pens to harvest the conversations.

TARGET GROUP

This technique can be used for all kinds of groups in the process, from community, to participants, to spaces with collaborators.

LEARNING/OUTCOMES

World Café stories and conversations tell the story of a powerful and far-reaching movement that taps into the human need to reach out to each other in collaboration, as we plot the course of our futures and make meaning of what we are learning together.

MORE INFO

Description is partly taken from www.theworldcafe.com, where you can find more extensive explanation of this exercise. World café is licensed under Creative Commons, yet is connected to other disciplines to make the outcomes richer.

7. OLYMPIC CIRCLES



SHORT DESCRIPTION

The Olympic circle is a simple yet very important closing activity after collective realization. Especially applicable in context of a hands-on realization, but can be used after other moments of collective work and achievement.

How to facilitate;

After a day of working in various subgroups you join in a big circle. In a space of celebration and recognition you host three rounds of activities;

1. Celebrating the achievements; Each group shares their achievements, by taking a step inside the circle and naming all that's been done. All members who participated step into the circle and receive high-fives of all the other people, while they run inside the circle clockwise to receive their appreciation. This is done for all groups.
2. Listening to the circle; after celebration it's time for appreciation. The facilitator opens the space for people to enter the center of the circle to answer the following question. 'what (or who) are you thankful for after this achievement'.
3. Collective thanks; Close the activity with a yell, dance or a small cooperative game, that offers the group a way to celebrate what has been done together.

TARGET GROUP

Community-members and CEAL-participants

LEARNING/OUTCOMES

Sense of achievement, celebration, acknowledging everybody's contribution to the collective achievement

MORE INFO

This activity is inspired by various community programs of Instituto Elos which is strongly used for celebration group-achievement and acknowledging everybody's contribution on the journey of collaboration: <http://institutoelos.org>

8. STORY TELLING



SHORT DESCRIPTION

Storytelling is a very powerful way of bringing out individual and collective stories, feelings and ideas. It can be used for collecting communities stories and dreams.

How to facilitate;

Invite participants and community members to get together and sit in a circle.

1. Start with an exercise in pairs; Ask each to share their 'favourite fruit experience' and let them describe a memory and experience related to this fruit. Be surprised.
2. Let the others share to the other what happened to them when they heard the story. 3. Repeat the same exercise in the same pairs, asking people to share their 'Favourite moment in community', ask them to describe the experience and define what qualities were present in this moment? Ask people to describe the details.
4. Ask the pair to answer an extra question of envisioning; "How could these qualities be more present? How would the community look like if this was experienced more on a day-to-day basis?"
5. After sharing stories in pairs, come back to the circle. Pass a talking stick and ask people to share the story of their partner, adding what impressed them.

TARGET GROUP

Community-members and CEAL-participants

LEARNING/OUTCOMES

An idea of collective feelings, values and dreams. Deeper connection between both participants of the conversation, connection on level of values and mutual appreciation. Participants learn about the other, but also about the quality of significant conversation on a practical, cognitive and heart-level.

MORE INFO

9. CLOVER LEAF MODEL



SHORT DESCRIPTION

The Cloverleaf is a model that guides participants in creating a social value proposition for a social enterprise. A do it yourself approach, a model and a way of engaging with social business-creation, in which all the ingredients are in order to structure the whole process from ideation to business. It's based on 5 building blocks, with the proposition at heart of it:

- Principles: multiple, collective and win-win
- Community structure: interaction and communication, why and who, giving and taking
- Values: social, ecological and economical
- Design structure: activities, designteam, resources

How to use it

The book 'new business models' provides you with a guide to think and act towards a successful social value proposition. With examples, questionnaires and checklists, you are challenged to answer questions like: what do I want, what are the principles I'll apply, who will I involve, is my plan right? For CEAL the cloverleaf model provides a way of looking to design or improve a project.

TARGET GROUP

Groups of entrepreneurs, from community or with stakeholders and participants

LEARNING/OUTCOMES

The Cloverleaf model helps people with conflicting interests to connect. It offers space to share perspectives with each other and for entrepreneurs to work towards collective solutions to overcome obstacles.

MORE INFO

The clover leaf model is developed on the basis of crowdthinking and published in the workbook 'New business models: working together to value' (Jan Jonker eds.). Visit <http://newbusinessmodels.info> to find out more.

10. IDEAS GENERATION



SHORT DESCRIPTION

When we are looking for solutions for diverse and complex challenges, unleashing creativity can be very useful to come to new ideas. To help select which is the one we want to bring to action and develop a project we can use filter tool like an impact matrix.

1. Define a Challenge you want to address in the community: A quick and fun way to tap into creativity, the group will go through a process of defining challenges that they have discovered in the community, make a list.
2. Brainstorm Solutions: start brainstorming solutions combining ideas with passions, and random thoughts to get to new ideas that can be worked on and deepened in a later stage. Just throw them all out.
3. Cluster the ideas on a big sheet: Make an impact matrix that can help to decide which idea to take on based on areas defined by questions such as: does it address the challenge? is the whole team passionate about the idea? is it something you can achieve with the resources you have? does it bring innovation? is it sustainable for the community and the planet?
4. Based on feedback you can select the challenge that you think has the highest score on the questions.

TARGET GROUP

Groups of entrepreneurs, from community or with stakeholders and participants

LEARNING/OUTCOMES

. A guided brainstorm can help a group to come to new ideas, a process of cluster can make these ideas even more creative and complete.

MORE INFO

These workshop design was developed by L. Silvestri at the Social Impact Challenge in Madrid, 2015. Creativity techniques can be explored around the internet.



SHORT DESCRIPTION

The Business Model Canvas, is a strategic management and entrepreneurial tool. It allows you to describe, design, challenge, invent, and pivot your business model.

The Business Model Canvas (BMC) is a format you download that you fill in with post its. It gives you the structure of a business plan without the overhead, and the improvisation of a 'back of the napkin' sketch without the fuzziness.

The Canvas has nine elements and together these elements provide a pretty coherent overview:

1. Customer Segments / 2. Value Propositions / 3. Channels / 4. Customer Relationships / 5. Revenue Streams / 6. Key Activities / 7. Key Resources
8. Key Partnerships / 9. Cost Structure

What do you need:

Download the template, print it and fill it in, in small groups around 1 idea at a time.

TARGET GROUP

Community-entrepreneurs, youth and stakeholders who want to map out the model behind an initiative.

LEARNING/OUTCOMES

From filling in a BMC come insights into the dynamics around a plan, its potential, but also questions that still need to be answered. If all goes well you will have in one overview the dynamics and the potential of your entrepreneurial community-project.

MORE INFO

The Canvas is licensed as creative commons, so you can use it for free. For the business-model canvas go to; <http://www.businessmodelgeneration.com/canvas/bmc>
For the model for social businesses go to; <http://www.socialbusinessmodelcanvas.com/>



SHORT DESCRIPTION

A powerful tool supporting reflection and learning is having participants keep a journal. In bringing in journaling into your program there are a couple of considerations;

- Form; CEAL offers a pre-formatted journal with questions related to the process. You can also choose to keep a completely blank and question-less space for reflection.
- Sharing; An important part is to be clear if this is a fully personal reflection space, if the journal will be public or parts are asked to be shared.
- Blocking moments; Advised is to set moments for reflection during the process, which have to be planned smart, but also maintained to create a dedicated time and rhythm for journaling to be powerful and useful.

How to use:

You can choose to download the CEAL-journal online or use a notebook which participants use for personal reflection moments. Journals content can be either kept fully for the participants use or can be on occasion shared in the participant group.

TARGET GROUP

The general use is in core-group of participants of programs.

LEARNING/OUTCOMES

The power of journaling is, that it's judgment-free, it has a quality of observation, leads to understanding, revelation, awareness and offers the user at times unexpected needs assessment., while increasing 'quality-moments' with yourself.

MORE INFO

Download the CEAL-journal at the learning space on the CEAL-website <http://ceal.eu>

13. A-R-A METHOD



SHORT DESCRIPTION

Action-Reflection-Action methodology is based on observation, experimentation and personal activity (learning by doing), taking the learner as a protagonist. Key is that a student can learn by himself and in interaction with others.

Find in the online resource support for the reflection moments. It aims to reflect on the actions that have taken place, reflecting while action in order to be aware and avoid repetition of the mistakes committed earlier. An essential element is that the learner must be the protagonist of the experience, always.

The five principles of A-R-A pedagogy are:

- Anything that can make the kid you not to monitor.
- Learning by doing.
- Enabling significant experiences our kids to learn through action.
- Making appropriate encourage the evolutionary time Lad responsibilities.
- So important is the process and the final result.

TARGET GROUP

Students and Community members

LEARNING/OUTCOMES

It creates space to reflect on the action in order to overcome returning mistakes. It is becoming habit evaluation, personal progress and taking responsibility. For the students taking responsibilities is the satisfaction of the development the natural desire to be useful for something, strengthening feeling confident.

MORE INFO

Check out:

<https://www.thecoachingtoolscompany.com/free-resources/free-coaching-exercises/>



SHORT DESCRIPTION

River of life is a visual narrative method that helps people tell stories of the past, present and future. Individuals can use this method to introduce themselves in a fun and descriptive way; a group can use it to understand and reflect on the past and imagine the future of a project.

What you need:

Several flip-chart sheets and pens in various colours.

How to guide the exercise;

1. Draw an example river to help people visualize what it might look like.
2. Form small groups of four to six people. Ask participants to draw rivers at the two-thirds point of the page. Ask them to use the bigger part of the river to represent where they come from and what led them to attend this event, in silence.
3. Afterwards participants share and explain their drawings and then participants return to their drawings and use the smaller part of the page to represent what they expect to gain out of the event and what they aim to take back to their lives.

TARGET GROUP

This exercise is most suitable for participants of the core-group who are getting into a learning journey.

LEARNING/OUTCOMES

River of Life focuses on drawing rather than text, making it useful in groups that do not share a language. Besides getting an insight into peoples' life stories, motivations and connection to the program, when used in a group, it is an active method, good for a collective engagement of people.

MORE INFO

Description is partly taken from this page where you can find a more extensive explanation of this exercise: <http://www.kstoolkit.org/River+of+Life>

15. TOTUM



SHORT DESCRIPTION

This exercise is focused on reflecting on this moment in the bigger picture of life. It's a reflective exercise, using the creative aspect of decoration as a way to express a story of life on a physical object, creating a totem you take with you in the process.

What you need:

A bamboo or other object with four sections, several creative materials, for example; pens, colours, rope, beads, fabric, scissors, glue

How to guide this exercise:

Frame the exercise as an opportunity to find out what this moment means to you in your journey of life. Ask them to think of four periods in their life; 1. Childhood, 2. teenage years and/or adult life, 3. current period in life and 4. the future. Ask participant to focus 5 minutes in silence on those four stages and take at least 20 minutes to express it on the object. After finishing let participant share it in small groups the whole story. At the end bring together the group in the bigger circle to present the stories that were most present in the conversation.

TARGET GROUP

Exercise is focused on the core-group of participants. This can be done with participants of any age or background, with the intention of creating a deeper relationship with the other and with the purpose of the project.

LEARNING/OUTCOMES

Personal: Recognizing the moment as part of a personal learning journey. Recognizing values that are key to your way of being and working.

Group: strengthened connection and deeper relationship between members. Insight into each others deeper motivations and finding of common threads in diversity.

MORE INFO

This activity is inspired by an exercise used in the Warriors Without Weapons program of Instituto Elos. Check: www.institutoelos.org/gsa/

16. CHALLENGE BRIEF



SHORT DESCRIPTION

The challenge brief is a briefing document for a challenge that will be offered to a group of people in a social and societal context. It's applicable for a group that is ready to take on a collective challenge that is present or has emerged in the community-process as a clear topic to take on together.

The briefing comes in two parts - the **TASK** (what you set out to achieve) and the **PROCESS** (how this is going to work & how you are going to learn from it) and is set within a strict time-frame working towards a clear and fixed moment of presentation of the result.

It's not about the document alone, it's also a small event in itself, building up the excitement around receiving a mission, like a treasure hunt. The challenge brief itself should contain:

The 'What' - what the challenge is, what the topic is.

The 'Who' - which stakeholders, community-members, parties are involved.

The 'MustDo's' - Deliverables, Operations (i.e. practical aspect of the business), Organisation

The 'How' - Support/Resources available for you, circle of Support, Learning objectives, timeframe.

TARGET GROUP

Core participants, which can be students, local participating youth, community-entrepreneurs and stakeholders.

LEARNING/OUTCOMES

The purpose of the challenge brief is to give a clear framework of the mission, and empowers the participants through giving them info of the local context and parameters for the project. It's also a document they can refer back to throughout the project.

MORE INFO

17. MENTORING TIPS



SHORT DESCRIPTION

Choose to offer to your students the option to have a mentor. Be yourself or find one. After choosing your role as mentor, set a rhythm of moments when you meet those to be mentored. Keep a log of the conversation. Be aware of the following aspects.

Mentoring is relationship oriented. It seeks to provide a safe environment where the mentoree shares whatever issues affect his or her professional and personal success, its focus goes beyond these areas to include things, such as work/life balance, self-confidence, self-perception, and how the personal influences the professional.

Mentoring is always long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the mentoree can feel secure in sharing 'the real issues'.

Mentoring is development driven. Its purpose is to develop the individual not only for the current project, but also for the future.

Mentoring requires a design phase in order to determine the strategic purpose for mentoring, the focus areas of the relationship, the specific mentoring models, and the specific components that will guide the relationship.

TARGET GROUP

Students and community-entrepreneurs

LEARNING/OUTCOMES

When to consider using: development of group leadership, remove barriers that hinder group success, seeking a more complete way to develop/acquire specific skills/competencies, learning from experienced people.

MORE INFO

Find more information on mentoring activities on the CEAL-website: <http://ceal.eu>

18. COACHING TIPS



SHORT DESCRIPTION

Choose to offer to your students the option to have a coach. Be yourself or find one. After choosing your role as coach, set a rhythm of moments when you meet those to be coached. Keep a log of the conversation. Be aware of the following aspects.

Coaching is task oriented. The focus is on concrete issues, such as managing more effectively, speaking more articulately, and learning how to think strategically. This requires a content expert (coach) who is capable of teaching the coachee how to develop these skills.

Coaching is short term. A coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as is needed, depending on the purpose of the coaching relationship.

Coaching is performance driven. The purpose of coaching is to improve the individual's performance on the job. This involves either enhancing current skills or acquiring new skills. Once the coachee successfully acquires the skills, the coach is no longer needed.

Coaching does not require design. Coaching can be conducted almost immediately on any given topic.

TARGET GROUP

Students and community-entrepreneurs

LEARNING/OUTCOMES

When to consider coaching: When a group is seeking to develop its participants in specific competencies and to help talented people to grow, especially when small group of individuals (5-8) have a need of increased competency in specific areas.

MORE INFO

Find more information on coaching activities on the CEAL-website: <http://ceal.eu>



SHORT DESCRIPTION

The Pro Action Café is a methodology for creative and inspirational conversation. Participants are invited to share their questions (around projects, seed ideas etc) and get input (deeper questions, knowledge, experience) from others, to help move from questions to actions.

How to guide the process;

Gather all involved and after a quiet moment invite some people to bring forward their question. After announcing the rest selecting a topic, with max four participants

Three conversation rounds help the hosts work on their question:

- What is the quest behind the question? Every participant is invited to challenge the table host of what is the deeper meaning of the general question is.
- What is missing? A discovery question once the quest has been redefined, what makes the picture more complete.
- Third round is for the hosts to consolidate their learnings into action – What did I learn?

Conclude with a feedback in big circle.

TARGET GROUP

Students and community-entrepreneurs

LEARNING/OUTCOMES

Pro-action café is advised to be used to have feedback on entrepreneurial ideas or initiatives. The most important outcome is to get feedback from others on ideas that are burning inside.

MORE INFO

Pro-Action Café is licensed under Creative Commons, yet is connected to various other disciplines and services to make the outcomes richer.

Find out more at www.art-of-hosting.com



SHORT DESCRIPTION

Action Learning Sets are a structured meeting method enabling small groups to address complicated issues by working collectively. The role of the facilitator is to help the set to agree on a working contract and to hold the set members to their agreed tasks. The facilitator builds a style of questioning and giving feedback which demonstrates respect for the problem holder and supports a trusting atmosphere amongst the group, drawing members' attention to the "process" of the set meetings.

In the initial meeting the group sets agreement on boundaries and ground rules such as attendance and confidentiality, identifies "my problem" by all participants and makes a working schedule for subsequent meetings. In Subsequent meetings 1 hour topic Sessions are hosted following this structure;

- Presenter offers topic/question/challenge
- Clarification and exploratory questions
- The presenter re-formulates the topic/question/challenge
- Set members generate/present ideas and options
- The presenter formulates his/her next step(s) and the set reviews the process

TARGET GROUP

An action learning set can be made up of any group of people who want to work together or support each other over a series of sessions, especially participants.

LEARNING/OUTCOMES

Sets provide an immediate vehicle for identifying and responding to the development needs of participants, analyses individual leadership and management dilemmas and elicit new perspectives and opportunities for behaving differently. Participants develop problem solving and interpersonal skills.

MORE INFO

Download a more extensive description at the learning space on the CEAL-website:
<http://ceal.eu>



SHORT DESCRIPTION

These activities aim to get the attention of the citizens of the community, motivate them and let them know that soon the CEAL Project will be developed. The activities of 'mosqueo' have the characteristic of a "surprise" because it catches attention and generate expectation to prepare the community for a spectacular project.

MOSQUEO 1: The following phrase is displayed by a massive colorful banner:
SOMETHING WILL CHANGE!!!! ARE YOU READY FOR THE CHANGE??

MOSQUEO 2: We will leave a tree in the place where the project will be develop, and ask people that fill in a hanged "gift boxes" answering to this question:
WHAT IS YOUR COLLECTIVE DREAM FOR THIS PLACE? Once people post the question, we invite them to come to a gathering to discuss these dreams.

MOSQUEO 3: Along the streets near to the place where the project will be developed, and while people are walking around shopping or walking, We will distribute the invitation to the CEAL project, with this sentence: **SOMETHING WILL CHANGE!!!! ARE YOU READY FOR THE CHANGE??**

TARGET GROUP

Local community

LEARNING/OUTCOMES

Learning to create a a surprising invitation to all the community. Integrate "viral marketing" in our project. Develop an attractive form of spreading of the project and the activities.

MORE INFO

Activity inspired by experience of local teams of CEAL Network: <http://ceal.eu>