



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module – Leadership

Method – Community leadership projects

Class activity - Design Thinking for Community Needs

Module 5 - Leadership

Class activity 1. - Design Thinking for Community Needs

Related method - Community leadership projects

Target group

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

Learning outcomes

By the end of the activity, participants will be able to:

- Identify and analyse real community/workplace challenges.
- Practice collaborative brainstorming and prioritization.
- Apply creative thinking to outline feasible project ideas.

Duration - 45 minutes (can be extended for larger groups).

Materials and resources

Flipcharts/whiteboard, markers, sticky notes. Optional: digital brainstorming tools (Miro, Padlet, Google Jamboard)

Activity description

Participants work in small groups (4–6). Each group brainstorms local or workplace challenges, writes ideas on sticky notes, and clusters them by theme. Using design thinking principles, they discuss impact and feasibility, then select one priority challenge. Groups



summarize the chosen challenge in one clear problem statement, which will serve as the basis for their community project.

Detailed Implementation Steps

Introduction:

Trainer briefly explains the concept of *design thinking* and its relevance to community leadership. Participants are introduced to the task: brainstorm challenges faced by their community or workplace.

Main activity:

In groups of 4–6, participants write down possible challenges on sticky notes (one idea per note). Notes are clustered into themes (e.g., digital skills gaps, environmental issues, workplace communication). Groups discuss each theme's **impact and feasibility**, using a simple 2x2 matrix (High/Low Impact vs. High/Low Feasibility). Each group selects **one priority challenge** and formulates a clear *problem statement*.

Conclusion and reflection:

Each group shares their problem statement in 1–2 sentences with the whole class. Trainer highlights the diversity of challenges and reinforces that these will be the starting points for community project ideas.

Assessment / Evaluation Method

Peer observation: Group members assess each other's participation in brainstorming.

Problem statement quality: Evaluated by trainer based on clarity, relevance, and feasibility.

Quick feedback round: Each participant states one thing they learned during the brainstorming.

Adaptation Tips

Use visual prompts (pictures, icons) to stimulate ideas and reduce reliance on abstract concepts. Replace sticky notes with Miro, Padlet, or Google Jamboard; breakout rooms simulate group work. Limit groups to generating 3–4 challenges and selecting 1 priority.

Ask participants to also identify potential stakeholders and resources for addressing the challenge.

Module 5 - Leadership

Class activity 2 - Pitch-to-Partner Speed Rounds

Related method - Community leadership projects

Target group

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

Learning outcomes

By the end of the activity, learners will be able to:

- Practice leadership in fast-paced, collaborative settings.
- Develop and present innovative solutions to real community/workplace challenges.
- Strengthen communication, teamwork, and time management skills.

Duration

60 minutes

Materials and resources

Flipcharts or large paper sheets, markers. Project plan template (objectives, target group, activities, resources, timeline). Optional: laptops/tablets with internet access for quick research and digital collaboration tools (Google Docs, Trello, Miro)

Activity description

Groups (4–6 participants) receive a selected problem statement from Activity 1. In a “**mini-hackathon**” format, each group has 40 minutes to design a project idea that addresses the challenge. They prepare a short project plan (max. 1 page) covering objectives, main



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activities, resources, and expected outcomes. In the final 20 minutes, each group delivers a **5-minute pitch** of their project idea to the whole class. Trainer and peers provide short constructive feedback on leadership, feasibility, and creativity.

Detailed Implementation Steps

Introduction:

Trainer explains the concept of a mini hackathon: short, intensive teamwork to generate innovative solutions. Remind participants of the problem statements generated in Activity 1. Each group selects one challenge to work on (or trainer assigns different ones to ensure variety). Share the project plan template so groups know the expected output.

Main activity:

Brainstorming - Groups brainstorm possible solutions to the chosen challenge. All ideas are welcomed — no criticism at this stage. Use sticky notes or a digital tool to record every idea.

Selection - Groups discuss and vote on the most promising solution based on impact and feasibility. Trainer encourages quick decisions to keep pace.

Project Design - Each group completes a mini-project plan with: Objective: What change do we want to achieve? Beneficiaries: Who will benefit from this project? Activities: Which 2–3 key actions will we take? Resources: What do we need (human, material, financial, digital)? Expected Outcomes: What will success look like?

Pitch Preparation - Teams prepare a visual presentation of their plan (flipchart, poster, or digital slide). One group member is chosen as the pitch leader, while others can add input during Q&A.

Conclusion and reflection:

Each group delivers a 5-minute pitch of their mini-project. Audience (peers and trainer) ask 1–2 short questions. Trainer facilitates feedback discussion, highlighting leadership, creativity, and feasibility.

Assessment / Evaluation Method

Peer feedback: Audience uses a simple scoring sheet (1–5 scale) on creativity, clarity, and feasibility.



Trainer observation: Leadership effectiveness, teamwork dynamics, and time management are noted.

Self-reflection: Each group briefly discusses what worked well in their collaboration and what could be improved.

Adaptation Tips

Provide a simplified project template with guiding questions (e.g., “Who will benefit?”, “What can we do with limited resources?”).

Use breakout rooms; groups prepare slides or digital canvases (Miro, MURAL, Google Slides) for the pitch.

Shorten design phase to 20 minutes and limit project plan to objectives + 1 activity.

Add a “budgeting” component or require a digital strategy (e.g., social media plan) in their pitch.

Module 5 - Leadership

Class activity 3 - Project Implementation & Reflection

Related method - Community leadership projects

Target group

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

Learning outcomes

By the end of the activity, learners will be able to:

- Practice leadership roles through project execution.
- Strengthen teamwork, delegation, and responsibility-sharing.
- Reflect on leadership styles and group dynamics.
- Develop self-awareness and adaptability in leadership.

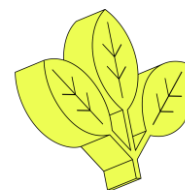
Duration

50–60 minutes

Materials and resources

Flipcharts or worksheets for task tracking. Role cards (Leader, Timekeeper, Recorder, Presenter, etc.). Optional: digital tools for tracking tasks (Trello, Google Sheets, Miro)

Activity description



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Participants simulate the implementation phase of their mini projects. Each group assigns clear roles and creates a short action plan with responsibilities and deadlines. They role-play the execution of project tasks (e.g., organizing an event, planning a campaign, coordinating volunteers). After 25–30 minutes of simulation, groups share their experience: what worked, what challenges arose, and how leadership influenced outcomes. The trainer guides a reflection session where participants connect the simulation to real-life workplace/community contexts.

Detailed Implementation Steps

Introduction:

Trainer explains that this activity simulates the implementation phase of the mini projects designed in Activity 2. Emphasize that the goal is not to complete a real project, but to practice leadership, delegation, and teamwork in a realistic scenario. Distribute role cards (Leader, Timekeeper, Recorder, Presenter, Resource Manager, etc.) so that each participant has a clear responsibility.

Main Activity:

Each group revisits its project plan.

The *Leader* guides the team in creating a short **action plan**:

- Define tasks needed to start the project.
- Assign responsibilities to each member.
- Decide a short timeline (e.g., “Week 1 – Awareness campaign; Week 2 – Community meeting”).

Groups simulate the first stages of project implementation. Examples:

- Preparing posters or flyers for a campaign.
- Drafting a social media post.
- Role-playing a meeting with stakeholders.
- Simulating a fundraising or volunteer recruitment call.

Trainer circulates among groups, observing leadership behaviours, task management, and group collaboration.

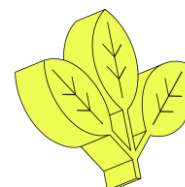
Each group briefly reports on what they managed to “implement,” what challenges they faced, and how leadership influenced the process.

Conclusion and reflection:



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Trainer facilitates a reflection discussion, asking groups: What worked well in your implementation? What leadership strategies helped or hindered progress? How did delegation affect group efficiency? Participants complete a short self-reflection note: “As a leader/team member, one strength I showed was..., one area I want to improve is...”

Assessment / Evaluation Method

Trainer observation grid: Evaluates leadership, teamwork, task distribution, problem-solving, and time management during the simulation.

Peer feedback: Each participant gives short feedback to their group leader (1 positive, 1 suggestion).

Self-assessment: Written reflection on personal leadership contribution.

Outcome-based check: Quality and feasibility of the simulated implementation plan (clarity of tasks, roles, and timeline).

Adaptation Tips

Simplify the project tasks (e.g., focus only on one activity such as designing a poster or drafting a plan). Use visual aids and role cards with icons.

Use digital collaboration tools (Google Docs, Trello, Canva for posters) to simulate implementation tasks; breakout rooms allow teamwork.

Skip the simulation phase and focus only on creating the action plan + short reflection.

Add complexity (budget planning, stakeholder engagement strategies, or risk management).