



In-service training for adult educators A Trainer Guide

Part B



Co-funded by
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of contents

Structure and objectives of the programme.....	4
In-Service Training for Adult Educators – Start-Up in Urban Agriculture (A Trainer Guide)	4
The Part A of the training:.....	5
The part B of the training:	6
MODULE 1.....	9
What is Start Up in Urban Agriculture?	9
Activity 1	12
Activity 2.....	13
Activity 3.....	14
MODULE 2.....	16
Analysis of the local community context- the SWOT analysis.....	16
Activity 1: A Systems Thinking Approach to Community-Based Urban Agriculture.....	18
Activity 2: Video: Urban agriculture business models	19
Activity 3: Video: Sustainable community development: from what's wrong to what's strong.....	20
Activity 4: Situational Analysis: Understand the general context of your community	21
Annex 1 – Situational Analysis	22
MODULE 3.....	26
Design creative thinking: creation stage of the UA project.....	26
Activity 1 – Article reading	29
Activity 2 – Video talk	30
Activity 3 – Self-assessment	31
Activity 4 – Reading an article about a study case.....	32
Activity 5 – Watching a video presenting a study case.....	33
Activity 6 – Designing a project (pt1)	35



Proportional
Message



Activity 7 – Design an Urban Agriculture Project (pt2).....	36
Annex 1:	37
Design Creative Thinking Fundamentals:	37
Annex 2 (optional):	39
Annex 3:	40
MODULE 4.....	42
Organizational aspects of involving the community	42
Activity 1: The Good, The Bad, and The Future	45
Annex 1: Template the Good, The Bad, and The Future	46
MODULE 5.....	47
Interculturality	47
Activity 1 – Article reading	50
Activity 2 – Video about intercultural competence.....	51
Activity 3 – Self-assessment	52
Activity 4 – Reading an article about Intercultural Garden	53
Activity 5 – Reading an article about International Garden.....	54
Activity 6 – Reading an article about International Garden.....	56
Activity 7 – Watching a video about International Garden	57
Annex 1:	58
Intercultural competence Self-Assessment Instructions:.....	58
Annex 2:	60
List of factors that make up intercultural competence:	60
MODULE 6.....	61
Effective communications skills	61
Activity 1 – Communication Skills in Leadership	63
Activity 2 – Listening Self-Assessment.....	64
Activity 3 – Analyse your basics communication skills	65
Activity 4 – Tailor message delivery to specific needs.....	66
Activity 5 – Communication Assessment Awareness	68
Activity 6 – Social media case study.....	69
Annex1:	70



Proportional
Message



Listening Self-Assessment Instructions: 70
Annex 2 71
Summary of basics communications Skills..... 71
Annex 3 73
Basic Communication Skills Analysis Worksheet..... 73



Proportional
Message



Structure and objectives of the programme

In-Service Training for Adult Educators – Start-Up in Urban Agriculture (A Trainer Guide)

This trainer guide will include a course of action for the experts on how to intercept, involve, activate, and train disadvantaged adults with an accent on low-skilled and low-qualified adults, in order to reactivate in them the idea that there is a path of improvement and that through that path it is possible to go towards the exit from the disadvantage condition. The development of the In-service training for adult educators will be a transferable “training program”, that can be used for the “blended” teaching valorisation of urban agriculture.

The guide will support the adult educators, who work with adults, aiming towards their training. The aim is to develop a series of approaches and methodologies that can be used in Europe to support adults (especially applied to low-skilled and low-qualified adults), who would like to start a business in the Urban Agriculture field.

The trainer guide will be structured into 6 modules with very relevant importance for the field of Urban Agriculture, as follow:

1. What is a Start-Up in Urban Agriculture?
2. Analysis of the local community context.
3. Design creative thinking: the creation stages of the UA project.
4. Organizational aspects of involving the community.
5. Interculturality.
6. Effective negotiations and communications.



The Trainer Guide will comprise 2 distinct parts as follows:

Part A will focus on the face-to-face content and will be presented as a series of lesson plans with PowerPoint slides, handouts, and activities delivered in practical and theory-based workshops. These resources will be included as annexes to this manual to support the trainers in delivering the face-to-face training.

Part B of the Trainer Guide will focus on self-directed learning modules, which include key theoretical content, case studies, additional reading materials, and links to short introductory video resources that will provide a brief overview of the modules.

The in-service training for adult educators will comprise 24 hours of learning - 12 hours of face-to-face instruction, workshops, and discussion and 12 hours of self-directed learning.

The Part A of the training:

- 12 hours of face-to-face instruction addressing the following topics:
 - ✓ 2hours – Module 1: What is a Start-Up in Urban Agriculture?
 - ✓ 2hours – Module 2: Analysis of the local community context.
 - ✓ 2hours – Module 3: Design creative thinking: the creation stages of the UA project.
 - ✓ 2hours – Module 4: Organizational aspects of involving the community.
 - ✓ 2hours – Module 5: Interculturality.
 - ✓ 2hours – Module 6: Effective negotiations and communications.



The face-to-face content will be presented as a series of lesson plans with accompanying PowerPoint slides, handouts, and activities delivered in practical and theoretical workshops. These resources will be included as annexes of the trainer guide to support trainers in providing this face-to-face training.

The part B of the training:

- 12 hours of self-directed learning that adult educators will be expected to complete as part of their autonomous learning, and which aims to further enhance their understanding of the same topics:
 - ✓ 2hours – Module 1: What is a Start-Up in Urban Agriculture?
 - ✓ 2hours – Module 2: Analysis of the local community context.
 - ✓ 2hours – Module 3: Design creative thinking: the creation stages of the UA project.
 - ✓ 2hours – Module 4: Organizational aspects of involving the community.
 - ✓ 2hours – Module 5: Interculturality.
 - ✓ 2hours – Module 6: Effective negotiations and communications.

The content will be presented in the second section of the trainer guide as a series of self-directed learning modules, which include key theoretical content, case studies, additional reading materials, and links to short introductory video resources that will provide a brief overview of the topics, and which are intended to be viewed by adult educators before they commence the self-directed learning modules.





TOPIC	KNOWLEDGE (theoretical & factual)	SKILLS (cognitive & practical)	ATTITUDES (responsibility & autonomy)
WHAT IS A START-UP IN URBAN AGRICULTURE?	Knowledge of the definition of urban agriculture.	Identify what urban agriculture is.	Awareness of the impact of starting urban agriculture.
	Knowledge of benefits and challenges of urban agriculture.	List the benefits and challenges of urban agriculture.	Awareness of the benefits and challenges of urban agriculture.
	Knowledge of different costs of start-up urban agriculture.	Evaluate different costs and how to manage the cost of urban agriculture.	Willing to carry out additional research and find cost models that might work for each person/community to start urban agriculture.
ANALYSIS OF THE LOCAL COMMUNITY CONTEXT	Knowledge of the local community context.	Analysis of the local community context and identify your challenges.	Awareness of the local community context.
	Understanding the local context and possible influences of urban agriculture.	Apply the situational analysis in the context of community to promote urban agriculture	Awareness of the challenges in the community
DESIGN CREATIVE THINKING. THE CREATION STAGES OF THE UA PROJECT	Knowledge of the stage of design thinking	Apply the methodology of design thinking to the urban agriculture model.	Appreciation of how to use creative thinking in urban agriculture.
	Understanding the characteristic of design thinking	Explore the potential of design thinking as an approach	Responsibility to connect urban agriculture with design thinking.
	Knowledge of the effective results and improvements of the design thinking.	Use design thinking for innovative urban agriculture projects.	Integrate the methodology of design thinking in urban agriculture projects.
ORGANIZATIONAL ASPECTS OF INVOLVING THE COMMUNITY	Knowledge of the elements needed to engage and communicate with communities.	Identify possible benefits, tools and implement community activities.	Plan community involvement activities.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

	Understand goals, objectives, and responsibilities for effective community involvement.	Identify community concerns and interests.	Appreciate the importance of promotion and community participation.
	Knowledge of the challenges and opportunities of community-engaged teaching.	Provide an opportunity to the communities to involve in urban agriculture.	Awareness of a positive community impact
INTERCULTURALITY	Knowledge of the definition and characteristics of interculturality.	Identify benefits in interculturality and common elements.	Awareness of the importance of interculturality and being able to evaluate feelings, thoughts, perceptions, and reactions).
	Knowledge of the concept of the Intercultural Garden.	Develop interculturality connecting cultures through urban agriculture	Integrate interculturality in urban agriculture.
	Understand urban agriculture as a tool for interculturality	Identify good practices to develop a program linking interculturality and urban agriculture.	Willingness to invest in urban agriculture to promote interculturality in your community.
EFFECTIVE NEGOTIATIONS AND COMMUNICATIONS	Knowledge of the characteristics of successful/effective negotiations and communications.	Build communication skills in negotiation.	Practice the strategies and tactics for effective communication.
	Understand the importance of effective communication.	Identify the benefits and the key principles of effective communication.	Awareness of the long-term benefits of effective communication.
	Knowledge about the challenges and cultural barriers in communication.	Identify how to overcome cultural barriers in communication.	Responsibility to deal with all types of barriers.





Self-directed learning

The purpose of this exercise is to assist adult educators in applying what they have learned from the modules for then apply in their professional fields. The self-directed learning exercises are quick and useful tasks that will help you finish this trainer guide.

The benefit of self-directed learning is that it's a learning strategy that works to keep you motivated, interested, and curious.

MODULE 1

What is Start Up in Urban Agriculture?

Objectives of the module

The main objectives of the module consist in:

- Understanding how a start-up works
- Identifying the costs of a start-up setting
- Analysing/Projecting Urban Agriculture start-up costs & business financing
- Identifying the advantages and disadvantages of start-ups in urban agriculture
- Highlighting examples of good practices for start-ups in urban agriculture/farming and their features

Description of the topic

The topic refers to the understanding of the start-up concept and the economic terms specific to the start-up activity, to the identification the stages of establishing such a business, to the estimation of the resources necessary to carry out the activity, the expenses and the potential income, to the study of the economic environment where the business in the field of urban agriculture will develop.



- **Introduction**

This chapter of the trainer's guide presents the start-up concept and the economic terms specific to the start-up activity highlights the stages of establishing a start-up business, presents an estimation of the resources (materials, financial, workforce) necessary to carry out the economic activity, and describes the economic environment where the start-up business in the field of urban agriculture will develop.

This module familiarizes the trainers with the main features of a start-up and creates a general framework for understanding the mechanisms that generate the good functioning of this economic system based on growth, innovation, and scalability and helps to create the basic structure for urban agriculture business, to which the other modules related to the activity carried out in a general business can be attached.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation about the importance of understanding the concept and the main features of a start-up business in the economy and society. The trainer will explain how to identify the field for a start-up, the inputs, and the cost associated but also to estimate the income resulting from sales. In the end, participants will review examples of good practices and will analyse if the examples can be multiplied/adapted in the national/local context.

At the end of this workshop, the participants will be able to:

- Identify what a start-up is
- Present the main steps in creating a UA start-up business
 - Identify the costs and the income of a start-up
 - Highlight potential fields/ideas/places in which a UA business can be developed



Main Content

Self-directed learning activities

Time Plan

A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Activity 1: Video Examples of good practices in UA	30 minutes
Activity 2: Paper research: The importance of urban agriculture start-ups	30 minutes
Activity 3: Identification and forecasting of economic indicators (income and expenditure) within Urban Agriculture Start-up	60 minutes
Total Time	2 hours



Proportional
Message



USV 1842



DRPDNM



Activity 1

Topic	Examples of good practices for start-ups in urban agriculture/farming: Aquapioneers – Urban Aquaponics, Barcelona (Spain)
Title of Resource:	Aquapioneers Start-up: Setting-up, Crowdfunding, Impact
Introduction to the resource:	The resource is represented by a video that briefly shows how the start-up was formed, what are the principles of operation, how it was funded and the impact on the local community and the world.
What will you get from using this resource?	<p>The material can be a source of inspiration in understanding the importance of urban agriculture and setting up a business in this field. The added value of this material is represented by:</p> <ul style="list-style-type: none"> - visualizing and appropriating a business model in the field of UA that is functional and globally recognized - understanding the additional mechanisms for financing a start-up and how to reduce costs - highlighting the practical mechanisms for approaching and developing an idea of business in urban farming - evaluating a model of business sustainability with a real impact on the urban community
Link to resource:	https://www.youtube.com/watch?v=gYxo83VbtVs&ab_channel=Aquapioneers



Proportional
Message



Activity 2

Topic	Urban Agriculture Start-up
Title of Resource :	Urban Agriculture Start-up Case Study for derived in Brazil
Introduction to the resource:	The paper is a synthesis analysis of the importance of urban agriculture taking into account a case study
What will you get from using this resource?	<p>Readers can benefit from the information presented because it reveals and focuses on:</p> <ul style="list-style-type: none"> • the benefits of urban agriculture and the realization of a start-up in this field are analysed • a comparison between rural and urban agriculture for a better understanding • describing the operation of the Favo Tecnologia start-up, which can be a model of good practices • indicating methods of communicating with customers and the entire business environment by promoting sustainable agriculture
Link to resource:	https://www.researchgate.net/profile/Gabriela-Duarte-14/publication/348606526_URBAN_AGRICULTURE_START-UP_CASE_STUDY_FOR_SERVICE_DESIGN_IN_BRAZIL/links/600719ee299bf14088aa_4474/URBAN-AGRICULTURE-START-UP-CASE-STUDY-FOR-SERVICE-DESIGN-IN-BRAZIL.pdf



Activity 3

Topic	Urban Agriculture Start-up Costs		
Activity Title	Identification and forecasting of economic indicators (income and expenditure) within Urban Agriculture Start-up		
Duration of Activity (in minutes)	60	Learning Outcome	Correct calculation of the economic results of an Urban Agriculture Start-up
Aim of activity	Enhance forecasting and planning skills by calculating business-specific indicators in urban agriculture and highlighting the importance of maintaining a balanced economic situation in the future operation of the start-up		
Materials Required for Activity	Computer (filling the blanks in the word table) or paper/pen Calculator		
Step-by-step instructions	<p>This activity as part of self-directed learning consist in:</p> <p>Step 1 Sum up the income sources</p> <p>Step 2 Sum up the Direct Operating Expenses</p> <p>Step 3 Sum up the Indirect Operating Expenses</p> <p>Step 4 Calculate Total Operating Expenses (as the sum of the results from steps 2&3)</p> <p>Step 5 Net Operating Income(Loss) = Total Income - Total Operating Expenses</p> <p>Step 6 Net Income Before Non-Cash Items = Net Operating Income(Loss) - (General and Administrative Cost + One-Time or Start-up Costs)</p> <p>Step 7 Net Income Before Taxes = Net Income Before Non-Cash Items - Depreciation and other non-cash expenses</p> <p>Step 8 Net Income (Loss) = Net Income Before Taxes - Income Taxes (if any)</p>		

* This activity is connected to the next table:



Estimate the annual profit or loss for the following urban farm features:

- euros-

Profit & Loss Projection	Year 1	Year 2	Year 3	Year 4	Year 5
Income					
Projected Sales	10,419	19,468	34,313	46,336	45,326
Grants and other income	48,000	38,000	33,000	28,000	23,000
Total Income					
Direct Operating Expenses					
Annual setup and removal	100	100	100	100	100
Total repairs and maintenance	1000	1000	1000	2000	2000
Equipment and Tools	100	100	100	100	100
Seed & Soil Materials	1,100	2,400	3,100	3,100	3,300
Human Resources & Personnel	43,372	43,372	44,372	44,372	44,372
Subtotal					
Indirect Operating Expenses					
Sales and Distribution	1,300	1,300	1,800	2,400	2,400
Marketing and Advertising	2,050	2,050	2,050	2,050	2,050
Utilities	5,300	6,200	6,350	6,400	6,400
Subtotal					
Total Operating Expenses					
Net Operating Income(Loss)					

General and Administrative	5000	5000	5000	5000	5000
One-Time or Start-up Costs	7700	5000	5000	5000	5000
Net Income Before Non-Cash Items					
Depreciation and other non-cash expenses	50	100	170	190	210
Net Income Before Taxes					
Income Taxes (if any)	500	553	600	610	606
Net Income (Loss)					



MODULE 2

Analysis of the local community context- the SWOT analysis

- **Introduction**

This chapter of the trainer's guide presents the first step of the project planning process, a Situational Analysis, and is linked to the swot analysis method.

The Situational Analysis is a process that serves to identify the context of your work, the wider project, the objectives, and the important relationships you need to be aware of. And SWOT Analysis is used to assess the strengths, weaknesses, opportunities, and risks that an agricultural project may face. These can be contrasted and examined to see how one area may or may not cancel out another, indicating whether the planned new idea or change in direction would succeed or fail. The tool can also point to management concerns that need to be addressed.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation about the importance of understanding your context using a Situational Analysis and what is a swot analysis and the swot analysis matrix. The trainer will explain how to conduct swot analysis in 11 practical steps. In the end, participants will search for a case study on Urban Agriculture and develop the SWOT Analysis for the case study and discuss it with a big group.



Proportional
Message



At the end of this workshop, the participants will be able to:

- Identify what is a swot analysis
- Develop a Swot Analysis
- Understand the context using a Situational Analysis

Main Content

Self-directed learning activities

Time Plan

A suggested time plan for self-directed learning activities is shown below. More or less time may be required, based on the experience level of the group.

Activity 1: A Systems Thinking Approach to Community-Based Urban Agriculture	12 minutes
Activity 2: Video: Urban agriculture business models	3 minutes
Activity 3: Video: Sustainable community development: from what's wrong to what's strong	20 minutes
Activity 4: Understanding the general context of your community	85 minutes
Total Time	2 hours



Proportional
Message



Activity 1: A Systems Thinking Approach to Community-Based Urban Agriculture

Topic	Video		
Activity Title	A Systems Thinking Approach to Community-Based Urban Agriculture		
Duration of Activity (in minutes)	12 minutes	Learning Outcome	The aim of the activity is to think about the importance of reconnecting people with their local food systems while also creating a new kind of community
Aim of activity	The aim of the activity is to think about the importance of reconnecting people with their local food systems while also creating a new kind of community.		
Materials Required for Activity	Computer, smartphone		
Step-by-step instructions	Step 1: Watch the video: https://www.youtube.com/watch?v=p0QsgSjXICc		



Proportional
Message



Activity 2: Video: Urban agriculture business models

Topic	Video		
Activity Title	Urban agriculture business models		
Duration of Activity (in minutes)	3 minutes	Learning Outcome	Describe business characteristics of different urban agriculture projects. Classification of urban agriculture business models.
Aim of activity	The aim of this activity is to have a description of the urban agriculture business and to try to find patterns in the diversity and complexity of urban agriculture.		
Materials Required for Activity	Computer, smartphone		
Step-by-step instructions	Step 1: Watch the video: https://www.youtube.com/watch?v=Bi3hNsTcda8		



Proportional
Message



USV 1842



DRPDNM



Activity 3: Video: Sustainable community development: from what's wrong to what's strong

Topic	Video		
Activity Title	Sustainable community development: from what's wrong to what's strong		
Duration of Activity (in minutes)	20 minutes	Learning Outcome	<ul style="list-style-type: none"> -Be able to understand the importance of working in the community. - Be able to understand how can help communities to achieve their skills.
Aim of activity	The aim of the activity is to reflect on the importance of promoting and encouraging individuals to act in the community and the impact these actions have on their lives.		
Materials Required for Activity	Computer, smartphone		
Step-by-step instructions	Step 1: Watch the video: https://www.youtube.com/watch?v=a5xR4QB1ADw		





Activity 4: Situational Analysis: Understand the general context of your community

Topic	Situational Analysis		
Activity Title	Understand the general context of your community and the challenges		
Duration of Activity (in minutes)	85 minutes	Learning Outcome	-Be able to understand the general context of their community
Aim of activity	The aim of the activity is to develop the first step of a Situational Analysis.		
Materials Required for Activity	Computer, smartphone, Annex 1, paper, pens.		
Step-by-step instructions	Step 1: Read Annex 1 and answer the exercise.		

Annex 1 – Situational Analysis

Understand the general context of your community

Understanding the context means understanding the current circumstances in which your organisation is working or is seeking to work. While you may already have an idea of the type of project you want to run or the type of problem you want to solve, it is best to start with a general analysis of your context.

Consider the following questions as a guide - you may need to modify them for your specific community.

Population profile

How many people are in the community?

What is the age distribution of these people?

What ethnic groups are represented in the community?



What languages do people in your community speak?

Education profile

What kind of jobs do people have in your community?
For example: Manufacturing, agriculture, hospitality, etc.

What are the key areas of economic growth in your community?



Proportional
Message



Environmental profile

What type of environment is your community located in?

For examples: Tropical, dry, jungle, city, etc.

How easy is it to access different areas of your community?

How far away is the closest hospital/secondary school, major metropolitan area?

How easy are they to travel to?

What languages do people in your community speak?



Cultural profile

What are the major cultural values of the community?

Are there any major cultural conflicts between different sectors of the community?



Proportional
Message



MODULE 3

Design creative thinking: creation stage of the UA project

Introduction

This trainer guide's chapter shows how anyone can work in a creative way to come up with new ideas that will benefit and improve their life quality using tools from the agrobusiness world. Creativity and a creative way of thinking is not limited to artists, as many may believe. Creativity, just like a muscle, can be shaped and used in every aspect of modern life. One of the most common areas to use our creativity is problem-solving. Everyone faces challenges of any kind every day. Coming up with creative solutions to overcome these challenges might be the best way to automate things and benefit anyone affected by the problem. Learning from past mistakes and getting inspired by others, expanding their ideas and solutions is the best way to efficiently address the problems that come up.

Instruction

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation and with the active participation of the trainees will form the definition of creative thinking and highlight its importance of it. Participants will work together to complete the activities suggested in the lesson and will focus on creative solutions to real or imaginary problems. Participants will complete a series of activities to work on their creativity, planning, and communicating their ideas skills. The participants will conclude the lesson by completing a self-assessment of their creative skills. The self-learning activities at hand will further the participants' understanding and help them design an urban agriculture project of their own.



Proportional
Message



USV 1842



DRPDNM



Objectives

At the end of this workshop, the participants should be able to:

- work in a team to shape their thoughts and ideas,
- come up with creative ideas or expand existing ones to create important benefits for their communities,
- pitch their ideas in interesting and audience engaging ways,
- identify the most effective solutions and deliberate on them.

At the end of the self assessment activities, learners should be able to:

- Define the term design thinking,
- Think of study cases related to innovation in the field of urban agriculture,
- Know the fundamentals about how to design an urban agriculture project of their own.



Proportional
Message



Main Content

Self-directed learning activities

Time Plan

Below is a suggested time plan for Self-directed learning activities. Depending on the participants' level, the duration of the activities may vary.

TOPIC	Time
Design Creative Thinking Methodology - Article	15 min
Design Creative Thinking Methodology - Video	15 min
Design Creative Thinking Methodology - Test	15 min
Study Case: AgroVision - An innovative solution for Urban Agriculture	15 min
The Case of Detroit	15 min
Design your Urban Agriculture project (pt1)	20 min
Design your Urban Agriculture project (pt2)	25 min
Total Time	2 hours



Proportional
Message



Activity 1 – Article reading

Topic	<p style="text-align: center;">Design Creative Thinking</p> <p style="text-align: center;">https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular</p>		
Activity Title	<p style="text-align: center;">Reading the provided article</p>		
Duration of Activity (in minutes)	<p style="text-align: center;">15 minutes</p>	<p style="text-align: center;">Learning Outcome</p>	<p style="text-align: center;">Participants will introduce themselves to the basic ideas about the concept of design thinking</p>
Aim of activity	<p style="text-align: center;">This article will help participants to deepen their knowledge of the topic of design thinking.</p>		
Materials Required for Activity	<p style="text-align: center;">Computer, internet connection</p> <p style="text-align: center;">Pen and paper (optional)</p>		



Proportional
Message



Step-by-step instructions	<p>Read the article</p> <p>Take notes of any ideas you find important or interesting. Try to recompose the definition of design thinking.</p>
---------------------------	---

Activity 2 – Video talk

Topic	Design Thinking in the service of Innovation		
Activity Title	<p>Watching the video</p> <p>https://www.youtube.com/watch?v=ZBxZC9I6xyk&ab_channel=TEDxTalks</p>		
Duration of Activity (in minutes)	15 min	Learning Outcome	Participants will be introduced to the concept of design thinking, as a tool for innovation
Aim of activity	The aim of this activity is to show how design thinking and creativity may boost innovation.		



Proportional
Message



Materials Required for Activity	Computer, internet connection pen and paper (optional)
Step-by-step instructions	Participants will watch the video. Participants are free to take notes of the interesting/new ideas that are introduced in the video.

Activity 3 – Self-assessment

Topic	The fundamentals of Design Creative Thinking
Activity Title	Self-assessment activity



Proportional
Message



Duration of Activity (in minutes)	10 Minutes	Learning Outcome	Trainees will self-assess their understanding of Design Creative Thinking
Aim of activity	The aim of this self-assessment activity is for participants to test their understanding of Design Creative Thinking.		
Materials Required for Activity	Annex 1 (optionally printed), pen/pencil		
Step-by-step instructions	Participants complete the self-assessment questionnaire.		

Activity 4 – Reading an article about a study case



Proportional
Message



USV 1842



DRPDNM



Topic	Study Case: AgroVision - An innovative solution for Urban Agriculture		
Activity Title	Reading an article https://www.undp.org/sgtechcentre/blog/empowering-innovation-urban-agriculture-microsoft-azure		
Duration of Activity (in minutes)	15 minutes	Learning Outcome	The learners will be introduced to an interesting study case involving innovation in Urban Agriculture.
Aim of activity	The aim of this activity is for participants to understand an innovative project related to Urban Agriculture.		
Materials Required for Activity	Computer, internet connection		
Step-by-step instructions	Learners read the article before the training. Learners are free to further research the suggested project or other projects on Urban Agriculture online. Learners are free to take notes of notions or ideas that they find important or interesting.		



Activity 5 – Watching a video presenting a study case



Proportional Message



Topic	The Case of Detroit		
Activity Title	Watch the video https://www.youtube.com/watch?v=G88JZ1DIdg8&ab_channel=TED		
Duration of Activity (in minutes)	15 min	Learning Outcome	Learners will be introduced to a study case of a city being transformed by urban agriculture.
Aim of activity	The aim of this activity is to understand how urban agriculture can transform a city/community		
Materials Required for Activity	Computer, internet connection pen and paper (optionally)		
Step-by-step instructions	Participants watch the video. They are free to take notes of ideas and concepts that they find interesting or important.		



Proportional
Message



Activity 6 – Designing a project (pt1)

Topic	Inspired by the provided study cases, design an urban agriculture project.		
Activity Title	Design your Urban Agriculture project		
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Participants will implement the methodology of creative thinking to design their own urban agriculture project.
Aim of activity	Understanding how the design thinking and creative thinking methodology can be used to design and implement urban agriculture projects.		
Materials Required for Activity	Computer, internet connection pen and paper. Annex 2 (optional)		
Step-by-step instructions	Inspired by the material they have been exposed to, learners will reflect and brainstorm on ideas that could be implemented in the field of Urban Agriculture. Optionally, learners can use the provided questionnaire to direct their thoughts and design their ideas.		



Proportional
Message



Activity 7 – Design an Urban Agriculture Project (pt2)

Topic	Using the tools provided to design an urban agriculture project.		
Activity Title	Design your Urban Agriculture project		
Duration of Activity (in minutes)	25 minutes	Learning Outcome	Participants will implement the methodology of creative thinking to design their own urban agriculture project guided by a form they have to fill.
Aim of activity	Understanding how the design thinking and creative thinking methodology can be used to design and implement urban agriculture projects guided by a form they have to fill.		
Materials Required for Activity	Computer, internet connection Annex 3 - printed or provided to be filled digitally.		
Step-by-step instructions	Learners will fill the provided form and will try to compose their ideas and thoughts in a way that systematically will help them design their project.		



Proportional
Message



Annex 1:

Design Creative Thinking Fundamentals:

Read each item and then check with an (x) the box containing the right answer.

Design Creative Thinking Fundamentals			
Design Thinking is an exclusive property of designers and artists.	TRUE	FALSE	
Design Thinking contributes to designers' work processes and can help us systematically extract, teach, learn and apply these human-centered techniques to solve problems in a creative and innovative way—in our designs, in our businesses, in our countries, in our lives.	TRUE	FALSE	
The overall goal is to identify alternative strategies and solutions that are not instantly apparent with your initial level of understanding.	TRUE	FALSE	
Empathize, Define, Ideate, Prototype and Test describe the process of Design Thinking.	TRUE	FALSE	
Design Thinking must have innovation as a goal.	TRUE	FALSE	
Design Thinking involves thinking out of the box and providing solutions only for important problems.	TRUE	FALSE	
Improvement of products or services must not be one of our goals. Design Thinking is exclusively about inventing new products and coming up with new ideas.	TRUE	FALSE	
Design Thinking is not for Everybody	TRUE	FALSE	



Proportional
Message



The Design Thinking process is firmly based on how you can generate a holistic and empathic understanding of the problems people face.	TRUE	FALSE	
Design thinking is an art and not all a science.	TRUE	FALSE	
Design Thinking does not involve inspiration by other peoples' stories, inventions, successes or failures.	TRUE	FALSE	
Empathy and users' needs are not important and should not be taken into consideration.	TRUE	FALSE	
Design Thinking can help organise innovation.	TRUE	FALSE	
Brilliant ideas always lead to innovation.	TRUE	FALSE	
A brilliant idea is enough to get investors and produce innovative products and services.	TRUE	FALSE	
All teams will come up with the same innovative solution when dealing with a challenge.	TRUE	FALSE	



Proportional
Message



USV 1842



DRPDNM



Annex 2 (optional):

Answer the following questions. They may inspire you to design your own Urban Agriculture project:

Bring to your mind your hometown, the city you live in, or in general a typical urban environment. What is the relationship of the community with nature?

Do the community members grow plants?

Do they consume fresh vegetables and fruit?

How could they be inspired to strengthen their connection to a more natural way of life?

What problems could the alienation from a natural way of life cause to people living in urban areas?

How could their physical and mental health improve through Urban Farming or Urban Agriculture in general?

Imagine the ideal setting to develop an Urban Agriculture project. What is the main component reinforcing the project? Is it the people? Is it the available resources?

Based on the above answer, try to think of ways to create the ideal setting you imagined. Innovation is not only about creating the product/service. It also refers to creating a sustainable and welcoming environment for the product/service.



Annex 3:

Fill out the form below in order to design your project in the most effective way:

Project title	
Project description	
Problem/Issue the project addresses	
Solution the project offers (how will it contribute to the community, to your city, to your country, to science, etc.)	
Human resources necessary (scientists, engineers, marketers, etc.)	
Materials most likely to be necessary (office space, labs, software, etc.)	
Estimated Costs (human and material resources) to begin	
What could your competition be? (other projects, businesses, other factors that could affect your project in a negative way)	
Investors/Stakeholders you could address to (anyone who would be immediately affected, who could be interested, who could contribute, etc.)	



Proportional
Message



<p>Marketing/communication for your project (what would you communicate first, to whom and how -through what channels)</p>	
<p>Pitch your idea (write in three sentences the main core of your project in order to persuade your future investors)</p>	
<p>Pitch your idea (write in three sentences the main core of your project in order to persuade the public to contribute a crowdfunding campaign to raise funds)</p>	
<p>Pitch your idea (write in three sentences the main core of your project in order to persuade the community to join your cause)</p>	



MODULE 4

Organizational aspects of involving the community

- **Introduction**

This chapter of the trainer's guide presents the importance of involving and engaging the community.

Community involvement is a great way to give back. It shows your customers and those in your area that you care about them and the community you serve. It also demonstrates your commitment to your neighbours and community partners. The more frequently you get involved in your community, the stronger ties you'll be able to build with those who matter most. Furthermore, frequent community involvement is a great way to start a business and let people know what you're all about.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. This module introduces the concept of community engagement, participatory development communication concepts, elements of community engagement, and how you can involve your local communities and will talk about the contributions of urban agriculture to your well-being as a community.

During the presentation of the module, the trainer will explain 3 practical activities. Before starting to present the concept of community engagement, the learners will have the opportunity to reflect on their own concept of community engagement. The trainer should always promote the discussions with some guiding questions. For example, in activity 2, the learners will think about how they can involve and inspire their community. The trainer can guide the learners in this activity with the following questions: How do you reach those that have opinions but have not had a voice in community decision-making in the past? Or how do you empower and encourage community members to participate?



The trainer should try to link the topic - the aspect of community with some examples of the needs when we try to start urban agriculture projects. Explain that the success of one project depends largely on how well you can engage the community. Because community/stakeholder input can help shape the project vision, ensure you are responding to local needs, and help you to build support for development ideas.

At the end of this workshop, the participants will be able to:

- ✓ Knowing the elements needed to engage and communicate with communities.
- ✓ Identifying possible benefits, and tools and implementing community activities.
- ✓ Planning community involvement activities.
- ✓ Providing an opportunity to the communities to involve in urban agriculture.
- ✓ Awareness of a positive community impact
- ✓ Understanding goals, objectives, and responsibilities for effective community involvement.



Proportional
Message



Main Content

Self-directed learning activities

Time Plan

A suggested time plan for self-directed learning activities is shown below. More or less time may be required, based on the experience level of the group.

Activity 1: The Good, The Bad, and The Future	120 minutes
Total Time	2 hours



Proportional
Message



Activity 1: The Good, The Bad, and The Future

Topic	Involving people		
Activity Title	The Good, The Bad, and The Future		
Duration of Activity (in minutes)	120 minutes	Learning Outcome	Be able to engage with the community members.
Aim of activity	The aim of the activity is to apply one of the different methods of community engagement to know the interests and motivations.		
Materials Required for Activity	Annex 1 and pens.		
Step-by-step instructions	<p>Step 1: Take 2 hours to talk with people in your community.</p> <p>Step 2: Use annex 1 to know more about their interests and motivations and what they want.</p> <p>Step 3: Write the answer in annex 1.</p> <p>Note: The learner has to talk to at least 2 people.</p>		



Proportional
Message



USV 1842



DRPDNM



Annex 1: Template the Good, The Bad, and The Future

The Good	The Bad	The Future
<p>Examples of questions: What is special?</p>	<p>Examples of questions: What are the problems?</p>	<p>Examples of questions: What improvements could be made?</p>



MODULE 5

Interculturality

Introduction

This trainer's guide defines the concept of interculturality and explains its characteristics. It highlights various aspects of the benefits and difficulties of integrating the principle of interculturality into urban agriculture. It explains what a person needs to have good intercultural communication and explains the term "intercultural competence". The guide also explains what intercultural gardens are and underlines their importance for the societies in which they have developed, as important factors for social mobilisation and as a basis for further activities: e.g. vocational orientation and integration, language acquisition, socialisation, etc.

In the end, there are some good practices, which show creative new ideas in the field of urban social entrepreneurship and prove that the field of urban agriculture offers many possibilities for new employment opportunities and a better future for all, including vulnerable and disadvantaged groups.

Instruction

The lesson will start with an overview of the workshop and a review of the workshop objectives. The trainer will give a presentation on the definition and characteristics of interculturality.

Participants will discuss the advantages and disadvantages that can come with integrating interculturality. Participants will learn about different aspects of interculturality (how interculturality can contribute to business and society) and intercultural competence.

The trainer will give a presentation on intercultural gardens, what they look like, what benefits they have for society and explain why they play such an important role in the societies where they have emerged. The participants will simulate an intercultural garden and learn some lessons about intercultural communication, cooperation, etc. as well as about



situations that could occur in reality. The teacher will conclude the lesson by presenting some good practises that combine interculturality with urban agriculture.

Objectives

At the end of this workshop, the participants will:

- Know the definition and characteristics of interculturality.
- Be able to identify benefits in interculturality and common elements.
- Be aware of the importance of interculturality and being able to evaluate feelings, thoughts, perceptions, and reactions).
- Know the concept of the Intercultural Garden.
- Know how to develop interculturality, connecting cultures through urban agriculture
- Know how to integrate interculturality in urban agriculture.
- Understand urban agriculture as a tool for interculturality
- Be able to identify good practices to develop a program linking interculturality and urban agriculture.
- Be willing to invest in urban agriculture to promote interculturality in your community.



Main Content

Self-directed learning activities

Time Plan

A suggested time plan for Self-directed learning activities is showed below. More or less time may be required, based on the experience level of the group.

TOPIC	Time
INTERCULTURALITY	10 min
INTERCULTURAL COMPETENCE: Article	10 min
INTERCULTURAL COMPETENCE: Video	10 min
INTERCULTURAL GARDEN: Self-assessment	5 min
INTERCULTURAL GARDEN: Article	30 min
INTERCULTURAL GARDEN: Article	15 min
INTERCULTURAL GARDEN: Video	40 min
Total Time	2 hours



Activity 1 – Article reading

Topic	INTERCULTURALITY https://www.euston96.com/en/interculturality/		
Activity Title	Reading an article		
Duration of Activity (in minutes)	10 MINUTES	Learning Outcome	The learners will develop basic ideas about the concept of interculturality
Aim of activity	This article will help participants to deepen their knowledge of the topic.		
Materials Required for Activity	Computer, internet connection		
Step-by-step instructions	Read the article		



Proportional
Message



Activity 2 – Video about intercultural competence

Topic	INTERCULTURAL COMPETENCE		
Activity Title	Watching the video https://www.youtube.com/watch?v=ToOiAiqEvrE		
Duration of Activity (in minutes)	10 min	Learning Outcome	Participants will be introduced to the concept of intercultural competence before the training itself.
Aim of activity	The aim of this activity is to show why intercultural competence is so important and often indispensable in work and business environments.		
Materials Required for Activity	Computer, internet connection		
Step-by-step instructions	Participants watch the video before the training.		



Proportional
Message



Activity 3 – Self-assessment

Topic	INTERCULTURAL COMPETENCE		
Activity Title	Self-assessment of the participant's intercultural competence		
Duration of Activity (in minutes)	10 Minutes	Learning Outcome	The learner will self-assess his/her intercultural competence
Aim of activity	the aim of this self-assessment is for participants to make a realistic assessment of their own intercultural competences.		
Materials Required for Activity	Printed Annex 1, a pencil		
Step-by-step instructions	Each participant completes a self-assessment questionnaire before the training. The emphasis is on honesty, as we aim for a realistic assessment.		



Innovation From
Mind is the limit

Proportional
Message



USV 1842



DRPDNM



Activity 4 – Reading an article about Intercultural Garden

Topic	INTERCULTURAL GARDEN		
Activity Title	Reading an article https://stellapierides.com/2018/05/06/intercultural-garden/		
Duration of Activity (in minutes)	5 MINUTES	Learning Outcome	The learners will get some idea about what is an Intercultural Garden.
Aim of activity	The aim of this activity is to introduce participants to the concept of an Intercultural Garden.		
Materials Required for Activity	Computer, internet connection		
Step-by-step instructions	Learners read the article before the training.		



Proportional
Message



Activity 5 – Reading an article about International Garden

Topic	INTERCULTURAL GARDEN		
Activity Title	Reading an article https://onlinelibrary.wiley.com/doi/full/10.1111/juaf.12027		
Duration of Activity (in minutes)	30 min	Learning Outcome	Learning about: <ul style="list-style-type: none"> • history and realization of intercultural gardens in Germany • how finding geographical space for intercultural gardens implies questions of respect, in the sense of public actors or other societal actors taking into account the specific needs of migrants in terms of physical space • experience of self-respect through the cultivation of the land • practical organization of intercultural gardens
Aim of activity	The aim of this activity is to see different aspects of an Intercultural garden		



Innovation From
Mind is the limit

Proportional
Message



USV 1842



DRPDNM



Materials Required for Activity	Computer, internet connection
Step-by-step instructions	Learners read the article before the training.



Activity 6 – Reading an article about International Garden

Topic	INTERCULTURAL GARDEN		
Activity Title	Reading an article https://urbane-gaerten.de/jdownloads/Publikationen/Christa_Mueller/int_gardens_urban.pdf		
Duration of Activity (in minutes)	15 min	Learning Outcome	Learning about different aspect of Intercultural Garden
Aim of activity	Learners can inform themselves about more aspects of an International garden		
Materials Required for Activity	Computer, internet connection		
Step-by-step instructions	Learners read the article before the training.		



Proportional
Message



Activity 7 – Watching a video about International Garden

Topic	INTERCULTURAL GARDEN		
Activity Title	Watching the video: https://www.publicspace.org/multimedia/-/post/if-gardens-talked		
Duration of Activity (in minutes)	40 min	Learning Outcome	Experience the Intercultural Garden through the narratives of real people and see real footage of the activities and impacts that will be evaluated during the training.
Aim of activity	Seeing a video about real-life Berlin intercultural gardening movement. Watch real people talking about their experience with intercultural gardens.		
Materials Required for Activity	Computer, internet connection		
Step-by-step instructions	Learners watch the video before the training.		



Annex 1:

Intercultural competence Self-Assessment Instructions:

Read each item and then check the box with the right answer. Remember, this is a self-assessment, so be honest!

INTERCULTURAL COMPETENCE	Yes	No	Sometimes
ATTITUDE			
Are you open towards the people of other cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you curious about other cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you like (have a wish) to discover new things about other cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you truly respect other cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNICATION			
Are you able to use a non-verbal behavior with someone who does not speak your language or is not good at it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you able to start a dialogue with someone who is obviously from a different culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Proportional
Message



Are you literate enough to be understood by people from your own and other cultures (who may still be learning your language)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you speak any languages other than your own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CULTURE			
Do you clearly identify with a particular ethnic background, religion, or nationality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you aware of your own cultural beliefs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you fully aware of the extent to which your culture influences your personality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you able to recognise your own and others' cultural values like morals, rules, values, languages, beliefs, arts, literature, music, social roles, customs, traditions etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SKILLS			
Are you good at listening to other people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your culture influence your critical thinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you good at observing other people (which contributes to successful communication with them)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you successful in analyzing your observations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Proportional
Message



Annex 2:

List of factors that make up intercultural competence:

SKILLS:

- ❖ Listening
- ❖ Critical thinking
- ❖ Observing
- ❖ Analysing

CULTURE:

- ❖ Identity
- ❖ Beliefs
- ❖ Self-Awareness
- ❖ Values

ATTITUDE:

- ❖ Openness
- ❖ Curiosity
- ❖ Discovery
- ❖ Respect

COMMUNICAION:

- ❖ Nov-verbal behavior
- ❖ Dialogue
- ❖ Literacy
- ❖ Language



Proportional
Message



MODULE 6

Effective communications skills

- **Introduction**

This trainer guide's chapter shows how urban farmers can cooperate with specific categories of urban actors for their mutual benefit and improve their communication skills. One action, in particular, seems needed – to document and disseminate to others in the city, the progress made by urban farmers in helping to resolve some of the city's key challenges and the progress made by the producers themselves in improving some of their own practices that have raised concern among other urban actors, including local authorities. Showing focus, commitment, self-reliance and transparency improves respect and legitimacy of urban producers in the public eye as trustworthy builders of a better city.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation about the importance of effective negotiation and communication in urban agriculture entrepreneurship. The participants will then learn about the communication process and review communication basics. Participants will complete a self-assessment of their listening skills and consider how nonverbal communication impacts one's effectiveness in transmitting and receiving messages. The trainer will review methods for using your voice to improve your communication skills and present strategies for engaging the audience. Participants will discuss the purposes of open-ended and direct questions. The participants will conclude the lesson by completing a self-assessment of their communication skills.

- **Objectives**

At the end of this workshop, the participants will be able to:

- Identify factors that contribute to and detract from effective communication.
- Develop a strategy for ensuring that urban farmers communication meet the needs of the whole community.



- Identify strategies for communicating effectively.
- Identify strategies for improving urban farmer oral presentation skills.

Main Content

Self-directed learning activities

Time Plan

A suggested time plan for self-directed learning activities is shown below. More or less time may be required, based on the experience level of the group.

Activity 1: Communication Skills in leadership	10 minutes
Activity 2: Listening Self -Assessment	15 minutes
Activity 3: Analyze your basic communication skills	15 minutes
Activity 4: Tailor your message delivery to specific needs	10 minutes
Activity 5: Communication Assessment Awareness	10 minutes
Activity 6: Social Media in Urban Farming	60 minutes
Total Time	2 hours



Activity 1 – Communication Skills in Leadership

Topic	EFFECTIVE COMMUNICATION IN LEADERSHIP		
Activity Title	NELSON MANDELA –tips how to use your communication skills		
Duration of Activity (in minutes)	10 MINUTES	Learning Outcome	The learners will found out what communication skills are necessary to capture the attention of the auditorium.
Aim of activity	This activity aims to represent a model of communication skills used by a public representative that became a great leader.		
Materials Required for Activity	Laptop / computer / tablet / smart phone, Internet access, headphones or any audio device, a notebook		
Step-by-step instructions	<p>Step 1: Please access the following youtube video: https://www.youtube.com/watch?v=Wgxczn1cpo</p> <p>Step 2: Listen very carefully and identify what are Nelson Mandela's communication skills used.</p> <p>Step 3: Now, think on your behaviour and your communication skills in similar occasions. When do you get your turn?</p>		



Activity 2 – Listening Self-Assessment

Topic	COMMUNICATION SKILLS		
Activity Title	LISTENING SELF-ASSESSMENT		
Duration of Activity (in minutes)	15 MINUTES	Learning Outcome	The learner will discover more about his ability to listen the others.
Aim of activity	The purpose of this activity is to assess learners listening skills.		
Materials Required for Activity	Printed Annex 1 , Pencil		
Step-by-step instructions	<p>Step 1 Fill out the assessment on the Annex 1 page.</p> <p>Step 2 Read each item and then check the box indicating how frequently you actually use this skill.</p> <p>Step 3 Remember, this is a self-assessment, so be honest.</p>		



Proportional
Message



Activity 3 – Analyse your basics communication skills

Topic	COMMUNICATION SKILLS		
Activity Title	ANALYZE YOUR BASICS COMMUNICATION SKILLS		
Duration of Activity (in minutes)	15 MINUTES	Learning Outcome	The learner will discover what he has to improve in his communication skills.
Aim of activity	The purpose of this activity is to analyse the learner's basic communication skills.		
Materials Required for Activity	Printed Annexes 2&3 , Pencils		
Step-by-step instructions	<p>Step 1 Read the summary of basic communication skills (Annex 2).</p> <p>Step 2 Take the Basic Communication Skill Analyse Worksheet (Annex 3) and complete it according to your behaviour.</p> <p>Step 3 Remember, this is a self-assessment, so be honest.</p>		



Innovation From
Mind is the limit

Proportional
Message



USV 1842



DRPDNM



Activity 4 – Tailor message delivery to specific needs

Topic	CULTURAL BARRIERS		
Activity Title	TAILOR MESSAGE DELIVERY TO SPECIFIC NEEDS		
Duration of Activity (in minutes)	10 MINUTES	Learning Outcome	The learner will discover their ability to adapt their message to the audience cultural behaviour.
Aim of activity	The purpose of this activity is to analyze learner's adaptation to the cultural background of the audience.		
Materials Required for Activity	NA		



Step-by-step
instructions

Step 1 Read the following scenario:

Scenario:

Gene has been asked to speak at a town meeting about how to be prepared for a food shortage due to the Ukrainian war. When he arrives, he notices that many in the audience are people whose families immigrated from India. During his talk, people of Indian heritage are slowly shaking their heads back and forth, whereas others in the audience are obviously engaged with the message. How should Gene respond?

Step 2 Answer the Gene's question taking in consideration the Indians' gesture of shaking their heads. *Slowly shaking one's head back and forth does not always mean disagreement. Rather, in parts of India it signals, "I'm listening." The Indian members of the audience were paying every bit as much attention to his message as others.*



Proportional
Message



Activity 5 – Communication Assessment Awareness

Topic	COMMUNITY ASSESSMENT AWARENESS		
Activity Title	COMMUNITY ASSESSMENT AWARENESS		
Duration of Activity (in minutes)	10 MINUTES	Learning Outcome	The learners will find out about their community's cultural needs.
Aim of activity	The purpose of this activity is to analyze learner's community cultural communication.		
Materials Required for Activity	Printed Annex 4 , pencil		
Step-by-step instructions	<p>Step 1 Fill out the assessment sheet – Annex 4.</p> <p>Step 2 Complete for each cultural group identified in your community.</p> <p>Step 3 Remember, this is a self-assessment, so be honest.</p>		



Proportional
Message



Activity 6 – Social media case study

Topic	SOCIAL MEDIA in URBAN FARMING		
Case Study title	USING SOCIAL MEDIA TO GROW YOUR FARM		
Cover image for case study	https://www.youtube.com/watch?v=K1WHeWxLOXo		
Duration of activity (in minutes)	60 MINUTES	Learning outcome	The learner will learn to create a social media strategic communication plan.
Aim of the activity	The aim of this activity is to identify a social media strategy from a producer and to learn how to create one.		
Case study	https://www.youtube.com/watch?v=K1WHeWxLOXo		
Key lessons	Social media channels, blogs, Facebook, etc.		
Reflections	<ul style="list-style-type: none"> • Question 1: Identify the social media strategy used by the local producer. • Question 2: Realize a social media strategic plan including the social media channels with whom you are familiar to. You have to include actions for one week. 		



Proportional
Message



Annex1:

Listening Self-Assessment Instructions:

Read each item and then check the box indicating how frequently you actually use this skill when talking with others.

Remember, this is a self-assessment, so be honest!

Listening Skills	Usually Do	Should Do More Often
I make others feel at ease when I am talking with them.	<input type="radio"/>	<input type="radio"/>
I try not to think about other things when listening to others.	<input type="radio"/>	<input type="radio"/>
When I listen, I can separate my own ideas and thoughts from the speaker's.	<input type="radio"/>	<input type="radio"/>
I can listen to others with whom I disagree.	<input type="radio"/>	<input type="radio"/>
I try not to form a rebuttal in my head while others are talking.	<input type="radio"/>	<input type="radio"/>
I observe others' verbal and nonverbal behaviors.	<input type="radio"/>	<input type="radio"/>
I let others finish speaking before I begin talking.	<input type="radio"/>	<input type="radio"/>
I listen to what others say rather than assume that I know what they are going to say.	<input type="radio"/>	<input type="radio"/>
As I listen, I figure out how others are feeling.	<input type="radio"/>	<input type="radio"/>
I ask others to clarify or repeat information when I am unsure what was meant.	<input type="radio"/>	<input type="radio"/>
I can remember the important details of what others tell me.	<input type="radio"/>	<input type="radio"/>
I paraphrase (by stating in my own words) main points to make sure that I understand them correctly.	<input type="radio"/>	<input type="radio"/>
If I find I'm losing track of what others are saying, I concentrate harder.	<input type="radio"/>	<input type="radio"/>



Annex 2

Summary of basics communications Skills

DO's	DON'T's
Listening	
<ul style="list-style-type: none"> ✓ Keep an open mind. ✓ Maintain eye contact and show interest. ✓ Listen for the central themes. ✓ Consider the speaker's nonverbal behaviors and tone of voice. ✓ Ask for clarification. ✓ Paraphrase the meaning and feelings being expressed. 	<ul style="list-style-type: none"> ▪ Be judgmental. ▪ Fake attention. ▪ Interrupt the speaker. ▪ Begin formulating a rebuttal. ▪ Distort the message based on your own beliefs or thoughts.
Nonverbal Communication	
Eye Contact:	
<ul style="list-style-type: none"> ✓ Look at people's eyes. ✓ Continually scan the group with your eyes. ✓ Look at the whole group. 	<ul style="list-style-type: none"> ▪ Avoid eye contact. ▪ Scan the group too rapidly or infrequently. ▪ Only look at one or two people or at only one side of the room.
Body Movement:	
<ul style="list-style-type: none"> ✓ Position your body so you face the majority of the people. ✓ Vary your position in the room. ✓ Stand with good posture. ✓ Walk toward people when they speak. 	<ul style="list-style-type: none"> ▪ Talk to your notes, eael, or board. ▪ Turn your back to part of the group. ▪ Stand in fixed positions. ▪ Slouch. ▪ Distance yourself from people.
Gestures and Facial Expressions:	
<ul style="list-style-type: none"> ✓ Use natural and spontaneous gestures. ✓ Smile and be animated. ✓ Convey emotion affirmatively. 	<ul style="list-style-type: none"> ▪ Engage in distracting behavior such as looking at your watch, or jingling change. ▪ Look disinterested. ▪ Use gestures or expressions that could be seen as negative or judgmental.



Using Your Voice:	
<ul style="list-style-type: none"> ✓ Speak loud enough to be heard. ✓ Vary the pace of your presentation. ✓ Slow down for important points. 	<ul style="list-style-type: none"> ▪ Use the pause. ▪ Mumble. ▪ Use “fillers” such as “like” or “um.” ▪ Speak with a monotone voice. ▪ Be afraid of pauses.
Engaging Your Audience	
<ul style="list-style-type: none"> ✓ Ask clear, concise questions. ✓ Ask open-ended questions. ✓ Focus each question on a single issue. ✓ Acknowledge responses in a positive manner. ✓ Allow time for the audience to answer. ✓ Let your conviction and passion for the subject matter show. 	<ul style="list-style-type: none"> ▪ Ask questions that require two distinct answers. ▪ Answer your own question! Rephrase your question if you don't get an answer. ▪ Ignore comments or questions. ▪ Declare an answer is wrong. ▪ Be afraid to remain silent while waiting for responses.



Proportional
Message



Annex 3

Basic Communication Skills Analysis Worksheet

Listening	
• What I do well:	• What I could improve:
Managing Your Own Nonverbal Communication	
• What I do well	• What I could improve:
Observing and “Reading” Nonverbal Communication in Others	
• What I do well:	• What I could improve:
Using Your Voice	
• What I do well:	• What I could improve:
Engaging Your Audience	
• What I do well:	• What I could improve:



Proportional
Message



USV 1842



DRPDNM



Annex 4

Community Awareness Assessment

Community Awareness Assessment Ethnic Communities/Cultural Groups:				
What ethnic communities/cultural groups are represented in your community? (List below.) Groups:				
Where is this community/group located?				
What languages are spoken by this community/group?				
Is there a large proportion of people with limited English proficiency in this community/group?				
Does this community/group have community gathering places or hold cultural events?				
Are there radio or TV stations that broadcast in their native language?				
What are the implications for communicating with this community/ group?				
Where can you find additional information to help you plan your communication with this community/ group?				



Proportional Message





Co-funded by
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.