



**EEA & Norway Grants 2014-2021 – Active Citizens Fund Cyprus**

**Ref. no:** 35\_ACF CY\_IEEN

**Project Acronym:** ECOAGE

**Project title:** ECOAGE: Intergenerational solidarity towards an ecological life in Cyprus

<b>Project ref no:</b>	35_ACF CY_IEEN
<b>Project acronym:</b>	ECOAGE
<b>Project full title:</b>	ECOAGE: Intergenerational solidarity towards an ecological life in Cyprus
<b>Due date of deliverable:</b>	<b>14/12/2022</b>
<b>Actual submission date:</b>	
<b>Deliverable name:</b>	D2.2 Training manual Mentorship and Entrepreneurial skills
<b>Status:</b>	Final
<b>WP contributing to the deliverable:</b>	<b>WP2</b>
<b>Lead partner for this deliverable:</b>	IEEN
<b>Author(s):</b>	IEEN
<b>Contributing Partners:</b>	ERMH

The ECOAGE project benefits from a grant under the Active Citizens Fund Cyprus programme, funded by Iceland, Liechtenstein and Norway, through the EEA and Norway Grants 2014-2021 with Ref. no: 35\_ACF CY\_IEEN.

## Disclaimer

The information in this document is subject to change without notice. Company or product names mentioned in this document may be trademarks or registered trademarks of their respective companies.

## All rights reserved

The document is proprietary of the ECOAGE consortium members. No copying, distributing, in any form or by any means, is allowed without the prior written agreement of the owner of the property rights. This document reflects only the authors' view. The European Community is not liable for any use that may be made of the information contained herein.

## Version History

Version	Edited by	Date	Description
0.1	IEEN	10/10/2022	Draft1
0.2	IEEN	28/11/2022	Draft2
0.3	ERMH	01/12/2022	Feedback
1.0	IEEN	09/01/2023	Final

## Table of Content

List of tables	5
List of abbreviations (alphabetically)	5
1 Introduction	6
2 Overview of the education program	7
3 Participant inclusion/exclusion criteria	8
4 Introductory Workshop 1 – Communication and leadership skills	8
4.1 Description	9
4.2 Agenda	9
4.3 Learning Activities	9
4.3.1 INTRODUCTION TO ECOAGE EDUCATION PROGRAMME	9
4.3.2 LET'S MEET	10
4.3.3 GROUND RULES AND LEARNING OBJECTIVES	11
4.3.4 WHAT ARE MY LEADERSHIP TRAITS?	11
4.3.5 HOW CAN WE COMMUNICATE BETTER?	12
4.3.6 FUTURE VOLUNTEER OPPORTUNITIES AND GETTING YOUR NEEDS MET AS A VOLUNTEER	14
4.3.7 COMMUNICATION WITH "I MESSAGES"	14
4.3.8 Closing and Next steps	16
4.4 List of Materials	17
5 Conclusion	17
6 References	18
7 Annexes	18
Handout 1 – Introductory Workshop Agenda	18
Handout 2 – Learning objectives	19
Handout 3 – Ground Rules	20
Handout 4 – Leadership Traits	21
Handout 5 – Values Line Exercise	22
Handout 6 – "I Messages"	24
Handout 7 – Workshop Evaluation	25



## List of tables

Table 1 - Inclusion and exclusion criteria of participants

8

Table 2 - Checklist of materials

17

## List of abbreviations (alphabetically)

Abbreviation	Full name
T/C	Turkish Cypriots
G/C	Greek Cypriots

## 1 Introduction

During the task of Desktop research and field research (T2.1), to discover the needs and requirements of the older adults in regards to their educational training in becoming environmental mentors to the younger generation, it was concluded that the educational activities of the project should focus on building the confidence of older adults. This document will become the mentorship training manual of the older adults and it will include all the relevant documents such as agendas, procedures, questionnaires that will be used on our pilots.

In this document, great emphasis will be given in providing the tools to communicate knowledge and wisdom to the younger generation. In addition, a flexible teaching approach will be followed to accommodate cultural diversity, learning needs and encourage self-directed learning.

The deliverable D2.3 Training manual Environmental issues and eco-friendly practices will include the environmental training aspects of this training programme.

## 2 Overview of the education program

The ECOAGE project aims to assist in the environmental sustainability and the growing aging population. Both important issues are lacking the attention. The primary goal of the ECOAGE project is to empower older adults to become environmental mentors who will play an active role in addressing environmental issues in their own communities. The program provides several different types of learning experiences to strengthen the confidence and leadership capabilities of the participants.

First, ECOAGE provides leadership and communication skills training to improve participants' efficacy as environmental volunteers. Second, it provides factual knowledge from expert speakers about pressing environmental issues such as climate change, repurposing clothes and toys, waste management, recycling, and energy use and management. Third, it promotes hands-on learning experiences, including field trips, a school visit and a final event to showcase their journey.

The ECOAGE project provides about 24 hours of training. This training is divided into three different phases.

The first phase includes the introductory workshop (three hours) to introduce participants to the program and develop leadership and communication skills that will help them be successful environmental volunteers.

The second phase consists of three environmental workshops (three hours each) led by expert speakers on pressing environmental issues and two field trips in the two communities. The format of these workshops varies and includes everything from traditional lectures to interactive field trips-workshops in villages.

The third phase will emphasise the hands-on experience of the participants. Participants will visit a local school to mentor children in an interactive environmental activity and the programme will be completed once a final event is organised to demonstrate and sell any products created during the programme to collect for donations to Environmental NGOs.

### 3 Participant inclusion/exclusion criteria

During the pilots of the ECOAGE training programme, participants will be selected for recruiting according to the Table 1 Inclusion and exclusion criteria.

<b>Inclusion criteria</b>	<b>Exclusion criteria</b>
60 years old and over	Mobility impairment
Residents in Cyprus	Visual and hearing impairment
Language: Greek or Turkish or English language	
Physically fit (according to self-assessment)	
Cognitive fit (according to self-assessment)	
Able to understand and sign the informed consent form	
Willingness to participate in the study/training programme	

Table 1 - Inclusion and exclusion criteria of participants

Involving culturally and ethnically diverse participants such as the Turkish Cypriots (T/C) and Greek Cypriots (G/C) community is often a challenge when delivering community-based programs. Nevertheless, the benefits of involving diverse participants will not only enhance the training program but it will also potentially bring closer the two communities.

A culturally and ethnically diverse group of participants has much to offer because it brings rich, multi-dimensional perspectives to the workshops. Culturally and ethnically diverse participants are often experts of their own communities, and they may have the knowledge, skills, and resources to address environmental problems in their own communities.

Due to the language barriers, it was decided the first introductory workshop to be performed in each community separately and then the rest of the activities in the project to be performed bicultural. All the educational material prepared will be translated in both languages Greek and Turkish for the participants.

### 4 Introductory Workshop 1 – Communication and leadership skills



## 4.1 Description

The introductory workshop consists of a 3-hour training on communication and leadership skills.

The goal of the workshop is to give participants the skills needed to be effective environmental volunteers and enable them to participate in meaningful mentoring activities. The workshop prepares participants to seek volunteer activities that fit their needs and desires. This includes several activities to identify their personal leadership traits and core values, as well as learn how to communicate more effectively.

The workshop also provides an overview of the ECOAGE programme and introduces participants to the different parts of the training. During the workshop, participants are asked to begin thinking about what topic they would like to mentor the youth since they will need to begin preparations in advance.

## 4.2 Agenda

TITLE OF EACH LEARNING ACTIVITY	DURATION
<i>Introduction to ECOAGE education programme</i>	10 minutes
<i>Let's meet</i>	30 minutes
<i>Ground rules</i>	5 minutes
<i>What are my leadership traits?</i>	30 minutes
<i>Break</i>	20 minutes
<i>How can we communicate better?</i>	30 minutes
<i>Future volunteer opportunities and getting your needs met as a volunteer</i>	20 minutes
<i>Communication with "i messages"</i>	20 minutes
<i>Closing and next steps</i>	15 minutes

## 4.3 Learning Activities

### 4.3.1 INTRODUCTION TO ECOAGE EDUCATION PROGRAMME

Once participants arrive at the location of the workshop, the facilitators should invite the participants to register by writing their names, phone numbers, and emails on the participant list sheet and collecting their name tags.

Instructions for the facilitators:

<D2.2>/<Training Manual Mentorship skills>

- ❖ Begin the session within five minutes of the planned starting time (even if people are still arriving). This establishes a norm of promptness and shows respect for those who arrived on time.
- ❖ Introduce yourself briefly, giving enough information so that the participants will have confidence in your ability to lead the program.
- ❖ After you and other members of the implementation team have introduced yourselves, provide a brief introduction to the program by saying:
- ❖ *“Before we go around and have everyone introduce themselves, I want to briefly tell you about the ECOAGE program. It is our belief that retirees can make a major contribution to improving their communities through environmental volunteerism. Older adults are one of the fastest growing segments of the population due to increases in life expectancy, and we believe they are an excellent but underutilized source of solutions to environmental problems.”*

*In this program, we will focus on gaining a greater understanding of the environmental challenges that our communities and our world face today. We will explore creative, evidence-based solutions to these problems and discuss opportunities for environmental volunteerism and mentorship to preserve the environment for future generations. We will also learn leadership and communication skills that will enable you to become more effective in meeting these challenges.*

*The ECOAGE Program consists of three different phases over the course of 6 months, with approximately 24 hours of training and hands-on experience. The first phase is today's introductory workshop, which will last about three hours. The purpose of today's session is to familiarize you with the program and develop leadership and communication skills that will help you be successful environmental volunteers and mentors. The second phase is five environmental workshops, which are approximately three hours each, on pressing environmental issues. These are led by expert speakers and include two field trips in the community. The third and last phase consists of hands-on experience to benefit the local community.*

*Over the course of this program, you will be hearing a wide range of viewpoints on different issues. We ask you to open your mind, listen to each other's ideas, put yourself as fully into the activities as is comfortable for you, and earn and contribute to the content. We can assure you that your ideas will be respected here. Remember to trust your wisdom and experience, but please remain open to new ways of looking at old problems. Now let's go over the agenda for the day.”*

- ❖ Distribute the “Agenda” handout (**Annexes - Handout 1**) and display the corresponding slide. Read the agenda aloud and then say:  
*“We have a lot we are trying to cover today, but please let me know if you want me to stop or slow down at any point. In addition to the scheduled breaks, feel free to get up and use the restroom at any time”.*

### 4.3.2 LET'S MEET

During this activity the facilitator invites the participants to introduce themselves and share their reasons for participating in the ECOAGE programme. During that time the facilitator writes the name of the person and their reasoning on the flipchart for everyone

to see and find common ground. In addition if there is enough time, the facilitator can use the following questions as ice breaker (Harper, 2022):

*“What’s the best advice you received?”*

*What is the best way to handle an argument with your spouse?*

*How should you handle a difficult work situation?*

*What’s the hardest life lesson you learned?”*

### **4.3.3 GROUND RULES AND LEARNING OBJECTIVES**

Then the facilitator spends about 5 minutes introducing the ground rules and the learning objectives of the training programme (**Annexes – Handout 2 and 3**). It is important to establish some common ground rules between the participants in order to demonstrate a respectful and safe place for everyone to share their ideas and develop their skills in their own time.

### **4.3.4 WHAT ARE MY LEADERSHIP TRAITS?**

The facilitator starts the introduction of the leadership topic by using powerpoint presentation and saying:

*“Many of us think of leaders as people who are born with extraordinary charisma who accomplish great success in their lives. This is one way of thinking about leadership, but it’s very limiting. Another way of thinking about leadership is that each of us has the opportunity to act as a leader from time to time, under the right circumstances. This is especially true if we seek to have a greater understanding of our own personal strengths.*

*Having a greater understanding of who we are can help us leverage our leadership potential to improve our communities and society in general. When it comes to cultivating leadership potential after retirement, it’s important to realize that some of the best assets we bring with us are the rich variety of life experiences we’ve had over the years. These experiences relate to knowing thoroughly how the world works, and having the confidence to use this knowledge to be an environmental steward.*

*Leadership is about change and bringing out the best in people. We are all born with leadership qualities. These abilities and skills can manifest themselves in many different contexts”.*

The facilitator distributes the “Leadership Traits” handout (**Annexes - Handout 4**) and displays the corresponding slide. Also, pass out post-it notepads to all participants. Then say:

*“Let’s explore our own leadership potential with an exercise designed to help you identify your leadership traits. This exercise includes several steps.*

*First, let’s begin by dividing into small groups of 3 or 4 people. I ask that you form groups with people that you do not know very well”.*

Once the group has divided into small groups, begin the exercise by saying:

*“In our small groups, everyone will get a chance to speak while the other group members listen. Each speaker will spend about 5 minutes sharing a story about a leadership role they’ve had in the past. It can be a story about a leadership role in their family, work, or community setting. I’m sure there have been high points and low points, struggles and successes in this role. When it is your time to speak, please recall a high point for you; a time when your leadership efforts improved the lives of those around you.*

*When recalling a high point, briefly describe the situation:*

- *Who was involved?*
- *What happened?*
- *What did you do to make a difference in the situation?*

*Then think back over your decision to serve in this leadership role:*

- *What inspired you to step forward?*
- *What did you value about your contribution?*
- *What did you value about others who were involved?*

*As you listen to each speaker in the group, reflect on the story. Identify leadership traits that the speaker embodied during their experience. Don’t overthink it; just write the traits on your post-it notes pad, one by one, as they come to mind.*

*Then, after each speaker has finished, go around the circle and share the leadership traits that you wrote down. Each speaker can stick the post-it notes they received on their “Leadership Traits” handout. This will help them check the boxes and list other leadership traits they may not have thought of before. Complete the process until each person has told their story and received feedback from all the group listeners.*

*Once each person has had a turn speaking in their small group, we will come back into the full group. Let’s begin”.*

Once everyone has had a chance to speak in their small groups, ask the group to reflect on the exercise with the full group. Say:

*“Now that we have all had a chance to share and to listen to each other, let’s come together and talk about our experiences. What was it like to tell your story? Did you learn anything about yourself that was unexpected?”*

The facilitator encourages 2-3 participants to answer and then writes down any themes or take-away points that emerged from the exercise on the flipchart or whiteboard. Then end this activity by saying:

*“Let’s take a 15-minute break now. Please feel free to get up, walk around, and help yourself to more refreshments”.*

#### **4.3.5 HOW CAN WE COMMUNICATE BETTER?**

The facilitator starts this activity by saying:

<D2.2>/<Training Manual Mentorship skills>

*“Our values have a strong influence on our attitudes and actions relating to environmental issues. Understanding our own values, and the values of others in our communities, helps us to communicate better. It also helps us to relate to others, which will help us work more effectively with individuals and organizations in our communities. I'd like to emphasize that it is not necessary to agree with someone's values in order to understand them.*

*The next activity involves exploring values and recognizing the diversity of values among us. It is not about asking you to change your values. It's about understanding which values are important to you and how they relate to the values of others. It's also about exploring ways to work with others whose values may be different from your own”.*

The facilitator distributes the “Values Line Exercise” handout (**Annexes - Handout 5**) and display the corresponding slide and explains the activity by saying:

*“This exercise explores several different values. Individual members of any particular group may feel very differently about these values. We'd like you to rate the degree to which you agree or disagree with each statement.*

*First, look at the statements on the handout and indicate how much you personally agree with them. Make an “X” on the line to show where you stand. So, if you strongly agree, you can place an “X” near the left-hand side; if you strongly disagree, you can put an “X” near the right-hand side.*

*Go through each of the statements this way.*

*Let's look at the example. The person filling that out felt that the statement “The heating of the earth's atmosphere is mostly caused by human activity” was in the middle between strongly disagree and strongly agree.*

*Please fill in the form this way for each statement. If you wish, you may think about where you stand on each issue instead of writing them in. There are no “right” answers here; the goal is just to get us thinking, talking, and understanding more about our differences of opinion. Don't worry if you don't get through all the statements”.*

While the participants are completing the exercise, place two chairs about 4 meters apart at the front of the room. Place a sign that says “STRONGLY AGREE” on the chair on the left-hand side, and a sign saying “STRONGLY DISAGREE” on the right-hand side. Tie a string between the two chairs. It is important that the chairs at the front of the room look like the handout (left-right orientation, with strongly agree on the left and strongly disagree on the right).

Give the group about five minutes to work on this. After five minutes, say:

*“Please come up and stand along the line I've created, indicating where you personally stand on the first issue: “Humans have the right to modify the natural environment to suit their needs.”*

The facilitator then engages the group in a discussion of why they placed themselves where they did. If there are variations in where individuals stand, point this out and invite discussion. As a way of concluding, the facilitator may ask the group how they think these value differences might affect their efforts to address environmental problems.

### 4.3.6 FUTURE VOLUNTEER OPPORTUNITIES AND GETTING YOUR NEEDS MET AS A VOLUNTEER

The purpose of this activity is to introduce the available volunteer opportunities in the community to the participants and learn what are their needs. Therefore, the facilitator starts the activity by saying:

*“As we have already discussed, a major goal of ECOAGE programme is to encourage environmental volunteering and environmental mentorship after the program has ended. We hope that the program empowers and inspires you to tackle environmental issues in your own communities. In the words of Gandhi, we hope that you will: “Be the change you wish to see in the world.”*

*Now, let's consider future volunteer opportunities you might have in your community. Can anyone tell me the names of local organizations that are involved in environmental issues?”*

The facilitator then lists the names of local organizations on the flipchart or whiteboard. Next, facilitate a discussion about the list of organizations:

- *Has anyone here volunteered at these organizations?*
- *If so, what was your experience like?*
- *What was most satisfying or meaningful about the experience?*
- *Was there anything about the experience you wanted to change?*

The facilitator then proceeds the discussion about the type of volunteer activities older adults would be interested to participate:

- *What sorts of activities do you expect to participate in through future volunteer work?*
- *What motivates you to volunteer? What discourages you from volunteering?*
- *What do you think are your strengths and assets that you could bring to an organization?*
- *Are there any limitations – physical or other – that you need to take into consideration?*

Then the discussion is concluded by saying:

*“Having a clearer understanding of your expectations and motivations, and being able to communicate them, will help you to get your needs met more effectively”.*

### 4.3.7 COMMUNICATION WITH “I MESSAGES”

For this program, “I messages” will be an important tool to help the participants to get their needs met as volunteers.

An example of this activity is:

<D2.2>/<Training Manual Mentorship skills>



*“Let’s imagine that you’ve been participating as a volunteer at a community organization for a while. When you first showed up for your volunteer experience three months ago, you were cheerful and very excited about learning more about water quality. The person who is responsible for supervising your volunteer activities has been very busy. In your first week on the job, she put you in charge of filing the stream monitoring reports. Since then, you’ve been doing the same job, week in and week out. You’ve not left the filing room.*

*Now, when you think of showing up to volunteer, you have no enthusiasm. You’re thinking about just calling the organization and telling them you’re too busy to volunteer. Instead of quitting, you could use this basic format for an “I message” to convey your feelings”.*

The facilitator distributes the “I Messages” handout (**Annexes - Handout 6**) and display the corresponding slide while saying:

*“I messages” begin with a brief description of what’s on your mind. In this case, you might say to the staff person who is supervising you: “I’m not really enjoying filing paperwork every week when I come in to volunteer for your organization.”*

*Then describe how you feel about it and why, such as: “It’s frustrating for me because it doesn’t use my talents and skills.” Next, explain what you would like to see happen: “I would like to work with you to identify some other things I might do as a volunteer here. Can we talk about it?”*

*Use your best listening skills to hear what the other person tells you about the situation. Expressing your opinion in this way and listening to the response will also help you make the other person feel respected. Repeat back what you hear. If you have ideas of your own, offer them lightly, using “I messages.” Finally, thank the staff person for discussing the issue with you and be positive. For example, “I appreciate your willingness to work with me on this. I really care about your organization.”*

*Notice that there was no judgment expressed about the staff person or the organization. Imagine how this situation could have unfolded without an understanding of “I messages.”*

*Here is an example of what could go wrong: “I don’t understand why you always give me the same boring job when I come in to do volunteer work. Can’t you think of something better for me to do? I spend all day alone in the filing room and it’s awful. It’s a complete waste of my time and expertise.”*

*This example of what can go wrong may seem exaggerated, but most of us can think of times we have not been as skillful as we could have been in communicating our feelings. “I messages” are especially helpful in tough situations like this, when you want to get your message across without blaming. Let’s practice using “I messages” to communicate respectfully about your needs.*

The facilitator ends the discussion by saying:

*“Thank you for sharing your experiences! This is very helpful information to consider for your future volunteer work in the community. As you know, we hope that you will find meaningful volunteer work where you can utilize the knowledge and skills you gained through the program”.*

The facilitator then asks participants to divide up into groups of 3 or 4 people to practice “I messages.” By saying:

*“In your group, take a few minutes to come up with a scenario like this one in which volunteers might face problems that affect their ability to get their needs met while volunteering.*

*Once you have come up with a scenario, find two volunteers within your group to play the roles of the volunteer and the staff. Role-play a conversation between them with the volunteer using “I messages” and skillful listening. The other group member(s) should be observer(s), listening carefully and helping the volunteer get back to the “I message” format, if necessary. The observer(s) should also suggest possible wording, where appropriate. Take about three minutes with this role-play. If you get stuck, you can call on me.*

After five minutes, the facilitator makes sure the groups have begun to role-play and about ten minutes later completes the activity. Then asks them to stay in their small groups but turn their attention to the whole group. Next, the facilitator leads a discussion about their experience during the role-play using the following questions:

- *How did “I messages” work for you?*
- *Were you able to put them into our own words?*
- *Did they help you get your message across respectfully?*
- *How do you think this communication technique could help you have a more satisfying volunteer experience?*

*Great work! Hopefully, this will be a useful communication tool that will help you in your volunteer work. I encourage you to practice your “I messages” with each other and with your family and friends.*

#### **4.3.8 Closing and Next steps**

At the end of this workshop, the facilitator will remind the participants of the purpose of the ECOAGE educational programme and the content of the following workshops and activities. Then the facilitator ask the participants to divide into small groups of 3 or 4 to discuss their initial thoughts in regards to the environmental needs of their community and how they can assist by saying:

*“In your small group, share your initial ideas of possible projects. Discuss how they might address environmental needs in your community. Don’t worry if you do not have any ideas at this point! We will have the rest of the program to finalize your mentorship project”.*

Then the facilitator writes on the flipchart the ideas the participants came up and concludes the workshop by saying:

*“We came at the end of the first phase of the ECOAGE educational programme. We hope you learned some new information and useful skills that will help you engage in environmental volunteerism and environmental mentorship in the future.*

*Our first environmental workshop will take place next month on **XXXX**. The topic will be **(topic name)** and the speaker will be **(speaker’s name)**.*

*Thank you for sharing your experiences! Please take 5 minutes from your time to complete this evaluation form for this workshop. **(Annexes – Handout 7)**. It will help us improve this programme.*



*We hope that you will find meaningful volunteer work where you can utilize the knowledge and skills you gained through the program”.*

## 4.4 List of Materials

The Table presents the list of materials that would be needed for the introductory workshop and its purpose is to assist the facilitators for the organization of the workshop.

Checklist	Amount	Type of material
<input type="checkbox"/>		Participant list
<input type="checkbox"/>		Handouts
<input type="checkbox"/>		Flipchart or whiteboard and markers
<input type="checkbox"/>		Projector and screen
<input type="checkbox"/>		Name tags
<input type="checkbox"/>		Post-it notepads, pens or pencils
<input type="checkbox"/>		5 meters long string or rope for Values Line Exercise
<input type="checkbox"/>		1 sign that says "STRONGLY AGREE" and 1 sign saying "STRONGLY DISAGREE"

Table 2 - Checklist of materials

## 5 Conclusion

The Deliverable 2.2 Training Manual-Mentorship skills includes a variety of learning methods to meet the requirements of the targeted trainees – older adults. This deliverable will be translated in Turkish and Greek language in order to be able to be taught to the local communities of Cyprus.

## 6 References

1. Harper Chris (2022), *Conversation Starters and Icebreakers for the Elderly*, last online 1st of December 2022:  
<https://www.arborcompany.com/blog/conversation-starters-and-icebreakers-for-the-elderly>

## 7 Annexes

### Handout 1 – Introductory Workshop Agenda

TITLE OF EACH LEARNING ACTIVITY	DURATION
<i>Introduction to ECOAGE education programme</i>	10 minutes
<i>Let's meet</i>	30 minutes
<i>Ground rules</i>	5 minutes
<i>What are my leadership traits?</i>	30 minutes
<i>Break</i>	20 minutes
<i>How can we communicate better?</i>	30 minutes
<i>Future volunteer opportunities and getting your needs met as a volunteer</i>	20 minutes
<i>Communication with "I messages"</i>	20 minutes
<i>Closing and next steps</i>	15 minutes

## Handout 2 – Learning objectives

After completing the full-day workshop, participants will:

- Be able to identify at least five personal leadership traits
- Have a greater understanding of ways to use these traits in environmental mentorship
- Be able to identify at least five personal core values
- Have an increased understanding of the range of volunteer activities associated with environmental mentorship
- Gain knowledge and skills in communication that will enable them be effective environmental volunteers
- Gain knowledge and skills in teamwork that will enable them to engage in meaningful environmental stewardship activities

After completing the environmental workshops, participants will:

- Gain knowledge from experts on critical environmental issues
- Have an increased understanding of the impact of these critical issues on the local community

After completing the ECOAGE training project, participants will:

- Have a greater understanding of how to give back to the community
- Build connections and relationships in the community for future volunteer work

## Handout 3 – Ground Rules

- Respect the confidentiality of the group. Everything that people share should be kept in the room.
- Speak in a non-judgmental way. While open discussions are encouraged, it is important to remember that everyone has diverse values and opinions. Critique ideas, not people.
- Do not interrupt. Listen actively and attentively to each other.
- Allow everyone a chance to speak by not monopolizing the discussion.
- Turn off cell phones and pagers.

## Handout 4 – Leadership Traits

*Please check all that apply...*

- Honesty:** Having integrity; and keeping one's promise
- Courtesy:** Being thoughtful of others
- Responsibility:** Actually following through with your duties
- Compatibility:** Having the ability to work well with others
- Loyalty:** Showing devotion to your company, people or things
- Enthusiasm:** Showing eagerness and willingness to work with others
- Open-mindedness:** Being receptive to the opinions and ideas of others
- Self-Control:** Controlling your own actions and feelings
- Influence:** Motivating or encouraging others
- Initiative:** Starting thoughts and/or actions
- Adaptability:** Making changes when necessary
- Industriousness:** Being consistently active; getting your work done
- Carefulness:** Giving watchful attention to people and/or things
- Self-Reliance:** Doing things yourself and feeling confident about them
- Compassion:** Having sympathy and feelings for people with problems
- Dedication:** Being seriously devoted to causes and/or goals
- Competitiveness:** Striving to win
- Patience:** Being able to wait; taking your time to do things
- Perfectionism:** Trying to achieve the highest possible degree of excellence
- Courage:** Meeting danger or difficulties in spite of fear
- Decisiveness:** Making decisions promptly and definitely
- Drive:** Having the energy to get things done
- Perseverance:** Being persistent in pursuit of tasks
- Calmness:** Being serene
- Stability:** Being constant in responses

**List any other of your leadership traits that are not on the list below:**

## Handout 5 – Values Line Exercise

Below are a number of value statements. Each individual may feel very differently about them. We would like you to rate how much you agree or disagree with each statement.

**Directions:** Make an “X” on the line to indicate where you stand. If you strongly agree with the statement, place an “X” near the left-hand side; if you strongly disagree with the statement, place an “X” near the right-hand side.

**Example.** The heating of the earth’s atmosphere is mostly caused by human activity.

\_\_\_\_\_ X \_\_\_\_\_  
Strongly Agree Strongly Disagree

**Statement 1.** Humans have the right to modify the natural environment to suit their needs.

\_\_\_\_\_  
Strongly Agree Strongly Disagree

**Statement 2.** Human ingenuity will ensure that we do not make the earth unlivable.

\_\_\_\_\_  
Strongly Agree Strongly Disagree

**Statement 3.** The earth has plenty of natural resources if we just learn how to develop them.

\_\_\_\_\_  
Strongly Agree Strongly Disagree

**Statement 4.** Plants and animals have as much right as humans to exist.

\_\_\_\_\_  
Strongly Agree Strongly Disagree

**Statement 5.** The widely publicized "ecological crisis" facing humankind has been exaggerated.

\_\_\_\_\_  
Strongly Agree Strongly Disagree

Strongly Agree

Strongly Disagree

**Statement 6.** Humans will eventually learn enough about how nature works to be able to control it.

---

Strongly Agree

Strongly Disagree

**Statement 7.** If things continue on their present course, we will soon experience a major environmental catastrophe.

---

Strongly Agree

Strongly Disagree

## Handout 6 – “I Messages”

### “I Messages” I

When \_\_\_\_\_ happens,

I feel \_\_\_\_\_,

because \_\_\_\_\_,

and I would like \_\_\_\_\_ to happen.



## Handout 7 – Workshop Evaluation

Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Please take a few minutes to complete this evaluation form about today's workshop.

1. What part of the I workshop did you like the most? Why?
  
  
  
  
  
  
  
  
  
  
2. What part of the workshop did you like the least? Why?
  
  
  
  
  
  
  
  
  
  
3. How was the length of the workshop? *(Check one)*
  - 1 Too short
  - 2 Too long
  - 3 Appropriate length
  
4. How understandable was the material presented in the workshop? *(Check one)*
  - 1 Very difficult to understand
  - 2 Somewhat difficult to understand
  - 3 Understandable
  - 4 Easily understandable
  
5. What is your overall evaluation of the workshop? *(Check one)*
  - 1 Poor
  - 2 Fair
  - 3 Good
  - 4 Excellent

**Thank you! Please feel free to add additional comments and suggestions below.**