

**WORK
PLAY
GROW**

**DO YOU
KNOW?**



TOOLKIT

**FOR ORGANIZATIONAL DEVELOPMENT OF
YOUTH VOLUNTEERING & INTERNSHIP PROGRAMS**



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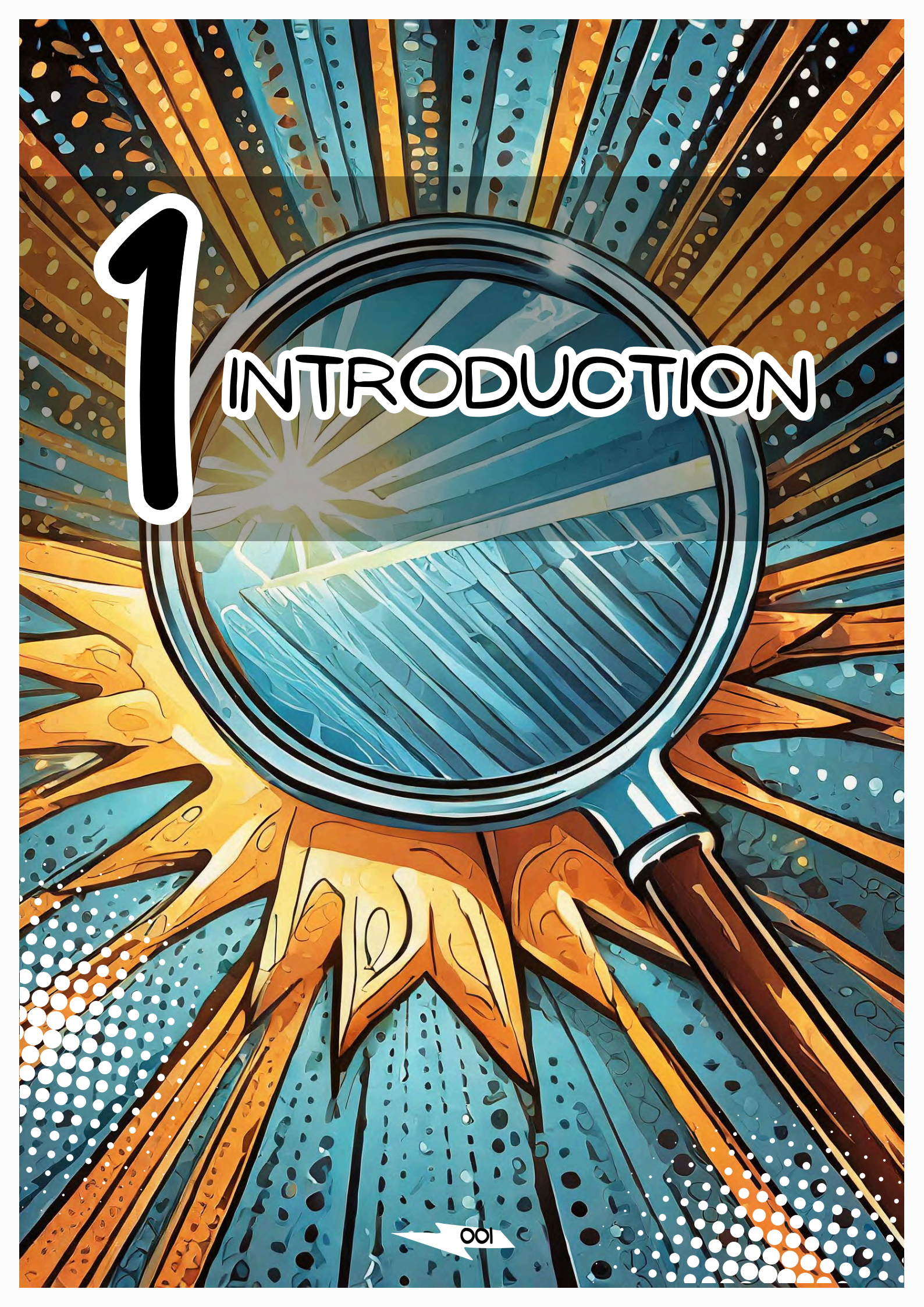
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INTRODUCTION



ABSTRACT

The Work Play Grow “Toolkit for Organizational development of youth volunteering & internship programs” is a comprehensive resource designed to support NGOs in implementing digitalized, gamified volunteering and internship programs. Developed as part of the Work Play Grow project, **this toolkit compiles methodologies, best practices, and practical tools** created and tested by partner organizations throughout the project's duration.

The content is structured **to provide a step-by-step guide** to adopting gamified approaches in youth engagement. It offers an overview of the project and its partner organizations, highlighting the innovative methodology developed during the project. Detailed guidance is provided on self-assessment, planning, activities, and mentoring strategies for both volunteering and internship programs. Readers will also find a collection of ideas for miniprojects and good practices based on pilot implementations. Additionally, the toolkit includes a practical guide to navigating the Work Play Grow platform, covering account management, unlocking activities, and using digital resources such as badges or chat. To support customization, additional resources and supporting materials are available in the annexes.

Why use this toolkit?

The world of youth engagement is rapidly evolving, and digital solutions have become essential. This toolkit equips NGOs with the knowledge and tools to create engaging and structured learning experiences for volunteers and interns. By leveraging gamified approaches, organizations can foster motivation, skill development, and meaningful participation among young people. The inclusion of detailed methodologies and access to the Work Play Grow platform ensures that implementing these innovative programs is both accessible and impactful.

002

**DO YOU
KNOW?**

**WORK
PLAY
GROW**



www.workplaygrow.eplusproject.eu



1.2 PROJECT DESCRIPTION

The main aim of this project is to develop professional skills of youth and youth workers for a better insertion on the labor market, through innovative volunteering and internship programs, using gamification and digital tools as new methodology in non-formal education.

Specific objectives:

O1. Increasing the professional skills and employability level of 40 youth and 40 youth workers, from 4 countries, through digital gamified volunteering and internship programs, during 6 months of constant activities in 4 local communities.

This objective is fulfilled by 2 pilot programs - one for volunteering and one for internship, applied in the 4 partner countries, during 1 year. In these pilot programs, 40 youth will experience 6 months of interactive activities for the purpose of the local community and 40 youth workers will experience what social work, personal development of you and social educator means and they are engaged in concrete activities related with the experience of the 4 partner organisations.

O2. Increasing the capacity of 4 organisations to offer structured, long term and motivational volunteering and internship programs, using digital tools and gamification as non-formal education methodology in the new digitalized and modern context.

This objective will be achieved through 2 working packages, in which the partners will develop the volunteering and internship methodology and will gamify them, in order that the youth and youth workers to be motivated to participate in several and different activities.

O3. Increasing European youth NGOs field capacity to involve more and more youth in volunteering and internship programs, in order to help them develop their professional skills in fields as social work, non-formal education, social education and youth personal development, through a new and complete methodology of selection, integration, motivation and evaluation of youth work, in an innovative and digital way.

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PARTNERS DESCRIPTION

GAMMA INSTITUTE - ROMANIA

The aim of the Institute for Research and Study of Quantic Consciousness - Gamma Institute, is promotion, development, research, and initiative for activities in the field of psychology, psychotherapy and mental health. Gamma targets trainees, kids, and international specialists through training programs, workshops, psychological services, counseling, and international cooperation.

FUNDACIÓN ASPAYM CASTILLA Y LEÓN - SPAIN

Fundación ASPAYM Castilla y León starts working on 2004, twelve years after the establishment of ASPAYM in the region of Castilla y León. Its main aims are to promote autonomy, equal rights and opportunities and to increase quality of life of people with physical disabilities, allowing them a significant integration among the society. In addition, ASPAYM CyL seeks to be a leading association, providing its target users with the tools to achieve that mission.

INSTYTUT AKTYWIZACJI I ROZWOJU SPOŁECZNEGO - POLAND

An NGO founded in 2012 in Lublin. Its mission is to support the harmonious development of groups and individuals by fostering civic and pro-social values. The foundation addresses social challenges by using non-formal education methods to develop personal and professional competencies among various target groups. All activities are based on the needs of the main target group – young people.

ROSTO SOLIDÁRIO - PORTUGAL

Born in 2007, promoted by the Passionist Congregation in Santa Maria da Feira and a group of laypeople from the local community, based on a long experience of supporting families in situations of social vulnerability and the experience of the Passionist Missionaries in the Missions of Angola, especially in the province of Uíge. It is a non-profit development association, recognized since 2008 as a NGDO by the Ministry of Foreign Affairs, benefiting from the status of a legal person of public utility.





1.4 METHODOLOGY

The “Work Play Grow” project is an international initiative developing innovative, gamified volunteering and internship programs in non-governmental organizations, focused on the personal and professional development of young people. The project is based on the assumptions of non-formal education, uses elements of gamification and supports a systemic approach to mentoring and competence development. The project methodology was developed jointly by four partners from different European countries.

Methodological assumptions

Both the volunteering program and the internship program take the form of a 6-month development course, implemented using a specially designed online platform. This platform offers weekly educational modules in the form of individual and group tasks, which participants complete both online and during stationary activities in host organizations. The program is strongly embedded in the realities of NGO activity and contains numerous references to real challenges faced by social organizations.

The main tool supporting the involvement of participants is gamification - participants take on the role of special agents carrying out missions. They earn points, levels and badges for the tasks they complete, which motivates them to actively participate. Each month ends with an evaluation process that includes self-assessment, group reflection and a conversation with a mentor.

Program structure

The first month of the program, shared by volunteers and interns, serves as an introductory and integration stage. Participants learn about the structure of the organization, the principles of the NGO's operation and the team they will work with. This is the time to develop basic social competences, such as empathy, adaptability and teamwork.

Then the programs are divided into two tracks, adapted to the needs of volunteers and interns.

Gamified Internship Program

The internship program has a clearly defined, progressive structure:

- Month 1: Introduction Adaptation to the organization, getting to know the team and the principles of the NGO.
- Month 2: Simple tasks with help Interns perform simple tasks with the help of mentors. They focus on developing social and cultural competences.
- Month 3–4: Professional skills with support - gradual increase in the level of responsibility. Developed competences: teamwork, solidarity, empathy, initiative.
- Month 5: Professional skills with autonomy Work on complex tasks with a high degree of independence. Developed competences: planning, organization, problem-solving, stress resistance, creativity.
- Final weeks: Evaluation & Learning to Learn - summary of experience, self-reflection, planning further professional development and celebration.

At each stage, key competences are also developed: adaptability and flexibility, technical skills, self-assessment, group dynamics management, communication in English.

Gamified Volunteering Program

The volunteering program is based on a similar structure, but places greater emphasis on civic engagement, initiative and social responsibility. The competences developed include:

- **Main:** empathy, solidarity, flexibility, teamwork, planning, organization, interpersonal relations, stress resistance, initiative.
- **Supplementary:** creativity, efficiency, active participation, responsibility, self-awareness, critical thinking, lifelong learning, reflective attitude and respect for others.

An important element of the volunteering program (similar to the internship program) is the implementation of a **mini social project**, the idea, plan and implementation of which belong to the participants. Thanks to this, they learn responsibility, project management and teamwork in real conditions.

Education through action and mentoring

Both programs are supported by a mentoring system – each participant works with an assigned mentor who supports them in the development process. Reflection on progress, development goals and individual challenges are discussed during regular mentoring sessions.

An illustration of three people from behind, wearing blue hoodies and carrying backpacks (yellow, blue, and blue with yellow accents). They are looking out over a city skyline with tall buildings under a blue sky with yellow clouds and white polka dots. A large white number '2' is on the left.

2

GAMIFIED VOLUNTEERING PROGRAM



ORGANISATIONAL SELF-ASSESSMENT

In the framework of the Work, Play, Grow project, volunteering goes beyond simply offering one's time and skills for a cause. It is a **structured, gamified learning journey where young people actively engage in social, educational, and civic activities** while developing **transferable skills for personal and professional growth**. By integrating game-like elements such as challenges, levels, and rewards, the program transforms community engagement into a motivating, collaborative experience. This approach not only strengthens the impact of youth organizations in their communities but also ensures that volunteers feel recognized, inspired, and equipped for future opportunities.

Implementing a gamified volunteering initiative like the WPG Volunteering Program can significantly enhance youth engagement, skill development, and community impact. However, success depends on careful preparation. The following guidelines will help an organization create a program that is motivating, sustainable, and results-driven:

1. Conduct a thorough needs assessment – Understand the specific needs of your community and your potential volunteers.

Method: Organize focus groups with both community members and potential volunteers to identify priority issues and interests that can be integrated into the program's missions.

2. Define objectives with precision – Set both broad and specific (SMART) goals that align with your organization's mission while appealing to the motivations of young volunteers.

Method: Use a collaborative workshop with staff, volunteers, and partners to co-create a list of measurable objectives for the first 6–12 months.

3. Understand the WPG gamification mechanism – Familiarize yourself with the structure, rules, and rewards system of the WPG approach to ensure correct and effective application.

Method: Host an internal training session where coordinators explore the WPG toolkit, test its features, and simulate a short gamified activity.

4. Prepare a comprehensive training plan – Equip both volunteers and coordinators with the skills and knowledge needed to navigate the program’s rules, tools, and non-formal learning activities.

Method: Develop a short onboarding course that combines theory (program rules, tools) with practical role-play scenarios for real-life volunteering situations.

5. Integrate the program seamlessly into existing operations – Ensure it complements your current activities without overburdening staff or resources.

Method: Map out your organization’s annual activity calendar and insert gamified elements into existing events rather than creating entirely new ones.

6. Establish clear monitoring and evaluation methods – Track volunteer progress, assess community impact, and gather feedback to refine the program continuously.

Method: Create a simple online dashboard where points, badges, and completed missions are automatically updated and accessible to both volunteers and coordinators.

7. Secure technical and logistical resources – Provide access to digital platforms, progress-tracking tools, promotional materials, and suitable spaces for workshops or events.

Method: Partner with local businesses or municipal facilities to gain free or low-cost access to meeting spaces, printing services, or digital tools.

8. Design a robust long-term motivation strategy – Combine tangible rewards (certificates, recognition events) with intangible benefits (personal growth opportunities, networking, mentorship).

Method: Schedule quarterly “achievement celebrations” where volunteers receive recognition in front of peers, community leaders, and potential employers.

9. Embrace flexibility and adaptability – Be prepared to adjust program elements in response to participant feedback and evolving community needs.

Method: Conduct brief monthly check-ins with volunteers to gather suggestions and implement quick changes without disrupting the whole program.

10. Plan for sustainability – Identify funding sources, partnerships, and human resources to ensure the program thrives beyond its initial launch phase.

Method: Apply for multi-year grants and build long-term partnerships with schools, universities, and local NGOs to secure ongoing support.



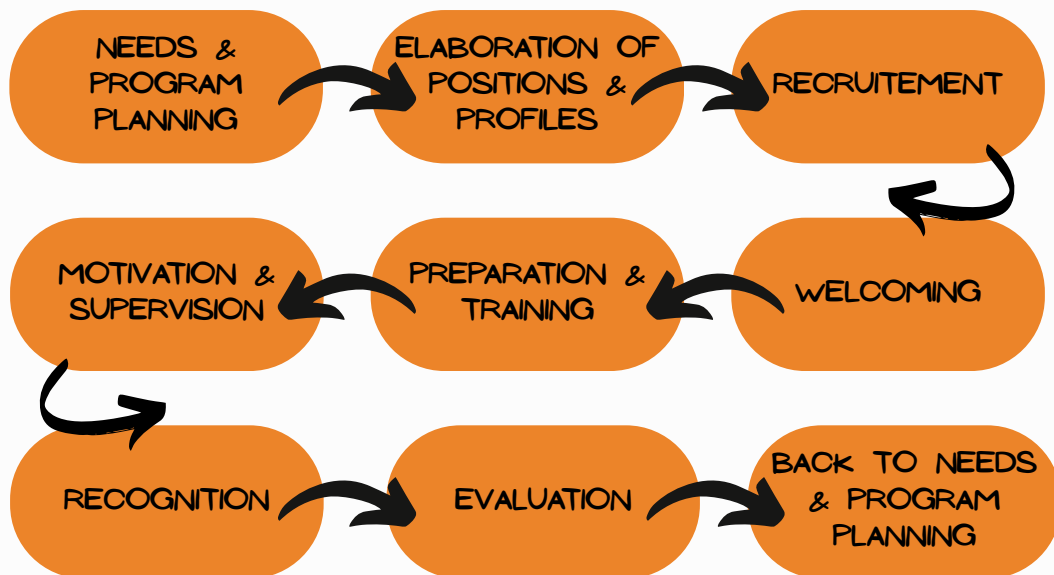
WPG Volunteering Program is a structured volunteering program in the NGO sector, which uses gamification as the main non-formal method for motivating and organizing the activities of volunteers who carry out social, personal development, and civic engagement activities.

The **purpose of this program** is to help both volunteers and youth organizations to have a coherent activity, focused on community involvement and achieving impactful results in the field of social services and non-formal education.

The **specific subsidiary objectives** of this general goal of the WPG Volunteering Program are as follows:

1. **For NGOs or other youth or non-formal education institutions:** to develop their capacity to organize programs that engage volunteers in their current activities in a motivating and structured way, with long-term impact in the community where they operate.
2. **For volunteers:** to develop their motivation to get involved in the community and in civic life, to grow personally and—why not—professionally, and to discover skills, competences, and values that they can later use in their personal and professional life.

This gamified proposal meets the **Volunteering Management 8 Steps Methodology** designed presenting activities embedded in a youthful narrative and combining virtual and face-to face moments, non-formal education activities that give the volunteering a playful and engaging scenario. This way, as also proposed by this project, the volunteering program will be much more than just acquiring knowledge, skills, and values. It will also be about the volunteer development and transformation in a meaningful and significative approach that will, hopefully, engage and integrate the volunteer in the NGO field.



Volunteers Management: the 8 Step Proposal

Gamification applied here, consists of using game designs and techniques in non-game contexts in order to develop skills among players. With gamification, the aim is to involve participants, encouraging both competition and cooperation among equals, as well as to increase their motivation. In addition, gamification can also help with the performance evaluation and the giving feedback to the volunteer, two very important steps in the management process.

In this Gamified Program, all users (volunteers and mentors), will find many opportunities for **personal growth and development** that are common when Gamification is used in educational contexts:

TEAMWORK	DIGITAL COMPETENCE
COMMUNICATION SKILLS	LEARNING TO LEARN
DECISION-MAKING	TIME MANAGEMENT
PROBLEM SOLVING.	

This program also contains a **Narrative**, that meets other goals of gamification such as visual aesthetics, the simulation of the imaginary world, fantasy and role-play that give colour and challenge to the volunteering and that feeling of gaming that boosts motivation and engagement. The Narrative invites the Volunteers to become Secret Agents and join a Organisation (the F.R.E.E. organisation) to help fighting for Peace and Solidarity while overcoming the obstacles and challenges presented by those who thrive in a world of mess and disorder.

In the context of this project, very specific Competences are put to work. Some of the **skills we have aimed to develop through the gamified volunteering program** include:

- teamwork skills,
- the ability to listen and communicate assertively,
- negotiation skills, leadership,
- the ability to give and receive constructive feedback,
- effective time and task management,
- learning fundamental problem-solving strategies,
- developing planning skills (identifying priorities, setting SMART goals, and finding practical solutions),
- acquiring relevant competences for project management,
- enhancing creativity, and fostering critical thinking.



There are some essential steps and tools that can facilitate the start of a volunteering program for those who wish to adopt the WPG methodology or simply improve their current volunteer management practices.

1. Selection of Volunteers

Recruitment can take place through local schools, universities, youth centers, community events, online platforms, or partnerships with other NGOs. In the WPG approach, recruitment is also part of the gamified narrative — the “call to become a Secret Agent” can be the thematic hook.

Tip: Use a simple online application form that collects not only basic data but also the volunteer’s interests, skills, availability, and motivations.

2. Selection Interview

The first conversation is key to aligning the organization’s needs with the volunteer’s expectations. Prepare a checklist of topics, such as:

- What attracted you to this organization?
- What motivates you to volunteer?
- What skills or experiences do you bring?
- How do you prefer to work — independently or in a team?
- What are your expectations from this volunteering experience?
- How much time can you commit?

This meeting should be informal and engaging, creating a welcoming atmosphere from the start.

3. Integration into the Organization

When the volunteer arrives, organize an Integration Tour to introduce them to:

- The physical space and equipment.
- The people they will work with and their roles.
- Key processes and rules.
- Complement this with an icebreaker session or short collaborative activity that helps new volunteers bond with the team.

4. Role and Task Description

Each volunteer should receive a short role profile including:

- Title of the role.
- Purpose — what the volunteer's contribution aims to achieve.
- Main activities — tasks to be performed.
- Indicators of success — how progress will be measured.
- Requirements — any skills, knowledge, or attitudes needed.
- Time commitment and location.
- Supervision — who to contact for guidance.
- Benefits — from training opportunities to networking and skill development.

5. Activity Plan

Co-create a plan of activities with the volunteer for the first weeks/months. This should:

- Align with the organization's priorities and the volunteer's motivations.
- Be clear and realistic.
- Be flexible enough to adapt as the volunteer grows in the role.
- In the WPG model, this plan is supported by the mission calendar on the platform.

6. Monitoring and Feedback

Set up a simple and consistent system for tracking activities and giving feedback.

Options include:

- A shared online document or Trello board.
- The WPG platform's mission log.
- Monthly or bi-weekly check-ins with the mentor.

Feedback should be constructive, two-way, and motivating, recognizing both achievements and learning opportunities.

7. Motivation During the Program

Combine gamified rewards (points, badges, levels) with real-world incentives:

- Public recognition in meetings or newsletters.
- Opportunities to take leadership in new missions.
- Involvement in decision-making about activities.

Make sure volunteers see the impact of their contribution — through stories, photos, and community feedback.

8. Final Evaluation and Impact Measurement

At the end of the program:

- Conduct a self-evaluation (volunteer perspective) and an organizational evaluation (mentor perspective).
- Discuss skills gained, challenges overcome, and future opportunities.
- Assess community impact: number of beneficiaries, quality of activities, testimonials.
- Celebrate with a closing event, certificates, and shared reflections.

The WPG program encourages using this moment not just as closure, but as a new launch point for ongoing involvement in community and civic life.

For NGO representatives and volunteer mentors, the key to a thriving WPG-style program lies in balancing structure with flexibility. Always start by creating a welcoming atmosphere — the first impression sets the tone for the entire experience. Keep communication channels open and responsive, making sure volunteers feel heard and valued. Integrate small “wins” early on to boost motivation and confidence, and use gamification elements consistently to maintain engagement. Adapt activities to each volunteer’s skills and aspirations while still aligning with the organization’s needs. Remember, feedback should be frequent, specific, and framed as an opportunity for growth. Celebrate achievements publicly and encourage peer-to-peer recognition. Finally, view every challenge as a co-learning moment — a successful program is one where both volunteers and the organization grow together.



24 ACTIVITIES

The activities presented below follow a certain sequence, aimed to give meaning, purpose and context to the program of Volunteering with NGOs.

Also the presented activities can be developed in a blended way, combining online and face-to face moments, as the coordinator finds suitable.

MONTH 1

Volunteers become familiar with the organization, colleagues, and working rules, clarify their expectations, and start with simple tasks. Focus on orientation, team building, and defining personal motivation.

MONTH 2

Volunteers take on more complex tasks, begin planning activities, and observe roles within the organization. Emphasis on understanding internal processes and developing personal initiatives.

MONTH 3

Participants collect information from the community, identify problems, and propose ideas for mini-projects. This is a stage of analysis and strategic preparation before implementation.

MONTH 4

Volunteers put planned projects into practice, carrying out concrete activities with real beneficiaries and collaborating with external partners. Focus on direct impact and applying skills.

MONTH 5

Participants assess personal and project progress, learn about preventing burnout, and adjust their objectives. Autonomy and self-assessment skills are strengthened.

MONTH 6

Volunteers reflect on the entire experience, finalize reports and evaluations, present their results and achieved impact. The program ends with official recognition and celebration of successes.

How to read the **CODE of the Activities** - Volunteers.Month.Activity (examples)

V.I.7. - VOLUNTEERS, MONTH 1, ACTIVITY 7

V.4.3. - VOLUNTEERS, MONTH 4, ACTIVITY 3



MISSION:

LANDING IN THE F.R.E.E. ORGANISATION

ACTIVITY TYPE:

ONLINE

Description:

In a situation as chaotic and problematic as the one you are living in, it is normal that you, as a new F.R.E.E. Super Agent feel lost when you arrive at the organisation: the world order is at stake, who are the good ones and the bad ones? What are the objectives of the different organisations, such as F.R.E.E.? Are they looking for world peace or do they have some dark and secret plan, completely far away from this peace?

Who is part of this organisation? Are the rest of Super Agents people who can be trusted?

To solve all these questions, only the bravest Super Agents will start the first mission within the F.R.E.E. web platform. This mission will have to be carried out with the most secrecy. First of all, as a new Super Agent you will register on the web platform, but without using your real name. You never know who might sneak onto the platform and discover your real identity! And what is a Super Agent, if he/she is stripped of his/her anonymity and has access to his/her personal data?

Materials:

A device with internet so the volunteer can login on the platform.

Comments & Recommendations:

This mission is half done before login in to the platform, but it's second part is useful to see who else is part of the team. This mission should be done in a group session, with mentor guidance.

Mentor's notes:

Description:

As new Super Agent, you must then investigate who else is part of F.R.E.E.'s web platform, in order to find out which people are hiding behind the avatars/users of the platform: will there be any infiltrators? Will you be able to recognize who they are in real life, when you meet them face to face? Go to your mentor so that he/she can give you a challenge to unlock the next mission and find out which of the avatars is the infiltrator.

Materials:

A device with internet so the volunteer can login on the platform.

Comments & Recommendations:

The mentor should be prepared with an offline task for the volunteer.

Mentor's notes:

Description:

You have already discovered the secret identities of many of your fellow F.R.E.E. members, but what do you know about the organisation? have you investigated where are you going, whether it is good for you or whether you are in danger within the organisation? To help you better understand how F.R.E.E. works, we have prepared a series of questions for you to answer as quickly as you can. Your life may be on the line...

- When was this organisation created? Try to find out the history of the organisation's emergence, which will probably be useful for you in the future.
- Who are the people leading this organisation and what information have you found out about them? Do you think they can be trusted, or is it too early to draw conclusions?
- In which countries and cities can you find the organisation's headquarters? How many Super Agents work for the organisation?
- What is the main purpose and the objectives of this organisation?
- What are the real values that drive this organisation forward? If we compare them with your personal values, do you consider them to be aligned or, on the contrary, completely different?

Now that you, new Super Agent, are getting more and more involved in F.R.E.E., we propose you a little competition - all against all. Don't panic! It's just a little game to find out if you have really done your research and got to know the organisation you are going to work for as a Super Agent. The first person to solve all the questions in all the boxes of this F.R.E.E. Bingo will win. *Will you be the one to do it?*

TARGET GROUPS OF THE ORGANISATION	REFERENCE PERSONS IN THE ORGANISATION	MOTTO OR SLOGAN OF THE ORGANISATION
YEAR IN WHICH THE ORGANISATION CAME INTO BEING	FREE BINGO	COUNTRIES IN WHICH THE ORGANISATION WORKS
LOGO OF THE ORGANISATION	COUNTRY OR CITY IN WHICH THIS ORGANISATION EMERGED	

Well, well, there is no doubt that when you are involved in something, you are involved 100%. Now you're truly welcome to the F.R.E.E. organisation! You know our history, the way we work, you even recognize the faces of many of our Super Agents, so we can start coordinating together as a team to fight against the new world order they are trying to establish. With your help, we have no doubt that we can bring the world back into harmony. Keep your eyes open, stay tuned, because we will be contacting you soon to inform you of future missions!

Materials:

A device with internet so the volunteer can login on the platform.
Printed bingo.


V1.4.**MISSION:**
KNOW THE DANGER**ACTIVITY TYPE:**
PHYSICAL**Description:**

The first rule is: Before you start saving others, the organization or the world, you must first ensure your own safety. Therefore, you must first undergo training on the organization's security policies.

What for? The path to the goal is long and demanding, and machines and software in the organization like to play tricks. You need to learn how to destroy confidential documents in a shredder without risking your fingers, or how to use devices when malicious software is just waiting for your slightest mistake. Or simply know which direction to run when a fire breaks out in a building.

Now run to your mentor who will show you everything.

Materials:

Safety regulations for each institution.

Mentor's notes:

V1.5.**MISSION:**
KNOW "WHY"**ACTIVITY TYPE:**
PHYSICAL**Description:**

Something went wrong again! Someone spoiled the organization's mission... All that was left were pieces of paper torn to shreds... Super Agent! Help the organization collect all the pieces of the text so that order can be restored and the organization's employees will once again act in accordance with the main goal and values of the organization. Go to your mentor to receive the pieces.

Materials:

Printed sheets for `the treasure hunt` of values.

Comments & Recommendations:

Organizational values should be established prior to this mission in order for the mentor and the volunteers to be aligned with the organizational mission and values.

Mentor's notes:


V.I.6.**MISSION:**
KNOW YOURSELF**ACTIVITY TYPE:**
BLENDED**Description:**

For the mission to be successful, you need to know where you stand. Sharing your fears and expectations about the program with the rest of the team can go a long way in helping you all deal with the challenges that will come. Your mentor has prepared some supporting questions for you, so go and find a place in your team working room and answer the questions. After 10 minutes, you will gather all together and talk about these things. The F.R.E.E.'s program is not only a great adventure, but also an opportunity for your own development and growth.

Why are you here? What are your expectations from the program?

What are your expectations from your peers?

What are your expectations from your mentor?

Do you have any worries or fears about the program?

What is your personal goal that you choose to achieve?

Write all these in your diary.

Materials:

Papers or notebooks for volunteers.

V.I.7.

MISSION:
BLENDING IN**ACTIVITY TYPE:**
BLENDED**Description:**

Dear Super Agent, well done, you're managing to infiltrate the organization properly, you've succeeded in acquiring various pieces of information about the organization that will allow you to carry out your missions successfully, and the team is already starting to see you as one of them. Congratulations!

However, this step is not yet fully completed.

Mission: complete simple tasks for the organization, with the help of a team member.

Deadline: by the end of next week.

Tip: go to your mentor and say the secret code: *"How can I be useful?"*

As soon as you finish, come to the platform and write about your tasks.

Materials:

None in particular.

Comments & Recommendations:

This communication can be done also online, and the volunteer can help another peer to do a specific task. It can be useful to initiate collaboration at this stage.


V18.MISSION:
WHO AM I?ACTIVITY TYPE:
ONLINE**Description:**

Have you really paid attention to your teammates? In the following space, you should write anonymously a short text about yourself. You can't say obvious things like your name or age, but you should write curiosities about yourself, such as your musical preferences, childhood experiences, interests, etc.

“Who am I?”

After writing this text, click submit and your mentor will know what to do with it (obviously) and will give you instructions for the next steps. Good luck!

Comments & Recommendations:

This activity can be done in an online group session in order for all the volunteers to meet each other, but it can also be done offline.

Mentor's notes:

V19.

MISSION:
WORK IN PROGRESS...ACTIVITY TYPE:
BLENDED**Description:**

Very good, Super Agent! At least for your starting missions!

Keep the tasks as you did until now and for sure, in a short time, you will be ready to be one of us!

Go to your mentor and take the envelope with small tasks for this week.

Good luck and don't forget to pay attention! At the end of this week, you will write your first monthly report - a big moment in your becoming a F.R.E.E. Special Agent!

Materials:

Envelope with specific missions.

Comments & Recommendations:

This mission can use specific task that the volunteer can do for the organization or activities that can help the group cohesion and interaction between volunteers.

Mentor's notes:

Description:

You spent already 3 full weeks as an aspirant F.R.E.E. SuperAgent, so you kind of understood what is here, what we are doing. Because your motivation is the most important fuel for a good work in F.R.E.E., you will have to answer the following:

- What were all the tasks you observed in the organisation?
- What did you understand about the organization and its objectives?
- Why did you came here in the first place?
- What are your objectives now?

After completing this paper, put it in your Special Agent ScrapBook (S.A.S.).

Then, go in the meeting room with your colleagues and mentor. Share the new objectives in the group. After everyone shares the objectives, go back on your S.a.s. and redefine them, in maximum 5 objectives. Transcript each objective in one paper and write your code on it, in the right corner of the page. Write, for each objective, the achievement indicators. If you have doubts about how to write the indicators, ask your mentor to explain in the big group.

The indicators are 4:

- Results.
- Abilities/competencies.
- Knowledge.
- Attitudes.

Don't forget: Putting questions, asking for help and explanations and relying on others are big qualities of a good F.R.E.E. Agent.

After writing all these, take 5 small papers (A5) and draw a symbol for each objective. Try to memorize them (and you can also take pictures, to be sure that you have them always on your phone) and stick them on the special board that the mentor is preparing for your team.

Tips for maintaining your motivation: all the time when you have a hard mission or action to do or you simply lose your motivation, go to the board, look at your symbols and pick one that would motivate you in that moment. Focus on that.

Materials:

Scrapbook, Paper, pencils.

Comments & Recommendations:

This mission needs a lot of self reflection - generous time should be reserved for it. This part of the mission can be done in a group session, with mentor guidance.

Mentor's notes:



MISSION:
IT'S ALL ABOUT R&E - PART 1

ACTIVITY TYPE:
BLENDED

Description:

You finished your first month on F.R.E.E. OMG, you are alive and more than that, you did great things! Everything that you do, in every moment, has a big impact on the bigger objective - free the world and return it to its own good values and transform yourself into a resilient, good, valuable and trustful person.

But remember, it was only the first month. We really want to know how it was for you, what you have learnt and how we can build the missions for you in order to have the best result for you, us and the world.

Because it is the first end of a month, we will explain to you a little bit what it means Report & Evaluation (R&E) of the month. In each month, you will have 4 types of evaluation/reports:

- P.S.: Personal Secret evaluation (on your S.A.S.).
- T.S.: Team Secret (between your team, with your colleagues only).
- M.S.: Major Secret (only between your mentor and you).
- N.S.: Not Secret.

M.I. N.S. ACTIVITY REPORT	
MISSIONS	
ACTIONS	
WHAT I HAVE LEARNT	
KEYWORDS	

Materials:

Scrapbook, Paper, pencils.

Comments & Recommendations:

This mission needs a lot of self reflection - generous time should be reserved for it. This part of the mission can be done individually, but it continues in a group session, with mentor guidance.

Mentor's notes:

Description:**M1. P.S. SELF EVALUATION**

- What have I learnt this month?
- What did I do for the first time?
- How was it for me to collaborate with my colleagues?
- How did I feel in relation to my mentor? (*Remember, your diary has the sign of PS, so you can write what you want here, be honest)
- Keywords of the month

M1. T.S. PEER EVALUATION

Agent, you must write the summary of this month, including actions and personal development aspects in an encrypted paragraph. **ALL THE AGENTS WILL DO THE SAME.**

Then, the paragraphs will be placed on a board. Each of you will try to guess who wrote each paragraph, in the big group. After the paragraphs are decrypted, each of you, **SUPER AGENTS**, will write his or her name and put it in the envelope of the team.

In the next 3 days, **YOU** will write the feedback for all the others Agents, secretly and put it back in the envelope. After the month is over, you can take the paper with the feedback and stick it on your **S.A.S.**

M1. T.S. MENTOR EVALUATION

Your mentor prepared a quiz with 10 questions, from the missions in you had this month. **SUPER AGENT**, You need to complete the quiz and the mentor will give you the result and also a written feedback.

Good luck and see you in the next month as super agent! We have a lot of work to do together...saving the world, for example!

Materials:

Scrapbook, Paper, pencils, quiz with questions about mission, organization

Comments & Recommendations:

This mission needs a lot of self reflection - generous time should be reserved for it. This part of the mission can be done individually, but it continues in a group session, with mentor guidance.

Mentor's notes:

Description:

A situation of extreme urgency has arisen and requires our immediate attention. A Super-Agent has witnessed a case of harassment in our F.R.E.E. organization, perpetrated by one of your colleagues, who is also a new Super Agent, just like you.

It is crucial that we confront this situation with promptness and determination. As a dedicated and competent agent, you must now consider three possible solutions to resolve this incident.

Each option will have different consequences, so carefully analyze all the alternatives and select the one you consider most appropriate to deal with this delicate issue.

We are counting on your cleverness and judgment to find the most effective and ethical solution to this situation. The organization trusts you to handle this mission with integrity and determination.

Activity: You have to think about 3 possible solutions and, as you probably know, each one will have a different consequence. Write them down, value all the options and choose the most adequate solution.

See some EXAMPLES:

- Call a mentor, a skilled experienced super agent
- Try to mediate
- Look the other way

You can use the template below:

SOLUTION I	→	CONSEQUENCE
SOLUTION I	→	CONSEQUENCE
SOLUTION II	→	CONSEQUENCE

MY FINAL SOLUTION IS

NEXT →

Materials:

Scrapbook, paper, pencils, quiz with questions about mission, organization

Comments & Recommendations:

This mission needs a lot of self reflection - generous time should be reserved for it. This part of the mission can be done individually, but it continues in a group session, with mentor guidance.

Mentor's notes:

Description:

Super-Agent, the F.R.E.E. organization has entrusted you with an exact sum of 600€, intended for the purchase of equipment for future missions. You are now tasked with distributing this amount strategically and efficiently between the following categories:

- Communication materials.
- Action tools.
- Mission travel.
- Special suits.
- Satellite phone with internet.

It is essential that you carry out this division wisely, as true Super-Agents not only deal with different types of challenges, but are also proficient at managing resources and time.

Write down in detail the different distributions you have made, accompanied by explanations and justifications for each one:

COMMUNICATION MATERIALS	ACTION TOOLS	MISSION TRAVEL	SPECIAL SUITS	SATELLITE PHONE WITH INTERNET

This activity can have two outcomes:

1. You have successfully completed this mission!

Every mission you complete, every step you take, not only brings you closer to success, in general, but also to being one of the most competent Super-Agents in the entire F.R.E.E. organisation!

2. Thank you for your effort and dedication. However, unfortunately, this mission was not successful. There are still some points where you can improve.

Use this experience to learn and grow, because every challenge is an opportunity to improve. We can still count on you for future missions.

Materials:

None in particular

Comments & Recommendations:

The questions can be completed on the platform, or can be written on notes and sent to the mentors. The evaluation of the outcome can be done by the mentor or as a peer- evaluation.

Mentor's notes:

Description:

F.R.E.E. agent, we urgently need you to prepare and submit a paper on project creation. You only have 20 minutes to complete this task, and the success of this mission depends entirely on you. If you fail, it will be a setback for your career as a Super-Agent.

Wait, wait! Before you start, there's an unexpected twist: part of your team is in imminent danger and urgently needs your help. As a Super-Agent, we understand that this situation is challenging, but your readiness and effectiveness are crucial at this time.

What action will you take first? How do you plan to act? We need quick answers and even quicker action from you. Count on us to support you in both activities. The fate of the team and the success of the organization depend on your determination and ability to meet these challenges.

Congratulations! This was just a simulacre for discovering if you are already prepared to be a truly Super-Agent of F.R.E.E. and you have successfully completed this mission! No one is in danger, but don't relax too much, it wouldn't be the first time that, starting from a fictitious simulation, we suddenly suffer an incident...

Materials:

None in particular

Mentor's notes:

Description:

Super-Agent, an extremely urgent situation requires your immediate intervention! One of our mentors, a highly experienced F.R.E.E. Super-Agent was in the bathroom when she discovered something unbelievable! Our archenemy is planning to blow up our science lab!

Now, more than ever, we need your quick and effective leadership. Immediately assemble your team and coordinate the actions of each member. Every second counts!

Record a video message on your cell phone explaining to your team members the steps to follow to evacuate the building and ensure everyone's safety, including the Super-Agent who discovered the bomb and is in the bathroom. Don't waste time, Super-Agent, you have 90 seconds to think on an evacuation plan and 20 seconds more, to record your instructions on the evacuation!

We rely on your courage and skill to lead the team in this crisis situation. The lives of all the members of our organization are in your hands. Hurry up and keep us informed about the progress of the evacuation.

- 90 seconds timer online

This activity has two possible outcomes:

1. *Congratulations, Super-Agent!* Thanks to your great organisational work, we have managed to save not only the science lab, but the entire F.R.E.E. headquarters. Keep up with the good work!
2. However, unfortunately, *this mission was not successful*. There are still some points where you can improve. Use this experience to learn and grow, because every challenge is an opportunity to improve. We can still count on you for future missions.

Materials:

None in particular

Mentor's notes:


V.25.**MISSION:**
KEEPING AN EYE ON THE BADGES**ACTIVITY TYPE:**
PHYSICAL**Description:**

This is a very special week for you, Super-Agent!

Go immediately to your mentor and receive the envelope containing the small tasks assigned for this week.

May luck be with you, and remember to remain vigilant! You never know who is watching every step you take.

I suppose you're all looking forward to badges that reflect your progress so far. Well, it's time to demonstrate your commitment and dedication. Good luck with your tasks and may this week be filled with success and achievement!

Materials:

Badges and envelope with tasks.

V.26.**MISSION:**
PROJECT VISION**ACTIVITY TYPE:**
PHYSICAL**Description:**

Dear Agent,

As you've probably already realized, you're about to embark on an exciting new mission: the design and development of a project. However, before you dive into this journey, there is a primary mission that awaits you.

Activity: Your task is to locate previous projects in which our organization has been involved. Once found, you must call your teammates and Mentors to a meeting, where you will present the project that most inspires you and with which you most identify, specifying the reasons very well. You will be given a template to fill in with the most relevant information about the project.

After each of your colleagues has presented their favorite project, get together to identify the mutual points between them. These will be the foundations on which you will build your team project. Remember, in this mission, the key to success is collaboration and mutual understanding.

Time: you have exactly one week to complete this mission, starting from the time you finish reading this message.

Don't forget to upload your presentation on this platform. Good luck, Agent!

Materials:

Vision boards, digital documents, recordings.

Comments & Recommendations:

This mission takes time, they have to collaborate in teams in order to create a specific project, guided by mentors, but also to present it to the others and decide which is the most useful for the community and organisation.

Description:

Congratulations! Two months have passed and you're still defying the odds. This shows that you are committed and, at the same time, improving your skills.

During this period, you've faced tests and drills, and now you have a clearer vision of what constitutes a major mission (if you didn't link it until now, we call "project" to bigger missions, just to keep it undercover from curious eyes that could disturb us from our goal).

Activity: As you know, at the end of the month, it's time to present the report. So prepare yourselves as always, with sharp thinking and your secret diary in hand.

We look forward to seeing your continued progress. Keep up the great work!

M2. NS. ACTIVITY REPORT	
MISSIONS	
ACTIONS	
WHAT I HAVE LEARNT	
KEYWORDS	

M2. P.S. SELF EVALUATION

Write in your Special Agent ScrapBook (S.A.S.):

- What did you like during this month?
- What did you learn about yourself?
- What did you learn about being on a mission on F.R.E.E.?

These reflections are important for your personal and professional growth as a Super Agent. Don't underestimate the value of self-evaluation.

Materials:

Scrapbook

Comments & Recommendations:

The questions can be completed on the platform, but also on a personal scrapbook.

Mentor's notes:

Description:**Activity:**

As you are discovering since you became part of the F.R.E.E. organization, one of the few plausible ways to combat inequalities today is through projects, aimed at improving people's lives. But what do we know about projects? how are they made, how are they implemented? are all projects good or are there some bad ones? Your next mission is to acquire all the knowledge you need to build a successful project. In the annex, you will find a crucial document for this task.

Tip: pYA sEPci4l attnentoi to hte ta8le dsecbnrig het pjreoct setsp. hits ilwl eb na ensestali tool rfo oyur sueccss in HITS asisgnemtn.

But where is the document with all the information? The damn hacker locked this valuable information. To have access to it, you must discover the code. Good luck agent. The organisation is counting on you. Don't forget to download it once you have it, to keep it for later and away from the hacker.

7	5	3	ONE NUMBER IS CORRECT AND WELL PLACED
7	9	4	ONE NUMBER IS CORRECT AND WRONG PLACED
3	1	7	TWO NUMBERS ARE CORRECT AND WRONG PLACED
8	2	5	NOTHING IS CORRECT
4	5	2	ONE NUMBER IS CORRECT AND WRONG PLACED
?	?	?	

Materials:

Papers, colours

Comments & Recommendations:

The mentor has to prepare this activity very well, to have followed the volunteer activity carefully in order to be able to provide constructive feed-back.

Mentor's notes:

Description:

Activity:

But, what happened?! All the information related to the training on the development of projects have been lost! Who removed it? How did they do that? Someone is boycotting the work of our organization...

While we are trying to discover and stop the people responsible for this event and before it is too late, please fill in the following table with all the information you remember about the steps it takes to develop a project: the future of the projects to restore world order and world peace is at stake!

1ST PHASE	2ND PHASE	3RD AND 4TH PHASE	5TH PHASE

We discovered that we had a mole, an intruder in the F.R.E.E. organization, who was boycotting much of our work. We arrested him and handed him over to the authorities while

you helped us recover the content of our project development training. Without you, this would not have been possible, Super Agent!

After having successfully completed this training-mission, do you feel able to take on your own project now? Surely you do and, in any case, remember that you can count on the help of your mentor for any questions you may have or anything you need to successfully complete your next mission: to start creating a Super Project!

Materials:

Papers, colours

Comments & Recommendations:

The mentor has to prepare this activity very well, to have followed the volunteer activity carefully in order to be able to provide constructive feed-back.

Mentor's notes:

Description:**Activity:**

You have successfully completed this mission!

Your success in recovering all the work related to the projects has reached the ears of the heads of the F.R.E.E. organization, so congratulations! Your work is being noticed.

Now we think you deserve a week without mentors, supervisors or bosses to keep an eye on you. you have a free week to come up with your own project idea.

Keep in mind what you've learned over the last few weeks. And don't despair if sometimes ideas don't turn out the way you want them to. The creative process has a few stages and one of them is incubation.

So give yourself time and create a suitable creative space together with your colleagues: good coffee/tea, lots of markers and colored pencils, elegant post-its, glue, flipchart paper, colored paper, scissors... If you don't know where these items are, ask your mentor or another F.R.E.E. staff members, we're known for the unique way we know how to enjoy creating together.

Some tips for the creation: start from a problem that you identified around you; think on the people who are facing that problem; brainstorm about their needs; generate as many ideas as you can about out of the box solutions for that problem and for covering the needs you identified.

From this solution, create the activity puzzle. Put them in a flow and of course, remember that template we said would be useful almost every day? This is the perfect day to use it! Good luck, Agent! The F.R.E.E. team is very excited to find out next week what your magnificent crazy idea is.

Don't forget: the ultimate mission is to restore our fundamental human values in this world!

Materials:

Papers, colours, coffee, tea

Comments & Recommendations:

The mentor pauses and lets the agents' creativity come into play.

Mentor's notes:

Description:

Dear Agent,

The time has come for you to demonstrate your personal motivation and commitment to the cause. You have been selected to present your project proposal.

You and your teammates should arrange with the coordinator a day, place and time to present your idea.

Remember: in our organization, mutual support is fundamental. Don't hesitate to seek help whenever you need it.

The Organization places its trust in you!

Materials:

Papers, colours, badges

Comments & Recommendations:

The mentor will ensure that the projects that the agents present can be implemented. He will create a safe, non-judgmental framework in which all ideas will have a place to be expressed.

Mentor's notes:

Description:**Activity:**

Congratulations on presenting your project proposal!

You're one step closer to making a positive impact on the world.

At this stage, you must answer the following questions about your project:

- WHO?
- WHAT?.....
- WHERE?
- WHEN?.....
- WHY?.....
- HOW?.....

Although you answer alone, you only win the challenge if all team members answer correctly. If your whole team answers correctly, we'll know you're united and ready to move forward. Go for it!

Keep up the excellent work!

Materials:

Papers, colours

Comments & Recommendations:

The mentor has to prepare this activity very well, to have followed the volunteer activity carefully in order to be able to provide constructive feed-back.

Mentor's notes:

Description:

Activity:

Oh no!! Dear F.R.E.E. Agent!

The organization was preparing this month's evaluation report on your performance, but the damn hacker broke into the system and deleted several words. We need your help to solve this problem!

Complete the text that follows with your opinion of your performance:

Agent _____ (name) has been doing a _____ job. In terms of punctuality, he/she is _____, and in terms of efficiency, he/she is _____. In terms of the organization's activities, he/she has performed _____. And regarding the project under development, he/she is a real _____. Some positive points to highlight about the agent _____ performance _____ would _____ be:

_____.

And _____ some _____ points _____ to _____ improve _____ are:

_____.

Thank you for your collaboration and continued commitment to the organization's mission!

Wait for your mentor's feedback to see if you got the challenge right.

Comments & Recommendations:

The mentor has to prepare this activity very well, to have followed the volunteer activity carefully in order to be able to provide constructive feed-back.

Mentor's notes:

Description:

Activity:

Dear Agent,

You are increasingly bold in your endeavors, which elevates you to the level of elite agents. Congratulations on reaching this milestone! However, your journey is far from over.

No objective is achieved without meticulous planning! Even the most skillful of agents can face avoidable setbacks if they are not properly prepared. It's time to demonstrate that you're ready to dominate the world of projects by showing that you're a strategic and cautious agent. Your next activity is to create a budget and resource planning table for your project and upload it to the designated platform. Then wait for feedback from your coordinator.

You have complete freedom to conduct research or request assistance from your teammates and the organization.

Continue your quest for excellence, because that's how great agents distinguish themselves from the rest.

Materials:

Papers, colours

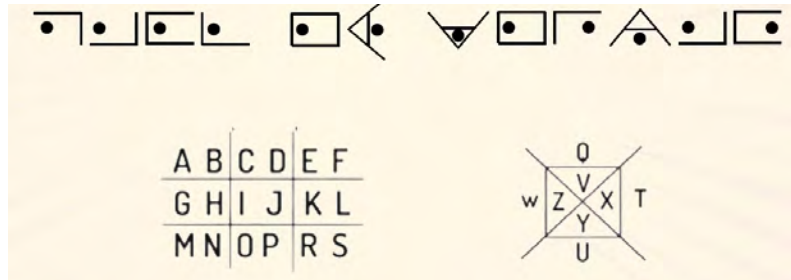
Comments & Recommendations:

The mentor will need to pay attention to all the details to verify the organization's capacity to implement the project.

Mentor's notes:

Activity:

Activity:
It's time to practice some dissemination activities. In the attachment you will find a file with the next activity. for security, the attachment is encrypted. You have to read the password. What's inside? Check it out!



Materials:

Papers, colours

Comments & Recommendations:

The mentor has to prepare this activity very well, to have followed the volunteer activity carefully in order to be able to provide constructive feed-back.

Mentor's notes:



Description:**Activity:**

Another day and again problems, problems, problems. Today you were supposed to be trained in problem solving and risk management in the organization. But your mentor didn't sleep a wink that night.

Fortunately, he prepared part of the training yesterday. You have a case study here. Try to find solutions to these problems together. But if you want your mentor to discuss this exercise with you and give you feedback, you need to keep their attention. A cup of coffee won't work here.

Present the situations and your proposed solution to the problem to the mentor using role-playing. Do it in an interesting way so that your mentor does not fall asleep in the chair. Good luck!

A

Materials:

Nothing special

Comments & Recommendations:

The mentor will closely monitor the progress of his agents in order to correct any inconsistencies.

Mentor's notes:

Description:**Activity:**

In this case, Super Agent, you must analyze the needs of your community and assess whether you can find solutions to improve it.

This mission will be divided in 2 parts:

In the first part, you will search for information, bearing in mind what information you want to look for. We are giving you some hints below, but we think the Internet connection is not working very well, so you will have to complete the following information:

Identify your information needs.

- Narrow down your __p__.
- Identify your main C_n_____
- Build Your _____ strategy.
- Select __lid _____ OF Information.
- Use _____ced search.

A - 4 / C - 4 / D - 1 / E - 3 / H - 1 / I - 1 / N - 1 / o - 3 / P - 1 / R - 2 / S - 4 / T - 2 / U - 1 / V - 2

Correct answers:

- Identify your information needs.
- Narrow down your TOPIC.
- Identify your main CONcepts
- Build Your SeArch strategy.
- Select Valid sources of Information.
- Use advanced search

In the second phase of this mission, it is crucial that you identify a problem... It's a hard job, we know! But the responsibility for investigating it falls to you. You must then select the problem and look for detailed information about it, as well as possible solutions.

To successfully complete this mission, you will have to create or find the various solutions to the selected problem. It is imperative that you complete this task as quickly as possible, as world peace is at stake!

Upload the document on the platform, and wait for your coordinator's feedback.

Good Luck on saving the world, agent!

Materials:

Papers, colours

Comments & Recommendations:

The mentor has to prepare this activity very well, to have followed the volunteer activity carefully in order to be able to provide constructive feed-back.

Description:

Activity:

Dear Super-Agent,

I hope this message finds you well and engaged in your missions. As you know, evaluation is a fundamental part of each of our operations in the fight for justice and global well-being.

In this regard, we would like to ask for your collaboration by completing a questionnaire on what you have learned during your recent missions. Your participation in this evaluation process is crucial to measure the progress of our agents and to ensure that we are achieving our objectives effectively.

The questionnaire is an opportunity to share your knowledge, experiences and challenges faced during missions. Your contribution will provide valuable insights that will help us to continuously improve our strategies and approaches.

Thank you in advance for your collaboration and commitment to the cause. Together, we are making a difference.

According to what you learnt about creating a project, select the correct definition for “Budget”:

- a. “A project budget is an estimate of all costs that will be incurred on a project during its execution, such as labor costs, travel expenses and material purchases, among others”.
- b. “A project budget is a plan detailing how much you will spend, for what and by when”.
- c. “A project budget is more than just money, it is also a spending plan that guides you through the planning, execution and delivery of your project”.
- d. All the answers are correct. (CORRECT)
- e. All the answers are incorrect.

Mentor's notes:

Description:

Activity:

“DRAG & DROP”:

Resource planning is the ___ of ___ what ___ are required to deliver projects and then allocating and ___ the work based on ___ capacity. Planning your resources involves understanding ___ needs to work on what project and ___, figuring out who is ___ to do the work, deciding what’s the best use of your team’s ___ and also finding ___ between competing priorities.

Words: determining, process, resources, scheduling, team, who, when, available, time, compromises.

According to what you have learnt about elaborating a project, select the correct definition for “Resources Planning”:

- a. “Resource planning is the process of determining what resources are required to deliver projects and then allocating and scheduling the work based on team capacity”.
- b. “In Resource Planning, you should identify and do an inventory of resources, and also develop a planning structure with the proper technology”.
- c. All the answers are correct. (CORRECT)
- d. All the answers are incorrect.

“DRAG & DROP”:

Project visibility is the practice of ___ data and information that helps team members see the ___ of the entire project.

Doing so makes it easier to ___ the project's full lifecycle and the progress made because they can see current and next ___, as well as any potential ____.

Words: organizing, big picture, understand, steps, risks.

Mentor's notes:

Description:

Activity:

“DRAG & DROP”:

A risk is anything that could potentially ____ your project’s timeline, performance or ____ . Risk management is the process of ____ , analyzing and ____ to any risk that ____ over the life cycle of a project to help the project remain on track and meet its goal. Risk management isn’t ____ only; it should be part of the planning process to ____ the risk that might happen in the project and how to ____ that risk if it in fact occurs.

Words: impact, budget, identifying, responding, arises, reactive, figure out, control.

Select the true sentences about Risk management:

- a. “Risk management is the practice of proactively identifying, analyzing and responding to different types of potential project risks”. (TRUE)
- b. “If you are working on a complex project involving many partners and significant resources, you probably do not need a project risk management plan”. (FALSE)
- c. “With effective risk management, you can detect any potential risks that may arise during the life cycle of a project and mitigate them so that the project stays on track, on budget and on target”. (TRUE)
- d. “Some types of potential project risks can be financial risks and cyber security threats, among others”. (TRUE)
- e. “Effective risk management does not contribute to increasing the likelihood of positive events”. (FALSE)

Comments & Recommendations:

The mentor has to prepare this activity very well, to have followed the volunteer activity carefully in order to be able to provide constructive feed-back.

Mentor's notes:

Description:

Dear FREE agent,

You have an extremely important task! In this space below, write down any questions you may have about the world of projects. I'm sure you've come across a lot of questions, and today is the time to get them out into the open!

You have until sunset tomorrow to complete this task. The clock is ticking.

Dear Agent,

A face-to-face meeting is urgent. However, we can't provide details here, as there are suspicions that we may be under surveillance. That's why we've left you some clues. We trust in your astuteness to understand them and meet us at the right place.

If you don't show up, we'll know that someone has encrypted this message and we'll assume the worst. Show up and remember: confirm that you're not being followed.

Your next clue is where technology meets paper, where information comes to life. Search beneath the mechanical heart of our base of operations, where secrets are printed in black and white.

Good luck with your search!

Materials:

None in particular

Comments & Recommendations:

The questions can be completed on the platform, or can be written on notes and sent to the mentors, being careful not to be intercepted.

Mentor's notes:

Description:

Dear Super-Agent,

It's time to plan your activities in more detail. For this purpose, you can use an Excel document or online tools, e.g. Trello. Think of all activities as small steps that need to be taken to complete the project. Write them down and then for each activity add the main person responsible for its implementation and the materials necessary for it.

To work!

DON'T FORGET TO UPLOAD IT TO THE PLATFORM.

Materials:

A device with internet, tools for organize activities (as Excel, Trello)

Comments & Recommendations:

The volunteers may need supervision from mentor as feed-back and sugestions.

Mentor's notes:

Description:

Dear F.R.E.E. Super Agent,

Organizational skills are crucial to the success of any mission, without compromising collaboration with colleagues or the end goal. As you've already mastered, proper organization and scheduling are essential for the effective execution of your project.

Are you now equipped with the right tools for your organization? Do you feel able to draw up your own project calendar or schedule?

Using the Google Calendar tool for this task, identify your actions and tasks, distribute them among partners or project colleagues and schedule them in the calendar.

Remember the importance of deadlines and don't hesitate to use colors to highlight them!

Keep shining in your mission!

You have successfully completed this mission, Super-Agent!

You are a good agent and an even better organizer!

Materials:

A device with internet, tools for organize activities, acces to Google Calendar, it can be used also printes sheets with tasks , Gantt diagram

Comments & Recommendations:

This task promote collaboration between volunteers

Mentor's notes:

Description:

Agent,

As we approach a well-deserved period of rest, let us not forget the importance of continuous raining and preparation for the challenges ahead. Reflect on your journey thus far and consider what advice you would give to your past self when you first embarked on this adventure.

Take a moment to write a letter, either individually or collaboratively, to the future generations of special agents. Share your experiences, insights, and words of wisdom that you wish you had known when you started.

Include any small items that hold special significance to you, symbolizing your commitment to the cause and the fight for a better world.

Once your personal or collaborative letter is ready, hand it to your mentor. He/she will ensure that the next group of agents receives your message as they begin their own journey. Stay vigilant, stay determined, and continue striving for excellence in all that you do.

Materials:

Paper, envelope

Comments & Recommendations:

Volunteers can also share in a group meeting their experience in this program, insights, what have they learned

Mentor's notes:

Description:

Dear agent,

You have yet again, another big mission. The program you are in has been one of our most important missions, and now is very important that you give us feedback about your experience with it.

Please answer the following questionnaire and give us your honest feedback, your answers will allow us to improve the program and to keep this system with much more agents in the world.

Never forget, honesty is a bravery gesture and we expect nothing less than that from you. thank you for your exceptional work.

Materials:

None in particular. The questionnaire can be completed online, or printed on sheets.

Comments & Recommendations:

The questions can be completed on the platform, or can be written on notes and sent to the mentors, being careful not to be intercepted.

Mentor's notes:

Description:**QUESTIONNAIRE**

1. Do you consider that the programme was well organized in terms of information, meeting deadlines, activities carried out, etc? (Yes / No)
2. Do you feel that there has been an adequate mix of theory and practical application within the programme? (Yes / No)
3. Do you consider that the distribution of activities in the time available for the development of the program has been effective? (Yes / No)
4. Do you consider that the characteristics of the online platform hosting the programme have been adequate (accessibility, interactivity, usability...)? (Yes / No)
5. Write down 3 things you learnt during this program.
6. Write down 2 things that you would like to learn more or improve.
7. Write down 1 thing you would like to ask or suggest.
8. What concepts would you use to describe your performance during this program? (Careful attitude, high or low involvement, efficient, excellent...)
9. Write down the strong points of this program.
10. Write down the points to be improved in following programs.
11. Do you feel that this programme has enabled you to acquire new skills/capacities that you can apply in the future? (Yes / No)
12. Do you consider that this programme has favored your personal development? (Yes / No)
13. Do you have any additional comments or suggestions to make on the quality of the program?

Materials:

None in particular. The questionnaire can be completed online, or printed on sheets.

Comments & Recommendations:

The questions can be completed on the platform, or can be written on notes and sent to the mentors, being careful not to be intercepted.

Mentor's notes:

Description:

Dear agent F.R.E.E,

As we conclude this wonderful journey, it's time to reflect and express gratitude to those who have helped us along the way. We would like to ask you to write a message, on the blank space below, to the person/people who has been your mentor(s) throughout the missions.

This message can include suggestions for improving future training programs, inspirations you've received along the way or simply words of encouragement and thanks for the guidance and support you've received.

Your message will be a valuable contribution to the ongoing development of our agents and to further strengthen the bonds of camaraderie and support within our organization.

Materials:

Device with Internet, sheets of paper, pencils

Comments & Recommendations:

The message can be completed on the platform, or the volunteers write the message on papers and give it to the mentor.

Mentor's notes:

Description:

F.R.E.E. Agent,

It's time to reflect on the journey we've been on, full of challenges, victories and achievements. Today, we are here to celebrate not just the success of a mission, but your unwavering commitment to the cause that unites us: a fairer and more equal world.

Looking back, you can see the obstacles you faced, the uncertainties and the moments when it seemed that fate was against us. However, in all adversity, you maintained your determination and courage and managed to save the organization from that damn Hacker.

You played a key role, and without you nothing would have been possible, you showed the skill, intelligence and dedication of a true agent.

Together, we formed an unbeatable team, capable of facing any challenge that fate threw at us.

Finally, I would like to express my gratitude for your dedication and work. May we continue to work together, whether on new missions or new journeys that life has in store for us.

Your last mission is relatively simple, but it's important nonetheless: get your teammates together and organize a celebration event where you present the results of this program. It's urgent to celebrate the achievement with all those who have supported you in this process.

Let's make an unforgettable party, worthy of the legacy we have left behind and the future we are building together.

Let the party begin!

Materials:

Any materials the volunteers want to use during presentation, as a Power Point Presentation, laptop, sheets of paper, pencils, music

Comments & Recommendations:**Mentor's notes:**

IDEAS FOR MINIPROJECTS

- a cultural visit to Porto, Portugal, including the Holocaust Museum, the Jewish Museum, and the Porto Synagogue, to expand the historical and social knowledge concerning these places.
- a beach clean-up event, for the continuous promotion of environmental care and active citizenship among young people.
- “The Wall of Gratitude” is a mini community project where passers-by are invited to write down one thing they are grateful for on a sticky note and place it on a flipchart set up in the city. In return, they receive from Gamma volunteers a note highlighting a benefit of practicing gratitude in everyday life.
- “Cinema Night at Gamma” is a mini-project dedicated to fans of psychological films. Participants will watch a movie such as Inside Out on a big screen, and afterwards Gamma volunteers will provide insights into the film’s theme and the importance of understanding the emotions and central psychological aspects it presents.

LIST OF RESOURCES

In order to apply this methodology, each organization needs the following **materials/equipment/spaces**:

- access to internet
- computers (for interns to use, if needed)
- working space/ meeting space
- working materials (papers, pens, post-its, markers, etc.)
- printers or access to printing (for materials, Scrapbooks, Certificates, etc.)
- any other materials needed for the implementation of the miniprojects created by volunteers

Other types of materials/tools are also presented here, as useful tools for the implementation of this methodology:

- Artificial Intelligence can give some contribution to the brainstorming of ideas for actions and activities.
- Canva is a powerful tool to present visual contents (activity plans, presentations, photo albums, badges, certificates, Scrapbooks, etc.).
- Google shared files allow offline communication and collaborative work between volunteers themselves and the coordinator, also for the NGO’s memory of volunteering programs).



Mini projects – Turning Ideas into Impact

In the WPG Gamified Volunteering Program, each volunteer's journey (by groups) culminates in the creation and implementation of a mini project — a practical, community-focused initiative designed and led by the volunteers themselves. These projects are more than just final tasks; they are the ultimate opportunity for participants to apply the skills, knowledge, and values developed throughout the program.

Mini projects follow the WPG's gamified approach, combining creativity, teamwork, and civic engagement in real-life contexts. They are built on three core principles:

- **Relevance** – addressing a real need or challenge identified within the community.
- **Collaboration** – involving peers, mentors, and community stakeholders in the planning and implementation.
- **Impact** – producing tangible, measurable benefits for the target group and leaving a lasting positive effect.

Through this process, volunteers strengthen essential competencies such as project planning, problem-solving, leadership, and communication, while experiencing the satisfaction of seeing their ideas come to life. The miniproject is not only a personal achievement but also a contribution to the collective mission of the organization, reinforcing the role of young people as active changemakers in their communities.

The mini projects implemented under the Gamified Volunteering Program in the 4 partner countries were:

- Children's Day
- Field Game
- First Aid
- Yoga Adapted for People with Disabilities
- Intergenerational Connection through Traditions
- Volunteers for Psychoeducation & Personal development
- Volunteers Supporting the WPS Conference
- Getting to Know the City (Peddy Paper)
- Cleaning the City! (Plogging)



By participating in the miniproject, we wanted to increase our skills in planning and organizing events, especially for children, and thus also get to know new, interesting games and ways to engage them in activities not related to spending time in front of a computer or smartphone. Some of us already had the first experience in organizing such events, or experience working with children, but we also wanted to involve other young people for whom these topics were completely new.

The main activities that made up the project were:

- a series of meetings and workshops preparing participants to implement their own event: team building and integration using Outdoor Education methods, promotion, animation of children's free time;
- planning and carrying out an event for children;
- first aid training with certificate.



Miniproject results:

- acquiring basic skills to work with children and engaging them in interesting forms of spending free time,
- developing skills related to planning and organizing events by organizing an event for children,
- independence of the participants in the aspects raised by the project,
- inspiring children and their parents to play together.

TAKI EVENT



LOCAL
ARTISTS &
VOLUNTEERS



The "Taki Event" mini-project was a music concert organized in Lublin, Poland by a group of volunteers. The goal of the event was to **encourage young people to express themselves through music** and to create a space for them to perform in front of a larger audience – for many of the participating artists, it was their first such concert.

The youth organizers **took full responsibility for the entire event management process**. They were involved in every stage of planning – from designing promotional materials and managing social media, to contacting local artists, organizing the performance space, handling logistics, and coordinating on-site during the event. They invited their friends, peers, and even family members, including parents, to attend the concert, but the event also attracted many people from the wider community who learned about it through posters around the city and social media promotion.



Through this project, the young organizers gained valuable hands-on experience in event coordination, improved their organizational and communication skills, and most importantly, they saw how their initiative could positively influence the cultural life of their community.

MINIPROJECT "YOGA ADAPTED FOR PEOPLE WITH DISABILITIES"

One group of volunteers from ASPAYM CyL designed this miniproject in León, whose main purpose was to promote the inclusion and empowerment of people with disabilities through adapted, accessible leisure activities - specifically through adapted yoga.

The specific objectives of this miniproject were:

- Promoting personal autonomy and physical and emotional expression through adapted yoga.
- Encouraging social interaction between people with and without disabilities through adapted recreational activities.
- Raising awareness in the community about the reality of people with disabilities through shared experiences and dissemination campaigns (especially regarding their access to adapted and accessible leisure spaces)

The activities carried out in this miniproject were several sessions of yoga adapted for people with disabilities indoors, in the headquarters of ASPAYM CyL León, and a special final session of yoga adapted outdoors, in "La Candamia Park", also in León.



It was expected that this project would have a significant impact on the participants, in terms of fostering their personal, emotional and social development, strengthening their self-esteem, creativity and communication, as well as promoting teamwork, regardless of possible disabilities. It was also expected to promote inclusion, empathy and respect for diversity through adapted yoga, while energising the local recreational life of León. This was measured through the attendance of 50 people in total to the different sessions held and the evaluation questionnaire answered by the people at the end of the miniproject, from whose answers we can extract the high degree of satisfaction of all the participants with the different activities carried out (in terms of material and human resources, temporary, quality of the contents and of the sessions).

MINIPROJECT "INTERGENERATIONAL CONNECTION THROUGH TRADITIONS"

Another group of volunteers from ASPAYM CyL designed this miniproject in Valladolid, whose main purpose was to foster social cohesion and mutual understanding between generations, promoting emotional well-being, community integration and the transmission of cultural values, through intergenerational activities based on gamification and non-formal education methodologies.

The specific objectives of this miniproject were:

- Developing empathy, assertive communication and emotional management skills in young people, older people and youth workers through gamified dynamics.
- Promoting the exchange of knowledge, experiences and values between generations through cultural, educational and recreational activities.
- Encouraging the active participation of vulnerable groups or groups at risk of exclusion in meaningful activities.
- Designing and implementing gamified experiences in the community.

The activities carried out in this mini-project took place in a workshop on Traditional Castilian Cooking, at the Espacio Joven Norte in Valladolid, where young and old people (with and without disabilities) enjoyed an accessible leisure space while learning first-hand several traditional recipes.

This project was expected to have a significant impact on the participants, in terms of fostering intergenerational connection, personal, emotional and social development of each person (especially those with disabilities), strengthening their self-esteem, creativity and communication between people of different ages and varied backgrounds, as well as promoting teamwork, regardless of age, disability and so on.



It was also hoped to promote inclusion, empathy and respect for diversity through the adapted traditional cooking workshop, while energising the local leisure life of Valladolid for young and old people. This was measured through the attendance of 50 people in total and the evaluation questionnaire answered by the people at the end of the mini-project, from whose answers we can extract the high degree of satisfaction of all the participants with the different activities carried out (in terms of material and human resources, time, quality of the contents and sessions).

MINIPROJECT I - VOLUNTEERING GAMMA - VOLUNTEERS FOR PSYCHOEDUCATION

In this mini project, a dedicated **group of volunteers supports the interns** at the Gamma Institute in organizing and facilitating psychoeducational workshops for the general public.

The goal of the project is to **raise awareness** around key **psychological topics**, such as:

- emotional regulation
- healthy relationships
- coping mechanisms
- mental health in everyday life

◆ Volunteers' role:

- provide logistical and creative support to interns in preparing the workshops
- help promote the events within the community
- facilitate interaction with participants and gather feedback
- assist in documenting activities and creating informative materials

◆ Project impact:

Through this initiative, volunteers become active contributors to community-based psychological education, helping to normalize conversations around mental health and foster a culture of self-awareness and prevention.

This project blends personal development, teamwork, and social engagement, offering volunteers a meaningful experience in a professional and empathetic environment.



MINIPROJECT 2 - VOLUNTEERING GAMMA - VOLUNTEERS SUPPORTING THE WPS CONFERENCE

During the annual **WPS – Weekend of Systemic Practitioners conference**, organized by Gamma Institute, volunteers played a key role in ensuring the smooth running of the event.

◆ Volunteer activities included:

- preparing and distributing participant folders
- printing documents and informational materials
- assisting speakers in the conference rooms by handing out materials and offering logistical support
- welcoming participants, offering guidance and information throughout the venue
- contributing to an overall atmosphere of hospitality and professionalism

◆ Project impact:

Through their involvement, volunteers helped create a seamless and enjoyable experience for all attendees, supporting an event focused on professional growth and idea exchange in systemic therapy.

This mini project offered volunteers the opportunity to work in a structured environment, engage with professionals in the field, and gain insight into the inner workings of a large-scale professional event.



MINIPROJECT I - "GETTING TO KNOW THE CITY" (PEDDY PAPER-) - ROSTO SOLIDÁRIO

Group of Volunteers - Comunidade XXI

Comunidade XXI is a regular meeting point for sharing and active learning, where young people participate in activities aligned with their interests, promoting interaction and a sense of belonging.

General Objective: To strengthen group bonds through cultural and team-building activities, while promoting European values, civic participation, and a deeper connection with local identity.

Description: The young participants identified a shared challenge- despite living and studying in Santa Maria da Feira and Porto, many felt disconnected from the historical and cultural heritage of their own cities. At the same time, they recognized the need to welcome new members into the group, helping them feel at home and integrated into the community.

In response to this, the group designed and implemented two Peddy Papers—one in Santa Maria da Feira and another in Porto. These activities combined games, riddles, and mystery-solving tasks with cultural discovery, creating a dynamic and engaging experience that allowed participants to explore historical landmarks, learn new facts about their cities, and strengthen interpersonal relationships.

This initiative was not just about exploring places but also about taking ownership of the group's dynamics. The young people expressed the desire to gain autonomy and test their capacity to organize activities for their peers, whom they understand best. This marked a turning point in the Comunidade XXI approach: instead of having activities solely proposed and led by the organization, the group members themselves are now initiating and managing projects, fostering youth leadership and empowerment.

Motivated by the success of this mini-project, the young people have already planned their **next activity**: a cultural visit to Porto, including the Holocaust Museum, the Jewish Museum, and the Porto Synagogue, to continue expanding their historical and social knowledge.

MINIPROJECT II - "CLEANING THE CITY!" (PLOGGING) - ROSTO SOLIDÁRIO

Group of Volunteers – European Solidarity Corps

The European Solidarity Corps (ESC) volunteers played a cross-cutting role throughout the project, acting as a transversal support team that contributed to both the activities of Group Comunidade XXI and the broader mission of Rosto Solidário. Their involvement focused on promoting local and European solidarity projects, while also reinforcing the values of active citizenship and community engagement.

General Objective: To promote environmental awareness, encourage active citizenship through direct action, and lead by example within the local community.

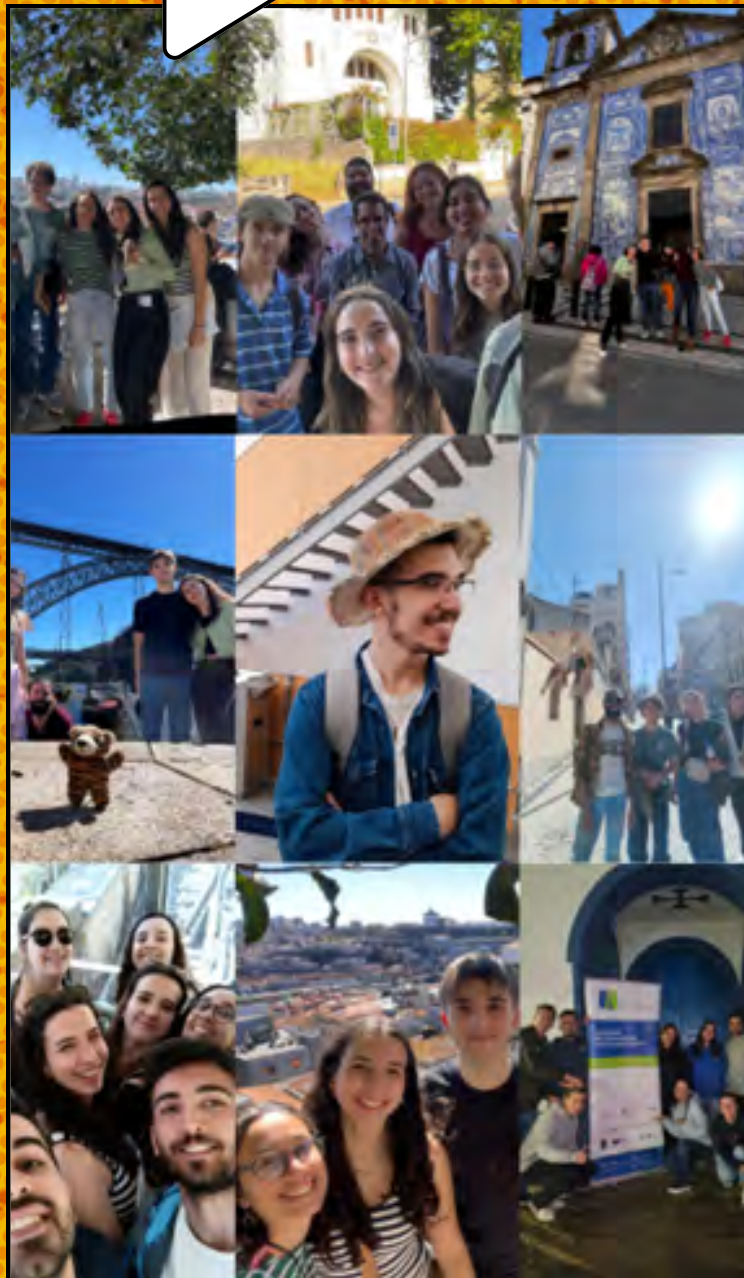
Activity Description: Concerned by the growing amount of litter accumulating in urban spaces, the participants of the European Solidarity Corps decided to organize a Plogging event, inspired by the international movement that combines physical exercise (walking or running) with environmental care (waste collection). The young people designed the entire initiative, taking ownership of the process from start to finish. Their tasks included: designing promotional materials, such as the event poster and social media posts, organizing logistics, including route planning, coordination of materials, and ensuring the correct separation and disposal of waste; raising awareness, using communication channels to involve the local community and share the event's outcomes as an example of environmental responsibility.

Results Achieved: 3.5 km covered, of which 2.5 km were actively cleaned; 7 bags of trash collected and sorted (3 bags of plastic and metal, 1 bag of glass, 1 bag of paper/cardboard, 1 bag of non-recyclables - cigarette butts, tissues, contaminated plastics, 1 bag of mixed waste).

The activity was publicized on social media, serving as a good practice model and inspiring other young people to take action for the environment.

Given the success of the initiative and the positive feedback from participants and the local community, the group is already planning **the next environmental action:** a beach clean-up event, continuing their mission of promoting environmental care and active citizenship.

PEDDY PAPER
"GETTING TO KNOW THE CITY!"



PLOGGING
"CLEANING THE CITY!"



The pilot implementation of the WPG Gamified Volunteering Program across the four partner organizations revealed several good practices that contributed to the program's success, regardless of the local context.

1. **Clear and engaging onboarding process.** All partners highlighted the importance of starting with an orientation session that combines practical information about the organization with interactive activities to build trust and motivation from day one.
2. **Gradual integration of responsibilities.** Volunteers were more confident and committed when tasks progressed from simple, low-pressure activities to more complex, independent roles, allowing them to build skills step-by-step.
3. **Gamification as a continuous driver.** The consistent use of points, badges, missions, and levels maintained engagement throughout the program. Making the game mechanics transparent and rewarding small achievements proved key to keeping motivation high.
4. **Regular feedback and reflection moments.** Monthly or bi-weekly check-ins created a safe space for volunteers to express challenges, share successes, and suggest improvements. This strengthened relationships between mentors and volunteers.
5. **Opportunities for creativity and initiative.** Volunteers responded positively when encouraged to design their own mini missions or propose ideas for community actions. This autonomy boosted their sense of ownership and commitment.
6. **Visible impact on the community.** Showcasing results through events, social media posts, and community recognition amplified volunteer pride and reinforced the purpose of their work.
7. **Peer-to-peer learning.** Creating opportunities for volunteers to share experiences, skills, and tips with each other enhanced both their learning and their sense of belonging to a team.
8. **Celebration of milestones.** Marking key moments — completion of missions, mid-term achievements, or the final mini projects — through certificates, gatherings, or public acknowledgements reinforced motivation and validated their effort.

These practices proved effective across different countries and organizational profiles, making them highly transferable for other youth NGOs interested in adopting the WPG model or similar gamified approaches.

GOOD PRACTICES FROM THE PILOT PHASE IN ASPAYM CYL

In Spain, one of the keys was to explain very well to the volunteers that they were going to be an active part of this programme, as this project was going to be a living entity that was going to be nourished by the knowledge, experiences and ideas of all the participants in order to continue growing and improving. That is why, from the very beginning, the project was explained to them in general (objectives, partners, results, etc.) as well as the way in which the gamified volunteering programme was going to be developed (through the Moodle platform, which hosted the programme, and also through face-to-face activities, in addition to the mini-project). At first, the Spanish volunteers found it difficult to understand the dynamics of the mini-project, as they thought that it was something that was going to be given to them by ASPAYM CyL for them to simply carry out, when the reality was that they themselves had to design it, elaborate it and finally carry it out; when the Spanish volunteers were clear about this, their effort and tasks started to make more and more sense to them, and each group of volunteers created a unique and different project.

The motivation throughout the whole process was also a key point, although this was especially so at the beginning of the volunteering programme, when the participants were more nervous because they had just started this experience and did not know very well the challenges they were going to face in the organisation. Thanks to the work of ASPAYM CyL professionals, who got involved with each volunteer to the maximum to understand their strengths and weaknesses, their preferences, ideas and work and life purposes, it was possible to foster the personal motivation of each participant, as well as to promote and enable the group cohesion of all during the volunteering programme.

GOOD PRACTICES FROM THE PILOT PHASE IN IAIRS

Due to the logistics and intensity of the meetings, we decided to create a single group of 10 volunteers to test the program. Larger numbers were present at some meetings, for example, during integration, which we place a strong emphasis on, and during meetings related to planning general volunteering activities, as our organization's dominant form of volunteering is permanent volunteering. We also have older volunteers in our volunteering program – these are individuals over 24 years of age who joined us during high school or college. They are currently still involved in the Foundation's activities, but on a lesser basis, and often provide support to younger colleagues – (primarily during training sessions and meetings preparing for the implementation of mini-projects). This allowed them to share experiences and learn from each other. As agreed with the volunteers, we decided on at least 4 meetings per month (on average once a week), 2 of which were focused on integration (especially with those who had recently joined the volunteer group, who had known each other for a long time, and due to the significant age gap between the youngest and oldest). The next 2 (or more, depending on the month and needs) were organizational/working meetings. We wanted the program testing to **flow as naturally as possible**, so whenever possible, we didn't organize separate meetings specifically for testing the program. Instead, we integrated it into general volunteer meetings so that it became a "background" and **integrated into daily life** within the organization. Therefore, during these meetings, we tested the program and also prepared for other local activities. The program's format, tailored to the needs of the organization and volunteer development, was ideally suited to this. **Some tips for other organizations:**

- Start with a small, committed pilot group - instead of immediately engaging a large number of people, it's worth starting with a smaller, motivated group that will test the program and help develop proven solutions.
- Integration as a foundation – introduce integration elements as a permanent part of the program – this facilitates collaboration, reduces barriers, and strengthens the sense of community.
- Flexibility and integration with existing activities - there's no need to create everything from scratch – it's better to integrate the program into the organization's current activities to make it more natural and sustainable.
- Regular and predictable meetings - provide structure for volunteers – a set schedule increases engagement and a sense of security, and it's easier for volunteers to schedule meetings in their calendars, which significantly improves attendance.
- Learning by doing - implement the program through practice – WPG works best when combined with real-world projects that require planning and collaboration.
- Openness to adaptation - treat WPG as a flexible development tool – adapt program elements to your activities rather than copying them one by one.

GOOD PRACTICES FROM THE PILOT PHASE IN GAMMA INSTITUTE

Good practices in online volunteer coordination

1. Clarity and structure

- Clear definition of the roles and responsibilities of each volunteer.
- Create a calendar of weekly/monthly activities and objectives.

2. Constant and empathetic communication

- Establish effective communication channels: WhatsApp, Zoom.
- Organize regular online meetings for feedback and motivation.
- Encourage free expression and active listening.

3. Training and support

- Offer online training sessions to develop social, organizational, communication or project writing skills;
- Availability of a mentor or coordinator for questions.

4. Recognition and motivation

- Highlight the contributions of volunteers in meetings or newsletters.

5. Flexibility and adaptability regarding the schedule and working methods.

GOOD PRACTICES FROM THE PILOT PHASE IN ROSTO SOLIDÁRIO

The **Volunteer Management Proposal** (8 steps) developed in this project proved invaluable in executing and enhancing the various phases of the mini-projects envisioned by the volunteers: planning, orientation, evaluation, oversight, recognition, and more. This logical sequence, understood by all—volunteers and coordinators alike, facilitated significant personal and collective experiences, along with relevant and ongoing oversight by the NGO.

Concerning the **Platform**, the volunteers underscored several commendable aspects. They particularly noted the significance of the hybrid model, and the relevance and timeliness of the topics addressed. Additionally, they expressed appreciation for the storytelling and graphic design of the program, which enhanced the overall motivation and engagement of the experience.

Over time, an intriguing cycle emerged: young individuals who had previously engaged with the platform assisted newcomers in initiating their own processes on the platform, particularly in relation to the methodology.

The **Mini-Projects** were conceived by young individuals for their peers, emphasizing civic engagement and peer education, yielding consistently pertinent outcomes. This success can be attributed to the active participation of the young organizers, the objectives pursued (cultural and environmental), and the personal connections fostered during these experiences.

The mini project achieved many of the **Expected Results**:

- Increased sense of belonging and cultural identity.
- Strengthening of group cohesion and teamwork skills.
- Promotion of active citizenship and youth leadership.
- Improved knowledge of local history, heritage, and European values.
- Shift in group dynamics, fostering youth-led initiatives in the Comunidade XXI.
- Increased environmental awareness among participants and the wider community.
- Empowerment of young people to take the lead in community-based actions.
- Strengthening of the European Solidarity Corps' visibility as a driver of local and global change.
- Promotion of healthier, more sustainable lifestyles.

An illustration of three people from behind, looking at a large globe in a modern building. The person on the left has blonde hair and wears a grey hoodie. The person in the middle has dark hair and wears a grey hoodie. The person on the right has long brown hair and wears an orange hoodie. The globe is large and shows the Earth. The background is a modern building with glass walls and a blue sky with white clouds. The number '3' is large and white with a black outline, positioned on the left side of the image.

3

GAMIFIED INTERNSHIP PROGRAM



3.1

ORGANISATIONAL SELF-ASSESSMENT

ORGANISATIONAL SELF-ASSESSMENT

What you need to know before starting the program. An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom, or during studies, with practical application and skills development in a professional setting...a legitimate learning experience benefitting the student and not simply an operational work experience that just happens to be conducted by a student (King, 2018, p.2).

Being aware of the needs of each organisation is the basis for the creation of an internship program. In other words, knowing what is needed and offered, the entity will be able to create a specific profile of interns suited to the areas where they will work.

Therefore, each organization must ask itself a few simple questions:

- *Why do we need interns?*
- *What do we have to offer?*
- *Are we ready to take on Interns?*

Below, we present some content that may help with the replying to these NGO diagnose questions.

Why do we need interns? There are some proven benefits of having interns in an organization, such as follows.

By assisting with various tasks, interns can help improve overall team *productivity and efficiency*. Often, interns, being recent graduates or students, bring a *new and different viewpoint* to projects, potentially leading to *innovative ideas*. For the organizations, internships can serve as a recruitment pipeline, allowing companies to evaluate potential future hires and *potentially offer full-time positions* to those who excel.

What do we have to offer? The organization must ensure that the interns fully benefit from the internship experience, by offering invaluable hands-on experience in a professional environment. This will enable students to translate classroom knowledge into practical skills and develop a range of skills highly valued by employers, such as communication, teamwork, problem-solving, professional etiquette and workplace norms.

Also, this experience will help students transition smoothly from university to the professional world, by being given opportunities to connect with professionals in the work field, which can be key to success in future job searches.

This real work life emersion allows students to explore various career options and gain insights into different fields of work, while doing safe navigating and completing tasks helps reassure students of their capabilities and prepare them for future challenges.

Are we ready to take on Interns? There are some essential steps to be taken before welcoming the interns, such as already having an internship policy document and/or guidelines and a clear role description and profile of suitable interns.

At the same time, there must be a proper plan for interns' support and supervision, a welcoming environment and a person responsible for the interns on a day-to-day basis (tutor, mentor, supervisor).

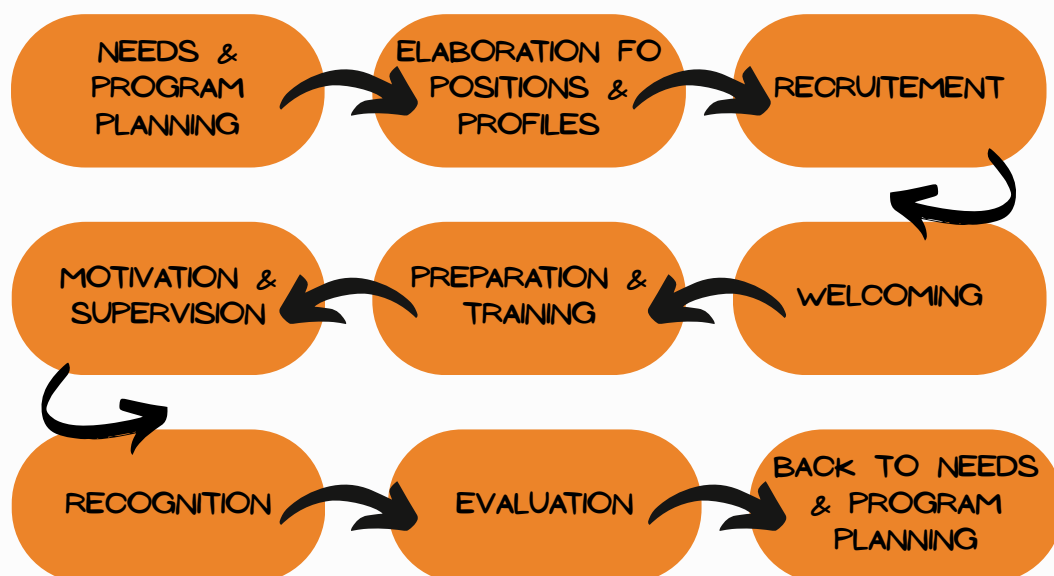
Through all the internships process and duration, the organization must know how to meet the intern's needs, how they will be valued, evaluated and given the proper recognition.

<https://www.husson.edu/online/blog/2024/06/benefits-of-internships>

3.2 SHORT DESCRIPTION

The **WPG Gamified Internship Program** is a proposal of long term and motivational programs, using digital tools and gamification as non-formal education methodology in the new digitalized and modern context. Our aim is to help interns develop their professional skills in fields as social work, non-formal education, social education and youth personal development, through a new and complete methodology of selection, integration, motivation and evaluation of youth work, in an innovative and digital way.

This gamified proposal meets the **Intern Management 8 Steps Methodology** designed presenting activities embedded in a youthful narrative and combining virtual and face-to face moments, non-formal education activities that give the internship a playful and engaging scenario. This way, as also proposed by this project, each internship will be much more than just acquiring knowledge, skills, and values. It will also be about the intern development and transformation in a meaningful and significative approach that will, hopefully, engage and integrate the intern.



Interns Management: the 8 Step Proposal

Gamification applied here, consists of using game designs and techniques in non-game contexts in order to develop skills among players. With gamification, the aim is to involve participants, encouraging both competition and cooperation among equals, as well as to increase their motivation. In addition, gamification can also help with the performance evaluation and the giving feedback to the intern, two very important steps in the management process.

In this Gamified Program, all users (interns and supervisors), will find many opportunities for **personal growth and development** that are common when Gamification is used in educational contexts:

TEAMWORK	DIGITAL COMPETENCE
COMMUNICATION SKILLS	LEARNING TO LEARN
DECISION-MAKING	TIME MANAGEMENT
PROBLEM SOLVING.	

This program also contains a **Narrative**, that meets other goals of gamification such as visual aesthetics, the simulation of the imaginary world, fantasy and role-play that give colour and challenge to the internship and that feeling of gaming that boosts motivation and engagement. The Narrative invites the Interns to become Secret Agents and join a Organisation (the F.R.E.E. organisation) to help fighting for Peace and Solidarity while overcoming the obstacles and challenges presented by those who thrive in a world of mess and disorder.

In the context of this project, very specific **Competences** are put to work.

Competencies are tools that an individual can use to demonstrate a high standard of performance, or characteristics that one can use to achieve success, like knowledge, leadership, self-esteem, skills or relationship building. Competencies can be **Technical** - related to the skills and knowledge that are essential for a person to do a particular job appropriately (example “Word processing: able to word process a text at the rate of 80 words per minute with no mistakes.”), or **Personal** - characteristics that we use together with our technical competencies to do our work well (example: “Interpersonal Sensitivity - someone demonstrates respect for the opinions of others, even when not in agreement.”)

We must have in mind that many organisations identify a set of generic competencies which they require in all or selected groups of their staff.

<https://app.croneri.co.uk/topics/competencies-and-competences/quickfacts>

In the labour market, there are 11 competencies considered for every internship nowadays:

	COMMUNICATION	POSITIVITY	ADAPTABILITY
SELF-DISCIPLINE			
	TIME MANAGEMENT	LEADERSHIP	CRITICAL THINKING
TEAMWORK			
	INTERPERSONAL SKILLS	INQUISITIVENESS	INTEGRITY

<https://www.indeed.com/career-advice/finding-a-job/intern-strengths>

On the other hand, there are other very specific competencies required to **social and educational work**, as there are multifaceted professions that encompasses various practice area, such as social justice, child welfare, youth work, disability, substance abuse, mental health (some examples).

*... aim to help others by improving their well-being
and interpersonal and social situations.*

This said, social and educational workers are responsible for helping individuals, helping families and groups of people deal with their problems and improve their lives, wich makes each internship vital to the full understanding of the profession, in terms of values and attitudes to be developed, hability and preference regarding the target groups involved, emotional intelligence to deal with everyday setbacks of the social environments, skilss for team/net working, among others.

Finally, the **Skills**: the ability to apply knowledge and use know-how to complete tasks and solve useful problems, typically in the workplace, in other words, individual attributes, related to work, which have value and can usually be learned.

https://joint-research-centre.ec.europa.eu/projects-and-activities/skills-and-competences-0/defining-skill-and-competence_en

Nowadays, it is very common to talk about **Soft Skills** wich are expected skills from a person that are linked to the activity area and, mainly, their job position.

Emotional intelligence can be the best example of a soft skill. It is the “ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively”. Every professional, regardless their job position, needs emotional intelligence to achieve their career goals. Other examples of soft skills are empathy, ethics, leadership, conflict resolution, flexibility, and team management.

Since soft skills are behavioural characteristics, developing them is very much up to the individual. An intern must be able to recognize his/her attributes and take the time to learn about him/herself, continuously improving and reflecting about the attitudes, aiming to develop the “potential” professional hiding inside.



3.3

USEFUL TOOLS FOR STARTING THE PROGRAM

There are some essential steps/tools that can facilitate with the start of the program, for those who are willing to use it or simply wishing to clarify their own perspectives about welcoming interns.

The **SELECTION** of interns usually happens through contacting local or nearby schools or universities, as many schools already have internship-matching programs in their career development offices. Faculties themselves often help identifying the more suitable applicants to the organizations' desires.

Candidates *first interview* is crucial, as it allows to conciliate the organisations needs and the intern's motivations, creating the grounds for a pleasant working environment. Before the interview, the organization must build a check list of subjects to be addressed, such as:

What attracts you to this organization?

What are your strengths and weaknesses?

What are your hobbies outside of work?

How can this internship further your career and personal development?

What goals do you hope to achieve?

Have you ever taken part in a team project?

How did it work out?

Is your schedule flexible or strict?

And others.

<https://info.parkerdewey.com/internship-interview-guide>

When the interns arrive, how about an **INTEGRATION TOUR** to show them the space, the people and their roles, the materials and how to work with them? Also, have some “peptalks” about their personal activities, give real examples and “break the ice” between the intern and other collaborators that do similar activities.

Another possibility is to have a **DESCRIPTION OF THE PROFILE**, to give to the interns, such as:

Title: the name of the function.

Purpose: the result that the function expects to achieve.

Suggested activities: what is to be done to achieve the purpose?

Indicators: criteria to measure how the results are achieved.

Requirements: skills, attitudes, knowledge desired and/or requirements of conduct or clothing, possible legal requirements such as record/child protection documents.

Timeframe: estimated number of hours and/or commitment period and schedule.

Location and work environment: places where the work will take place

job location and description of: with whom, where, who are possibly others working in the same environment.

Supervision: staff members responsible for monitoring, troubleshooting and supervision.

Benefits: training, insurance, parking, reimbursement, events, etc.

Regarding this very specific point, the candidates can be made aware of the non-tangible **BENEFITS** that the internship could provide them, as follows: learning and practicing on projects within the organization scope, getting of a clearer view of their possible future line of work, the development of human qualities and even professional education like communication, organizational and teamwork skills, contacts.

PLAN together what the intern will do, daily/ weekly/ monthly, giving clear instructions, reassuring there are no doubts and giving the interns access to the needed materials. For example, bibliography that they can use for their work, particularly, bibliography that the organization stands by. This Plan must meet the items presented on the **DESCRIPTION** and be reviewed in a established schedule, this allowing the **FOLLOW UP** of the interns' progress, making time for assessment and having the opportunity for changes and adjustments to the plan, if needed.

Least but not the last, **EVALUATION** of the internship provides important feedback for the supervisor/ coordinator, the organisation, administrators, managers, and the interns themselves about the program and process. Evaluations should be conducted on a regular scheduled basis, consistently, depending on the length of the internship program.

Here are some benefits from a well succeeded evaluation:

- It collects information on the intern's performance in a regular manner.
- It assesses to what extent the goals set regarding the intern's development have been reached and what must be improved.

- It assesses whether the action taken was a proper and efficient one for the intern or not. If it is seen that simply something does not work, the action must be redefined.
- It helps assess the structure and impact of the organisation. Is the way the organisation works efficient and effective?
- Regular evaluation, at different stages during the internship, gives both the intern and the supervisor the big picture and, as a result, more control over the whole process.
- It assesses the effect of organisation's activities, defines recommendations and has an impact on future actions.

Also, evaluation must happen from different perspectives: the intern's, the supervisor, the staff, the beneficiaries, or members of the community to whom the intern is relating to, etc.

Finally, at the end of each internship cycle, the organization goes back to **NEEDS & PLANNING**, to keep adjusting and improving the call and the welcoming of future interns.



3.4 ACTIVITIES

The activities presented below follow a certain sequence, aimed to give meaning, purpose and context to the program of Internships with NGOs.

Also the presented activities can be developed in a blended way, combining online and face-to face moments, as the coordinator finds suitable.

MONTH 1

The missions recommended for the 1st month of the internship aim to promote the intern's knowledge about the organization and the meeting of the staff.

MONTH 2

The missions presented for the 2nd month, give opportunity to the Interns to be creative and put their ideas do practice.

MONTH 3

The given missions are designed to be implemented during the third month of internship, challenging the Interns to gather and reflect on information received, in order to prepare and deliver activities by themselves.

MONTH 4

The missions placed in month 4 give the Interns the opportunity and the timing to develop activities in the Community.

MONTH 5

Now approaching the end of the program, the proposed activities focus on the revelation of learnings and expectations and the awareness about Burnout at work.

MONTH 6

The end of the internship calls out to look back, recall and reflect on what has been done, how and where it led each of the Interns.

How to read the **CODE of the Activities** - Inters.Month.Activity (examples)



11.7. - INTERNS, MONTH 1, ACTIVITY 7

14.3. - INTERNS, MONTH 4, ACTIVITY 3



MISSION:

LANDING IN THE F.R.E.E. ORGANISATION

ACTIVITY TYPE:

ONLINE

Description:

The Secret Agents (SA) are told that the present times are chaotic and problematic.

Also, arriving at the organization as a new F.R.E.E. Secret Agent may lead to feelings of confusion:

The world order is at stake, who are the good ones and the bad ones?

What are the objectives of the different organisations, such as F.R.E.E.?

Are they looking for world peace or do they have some dark and secret plan, completely far away from this peace?

Who is part of this organisation?

Are the rest of Secret Agents people who can be trusted?

The first mission of the new SAs will be to register in the F.R.E.E. web platform, with the utmost secrecy, that is, without using their real names but instead, creating their own Avatar (image and code name)

Materials:

A computer or mobile phone, access to internet

Comments & Recommendations:

To ensure that all interns have access to a computer/internet. For example, the platform filling moments can be done during internship hours at the organisation headquarters.

This moment of self-registration to the WPG platform may happen at each person time or with all the interns at the same time, so they can see the other Secret Agents new names appearing on the platform, without knowing who is who, thus entering the narrative which can be motivating to pursue the rest of the activities on the platform.

Coordinator's notes:

Description:

Once registered in the platform, the SAs will have to discover the real identities of the avatars that also signed in the platform, then discover the Intruder and, lastly, receive validation from the coordinator to move on to the next mission.

Materials:

A computer or mobile phone, access to internet

Comments & Recommendations:

To ensure that all interns have access to a computer/internet. For example, the platform filling moments can be done during internship hours at the organisation headquarters.

This task of discovering the identity of the other Secret Agentes, in other words, the other interns and the avatars they used, if done at the same time by everyone in the same place, it can be a fun moment, as well as an opportunity for team building.

Coordinator's notes:

Description:

All the Secret Agents know each other now, but they need to know more about the organization they are joining in. The 3rd mission will be accomplished in 3 steps:

1. To find the answers to the following questions:

- *When was this organisation created? Try to find out the history of the organisation's emergence, which will probably be useful for you in the future.*
- *Who are the people leading this organisation and what information have you found out about them? Do you think they can be trusted, or is it too early to draw conclusions?*
- *In which countries and cities can you find the organisation's headquarters? How many secret Agents work for the organisation?*
- *What is the main purpose and the objectives of this organisation?*
- *What are the real values that drive this organisation forward? If we compare them with your personal values, do you consider them to be aligned or, on the contrary, completely different?*

2. After the previous part is completed, the SA open their profile on the platform and learn about the next challenge: to register the previously collected information into the platform. Who will be the first to finish? (the digital task is to fill in a Bingo chart, as shown):

TARGET GROUPS OF THE ORGANISATION	REFERENCE PERSONS IN THE ORGANISATION	MOTTO OR SLOGAN OF THE ORGANISATION
YEAR THE ORGANISATION CAME INTO BEING	F.R.E.E. BINGO	COUNTRIES IN WICH THE ORGANISATOIN WORKS
LOGO OF THE ORGANISATION	COUNTRY OR CITY IN WICH THIS ORGANISATOIN HAS EMERGED	?

3. After the Bingo card is completed, the new SA is formally acknowledged as a member of the F.R.E.E organization.

Materials:

A computer or mobile phone, access to internet, the Secret Agent Scrapbooks (SAS)

Comments & Recommendations:

To ensure that all interns have access to a computer/internet. For example, the platform filling moments can be done during internship hours at the organisation headquarters.

Before starting asking questions to the organisation staff, the SA can be given their Secret Agents Scrapbook, in which they can register the information collected.

For the completion of a), Coordinators can encourage the Interns to move around the organization, meeting the team and asking the questions (besides researching online).

For the completion of b), the interns can be all together and fill in the gathered information at the same, in order to have some healthy competition and an all-together moment. Sharing and verifying the information received can also be a moment of collective learning about the welcoming organisation.

Coordinator's notes:

Description:

The next mission is to get to know more about the organization safety procedures, equipment and general rules. The SAs must meet the coordinator and ask for instructions.

Materials:

A computer or mobile phone, access to internet, instructions by the coordinator.

Comments & Recommendations:

To ensure that all interns have access to a computer/internet. For example, the platform filling moments can be done during internship hours at the organisation headquarters.

The coordinator must have the instructions prepared in advance, preferably, personalized to each intern/Secret Agent.

Coordinator's notes:

Description:

The 5th mission assigned to the SAs is to recover an important document of the organization that was almost destroyed.

Materials:

A computer or mobile phone, access to internet, shredded document to reassemble (Mission & Values)

Comments & Recommendations:

To have previously prepared the material to give to the Secret Agents.

There are two options: give each SA one sample and each will work at his/her own time and then present the results to the coordinator. The other possibility is to give the instructions to all the SAs for them to try and resolve the problem as a team, thus having a teambuilding moment.

Coordinator's notes:

Description:

The 6th mission is more on the personal level: for the SA to acknowledge his/hers fears and expectations and then share with the others on the program. There are some supporting questions to start with:

- *Why are you here?*
- *What are your expectations from the program?*
- *What are your expectations from your peers?*
- *What are your expectations from your coordinator?*
- *Do you have any worries or fears about the program?*
- *What is your personal goal that you choose to achieve?*

The answers can be registered in the Secret Agent's Scrapbook (SAS).

Materials:

A computer or mobile phone, access to internet, the Secret Agent Scrapbooks (SAS).

Comments & Recommendations:

To ensure that all interns have access to a computer/internet and have been given a SAS.

The purpose of a Diary (SAS) is to encourage the registering of information and the taking of notes during the internship, which may be valuable and pertinent for the interns' reports. As well as a break from digital tools.

Coordinator's notes:

Description:

In this new mission, the SAs will be given one or several real tasks to perform in the near future.

1. The SA must meet the coordinator and say the secret code “How can I be useful?” to receive a task(s).
2. The SAs will complete the task(s) with the help of another SA or staff member, during the next 2 weeks.
3. When the tasks are finished, the SAs must go to the platform and write about what was done.

Materials:

A computer or mobile phone, access to internet, a list of specific tasks.

Comments & Recommendations:

To ensure that all interns have access to a computer/internet.

The coordinator must prepare in advance a list of simple tasks for SA, fitted to their profile, expectations and workplan.

To motivate to the use of the SAS (Scrapbook) to register the task and information related.

Coordinator's notes:

Description:

The 8th mission will be about interaction and knowledge over the teammates in the program.

In the platform, each SA must write anonymously a short text about him/herself, without saying the obvious (like name and age) but curiosities such as musical preferences, childhood experiences, interests, etc.

After submission, the coordinator will read the text and give the SAs instructions for the next mission.

Materials:

A computer or mobile phone, access to internet.

Comments & Recommendations:

To ensure that all interns have access to a computer/internet.

To have instructions for the next missions.

Coordinator's notes:

Description:

To start the new mission, the coordinator must give the SAs an envelope containing the tasks for the week.

After the tasks are completed, the SA will fill in the 1st report (in the platform).

Materials:

A computer or mobile phone, access to internet.

Comments & Recommendations:

To ensure that all interns have access to a computer/internet.

To remind the SA that their SAS may contain pertinent information to include in the 1st monthly report.

Coordinator's notes:



MISSION:
MOTIVATION FOR F.R.E.E...

ACTIVITY TYPE:
PHYSICAL

Description:

The 10th mission will happen on the SAs 3rd week at the F.R.E.E. organization, in which they already know what is done daily and who does it.

The next mission is about motivation to keep on going and meet the next challenges.

1. The SAs must answer to the following questions:

- What were all the tasks you observed in the organisation?
- What did you understand about the organization and its objectives?
- Why did you come here in the first place?
- What are your objectives now?

(TIP: the SAs can/must use their Special Agent Scrapbook (SAS) to register the answers.)

2.The SAs meet all together with the coordinator and share the new objectives in the group. After the collective sharing, each SA returns to the S.A.S and redefines them, in a maximum of 5 objectives.

3.Then, the SA transcript each objective in one paper and write their SA avatar name on it, in the right corner. For each objective, there must be achievement indicators. (If there doubts about how to write the indicators, the coordinator can explain in the big group.)

The indicators are:

Results

Abilities/competencies

Knowledge

Attitudes

Materials:

A computer or mobile phone, the SAS, a board, papers and pens

Comments & Recommendations:

To ensure that all interns have an SAS and are working on it.

TIPS to the SA: Putting questions, asking for help and explanations and relying on others are big qualities of a good F.R.E.E. Agent. After completing the third task, the SAs take 5 small papers and draw a symbol for each objective. They then memorize them (or take pictures and ensure the information is kept on the mobile phone, for example) and stick the papers on the special board that the coordinator has prepared for the team.

TIPS for maintaining the MOTIVATION: Whenever SAs have a hard mission or action to do or they simply lose motivation, they can go to the board, look at their symbols and pick one that would bring the motivation back.

Coordinator's notes:



Description:

The last mission of the month is about Report & Evaluation (R&E), which will happen in three different levels:

PS: personal secret evaluation (on your S.A.S.).

TS: team secret (between your team, with your colleagues only).

MS: major secret (only between you and your coordinator).

NS: not secret

And related to four distinctive categories:

MISSIONS / ACTIONS / WHAT HAVE I LEARNT? / KEYWORDS.

P.S.: SELF EVALUATION

Each SA is requested to reflect on the past month using the key questions below (and register on the SAS*)

- *What have I learnt this month?*
- *What did I do for the first time?*
- *How was it for me to collaborate with my colleagues?*
- *How did I feel in relation to my coordinator?*
- *Keywords of the month*

(*Remember, your diary has the sign of PS, so you can write what you want here, be honest)

T.S.: PEER EVALUATION

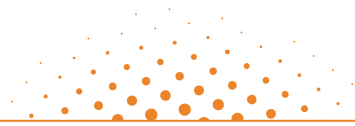
Each SA is invited to reflect on the process of Peer Education among the team of SA.

- All SAs write the summary of their previous month, including actions and personal development aspects in an encrypted paragraph. The coordinator places all paragraphs on a common board, for each SA to try and guess who wrote each paragraph.
- After the paragraphs are decrypted, each SA will write his/her name on the paragraph and put it in big envelope (the same for all SAs).
- In the next 3 days, each SA will write feedback for all the other Agents, secretly and put it back in the envelope. At end of the month, all SA can take their colleagues' feedback papers with and keep it on their personal SAS

M.S.: COORDINATOR EVALUATION

The coordinator will prepare a quiz with 10 questions, related to the missions performed the past month by each SA to be answered by each one.

The SAs must complete the quiz and then receive the results from coordinator as well as written feedback.

**Final message to the SAs:**

GOOD LUCK AND SEE YOU IN THE NEXT MONTH AS SECRET AGENT!
WE HAVE A LOT OF WORK TO DO TOGETHER..SAVING THE WORLD,
FOR EXAMPLE!

Materials:

Diversified materials, a computer

Comments & Recommendations:

To ensure that all interns have an SAS and are working on it.

This moment must be personalized, therefore the mentor/coordinator must have personalized data recollection about each SA/intern, as this 1st month evaluation is vital to the following months of the internship.

Coordinator's notes:

Description:

Secret Agents are told that a new era is beginning, with new challenging assignment! This time, it will be about creative potential and presenting points of view on a certain field of study.

The task is to prepare a presentation, using cardboard and other materials deemed necessary. Certain topics must be addressed:

- *The reason for choosing this profession*
- *Their vision for the future in this field*
- *What type of professional they wish to become*
- *The alignment of personal values with the organisation's values*
-

Once the presentation is ready, it must be submitted in the platform for the coordinator to receive it and set a date and place for presenting it to the team.

Materials:

Diversified materials, a computer

Comments & Recommendations:

To ensure that all interns have time, place and materials to perform the task.

It is vital to assist each intern to foster creativity and overcome obstacles. Being the 2nd month, the coordinator will know by now who will need more assistance/support.

Coordinator's notes:

Description:

At the beginning of the 2nd month, the SAs will be challenged to define and plan 2 or 3 activities to be carried out by the end of the month, as well as identifying the materials needed for each of these activities. Here are some instructions for this process:

1. Brainstorm activities together with the teammates, exploring all possibilities, from specific missions to training and strategy meetings, making sure that all activities are aligned with the organization's objectives.
2. Prioritize the activities based on their importance and urgency. (TIP: the SAs can consult the coordinator(s) for guidance on the best prioritization techniques.)
3. Define the specific tasks for each priority activity that need to be carried out and assign responsibilities to each team member, ensuring that all tasks are clearly defined and that each member knows what is expected of them.
4. Identify the materials and resources needed to carry out each activity. This can include equipment, office supplies, reference documents, among others.
5. Review and approve the lists of planned activities and the materials required with the coordinator or superior in charge. Make sure everything is ready to be put into practice
6. Submit the work on the platform and wait for feedback from the coordinator.

Materials:

A computer, the SAS

Comments & Recommendations:

To ensure that all interns have time, place and materials to perform the task.

Observe and assist each intern. Being the 2nd month, the coordinator will know by now who will need more assistance/support and what type.

Coordinator's notes:

Description:

This third mission will be a challenge to the development of new skills and deepening of knowledge of each SA role within the organization.

The task is: to find a person who performs a function like the SAs within the organization and observe for a few days, with the aim of completing a detailed report on that person and their responsibilities. Here are some instructions:

1. To Identify the Person: look for someone within the organization who performs a function similar to the SA's.
2. To make Contact and Observation (or interview): contact the person discreetly and ask permission to observe for a few days while carrying out their duties.
3. To Observe or make Direct Interviews: during the observation days, focus on the person's daily routine, their work skills and techniques, the way they interact with others and the challenges they face in carrying out their duties.
4. To record Observations/Interviews: keep a detailed record of your daily observations or interviews. You can do this through written notes, audio or video recordings or even using your secret diary (SAS).
5. To Complet the Report: after the observation period, use the notes to answer the following questions about the person observed and the role they play. TIP: include an analysis of their skills, techniques and challenges faced.
6. To Presente the Observations: present the report to the coordinator or superior for analysis and discussion, providing valuable information for the SAs personal and professional development, as well as for the growth of the organization.

Here are the questions for the Report (that will show in the platform):

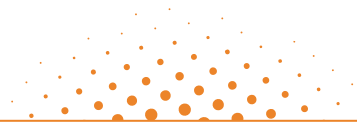
- *Name of the person observed and what is his/her function(s)?*
- *What are the main skills or abilities that that person demonstrates in carrying out his/her duties?*
- *What are the main challenges the person faces in his/her work? How does helshe deals with them?*
- *What learnings do you,as Secret Agent, gain through observing the person and his/her work?*
- *If you could have a badge to the subject, what would it be and why?*
- *So you see yourself in the subject? Why and what would you do differently?*

Materials:

A computer, the SAS.

Comments & Recommendations:

To ensure that all interns have time, place and materials to perform the task.



Observe and assist each intern. Being the 2nd month, the coordinator will know by now who will need more assistance/support and what type.

Coordinator's notes:

Description:

The SAs are called to a meeting with urgency, to which they will be given some clues they must discover its meaning, to show up at the secret meeting at the right time and place.

This clue will be left in a specific place (below) in the organization's headquarters, but the SAs will receive the following clue (in the platform): "where technology meets paper, where information comes to life, where secrets are printed in black and white."

Materials:

A computer, the SAS, a secret message

Comments & Recommendations:

To ensure that all interns have time, place and materials to perform the task.

The clue must be hidden no too obviously near the Printer :). The message is the date, hour and place to the next face-to face meeting with the coordinator. This meeting can be individual or for all the SAs.

Coordinator's notes:

Description:

The next mission will be the perfect opportunity for SAs to put into practice all the secret skills they acquired during the training. The SAs will be part of a team tasked with carrying out important tasks and activities within the organization, in which they will use their “special” skills to successfully complete each assigned mission.

Materials:

A computer, the SAS, instructions for the “secret operations”

Comments & Recommendations:

To ensure that all interns have time, place and materials to perform the task.

Assign each SA or couples to a team and prepare the actions/tasks for them to perform.

Coordinator's notes:

Description:

After the opportunities to collaborate closely with the most knowledgeable and experienced agents in the organization, in planning strategically, mobilizing resources effectively, overcoming challenges and, above all, personally committing.

Now is the moment to share these achievements with the team and observe the impact of the work done: each SAs or couples that worked together in Mission 2.5 "Secret Field Operations" must compile a detailed presentation of the results achieved to present to the team. This presentation should not only highlight the successes and significant learnings but also propose valuable recommendations for future improvements.

Materials:

A computer, the SAS, some badges

Comments & Recommendations:

To ensure that all interns have time, place and materials to perform the task.

Disclose the date and place of the presentations in advance, so the SAs can organize their time.

Prepare awards to deliver to the SAs (for example, badges) and a moment to do it (for example, in front of all the organization staff).

Coordinator's notes:

Description:

The Secret Agents are told it is time for starting serious actions into the community, fighting the fake news that evil forces impose all around to the misinformed. The first mission of the 3rd month is related to gathering of qualitative and reliable information that promote good values and healthy life principles.

The coordinator will explain how to create valuable messages for the people, in order to fulfil these goals.

Materials:

Diversified materials, a computer, the SAS

Comments & Recommendations:

Have specific instructions for each SA, so there will be diverse and richest results to this mission.

Coordinator's notes:

Description:

After I.3.1.. which was about gathering of information and the creation of valuable messages for people, the SA's will now start the first infiltration!

They must prepare a short message they want to transmit to the people, for example, find a good visual way of transmitting it. Then, validate with the coordinator who decide the best way to share it with rest of the F.R.E.E. organization (social media, etc.).

Materials:

Diversified materials, a computer, the SAS

Comments & Recommendations:

Have specific instructions for each SA, so there will be diverse and richest results to this mission.

Coordinator's notes:

Description:

Now the message has been released, the next mission for the SAs is to assess the impact of the message and write a short report about this impact. These daily reports must be submitted to the platform (as shown below).

TIP: the SA's should not be focused only on the views, likes or similar, but on the diverse ways their message may have arrived at the community.

DESCRIBE THE IMPACT OF
YOUR MESSAGE

Materials:

Diversified materials, a computer, the SAS

Coordinator's notes:

Description:

The SAs must meet and prepare a questionnaire to present to the community, aiming to obtain relevant information that will allow the implementation of impactful activities for the specific needs presented. Here are some possibilities:

- *What are now the biggest problems/concerns of the community members?*
- *What information they would like to know to solve these problems?*
- *Which activities in which they would like to participate, in order to improve their lives?*

The SAs must present the questionnaire to the coordinator, for feedback and validation and then upload the file to the platform.

Materials:

Diversified materials, a computer, the SAS

Comments & Recommendations:

Assist the designing of the question, to ensure it is clear, objective and fitted for the purposes intended (for example, compliant to Data Protection).

Coordinator's notes:

Description:

The 5th mission will be the dissemination of the questionnaire in order to collect at least 10 answers per member of the team (50 answers in total) from various people. For about 2 weeks.

Before collecting the answers, the SAs must build a strategy regarding the information gathering. For example, sharing it through social media.

In the platform, they must register the strategy and its results.

Materials:

Diversified materials, a computer, the SAS

Comments & Recommendations:

To follow the discussion about the dissemination strategy, as the SAs may need some input on effectiveness of dissemination. For example, posting on the social media, will it be enough to reach the desired 50 replies?

Coordinator's notes:

Description:

This month is coming to an end. These were times of infiltrating and gathering some useful information for and from the people. Now it is the time for ACTION!

The final mission for the SAs is to develop specific activities for starting a change in the world.

Each SA must, first reflect in his/her personal purpose/ objective in this mission and then ask the coordinator for feedback.

Materials:

Diversified materials, a computer, the SAS

Comments & Recommendations:

To assign mission to the SAs in couples or triads (if they have more or less common goals) as it can be more comfortable for them, instead of being alone.

Coordinator's notes:

Description:

The previous month was about gathering valuable information, planning activities and even put some of them into practice. This 4th month the SAs will step it up!

The SAs must revise the last feedback from the coordinator, prepare a plan and reflect on the improvements that can be made, as we approach the presentation of the activities or workshops in the community, aka, “the real world”.

Materials:

Diversified materials, a computer, the SAS

Comments & Recommendations:

To have specific instructions for each SA or couples, remembering the importance of adequate resources, both human and materials and the time needed for preparations.

To instruct the SAs to register all this planning in their SAS and then in the platform.

Coordinator's notes:

Description:

After the simulation in month 3, its feedback and the improvements and adjustments of the previous mission regarding the target group, time and resources/materials available, now it's the time for SAs to carry out their activity/workshop with the world!
For this, they will be accompanied by a F.R.E.E. member.

Materials:

Diversified materials, a computer, the SAS

Comments & Recommendations:

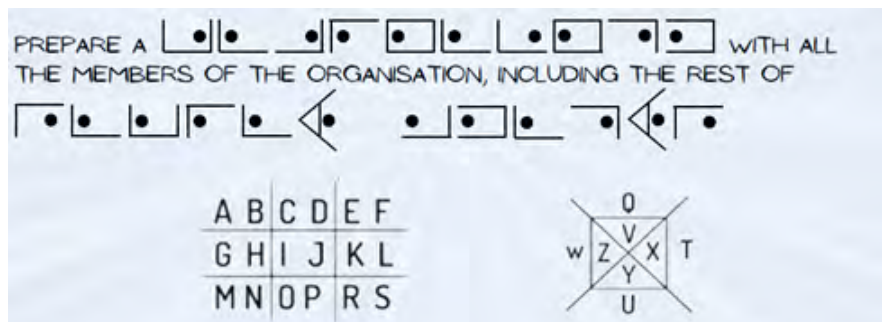
To remember the SAs to take evidence from the activity (such as photographs and testimonials from the participants.)

Coordinator's notes:

Description:

Now, it is the moment to challenge the SAs to reflect on how the activities were developed. But, first, a coded message, not to forget the projects narrative.

“Prepare a _____ with all the members of the organization, including the rest of _____.”



After solving the coded message, the SAs will know what to do. (The solutions are: DEBRIEFING and SECRET AGENTS).

Materials:

A computer, the SAS

Comments & Recommendations:

The secret messages can be translated to the national languages.

Coordinator's notes:

Description:

The 4th activity is the moment for each SA to self-reflect and self-evaluate, considering the following questions:

- *How was during this month your personal involvement and how is it now?*
- *How was the cooperation in the group during this month?*
- *How was the cooperation with the coordinator during this month?*
- *How was during this month your general well-being and how is it now?*

The questions will appear on the WPG platform, to be answered there directly.

Materials:

A computer, the SAS

Comments & Recommendations:

This personal moment can be prepared in advance, by giving the questions and the time for self-reflection. For instance, a quiet room, the first draft on the SAS (Scrapbooks) before submitting, a pleasant talk with the coordinator.

Coordinator's notes:

Description:

The mission is about communicating to others without using words: a gesture, a look, a sound, for the infiltrated don't decode the messages between Special Agents. The challenge is to use Colours to transmit messages using a Secret Colour Code (as follows), as discreet as possible.

LEAVE ME
ALONE (RED)

I AM AVAILABLE
(GREEN)

TODAY I AM
WORKING IN A
TEAM (PINK)

I AM SUPER
BUSY (YELLOW)

I NEED
HELP/SUPPORT
(BLUE)

I AM ON A
MISSION
(BROWN)

The mission is to wear a piece of clothing corresponding with the message the SA wishes to send, that only the coordinator and the rest of the F.R.E.E.'s team will be able to understand and help, in case it is necessary.

Materials:

Pieces of clothes of the mentioned colours

Coordinator's notes:

Description:

The 2nd mission is about looking back at the time spent at the F.R.E.E. organisation and to make some reflection of it. The SA are invited to recall experiences, learnings, feelings... and then picture themselves in this organisation in terms of integration, learning opportunities, self-realization.... Then, to try and predict the future: which goals to achieve, dreams to come true.

The challenge is to present all this in a very creative way, using pictures and videos of the missions accomplished, combining creativity and digital tools.

Materials:

Database of pictures/videos, a computer, digital programs...

Comments & Recommendations:

When the internship begins, tell the SA to take pictures and videos of their missions (and other moments at the F.R.E.E organization), as they will be very useful at this point.

To make sure the SA have enough knowledge to use digital tools and achieve a pleasant final product.

To prepare a moment for the Sharing moment among SA (and the organisation staff if meaningful).

Coordinator's notes:

Description:

This mission, in between face-to-face missions in “the real world” is about choosing 5 key words from a given list that represent the missions already carried out. This list of words is presented in the WPG platform and will mention: How many have activities were there, what objective(s) did each one pursue, where they had been carried out, were the activities carried out alongside with another SA?...

Once the keywords are chosen, the coordinator will prepare a Secret Agent’s Meeting for everyone to share the different stories, missions and achievements!

Materials:

A computer, the WPG platform, access to internet

Coordinator's notes:

Description:

This Mission is divided in 3 steps:

1. The coordinator can make a short presentation/activity about Burnout to the SA (using the content presented in the WPG platform slides).
2. The challenge to the SA is to recover the information about Burnout that has been stolen from the platform. While others are trying to recover this information, the SAs can help by completing the missing parts from the given text (using what they remember from the coordinator's presentation about Burnout).
3. The solutions are Slide 1 - organisations, assessment and risks; Slide 2 - conditions, causes, inform, consequences and skills. Slide 3 - balance, aware, development and priorities.

Materials:

A computer, the WPG platform, access to internet

Comments & Recommendations:

To make sure the presentation is interesting and appealing enough to get the SAs motivated, curious and eager to learn (and able to remember enough to do the Drag & Drop online challenge).

Coordinator's notes:

Description:

This Mission is divided in 3 steps.

1. The aim of this activity is to check visually how this 5th month of the internship programme has been for each SA. So, the SAs are invited to draw a tree or a flower, using the colours given in the list (below) that match a certain feeling/state of mind.

The SA will start by colouring the roots of the tree or the flower (which, symbolically, will be the first week of this month) and culminating in the highest branches of the tree or the petals of the flower (which will symbolise the last week of this month). Comments and explanations can be added to the drawing. Once, finished, it must be scanned and uploaded to the platform. The List of options is:

I have felt enthusiastic (orange).

I have felt uninterested (pink).

I need more time to complete my tasks (red).

I have had my tasks up to date (brown).

I have been motivated (green).

I haven't felt motivated (yellow).

I have felt that I had enough support (blue).

I have felt that I had not enough support (black).

2. The SA are given some statements they must rate on a scale of 0 to 6, with 0 being "do not agree at all" and 6 being "completely agree". The statements relate to the professional and personal experiences of the past month within the internship programme.

The work/assignments I have carried out are in accordance with what I expected.

I was able to adapt myself to unpredictable situations.

I was willing to work/do the tasks in a proactive way.

I have received sufficient help from the coordinator.

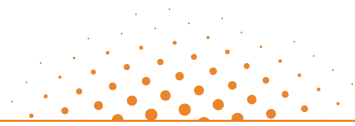
3. The final evaluation task is to complete the table that appears on the slide with the report of missions and tasks that were carried out during month 5. The SA must remember to highlight anything they consider important for the coordinator to know, as briefly as possible. The items to be filled are:

Missions and its objectives

Actions (developments of the missions)

What I have learnt

Graphic materials (pictures, videos, documents)

**Materials:**

A computer, the WPG platform, access to internet

Comments & Recommendations:

To follow up closely each intern/SA to help and assist in this final and important mission of self evaluation.

Coordinator's notes:

Description:

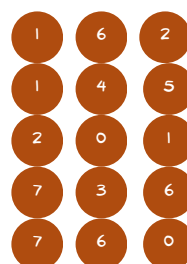
This Mission is divided in 3 steps:

1. Entering the last month of the program, the SA will be challenged to reflect on the progress each of them has made since the beginning of the journey. The SA must go back to the presentation done in the mission "What Do I Do?" (I.2.1), in which they shared the reasons for choosing this profession and the vision of the professional future they aspired to be.

This mission is an invitation to the SA to analyse the evolution of their perspectives and aspirations from that initial presentation to the present day, as an opportunity to measure progress, celebrate successes, identify challenges overcome and, perhaps most importantly, reassess and adjust the personal future goals based on the experience gained.

2. However, that document has been stolen by hackers (again) and must be recovered through the unlocking of a Code.

ONE NUMBER IS CORRECT AND WELL PLACED
ONE NUMBER IS CORRECT AND WRONG PLACED
TWO NUMBERS ARE CORRECT AND WRONG PLACED
NOTHING IS CORRECT
ONE NUMBER IS CORRECT AND WRONG PLACED



3. Once the document is recovered and the reflection work done by each SA, there will be a joint moment to share and give feedback.

More than an exercise, the SA must face this mission as a celebration of their development and a step towards the future they want to build. This mission is a bridge between the Agents they were at the beginning of the program and the Agents they are becoming.

Materials:

The presentation of Mission 2.1, notes from the SAS, a computer or other analogical materials

Comments & Recommendations:

The coordinators must encourage the SA to dedicate time to preparing the presentations, exploring the personal experiences and growth in depth.

Afterwards, in the sharing moment, the SA must be encouraged as well to participate actively, sharing insights and giving out mutual support.

Description:

During the program, many pictures and videos were taken while the SA were developing tasks and missions, in the organization or with external organisations. Now is the time to document and share all these actions, contributions and learnings.

The next challenging activity is to collect all the reports and pictures/videos each SA has uploaded to the platform and create a portfolio about the F.R.E.E. missions and experiences.

Materials:

Reports, pictures and videos, notes from the SAS, a computer...

Comments & Recommendations:

It is important for each SA to highlight not only the tasks carried out, but also the results achieved, lessons learned and suggestions for future improvements.

To remember the SA be clear, objective and honest in all their communications, as each portfolio will be a valuable source of information and reflection, demonstrating professionalism, commitment and positive impact.

Coordinator's notes:

Description:

The current mission is the filling of a questionnaire related to the experience within the F.R.E.E. organisation.

- *Do you consider that the internship programme was well organised (information, meeting deadlines, activities carried out, etc.)? (Yes / No)*
- *Do you feel that there has been an adequate mix of theory and practical application within the programme? (Yes / No)*
- *Do you consider that the distribution of activities in the time available for the development of the program has been effective? (Yes / No)*
- *Do you consider that the characteristics of the online platform hosting the programme have been adequate (accessibility, interactivity, usability...)? (Yes / No)*
- *What concepts would you use to describe your performance during this program (Careful attitude, high or low involvement, efficient, excellent...)?*
- *Write down the strong points of this program.*
- *Write down the points to be improved in following programs.*
- *Do you consider that this programme has favoured your personal development? (Yes / No)*
- *Do you have any additional comments or suggestions to make on the quality of the program?*

Materials:

Questionnaires (in Google Form or paper)

Coordinator's notes:

Description:

Now is the time for acknowledgement of the SA path for that last six months in the F.R.E.E. organisation: a certificate will be issued to prove all the achievements and learning outcomes (and as a reminder of the need for action and change in the world).

And a party, of course!

Materials:

Certificates, snacks and drinks, decorations (optional)

Comments & Recommendations:

This moment both of celebration, acknowledging and farewell can be seen as a party, more or less formal or informal, inviting all the staff and other stakeholders involved in the program.

Coordinator's notes:

LIST OF RESOURCES

In order to apply this methodology, each organization needs the following **materials/equipment/spaces**:

- access to internet
- computers (for interns to use, if needed)
- working space/ meeting space
- working materials (papers, pens, post-its, markers, etc.)
- printers or access to printing (for materials, Scrapbooks, Certificates, etc.)
- any other materials for the miniprojects or other activities implemented by the interns

Other types of materials/tools are also presented here, as useful tools for the implementation of this methodology:

- Artificial Intelligence can give some contribution to the brainstorming of ideas for actions and activities.
- Canva is a powerful tool to present visual contents (activity plans, presentations, photo albums, badges, certificates, Scrapbooks, etc.).
- Google shared files allow offline communication and collaborative work between interns themselves and the coordinator, also for the NGO's memory of internships).
- Personal Google files allow the keeping of work evidences needed for presentations, reports and other documents.



3.5 MINIPROJECTS

Mini Projects – From Learning to Professional Practice

In the WPG Gamified Internship Program, each intern's journey (individually or in teams) culminates in the creation and implementation of a mini project — a professional and community-oriented initiative designed and led by the interns themselves. These projects are more than just end-of-program assignments; they represent the ultimate opportunity for participants to apply the professional skills, sector-specific knowledge, and values developed throughout the six months of training and practice.

Mini projects follow the WPG's gamified approach, blending creativity, technical competence, and social responsibility in real-life professional contexts. They are guided by three core principles:

- **Relevance** – addressing a concrete need or challenge in the community or professional environment.
- **Collaboration** – engaging peers, mentors, professionals, and community stakeholders in the planning and execution.
- **Impact** – generating tangible, measurable outcomes that benefit the target group and contribute to sustainable change.

Through this process, interns strengthen key competencies such as project management, communication, adaptability, teamwork, and leadership, while gaining first-hand experience in designing and delivering solutions with real impact. The mini project becomes both a personal milestone and a professional portfolio piece, supporting each intern's growth and employability.

The mini projects implemented under the Gamified Internship Program in the 4 partner countries were:

- Culture and Handicrafts for Inclusion
- Fight Against Racism and Discrimination
- Love Life 2.0 – Online Psychoeducational Workshops
- Love Life 2.0 – Personal development workshops in the community
- A Cycle That Never Ends
- Volleyball: Inclusive Match
- Supporting Community XXI: Discovering the City, Building Community



“Language Café - drink coffee and say what you want” is a series of meetings held since October 2024 in Lublin – a city of students, where many international students live and study. The city's international character inspired the organization of events based on language and cultural exchange.

The meetings were informal and relaxed – participants spoke primarily in English and Spanish, participated in team-building and language games, and also learned the basics of Spanish in workshops.

During some events participants prepared traditional dishes or snacks from various countries together. There was also an intercultural evening, during which elements of different cultures were shared in a creative and friendly way.

Language cafes take place every week on Mondays in the “Prusa2” youth space.



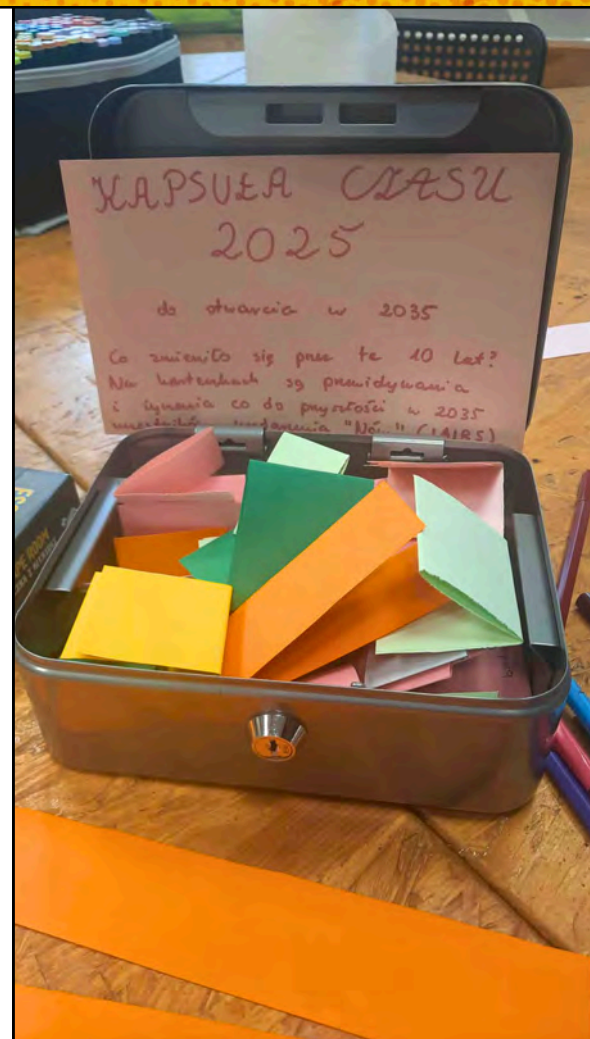


As part of the mini-project “NÓW”, a week-long series of cultural and educational events was carried out, aimed at young people and adults. The inspiration was the symbolism of the new moon – a time conducive to new beginnings, changes and reflection.

The events included:

- creative workshops “painting the future”,
- lectures and discussions on freedom and changing the world in youth literature and games,
- zine-making workshops,
- meeting with a mental health specialist on coping with change,
- symbolic closing of a time capsule.

Project goals: creating a safe space for expressing emotions and reflection, stimulating participants' creativity and social engagement, supporting mental health and self-awareness in the context of change, integrating the community around the topics of development and freedom.



Results:

- creation of collective art work and zines created by participants,
- integration of the local community around the values of development and empathy,
- creating a time capsule as a symbolic summary and reference point for the future.

MINIPROJECT "CULTURE AND HANDICRAFTS FOR INCLUSION"

One group of interns from ASPAYM CyL designed this miniproject in Valladolid, whose main purpose was to promote the inclusion and empowerment of people with disabilities through gamified recreational activities in handicrafts and culture, thus generating greater social awareness and active participation of people with disabilities in their community.

The specific objectives of this miniproject were:

- Promote personal autonomy and social inclusion of people with disabilities through inclusive culture and handicrafts.
- Encourage social interaction through adapted recreational activities.
- Raise awareness in the community about the reality of people with disabilities through shared experiences.

The activities carried out in this miniproject were the following:

- Visit to the Interpretation Centre "Tiedra de Lavanda": the participants learnt about the culture of the Castilian people in the Interpretation Centre "Tiedra de Lavanda", as well as the processes of artisan elaboration of different products - plaiting plants, creation of soaps, etc. This is the first Interpretation Centre dedicated to the world of lavender, so the participants took a guided tour not only through the Centre, but also through the varieties of lavender, the places and cultivation methods to learn how the aromas are extracted, or the presence in our culture and customs throughout history; this Centre is a building attached to the distillery, dedicated to the extraction of essential oils that is in the vicinity of extensive plantations of lavender, counting, also in its installation, with a test field of lavender varieties. Therefore, participants also visited their shop, which sells dried flowers, soaps, sachets, bouquets, essential oils and handicrafts in general.
- Adapted Workshop on handicrafts and culture of the area: after the guided tour of the Interpretation Centre, the participants did a workshop adapted to people with and without disabilities there, immersing themselves in the culture of the area, learning about the history of lavender in the area and its demand (as well as the products derived from it), making handicrafts, soaps, etc.



MINIPROJECT "FIGHT AGAINST RACISM AND DISCRIMINATION"

Another group of interns from ASPAYM CyL designed this miniproject in Valladolid, whose main purpose was to strengthen the critical awareness and commitment of youth people and youth workers, in particular, and of adults from Valladolid, in general, to racism and discrimination through structured and innovative workshops with a participatory approach.

The specific objectives of this miniproject were:

- Designing and implementing workshops on racism and discrimination with clear structure, educational goals and active participation.
- Incorporating digital tools, playful dynamics and gamification techniques to facilitate learning about diversity and inclusion.
- Promoting awareness-raising campaigns to make discrimination visible and encourage community reflection.
- Training youth workers in intersectional approaches and inclusive and non-formal educational methodologies.

The activities carried out in this miniproject were cineforum sessions and designing of Escape Boxes, as follows:

- Session 1: The participants watched the film "Untouchable" and then talked about the importance of respect and non-discrimination - that is, there was a part of reflection and sharing of ideas. Afterwards, the participants started to design Escape Boxes related to the fight against discrimination.



- Session 2: The participants watched the film "Chinas" and then talked about gender violence and migration, as ways of discrimination - that is, there was a part of discussion/reflection and sharing of ideas. Afterwards, the participants started to design Escape Boxes related to the fight against violence.
- Session 3: The participants finished the design and elaboration of the Escape Boxes.

MINIPROJECT "LOVE LIFE 2.0: PERSONAL DEVELOPMENT WORKSHOPS IN THE COMMUNITY"

GAMMA INSTITUTE

The physical internship project was attended by graduates of the couple and family psychotherapy training school, who wish to develop their skills and identity as psychotherapists. To achieve this goal, we worked in group, but also through one-on-one communication with the mentor, to develop professional skills, the ability of promoting the image of a therapist, preparing and deliver trainings.

Every intern has chosen a target group of people who are facing a certain problem or have a certain need, with whom they want to work. Then they researched the respective topic, prepared a workshop that they initially held in the intern group. After receiving feedback from colleagues and from the mentor, they improved the workshop, promoted it and held it with an audience.

The following workshops were held:

Workshop 1 - *Mourning - Incursion into the world of loss*

This workshop was prepared for people who have lost a loved one or are in the process of mourning and aimed to provide a space where people feel safe to open and to share their emotional experiences, to receive support and understanding. The participants showed curiosity, were open and eager to work on exercises both individually and in a team, they opened up more as the workshop progressed.

Workshop 2 - *Life between ONline and OFFline - finding digital balance*

This workshop was designed for adults who are struggling with internet and social media addiction. The information provided and practical exercises aroused the interest of the participants, who had moments of awareness and they left with useful tools that can help them to manage the time spent on the internet and social media networks.

Workshop 3 - *Spiritual Life Matters*

This workshop had the purpose to develop spiritual intelligence and to raise awareness toward its benefits. It is part of the series The Post-Modern Young Man in Search of the Soul and aroused the participants' interest in aspects related to spirituality and spiritual practices.

Workshop 4 - *Postnatal Depression in the Digital Age: Couple Challenges*

The workshop was prepared for parents that are facing emotional and relational challenges after the birth of their child. The activities were interactive, participants were involved in open discussions, and the safe space facilitated the sharing of personal experiences. There were moments of deep reflection and expression of empathy between the participants.

MINIPROJECT "LOVE LIFE 2.0: PERSONAL DEVELOPMENT WORKSHOPS IN THE COMMUNITY" GAMMA INSTITUTE

Workshop 5 - *Managing Emotions and Building Resilience in Cancer*

This was a psycho-oncology workshop for people facing a cancer diagnosis and for relatives of people with cancer. The specialized information provided and the well-chosen practical exercises responded to the needs and concerns of the participants. The techniques and tools offered can be immediately applied in their personal or professional lives. The safe and supportive atmosphere helped the participants feel listened, understood and encouraged to express themselves openly. They felt connected to each other and felt that they were not alone in their difficulties.

Workshop 6 - *The complete map of sexuality – beyond stereotypes and taboos*

This interdisciplinary workshop was designed for young people and aimed to provide them a complete vision of sexuality, not just as an act, but as an essential human dimension: bodily, psychological, spiritual, historical and cultural.



MINIPROJECT "LOVE LIFE 2.0: ONLINE PSYCHOEDUCATIONAL WORKSHOPS"

GAMMA INSTITUTE

The main purpose of this project was to create a community of professionals who have specific skills, appropriate to the needs of the Gamma community and who attract new participants to the community, but also to promote the Gamma spirit in the communities to which they belong. Gamma spirit revolves around values as love, support, education, health, affection, commitment.

Some of the more specific objectives carried out by the interns were:

- To bring the quality of the therapeutic act to the communities they are part of;
- Maintaining Gamma's quality standards in terms of therapeutic intervention;
- To create a community of support and growth for beginner therapists;
- To promote identity values in response to observations of community needs – love, support, affection.

This project was implemented mainly online, with graduates from The Systemic School of therapy, from various communities in Romania. Their activities were carried online but also physical in some other big cities of Romania. A series of 10 workshops were carried on, free of charge for all the people interested in personal development, mental health and wellbeing, youth and adults, as it follows:

Workshop 1 - *Attachments & Relationships: How do you connect with others?*

This online workshop was intended for people who wanted to get to know each other better, learning their own attachment style and how to have a secure attachment. Participants learned to recognize their real emotional needs and accept vulnerability as a natural part of life, essential for connections in relationships.

Workshop 2 - *Together, but alone!*

The online workshop was intended for couples and families in a period of transition or difficulty, parents who wanted to find balance in family life, as well as anyone interested in improving couple or family relationships. It is ideal for those who want to apply practical solutions and techniques of reconnection in their daily lives. The objectives of the workshop were related to understanding the concept of balance in relationships, applying communication and reconnection techniques and transforming difficulties into opportunities for growth.

Workshop 3, 4 - *Adventures through the world of emotions* - physical – Cluj

This workshop was intended for preschool children in order to familiarize them with the emotional world through therapeutic storytelling, but also through other specific materials: leaflet with emotional regulation techniques, emotions cards and coloring

MINIPROJECT "LOVE LIFE 2.0: ONLINE PSYCHOEDUCATIONAL WORKSHOPS"

GAMMA INSTITUTE

sheet. The main objectives were: developing the capacity for emotional expression through stories and games, increasing the ability to identify and manage emotions and creating a safe space for expressing and validating children's emotions. Two activities were held with two groups of preschoolers of the same kindergarten.

Workshop 5 - Adventures through the world of emotions - physical – Cluj – public promoted event

This workshop was similar to the ones above (3,4), with the difference that this time the participants were invited through an open-call.

Workshop 6 - *Mapping my system* – physical event – Braşov

This was an Art-therapy workshop for Adolescents (14-18 years old) that had the following objectives: Exploring identity and relationships – Participants will reflect on how they define themselves and how they are influenced by the systems they are part of (family, friends, school, society) and Exercising non-verbal expression of emotions and dynamics in relationships – Adolescents have used a sculpture as a mean of symbolic communication to represent aspects of their identity and relationships in a visual and tactile way.

Workshop 7 - *Contours of the Self* - physical – Braşov

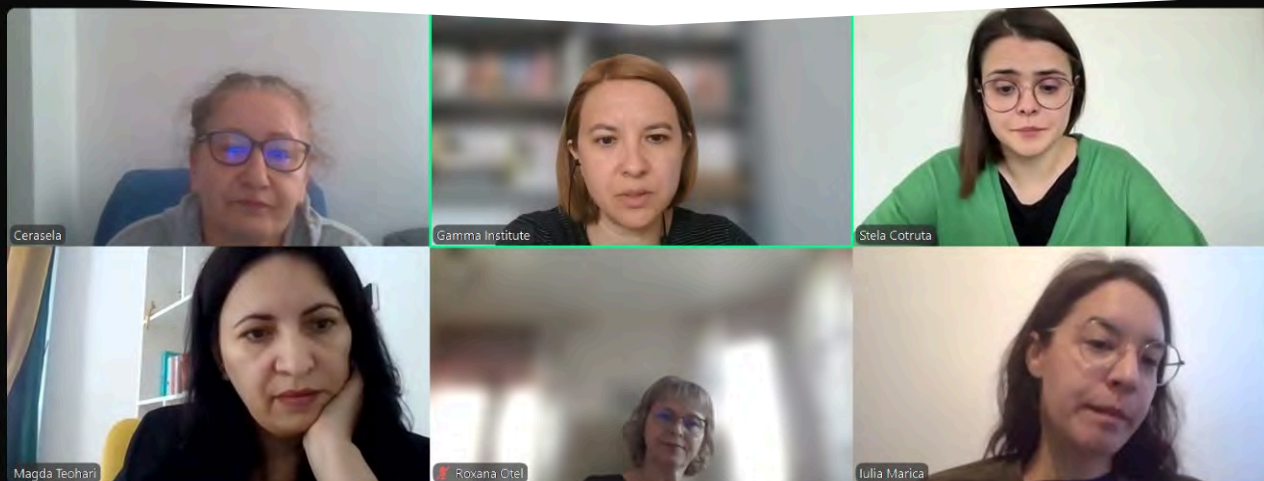
This was also an Art-therapy workshop for Adolescents (14-18 years old) that had the following objectives: To be aware of what borders and types of borders are, becoming aware of how the self-contour/boundaries interact with the world around them and to practice healthy boundaries.

Workshop 8 - *How to get over a divorce*

This was an online workshop for people facing a divorce, its objectives were: To find the necessary tools to overcome the event in a healthy way, to achieve clarity for their intentions towards the relationship: reparation or separation and not to amplify a conflict. This was designed for adults, even if parenting information were involved.

Workshop 9 - *You don't understand me*

This was an interactive online workshop planned for teenager - parent dyads, with the aim of reconnecting and facilitating a better relationship between them. The workshop approached differences between communication styles, dealing with conflicts and reconciliation.



Workshop 10 - When the Mind Is Not Silent: Talking to Anxiety

The workshop was an online workshop designed to help participants to befriend their anxiety, to understand when it can be beneficial or, on the contrary, problematic.

The participants were taught techniques for overcoming anxiety, while maintaining a safe space of connection and safety, using practical exercises that will help reduce anxiety.

In the end, the participants received a mini-kit with exercises to manage anxiety for 14 days.

GAMA INSTITUTE
Seria de workshop-uri **Love Life 2.0**

Tu Nu Mă Înțelegi

Părinți și Adolescenți

Online - Zoom

06 iunie 2025, ora 16.00 – 18.00

GRATUIT

Un workshop despre comunicarea matură părinte-adolescent

GAMA INSTITUTE
Seria de workshop-uri **Love Life 2.0**

Când Minte Nu Tace: De vorbă cu Anxietatea

Adulți peste 18 ani

11 iulie 2025, 19:00-20:30

GAMA INSTITUTE
Seria de workshop-uri **Love Life 2.0**

Mapping my SYSTEM

Workshop de dezvoltare personală prin manevrarea lutului

Adolescenți 14-18 ani

9 Aprilie 2025 ora 17.30

Str. Oltului 6, Brașov

2h

GRATUIT

Cine sunt eu cu adevărat?

MINIPROJECT "A CYCLE THAT NEVER ENDS"

ROSTO SOLIDÁRIO

Interns - Students from Escola Superior de Educação do Porto (ESE)

The first group was composed of three students from the School of Education of Porto (ESE Porto), currently pursuing a degree in Social Education. This internship was part of their academic journey, with the main objective of providing practical experience in the context of social intervention and project management within an NGO.

General Objective: to ensure the continuity of the activities developed with the elderly community, preventing the interruption of moments of socialization, well-being, and intergenerational exchange that had become part of the participants' daily lives.

Expected Results: Continuity of the activities with the elderly, maintaining their weekly socialization routines even after the interns' departure. Increased community involvement, through the recruitment of new volunteers committed to the cause. Raised awareness about the importance of active aging, combating isolation and promoting emotional well-being. Creation of a replicable model, allowing this type of initiative to be adapted and implemented in other contexts or communities.

Description: To achieve this goal, the group developed a two-phase strategy:

1. Closure and Reflection: they organized a farewell session with the elderly participants, creating a space for shared memories and collective reflection. This session included: the collection of testimonies and stories about the most significant moments of the project; an assessment of the activities carried out, highlighting successes and identifying challenges overcome during the process; emotional reinforcement of the importance of continuity, emphasizing the social and psychological benefits of these meetings for the elderly.
2. Ensuring Continuity and Legacy: Understanding the need for the project to continue beyond their direct involvement, the interns designed and launched an online awareness campaign, with the following objectives: promote the social impact of the project, showcasing results and positive changes in the lives of the elderly; recruit new volunteers, appealing to the community and to other students or institutions willing to embrace the continuity of the initiative; foster a culture of social responsibility and civic engagement among peers, ensuring that the cycle of care and companionship remains active.

MINIPROJECT II "VOLEYBALL: INCLUSIVE MATCH " ROSTO SOLIDÁRIO

Interns - Students from A.E. Arrifana

The second group consisted of four young people in the final phase of the Youth Worker Professional Course at the Agrupamento de Escolas de Arrifana. Although their internship did not take place directly with Rosto Solidário, the association played an active role in coordinating and monitoring the process, in partnership with APROJ – Youth Promotion Association.

General Objective: To foster social inclusion through sport, promoting positive interaction between young athletes and citizens with disabilities. To create a shared space where sports values, empathy, and cooperation could be experienced in practice.

Specific Objectives: Promote the core values of sport: teamwork, respect, and fair play. Encourage meaningful interaction between young athletes and citizens with disabilities through sports-based activities. Break down social barriers, promoting inclusion and mutual learning.

Target Group: CERCI - an institution that works with citizens with disabilities. For this event, 12 participants attended, accompanied by 3 caretakers. APROJ - a youth sports association that promotes volleyball practice in S. João da Madeira. For this event, 1 coach and 6 young players participated.

Description: To implement this Inclusive Sports Event, the interns carried out the following steps:

1. Preparation: several planning meetings were held between the interns and a representative from Rosto Solidário to structure the activity, define the logistics, and prepare the materials.
2. Event Implementation: the CERCI group arrived accompanied by their caretakers. The participants were welcomed by a Rosto Solidário representative, followed by a warm-up session led by the APROJ volleyball coach. Participants formed pairs, mixing CERCI users and young players when possible, while respecting personal preferences and pre-existing relationships. Each pair practiced simple volleyball exercises using one ball per pair. Water bottles were made available throughout the session to ensure hydration. After the initial activities, there was a break for snacks, prepared by the interns Maria and Lara, with support from Rosto Solidário. The group then returned to the pavilion for a friendly volleyball game. The participants were divided into two mixed teams, each including both young players and CERCI users, promoting teamwork and inclusion on both sides. To conclude, a group photo was taken, and participation certificates were handed out. Participants received additional snacks and water bottles for the journey back. The interns then coordinated the clean-up and closing of the space. Photos were taken throughout the event, and an attendance list was signed.

MINIPROJECT III “SUPPORTING COMMUNITY XXI: “DISCOVERING THE CITY, BUILDING COMMUNITY ”

Interns - Independent Young people

The third group consisted of three young people with a specific interest in social project management and in understanding the internal workings of a non-governmental organization. These participants, who had no formal academic or professional link to the internship, proactively sought out a practical experience with Rosto Solidário, demonstrating initiative and a strong willingness to learn.

General Objective: To support the “Community XXI” project, particularly the activity “Peddy Paper: Getting to Know the City”. To strengthen group cohesion through cultural exploration and team-building, while promoting European values, civic participation, and cultural awareness.

Expected Results: Increased sense of belonging to the local community. Strengthened group cohesion and teamwork skills. Promotion of active citizenship, encouraging the group to remain involved in social and cultural initiatives. Improved knowledge of local culture and historical heritage in Santa Maria da Feira and Porto.

Description: The group organized two Peddy Paper activities, one in Santa Maria da Feira and another in Porto, with the following goals:

- Integrate new members into the Community XXI group.
- Promote teamwork and mutual cooperation through games and challenges.
- Encourage participants to discover the history, culture, and landmarks of the cities where they live and study, addressing the gap in local cultural knowledge.

During the activity, participants solved riddles, answered historical questions, and completed small tasks in a playful, interactive way, allowing them to learn more about their communities while building stronger social bonds.



3.6

GOOD PRACTICES FROM PILOT PHASE

The pilot phase of the WPG Gamified Internship Program across the four partner organizations highlighted several good practices that consistently supported interns' learning, engagement, and professional growth.

1. **Structured onboarding and clear expectations.** All partners emphasized the value of starting with a well-organized introduction to the organization, its mission, and work processes, alongside a clear presentation of the intern's role, goals, and expected outcomes.
2. **Progressive skill development.** Assigning tasks in increasing complexity allowed interns to gradually apply and expand their skills, moving from observation to hands-on activities and eventually independent project work.
3. **Integration into the host organization's team.** Encouraging interns to participate in regular staff meetings, brainstorming sessions, and social activities enhanced their sense of belonging and helped them understand workplace dynamics.
4. **Mentorship and continuous feedback.** Regular one-to-one meetings with a designated mentor ensured that interns received timely guidance, constructive feedback, and encouragement, helping them overcome challenges quickly.
5. **Use of gamification elements to maintain engagement.** Missions, point systems, and recognition badges kept the experience dynamic and motivating, particularly when tied to professional skill milestones.
6. **Opportunities for initiative and creativity.** Allowing interns to design or lead small-scale activities within their placement boosted confidence, initiative, and a sense of ownership over their contributions.
7. **Connection between learning and real-world application.** Linking tasks to concrete organizational needs or community projects reinforced the relevance of interns' work and deepened their professional learning.
8. **Recognition and celebration of achievements.** End-of-program presentations, certificates, and public acknowledgment events provided closure, validated the interns' efforts, and strengthened their professional portfolio.

These good practices proved effective in different organizational contexts and sectors, showing that the WPG gamified methodology can be adapted to a variety of professional environments while maintaining its focus on motivation, learning, and impact.

GOOD PRACTICES FROM THE PILOT PHASE IN ASPAYM CYL

At the beginning, from ASPAYM CyL we tried to involve and motivate the Spanish interns as much as possible, also explaining very well to them that they were going to be an active part of this programme, as this project was going to be a living entity that was going to be nourished by the knowledge, experiences and fresh ideas of all the participants in order to continue growing and improving. That is why, at the very beginning, the project was explained to them in general (objectives, partners, main results, etc.) as well as the way in which the gamified internship programme was going to be developed (through the Moodle platform, which hosted the programme, and also through face-to-face activities and meetings, in addition to the mini-project). Some Spanish interns found it difficult to understand the dynamics of the mini-project, as they thought that it was something that was going to be given to them by the entity for them to simply develop, when the reality was that they themselves had to design it, elaborate it and finally carry it out; when these Spanish interns had a clear idea about this, their effort and tasks started to make more and more sense to them, and each group of interns created a unique and different project.

Motivation throughout the whole process was also a key point, although this was especially so at the beginning of the internship programme, when the young people were more nervous because they had just started this new stage of gaining practical experience and did not know very well the challenges they were going to face in the organisation. Thanks to the work of ASPAYM CyL professionals, who got involved with each intern to the maximum to understand their strengths and points to be improved, their preferences, ideas and work and life purposes, it was possible to foster the personal motivation of each intern, as well as to promote and enable the group cohesion of all during the internship programme.

GOOD PRACTICES FROM THE PILOT PHASE IN IAIRS

As part of the Work Play Grow program, four diverse groups of participants participated in internships and work placements at the IAiRS Foundation:

- cultural animation students,
- high school students completing marketing internships,
- cultural animation and media production students,
- interns from the partner TRACH Foundation studying digital technologies in cultural animation.

A total of 10 people tested the program.

Internship program meetings were primarily of a working nature, with the opportunity to participate in volunteer integration events, which most interns eagerly took advantage of to better understand the team.

The Work Play Grow program was integrated into the daily duties of interns and trainees. Depending on the group, these included:

- supporting the Foundation's business activities (operating machinery, creating graphics),
- working at the Przestrzeń Młodych (Youth Space) at 2 Prusa Street (maintaining the space, organizing meetings and workshops, managing social media),
- implementing design and cultural projects in partnership with the TRACH Foundation.

Working with the platform took place primarily in the office, equipped with a projector and internet access. Some tasks could also be completed remotely, from home, when the interns weren't required to be in the office.

The greatest advantage, according to participants, was the opportunity to complete their own mini-project – it was the practical activities that were the most engaging element of the program.

Challenges cited included:

- technical issues with the computer equipment available in the office (need to be upgraded),
- difficulty maintaining work continuity during interruptions caused by external obligations or absences.

Tips for organizations implementing the program:

- Connect the program to real-world responsibilities – participants learn content better when they see its practical applications in their daily work.
- Take care of equipment and infrastructure – functional computers and stable internet significantly facilitate the completion of tasks on the platform.
- Provide flexibility – the ability to work remotely or at a pace that fits participants' schedules increases the program's effectiveness.

GOOD PRACTICES FROM THE PILOT PHASE IN GAMMA INSTITUTE

The internships piloted in Gamma Institute, both in the physical format and online aimed to provide a framework for experiential learning, by updating and integrating into practical activities the knowledge acquired during the training in Family and Couple Psychotherapy. The interns also developed their skills in promoting themselves as professionals and in shaping their therapeutic identity, by writing self-presentation materials and articles.

One of the targets was to stimulate cooperation and mutual support between the interns and to create a small professional community. The first meeting with the interns created the space to get to know each other. Both the mentor and the interns presented themselves through interactive games, shared aspects about their previous professional experience and the resources they bring to the internship project and that they make available to the team.

When the interns presented information about the kind of clients they want to work and when they held the workshops in demo format, colleagues came up with various suggestions, such as topics that could be included in workshops, bibliographic resources, recent research, ideas for exercises and practical activities. The ability to work effectively in a team was also developed by the fact that each intern received the support of a colleague and one or more volunteers in holding the workshop, sharing the responsibilities between them.

Another way to strengthen the bonds between the interns was to create informal contexts (going out, movie night) in which they could get to know each other better. During the movie night, it was also updated professional knowledge and was stimulated personal development, in order to support the therapeutic identity. We watched a film and then analyzed it from the point of view of the systemic approach and the schools of psychotherapy (e.g., structuralist, transgenerational, narrative, cognitive-behavioral, etc.) studied during the training in Family and Couple Psychotherapy. This was followed by a self-reflection and personal development exercise in which the interns had the opportunity to explore their gifts (abilities) that they can use in the role of therapist, the limiting beliefs that prevent the manifestation of the skills and qualities that make them unique as therapists, and ways to work with them.

Regarding the online format, because of the distance, physical interactions were rarely possible, but the interns were given the opportunity and also they were the first to be considered for the participation in other projects from the organisation, free of charge. There was a certain familiarity with the requests made by Gamma, based on the fact that they were graduates from the Systemic Therapy School, but a new dynamic was created and the time spent together online was really valuable, but also the interaction between the sessions, with the mentor or by themselves and their role as professionals was highly challenged.

GOOD PRACTICES FROM THE PILOT PHASE IN ROSTO SOLIDARIO

The **Platform** served as a space for recording and sharing the activities carried out, allowing participants to access the missions and training content independently; to reflect individually and in groups on their experiences; to monitor their progress; and to access feedback from the Rosto Solidário team.

At the same time, **regular face-to-face group meetings** were held to ensure alignment, clarify doubts, and encourage the sharing of experiences among young people. Whenever possible, the platform's proposals were adapted to the face-to-face context, promoting a practical, relational, and collaborative approach.

The feedback collected from participants was generally very positive and allowed us to identify strengths and areas for improvement. They valued the **hybrid model**, which made the experience more flexible and adapted to the participants' reality; and finally, they considered that the graphic design and narrative of the platform were very motivating, appealing, and distinctive in relation to other training tools.

The **Interns** from the Porto School of Education (Group 1) acted not only as users but also as informal mentors and facilitators, especially with Group 2 (Arrifana School Group), composed of young people with greater difficulties in using digital tools. This **Peer Support** dynamic proved to be extremely positive, allowing for a more inclusive and collaborative learning environment.

GOOD PRACTICES FROM THE PILOT PHASE IN ROSTO SOLIDARIO

The Mini-Projects developed for **three distinct target groups** (senior citizens, individuals with disabilities, and youth), chosen by the interns themselves, demonstrated a close approximation to real scenarios that the interns may encounter in their professional lives. The WPG project methodology facilitated these choices and enabled practical application through a straightforward step-by-step program, supported continuously by RS staff and enhanced by peer-to-peer collaboration.

One of the mini-projects focused on promoting a series of activities conducted by interns at the Senior Citizen Day Center, enhancing awareness of **intergenerational engagement with the elderly**, which can also be facilitated through volunteering.

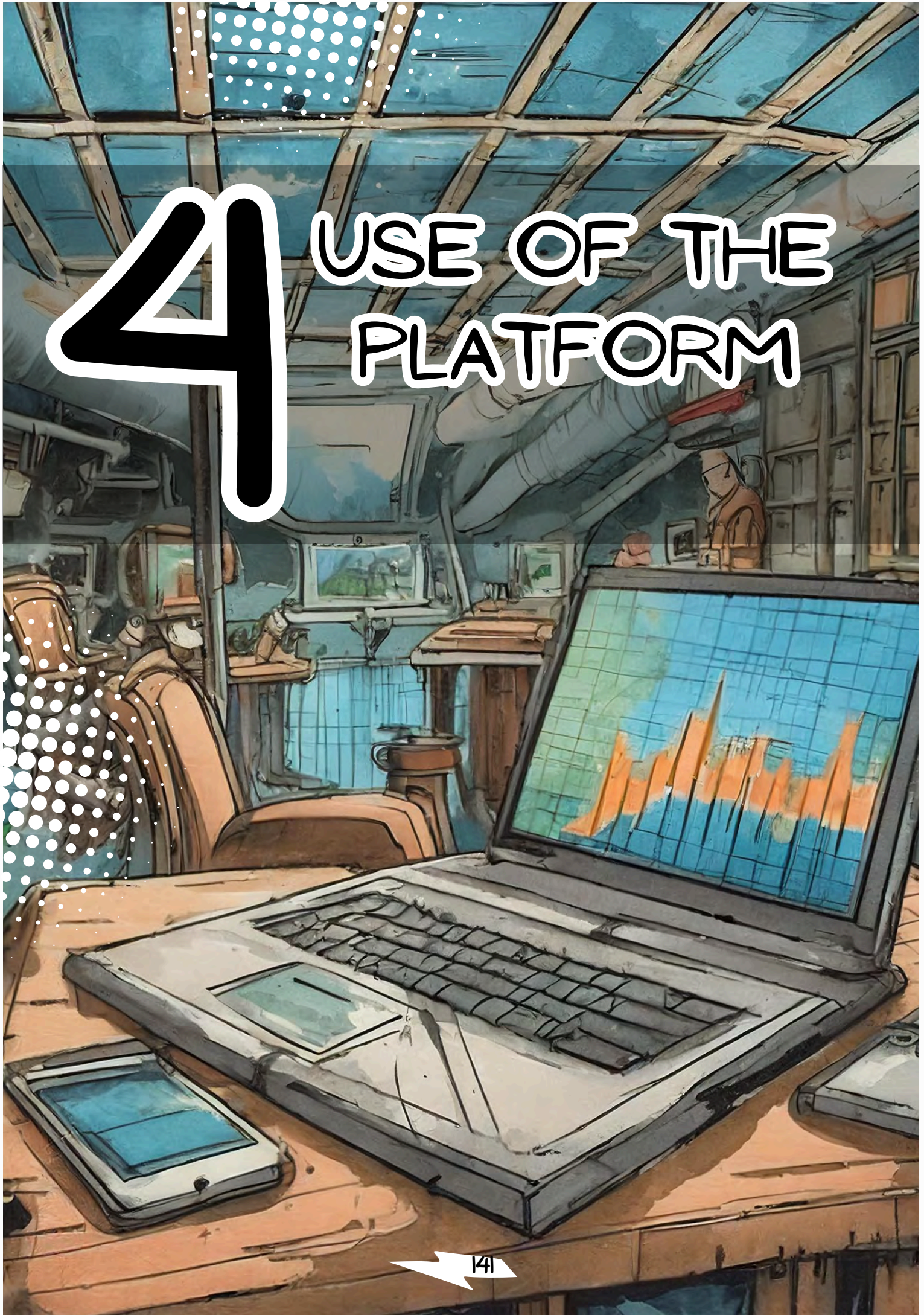
The inclusive volleyball game also heightened awareness of the genuine inclusion of individuals with disabilities, showcasing sport as a significant opportunity by facilitating **healthy interactions between young people and adults, both with and without disabilities**.

The peddy paper facilitated **interaction among young individuals from diverse backgrounds**, including Portuguese university students and European volunteers, as they explored culture and an iconic city, thereby reinforcing bonds of international coexistence.

The anticipated results were assured by the conclusion of the six-month period:

- Enhanced sense of belonging to the local community.
- Enhanced group cohesion and teamwork abilities.
- Promotion of active citizenship, fostering the group's continued engagement in social and cultural initiatives.

4 USE OF THE PLATFORM



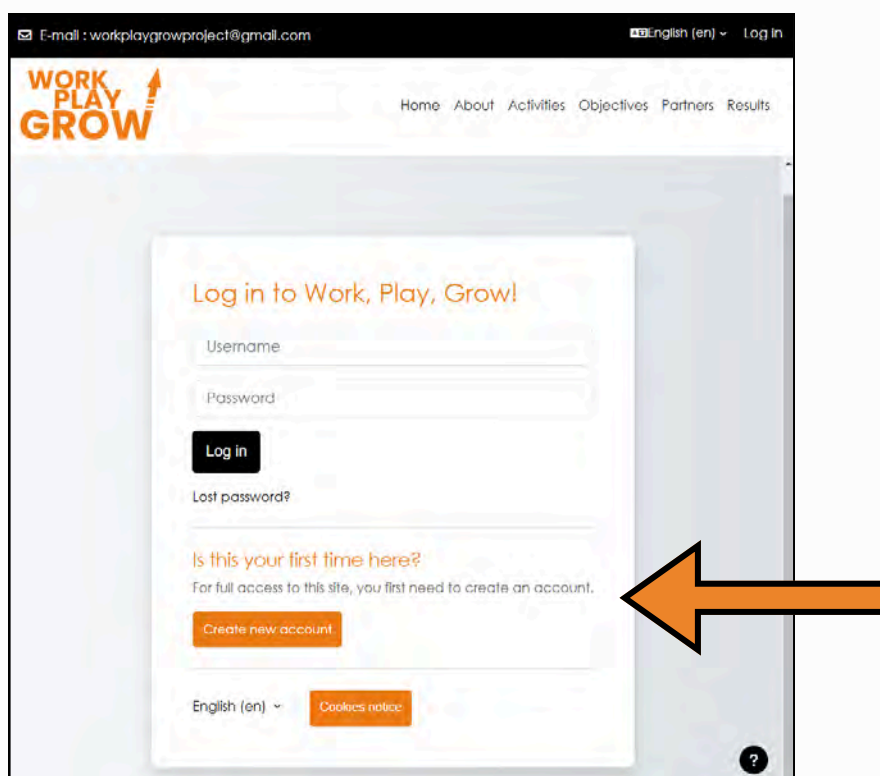
4.1 HOW TO CREATE AND MANAGE THE ACCOUNTS

Moodle is a learning platform designed to provide educators, administrators and students with a single, robust and secure integrated system for creating personalised learning environments. It has WCAG 2.1 Level AA Accreditation. The Moodle platform provides a set of learner-centred tools and collaborative learning environments that empower both teaching and learning, while at the same time allowing teachers (and educators) to customise their courses according to their preferred methods. Moodle is free, Open Source software, licensed under the GNU General Public License.

HOW TO CREATE AN ACCOUNT:

In the framework of the “Work, Play, Grow!” project, a Gamified Internship Programme and a Gamified Volunteering Programme have been created, both hosted on the Moodle platform, in different courses corresponding to each of the 5 languages of the consortium (English, Romanian, Portuguese, Spanish and Polish). The first step to register on the Moodle platform and, thus, to start taking part in any of the 2 Programmes mentioned above is to access it through the following link: <https://workplaygrow.eplusproject.eu/login/index.php>

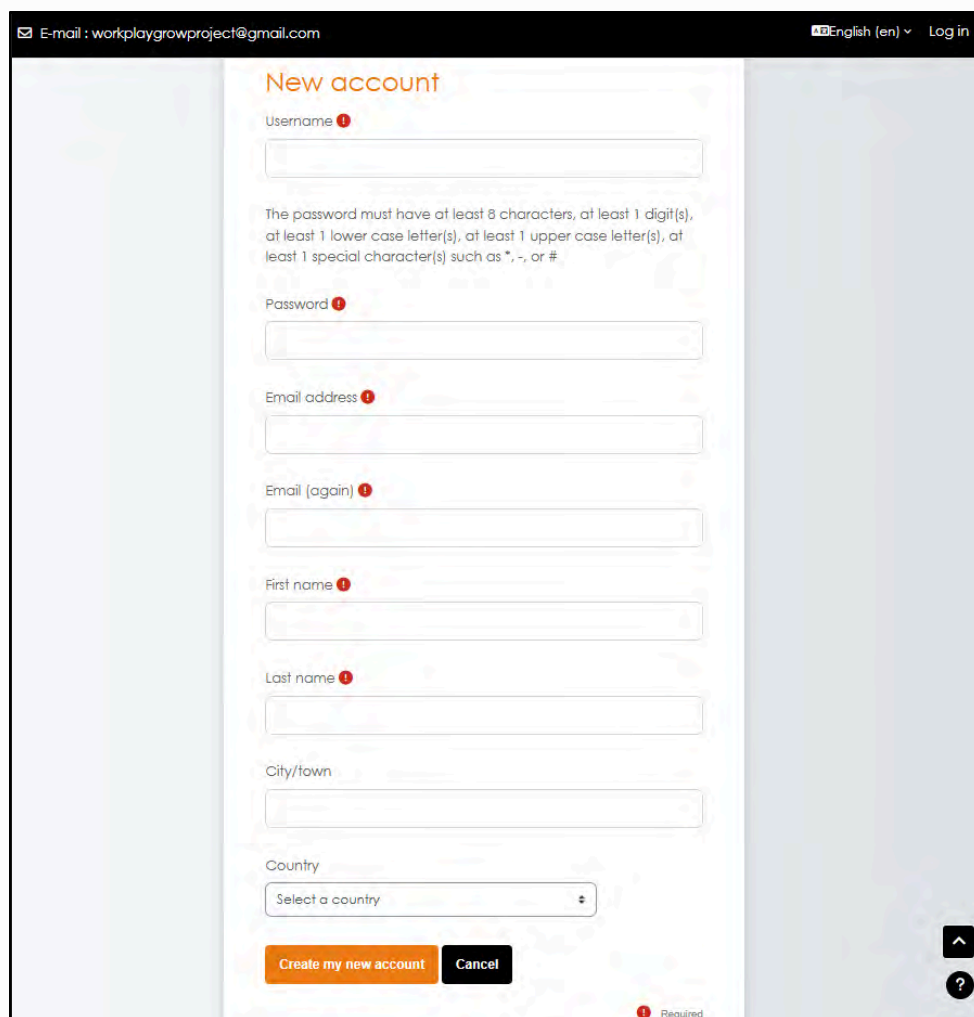
In that webpage, it can be readen a text that says *“Is this your first time here? For full access to this site, you first need to create an account”* and you must click just below that text, where it says *“Create new account”*.



The next step is to write the username (it can be your real name or a nickname) and the password that you want, which will be the data you will use to access Moodle, once you create your account. It is important to highlight that the password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as *, -, or #.

Then, you also have to write the email address you want to register with, your name and surname (this time they must be your real ones), as well as the city/town and country you are from.

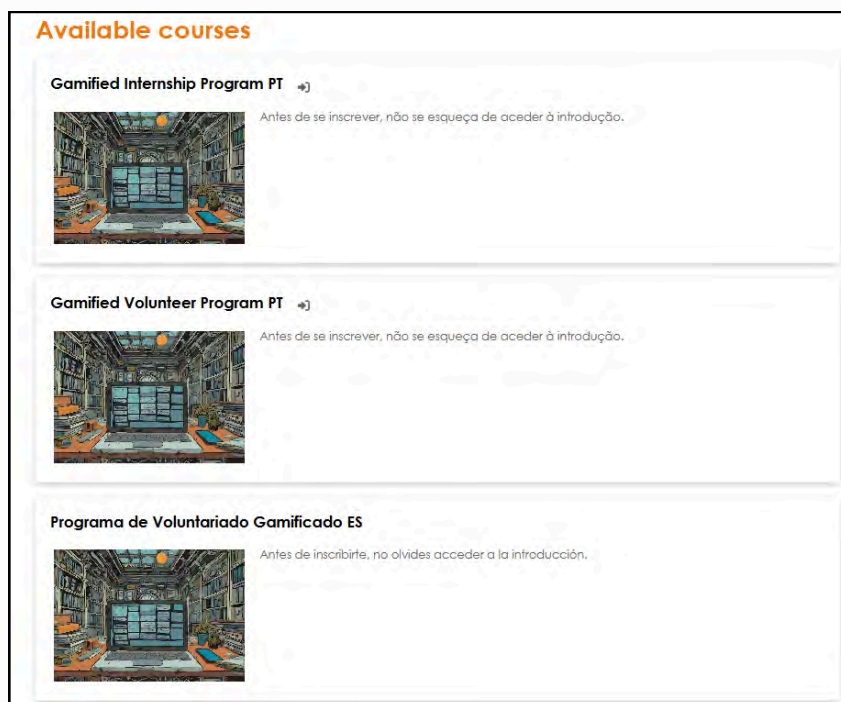
Finally, you have to click on the text that says “*Create my new account*”, which is at the end of that webpage.



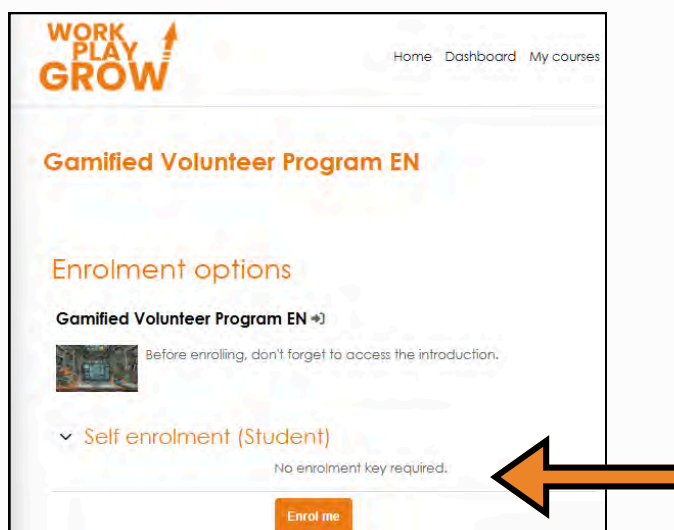
The screenshot shows the 'New account' registration page of a Moodle instance. The page has a dark header with the email 'E-mail : workplaygrowproject@gmail.com' on the left and 'English (en)' and 'Log in' on the right. The main content area is white with a light blue sidebar on the left. The title 'New account' is in orange. Below it, there are several input fields, each with a red 'i' icon indicating a required field: 'Username', 'Password', 'Email address', 'Email (again)', 'First name', 'Last name', 'City/town', and 'Country'. The 'Password' field has a text box below it stating: 'The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as *, -, or #'. At the bottom, there are two buttons: 'Create my new account' (orange) and 'Cancel' (black). A small red 'i' icon with the word 'Required' is at the bottom right of the form area. On the far right, there are two small black buttons: an upward arrow and a question mark.

After this, you will receive an email to the email address you provided when registering, telling you that to properly complete your Moodle registration you must access it through a link that appears in the same email. Click on that link and you will be registered in Moodle.

What's the next step? Browse through the “*Available courses*” (in this case you will find, for example, “*Gamified Internship Programme in English*” or “*Volunteering Programme in Portuguese*”) and click on the one you want to sign up for.



You will then see the “*Enrolment options*” for the course you have selected and, to access and join the course (as it is configured as self enrolment for students), just click on the orange button that says “*Enrol me*”.



WHAT ROLES ARE IN MOODLE:

In Moodle, roles are the set of permissions that are granted to a given user and that are defined beforehand, and each role has a list of permissions, which are the actions that users can perform on the platform. All these permissions can be modified to add or remove permissions that they do not have.

By default from Moodle version 3 onwards the predefined roles are (apart from the platform administrator role):

- Manager.
- Course creator.
- Teacher: people with the role of teacher can do almost anything within a course, including adding or changing activities, and grading participants (students). It should be noted that, by default in Moodle, teachers can assign other users the non-editing teacher role and the student role.
- Teacher without editing permission.
- Student.
- Guest.
- User logged in.
- User logged in on the main page.

The purpose of the roles is to restrict users to certain activities in Moodle, without them having the power to do whatever they want on the platform.

HOW TO MANAGE THE ROLES IN MOODLE:

The management of roles and permissions in Moodle is done as an administrator from the “*Site administration*” section; there, click on “*Users*” and then on “*Permissions*”. Once done, we can select the option “*Define roles*” and there we can create or modify roles, from the first tab: “*Manage Roles*”.

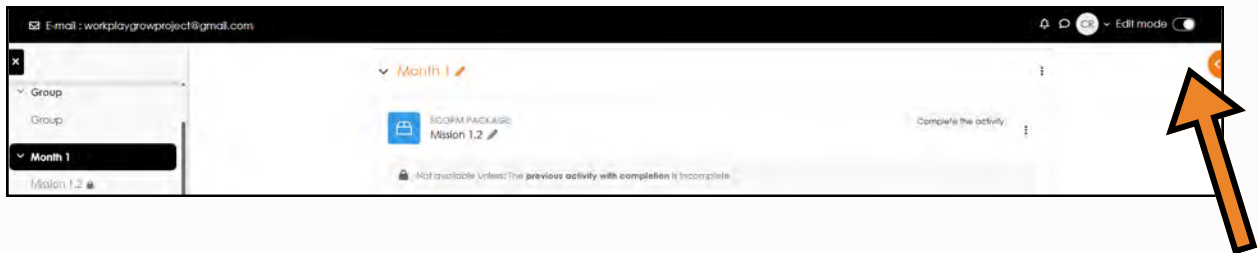
If a person wants to add permissions to certain roles or remove them, for a more detailed management, it is necessary to click on the name of the role in the tab called “*Manage roles*”: there it can be seen all the permissions that the chosen role has, as well as the types of context in which this role can be assigned and the roles that can be assigned, among others. If a person wants to edit these permissions, click on the “*Edit*” button (located at the top) and select or deselect the options to be modified.

HOW TO LOCK/UNLOCK THE ACTIVITIES IN MOODLE

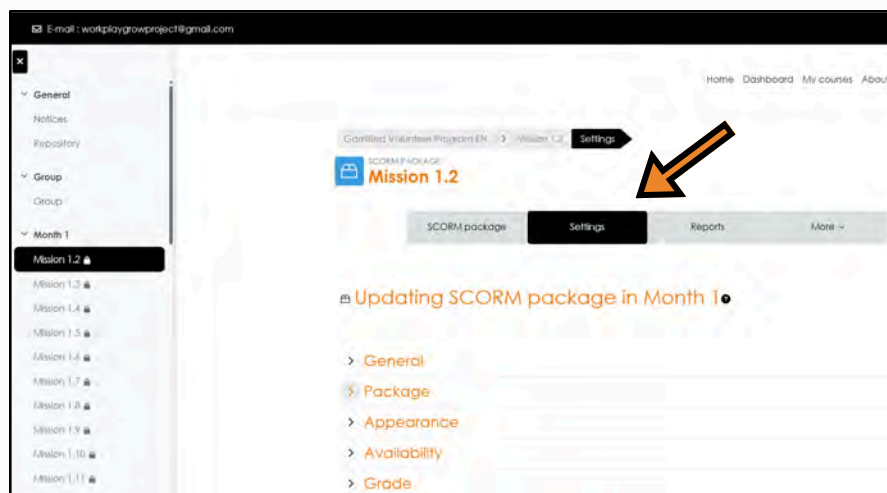
To lock or unlock activities in Moodle, it is used the “Access restrictions” option found in the settings of each activity - the Moodle administrator must enable this option at site level for teachers to be able to use it.

The concrete steps to lock or unlock an activity are as follows:

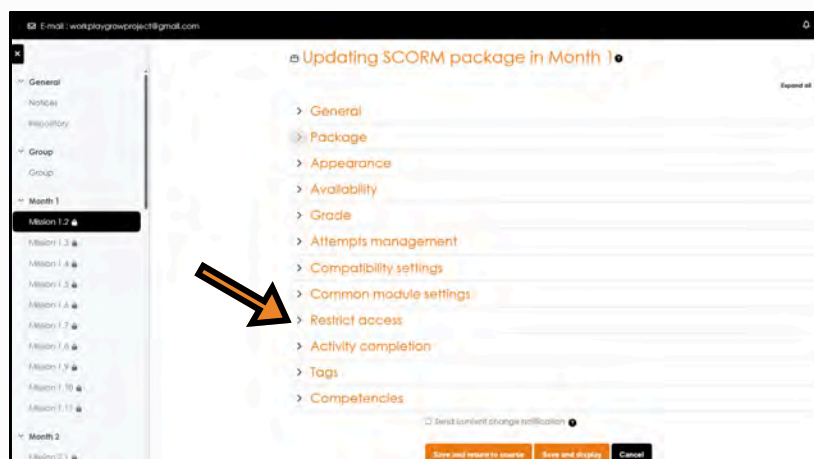
1. Enable editing: if editing is not enabled, click the “Edit mode” button at the top right of the course page.



2. Select the activity: find the activity you want to edit and click on “Settings”.



3. Access access restrictions: select the “Restrict Access” option in the activity settings.

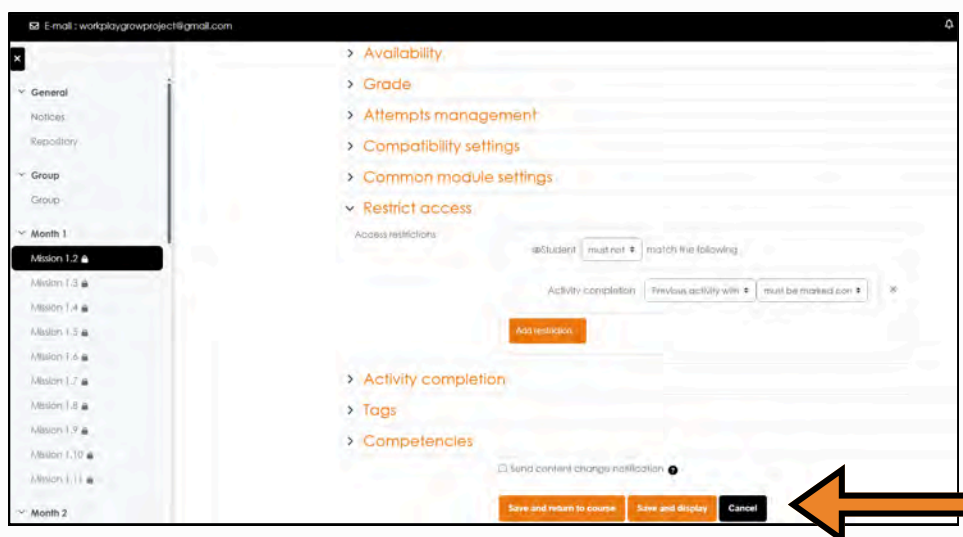


4. Add restrictions: click on “Add restriction” and select the type of restriction you want to apply (for example, date, user profile, group, etc.). Then, you can configure the restriction by defining the parameters of the mentioned restriction (for example, starting/ending date, specific group, etc.).



The screenshot shows the 'Common module settings' section with the 'Restrict access' sub-section expanded. Under 'Access restrictions', there is a configuration area. It starts with a dropdown menu set to 'Student', followed by a 'must not' operator and a 'match the following' label. Below this, there is a table-like structure with two rows: 'Activity completion' and 'Previous activity with', each followed by a 'must be marked con' dropdown. An 'Add restriction...' button is located at the bottom of this configuration area. Below the 'Restrict access' section, the 'Activity completion' section is partially visible.

5. Finally, save changes: click on “Save and display” to apply the restrictions.

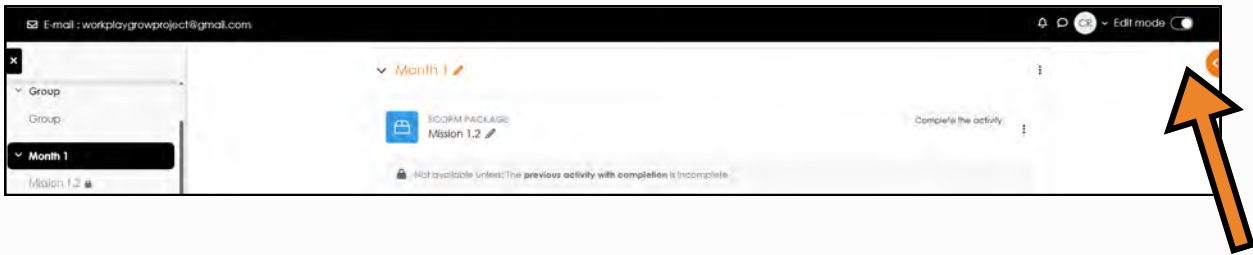


This screenshot shows the full course settings interface. On the left is a sidebar with a tree view containing 'General', 'Group', 'Month 1', and 'Month 2'. 'Month 1' is expanded, showing a list of missions from 1.2 to 1.11. The main content area on the right shows the same 'Restrict access' configuration as the previous screenshot. At the bottom of the main area, there are three buttons: 'Save and return to course', 'Save and display', and 'Cancel'. A large orange arrow points directly to the 'Save and display' button. A checkbox for 'Send content change notification' is also visible above the buttons.

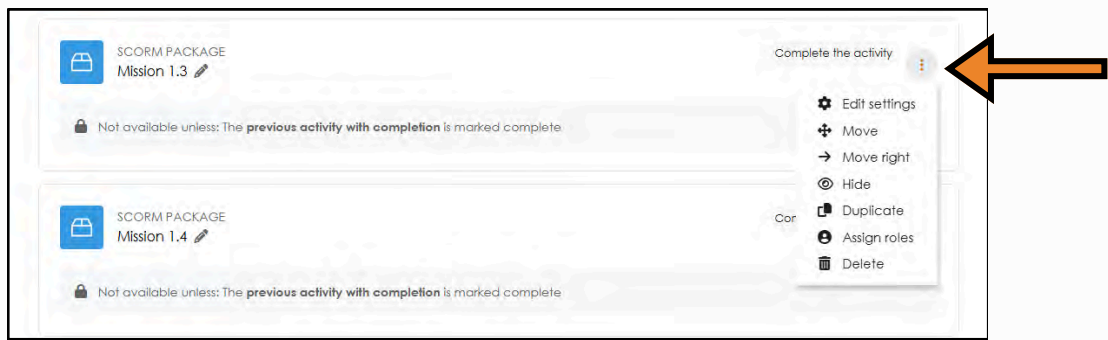
HOW TO SHOW/HIDE THE ACTIVITIES IN MOODLE

The concrete steps to hide an activity in Moodle for participants are as follows:

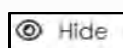
1. Enable editing: if it is not already enabled, click on “Edit mode” button at the top right of the course page.



2. Identify the activity: find the activity you want to hide and click on the activity options, symbolised by 3 horizontal dots.



3. Hide the activity: if the activity is shown to the participants, you will see that there is an icon of an open eye and the option is to hide the mentioned activity. When you click on this icon, a new one will appear, which will be a closed eye - the closed eye icon indicates that the activity is marked as hidden for participants. When an activity is hidden from participants, it also appears a message below the name of the activity that reads “*Hidden from students*”.



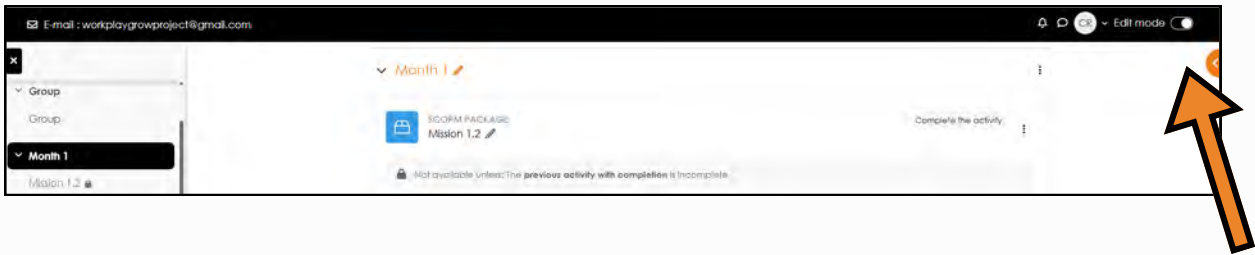
The activity is shown - participants can see it.



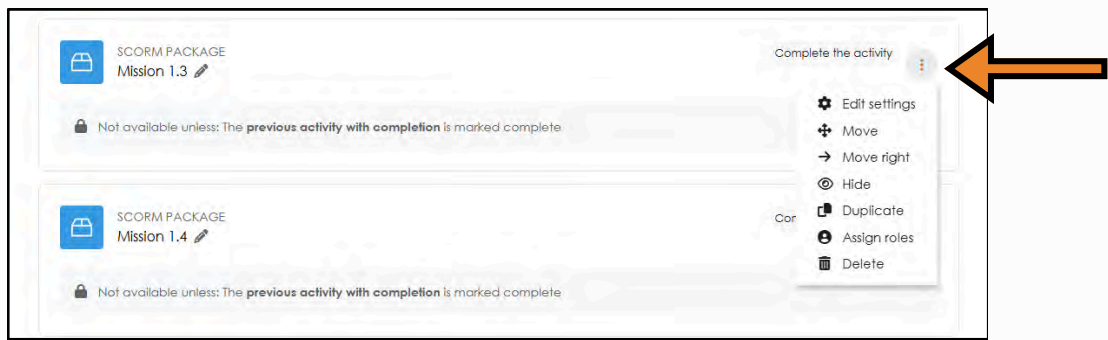
The activity is hidden - participants can't see it.

The steps to show a hidden activity in Moodle are as follows:

1. Enable editing: if it is not already enabled, click on “Edit mode” button at the top right of the course page.



2. Identify the activity: find the hidden activity you want to show to the participants and click on the activity options, symbolised by 3 horizontal dots.



3. Show the activity: if the activity is hidden to the participants, you will see that there is an icon of a closed eye and it also appears a message below the name of the activity that reads “*Hidden from students*”. When you click on the closed eye icon, a new one appears, which will be an open eye - the open eye icon indicates that the activity is marked as shown for participants.



The activity is shown - participants can see it.



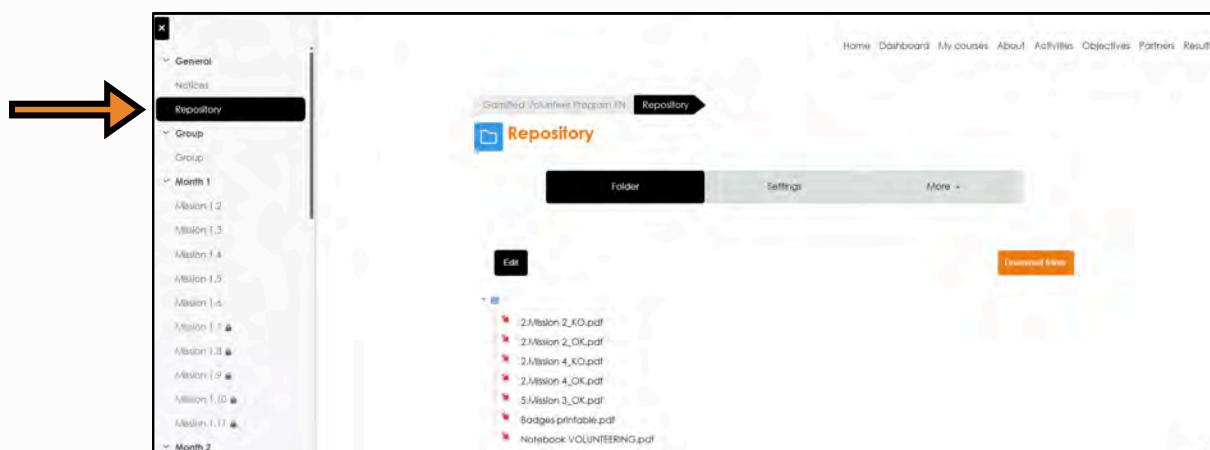
The activity is hidden - participants can't see it.

4.2 RESOURCES

BADGES:

For both the Gamified Internship Programme and the Gamified Volunteering Programme, different badges have been developed to be awarded to those participants who demonstrate certain personal characteristics and interests, skills and competences in the performance of their functions/duties.

Badges can be found within each Moodle course, in the General section, in the folder called “Repository”.



Specifically, the mentioned badges are the following:

- **Digital Adventurer**, representing digital skills and curiosity about technology.



- **Organization Wizard**, representing exceptional organizational and planning skills.



- **Master of Innovation**, for those creatives and innovatives.



- **Ethics Guardian**, symbolizing integrity and commitment to ethical values.



- **Diversity Champion**, symbolising inclusion and respect for diversity.



- **Always On Time**, symbolising the punctuality.



- **Head in the Moon**, for those innatentives.



- **International Communicator**, representing multilingual skills and the ability to communicate effectively in different cultural contexts.



- **Eco-warrior**, for those who show commitment to environmental sustainability.



- **Visual Artist**, representing artistic talent and visual expression.



- **Printer Expert**, for those that have a harmonious relationship with printing technology.



- **The Perfectionist**, for those who pay attention to detail and strive for excellence.



- **Ninja Leader**, for those agile.



- **Budget Guru**, for those master of budget management.



- **Big Mouth**, for those communicators and friends of verbal expression.



- **Solutions Engineer**, symbolising technical skills and the ability to solve complex problems.



- **On the Right Track**, for those who are making progress and moving in a positive direction.



- **Collaboration Hero**, representing cooperation and teamwork.



- **Sergeant**, for those assertive people who like to make decisions.



IMAGES TO GIVE FEEDBACK ON MISSIONS:

In order for those in the role of teacher or administrator to be able to offer the participants in their groups not only written answers and messages, but also something more visual and eye-catching for them, different slides have been created that can be attached to the space in each mission/task to give feedback to the participants.

There are 2 types of images: on the one hand, the consortium have designed some images congratulating the participants for having achieved the objectives of the mission/task, for having successfully completed it; and on the other hand, some encouraging images for those missions/tasks in which the participants did not manage to achieve the objectives.

The messages transmitted through congratulation images are the following:

- For online missions/tasks (those through Moodle): “
 - *You have successfully completed this mission! Every mission you complete, every step you take, not only brings you closer to success, in general, but also to being one of the most competent super agents in the entire F.R.E.E. Organisation!*”



- *“You have successfully completed this mission, Super-Agent! You are a good Agent and an even better organizer!”*



- Specifically for mission 2.4 (Gamified Volunteering Program): *“Congratulations, Super Agent! Thanks to your great organisational work, we have managed to save not only the science lab, but the entire F.R.E.E. headquarters. Keep up with the good work!”*

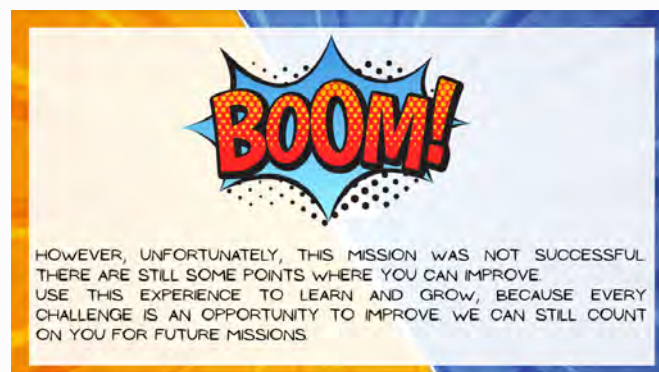


The messages transmitted through encouraging images that can be used when the participants don't succeed in a mission/task are the following:

- For online missions/tasks (those through Moodle): *“Thank you for your effort and dedication. However, unfortunately, this mission was not successful. There are still some points where you can improve. Use this experience to learn and grow because every challenge is an opportunity to improve. We can still count on you for future missions!”*



- For missions done through Moodle, but also face-to-face: *“However, unfortunately, this mission was not successful. There are still some points where you can improve. Use this experience to learn and grow because every challenge is an opportunity to improve. We can still count on you for future missions”.*



NOTEBOOKS FOR VOLUNTEERS AND FOR INTERNS:

Since all learning processes also involve a part of personal reflection and evaluation of acquired competences, among others, the consortium of this project decided to elaborate 2 different notebooks for the participants of each programme: that is, one for the persons taking part in the Gamified Volunteering Programme and another for the participants taking part in the Gamified Internship Programme.

The purpose of these notebooks is to allow participants to reflect month by month, and even week by week, on the development of the Programs, as well as on their own personal and professional development. Some missions ask participants in both the Gamified Internship Program and Volunteer one to take some time to think about and evaluate for themselves different aspects of the mentioned Programs: for example, whether they are finding the missions challenging, how they are feeling in the organization they are in as they go along, and so on.



4.3 ANNEXES

NARRATIVE - VOLUNTEERING AND INTERNSHIP PROGRAM

IN AN UNDEFINED TIME AND SPACE, WHERE THINGS LOOKED LIKE GOING WELL, SOMEWHERE DEEP UNDER THE CITY, IN A MYSTERIOUS ROOM, FULL OF IT DEVICES, SOME VERY SMART BUT WITH NO MORAL VALUES GUYS, WERE PLANNING A NEW MONDIAL ORDER. ONE IN WHICH CONSUMERISM AND POWER FIGHT IS THE MAIN AIM OF EXISTENCE.



THEY STARTED TO PLAN HOW TO INFILTRATE THEMSELVES IN ALL THE BIG SYSTEMS OF THE HUMANITY AND TO RE-WRITE OUR WAY OF LIVING AS WE KNOW: PEOPLE STARTED TO LOSE THE TOOLS FOR ORGANIZING THEIR LIFE, SOME OF THE VALUES WERE DELETED FROM THE POLICIES, SOCIAL COMMUNICATION SYSTEMS STARTED TO CREATE FAKE CONNECTION AND MEDIA STARTED TO TRANSMIT FAKE NEWS, EVERYWHERE THEY PROMOTE THE CONSUMERISM UNDER A BEAUTIFUL AND DESIRED IDEAL LIFESTYLE.

WHATEVER

ALSO, THEY STARTED TO DISTRACT THE ATTENTION OF THE PEOPLE AND STEP BY STEP THEY STARTED TO FIGHT AGAINST EACH OTHER, INSTEAD OF COLLABORATING AND MANY MANY OTHER NEGATIVE EFFECTS OF THEIR PLAN

SOME OF THE PEOPLE NOTICED THAT AND STARTED TO SEARCH FOR AN EXPLANATION.



SOMETHING
IS WRONG

WE MUST
FIX IT!

THIS PURPOSE OF FINDING THE MISTERIOS CHANGES IN THE WORLD, BROUGHT THEM TOGETHER AND MOTIVATED THEM FOR A COMMON GOAL: TO IDENTIFY WHAT IS HAPPENING, TO NEUTRALIZE THE NEGATIVE EFFECTS AND TO RE-ESTABLISH A NEW ORDER, IN WHICH PEOPLE CAN FEEL SAFE, FREE TO EXPRESS THEMSELVES, COMMUNICATE BETTER, ESTABLISH BETTER CONNECTIONS WITH EACH OTHER, TAKE WISE DECISIONS ABOUT THEIR LIFE AND LIFESTYLE AND TAKE INITIATIVES TO IMPROVE THEIR SOCIETY.

EVEN IF THERE WERE MORE PEOPLE AWARE OF THE BAD CHANGES, ONLY SOME OF THEM FOUND THE COURAGE TO RECONSTRUCT THE SOCIETY.

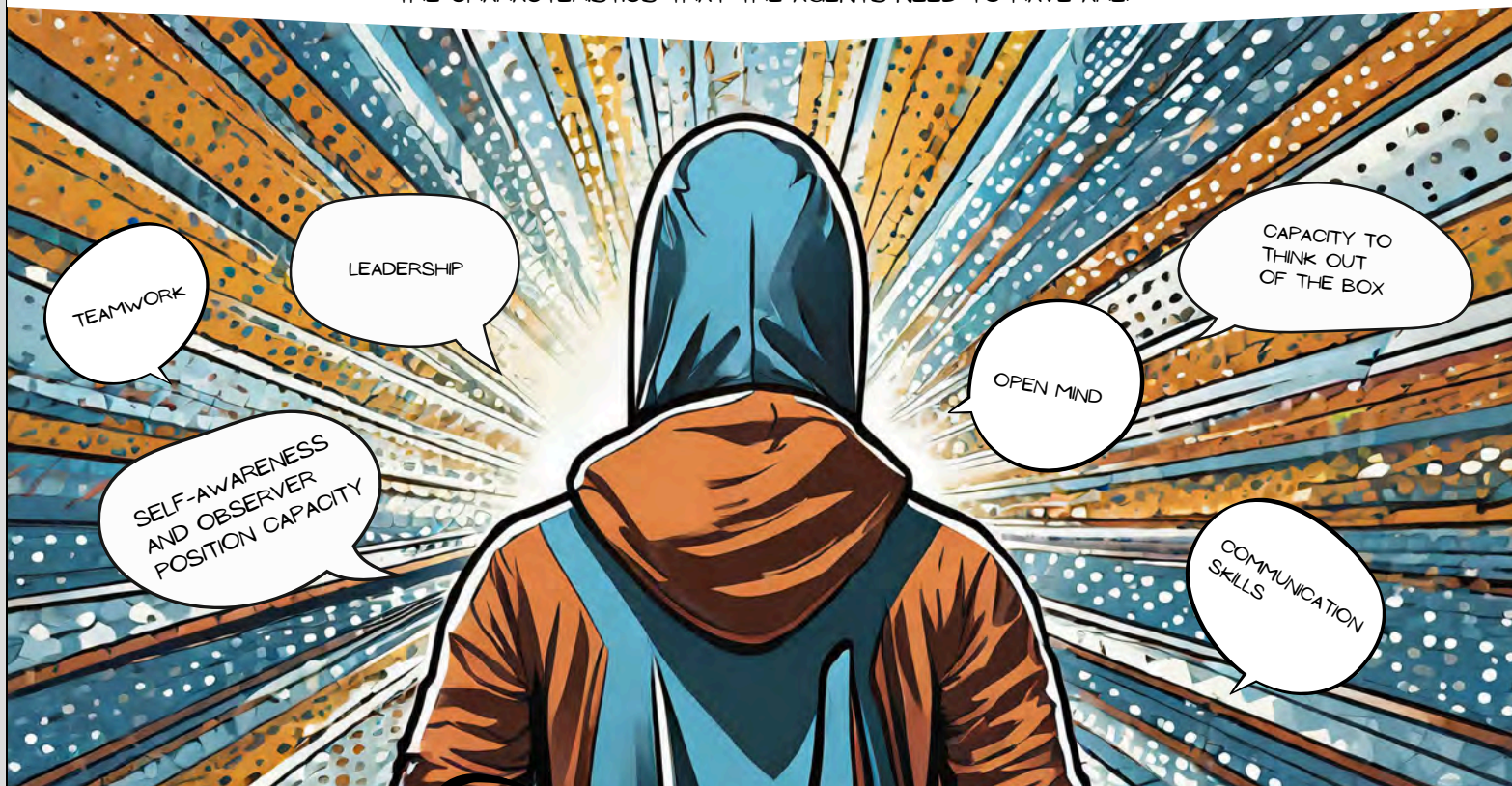


THE CHALLENGES OF
BEING A FREE AGENT
ARE NOT EASY TO
OVERCOME.

WE NEED TO HAVE
SOME LIFE ABILITIES,
TECHNICAL AND
SOFT SKILLS

WE MUST KNOW
OURSELVES WELL ENOUGH
TO MAINTAIN THE STABILITY
OF OUR LIFE VALUES AND
NOT ALLOW IMMORAL IDEAS
TO PERMEATE SOCIETY.

THE CHARACTERISTICS THAT THE AGENTS NEED TO HAVE ARE:



THEY FOUND OUT THAT THEY ARE NOT ALONE IN THEIR MISSION.

THEY ARE SUSTAINED BY SOME SUPER AGENTS, WHO ALREADY PASSED IN THEIR LIVES THROUGH SOME CHALLENGES.

TO BE PREPARED TO FACE THE OBSTACLES AND CHALLENGES THAT MAY APPEAR DURING THEIR COMMON MISSION, THE SUPER AGENTS ARE TRAINING THEM TO DEVELOP MORE OF THEIR SPECIAL POWERS. THEY WILL BE THEIR MENTORS.



FEEDBACK QUESTIONNAIRE FOR VOLUNTEERS PARTICIPATING IN THE WORK, PLAY AND GROW PROJECT - END OF THE PROGRAM

Please answer the following questionnaire, which aims to evaluate the overall experience, impact on skills and perceptions of the program at the end of the activities.

Thank you.

Has your motivation changed over the course of the internship?

- I became more and more motivated
- I became less and less motivated
- My motivation hasn't changed

Were your initial expectations met?

- Yes, completely.
- Yes, partially.
- No, not really.
- No, not at all.

Rate your current level in the following skills from 1 (very low) to 5 (very high):

Empathy	1	2	3	4	5
Solidarity	1	2	3	4	5
Adaptability and flexibility	1	2	3	4	5
Teamwork	1	2	3	4	5
Planning	1	2	3	4	5
Organization	1	2	3	4	5
Interpersonal relationships	1	2	3	4	5
Pressure tolerance	1	2	3	4	5
Initiative	1	2	3	4	5
Responsibility	1	2	3	4	5
Peer-to-peer learning	1	2	3	4	5

How did these activities help you in your personal or work life?

- They helped me learn new skills.
- They made me feel more confident.
- They helped me work better with others.
- They didn't help me much.

How do you evaluate the digital platform in conjunction with face-to-face activities for your development?

How would you rate the mentoring process during the program?

1 2 3 4 5

How did it feel to take on responsibilities or lead specific tasks? Can you name an outstanding task?

How was your experience of working with different target groups?

What are your plans now that the program is over?

- Continue studying or taking courses.
- Look for a job.
- Start a new volunteering project or activity.
- Use what I learned in my daily life.
- I'm not sure yet.

Do you have any other questions or comments?

Thank you so much for your time!

FEEDBACK QUESTIONNAIRE FOR INTERNS PARTICIPATING IN THE WORK, PLAY AND GROW PROJECT - END OF THE PROGRAM

Please answer the following questionnaire, which aims to evaluate the overall experience, impact on skills and perceptions of the program at the end of the activities.

Thank you.

Has your motivation changed over the course of the internship?

- I became more and more motivated
- I became less and less motivated
- My motivation hasn't changed

Were your initial expectations met?

- Yes, completely.
- Yes, partially.
- No, not really.
- No, not at all.

Rate your current level in the following skills from 1 (very low) to 5 (very high):

Empathy	1	2	3	4	5
Solidarity	1	2	3	4	5
Adaptability and flexibility	1	2	3	4	5
Teamwork	1	2	3	4	5
Planning	1	2	3	4	5
Organization	1	2	3	4	5
Interpersonal relationships	1	2	3	4	5
Pressure tolerance	1	2	3	4	5
Technical skills	1	2	3	4	5
Group dynamics management	1	2	3	4	5
Problem solving	1	2	3	4	5
Critical evaluation of yourself	1	2	3	4	5
Initiative	1	2	3	4	5
Communication skills	1	2	3	4	5

What impact did the activities have on your personal and professional development?

- They helped me learn new skills.
- They made me feel more confident.
- They helped me work better with others.
- They didn't help me much.

How do you evaluate the digital platform in conjunction with on-site activities for your development?

How would you rate the mentoring process you received during your internship?

1 2 3 4 5

How did it feel to take on responsibilities or lead specific tasks? Can you name an outstanding task?

How was your experience of working with different target groups?

What are your plans now that the internship is over?

Which technical skills were the most relevant or that you developed the most during your internship?

Do you have any other questions or comments?

Thank you so much for your time!

LEADERSHIP/ SUPERVISOR/ MENTOR EXPERIENCE ASSESSMENT QUESTIONNAIRE

Dear colleague, over the past six months, you have played a key role as a leader and mentor in the “Work, Play, and Grow” project. This questionnaire aims to gather your perspective on that experience. Your answers are crucial for us to evaluate the success of the model implemented and to design future initiatives. There are no right or wrong answers; we value your honesty and reflection.

Instructions: Please reflect on your experience over the past 6 months and rate the following statements on a scale of 1 to 5, where 1 = Not Effective / Strongly Disagree and 5 = Extremely Effective / Strongly Agree.

Overall, my experience as a leader/supervisor on this project was rewarding and positive.

1 2 3 4 5

I feel that this role contributed significantly to my own professional development.

1 2 3 4 5

The support and structure provided by the project were adequate for the performance of my duties.

1 2 3 4 5

How effective did you feel in establishing clear, open, and motivating communication with volunteers and interns?

1 2 3 4 5

How effective did you feel in organizing, delegating, and supervising the work of the youth team?

1 2 3 4 5

My ability to mediate conflicts, promote teamwork, and keep the group cohesive was adequate.

1 2 3 4 5

I feel that I was able to help young people identify and develop their soft skills.

1 2 3 4 5

I feel that I was able to guide young people in developing professional skills specific to their field.

1 2 3 4 5

My guidance was useful in helping young people reflect on their skills and plan their next career steps.

1 2 3 4 5

How effective did you feel in guiding young people in planning and executing their own activities and mini-projects?

1 2 3 4 5

From your perspective as a leader, was the gamification methodology a useful tool for keeping young people motivated and focused?

1 2 3 4 5

I am now a more complete and confident leader/mentor.

1 2 3 4 5

If you could give one piece of advice to a future leader who will take on this same role, what would it be?

In one word, how would you describe these six months leading the “Work, Play and Grow” project?

FOCUS GROUP – GUIDING QUESTIONS INCREASE THE ORGANISATIONAL CAPACITY

Inclusion Strategies

- What strategies were used to ensure inclusion during volunteering and internship activities?
- Were there any specific moments where you felt inclusion was well achieved? And where it failed?
- How could the inclusion process be improved in future projects?

Community Impact

- How did the project contribute to solving community problems such as hate speech, unhealthy habits, or lack of sustainable practices?
- Can you share examples where the project had a real impact on the community?

Local Challenges

- What specific social or cultural challenges exist in your local community (e.g., refugees in Poland)?
- How did the project address or try to respond to those challenges?

Organisational Development

- How did the organisation grow or change during the project?
- What have you noticed in terms of structure, communication, or engagement?

Working with the Community

- How did you feel working directly with people from the local community?
- Were there any memorable interactions or experiences?

Sustainability and the Future

- How do you see the future implementation of these activities after the project ends?
- Are there practices or methods you believe should be continued or scaled?

Organisational Support

- How did you feel supported by the organisation (e.g., information, mentoring, follow-up)?
- Were there any gaps in support or communication?

Personal Growth and Challenges

- What personal challenges did you face during the project? How did you overcome them?
- What did you learn about yourself during this experience?

Interpersonal and Community Learnings

- What did you learn from working with others – both from your team and the community?
- How has your perception of the community changed since the beginning of the project?



Check out other publications:



**GAMIFIED VOLUNTEERING
PROGRAM**



**GAMIFIED INTERNSHIP
PROGRAM**

The main purpose of the project "Work, Play, Grow! Gamification of volunteering and internship programs for youth" is to develop professional skills of youth and youth workers for a better insertion on the labor market, through innovative volunteering and internship programs, using gamification and digital tools as new methodology on non-formal education field.

