

TRAINING CURRICULUM

How to cope and activate the local community in case of crisis

1. Name of training:	Act now –act wise!- How to activate your local community in case of crisis
2. The aim of the training:	To inspire, capacitate and support local laic citizens to become active culture shaping stakeholders and community organizers in their location. To provide theoretical and practical knowledge in times of crisis on the topic of crisis management, active citizenship, public participation, community development as well as to present the best practices.
3. Target group of the training:	Local citizens and community professionals such as educators, youth workers, and community organizers, cultural managers who are interested in activating local community in crisis. Any person with an interest to become active in their local community can be a participant in this training. It should be kept in mind that involving people in community organising activities in times of crisis requires emotional stability and maturity.
4. Defining the competencies that can be acquired during training	General competencies: <ul style="list-style-type: none"> ●Ability to clearly communicate information ●Specific competencies: ●Understanding the principles and effects of crisis ●Understanding the importance of the role of community organisers ●Understanding the steps of crisis management ●Ability to plan and develop sustainable action in times of crisis ●Ability to find the right methods to bond people in crisis situations
5. Criteria for joining the training= Conditions for participation in training: <ul style="list-style-type: none"> ● Educational attainment ● Professional qualification 	Other criteria: The basic criteria for joining the training consist of person's interest and motivation as well as willingness to take an active role in the local community meaning personal interest and inner drive in working for local community development are essential. Working with communities, groups of people is an advantage.
6. Duration of the training: <ul style="list-style-type: none"> ● The proportion of theory/practice 	Total number of hours: 8 hours 30% theory/ 70% practice
7. The curriculum units: Title, Aim of each unit <ul style="list-style-type: none"> ● - Learning outcomes ● - Methods and tools used in the training 	See the training flow *
9. The minimum and maximum group size	4 – 30 participants
10. Performance evaluation system of the training:	Not relevant
11. Personnel requirements: <ul style="list-style-type: none"> ● Theory teachers' qualifications ● Practical training requirements 	Until 12 participants 1 trainer, from 13 participants 2 trainers are needed. To get the most out of the training please read the Handbook about crisis management - How to cope and activate the local community in case of crisis and finish the e-learning module



*Training flow:

Unit name/title	Durati on (min)	Aims of the unit	Learning outcomes (After completing this unit, the participants should be able to....)	Methods and tools, number and name of the applicable exercises	Reference to the theory or e-learning links
I. INTRODUCTION	30'	<ul style="list-style-type: none"> • Construction of the motivation to participate and safe work atmosphere during the workshop • Present the training objectives, structure, methods and the training plan • Present the trainer/s and participants of the training • Explore participants' motivation • Explore participants' expectations and fears • Set up the working rules of the training 	<ul style="list-style-type: none"> • Understand the objectives of the training • Know the agenda and the rules of participation • Express participants' expectations and fears 	Oral presentation I./1. Checklist for starting the training (5')	
				Individual work I./2. Introduction and motivations of the participants (15')	
				Group work I./3. Expectations and fears and group rules (15')	
				If time allows you could start with icebreakers and energizers. Tools to create a safe environment for the participants and to build group coherence: https://www.sessionlab.com/library/energiser	



<p>II. WHAT IS CRISIS</p>	<p>60'</p>	<ul style="list-style-type: none"> ● Explore participants' previous experiences and relation to crises ● Present crisis definition ● Present different definitions and explanations of culture ● Explore connection between crisis and culture 	<ul style="list-style-type: none"> ● Identify what a crisis is ● Define culture ● Describe how culture and crisis are connected 	<p>Discussion in pairs II./1. Previous experiences: Start with a personal story in which participants can state how they experienced COVID before starting the course.</p>	<p>Handbook about crisis management: Chapter I./1. Deconstructing Crisis: Definition, Types and Nature of Crisis E-learning: Module 1: DEFINING CRISIS</p>
<p>III. REACTING TO CRISIS</p>	<p>60'</p>	<ul style="list-style-type: none"> ● Explore the effects of crisis on aspects of our lives: on economy, communities, organisations and on individuals ● Learn the importance of moving from reacting to responding to crises ● Present different ways on how to respond as individuals 	<ul style="list-style-type: none"> ● Describe the effects of crisis ● Use key tools for responding to crisis 	<p>Group work III./1. Effects of crises</p>	<p>Handbook about crisis management: Chapter I./4. The Effects of Crisis E-learning: Module 2: REACTING TO CRISIS</p>
				<p>Presentation and group discussion III./2. From automatic reaction to learnt response</p>	<p>Handbook about crisis management: Chapter 2: WAYS TO MOVE FROM REACTING TO CRISES TO RESPONDING 1.,2. Crisis reactions 3. Caring for yourself and for others during crises E-learning: Module 2: REACTING TO</p>



					CRISIS
				Test and individual work III./3. Self care - What builds resilience?	Handbook about crisis management: Chapter 2: WAYS TO MOVE FROM REACTING TO CRISES TO RESPONDING 3. Caring for yourself and for others during crises E-learning: Module 2: REACTING TO CRISES
IV. CRISIS MANAGEMENT FOR COMMUNITIES	130'	<ul style="list-style-type: none"> Roles, tasks and responsibilities during crises Create the frame of own crisis management plan 	<ul style="list-style-type: none"> Create a plan for dealing with crisis when it happens. List main roles, tasks and responsibilities of community leaders 	Group work IV./1. Activities and responsibilities during crisis in a community 30'	Handbook about crisis management: Chapter 4.2. Activities during the four phases of a crisis 5. HOW TO ACTIVATE YOUR COMMUNITY DURING CRISIS E-learning: Module 3: BOTTOM UP CRISIS MANAGEMENT FOR COMMUNITIES
				Individual work with template VI./2. Create the frame of own crisis management plan - minimum 110'	Handbook about crisis management: MODULE 3: CRISIS MANAGEMENT FOR COMMUNITIES – STEP BY STEP E-learning: Module 3: BOTTOM UP CRISIS MANAGEMENT FOR COMMUNITIES



V. KEEPING COMMUNITIES ALIVE	60'	<ul style="list-style-type: none"> Learn tools for co-creation Present how to motivate and retain members 	<ul style="list-style-type: none"> Select tools of co-creation Identify tools of motivation 	Presentation an group discussion V./1. Tools of co-creations	Handbook about crisis management: 5. HOW TO ACTIVATE YOUR COMMUNITY DURING CRISIS 6.3. Engaging local citizens E-learning: Module 2: REACTING TO CRISIS and Module 4: HOW TO USE CULTURE-BASED ACTIVITIES TO FACE CRISIS
				Pair work and presentation V./2. How to motivate and retain members of your community	Handbook about crisis management: Chapter 7. Motivate and inspire people to remain active in times of crisis E-learning: Module 2: REACTING TO CRISIS and Module 4: HOW TO USE CULTURE-BASED ACTIVITIES TO FACE CRISIS
VI. CLOSING	20'	<ul style="list-style-type: none"> Summarise the content Reflect on the topics, the learning process and the feedbacks Deepening the learning Evaluation of the training 		Group presentation VI./1. Summarizing the training - Exhibition guided tour 15'	
				VI./2 Individual work - Designed questionnaire for the formal evaluation of the training 5'	