



# IMPACTFUL WORKSHOP PLANNING

## *Tips and Tricks*

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A printable booklet

Based on the Volunteer Educator Course, which was developed as part of the EU Erasmus+ e-VELP project.

[www.teachsurfing.com](http://www.teachsurfing.com)

## About This Course

This course serves as a step-by-step guide for identifying your valuable knowledge and crafting workshops to share this expertise with communities that can benefit the most. You will learn how to create engaging workshops, reach diverse audiences, and make a meaningful impact.

Beyond learning, it's an opportunity to join a community that values knowledge sharing. Enhancing presentation and communication skills, you'll be supported from concept to execution by a dedicated Trainer. This program not only allows you to enrich others' lives but also expands your professional network.

Ready to make a difference and connect with a global community of learners? Embark on this journey to impact the world with your knowledge.

### Course Metadata

Field	Details
Duration	14–24 hours (including reading, exercises, and 3 assignments)
Level	Beginner
Lessons	7 Units + 3 Assignments
Contact	teachsurfing.org@gmail.com
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### Course Structure

This course consists of 7 units and 3 graded assignments, organized in a single progressive chapter:

Item	Title & Duration
Unit 1	Assess Your Skills — 1 hour Objective: Learn how to assess your own skills
Unit 2	Select Your Workshop Topic — 1 hour Objective: Learn how to choose your workshop topic
Unit 3	Put Together Your Workshop Proposal — 1 hour

	Objective: Learn how to create your workshop proposal
Assignment 1	Submit Your Workshop Proposal — 2 hours
Unit 4	Find & Communicate with Host Organizations — 1 hour Objective: Learn how to find and communicate with a host organization
Unit 5	Improve Your Public Speaking Skills — 1 hour Objective: Learn how to improve your public speaking skills
Unit 6	Create Your Workshop Plan — 90 minutes Objective: Learn How to Create a Workshop Plan
Assignment 2	Submit Your Workshop Grid — 2 hours
Assignment 3 (Final)	Submit Your Workshop Content — 3 hours
Unit 7	Execute Your Workshop and Share Your Story — 90 minutes

## Disclaimer

This course is developed within the EU Erasmus+ projects: [“Youth Volunteer Educators e-learning Program - Project Reference: 2019-3-DE04-KA205-018805”](#), and [“Young Refugees AI Student Empowerment Program - Project Reference: 2021-2-DE04-KA220-YOU-000050343”](#), in cooperation with TeachSurfing gUG (Germany), Heidelberg University of Education (Germany), Vilnius University (Lithuania), CESIE (Italy), CSI (Cyprus) and GEYC (Romania).

For any questions about the course please contact Miganoush Magarian over [teachsurfing.org@gmail.com](mailto:teachsurfing.org@gmail.com)

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## Unit 1: Assess Your Skills

Duration: 1 hour Skill: Self-assessment & reflection

Objective: Learn how to assess your own skills

### Learn How to Assess Your Own Skills

Some people know very early on what they want to be and what role they want to play in society. Lucky them! But many others discover their path later in life, through experience. Remember, everyone is unique, so the way you best contribute to your local community is yours and yours alone.



Through this online course we will hopefully help you gain the confidence and skills necessary to conduct workshops within your local community. The choice of specific topic or skill you will teach other people through your workshops depends entirely on you. For example, you might want to give workshops to teach your local language, or cooking classes, music, arts, etc.

No matter what you teach and share, you will have to show participants you are the right person to learn from. This means you will have to present yourself and your abilities. One important element is that you need to highlight those skills which are most relevant to your workshop. For instance, if you intend to provide workshops on introducing your mother language (e.g. Arabic), it might not be relevant to mention that you are a great cook. However, it will be very important to specify any previous experience you have in teaching Arabic.



## Assessing Your Own Skills

You have been introduced to different ways in which you can become aware of your skills, highlight and present them to others. Now, we would like you to explore the importance of self-assessing your abilities and any gap you may wish to fill in terms of skills and experiences.

Assessing your skills is a critical step, as you will create your workshop content based on skills and knowledge you have. Additionally it allows the organizations hosting your workshop to easily understand how your skills match their teaching needs and make an informed decision, whether to host your workshop or not.

Sometimes, we don't realize how much we know and how helpful it can be to others. When picking what to teach, remember to choose something you're experienced in. It could be from your work or what you've learned. And most importantly, you shall be personally motivated to share that knowledge with others.



## Practice: Self-Assessment Table

 **PRACTICE – part 1:**

In order to assist you further in identifying your skills, we prepared a self-assessment table. Fill in your answers in the second column.

It will hopefully help you reflect on the skills you have acquired through life experiences, education or previous/current jobs.

More importantly, we ask you to be honest and reflect on what skills you think are useful in the community you now live in, and how you can contribute to the well-being of your social group.

Question	Guidance / Your Answer
<b>Section 1: Personal Information</b>	
What is your gender? (Male, Female, other)	
What is your national/ethnic background?	
How old are you?	
<b>Section 2: Skills Questions</b>	
Please describe your language skills along with the level of competency.	<i>Topics studied in depth during formal education</i>
What kind of skills have you acquired by means of formal education?	<i>Topics studied in school, college, university, etc.</i>
What kind of skills have you acquired by means of informal education?	<i>Trainings, workshops, webinars outside formal education</i>
What are the skills related to your current and/or previous profession?	<i>e.g. MS Office, management, leadership, fundraising</i>
What are your self-taught skills?	<i>e.g. programming a microcontroller, fixing bicycles</i>
Do you have a specific skill or hobby practiced over years?	<i>e.g. playing guitar, climbing, etc.</i>
Do you have any skills related to arts and crafts?	
Which skills are related to your personal expression?	
How have such skills been helpful to you?	
<b>Section 3: Integration and Cross-Cultural Skills</b>	
What skills have you obtained in the host country that contributed positively?	
Which skills helped you integrate in the host country, and in what way?	
Which skills do you use within your community setting?	<i>e.g. neighbourhood, association, religious/cultural group</i>
Skills used when interacting with diverse cultural backgrounds?	<i>e.g. neighbourhood, workplace, public authorities</i>

Section 4: Skills Transfer and Peer-to-Peer Learning	
Which skills do you feel are your strong asset?	
What skills would you be confident to share with others?	
What skills do you feel you lack and might find useful?	
What kind of skills would you like to obtain?	

**← PRACTICE – part 2:**

Reflection Questions

After completing the questionnaire, answer these questions in your personal notes:

1. What skills that you possess make you feel most confident? Why?
2. Try to identify 5 skills you possess, and grade them based on level of importance to you.
3. What skills do you lack and would like to acquire?
4. What topic do you wish to focus your workshop on?

\* This questionnaire is inspired by the "Skills Maps: Introduction and Questionnaire" developed in the context of the LIAISON Project, co-funded by the European Union. For more information: <https://cesie.org/en/project/liaison/>

**COMMUNITY PRACTICE**

Join our Community of Practice to discuss exercises, share ideas, and connect with fellow learners and trainers on Facebook or Instagram.

Join the Community of Practice on Facebook

(<https://www.facebook.com/groups/4232456626980441>) or Instagram (@e.velp).

## Unit 2: Select Your Workshop Topic

Duration: 1 hour

Skill: Topic selection & self-awareness

Objective: Learn how to choose your workshop topic

### Selecting Your Workshop Topic

#### Learn How to Choose Your Workshop Topic

After completing your personal skills assessment, it's time to choose your workshop topic. Consider the needs of your community when making your selection. Drawing from extensive experience gathering teaching requests from over 280 organizations on [teachsurfing.org](https://teachsurfing.org), three highly sought-after workshop topics have been identified: IT & Digital Skills, Career Development, and Language/Culture workshops.

If your skills and interests align with any of these areas, we recommend selecting a workshop topic accordingly. If your expertise doesn't match any of these areas, that is perfectly fine — please read the category "A Topic of Your Choice" below.

#### Workshop Topic Category 1: IT & Digital Skills

There is a high demand from organisations to improve their communities' digital skills and inspire them to study or work in the field of IT. If you have work or study experience in IT, if you have experience in using digital skills (e.g. social media marketing, search engine optimisation), or digital tools (e.g. file sharing, team communication, or project management tools), we recommend you to offer your workshop in this area.

##### Examples of TeachSurfing workshops in this area:

- Felix offered an interactive workshop where he shared his career story as an electronic engineer and taught participants how to program microcontrollers.
- Belen taught a workshop on how to use social media to promote your business product.
- Alejandro and Marta gave workshops about JavaScript programming.

#### Workshop Topic Category 2: Career Development

In this modern era, there is such an enormous variety of career paths and possibilities. University students or unemployed people are in search of inspiring career paths. By sharing your career path story and practical knowledge and skills from your field, you will inspire the audience to continue studying or start their career in new or unconventional ways. Additionally, any skills that support the audience to improve their employability such as CV writing, interview preparation, public speaking, etc. are highly valued.

##### Examples of TeachSurfing workshops in this area:

- Gretta held a robotics workshop to inspire college students.

- Nele inspired students with her exciting career path in social entrepreneurship.
  - Ani offered a presentation and public speaking workshop to support people with their job interviews. Watch her video: <https://www.youtube.com/watch?v=48rwxqGF0cU>

### Workshop Topic Category 3: Language & Culture

"Some people think that in Damascus people go around with camels and live in the deserts. But Damascus is a lively and vibrant city, just like Berlin." — Khaled, Syrian culture & Arabic language workshop

Due to lack of direct contact between people from diverse cultural backgrounds and the biased image represented to us by the media, there are many misconceptions about some countries and cultures. Language & culture workshops can bridge this gap and promote cultural understanding.

**Examples of TeachSurfing workshops in this area:**

- Khaled gave a workshop providing an introduction to Arabic language and Syrian culture. Watch his workshop video: <https://www.youtube.com/watch?v=53HorCV39Jc>
- Anais offered a French language workshop for school students.
- Adnan presented Germany and German culture for newcomers.

### Workshop Topic Category 4: Topic of Your Choice

If your skills or knowledge do not fit into any of these 3 areas, that is perfectly fine! You can also choose your workshop topic outside the three topic areas mentioned above. For example, you may choose topics such as art, dance, science or human rights workshops.

**Examples of TeachSurfing workshops in this category:**

- Matt offered a history and art workshop, inspiring participants to learn from history in order to address current challenges in society. Watch his video: <https://www.youtube.com/watch?v=jdL3WABmVdc>
- Malte gave a workshop providing an introduction to different meditation formats.

### Identifying Your Topic

#### EXERCISE

Identifying Your Topic:

To help you identify the topic you might like to offer workshops on, we have prepared a list of questions which you can ask and answer yourself. You might like to write your answers down or create a visual brainstorm with your answers.

First, please select one of your skills you identified in Unit 1 and answer these questions according to that skill.

1. How confident do I feel in sharing knowledge about this skill or topic?

2. What is the most fascinating or interesting aspect of that skill?
3. What is the simplest way to introduce this skill to others?
4. What is the best real life application of the skill?
5. How do you practice this skill?...

Once you have answered these questions, try to identify the most interesting answer. Reflecting on this answer, imagine whether you could create a workshop out of this! If your answer is yes, then you have found your topic!

### COMMUNITY PRACTICE

Looking to discuss your workshop topic choice and gain insights from a supportive network? Join our Community of Practice on Facebook or Instagram. Engage with a community of learners and trainers eager to offer feedback, collaborate, and foster your growth. Connect with us to thrive together!

Join the Community of Practice on Facebook

(<https://www.facebook.com/groups/4232456626980441>) or Instagram (@e.velp).

## Unit 3: Put Together Your Workshop Proposal

Duration: 1 hour

Objective: Learn how to create your workshop proposal

Output: A one-page workshop proposal

### Learn How to Create Your Workshop Proposal

After choosing your workshop topic, next, create a one-page "workshop proposal" to outline your workshop's structure and content. This step helps turn your knowledge into a planned workshop. Use this proposal to explain your workshop to host organizations and participants.

#### 📖 READ & REFLECT

Review example workshop proposals from TeachSurfers Danielle and Felix before completing your own:

- Example 1) Danielle’s workshop proposal [Unit 3 - Workshop One-Pager Danielle](#)
- Example 2) Felix’s workshop proposal [Unit 3 - Workshop One-Pager Felix](#)

Reflect on the following questions:

- What are the main parts of a workshop proposal?
- Identify which parts are essential and which parts might be optional.

### The 10 Sections of a Workshop Proposal

Based on Danielle and Felix’s proposals, you learned a workshop proposal includes 10 parts. In this unit, we’ll help you complete these sections step by step. Explore the table below to understand the sections of a workshop proposal.

1	Workshop Title
2	About the Presenter
3	Workshop Summary
4	Target Group
5	Required Material

6	<b>Agenda</b>
7	<b>Date &amp; Duration</b>
8	<b>Workshop Language</b>
9	<b>Workshop Location</b>
10	<b>Number of Participants</b>

### Section 1: Workshop Title

Write the title in a descriptive and attractive way. Think from the audience's point of view — what is their learning interest and why should they join your workshop? One way to write a catchy title is to divide it in two parts: the main title and a one-liner. Examples:

- "Career development workshop – an atypical career path in the field of IT"
- "Syria through my eyes – introduction to Syrian culture and my journey from Syria to Germany"
- "How to create a website using WordPress in 10 steps – hands-on workshop"

### Section 2: About the Presenter

Write a short paragraph about yourself covering these points:

1. Your name.
2. A brief overview of your work or study background.
3. Your cultural background and where you're from. Sharing in a workshop means you also share your culture, helping others learn and appreciate new perspectives.
4. What experiences make you the right person to run this workshop? Mention any relevant education or work experience. For example, if your workshop is on renewable energy, share where you learned about it. If it's about meditation, mention your practice details.
5. Why do you want to share your knowledge? Maybe you're passionate about a topic not widely available, want to grow your professional network, or start a career in training.

### Section 3: Workshop Summary

Write a brief summary of your workshop, focusing on:

**Objectives:** What's the purpose? What will attendees learn? For example, if your workshop is about sharing your language and culture, an objective might be for participants to learn basic greetings and write their names in the language you're teaching.

**Theory:** Include a bit of background knowledge. Mainly share useful, applied knowledge like real-world examples and your own experiences.

**Interactive Activities:** Plan engaging activities so participants can learn by doing. Here's how:

- Start with a Q&A session to engage everyone and repeat it after each section for feedback. For diverse groups unfamiliar with each other, consider quick activities for introductions.

- Organize exercises in pairs, groups, or individually. For language workshops, pair learners with native speakers. If you're teaching a skill like programming, provide hardware samples for hands-on practice.
- Use real-life scenarios. For instance, conduct mock interviews to enhance job interview skills, discussing tips and improvements afterward.

## Section 4: Target Group

Who is your workshop for? Consider if there are specific age limits or prior knowledge needed. For instance:

- Suitable for ages 16 and up.
- Participants should know basic C programming, such as if/else, while, and for statements, as well as operators.

## Section 5: Required Material

What do participants need to bring to the workshop? What material does the organizers need to provide? For instance:

- Participants should bring drawing blocks, pencils, USB sticks
- Host organization should provide projector/computer

## Section 6: Agenda

The agenda offers a brief overview of your workshop for the host organizations. It should cover:

- **Introduction:** Share information about yourself and your background. Explain why you're the right person to conduct this workshop.
- **Theoretical Section:** Outline the key topics your workshop will address.
- **Interactive Section:** Describe the interactive activities planned for the workshop.

## Section 7: Date & Duration

- **If unsure of exact times**, provide a range when you're available (e.g., between July 1 and August 10). Specify a general workshop length (2-4 hours) and a possible start time (e.g., 4:00 PM).
- **For set dates**, clearly state the day (e.g., July 27, 2023) with the duration (e.g., 2 hours) and note if the start time is still to be decided.
- **If you're flexible**, mention your availability (e.g., Wednesdays 5-8 PM) and the expected length (e.g., 3 hours).

## Section 8: Workshop Language

Choose the workshop language thoughtfully. Ideally, use a language common to both you and the participants, often English or the local language. If you're not using your native language:

- **Presenters:** If presenting in a second language, speak more slowly and simplify your content to ensure clarity and comfort.
- **Participants:** If language barriers exist, consider using a professional translator for accurate, real-time translation, enhancing workshop quality. Note, this may extend the workshop's duration (e.g., a 2-hour session might last 3 hours with translation).
- **Visuals and Simplicity:** For non-English speakers, lean on visuals and straightforward content to aid understanding, ensuring interactive activities are easy to follow.

### Section 9: Workshop Location

Choose a location that fits your workshop's needs. Consider the size of your audience and the equipment required, like participant seating, tables, whiteboards, projectors, and computers.

### Section 10: Number of Participants

Set a range for your expected attendee count. Specify the minimum and maximum participants to ensure your workshop is tailored for effective engagement and interaction.

#### COMMUNITY PRACTICE

Do you have questions about preparing your workshop proposal? Join our Community of Practice Facebook group or Instagram group chat and post your questions. You will get immediate help from our community of experienced trainers.

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(<https://www.facebook.com/groups/4232456626980441>) or Instagram (@e.velp).



## Assignment 1: Prepare Your Workshop Proposal

Duration: 2 hours

Using all you have learned in Units 1–3, create your complete one-page Workshop Proposal using the **Assignment 1 - Workshop One-Pager Template**. Your proposal should contain all 10 sections covered in Unit 3:

1	Workshop Title
2	About the Presenter
3	Workshop Summary
4	Target Group
5	Required Material
6	Agenda
7	Date & Duration
8	Workshop Language
9	Workshop Location
10	Number of Participants

**COMMUNITY PRACTICE.** Need help preparing your proposal? Join the Community of Practice on Facebook (<https://www.facebook.com/groups/4232456626980441>) or Instagram (@e.velp).

## Unit 4: Find & Communicate With Host Organizations

Duration: 1 hour Skill: Networking, outreach & communication (3 phases)

Objective: Learn how to find and communicate with a host organization

The next part of your journey is promoting your workshop to different groups of people, each with their own specific objective. Here you will learn how to find and promote your workshop to a Host organization who will help you organize it. You can think of this part of your journey as bringing your workshop one-pager from an idea to reality.

The first part of the promotions phase is identifying and finding Host organizations to whom you could propose your workshop to. These are organizations who would find value in your proposal – who have a teaching need that would match your teaching skill, plus the necessary network and resources to mobilize it.

### ASK YOURSELF.

Recall your workshop proposal one-pager.

*What were your objectives? What teaching skill did you want to turn into a workshop? Recall the people and organisations that were professionally aligned to your objectives during your network activity.*

Write them down.

For example, professionals and their organisations, groups and associations that were related to your work interest, or even shared connections that you found through LinkedIn and Twitter.

To further help you in promoting your workshop to Host organizations, we will outline three different phases that will help you easily find a matching Host organization and connect with them so you can start organizing your workshop.



## Phase 1: Search for Host Organizations

**ASK YOURSELF.** Before searching, reflect on your objectives:

- Where do you wish to offer your workshop? (neighbourhood, city, travel destination, online)
- With whom are you most motivated to share your knowledge? (children, students, professionals, entrepreneurs, etc.)
- Who is actually interested in learning from you? (assess real demand, not just your motivation)

Now that you are clear about your workshop location, target group and assess the knowledge demand, it's time to build or expand your network of people and organisations around that topic.

### How to Start Building a Network

In order to get the most out of your network, you need to think: what are the outcomes you want to achieve from this opportunity? They could include a partnership offer or increased visibility. Prioritizing these goals will help you to understand who might be most useful for you in the process. Think "quality over quantity" when building a network and focus on relationships of value as well as connecting over a common context.

How to start? Seek out someone:

- you've met in a professional context who impressed you
- you think you could learn from / who organized a similar workshop
- you used to work with and respected

Find out where they are most active professionally, e.g. LinkedIn, Instagram, or Twitter, and reach out. Avoid the default invitation message – add a brief personal note to your invitation. You could use this opportunity to say a few words of greeting and why you'd like to connect, for example:

Example message: "Hi Anne, I saw your organization is very active in the field of [...] and was very inspired. I would love to connect and see if there are opportunities to collaborate. Thanks, Sarah"

**ASK YOURSELF.** Now take a few minutes to go to LinkedIn, Twitter and/or Instagram and see if you can identify the following and write the answers to the questions in your notebook :

1. Which hashtags or topic labels are frequently used by people in the field of your workshop?
2. What are some groups, pages or online events/activities where people are active in the field of your workshop?
3. Which three to five people seem to be influential and active in the field of your workshop?

searching, reflect on your objectives:

- Where do you wish to offer your workshop? (neighbourhood, city, travel destination, online)

- With whom are you most motivated to share your knowledge? (children, students, professionals, entrepreneurs, etc.)
- Who is actually interested in learning from you? (assess real demand, not just your motivation)

## Find Workshop Hosts

There are several avenues you can explore to find organizations interested in hosting your workshop:

**Online Platforms:** Utilize online platforms like VolunteerMatch, Idealist, or LinkedIn to search for volunteer opportunities in your area. You can often find organizations looking for volunteers to teach professional skills or language classes.

**Local Community Centers:** Contact community centers, libraries, or cultural centers in your area. They often host workshops and events for their members and may be interested in your expertise.

**Schools and Universities:** Reach out to local schools, colleges, and universities. They may have language departments, career centers, or adult education programs that could benefit from your workshop.

**Nonprofit Organizations:** Look for nonprofit organizations in your community that focus on education, language learning, or professional development. They may be interested in collaborating with you to offer workshops to their members or clients.

**Networking Events:** Attend networking events, career fairs, or community meetings in your area. Networking can help you connect with organizations or individuals who may be interested in hosting your workshop.

**Social Media:** Use social media platforms like Facebook, Twitter, or LinkedIn to promote your volunteer services and reach out to potential organizations directly. You can use e-VELP's dedicated Facebook group and Instagram group chat to get help and recommendations from the community (see the COMMUNITY OF PRACTICE section below).

By exploring these avenues, you can find organizations that are interested in hosting your workshop and make a positive impact in your community workshop and make a positive impact in your community.

## Phase 2: Contact the Host Organizations

After all the preparation, you're now ready to work on making the first contact with a Host organization. Writing a letter can be daunting, but here we will outline the steps to make it as easy and seamless as possible.

Before you start writing a letter of proposal, review again your workshop one-pager from Chapter B, where you have your most important workshop elements. Read through it and keep in mind the following: you want to write in a concise and personal manner and your workshop one-pager will help you filter through the information that you should communicate.

To begin writing, start with your audience in mind. Think of your letter as a bridge that will create a dialogue between yourself and the Host organization. First impressions are very important. The initial letter then must be personalized, even thoughtful. How do you do this? Through showing that you've

done your research by shaping your message to align with the Host organization's work, community, and values. are now ready to make first contact. Before writing, review your workshop one-pager. Communicate concisely and personally. Start with your audience in mind — your letter is a bridge to create a dialogue.

## Writing to Host Organizations

Adjusting your messaging is crucial. For example, if a Host organization's teaching need is career development and your skill is in electronic engineering, you can instead offer to speak about your career path and inspiring projects you have done in your field. It all depends on your framing.

Lastly, writing in the Host organization's country language is preferred. However, if you are unable to do so, you may also write them in simple English. Even if you are a native English speaker, modify and simplify your English for non-natives.

Based on the Host organization list you created, you will be writing around 5-7 letters. This may seem like a lot, but sending to as many as possible ensures that you get a higher response rate and timely, sufficient feedback.

To put this into practice, below are some samples that you can refer to for writing your draft.

## Template: Letter to Host Organizations

### TEMPLATE

Dear Mrs/Mr <last name>, I am very inspired by your organisation, as it's <interesting detail about the organisation>. I would like to offer a TeachSurfing workshop for your community on the topic of <topic>. The workshop title is <workshop title>. Please find a summary about my workshop included below. I am happy to adjust my workshop content and format to better fit your community's needs. <workshop summary> Additionally, I am experienced in <Skill A>, <Skill B> and I can offer workshops on these topics if this is preferred. I look forward to hearing from you.

Kind regards,

<your name>

## Example Letter


### EXAMPLE

Dear Mr. Müller,

I am very inspired by your organisation, as I would love to get to know the student organisations in Berlin and offer them a unique skill-sharing workshop. I would like to offer a TeachSurfing workshop for your community on the topic of Microcontrollers. The workshop title is "Intro to Microcontrollers." "The goal of this workshop is to learn how to put C code on a Microcontroller. After a theoretical overview, participants will have practical exercises to try it out themselves." Additionally, I am experienced in IT project management, rock climbing and German language and I can offer workshops on these topics if this is preferred.

I look forward to hearing from you,

Kind regards, Felix

 **PRACTICE** Create the first draft of your letter using information from your workshop one-pager. Use your digital notebook to document your findings. Share your draft in the community for feedback — aim for 2–3 revision rounds before sending.

Once you have compiled a list of your Host organizations, you can start reaching out with your workshop one-pager. There are several ways to do this. First, you may contact Host organizations over the online platform where you found them. Additionally, you can directly contact them through their contact information or social media.

### Phase 3: Finalize Your Workshop Proposal with the Selected Host

At this point, some of the Host organizations have come back to you and showed initial interest in hosting your workshop. If after one week the Hosts did not reply to you, consider that they might not have found time to reply due to other responsibilities in their organization. Therefore, we recommend you to send them a follow up message over the platform and kindly remind them to consider your proposal.

If you can't find an organization to host your workshop, don't worry! You can still share what you know. You can organize a workshop yourself, either online or in person, and invite people you know to attend. You can use your first knowledge-sharing experience as a success story to offer your next workshop in collaboration with other organizations.

If a Host organization confirms their initial interest in hosting your workshop, you should get an overview of the interests, needs, and the community of the organization. This enables you to finalize your workshop one-pager considering their feedback and needs. We recommend you to set a personal or online meeting with the Host's representative. This is an important step in order to build trust and a personal connection with the Host representative. In the beginning of your introduction meeting, have a short personal introduction round, tell the representative about your personal motivation, and clarify the expectations of both sides. The next step is to go through your workshop proposal and clarify the aspects of your workshop proposal. As the final step, decide on the workshop language, location and number of participants together with the Host organization.

#### Organizational Details to Clarify with the Host

In addition to clarifying your workshop proposal (one-pager), clarify the below organizational formalities with the host organization:

**Time:** Plan the time when you and the organization's representative will meet in the workshop location. We recommend that both parties be present in the workshop location one hour prior to the start time and make sure you have access to the space one hour before the workshop. This time is important for setting up the space, checking the technical requirements, as well as to getting comfortable with the space.

**Role:** Discuss the availability and the role of the Host representative during the workshop. In the beginning of the workshop the Host organization is responsible for receiving the participants and for introducing you to the participants. During the workshop one representative should be present for support, if needed, as well as to organize the workshop break time. At the end of the workshop they

are responsible for spreading and collecting feedback forms for the workshop evaluation. This feedback will be used to support you in improving your workshop as well as for TeachSurfing to measure our social impact and outcome.

Finally send the adjusted workshop proposal to the Host representative and get confirmation that it's fine with them.

➡ **PRACTICE** After gathering feedback from the host organization:

1. Update your workshop proposal.
2. Share the revised proposal with the host representative for their approval.

## Unit 5: Improve Your Public Speaking Skills

Duration: 1 hour

Objective: Learn how to improve your public speaking skills

**ASK YOURSELF** How would you rate your confidence level as a presenter?

- I don't feel like I master this skill
- I need to practice more to master this skill
- I am very confident in this skill

For this exercise, think about what makes someone's presenting style effective, but also what could be irritating or distracting for an audience member. Consider: Volume, Pitch, Intonation and pace, Physical movements, Interaction with the audience.



### Tips for Presenting Effectively

#### Volume

Your audience should not struggle to hear you or feel like they are being shouted at. Practicing your volume will help you achieve a balance. It's always a strong asset to find out as much about your audience in advance as you can.

#### Intonation

It's about the energy and the character in your voice. You shouldn't exaggerate your intonation or add emphasis where it's not needed. Experimenting and practicing your presentation style will help you achieve a good sense of your intonation.

#### Pace

You might lose the attention of your audience if you speak too slowly, and if you are in a rush the audience will not keep up with you. If you feel you lost them because you are too quick, pause and try to slow things down.

### Pauses

Taking a moment to let the audience digest something is a VERY effective technique, especially if you are asking them to think about something. Although you have seen all of your images, graphs and videos many times before, your audience will be seeing everything for the first time. Verbal pauses of "erm", "um" are common — do not try to get rid of them all, because occasional stumbles make your speech sound natural. Be aware of them so you don't use them all the time.

### Physical Movements

There is no right way to move around; you need to practice and see what feels right for you. Some things can distract the audience: pen clicking, fidgeting, facing your slides instead of the audience.

### Interaction with the Audience

This is always a good thing, but be prepared for what response you might get back (questions, different opinions, ideas that are not relevant to the subject).

### Asking Questions

This is a great way to find out what your audience already knows and to get them involved. Don't ask too many questions if your audience is not used to active participation. Use questions to emphasize a particular point.

### Being Asked Questions

It is highly likely that someone will have questions mid-way through your presentation. You can choose to answer them as you go along or at the end. For beginners, interruptions can throw your thoughts off-track, so we recommend keeping things as planned and answering at the end.



## Practice Exercise

 **PRACTICE**

Step 1: Record yourself presenting something very brief. The words are not important — focus on the presentation.

- Choose your audience (primary school children, your team, or board of directors).
- Then read this text: "I never saw a Purple Cow, I never hope to see one, But I can tell you, anyhow, I'd rather see than be one!" (The Purple Cow by Gelett Burgess)
- When you feel ready, record yourself delivering the text as if it is a presentation.

Step 2: Watch your video clip and reflect:

- Can you hear yourself clearly?
- Was your tone right for your audience?
- Was your pace measured or did you race through to get it over with?
- Think about your movements, gestures and facial expressions
- did you look relaxed and natural?
- Think about where your eyes were gravitating: would an audience member feel you were engaging with them?

## 6 Tips for an Outstanding Presentation

1. Purpose: What is the purpose of your presentation? (to educate, to entertain, etc.)
2. Structure: Using a narrative is incredibly helpful — it adds interest and helps you follow your train of thought.
3. Target Audience: Should the presentation be formal or informal? Think about the context.
4. Duration: Consider how long you have to speak and stick to it.
5. Method: Digital or in person? The approach is similar, but good to be prepared for the format.
6. Supporting Materials: Slides, handouts, and props can be useful frames, but try not to read from them during your presentation.

**WATCH & REFLECT** Watch this video for additional presentation tips: How to give a perfect pitch — with TedX speech coach David Beckett YouTube: <https://www.youtube.com/watch?v=Njh3rKoGKBo> After watching, write in your notebook: What aspects do you think you need to incorporate into your style to improve?

## Unit 6: Create Your Workshop Plan

Duration: 90 minutes Output: A complete Workshop Grid

Objective: Learn How to Create a Workshop Plan

To this point you have a finalized version of the workshop proposal. Now we would like to suggest a method to structure your workshop. Once you set your workshop structure, it will become easy to create the content for your workshop.

*For planning workshop phases we use PITT a model which helps you to structure your workshop or each module of your workshop in four phases: 1.Problematize / MOTIVATION. 2.Input / KNOWLEDGE. 3.Training / SKILLS & EXPERIENCE. 4.Transfer / REFLECTION & APPLICATION.*

### The 4 Phases of a Successful Workshop

#### Phase 1: Motivation



The first phase is about motivating participants of the workshop and showing the importance of the subject for the participants. Let the participants know you and each other and communicate with the participants about “why” this topic is useful, relevant and important for them. If you have enough time you can collect the expectations from the group on the topic: on what brought them here and what they are willing to learn, know, or share. This could help you to make the workshop more inclusive and ensure active participation. If the willingness to learn has been awakened, the participants are motivated and they will set their own personal learning goals for the workshop.

**Suitable methods are:** name games/getting to know each other, collection of expectations for the workshop, activating exercises, short presentation of the topic, its usefulness and relevance, task, short discussion/brainstorm with the group about where it is possible to use the topic, videos etc.**Phase 2:**

#### Phase 2: Knowledge



In this phase information is conveyed, or the first discussion of the topic takes place. In this phase you share your knowledge and know-how with the participants. If relevant, participants can also share their knowledge or prior experience.

**Suitable methods are:** your presentation, sharing prior experiences of participants in small groups and presenting in the whole group, preparation of content in group / peer/ or individual work etc.

### Phase 3: Skills & Experience



Practice and learning from actual experience makes people experts. If you only get information about how to conduct a good presentation, you can not necessarily deliver a successful presentation. It takes practice to turn the acquired knowledge into skills that afterwards are used in everyday activities. This phase is the most learning-intensive part of the participants' learning journey as it lets them to actively experience the provided knowledge with all their senses. In this stage participants learn from personal experience and most importantly – to learn by doing, not by theorizing. The activities in this stage require active involvement and participation of the participants, like cooperation, sharing functions, care for others etc. Keep in mind that this part should take enough time, the methods used to create actual experience are time consuming.

Suitable methods in this phase: peer and group work, simulations, role plays, practical exercises, learning games, any form of in-depth discussion of the contents, problem solving tasks in couples or small group work etc.

#### Phase 4: Reflection & Application



It is frequently thought that the most important thing in experiential learning is various attractive exercises and activities which create experience, but reflection and conclusions about the relationship between acquired experience and life situation are crucial. Otherwise we would say that learning is in stagnation, i.e. there is no actual learning if there is no reflection of experience.

A learning experience is successful if participants reflect on what happened during the exercises and activities, make conclusions and apply it in their situation and in their lives.

In this phase the focus is on the reflection of the experience gained during the workshop and thinking on application of what has been learned in one's own everyday life.

**Suitable methods in this phase can be:** reflection and self-assessment activities, small group conversations about implementation / application, casework, drawing up plans or checklists for future, brainstorming on application in everyday life, evaluation of the workshop.

##### READ & REFLECT

1. Take a look at the Suitable methods mentioned for each workshop phase in the above section.
2. Additionally have a look at different sources to find the methods you can use in your workshop:
  - [TeachSurfer Handbook Part 3 \(p. 9–10\)](#)
  - [Compass: Manual for Human Rights Education with Young People](#)
  - [Handbook for youth group facilitators \(Lithuania\)](#)
  - [T-Kit 11 Mosaic: Training kit for Euro-Mediterranean youth work](#)
  - [T-Kit 12: Youth transforming conflict](#)
3. Select 3-4 methods and explain how you would integrate them in your workshop.

## Creating Your Workshop Grid

In order to create your workshop grid, for each workshop phase you shall define the GOALS of the phase, the CONTENT you will deliver, the METHODS you will use, the COURSE OF ACTION you will take and the MATERIAL you will need.

*The workshop grid is an extended version of the ZIM method. The ZIM is a simple and powerful tool to plan your workshop by identifying the goals, contents and methods for your workshop. ZIM in German stands for: Ziele (goals), Inhalte (contents), and Methoden (methods). We extended this model and included two new columns: The Course of Actions and the Material.*

### READ & REFLECT

Have a look at the 2 workshop grid examples provided here, compare them, afterwards continue reading about the workshop grid in the next section.

- "Introduction to Arabic Language and Culture" by Khaled Khudr: [Unit 6 - Workshop Grid Khaled](#)
- "Build your first IT solution" by Miganoush Magarian: [Unit 6 - Workshop Grid Migan](#)

Now we explain the workshop grid. The rows of the grid as you might have noticed are the workshop phases we introduced you in the beginning of this unit. Now we define each column in the workshop grid below:

Column	Description
GOALS - Everything starts with the goals and the target audience	– What are the main and sub goals of your workshop? – Who is the target audience of your workshop? What do you know about your target group: size, age, experience they have, how would you describe the stage of your group (remember Unit 3 ) etc.?
CONTENT - Then the content	– What contents are part of the training? – Collect the content/themes possibly via brainstorming or mind map
METHODS - Then the methods	– How will the contents be implemented methodically, i.e. what set of methods you will use for your workshop? <ul style="list-style-type: none"> <li>• Which methods will you use with your target group in the beginning of the workshop (you can look at the methods suggested un Unit 6 first sub unit)?</li> <li>• Which method fits particularly well for delivering the content?</li> <li>• Which methods will you use to create active experience related to the goal of your workshop? Or what methods you will use to look into the experience the group of your workshop already has? (suggestion: we suggest not to use more than 2 different methods)</li> <li>• Which methods will you use to reflect with a group on the experience they got during the workshop and encourage them to brainstorm on where they will use what they have learned during this workshop? (suggestion: we suggest not to use more than 2 different methods).</li> <li>• How will you evaluate the whole workshop with the group?</li> </ul>

	– Define objectives, working group size (whole group, small groups, pairs, etc.), materials needed, time, course of actions for each method you will use in the workshop.
COURSE OF ACTIONS - What activity and in which order needs to be taken	This column focuses on the description of the concrete actions you will do in each phase of the workshop. This column is linked to the method column. For instance, if in the motivation phase at first you will make a game of names, then in this column you will write down how exactly you will implement the game. e.g. 1. dividing participants in small groups of five. 2. giving the cards etc..
MATERIAL NEEDED - What materials will you use.	This column is about materials you will use in each phase. For example, in the motivation phase for the name game, you need special cards with colours. In some other phase you might need flipcharts, markers, tape, computer(s), projector, speakers, etc. It is important to plan the material needed for different phases and to check the availability of these materials by you, participants or Host organisation, in order to assure you can implement that method and deliver that content. It can be in some phrases you don't need any material.

## Know Your Target Group

When creating a workshop plan, it is essential to be clear about **what are the characteristics of your group, what is the prior experience** of the participants on the topic of your workshop and which methods are suitable for them. To give an example: If you give a presentation training for 12- year-old students, you should use playful methods that are age appropriate. When giving the same training for young professionals, you should focus on presentation techniques for business.

It is also important to know **which knowledge background the participants have**. If they already have experience and a background in the topic you want to teach, then you could use their prior experience in the beginning of your workshop by exchanging what they already know, then giving them theoretical input and practical activities that will encourage them to use the experience they already have and create a new common experience. In this case you should also use some advanced knowledge which can be useful for them and challenge them. In the same manner, if you are teaching participants who do not have previous experience in the topic you present, you have to keep your content simple and in a beginner level.

**Probably you have a workshop with a group of people who do not know each other.** In this case you should think about different stages of group development and start your workshop with introducing yourself and also encouraging participants to get to know each other (you can find some methods in Unit 6 first sub unit).

**ASK YOURSELF** Before creating your workshop plan, take time and describe the group you will be working with: – Age range – Group size – Prior experience on the topic – Other relevant characteristics Write your answers down.

## Assignment 2: Submit Your Workshop Grid

Duration: 2 hours

Using all you have learned in Unit 6, use **Assignment 2 - Workshop Grid Template** and create your complete Workshop Grid. Your grid should cover all four workshop phases with the five required columns:

Workshop Phase	What to Include
Phase 1	Motivation — Goals, Content, Methods, Course of Actions, Materials
Phase 2	Knowledge — Goals, Content, Methods, Course of Actions, Materials
Phase 3	Skills & Experience — Goals, Content, Methods, Course of Actions, Materials
Phase 4	Reflection & Application — Goals, Content, Methods, Course of Actions, Materials

## Assignment 3 (Final): Submit Your Workshop Content

Duration: 3 hours

Before you start creating your own content, take a look at our open educational resources for inspiration.

- *Arabic Language and Culture Workshop:*
  - Workshop Proposal: <https://teachsurfing.com/wp-content/uploads/2026/05/Workshop-Proposal-Arabic-Language-Khaled-Khudr.pdf>
  - Workshop Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/Workshop-Content-Arabic-Lanquage-Khaled-Khudr.pptx> )
  
- *JavaScript workshop 4 sessions:*
  - Workshop #1 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-workshop-1.pptx>
  - Workshop #2 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Workshop-2.pptx>
  - Workshop #3 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Workshop-3.pptx>
  - Workshop #4 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Workshop-4.pptx>
  - Workshop notes for facilitators: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Worksop-notes-for-facilitators.docx>

Select one of the workshop contents examples and answer these questions about that content.

1. What did you like the most about the content and would use in your own content creation?
2. Which part do you dislike and would do differently in your workshop content creation?

This is the final assignment of the course. Using everything you have learned and created throughout Units 1–6, compile and submit your complete workshop content package.

Your final submission brings together your Workshop Proposal (Assignment 1), your Workshop Grid (Assignment 2), and the full content materials you would use when delivering your workshop to a real audience.

## Unit 7: Execute Your Workshop and Share Your Story

Duration: 90 minutes


Learning Objectives: Learn How to prepare your workshop and to collect feedback

### Workshop Execution Checklist

The big moment has arrived! You prepared your workshop content and planned your workshop together with the Host organization representative. You are present at the workshop location together with the Host organization representative one hour before your workshop. Now it is time to set up and share your knowledge.

All the tasks within the checklist – except the ‘Hosting’ task which is the main responsibility of the Host organization – can be done either by you or the Host organization representatives. We recommend that you go through the list together and ensure a fair distribution of tasks depending on the availability of each person. In case you need additional help, you can kindly ask the early arriving participants to give you a hand with different preparation tasks. This checklist is very comprehensive and, depending on your workshop structure and duration, you may not need to do all the tasks mentioned in the list. big moment has arrived! You prepared your workshop content and planned your workshop together with the Host organization. You are present at the workshop location one hour before your workshop. Now it is time to set up and share your knowledge.

All tasks in the checklist — except "Hosting" which is the Host organization's main responsibility — can be done either by you or the Host organization representatives. Distribute tasks fairly depending on availability. Depending on your workshop structure, you may not need to do all tasks mentioned in the list.

 **READ & PRACTICE** Read through the workshop execution checklist [Unit 7 - Workshop Checklist](#)

1. What do you need to do before the workshop? During? After?
2. Keep the relevant items for your workshop, cross out those not applicable, and add new items if necessary.
3. Either you or another facilitator should keep an eye on your list at all stages.

### Workshop Feedback Forms

In order to measure your impact and get feedback from participants to improve your workshop, we prepared a feedback form for participants to fill out at the end of the workshop. Save 5 minutes at the end of the workshop for collecting feedback. Use online feedback form like google forms or print a feedback form using [Unit 7 - Feedback Form](#).

 **PRACTICE** Before your workshop:

1. Print your workshop checklist.
2. Print your feedback forms (if collecting feedback offline).
3. Make sure to take them with you to your workshop!

## Writing Your Post-Workshop Story

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The work and effort that you put in preparing for and seeing your workshop to completion is a big achievement that must be celebrated. Congratulations! Now, to further enrich your experience, writing a story about your workshop will help concretize this for yourself and others.

Think about it, by sharing your knowledge and skills, you have made a positive impact on others' lives. Through your knowledge, you can help others develop both professionally and personally. Also, documenting your workshop experiences can help empower you to continue to share your knowledge and as a consequence, strengthen your skills along the way.

By sharing your story to the wider community, it will inspire others to do the same, scaling your impact to even greater heights.

work

 **PRACTICE 1.**

Read the blog on how to create a catchy and powerful TeachSurfing story:

<https://teachsurfing.com/stories/>

Get inspired by:

"Teaching Meditation in Armenia" (<https://teachsurfing.com/teaching-meditation-in-armenia/>)  
and "Postcards from the Future" (<https://teachsurfing.com/podcast-from-future/>)

2. Begin by reflecting on the guide questions in the blog and making an outline for your story.
3. Create a 500-word draft of your post-workshop story. Come up with a catchy title and choose a photo from your workshop that best communicates the experience.
4. Optionally ask a friend or participant to review your draft.
5. Share your story through social media or other communication channels.

## Keep on Sharing Knowledge with the World!

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Once you offer your first workshop, it is highly recommended that you repeat it for a new audience in order to improve your knowledge transfer skills and workshop content — and to scale your impact and inspire new people. Start again by looking for a new Host organization or offering your workshop for a second round with the same Host.

**Inspiring examples of serial TeachSurfers:**

- Malte gave his first "Introduction to Meditation" workshop at the Social Impact Lab Berlin. Since then he has offered it twice for the same host and twice for a new Host. When traveling to Armenia and Georgia, he also offered his workshop there.
- Matt created "Postcards from the Future" — a history and art workshop. He has offered it in Berlin, the USA, and Armenia. He also supports new TeachSurfers to take his workshop format and offer it worldwide.
- Khaled gave his Arabic language and Syrian culture workshops over 50 times — mainly in Berlin, and also when visiting Armenia.



"It is an honor for me, a dream to display a good example of my own culture and language, and to work with people from different backgrounds and cultures. This bright aim which comes true with TeachSurfing will always motivate me, heighten my resolution and energize my passion to study, explore, share and flourish." — TeachSurfer Khaled Khudr

**ASK YOURSELF** Now it is your turn! – What is your motivation to continue offering your workshop? – Where is your next stop to offer your workshop? Take some notes in your personal notebook.

# Annex

## Unit 3 - Workshop One-Pager Danielle

### Career Development Workshop - an atypical career path in the field of IT

**TeachSurfer:** Danielle Müller

**Date & Duration:** To be decided between 27.03.2018 until 10.04.2018 The workshop duration is 2 hours.

**About the TeachSurfer:**

Danielle Müller is a senior manager in an international IT company in Berlin Germany. He is visiting his home city (Cape Town) at the end of March until beginning of April and would like to share his experience and knowledge with youth in schools and local communities. Additionally, he has experience in management consulting, success management and management of cultural diversity.

**Workshop summary**

During a career development workshop, he will share his own journey, from studying a National Diploma in Management at Northlink College (Cape Town) to becoming a Portfolio Manager at an international IT company. The aim of the workshop is to inspire participants with the diverse and atypical range of career paths in the field of IT and the tools which can be used on this journey. Participants will then work on one of two set challenges: building a great LinkedIn Profile or a disrupting industry task.

**Target group**

- School students looking for guidance on starting a career
- People interested in the diversity of the IT industry and which tools can boost their careers
- Participants should have a technical affiliation and know basic understanding of internet tools

**Required material**

- Participants should bring a smartphone or laptop, pen, paper, colored pencils or markers
- Host should provide a projector

**Agenda**

- My Journey from Cape Town through Ireland to Germany
- Career Development the unorthodox way - From Construction to IT
  - Remuneration - Experience vs Money
  - Challenge your comfort zone - Doing things you are bad at or scared of, learning from mistakes
  - Less "Social" Media more "Business" Media - Kill Social pressure from Instagram, Snapchat, Facebook, Twitter and refocus through LinkedIn & Medium
- Real-world examples:
  - Working for one of the most innovative companies in the in the world
  - How I was rejected by Google and how this accelerated my career

● Interactive part:

Option A - Building LinkedIn Profiles

Take Business Headshots. Write Introductions. Compile their education and employment history. Connect with each other

Option B - Disrupt an industry

Form teams. Choose an industry which they think is outdated and explain why Brainstorm how to change it.

## Unit 3 - Workshop One-Pager Felix

### Basic C coding on microcontroller MSP430

The workshop can be split in two parts or there can be two workshops with the same content delivered on the two available dates.

#### TeachSurfer

Felix Kiefer

#### Date & Duration:

Available on 19.10. and the 22.10.2018

Planned for 180-240min

#### About the TeachSurfer

Felix Kiefer is a student of electrical engineering at Technische Hochschule Mittelhessen THM and is working at Bender GmbH & Co. KG in Gruenberg, Germany. Bender is a global player specialized on electrical safety. The focus of Mr. Kiefer's studies is electronics development and circuit simulation.

Mr. Kiefer loves to inspire people by sharing his knowledge about electrical engineering. His aim is to arouse interest in doing own small projects with electronics components.

Next to his technical expertise Mr. Kiefer is interested in sustainability, nature, handcraft, board games, cooking, and exploring cultures by traveling.

#### Workshop summary

The goal of this workshop is to learn how to put C code on a Microcontroller. After a theoretical introduction to this specific Hardware, participants will write C code and program it on an MSP430 board guided by practical exercises and supervised by the TeachSurfer.

#### Target group

- Age 16+
- People who know basic C programming statements like: if/else, while, for
- People who know basic C operators like: ==, <, !=, ++, &, |, ~
- People who have a basic understanding of the C programming language
- max. 20 people per workshop

#### Required Material

- computers with windows 7 and "TI Code Composer Studio" installed
- bring an own USB stick is recommended to ease the workflow

#### Agenda

- presentation about myself and my background
- short outlook to career paths in electrical engineering
- introduction to microcontrollers
- basic C coding step by step (main part)

## Assignment 1 - Workshop One-Pager Template

# TeachSurfing Workshop

## <Workshop title placeholder> - <Subtitle placeholder>

*Please replace the above placeholders with a descriptive and attractive title and subtitle.*

### TeachSurfer

<Your complete name placeholder>

### Date & Duration

*When can you offer the workshop and how long is the workshop duration? If you don't know the exact workshop times, please put an approximate date and time when you would be available.*

### About the TeachSurfer

*What is your background? What experiences you have which makes you qualified to offer this workshop? What is your motivation to share knowledge.*

### Workshop summary

*What are your workshop objectives? What is the workshop about (the content)? How will the workshop be conducted (The structure: e.g. explain the interactive parts such as group activities or Q&A, or presentation).*

### Target group

*Who would you recommend to take part in your workshop? Are there any age restrictions or previous knowledge required?*

### Required material

*What do participants need to bring to the workshop? What material does the Host need to provide?*

### Agenda

*Please give a quick snapshot of your workshop to the Host organisations. Your agenda should include:*

- **Introduction** to your person and your background
- **Theoretical section** highlights specific topics covered in your workshop
- **Interactive section** of your workshop

### Language

### Location

### Number of participants

### Unit 6 - Workshop Grid Khaled

**Workshop title:** Introduction to Arabic Language and Culture

**TeachSurfer:** Khaled Khudr

Dramaturgy	time	GOALS	CONTENTS	METHODS	COURSE OF ACTION	MATERIAL
<b>Problematize /</b> <i>MOTIVATION</i>	10 min	Ask the participants why they want to learn arabic. Show them some practical examples where Arabic can be useful.	Example: Greeting Arabic speaking person in Arabic to break the ice.	Key question & storytelling	1. presenting myself; 2. I ask: why do you want to learn arabic. Everyone shares. I put the answers on the flipchart. 3. knowing each other by using Arabic language: explaining how people greet, ask how are you doing and say goodbye; participants stand in pairs and practice these three sentences;	markers pencil flipchart
<b>Input /</b> <i>KNOWLEDGE</i>	20 min	Introduction to Arabic alphabet, starter words and sentences.	Presentation & worksheets: intro to alphabet, alphabet all forms, arabic greetings. Link to <a href="#">google drive</a> :	Presentation	1. presenting 3 interesting facts about Arabic language; 2. presenting Arabic alphabet, starter words and basic sentences: greetings, telling about oneself etc.	.ppt presentation worksheets white board
<b>Training /</b> <i>SKILLS</i>	1 hour	Practice starter words and sentences with Arabic speaking volunteers.	Practice greetings and dialogues in arabic and singing a short song in Arabic.	Group work: Each group will have a native Arabic speaker supporting them	1. dividing participants into groups, assign a native speaker to each group 2. groups practice greetings and dialogues (15 min); asking few groups to share their learning and reflect on their experience 3. singing short song in Arabic	.ppt presentation
<b>Transfer /</b> <i>COMMUNICATION of Sustainability</i>	10 min	To assure the workshop brokeed the ice and opened participants mindset about Arabic language and people.	questions evaluating the workshop	Transfer questions, group talk and feedback	1. Asking if participants have question(s) on Arabic language learning 2. Evaluation of the workshop in the whole group: answering the questions: - What do I take away from the workshop? - How did the workshop change my perspective about Syrians and Arabic language?	

### Unit 6 - Workshop Grid Migan

**Workshop title:** Learn about IT careers and built your first IT solution!

**TeachSurfer:** Miganoush Magarian

Dramaturgy	time	GOALS	CONTENTS	METHODS	COURSE OF ACTION	MATERIAL
<b>Problematize /</b> <i>MOTIVATION</i>	15 min	Motivate participants about IT career	Share why I love software engineering and give examples of 3 inspiring IT projects.	Storytelling, presentation including videos and images, ice-breaking activity	1. presenting myself and why I love software engineering; 2. giving 3 examples of inspiring IT projects; 3. encourage participants to stand-up, find another person, say the name and share at least one IT project they were inspired by and say why (5 min).	.ppt videos and images to illustrate examples
<b>Input /</b> <i>KNOWLEDGE</i>	15 min	Give them an overview of IT fields and the IT solution development process.	A graphic visualizing different IT fields: software, hardware, data science. Present IT development process steps.	Question and presentation	1. overviewing of IT fields; 2. showing graphic visuals on IT fields: software, hardware etc. 3. present IT development steps; 4. answering participants' questions.	-ppt presentation. slido.com to collect questions
<b>Training /</b> <i>SKILLS</i>	1 hour	Participants design IT solutions which would help their everyday life in their school	3 main stages of software development: - understanding the problem - providing the solution - pitching the results to get feedback	Group work: The participants are divided in groups of 4-5 where they design an IT solution based on the 3 stages of software development	1. Participants are divided in groups by 4-5: person takes one colourful paper from the box and finds other participants who have the same colour; 2. reminding 3 stages of software development, explaining the task in pairs and the role of each group member; 3. group work (30 min) 3. each group present the outcome of the work; 4. answering questions given by participants;	little colourful papers (4-5 sheets one colour) and the box. worksheet with short description of the group exercise.
<b>Transfer /</b> <i>COMMUNICATION of Sustainability</i>	20 min	Participants broaden their perspective about IT fields and are motivated to continue study or work in IT.	List some online and offline opportunities where the participants can continue their interest in learning IT.	Group talk and feedback	1. reflecting in the small groups (questions that will be given): - How was the group work experience? - what do we understand about development stages? - how this task broadened my perspective about IT fields? - how would I like to continue to study/work in IT? 2. feedbacking in the whole group (1 member per group shares for the whole group); I make notes on the white board; 3. listing some online/offline opportunities (connecting with what participants said on the question 3 of feedback).	marker white board

Assignment 2 - Workshop Grid Template

**<Workshop title placeholder> - <Subtitle placeholder>**  
<Volunteer Educator/TeachSurfer name placeholder>

Workshop Phases	Time	GOALS	CONTENT	METHODS	STEP BY STEP (COURSE OF ACTION)	MATERIALS NEEDED
Motivation				Method 1. Method 2:		
Knowledge				Method 1. Method 2:		
Skills & experience				Method 1. Method 2:		
Reflection & application				Method 1. Method 2:		



### Unit 7 - Workshop Checklist

Workshop execution checklist			
Time of execution	Responsible person	Task	Description
Before the workshop	.....	Space setup	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Papers and sticky notes</li> <li>• Markers and pens</li> <li>• Tables and chairs</li> </ul>
	.....	Technical check	<ul style="list-style-type: none"> <li>• Projector, speakers, WiFi connection</li> <li>• Cables and laptop for presentation</li> </ul>
	.....	Registration desk	<ul style="list-style-type: none"> <li>• Welcome the guests</li> <li>• Bring paper tape and a marker for name tags</li> <li>• Ask participants to write their name tags</li> <li>• If you plan to take photos ask the participants to sign the agreement form (<a href="#">link</a>)</li> </ul>
	.....	Printing material	<ul style="list-style-type: none"> <li>• Print the handout material</li> <li>• Print the list of participants</li> <li>• If you will be collecting the feedback offline, print the forms (<a href="#">link</a>).</li> </ul>
	.....	Workshop material	<ul style="list-style-type: none"> <li>• Prepare and distribute your workshop material, such as painting materials, tools, instruments, etc.</li> </ul>
	.....	Coffee break setup	<ul style="list-style-type: none"> <li>• Prepare drinking water and glasses</li> <li>• Buy coffee, tea, and cookies</li> <li>• Prepare the coffee/tea and set the cups</li> </ul>
	.....	Briefing of volunteers	<ul style="list-style-type: none"> <li>• Have an introduction round for all the volunteers (name, expectation)</li> <li>• Inform volunteers about TeachSurfing</li> <li>• Inform them what their tasks are and how the workshop is structured</li> </ul>
During the workshop	.....	Time keeping	<ul style="list-style-type: none"> <li>• Have the agenda and remind the TeachSurfer about time limits</li> </ul>
	.....	Taking photos	<ul style="list-style-type: none"> <li>• Make sure to take pictures only from people who signed the agreement form</li> </ul>
	Host organisation representative	Hosting	<ul style="list-style-type: none"> <li>• At the beginning of the workshop: present the Host organisation, TeachSurfing and the TeachSurfer</li> <li>• During the workshop: support the TeachSurfer and announce the breaks</li> <li>• At the end of the workshop: distribute and collect feedback forms online or offline (<b>Unit 7 - Feedback Form</b>)</li> </ul>
After the workshop	Everyone	Cleaning	<ul style="list-style-type: none"> <li>• Set the location to its original format</li> <li>• Collect, wash, and replace the cups and plates used during the break</li> </ul>

### Unit 7 - Feedback Form

**1. What did you learn? What kind of new knowledge and skills did you gain? Please give some examples.**

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**2. Did you get to know a person from a different region/country/culture during this event?**

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**3. If your answer to the previous question is YES, how did this event affect your view and knowledge on that region/country/culture?**

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**4. What are the outcomes of this workshop for you? *Check all that apply.***

- exposed to new knowledge
- will use/practice my learnings from this workshop in my daily life/situation
- inspired to further study the topic covered by the workshop
- inspired to work in the field presented in the workshop
- inspired to share my knowledge and skills (e.g. become a TeachSurfer)
- met a person from a different culture/country and gained a new perspective about that culture/country
- expanded my network
- I didn't learn anything new in this workshop
- Other (please mention) -----

## Feedback for TeachSurfer

**5. On a scale of 1 to 5 how would you rate the TeachSurfer in the below areas?**

	1	2	3	4	5
	poor		moderate		excellent
Presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop facilitation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What did you like about the TeachSurfer’s performance and what do you suggest as improvements?

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### Feedback for Host organisation

7. On a scale of 1 to 5 how would you rate the Host organisation in the below areas?

	1	2	3	4	5
	poor		moderate		excellent
Before the workshop communication and promotion activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction presentation during the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation of the workshop, e.g space, reception of the participants, and breaks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What did you like about the Host organisation and what do you suggest as improvements?

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### Feedback for TeachSurfing

9. Have you heard about TeachSurfing before this workshop? Yes  No

10. How likely are you to recommend TeachSurfing to a friend or colleague?

Not likely 1 2 3 4 5 6 7 8 9 10 definitely

11. How likely are you to participate in another TeachSurfing workshop?

Not likely 1 2 3 4 5 6 7 8 9 10 definitely

12. What do you like about the TeachSurfing organisation and platform? What do you suggest as improvements?

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## Join the Community of Practice

Connect with fellow learners and trainers for support, feedback, and inspiration:

- Facebook: <https://www.facebook.com/groups/4232456626980441>
- Instagram: @e.velp — <https://www.instagram.com/e.velp/>



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