

# YES!

YOUTH  
EMPOWERMENT  
FOR  
SOCIAL  
INCLUSION

## Module 1

# Internal strengths and external powers

Verein zur sozialen und beruflichen



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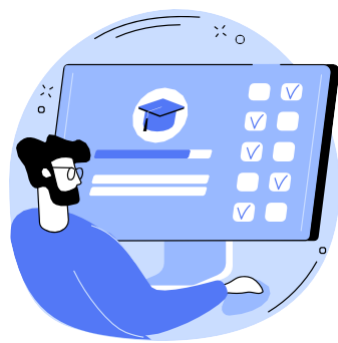
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# Introduction



The young people explore the needs in their local community. In this way, they will start from the power of their community, but also from the problems, to find the right countermeasures.

This module is divided in two different Activities

Activity 1 Introduction to the SWOT Analysis; Activity 2 SWOT ANALYSIS IN PRACTICE.

In this module we aim to promote the development of knowledge of the concept of personal and community strengths.

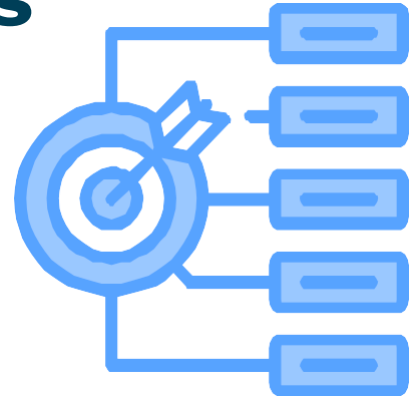
The young people will be the active subjects of the activities. In this way, youth can organize their own personal or group analysis for a better implementation of their project for their community.

To achieve these goals, we will resort to group dynamics, brainstorming moments, and self-reflection to evaluate the knowledge and skills acquired.

The lesson plan offers suggestions for in-person and online implementation.

# Objectives

The overall goal is to provide Youth workers/Trainers with tools to train young people in methodologies to design their own activism project in their community.



# Outcomes

The outcomes of this youth digital activism module include:

- ◆ Description of the importance of recognize the internal strengths and external power maximize the effects of the activities
- ◆ Identify the key components of a SWOT analysis
- ◆ Be able to utilize a SWOT analysis for the own projects.

# Theoretical part



## INTERNAL FACTORS

The strengths and weaknesses are internal characteristics—ones that can be controlled and/or changed, often easily, and from the inside. The strengths outline how the entity excels and exceeds its competition. This may include forces like location, technology, etc. An entity's weaknesses, on the other hand, prevent it from performing to its fullest potential such as a lack of resources.

## EXTERNAL FACTORS

External factors include opportunities and threats, which may not necessarily be easy to contain. The opportunities an entity has are the favourable factors, which give it an edge over its competition within the industry. Threats, on the other hand, are external factors that can hinder a company's competitive advantage.

They are found within the immediate or potential environments. These include but are not limited to family, community organizations, teachers, membership, spirituality, and culture.

Communities strength are called community assets (Rabinowitz 2016). They are any elements that improve the way a community works.

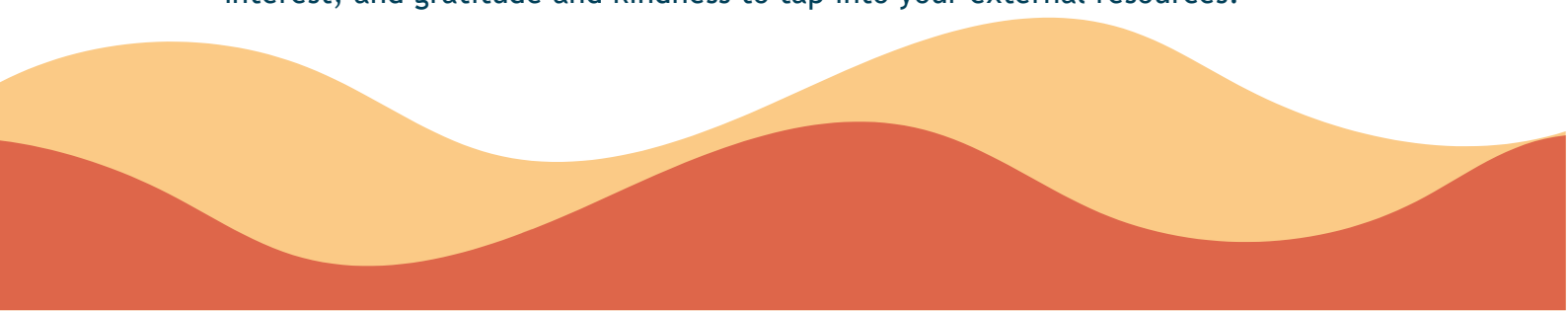
## **STRENGTHS:**

Character strengths make up part of our identity.

### **Types of Strengths**

- ◆ **Character strengths** are capacities for thinking, feeling, willing, and behaving. They reflect what is best in you and can be viewed as part of your positive identity.
- ◆ **Talents** are strengths that are innate abilities, which typically have a strong biological loading, and may or may not be well-developed (e.g., intelligence, musical ability, athletic ability).
- ◆ **Skills** are strengths that are specific proficiencies developed through training (e.g., learning a particular trade; computing skills; researching skills).
- ◆ **Interests** are strengths that are areas or topics you are passionate about and driven to pursue, such as playing sports, engaging in particular hobbies, and working with arts or crafts.
- ◆ **Values** are enduring beliefs, principles, or ideals that are of prime importance to you. Values reside in your thoughts and feelings, not behavior. E.g., your value for family, your value for hard work.
- ◆ **Learning styles** are ideas or hypotheses about how people approach new material, e.g., you might be reflective in how you learn a particular subject, or you might be more interpersonal in your style because you want to receive new learnings through discussion rather than reading.
- ◆ **Resources** are the one type of strength that is external. These are your external supports, such as social and spiritual connections, living in a safe neighborhood, and being part of a good family.

Character strengths cut across the strength categories. In many cases, character strengths underpin the other categories and draw the other strengths forward. They are often the *driving force*. For example, you might use hope to develop a new skill for work, curiosity to explore an area of interest, and gratitude and kindness to tap into your external resources.



# 1st Activity

## INTRODUCTION TO THE SWOT ANALYSIS

### F2F Version



It is important to start with a reflection of what strengths, opportunity, weakness and threat are.

The trainers can divide the participants in 4 groups (10 minutes)

-Group 1 has to identify strengths: What is strength for you? Which types of strengths you see around you/in your community? What your personal strengths?

-Group 2 has to identify weakness: What are weaknesses for you? Which types of weakness you see around you/in your community? What your personal weakness?

-Group 3 has To identify opportunities: What are opportunities for you? Which types of opportunities you see around you/in your community? What your personal opportunities?

-Group 4 To identify threat: What is threat for you? Which types of threats you see around you/in your community? What your personal threat?

After the groups' discussion, the trainer should encourage each group to present their finding to the rest of the participants (10 minutes).

The facilitator should promote debate after each presentation to facilitate the exchange of suggestions between the different groups.

After the discussion the facilitator gives the correct definitions (of strengths, opportunities, weakness, threats) and put more attention on the personal strengths.

# 1st Activity

## INTRODUCTION TO THE SWOT ANALYSIS

### F2F Version



Then, is possible to introduce the SWOT METHODOLOGY and to watch the following video

Watch the video (15 minutes)

<https://www.youtube.com/watch?v=JXXHqM6RzZQ>

After the video, the trainers can continue the brainstorming with the following question:

Considering the strengths, opportunities, weakness and threats you found, why do you think you need to do a SWOT Analysis? What problem in your community need to be addressed? What goal do you want achive? (15 minutes)

To encourage the discussion the trainer can ask people to tell him what comes to mind as quickly as possible without censoring it.

He can ask one or two note makers to write all the ideas where everyone can see them.



Sources

<https://www.youtube.com/watch?v=JXXHqM6RzZQ>



Assessment

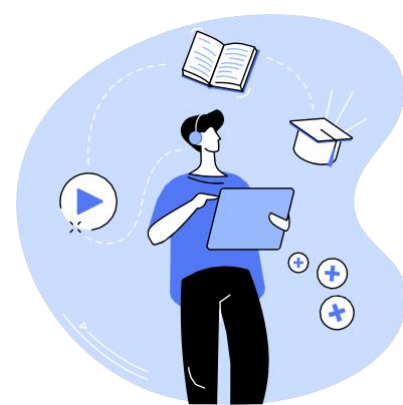
Open Questions (10m)

After the first activity, the trainer will ask open-ended questions about the possibility of exercising the SWOT Analysis in their life (for the community or to discover their personal strengths)



# 1st Activity

## Introduction to Swot Analysis



### Online Version



**Duration:** 60 minutes



#### **Overview and goal(s)**

The overall goal is to provide Youth workers/Trainers with tools to train young people in methodologies to design their own activism project in their community.



#### **Training Method Used:**

For the online implementation the trainer has to be sure to have all the digital resources and tools.

Indeed, the facilitators can collect the reflections and the answers of the participants with online tools such as MENTIMETER, GOOGLE JAMBOARD, PADLET.

During the group's discussion, the participants can be allocated in four virtual breakout rooms for working in group.

At the end of the group's discussion, the trainer brings all participants back together to the main room.

The trainer invites the class to share their opinions and reflections, or can create a forum to discuss on the online tools.

They can use the chat facility or a virtual whiteboard if they want to write down and share notes in real time.

# 2nd Activity

## SWOT ANALYSIS IN PRACTICE

### F2F Version



Duration: 90 minutes



Overview and goal(s): The learners have the possibility to put in practice the SWOT Analysis for their own project for their community.



Learning outcomes:

- To develop an awareness of opportunity and strenghts
- To foster discussion and Cooperative learning in the community
- To improve the capability to develop a project for their own community.

# 2nd Activity

## SWOT ANALYSIS IN PRACTICE

### F2F Version



#### Theoretical contents

The SWOT analysis can be used for the following purposes.

**Know yourself/the group:** Using the tool, young people are able to identify their strengths, weaknesses, and their areas of opportunities and threats. This knowledge will help them to understand those factors that affect their activism.

This information is also helpful for the youth workers, as it allows them to structure the activities process taking into consideration the various positives and negatives.

**Planning and implementation:** Consider, a young people writing a project. Using SWOT analysis helps them to identify a goal and the resources they have (strengths and opportunities). However, the analysis also brings their attention to some problems to be faced to reach the goal (weakness and threats). This information can help the youth plan ahead and create a schedule that allows them to maximize their project impact.

**Feedback mechanism:** Young People can use the SWOT tool to receive some feedback about their project, the effectiveness of the various strategies used. It helps them decide on which strategy to continue with and those that need to be modified or updated.



**Training Method used:**  
Brainstorming and Auto Reflection



**Materials/Equipment Required for face-to-face implementation:** computer, projector, sticky notes, paper, pens and markers

# 2nd Activity

## SWOT ANALYSIS IN PRACTICE

### F2F Version



The trainer writes the group mission statement for their own project (found in the previous activity). (10 minutes)

Then, he/she can divide the participants in 4 groups and can prepare four different fixed tables. (40 minutes)

Each group goes around the table and discuss each topic for 10 minutes. Every ten minutes the trainer asks to change the table.

A facilitator is present in each table. Each table works on one of the 4 different factors:

*-One table works on Strengths:*

- ◆ What are we enjoying doing?
- ◆ What are our unique skills?
- ◆ What are skills that we have but others don't?
- ◆ What do others see as our strengths?
- ◆

*-One table works on Weaknesses:*

- ◆ What stopped us from achieving our goal?
- ◆ What do we need to improve to achieve our goal?
- ◆ What are our bad habits?

*-One table will work on Opportunities:*

- ◆ How can our network help us with my future projects?
- ◆ How can our skills fill the need in the project that we want to work in?
- ◆ Is there any significant change in the social environment that we can take advantage of?

*-One table will work on Threats:*

- ◆ Is our personality hurting our project path?
- ◆ Is our financial situation impact my goal?

In this phase, the participants have to be honest with themselves.

# 2nd Activity

## SWOT ANALYSIS IN PRACTICE

### F2F Version



This is group-analysis; The more they list down the points, the better chance to increase the impact of the project.

After the group's discussion, the participants come back in plenary.

The groups, with the help of the facilitators, explain to the plenary the factors that have been found. (20 minutes)

It is important to put attention on the opportunities/solutions for each threats and weakness.

In this stage the discussion continues, to reorder their ideas for their project.

After examining the factors, participants with brainstorming activity, can start to design the steps to exploit the opportunities found. (30 minutes)



Assessment (Multiple choice questions or others adapted to face-to-face implementation)

Open Questions (10m)

After the activity, the trainer will ask to tell him what type of project they would design for their community, considering all the data found during the activity.

# 2nd Activity

## SWOT analysis in practice

### Online Version



Duration: 90 minutes



Overview and goal(s): The learners have the possibility to put in practice the SWOT Analysis for their own project for their community.



Learning outcomes:

- To develop an awareness of opportunity and strenghts
- To foster discussion and Cooperative learning in the community
- To improve the capability to develop a project for their own community.

# 2nd Activity

## Breaking the Internet for a Cause

### Online Version



For the online implementation the trainer has to be sure to have all the digital resources and tools.

Indeed, , the facilitators can collect the reflections and the answers of the participants with online tools such as MENTIMETER, GOOGLE JAMBOARD, PADLET.

During the group's discussion, the participants can be allocated in four virtual breakout rooms for working in group.

A facilitator is present in each breakout room.

The facilitator has to put attention on change the breakouts room every ten minutes. Each breakout room works on one of the 4 different factors, as explicate for the face to face activity.

At the end of the group's discussion, the trainer brings all participants back together to the main room.

The trainer invites the class to share their opinions and reflections, or can create a forum to discuss on the online tools.

They can use the chat facility or a virtual whiteboard if they want to write down and share notes in real time.

# Good practice

## Australian Youth Advisory Network

In September 2016, the Australian Youth Advisory Network (AYAN) 2016 Boundless Summit saw thirty young members from Queensland, Victoria, the Northern Territory and New South Wales come together on the Gold Coast to participate in professional development, networking and consultation opportunities.

In ascertaining young members' perceptions of how St John is faring with regard to its young members, consultation participants were asked to consider:

- ◆ their views on the organisation at present
- ◆ where they would like to see St John in the future
- ◆ barriers that may prevent the organisation making progress.

This was facilitated via an organisational SWOT Analysis.

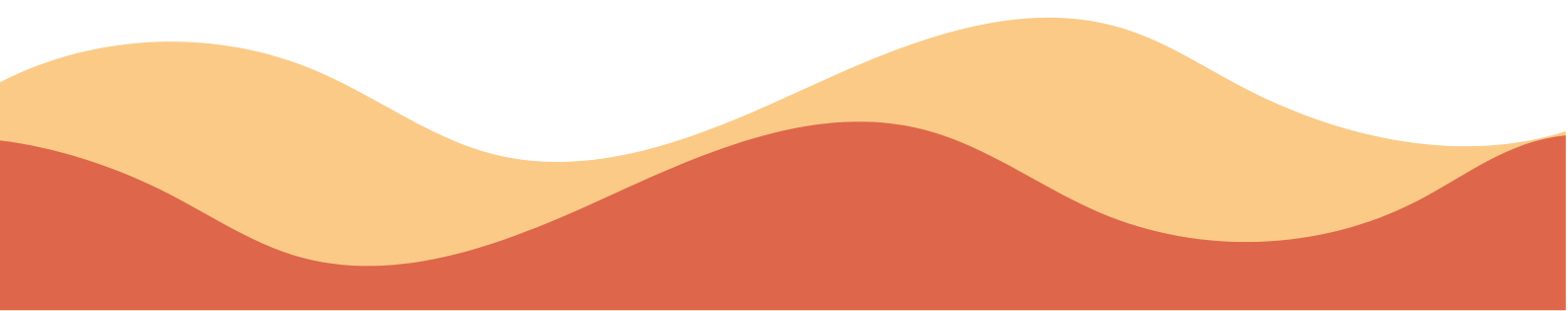
In a world café-style exercise, participants were broken up into four groups where they were able to give their insights, experiences and ideas regarding the strengths, weaknesses, opportunities and threats regarding youth participation in St John.

Data was analysed and grouped into key themes.

The findings from the consultation was used as a tool to fix the priority areas for the St John Ambulance Australia National Youth Strategy (2017-2020).

More information:

<https://ayan.org.au/projects/a-youth-led-organisation-swot-analysis/>





# Digital Resources

- ♦ SWOT Analysis - What is SWOT? Definition, Examples and How to Do a SWOT Analysis <https://www.youtube.com/watch?v=JXXHqM6RzZQ>

## References

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<https://onstrategyhq.com/resources/internal-and-external-analysis/#:~:text=When%20an%20organization%20matches%20internal,Focus%20on%20your%20strengths>

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MindTools SWOT Analysis

<https://www.mindtools.com/amtbj63/swot-analysis>

Pastle Analysis - How to Do a SWOT Analysis of Your School

<https://pestleanalysis.com/how-to-do-swot-analysis-of-your-school/>

