



INTELLECTUAL OUTPUT I.O.3 DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

9. COL-SUMERS LAB

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INTELLECTUAL OUTPUT PRESENTATION

The intellectual output 'Designed Experiential Training Activities' is part of the project ERASMUS+ COL-SUMERS. The contents are based on the results of the IO.1 (co-created training methodology) and they have been developed in collaboration with the IO.2 (training materials).

IO.3 Designed Experiential Training Activities will be the final output of the following activities:

- O3-A1. Design of Experiential Training Activities and Materials.
- O3-A2. Train the trainer of Designed Experiential Training Activities
- O3-A3. Translations of Designed Experiential Training Activities

As stated in IO.1, COL – SUMERS has the main goal to increase the competences (attitudes, skills, knowledge) of Elder People (≥ 60 years old) on how to exploit Collaborative Consumption (CC) through an innovative training program.

The COLSUMERS course is structured according to the following principles.

1. The duration of the course is 30 hours, of which:
 - a. 12 hours are face to face sessions,
 - b. 10 hours are online sessions
 - c. 8 hours dedicated to the COL-SUMERS LAB
2. The methodology will be active, participative and adapted to the needs of elderly people. It will take place in different workshops and will include:
 - a. Face to face sessions.
 - b. Online sessions.
 - c. Practical and experiential activities to be implemented in real scenarios.
 - e. Practical approach with study cases, videos, expert seminars and complementary readings.
3. An e-Training platform will be developed with the purpose of:
 - a. Allocating the different training materials and resources.
 - b. Virtual co-working.

These guidelines should be applied flexibly in practice. Trainers should prepare each session according to their specific needs, always keeping in mind the training programmes' objectives.

Difference between I.O2 (Training Materials) and I.O3 (Designed Experiential Training Activities-DETA)

I.O2	I.O3
Training Materials	Training Methodology / Activities
Content	Structure
Text	Templates

O3 creates the structure, templates and design of the program and O2 fills in the content upon request

How to read the DETA

- DETAs are addressed to the trainers and they include the design of the training activities.
- DETAs offer guidelines for the implementation of the training methodology and facilitate the conduction of the sessions.

OUTLINE DETA 7

CORRESPONDING DETA	NAME OF ACTIVITY	DURATION
INTRODUCTION TO CC (DETA 1)	Activity 7.1 "Revolving Pros and Cons"	1 hour
IMPACT OF CC IN SUSTAINABILITY (DETA 2)	Activity 7.2 "Starting from your neighbourhood".	1 hour
EVALUATING MY COMPETENCES AND EXPECTATIONS IN CC, SELF-ASSESSMENT (DETA 3)	Activity 7.3 "Myself, a blooming flower"	1 hour
COLLABORATIVE CONSUMPTION IN THE FIELD OF WELLBEING: HEALTH AND EMOTIONAL (DETA 4)	Activity 7.4 "The Well-Being Wheel"	1 hour
COLLABORATIVE CONSUMPTION IN THE FIELD OF ENERGY AND WATER CONSUMPTION (DETA 5)	Activity 7.5 "Renovation through Innovation"	1 hour
COLLABORATIVE CONSUMPTION TO REDUCE WASTE AND PROMOTING RECYCLING AND REUSING (DETA 6)	Activity 7.6 "The 3Rs: Reduce, Reuse, and Recycle".	1 hour
COLLABORATIVE CONSUMPTION IN THE FIELD OF MOBILITY (DETA 7)	Activity 7.7 "Design our own city"	1 hour
COLLABORATIVE CONSUMPTION FOR SHARING ESSENTIAL GOODS (CLOTHES, HOUSEHOLDS...) (DETA 8)	Activity 7.8 "Let's make a deal"	1 hour

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TRAINING COURSE PLANNING

	F2F / ONLINE	PARTICIPANTS	DURATION	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1. Introduction to collaborative consumption	F2F	ALL	1h.						
	ONLINE	ALL	1h.						
2. Impact of collaborative consumption in sustainability (enviroment, society and economy)	F2F	ALL	1h.						
	ONLINE	ALL	1h.						
3. Evaluating my competences and expectations in CC, Self-assessment	F2F	ALL	2h.						
4. Collaborative consumption in the field of wellbeing (health and emotional)	F2F	ALL	2h.						
	ONLINE	ALL	2h.						
5. Collaborative consumption in the field of Energy and Water Consumption	F2F	ALL	1h.						
	ONLINE	ALL	1h.						
6. Collaborative consumption to reduce wastes (including food) and promoting recycling and reusing	F2F	ALL	2h.						
	ONLINE	ALL	2h.						
7. Collaborative consumption in the field of mobility	F2F	ALL	2h.						
	ONLINE	ALL	2h.						
8. Collaborative consumption for sharing essential goods (clothes, households,...)	F2F	ALL	2h.						
	ONLINE	ALL	2h.						
9. COL-SUMERS LAB	F2F / ONLINE	ALL	8 h.						

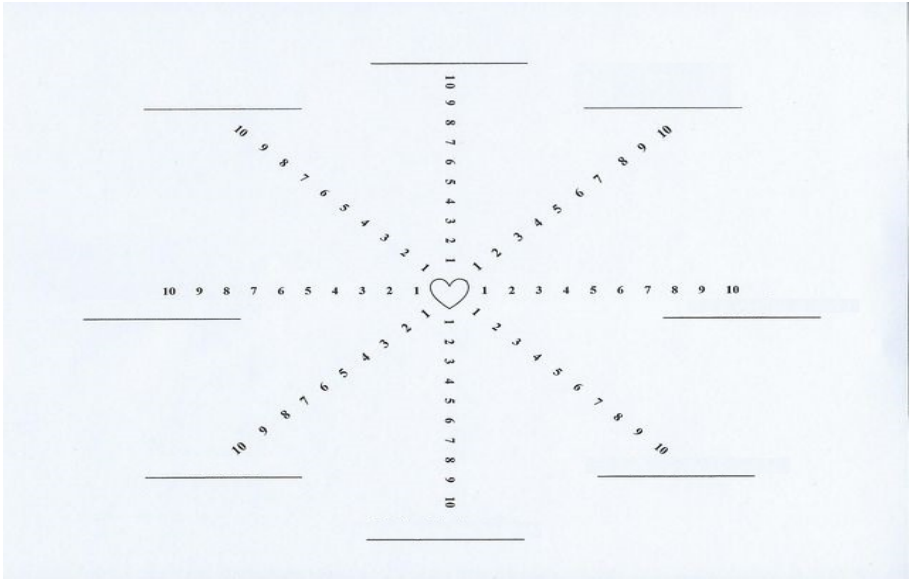
Step	DESIGNED EXPERIENTIAL TRAINING ACTIVITY (DETA) 7. COL-SUMERS LAB
	<ul style="list-style-type: none"> - Don't forget to have the attendance list ready for each session. - Don't forget to take pictures and if possible, record some video of the activities. - Coffee breaks are not included in the duration. Coffee break should take approximately 30 minutes.
0	<p>This DETA comprises of 8 collaborative activities with the main purpose, not to introduce new information, but rather to consolidate and build on what was already presented and analysed during the first six DETAS.</p> <p>This is why each activity revolves around one of the main topics of the 6 DETAs, which are:</p> <ol style="list-style-type: none"> 1. Introduction to CC 2. Impact of collaborative consumption in sustainability (environment, society and economy) 3. Evaluating my competences and expectations in CC, Self-assessment 4. Collaborative consumption in the field of wellbeing 5. Collaborative consumption in the field of Energy and Water Consumption 6. Collaborative consumption to reduce wastes (including food) and promoting recycling and reusing 7. Collaborative consumption in the field of mobility 8. Collaborative consumption for sharing essential goods <p>You are advised to use each of these activities at a critical point of each DETA, not necessarily at the end. You should incorporate it in your agenda and use it either to make a specific point clearer or to conclude and sum up.</p>
0.1	<p>Objectives:</p> <ul style="list-style-type: none"> • To consolidate the main concepts shown • To provide stimulus for discussion and reflection • To encourage brainstorming and out-of-the-box solutions combining Collaborative Consumption and everyday needs • To promote teamwork and cooperation • To provide opportunities for real practice <p>Participants:</p> <ul style="list-style-type: none"> • Elder People (≥ 60 years old)

1	INTRODUCTION TO CC (DETA 1) FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS
	<p>ACTIVITY “Revolving Pros and Cons”</p> <p>This activity should be carried out at the end of the DETA 1, preferably before the online session, or at the beginning of DETA 2 in order to create a link between the two.</p> <ul style="list-style-type: none"> - After the material for DETA 1 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask. - Once all questions and blurry points have been resolved, the trainer can continue with the activity: <ul style="list-style-type: none"> • The participants sit around a table and are provided with a pen. • Then, the trainer presents to them some green and red strips of paper and explains that the red strips are for the disadvantages and the green ones for the advantages. • Then, the trainer writes on the board the topics of the remaining 5 DETAs (e.g. self-assessment and improvement, well-being etc.) so that everyone can see them. • For example, the board could look like this: <div data-bbox="300 1115 1385 1552" style="border: 1px dashed #add8e6; padding: 10px; margin: 10px 0;"> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">CC for Self-assessment</div> </div> <div style="width: 50%; text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">CC for Well-being</div> </div> <div style="width: 50%; text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">CC for reducing waste</div> </div> <div style="width: 50%; text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">CC for mobility</div> </div> <div style="width: 50%; text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">CC for reducing energy and water</div> </div> <div style="width: 50%; text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">CC for sustainability</div> </div> <div style="width: 50%; text-align: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">CC for essential goods</div> </div> </div> </div>

1.1	<ul style="list-style-type: none"> Then, s/he instructs the participants to write for each topic how they think CC can help or why they think it cannot provide any solution. e.g. for mobility “CC can make use of cars the owners do not use” (advantage) “It is not easy to bring a stranger into your car, even if that means saving money” (disadvantage) The trainer explains that they need to write at least one pro and one con for each topic, by they shouldn’t write the topic on the paper as well For example, it would look like this; <div data-bbox="352 741 1422 844" style="background-color: red; color: black; padding: 5px; margin: 10px 0;"> <p>It is not ideal bringing a stranger into your car, even if that means saving money.</p> </div> <ul style="list-style-type: none"> After everyone has written on their strips, they pass them on to the person sitting on their right. Then each participant reads the strips they were given and does the following; <ul style="list-style-type: none"> - tries to figure out to what topics they are referring - then, attempts to understand why the person wrote what they wrote and present it to the rest of the participants.
1.2	<p>The main idea of this activity is that participants learn to see their peer’s perspectives on the one hand and on the other hand they exchange ideas, views and opinions. This activity, facilitated by the trainer, will ideally lead to an open discussion on the DETA topics, which will result in a better understanding of CC and its benefits. The trainer is advised to write the pros and cons shared during the activity next to each topic on the board, so at the end of the activity the whole group will have a bird’s eye view of what was discussed. In any case the trainer must take a photo of the board (or keep it as it if possible) as it will be used again during the last DETA.</p>
1.3	<p>Tools: pens, green and red strips of paper, a board/ a flipchart/sheets of A1 to place on the walls Duration: 1 hour</p>
2	<p>IMPACT OF CC IN SUSTAINABILITY (ENVIRONMNET, SOCETY AND ECONOMY) FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS</p>

2.1	<p>Activity 2 “Start from your neighbourhood”.</p> <p>This activity should be carried out at the end of DETA 2 in order to create a link between the second one and the third one.</p> <p>- After the material for DETA 2 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask.</p> <p>- Once all questions and blurry points have been resolved, the trainer can continue with the activity:</p> <ul style="list-style-type: none"> • The facilitator will introduce the concept of change over time. S/he will ask participants to think back to when they were younger and what their homes and the local streets looked like, and how they have changed. • The conversation will continue in regard to why these things have changed and who made the decisions about what should be renewed and how it should be done and how these changes have affected the environment, the economy of the area and who was benefited by these changes. • Papers and pens will be given to participants who will be divided into small groups (2-3) and each team need to work on a neighbourhood/community for 15 minutes and suggest activities that could be implemented in terms of collaborative consumption. • When the work is done, the trainer will ask each team in turn to present their plan and to say where they got their ideas from and how they developed them. There will be time for short questions and answers after each presentation and an overall discussion at the end. <p>Tips:</p> <p>In case of a smaller group of participants this activity could be implemented individually</p>
3.2	<p>The main idea of this activity is that participants will be able to identify ways for sustainability through collaborative consumption starting from their own environment, realizing the impact in the environment, society and the economy and realize how collaborative consumption could be used in everyday life.</p>
3.3	<p>Tools: Papers, writing utensils</p> <p>Duration: 1 hour</p>

3	EVALUATING MY COMPETENCES AND EXPECTATIONS IN CC, SELF-ASSESSMENT (DETA 3) FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS
3.1	<p>Activity “Myself, a blooming flower”</p> <p>This activity should be carried out at the end of DETA 3 in order to create a link between the second one and the third one.</p> <p>- After the material for DETA 3 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask.</p> <p>- Once all questions and blurry points have been resolved, the trainer can continue with the activity:</p> <ul style="list-style-type: none"> • The participants are given an empty flower (drawn on a piece of paper) and are provided with colourful markers and pens. • Each participant writes his/her name in the centre and then notes down some of his/her ideas, talents, skills or unique qualities related to the Collaborative Consumption (CC), on the petals (self-appreciation). • Trainer should give around 10 minutes for this task. • The other members of the group, are invited to add their own positive comments to the other petals/flowers. • Participants are encouraged to comment on as many flowers as they can (peer appreciation) • Trainer should give participants 25 minutes for the second step. • Then, each participant presents his/her final flower and they discuss about similarities and differences with the other participants’ flowers. <p>Tips:</p> <ol style="list-style-type: none"> 1. If the group is small the whole group may participate in the activity together. In a larger group, participants can be divided into smaller groups, working in parallel. 2. Concentrate only on positive traits. <p>References:</p> <p>https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf</p>
3.2	<p>The main idea of this activity is that participants are encouraged to identify and evaluate their strengths and weaknesses regarding CC. The activity will help participants to discover themselves and also learn more things for each other by making them think about their similarities and differences related to CC. In addition, the activity will also promote team building in a group.</p>
3.3	<p>Tools: Copies with the outline of a flower with as many petals as they are needed, one copy per participant, markers</p> <p>Duration: 1 hour</p>

4	COLLABORATIVE CONSUMPTION IN THE FIELD OF WELLBEING: HEALTH AND EMOTIONAL (DETA 4) FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS
4.1	<p>Activity “The Well-Being Wheel”</p> <p>This activity should be carried out at the end of DETA 4, in order participants have a better understanding of well-being.</p> <ul style="list-style-type: none"> - After the material for DETA 3 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask. - Once all questions and blurry points have been resolved, the trainer can continue with the activity: <ul style="list-style-type: none"> • The participants are gathered as a large group by the trainer. • A brainstorming process follows, where participants are asked about well-being. • For example, trainer’s question would look like this: <div data-bbox="316 969 1362 1115" style="background-color: #0072bc; color: white; padding: 10px; border: 1px solid #0072bc;"> <p>When I say, ‘well-being,’ what words come to mind? These words could describe ‘well-being’ in general as well as your own personal thoughts, about the term and about CC.</p> </div> <ul style="list-style-type: none"> • The trainer writes down all the words that participants offer. Examples: family, happiness, money etc. • Then, a brief discussion will follow about how the idea of well-being can vary from individual to individual and also how can it be connected with CC. • Each participant will receive a well-being wheel, as below (Source: Gregg Henriques/Ali Kenny): 

4.1	<ul style="list-style-type: none"> There are eight spikes comprised of numbers 1-10 with a blank line at the end. On these blank lines, participants are to write down something that they need present/include in their lives in order to feel like their best selves, fully functioning in roles and domains that are important to them, e.g. mental health, health etc. They are asked to connect these aspects with CC, based on the discussion and brainstorming that preceded. Once all participants have filled in their Well-Being Wheels, each person is to assess all eight spikes. On a scale from 1 to 10 with 1 being “poor,” 5 being “decent” and 10 being “excellent,” participants are to circle the number the reflects how they are currently doing in regard to the component of well-being in question. After everyone has ranked each of their well-being components, have participants “connect-the-dots,” linking one circled number to the next so that all of the spokes on their Well-Being Wheels form an enclosed shape. Participants return to the large group and be asked what they shared or learned and what they understand about themselves, well-being, how it is connected to CC and how CC can be used to ameliorate it. <p>References: Gregg Henriques., (2018) Theory of Knowledge: A unified approach to psychology and philosophy</p>
4.2	<p>This activity can highlight the importance of construct clarification and self-reflective awareness. The idea of well-being has not been clearly and systematically defined by psychology or other related fields. Henriques and colleagues (2014) do so in a way that comprehensively addresses the various facets that constitute happiness and its worthiness to be considered such. Moreover, this activity serves as an effective means by which to reflect on one’s life being lived. In addition, participants will understand how CC supports well-being (health and emotional).</p>
4.3	<p>Tools: Whiteboard (chalkboard, butcher paper, large flip chart, etc.), writing utensils, and copies of the Well-Being Wheel for each participant.</p> <p>Duration: 1 hour</p>

5	<p>COLLABORATIVE CONSUMPTION IN THE FIELD OF ENERGY AND WATER CONSUMPTION (DETA 5)</p> <p>FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS</p>
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5.1	<p>Activity “Renovation through Innovation”</p> <p>This activity should be carried out at the end of the DETA 5.</p> <p>- After the material for DETA 5 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask.</p> <p>- Once all questions and blurry points have been resolved, the trainer can continue with the activity:</p> <ul style="list-style-type: none"> • The trainer opens a discussion to brainstorm on ways for successful reduction of energy and water consumption in everyday life. • After the discussions and guidance from the trainer, a scenario will be described to the participants of a restaurant that needs to be renovated by making use of renewable energy sources. • The facilitator will create three columns on a whiteboard Equipment/Lightning/Furniture • Participants will be divided in three small groups and each team will be given a piece of paper and will have to work on a specific column providing solutions in terms of collaborative consumption for their assigned section within 20 minutes. The facilitator will collect the papers and copy them on the whiteboard for everyone to review. • After all columns are filled a discussion will begin concerning the provided ideas where all participants will share their ideas and comment on the suggestions of other teams. <p>Tips:</p> <p>Trainer can find information for ways to reduce energy and water consumption here: http://responsalliance.eu/rplearn/?page_id=77</p>
5.2	<p>This activity assists participants to identify ways to reduce energy and water consumption in their everyday life through a monitoring activity, that will indicate all the factors that need to be considered and provide further knowledge on the range of renewable sources</p>
5.3	<p>Tools: whiteboard (chalkboard, butcher paper, large flip chart, etc.), pens, papers</p> <p>Duration: 1 hour</p>

6	COLLABORATIVE CONSUMPTION TO REDUCE WASTE AND PROMOTING RECYCLING AND REUSING (DETA 6) FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS
6.1	<p>Activity “The 3Rs: Reduce, Reuse, and Recycle”</p> <p>This activity should be carried out at the end of DETA 6, as it supports participants to better understand the meanings of reducing, reusing and recycling.</p> <ul style="list-style-type: none"> - After the material for DETA 6 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask. - Once all questions and blurry points have been resolved, the trainer can continue with the activity: <ul style="list-style-type: none"> • Participants sit in a circle and the trainer opens a discussion to brainstorm different ways to dispose of trash. The trainer also introduces the 3Rs to participants. The Cambridge dictionary can be used for supporting the trainer with the definitions of reducing, reusing and recycling, https://dictionary.cambridge.org/. • The trainer writes down all the words that participants offer. • A discussion follows based on the written on the flip chart words. • Then, participants divided into smaller groups (2-3 people), working in parallel and the trainer writes the following questions on a board (or on pieces of papers which then distributes) <ol style="list-style-type: none"> 1. What 3Rs stands for? 2. What could be the possible steps of waste management? 3. How CC supports waste reducing? 4. How CC can promote recycling and reusing? • Participants have 40 minutes to reply all questions and then present them to the rest of the team. They should also find similarities or differences of their answers. <p>Tips:</p> <p>Trainer can find information for the waste management’s steps from The German RETech partnership: Recycling and waste management https://www.retech-germany.net/themes/steps-to-modern-waste-management/the-five-phases-of-waste-management/</p>
6.2	<p>This activity aims to increase elder people’s understanding for reducing, reusing and recycling, to understand the connection of the CC with waste management and improve their knowledge on waste management’s steps. The activity will support participants to gain a deeper knowledge on the themes of DETA 6.</p>
6.3	<p>Tools: The questionnaires for each participant, flip chart and pens Duration: 1 hour</p>

7	COLLABORATIVE CONSUMPTION IN THE FIELD OF MOBILITY (DETA 7) FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS
7.1	<p>Activity “Design our own city”</p> <p>This activity should be carried out at the end of the DETA 7.</p> <ul style="list-style-type: none"> - After the material for DETA 5 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask. - Once all questions and blurry points have been resolved, the trainer can continue with the activity: <ul style="list-style-type: none"> • The trainer puts a large piece of paper (e.g. A1) on the wall. • The participants sit in a group and they all can see the paper on the wall. • The group creates their “own” city and take notes on the paper, following these instructions: <ul style="list-style-type: none"> - Reduce CO2 - Use eco-friendly mobility - Reduce car’s use - Reduce transportation’s cost - Have a clear environment - Bicycles are easy to use for everybody (e.g. elder persons) - Share cars - Share a drive - Public transportation and bikes • A brainstorming process follows, where participants are asked about their ideas of their “own” city and how these ideas can be implemented in relation to CC. • For example, trainer’s question would look like this: <div data-bbox="352 1335 1426 1413" style="border: 1px solid black; background-color: #d4edda; padding: 5px; margin: 10px 0;"> <p>How can you apply your ideas of your “new” city in your everyday life?</p> </div> • The trainer keeps notes of participants’ discussion and divide the solutions for an eco-friendly mobility to short-term and long-term. • Then, a short discussion follows on how eco-friendly mobility is connected to CC.
7.2	<p>This activity supports participants to understand the connection between mobility and CC. Participants will raise their awareness on the operating principles, advantages, and positive impacts of bike-sharing, car-pooling, and car sharing systems.</p>
7.3	<p>Tools: large piece of paper, pens, markers, papers</p> <p>Duration: 1 hour</p>

8	COLLABORATIVE CONSUMPTION FOR SHARING ESSENTIAL GOODS (CLOTHES, HOUSEHOLDS...) (DETA 8) FACE TO FACE SESSION – GUIDELINES, DURATION AND TOOLS
8.1	<p>Activity “Let’s make a deal”</p> <p>This activity should be carried out at the end of DETA 8.</p> <p>- After the material for DETA 8 has been presented and completed, the trainer presents the main conclusions and ideas to the participants and asks whether they have questions they would like to ask.</p> <p>- Once all questions and blurry points have been resolved, the trainer can continue with the activity:</p> <ul style="list-style-type: none"> • Every participant takes a piece of paper, and folds it in half. • On the left side of the paper they draw a picture of a good and on the right, ways to exchange that good, e.g. a t-shirt. • Then, participants try to exchange or share their good (drawn picture) with the goods of other participants. They should take into consideration the ways to exchange their good. It is possible one participant to offer his/her good to another participant. • For example, the participant wrote that a T-shirt can be exchanged with another piece of clothing, so they could find someone who has a pair of pants to exchange. • Participants present the story of their good – the first one and the one after the exchange / sharing (if any). • A discussion follows focusing on the ways to exchange goods and the shared use of a good or service by a group. <p>Tips:</p> <p>Trainer can find information for ways of sharing and exchanging goods here: https://www.moneycrashers.com/how-to-barter/</p>
8.2	<p>This main aim of the activity is that participants will understand how CC is directly connecting with the exchange of goods and the shared use of goods by a group. Participants will also have a clearer understanding of the definition of CC. In addition, they will define ways for exchanging and sharing goods and services.</p>
8.3	<p>Tools: papers (one per participant), markers, pens</p> <p>Duration: 1 hour</p>