

Six steps to reach a goal





Six steps to reach a goal



Orange trapezoidal text box.



Blue trapezoidal text box.



Purple trapezoidal text box.



Green trapezoidal text box.



To be human means to be called.
That which is “good” calls us and,
only in this call, are we free to respond.
This is the dignity of man:
to respond, to be responsible.

klaus Hemmerle





What is it?

6x1 is a useful method for carrying out activities both with youth groups and in the local community. It is designed to use for any ongoing project, and therefore not just for a once-off afternoon activity. It gives the participants a greater opportunity to become active citizens.

6x1 helps plan activities in a way that is consistent with the goals of the group and allows for full participation of everyone involved. The whole group gradually develops a “vision” for working together in their town or district, enabling them to identify the real needs of the area where they live and to focus on what could be their specific contribution to resolve them.

The methods used are “participatory” so as to facilitate a wider involvement of all the members of the group and to allow each one to make their own particular contribution. Together they will find a response to the need they have identified. The prepared material, organized in six stages, is a path you can follow in your own community.

Observe

Think

Involve

Act

Evaluate

Celebrate





Why is 6x1 helpful for teenagers?

Adolescence is the stage in which young people are opening up to a broader horizon; it is the time of dreams. They want a better world and willingly follow great ideals. Teenagers are charged with energy that needs to be directed towards specific projects.

“Leaders of youth groups are involved in forming the adults of the future and so they need to have a genuine, ongoing, personal relationship with the young people. Sporadic, infrequent meetings, that have no relevance to the reality they are living, are simply a waste of time and do not fulfill the fundamental task of reinforcing the identity of each young person, an opportunity the youth might not otherwise have. The most effective groups for promoting psychological and emotional growth are those in which the youth can experience for themselves how to make decisions and carry out concrete projects that correspond to real needs, groups that meet frequently and eagerly.”

(Cecilia Marchisio, psychologist and professor at the University of Turin Castel Gandolfo 2014).

This process is an experience of developing and concretizing ideas and dreams and will give meaning to the life of these young people, both now and in the future. **It is important to accompany them well in this process.**

As we know, teenagers are often a powerhouse driving us adults to start a process of change and organize new projects, either in a large city or in a small community!

The person who accepts the challenge to pass on, through their life, a part of the mysteries of love, will see their heart widen to become more universal, capable of listening to everything and of sharing the pains and miseries of others. Far from becoming hardened and indifferent to suffering, over the years their heart will expand to the infinite.

Roger Schutz





Who is this material for?

It is for children, youth and adults who live in the same area, who feel the passion and urgency of influencing their society in a positive way.

Through the steps of 6x1, even a small group in a local community can begin a mini-project, and then come up with a ways to involve other people in their city (including institutions, organizations and various associations) who are interested in solving the problem they have decided to target.

The group may be a group of the Teens for Unity who might also work with other groups that want to make their contribution to building “a slice of brotherhood” in the world.

Available materials

- > The manual for group leaders;
- > 15 work sheets (to be printed or projected) for developing the 6 stages with the youth group (in PPT - see CD);
- > “I look at my city” – spiritual point (in PPT - see CD).

Can you add other materials?

Any of the suggested tools (presented in the worksheets on the CD) can be adapted or embellished with other materials, taking into account the needs of the group you have. You can find some interesting alternatives on the internet. Your experiences would also be a great addition!



How should this material be used?

At every stage the process should include full participation by the group. The material provided are suggestions only, just as the six steps should not be followed rigidly, like following a recipe, but rather as a “process” or a “guide” that will be developed as you go along.

This means you need to take all the time that the group or community needs to go through the steps. For example, the steps of OBSERVE - THINK - INVOLVE are very important. You need to be sure that everyone participates and everyone agrees on how to proceed. This is part of the growing process and helps each teen to have the time to understand the others and learn how to work together. This should be done thoroughly, before moving on to the ACT stage. It could even happen that you need to go back to a stage again, so that the group can evaluate their work, or be certain they are in agreement on everything.

Two things that should NOT be done

- > Stopping or abandoning a project once it has been started. This is very demoralizing for the group.
- > Allowing too much time to pass before putting into practice the decisions made by the group to do a concrete project.

The action group

It's important to form a group that will actually carry out the project. This can be a group of youth who commit themselves to improving their city, joined by some adults who act as facilitators.

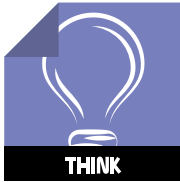


SIX STEPS TO REACH A GOAL



OBSERVE - LOOK AROUND

Evaluate the local reality;
develop the ability to really “see”
what is going on around you;
discover and become aware of existing problems
in your own neighborhood or city.



THINK – SUM UP THE IDEAS

Prioritize what has been observed.
Choose what is the most important
thing to do.



INVOLVE - TOGETHER WE ARE STRONG

Encourage involvement;
work together with other groups
in a joint project to address the need
or problem that has been identified
as important.



ACT – ROLL UP YOUR SLEEVES!

Implement the project.



EVALUATE – HOW CAN WE IMPROVE

What difficulties did we find?
How did we resolve them?
During the course of the project,
did we stop from time to time with the whole
group to evaluate what we were doing?



CELEBRATE – PARTY TIME

A time to celebrate
with the whole community.
Point out the contribution
that each person made
to the success of the project.

The road through the forest
is not long, if you love the person
you are going to visit.

Proverb from Zaire





SIX STEPS TO REACH A GOAL

OBJECTIVES



OBSERVE

OBSERVE - LOOK AROUND

- Get a complete picture of the different realities in your city/neighborhood.
- Discover together what are the problems in your particular area.



THINK

THINK – SUM UP THE IDEAS

- Assess the severity and urgency of the problems listed by the group.
- Choose together the issue you want to focus on.



INVOLVE

INVOLVE - TOGETHER WE ARE STRONG

- Formulate clearly and precisely the causes and effects of the problem that has been identified.
- Involve all those groups that are sensitive to this problem and plan how to work together on a project.



ACT

ACT – ROLL UP YOUR SLEEVES!

- Formulate the goal of your project.
- Make a detailed schedule and a list of who will be responsible for each aspect as the project moves ahead.



EVALUATE

EVALUATE – HOW CAN WE IMPROVE

- Experience that evaluation is an essential factor in strengthening the group and as a time for collective learning.
- Underline the significance of each moment during the project, even those moments that might seem like failures.



CELEBRATE

CELEBRATE – PARTY TIME

- Discover and show appreciation for the contribution that everyone made to achieve your objectives.
- Share the joy of the results with all those who participated.



OBSERVE - LOOK AROUND

Getting a feel for the city:

Worksheet 1A

A fresh outlook on my daily route:

Worksheet 1B

Following the streets I know:

Worksheet 1C

THINK – SUM UP THE IDEAS

Gray sections of our city:

Worksheet 2A

G.U.T method: *Worksheet 2B*

Example: *Worksheet 2C*

Print or project: *Worksheet 2D*

INVOLVE - TOGETHER WE ARE STRONG

The problem tree:

Worksheet 3A

Worksheet 3B

ACT – ROLL UP YOUR SLEEVES!

General plan:

Worksheet 4A

Specific Plans:

Worksheet 4B

EVALUATE – HOW CAN WE IMPROVE

Evaluate the project: *Worksheet 5A*

Evaluate the group: *Worksheet 5B*

Evaluate the group leaders: *Worksheet 5C*

Evaluate our contribution to “brotherhood”:

Worksheet 5D

CELEBRATE – PARTY TIME

Focolare Communication: Website of Teens for Unity and TEENS magazine – Information Service of the Focolare Movement - United World Project

Local media: community radio, local and national newspapers, social networks etc





I look at my city

**If I look at my city as it is,
my ideal of a united world seems far away.**
I see my part of the world dominated by people
who are apathetic, empty and at times violent (...)
In fact, fear and violence lies hidden in many homes.

If I would see only this in the world around me,
I would say that my ideal of unity is a utopia.
But then I think of the One who also saw injustice,
violence and poverty, and at the pinnacle of his life
seemed to have been overcome by evil,
overwhelmed by this world.

**He too gazed out on the crowds whom he loved
as He loved Himself. He wanted to create bonds
that would unite all of them as children of the one Father,
and therefore, brothers and sisters to one another.
Instead, despite the truth of His words, people heard him,
but did not choose to understand.**

They remained with lifeless eyes because their souls were in darkness. And all this because he created them free.

However, since they are made in the image and likeness of God, he had to let them experience the joy of conquering their own freedom. He looked upon the world as I do now, but he did not doubt.

He did not doubt because he prayed to heaven above and to the heaven within him.

If I want to believe in the victory of light over darkness, I have to do as he did. I must go through my city and look at the world as Jesus inside of me wants to look at it.

Therefore, I make myself totally one with God who lives, through Love, in my soul. In this way I see all of humanity with the eyes of God who believes everything because he is Love.

Only by keeping his Love alive in our midst can we make it spill over to others. Then, slowly, everything will be flooded with his Love, everything, family, school, sports, politics, art...

Whoever encounters his Love will find the divine and human solution to every problem.

If we keep Jesus present among us, loving one other, we will discover new paths to take so as to make an impact on the world around us.



ppt in the attached CD

Inspired by a meditation of Chiara Lubich, "The Resurrection of Rome", Essential Writings, pp 173-176.



OBSERVE

Objectives

- Get a complete picture of the different realities in your city/neighborhood.
- Discover together what are the problems in your particular area.

Look around

Develop and share a “vision” for the future of your city/neighborhood. This will motivate yourselves and others to try to implement this vision. Everyone, both teens and adults, should be actively developing this vision.

Go out together and walk around your city or neighborhood.

This first stage is to “observe” what is going on in your area. This will bring about a change in attitude and make you more sensitive and more understanding of the suffering of those around you. Really “seeing” the “shabby” areas of our neighborhood makes us more aware of the existing problems.

We call “GRAY AREAS” those places (buildings, parks, streets, neighborhoods, etc.) in our cities which are gray and sad because of injustices, suffering, poverty, exploitation, lack of respect for nature and human beings, etc.

You can also make a list of resources that you have discovered (social services, government programs, educational centers, etc.). This information will be useful when you start collaborating with other groups or organizations or when you look for resources in the community.

Here are some questions to help guide you in identifying the issues and also the resources in your city:

- > Where is the city (or province, county, neighborhood) located?
- > Who lives in this city?
- > What kind of relationship is there among the citizens?
- > What are the different groups and how do they live?
- > Is any group discriminated against?
- > How do the people react to serious problems?
- > Do they feel that they all belong to a community?
- > What factors affect the life of this community?
- > What are the strongest values of your city?
- > Who are the "social leaders" in your region?
- > What "GRAY AREAS" can you identify?

It's important to consider whether your group, or local community, is ready to step out and take action in your city or neighborhood. It might be necessary to have 2-3 extra meetings on this point so that everyone has grown into the idea and wants to begin the project together.

OBSERVE - LOOK AROUND

Getting a feel for the city:

Worksheet 1A

A fresh outlook on my daily route

Worksheet 1B

Following the streets I know

Worksheet 1C



I listen to my city

This is an exercise of personal encounter with your neighborhood, with your city. You should try to open your eyes and ears, your heart and soul! The exercise consists in walking, alone, along the streets, at random, visiting places you may already know, but with a fresh outlook and different attitude, trying to record the perceptions, impressions and feelings you experience.

Take the guide with you so that you can record your thoughts, feelings and anything you discover about your neighborhood/city.

Worksheet 1A

Learning about your city/ neighborhood

WRITE DOWN OR DRAW THE FOLLOWING

- ✓ Two odors or scents; _____
- ✓ Two pleasant sounds and two unpleasant; _____
- ✓ Scenery that is relaxing and another that is stressful; _____
- ✓ Something that should not be there; _____
- ✓ Something you yearn for; _____
- ✓ Something that makes you happy; _____
- ✓ Something that makes you angry or makes you feel sad; _____
- ✓ Something that you would change; _____
- ✓ Something that you like; _____
- ✓ Something that unites and something that divides. _____

A fresh outlook on my daily route

During the week observe and write down anything that might indicate a problem in your part of the city (A GRAY AREA).

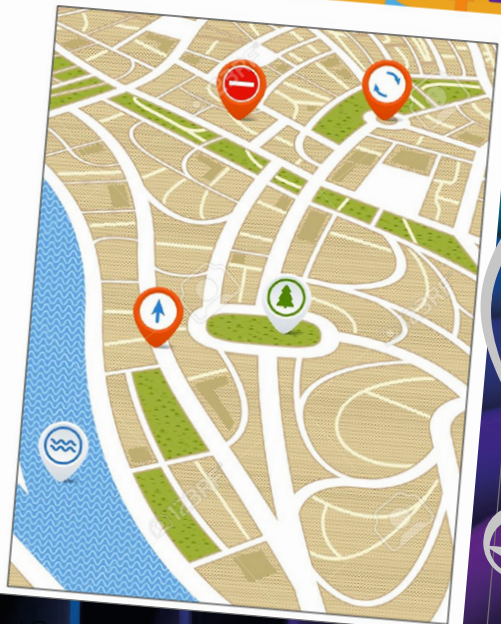
Examples

- MONDAY: "A lot of litter on the streets."
 TUESDAY: "There are so many old people sitting alone on the park benches."
 WEDNESDAY: "No trees in the schoolyard."

DAY	CONDITIONS I OBSERVED
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Following the streets I know

1. Take with you a map of the city;
2. trace out the streets you usually walk along;
3. record the "gray areas" you noticed;
4. compare what you found with the others in your group.





THINK

Objectives

- Assess the severity and urgency of the problems listed by the group.
- Choose together the issue you want to focus on.

Sum up the ideas

This second stage consists in deciding as a group what you want to focus on, in order of priority. Consider everything that has been observed and identify the need (gray area) the group wants to work on.

Of course, it's impossible to solve all the problems at the same time. Therefore, it's very important to prioritize and focus on what you can do.

Choosing one "gray area" to resolve will help us to be realistic when planning: it is better to deal with only one problem, even if a small one, and resolve it, than to have a lot of good ideas without reaching any concrete result.

Give time, during this stage, to form the group that will actually carry out the work of the project.

Whenever possible, invite experts to speak to the group about specific issues in your city/neighborhood. This, too, is part of the formation.

THINK - SUM UP THE IDEAS

Gray Areas in our city:

Worksheet 2A

G.U.T method: Worksheet 2B

Example: Worksheet 2C

Print or project: Worksheet 2D



In small groups we discuss together what our city needs.

- a) Write on each finger a "gray area" we observed;
- b) Mark with a circle the "gray area" that seems most important;
- c) Each group tells the others the reason that "gray area" was chosen.
- d) At this time in order to select which of the various "gray areas" presented you want to take into consideration, use the G.U.T. method (Worksheet 2B)



G.U.T. method

GRAVITY. URGENCY. TREND.

With the G.U.T. method we identify the problem that everyone considers to be the most important:

After observing their own area, the group lists all the issues it would like to resolve. Through the G.U.T. method (a method that facilitates the participation of everyone even when the group is large), a vote is taken on which problem is the most serious, the most urgent and has a greatest tendency to worsen. In this way the group identifies the problem that all feel as the most important.

FIRST EXPLAIN THE MEANING OF THE THREE WORDS:

- **Gravity:** assess the importance and severity of the problem.
- **Urgency:** assess how urgent it is to intervene in order to avoid undesirable consequences.
- **Trend:** assess whether the problem tends to worsen, remain stable or lessen

Worksheet 2B

Selection of the problem area - "Gray Area"

G.U.T. METHOD (Gravity. Urgency. Trend.)

Score	Gravity	Urgency	Trend
10	Extremely serious	Extremely urgent	Rapidly worsening
8	Very serious	Very urgent	Increasing
6	Serious	Urgent	Ongoing
3	Serious enough	Urgent enough	Slightly decreasing
1	Not at all serious	No hurry	Disappearing

An example of how to proceed in using the G.U.T grids:

- 1) **It is important that everyone present** can see the two grids (see two examples) that will be projected on a screen or written on a large sheet of paper or on a blackboard.
- 2) **Looking at the first grid**, the group leader explains that you can only vote once for each column and invites the group to vote by a show of hands.
- 3) **The group is asked to evaluate** the various problems, one at time, that they had observed in their city/neighborhood. For example, for the first problem, the facilitator asks for a show of hands if you consider the problem to be “not serious” and then counts how many hands were raised. The facilitator then asks for a show of hands if you consider it “less serious” and counts the number of hands, and so on up to the count on how many consider it “extremely serious”.

The image shows a worksheet titled "Selection of the Gray Area to be targeted" with the subtitle "G.U.T. METHOD (Gravity. Urgency. Trend.)". At the top, there is a navigation bar with icons for search, ideas, globe, hand, clock, and globe, followed by the text "PRINT 2C" and a colorful logo. The main content is a table with five columns: 'Gray Areas', Gravity, Urgency, Trend, and G. x U. x T. The table is currently empty. A green arrow points to the bottom left corner of the table.

'Gray Areas'	Gravity	Urgency	Trend	G. x U. x T.

- 4) **At this point it becomes clear** what the majority of those present think. In our example, regarding the issue, “a lot of litter on the streets,” the majority thinks that the problem is “serious”.
- 5) **The group leader then writes** the score of 6 in the second grid, which corresponds to “serious”.
- 6) **In this way the group leader continues** to define the urgency and the trend for this particular problem...

EXAMPLE 2C

Selection of the “Gray Area” to target

G.U.T. METHOD (Gravity. Urgency. Trend.)

‘Gray Area’	Gravity	Urgency	Trend	G. x U. x T.
A lot of litter on the streets	6 (serious)	6 (urgent)	1 (disappearing)	36
Immigrant children are not in school because they don't know the language of our country	10 (extremely serious)	8 (very urgent)	6 (ongoing)	480
The elderly in the nearby geriatric hospital are always alone	8 (very serious)	6 (urgent)	3 (slightly decreasing)	144

From the final score - which is obtained by multiplying **Gravity x Urgency x Trend** - it will become clear what is the most important issue for the group

Example: The team found three problems.

For the first problem: “A lot of litter on the streets” the vote reveals:

GRAVITY: the majority says it’s SERIOUS (score 6)

URGENCY: it must be resolved AS SOON AS POSSIBLE (score 6)

TREND: the problem is DISAPPEARING (score 1)

As can be seen in the second grid: $6 \times 6 \times 1 = 36$.

It becomes clear from the score that, of the three observed problems, the most important is: “Immigrant children are not in school because they don’t know the language of our country,” scoring 480 points.

It is better to let our lives speak for us,
rather than our words.

God did not carry the cross only
2000 years ago, but he carries it today,
too, dying and rising day after day. (...)
Therefore, do not preach the God of history;
rather, show how he lives now in you..

Mahatma Gandhi





For my people

«(...) I felt that if we want to really be another Jesus, **we must have the mentality of Jesus which is universal and particular at the same time.**

We cannot love those who are in distant land, without also doing something for those who live close to us.

We must also be rooted in our own land and **show our love in a concrete way wherever we are.** (...)

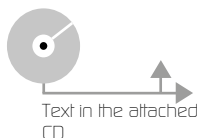
I remembered something a priest had said before going back to his own country where there was persecution, “We’ll see each other again maybe in Paradise!” to which he also added, “I am going to die for my people.”

Now, each one of us must feel that we must die for humanity - and these are the dimensions that [we] must have; otherwise we are not “world persons” - open to the whole world. But **we must also die for our own people.** So you will say: “But we don’t have any poor.”

(...) We **need to find our local “Jesus forsaken”,** so as to die for our people.

(...) People who have lost their way, who do not believe in God, who take drugs, people who are in prison - can be found everywhere...

These are our people».



Text in the attached
CD

CHIARA LUBICH, *Morire per la propria gente*, Colloqui con i gen - anni 1975/2000, Roma 2001, pp. 43-44.

Only the one who dares to go beyond,
can eventually find out just
how far he is able to go.

Thomas Stern Eliot





INVOLVE

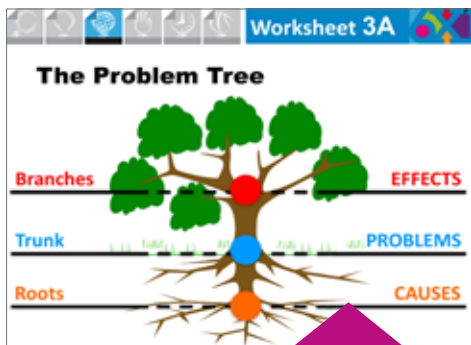
Objectives

- *Formulate clearly and precisely the causes and effects of the problem that has been identified.*
- *Involve all those groups that are sensitive to this problem and plan how to work together on a project.*

Together we are strong

Reflecting together on the causes and effects of a problem helps build a “shared vision.” It also helps in building a project together, right from its earliest stages. Locally everyone feels “part of it,” and this leads to a concrete commitment to carry out the chosen activities. Considering the causes of the problem makes it easier to understand who to involve (eg., an expert in ecology, or a representative of the city government, and so on).

During this stage, try to work with all those who will be involved in the project.





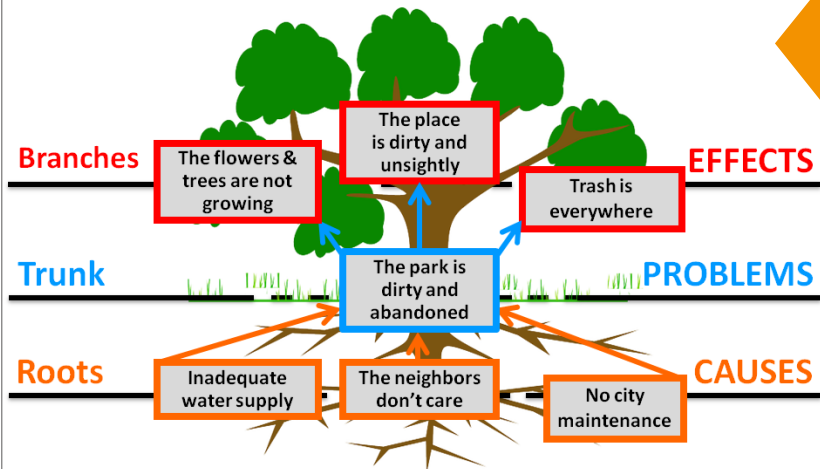
The problem tree

The problem tree is a tool that helps analyze a problem. It will help us to work on the causes of problems and better understand the dynamics of the problem that we want to focus on:

- 1. We write on the trunk the problem** (or “Gray Area”) that turned out to be the most relevant for the group.
- 2. We identify the causes of the problem** by asking “How did it happen?” and write them on the roots of the tree.
- 3. Then we identify the effects of the problem**, trying to find an effect for each cause. The question we have to ask is: “How does this problem effect the people of our city or neighborhood?” Then write these effects on the tree branches.



The Problem Tree






ACT

Objectives

- *Formulate the goal of your project.*
- *Make a detailed schedule and a list of who will be responsible for each aspect as the project moves ahead.*

Roll up your sleeves!



Even if the problem is very big and very important, it is better to proceed with achievable and measurable goals within a limited time (for example, several months, or at the very most, a year) and then set other goals. It is always important to do this, especially in working with young people, because it keeps them motivated, even though the results may be small.

For this reason, it's good to establish a general goal and specific goals (which can then be verified).

It is very important to put in writing the goals, schedule and responsibilities, as well as all the information that was collected during the process of developing the project.

This will help you to look back and see the path the group followed and will help you to evaluate the whole experience.

During this stage, you will work out all the details in order to concretely accomplish the project.

Questions to ask in planning our projects are the following:

BASIS

Why is it important to carry out this project?

GOALS

What are we aiming at with the project?

(You can write a general objective, which is broad, and then small objectives which are specific and realistic, and likely to be achieved with a few months of effort).

RECIPIENTS

Who are the recipients? Who/what are we targeting in this project?

ACTIVITIES

What activities should we carry out to reach our goal?

TIMELINE

What are the stages of implementation for our project, and what is the timing?

RESPONSIBILITIES

How do we distribute the tasks? Who will do what?

ALLIANCES / PARTNERS

Will we work with other groups, organizations and institutions? How?

BUDGET

How much money do we need to carry out the project? What other resources do we need?

When all of this is clear, it's the moment to roll up your sleeves and start to work!

ACT – ROLL UP YOUR SLEEVES!

General plan:

Worksheet 4A

Plan for the activity:

Worksheet 4B



Worksheet 4A

General plan

General Objective: _____

Specific Objectives	Name of Activity	Date	Leaders of the activity	Resources needed

Worksheet 4B

Plan for the activity

Objective: _____

Tasks	Leaders of the activity	Date	Place
1.			
2.			
3.			
4.			
5.			
6.			
7.			



EXAMPLE

General plan

General Objective: Promote activities to integrate immigrants into the life of our city/neighborhood

Specific objectives	Activities undertaken
Encourage a friendship between immigrant children and those native to our city, so that they can all get to know one another.	Invite the immigrant children for an afternoon of games and introduce them to the cube of love.
Involve the families of immigrant children	Organize a day every two months for immigrant families to meet families native to our city, in which we share the typical foods of our countries.

EXAMPLE 4A



General plan

General Objective: Promote activities to integrate immigrant families into the life of our city/neighborhood

Specific objectives	Activities undertaken	Date/time
Encourage a friendship between immigrant children and those native to our city, so that they can all get to know one another.	Invite the immigrant children for an afternoon of games and introduce them to the cube of love.	DECEMBER
Involve the families of immigrant children we have known.	Organize a day every two months for immigrant families to meet families native to our city, in which we share the typical foods of our countries.	FEBRUARY, APRIL, JUNE
Provide a regular meeting place for children and families.	Reach the point of having a regular appointment, possibly every two weeks, to play games with the immigrant children in a neighborhood gym.	WITHIN THE NEXT YEAR

4A



EVALUATION

grant families
neighborhood

Date/time str

DECEMBER

APRIL

APRIL

MARCH

...le moments during the project to evaluate our
...as well as for the final evaluation at the end of it.
...ence the time of evaluation as an essential way to
...en the group relationships and learn together.
... meaning to every moment experienced, including
... that would seem failures.

Know how to improve

This point should be lived throughout the whole project so that corrections can be made as you go along. Then it is also part of the final stage of evaluation.

It is essential to put on the calendar the dates and time for these intermediate (eg. quarterly) evaluations, as well as for the final evaluation of the project. Doing evaluations frequently makes it possible to enjoy the results that are achieved after each activity. This practice also facilitates the acceptance of possible failures, which can be seen as part of the learning process.

All those who participated in the project should have the opportunity to be involved in the process of evaluation.

THREE IMPORTANT ASPECTS SHOULD BE EVALUATED:

- the dynamic of the **GROUP**, that is, the motivation, the spirit of cooperation and unity among all, and how the various responsibilities and commitments worked out.
- the impact of the **PROJECT** on the region and the people, and the results achieved;
- how we lived our role as **GROUP LEADERS**.

- > **It is good at this stage to create a calm and relaxed atmosphere** so that everyone can express their views without fear of being judged or criticized, and also so that no one takes offense at what is said.
- > **Ask all the participants what**, in their opinion, were the most difficult moments and also the most valuable. (see below some suggested questions for the evaluation).
- > **In case some serious difficulties emerge**, it would be appropriate to identify the phases that generated them (the planned activities, the distribution of roles, etc.).
- > **What is important is that everyone realizes** that they are all responsible for how the project developed and concluded. It should be a real experience of collective responsibility.



Interim Evaluation *of the* Project

Name of Project: _____

POINTS FOR DISCUSSION	POSITIVE POINTS	AREAS TO IMPROVE
Is the chosen project responding to a community need?		
Have the beneficiaries been involved in the project? in what way?		
Have we achieved the goals we set for ourselves?		
How is the collaboration with the other groups working out?		
Is the work divided appropriately?		
Are the scheduled times being respected?		
Has the search for resources been completed?		

EVALUATE – FOR BETTER UNDERSTANDING

We evaluate the project: *Worksheet 5A*

We evaluate ourselves as a group: *Worksheet 5B*

We evaluate ourselves as Group Leaders: *Worksheet 5C*

We evaluate our contribution to “fraternity”:

Worksheet 5D

Fragments of fraternity: www.unitedworldproject.org



Worksheet 5B

Evaluation as a Group

Project: _____

AREAS OF EVALUATION



YES, OK!



AREAS TO IMPROVE



DON'T KNOW

AREAS OF EVALUATION	YES, OK!	AREAS TO IMPROVE	DON'T KNOW
Did everyone share in the decision-making?			
Did all participants have a chance to give their own opinion?			
Was there a good atmosphere of listening and attention to everyone's opinion?			
Were we able to work together?			
How do we value the commitment that each person gave the group?			

Worksheet 5C

Evaluation as a Group Leaders

Project: _____

QUESTIONS FOR EVALUTAZION	CHALLENGES AND AREAS TO IMPROVE
<ul style="list-style-type: none">• Have we motivated the group to action? In what ways?• Did everyone participate openly and freely in the planning stages, and also throughout the activity?• Did we facilitate the participation of those who are more timid or younger?	
<ul style="list-style-type: none">• What values guided our actions?• Did we provide enough time to share with the beneficiaries of our project and respond to their needs or problems?	
<ul style="list-style-type: none">• What signs or feelings of “reciprocity” did we experience?	
<ul style="list-style-type: none">• Have we evaluated the impact of our action, in all its various aspects (ecology etc ...), also taking into consideration any possible negative impact it may have had on others in the present or in the future?	
<ul style="list-style-type: none">• Were our actions open to any and everyone, without any “discrimination” of race, religion, age or social class?	



Worksheet 5D

Evaluation of the contribution to building **brotherhood**

ASSESS WHETHER THE PROJECT JUST CONCLUDED GAVE A CONTRIBUTION TO BUILDING "BROTHERHOOD"

Project: _____

QUESTION FOR EVALUATION	CHALLENGES AND AREAS TO IMPROVE
WAS EVERYTHING DONE IN FULL FREEDOM? Nobody can be forced to live brotherhood with others.	
WAS IT GUIDED BY THE DESIRE TO DO GOOD? The project was the result of choosing certain values and not just by chance. It is not based on what we can get out of it for ourselves, but rather on how much good it can do for others.	
DID IT GENERATE SHARING AND RECIPROCITY? The main goal is to build relationships of friendship, caring and sharing, and should not be limited to giving items or services.	
DID WE RESPECT THE COMMON GOOD? The good you do should not harm anyone else, keeping in mind always the good of future generations.	
WAS IT OPEN TO EVERYONE? Whoever performs the action should never discriminate, but rather should be open and responsive to everyone.	

Tell the experience of building a "slice of brotherhood" in your own everyday life, a project or activity in which you were the initiator, the witness or a mere observer, and that had some impact on your city or community. Send them to info@unitedworldproject.org and together we will create the map of large and small actions taking place all over the world!



CELEBRATE

Objectives

- *To discover and evaluate the contribution that each person gave to reach the goal of the project.*
- *To share the joy of the achieved results with all those who participated.*

Let's have a party

When the project has been concluded, meet again with your community and with all the groups you worked with on it. You can share what changes resulted from your activity, and recognize and celebrate the goals that were achieved.

This stage is very important because it marks the end of the project and highlights the results of everyone's commitment.

It is important to emphasize everyone's contribution during the course of the project. It is also a moment for each person to identify the aspects in which he or she grew personally and discovered new skills and knowledge through the project.

Remember to engage in this stage also the other groups (institutions, organizations, collaborators, sponsors, etc ...) to thank them, highlighting the importance of their contribution and sharing the results with them.

For this celebration it will be helpful to have pictures, short films and interviews of the most important moments lived together. This event will most certainly motivate the group to undertake new projects.

Young traveler, forget the weariness
of your journey, proceed
with courage! Do not extinguish
in your soul the light of your path.

Rabindranath Tagore





United World Project

**CONGRATULATIONS!
YOU REACHED YOUR GOAL!**

With just one click, you can get
your worksheet to log your activities
in U.W.P.

**AND ADD YOUR NEW
FRAGMENT OF FRATERNITY!**

<http://www.unitedworldproject.org/it/documenti/italiano-italian/49-scheda-per-documentare-un-frammento-di-fraternita.html>



SIX STEPS TO REACH A GOAL



TEENS FOR UNITY CENTER

centro.rpu@focolare.org

You'll find more **MATERIALS** on the Website:

<http://assistentigen3.focolare.org>

Or write to:

centrogen3f@focolare.org

gen3m@focolare.org



focolare
movement

For internal use FOCOLARE MOVEMENT



centro.rpu@focolare.org

For internal use FOCOLARE MOVEMENT