

3.5. Example of an annual calendar for the “S-Team: Setz dech an!” project

| MONTH | ACTIVITIES | RESPONSIBLE |
|-----------|---|--|
| September | Compose the team of adult helpers for the project | Board/management |
| | Plan the recruitment and training of children/young people | Helpers |
| | Publicise the project (awareness-raising) | Helpers/project group of the previous year |
| October | Organise the information, awareness-raising and recruitment events Explain the project and the application process | Helpers/project group of the previous year |
| | Organise an information and awareness-raising event for the staff of the institution/school | Helpers/board/management |
| | Recruit and select the children/young people | Helpers |
| | Start of the project group – clarify the goals and jointly define the working methods | Helpers |
| | Organise and start the training of the children/young people | Helpers |
| | Inform parents about the project | Helpers/board/management |
| | Plan an external activity (e.g. SNJ youth centre) | Project group |
| | Train the children/young people (continue) | Helpers |
| November | Encourage the children/young people to look out for situations of violence/harassment in the institution | Project group |
| | Analyse the observations and plan the activities envisaged for the year | Project group |
| | Inform the staff of the institution about the planned activities | Project group |
| | Inform, coordinate and collaborate with other participants/partners within the institution (e.g. children’s committee, pupils’ committee, parents’ committee, other projects, etc.) | Project group |

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| December | Continue organising activities | Project group |
| | Complete the training of the children/young people | Helpers |
| | When implementing peer mediation: Identify the children/young people who are interested in training as peer mediators | Helpers |
| January | Continue organising activities | Project group |
| February | Continue organising activities | Project group |
| | Evaluate and recognise activities already carried out | Helpers |
| | Encourage the project group to participate in the national youth meet-up day for the project | Helpers |
| March | Continue organising activities | Project group |
| | Inform the staff of the institution about activities that are planned or have already been carried out | Project group |
| | Plan an external activity (e.g. SNJ youth centre) | Project group |
| April | Continue organising activities | Project group |
| | Participate in the helper meet-ups | Helpers |
| | Organise the information evening for parents (+ children/young people) on the topic 'prevention of violence' | Project group |
| May | Activities for the International Day for Living Together in Peace (16th May) and corresponding feedback to the SNJ | Project group |
| | Carry out an interim assessment of the activities and motivate the children/young people | Helpers |
| June | Evaluate the goals and activities defined at the beginning of the year (individually, in the project group, with other participants/partners in the institution) | Helpers/project group |
| | Adapt the project for the subsequent year, after the evaluation | Helpers/project group |
| | Recognise and appreciate the work done by the project group | Helpers/board/management |



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| | Identify potential members for the project group from September onwards | Helpers |
| July | Carry out the items not yet completed (mentioned above) | Helpers/project group |
| | Document the work carried out | Helpers/project group |
| | Nice ending with the children/young people (e.g. barbecue) | Helpers/project group |
| | Possible recognition by the institution's board/management (e.g. internal certificate) | Helpers/board/management |