



TOOLBOX FOR YOUTH TRAINERS

**A booklet of inspiration on nonformal
education activities for youth**

created by the participants of the training
programme "On the Way to Quality"

**2023
Czech Republic**

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Introduction

Dear reader,

If you are opening this toolbox, you are probably interested to find inspiration for your work with youth, through non-formal education activities. Continue reading, this booklet is full of ideas and tips!

We created this toolbox with the intention to share what was created in the training programme and might be useful for trainers, facilitators, youth workers, educators or simply anybody, who is active in non-formal education and youth work and wants to design creative, interesting and interactive sessions and programmes for young people.

This booklet is an outcome of an international training programme for youth trainers "On the Way to Quality" that happened 29th August - 6th September and 28th November - 6th December 2022 in the Czech Republic, the ecocentre Loutí, organised by Brno Connected. The project was funded through an Erasmus+ programme of the European Commission, which supports learning mobilities of youth workers. The content of the training programme was designed and delivered by the the team of trainers consisting of Kateřina Martínková, Michaela Vyležíková and Veronika Batelková.

The seven session outlines that are available in this toolbox were created by the participants - trainers, facilitators and youth workers from the Czech Republic, Italy, Romania, Greece, Hungary, Poland, Bulgaria and Croatia. They joined the training programme with the intention to improve their competences when working with youth, expand their toolboxes, find their own training style and gain confidence to create and deliver nonformal education activities for youth. As part of their practice, the participants prepared and delivered non-formal education sessions in the elementary school in Týnec, to the classes of eight and nine graders. We are offering their session outlines as an inspiration for others - feel free to use it!

We wish you a lot of creativity in your learning programmes!

On the Way to Quality team + participants

1. COMMUNICATION AND COOPERATION

AUTHORS: ANASTASIA CHARITIDOU, EMILIANO IPPOLITO, SIMONA SOLOMON

TOPIC OF THE SESSION: Communication, relationships, respect and compromise

AIMS AND OBJECTIVES: Aim: To cultivate communication and cooperation skills within the group

Objectives:

To practice the concept of respect and compromise in relations with classmates.

To encourage collaboration in smaller and bigger groups.

To improve the skills of effective communication, non-judgmental observation, active listening, accepting other choices.

To observe the positive effects of communication, cooperation, and respect in the relationship with classmates

TARGET GROUP: Teenagers + young adults

GROUP SIZE: 20 ppl

DURATION: 1, 5 hour

MATERIALS, PREPARATION: Flipchart (tree of feelings and tree of answers)
Post its
Name tags
Tape
(Music/instrument)

SESSION FLOW AND INSTRUCTIONS:

10 - 12
min

Short introduction of the youth workers, names, countries and how to say hi in the languages of the youth workers. If the group of participants doesn't know each other here could be a name game involved, in our group since they knew each other well, we just asked them to write their name tags. We introduce the tree of feelings and the tree of answers (or reflections). Those are flipcharts in which post-its are going to be put with the answers of participants during the activity. Preparation and arrangement of the space.

8 - 10
min

Energizer - team building - non-verbal communication

The class has to create lines in the order of specific themes. In our case: a line in the order of shoe number (from the smallest to the biggest), then in the order of the month of birth and in the order of the day of birth without talking. At the end check if the group was successful.

10 - 15
min

The Gesture Line

The participants are instructed to line up. The first person in each line faces the backs of the others. The first person in line sends a message to the one in front of them without the others seeing it and so on. They do that by touching the shoulder of the person in front of them, and then, when the person turns and they look at each other, the first person shows a movement that must then be transmitted as accurately as possible to the rest of the people on the line, one by one.

When the last person is reached, they announce the message they received to the entire group. The first person then compares the original message with the final version. In the first stage, the exercise is performed without instruction related to accurately reproducing the movement (message), in order to realize its importance. In the second stage, instructions are given regarding the importance of the roles of both the sender and the receiver. Instructions that the message should be clear and specific in order to be accurately reproduced. In the second stage, two or more lines are created with fewer students that all pass from the first and the last position to understand that the message can be accurately reproduced if the rules are followed.

Reflection questions- instructions during the 2 stages:
Why do you think the message changed?
Who had the responsibility?
What can we do for the message to be clear and for communication be effective?

5 - 10
min

Reflection

Some answers can be written in post-its, some can be discussed in pairs, and some can be shared with the whole group

- Which position (giving or receiving the message) was easier and more comfortable for you and why?
- What did you find surprising in this game?
- What was the best feeling you had during the games and when?
- What was the worst feeling you had during the games and when?

15 min

Group statues/photographer

The class has to create statues using their own bodies following the 'title' given by the youth worker (example: postcard from Prague, listening /well-behaved students, observing animals in the zoo).

Before the start it is necessary to define some rules: 1. Don't talk during the exercise, 2. Enter 'the stage' one per time, (could be useful to define the stage space using tape) 3. All the members of the group must contribute, 4. There must be at least one point of contact with one more participant 5. As a youth worker, I need to see the faces of every student so as to be conscious of others' bodies (could be useful to call ourselves in a funny way "the photographer").

The first statue probably will not include every rule, be kind to the group and highlight the "mistakes/changes" in a positive way.

A variation on the rules could include: participants running to enter the stage and freezing in position, running and entering in pairs.

Example of reflection questions for the end: a. What did you think you learned from this experience? b. How did you feel to take others into consideration? c. Do you usually do that?

Safe date

Scenario:

"Let's have a game where we can experience how it feels to express my preference (boundaries), to respect each other's preferences (boundaries), and be respected! Sounds a lot?

It is easier than it sounds.

We walk around to the music/sounds/ clapping and when the music/sound/clapping stops, we form a pair with the person who is nearest us.

We take a moment to evaluate who we are with, and how we feel, and then with the phrase "show your numbers" (or with a whistle/sound, clap) we show each other with our fingers a number from 1 to 5. What are the numbers?

There are 5 different ways to be on a date with another person.

1. being together no eye contact, no physical contact
2. Handshake, no eye contact
3. Eye contact "looking in the eyes"
4. Holding hands, looking in the eyes
5. Hug

If I show with my hands 4 and my pair shows 2, what will we do?

We will respect the lowest number (the highest will compromise) and we will do number 2.

Every time you stop you should get in pairs with a new person."

After 8-10 minutes (or after everyone has been in pairs with everyone depending on the size of the group) the group can decide on an alteration to the moves. Participants get back in a circle and propose new movements for numbers 1-5, if movements are accepted by the group, the process starts again with new moves (walking, stopping, pairing, showing the numbers, and doing the actions).

Reflection questions:

How did you feel when you had to respect the lower number?
And why?

How did it feel when other people respected your lower number? And why?

How did you feel when you were showing the same number as your pair?

How do you usually greet people? Show us!

5 - 10
min

Closing

Reflection

Some answers can be written in post-its, some can be discussed in pairs, and some can be shared with the whole group.

Based on what you experienced today, how /what will you communicate differently tomorrow?

How would that affect your life?

Is there a relationship in your life in which you would like to have better communication? How could you do that?

Do you want to make a promise to yourself about the new way you want to communicate and cooperate from now on?

Take a step!



2. DON'T JUDGE, ACT!

**AUTHORS: LUCIJA DUGOREPEC, ANDREEA STAICU
AND SONIA BEJAOU**

TOPIC OF THE SESSION:	Stereotypes and prejudices about people from different countries
AIMS AND OBJECTIVES:	<p>Aim: To promote the value of cultural diversity and human dignity</p> <p>Objectives: To raise awareness on biases, prejudices and stereotypes To promote respect and openness to cultural diversity To increase empathy towards people with different backgrounds To realize our accountability to achieve change</p>
TARGET GROUP:	Teenagers, approx. 14-15 years old
GROUP SIZE:	30 ppl
DURATION:	1, 5 hour
MATERIALS, PREPARATION:	Flipcharts, A4 papers, balloons, sticky notes, ball of string, pens
IMPORTANT NOTES:	<p>Remind the students to be non-judgemental of each other.</p> <p>Suggestions: In the group work, students can be asked what they can do to stop hate or to respond to hate when it happens (such as not sharing jokes, speaking up when they hear someone using hateful words, being friendly toward isolated groups etc.) instead of “how to get rid of it”. Also, you can invite them to openly discuss what their role has been in a certain “incident” they have described (if you assess that there is tolerant ground for such a discussion). When creating an evaluation, it may be better to ask students to rate their attitudes (or something related to them) rather than the learning process.</p>

SESSION FLOW AND INSTRUCTIONS:

10 min

Introduction and icebreaker

For this icebreaker we needed a ball of string. The participants stood in a circle. The first person starting the game had the ball of string in his/her hands and told his/her name and a hobby. He/she threw the ball of string to someone else while holding on to their end of the string. This way, a network was created.

By analogy, it is important to realize that each of us has a direct impact on those with whom we are in direct contact as well as those with whom we interact remotely.

Thus, we came to talk about concepts such as stereotypes and prejudices.

Now, with the network we have created, on a smaller scale, we resemble the society we live in. Everything we do has an impact on those around us.

If we let the string loose, becoming indifferent, we will contribute to the perpetuation of negative things in society.

We have to hold the string tight and do our part to contribute to the well-being of society and those around us who come from different places, with different perspectives and backgrounds.

10 min

Brainstorming on stereotypes and prejudice

After resuming the icebreaker, we introduced the main topic of the session and we asked participants to brainstorm on prejudice and stereotypes by providing their definitions and examples. We prepared a flipchart where they put the sticky notes with their answers

10 min

Debriefing and an introduction to the theory

The debriefing included an initial reflection on their understanding of stereotypes and prejudices and then we defined the difference between the two as follows:

- Prejudice: an unfair feeling of dislike for a person or a group because of their background.
- Stereotype: an unfair and untrue belief that many people have about a group of people or things with a particular characteristic.

10 min

The Pyramid of Hate

As the basis for the central activity of the workshop we used the PYRAMID OF HATE. That's the tool that was developed by the Anti-Defamation League and that provides students the opportunity to understand the ways in which hate can escalate in society, which was exactly the goal of this segment. In our activity, we focused on acts related to ethnicities/nations/cultures and only on two bottom levels of the pyramid (acts of bias and acts of prejudice).

We presented the pyramid of hate on a flipchart and explained it by giving examples of hate at each level, while trying to describe how each level is dependent on the one before. We told them that they will be focusing on the bottom two levels because they represent the area in which they can create the most change and have an impact.

20 min

Group work and balloons

As the group was already equipped with a big load of theories, we started to elaborate on the topic. We split them into smaller groups and asked them to dig deeper into prejudices and stereotypes (the 2 bottom lines of the hate pyramid), find concrete examples (hateful words, behaviors and acts that they've experienced, have seen or have heard) and solutions for how to get rid of them.

The groups received 3 different contexts (Family&Friends; School; Social Media) which was the base for their research. There were 6 groups in total, where each topic was assigned to 2 different groups. (Of course, the contexts can be different according to the actual needs).

The teams collected their thoughts on post-its. After giving them 10-15 minutes to clarify their thoughts, one person from each group had to conclude their findings. At each group, we have commented on their findings with connected knowledge and/or examples to raise their awareness.

Finally, as a symbolic way of getting rid of the stereotypes we gave them balloons and asked them to stick the post-its on them. Then, one by one, the teams burst the balloons (with any method they chose) while also expressing which stereotype/prejudice they were getting rid of.

10 min

Reflection

The reflection questions were based on the 4F's (Facts, Feelings, Findings, Future). They were written on a big flipchart and we were "uncovering" them one by one, while reading them aloud and asking the participants.

- * What was the most interesting activity of the workshop?
- * How did you feel?
- * At what point did you feel most involved?
- * What did you find out during this workshop?
- * How will you put into practice what you found out?

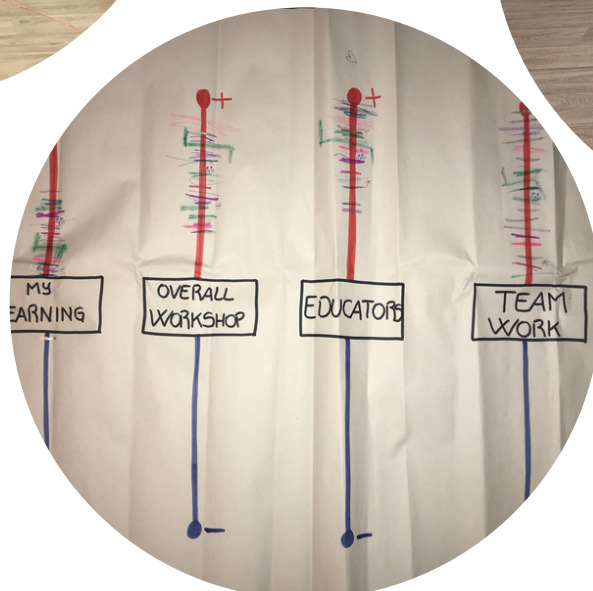
10 min

Evaluation and closing

We drew 4 thermometers on a flipchart with main subjects as follows:

1. My learning
2. Overall workshop
3. Educators
4. Teamwork

The participants had to draw a distinctive sign on each thermometer to rate their experience (from -100 to +100).



3. DEMOCRATIC COMPETENCES

AUTHORS: NATALIA ZARĘBSKA, RALUCA NASUI,
BEÁTA PRAVETZ

TOPIC OF THE SESSION:	Getting to know different political systems
AIMS AND OBJECTIVES:	<p>Aim: To experience the political systems</p> <p>Objectives: To understand the difference between 4 political system (Democracy, Monarchy, Authoritarianism, Totalitarianism) To become aware of the individual impact of the decision making process</p>
TARGET GROUP:	Teenagers, approx. 14-15 years old
GROUP SIZE:	20 - 30 ppl
DURATION:	1, 5 hour
MATERIALS, PREPARATION:	Vote cards Handouts about the different systems Instructions of the systems (Download HERE) Papers, pencils, pens, colourful markers
IMPORTANT NOTES:	Prepare the room before the activity: arrange 1 table of each of the group, separated one from another. During presentation and lecture time sit in a half circle.

SESSION FLOW AND INSTRUCTIONS:

5 min

Introduction

Introduce the facilitators into the group and present the topic the workshop is about. Make the rules what they should follow during the activities (no phones, don't disturb others with loud talking, if they have any questions, we are there to help them).

5 min

Brainstorming

The aim of this is to get to know the knowledge of the participants. We introduce the word "political system" and they can say what comes to their mind about that. If they don't know what to say, we can help them with questions (who can be a leader, who owns the power, who makes the decisions, how is the life of the citizens...)

10 min

Presentation of four political systems

Make flipcharts about all the systems using only key words and pictograms to make it more visual. If there is a projector available, you can make a powerpoint presentation in the same way. Focus on the leader, who chooses the leader, who has the power, the decision making institute, freedom of citizens and how the changes are made. The aim with this activity is to give them information about the topic and discuss with them the differences of each. Use parallels and show the oppositions by giving them examples as well.

5 min

Dividing into 4 groups

First choose and decide who will be the 4 group leaders. After that, divide them into 4 equal groups by counting. Each group will get one system and in the following activity they will work in the frame of that.

45 min

Design your own country

The groups need to design their own country. They can draw a map or make a poster about it. The two main and obligatory tasks are to choose a name of the country and design a flag using the political system they have. For example democracy will do the voting and the majority will win; Monarchy will do the same with the part that at the end the leader has to sign it to make it official; in authoritarianism they will vote as well but they'll have only one option to choose; in totalitarianism they won't have this option, the leader will decide. (See the attached materials!)

Other than these they can decide the capital, create the national anthem, decide how the country looks... And the most important is to encourage them to be creative!

10 min

Presentation of the countries

10 min

Reflection

What was your role in the system? What was your system?

How did you decide the name and the flag?

How was it to be a leader?

How did you feel about being ruled by someone?

If you could choose, in which system would you like to live?

Why?

What did you learn?

What conclusions do you have?

How did you feel during the activity?



4. WELLBEING AND CULTURE

AUTHORS: KARMEN KOVAČEVIĆ, ANDREA TURISO
SANZ, KATEŘINA TUMOVÁ

TOPIC OF THE SESSION:	Cultural specifics of different countries. Intercultural learning
AIMS AND OBJECTIVES:	<p>Aim: To support teenagers in connecting their own wellbeing with their cultural context</p> <p>Objectives: All participants will understand concept of wellbeing All participants will be able to distinguish different cultures, Spanish and Croatian</p>
TARGET GROUP:	Teenagers, approx. 14-15 years old
GROUP SIZE:	25 ppl
DURATION:	1, 5 hour
MATERIALS, PREPARATION:	<p>2 posters - maps of Croatia and Spain with fun facts and drawings of cultural specifics (food, smallest city, etc.) + magnets/tape Collage Art Glue, scissors, magazines, papers, pencils, enjoyable music for background playing Brainstorming (white)board and markers/chalk Reflection on feelings Dixit cards Feedback Post-its, pens, papers</p>
IMPORTANT NOTES:	<p>We prepared an extra activity in case we had time to do it. We recommend doing some activity where participants say one word only. If they have a problem saying out loud a sentence in English - too complicated, afraid of mistakes, shy... Then one word could be a good start.</p>

SESSION FLOW AND INSTRUCTIONS:

2 min

Introduction

We start the workshop presenting ourselves, setting the rules: not to interrupt, raise hands if something is not clear - especially understanding of language, to speak slowly or repeat, agreement about photos.

7 min

Energizer

1st Energizer: "Rock, Paper, Scissors".

- Each 2 participants play "rock, paper, scissors", who loses goes behind the one who won. They continue together, the person on the front plays again with someone else - who loses goes behind the one who won with all the people who are behind them already. Chain continues till everybody is connected in one long line.

2nd Energizer: "Dragons and houses".

- Basically participants are at the beginning in trios - 1 is "dragon" and 2 become "a house", there could be an extra dragon or house, if the number of participants does not fit to create trios. Dragons play having wings and moving as flying. Houses are people facing each other, holding hands up as a roof. Every dragon is inside the house at the beginning (in case more people - there could be 1 free house or 1 free dragon).
- When you say "houses" - houses move, dragons stay; houses find another dragon to accommodate, everybody has to change house-dragon combination, if there were a free dragon/house, it has to be another dragon/house after this change.
- When you say "dragons" - dragons move (fly), houses stay; every dragon finds a different house. Same as "houses" above.
- When you say "tornado" - everybody moves

30 min

Wellbeing

1. Brainstorming about wellbeing

We ask the group to express the first thing that comes to their mind related to wellbeing. If understanding of wellbeing wouldn't be clear, easy to use is dividing to well - and - being, well > good, being > life, living, connection with understanding of wellbeing as taking care of living good life. We collect those words and we write them on the board.

10 min

2) Sum up main things and acknowledge diversity

“Thank you for sharing... some of the mentioned things might be connected with your wellbeing and some might not... I would like to point out this diversity, that wellbeing/selfcare/good life might mean for each of us something different...”

3) Collage activity

We give a paper to each participant and we ask the group to create their own collage about wellbeing. Using words, drawings, and magazines, the participants create their own art-pieces about those activities that makes them feel well and connects them with self-care.

4) Reflection about the collage

We ask the whole group to divide in smaller groups of 4/ 5 people and share between them what things they find in common.

5) Art gallery

After they created their collage, we ask them to put their collage in a visible place in the classroom.

6) Group sharing

. We asked the whole group to share what they discussed previously in the smaller groups.

3 min

Introduction to new topics: Daily life in Croatia and Spain + link with previous activity about wellbeing

Till now we were focusing on what wellbeing means for us, now we are going to have a look at what it means for other cultures, how wellbeing is practiced in daily life in different countries.

12 min

Daily life in Croatia, wellbeing

Brainstorming about Croatia: What do they know? Have they heard about some stereotypes about Croatian people and which ones?

Discussion about things they said, to collect information, where are we standing with the knowledge and to clear things up if needed.

Lecture, flipchart presentation: daily life, wellbeing, coffee culture, breaking stereotypes - things that they cannot google, so it comes from real life experiences.

Open questions.

12 min

Daily life in Spain, wellbeing

“Guess the country”. Questions about Spain: capital and borders. Brainstorming about Spain. What do they know?

Lecture, flipchart presentation: dialects, daily life, wellbeing, lunch time, working hours, siesta culture, Food, traditions, Breaking stereotypes

Learning flamenco dancing steps. We ask the group to stand up and repeat one flamenco dancing step that was explained using a metaphor.

Open questions.

24 min

Reflection and feedback

- Feelings. Using Dixit Cards we ask the group to pick up a card that represents how they feel after the workshop. Then, we ask them to show the card and comment on it.
- Findings. We asked the group what was new and interesting for them. How do they connect wellbeing with their own culture; What do they do in their daily life to take care of themselves? We ask them what their hobbies are, if they play sports, instruments and how these activities help them to feel better in their daily life.
- Future. How would you apply what you learnt today? What will be useful for you?

Feedback. Using post-its we ask the group to take a post-it and write us feedback about the workshop: what was useful for them, what did they like, the things they enjoyed during the workshop and what would they change or do differently.



5. CHRISTMAS AROUND THE WORLD

AUTHORS: NIKOLINA MATKOVIĆ, TIZIANO MUSARRA TUBBI, JUAN IGNACIO JAFELLA, ANA MARIA COMAN

TOPIC OF THE SESSION:	Intercultural learning - presenting Christmas customs in Italy, Argentina, Romania and Croatia.
AIMS AND OBJECTIVES:	<p>Aim: To introduce the Christmas customs of mentioned countries.</p> <p>Objectives: To increase the curiosity of 8th graders to learn about other cultures. To show differences of Christmas customs between cultures. To introduce the youngsters to intercultural learning.</p>
TARGET GROUP:	Teenagers, approx. 13 - 14 years old
GROUP SIZE:	23 ppl
DURATION:	1, 5 hour
MATERIALS, PREPARATION:	Photos of different traditions (traditional food) Flipchart Handouts of exercises Papers Markers You tube
LINKS, RESOURCES:	<u>Romanian Christmas song</u> <u>Italian Christmas song</u> <u>Croatian Christmas song</u> <u>Spanish Christmas song</u> <u>About Christmas in Romania</u> <u>About Christmas in Croatia</u>
IMPORTANT NOTES:	Maybe Christmas is not the most interesting subject for teenagers (?). We notice the importance of the preparation work for the activities and the importance of flexibility in the classroom.

SESSION FLOW AND INSTRUCTIONS:

5 min

Introduction

At the beginning of the workshop we introduced ourselves (who we are and where we are coming from) to the class and presented them what we are going to do (the topic of the workshop).

5 min

Name game

After the introduction we did the activity of getting to know each other. We stood in a circle with pupils and did a name game (everybody said their name and made a move).

5 min

Intro into the topic, discussion

We asked the class about the Christmas customs in the Czech Republic, how they perceived Christmas time, if it is important to them, and also about the typical food. After that we had a session of questions about Christmas abroad. For example, have they ever spent Christmas somewhere else, do they know something about other customs in other cultures, if yes, where and what.

45 min

Presentation of every country

We started to represent the Christmas customs of every member from our group.

Our first presentation was Argentina. Juan talked about how the celebration is in the South hemisphere, in summer. Also he taught some phrases like 'Feliz navidad ' (merry Christmas) 'Mantecol' (traditional dessert from Argentina) and others.

The second presentation was Italy. Tiziano talked about the traditional food and rituals. Also some sentences as 'Babbo natale' (Santa Claus). The Kids talked about the non-existence of Santa Claus in the Czech Republic .

The third country was Romania, by Ana. Some kids know more about these traditions. She talked about symbols like the 'Star Caroling'.

In this part we did the break.

Nikolina (Croatia). She talked about traditions in her family and some similar things with other countries (French salad in Croatia and Russian salad in Argentina are the same salad).

15 min

Exercises for class

After the lecture part, we gave them handouts with exercises where they needed to show what they learned. The first exercise was to connect pictures and expressions with the correct explanation. Then we ask them if they remembered some words and expressions of the different traditions and languages.

When they were finished, we checked what they wrote.

15 min

Evaluation

We asked them if they enjoyed the workshop, how it was for them, did they learn something new and useful. They shared their impressions with us. After that, we listened to Christmas songs.



6. CHRISTMAS ON 5 CONTINENTS

AUTHORS: LAURA ALZMETER, NIDA REGEF,
BERNADETT PAPP, KRZYSZTOF HERTLING

TOPIC OF THE SESSION:	Intercultural learning, Christmas cultures.
AIMS AND OBJECTIVES:	<p>Aim: To discover Christmas cultures on 5 continents</p> <p>Objectives: To explore different traditions and customs connected to Christmas To introduce the traditional Christmas cuisine of a country To be able to express themselves by learning some words from different cultures connected to Christmas</p>
TARGET GROUP:	Teenagers, approx. 13 - 14 years old
GROUP SIZE:	20 ppl
DURATION:	1, 5 hour
MATERIALS, PREPARATION:	5 flipcharts, colored paper, scissors, glue, crayons, colored markers, printed info paper, smiley faces, Merry Christmas in different languages Downolad annexes HERE
IMPORTANT NOTES:	<p>it's important to know the level of knowledge of students (language proficiency) this activity is applicable to A1 level</p> <p>It's important to know what kind of facilities the school has (laptop for background Christmas music during the group work/preparing the presentations on the laptop; projector to further enhance the quality of the presentation)</p> <p>More thorough (in depth) evaluation about the learnt knowledge should be implemented (questionnaires or anagrams, etc.)</p>

SESSION FLOW AND INSTRUCTIONS:

5 min	<p>Introduction: I am ... from ... All of us, from different countries, came and met in the Czech Republic to discover together different countries from different continents and what they do on Christmas. And we started learning some words. We will ask you to divide the tables into 4 sets and then we will start with an activity.</p>
5 min	<p>Icebreaker The participants make groups of 3 people.</p>
5 min	<p>2 people build a house by holding their hands 1 person gets inside as a squirrel When the facilitator says "SQUIRRELS", all the squirrels find a new house for themselves. (Only squirrels are moving in the room) When the facilitator says "HOUSES", all the people who built houses change their places and build new houses around squirrels. (Only Houses move, squirrels stay where they are) When the facilitator says "EARTHQUAKE", everyone in the room changes their position. They can also change their roles. (Note: Facilitator can use the Czech terms instead of English words for the 3 roles.) House = Domy Squirrel = Veverky Earthquake = zemětřesení</p>
40 min	<p>Preparation of posters "We have 5 countries from 5 continents. We will divide you into 4 groups of 5 and each group will pick a country. You will prepare a poster where you show us the country you have and what are the special things they do on Christmas. To create the poster, you will use the pictures to stick them on the paper. You can draw, color, design the poster the way you like and then after 30 minutes we will start presenting this country and its Christmas traditions to the whole group."</p>
20 min	<p>Presentations Group A Presentation (Country Annexe 1) Group B Presentation (Country Annexe 2) Group C Presentation (Country Annexe 3) Group C Presentation (Country Annexe 3)</p>

5 min

Reflection (Annexe 6)

How do you feel at this moment?

Did you enjoy working together ?

Did you learn something today?

Participants express their answers by using the 3 emojis (sad, happy, neutral)

10 min

Discussion

Discussion about Czech Christmas traditions and customs:

To each group a facilitator joins and facilitates the discussion

(A small discussion about the facilitators countries)

5 min

Goodbye, closing

Merry Christmas in the facilitators languages: (+Czech) (Annexe 7)



6. COMMUNITYCATION

AUTHORS: VIKTORIA CSABA, STAVROS CHATZISTYLIS,
YOANA RUSEVA, STEFANI MATUSCHEK

TOPIC OF THE SESSION:	Communication and Cooperation
AIMS AND OBJECTIVES:	<p>Aim: To improve communication in the class</p> <p>Objectives: To be aware of what creates misunderstandings in communication To understand the need for expressing your needs clearly To experience communication in difficult situations To learn to ask for and to give verbal help</p>
TARGET GROUP:	Teenagers, approx. 14 - 15 years old
GROUP SIZE:	27 ppl
DURATION:	1, 5 hour
MATERIALS, PREPARATION:	2 posters, around 15 pieces of A4 paper, enough pens for the participants (if they don't already have), 9 blindfolds (or enough blindfolds for the groups in the Lego game), colored paper squares (it takes around 3 A4 colored papers for 30 squares), Duplo blocks (about 300 pieces), papers
IMPORTANT NOTES:	<p>Plan your time correctly. Always have in mind some activities may take more time than described here. Add time for preparing the room, moving desks and chairs, etc.</p> <p>Tips based on experiencing first introduction: The kids were so shy that any of them didn't raise their hand even once, so take in consideration that they might whisper to each other asking for translations to their classmates which creates lack of attention.</p>

SESSION FLOW AND INSTRUCTIONS:

5 min

Introduction

Who we are - Names of us and countries we come from

What are we doing here in (Name of country/city/school/organization/etc.)

Defining our role here (In the case we were facilitators)

Info about the subject of the workshop.

Asking for info about level of English with scaling (if the participant's first language is not English).

Suggesting raising hands when not understanding the activity or particular words.

Information about the break time.

10 min

Name game

What's my name and what am I like?

Intention - get to know names of participants, check their contact with themselves according to the knowledge about themselves - their character/hobby, so we know the level of inner communication which is the base of communication with others, building connection between trainers and children (the language element).

Playthrough: each child says their name, followed by a character trait or interest/hobby beginning with the first letter of their name e.g. Barbara - (b)rilliant, Marysia - (m)usical.

Additionally, in order for the trainers to connect with the participants and get their trust, the participants can try to say the trait/obby in their own language and the facilitators can try to repeat it

12 min

Deaf Telephone (with movements)

Separate the class in two and make two lines of people. Make the participants stand one behind the other.

Go to the last two people in the lines and show them a movement. Instruct the participants in the following way: Tap the person in front of you on the shoulder. When they turn around, show them the movement you saw. Then turn your back and do not look at the line anymore. The next participant has to show the movement they received to the person in front of them, and after that, they also have to turn around.

At the end call the last two and the first two participants in front of the two groups. Make the last two participants show what movement they received, then, make the first two participants show the original movement.

The aim of this game is to show how miscommunication leads to bad results.

After the game finishes, we did a few reflection questions:

1. What just happened?
2. What did this activity show to you?
3. What can you do different to change the outcome next time?

25 min

Guided drawing

Materials needed for the drawing exercise:

- 1 pen per participant
- 1 drawing board per person (if possible)
- papers with symbols 1 per participant , 2 different types, 4-6 symbols each. The original drawn symbols should be made by the facilitators or you can find some online. They can be random symbols, but try to make them hard. We suggest to have geometric symbols, like these:

<https://hu.pinterest.com/pin/293156256975405749/>

Split the group in couples:

Walk randomly in the space and when we clap give the closest person a high five and make a couple with them.

After that walk again freely alone in the room and when the facilitators clap, give the closest person a low five (like high five but with the hands low); that person should be different from the first one .

In the end walk again in the room freely alone and now when the facilitators clap make with the closest person that should be different from before elbow to elbow couples (touch your elbows). Stay with that person, he/she will be your partner for the next exercise.

Description of the drawing exercise:

The couples are sitting back to back on the ground (or on chairs, depending on the preference of the group) far from other couples if possible, so they don't distract each other. In the couple one will be A and the other B.

Each person takes one piece of paper - one side of the paper is blank, the other has symbols drawn on it. "A"s and "B"s have different symbols on their papers. The pairs should not show their papers to each other. They are still sitting back to back. The aim is for one of the people in a pair to explain to the other what the symbols are, and for the second participant to draw them by the description provided. Then they switch.

Another alternative can be to make two flipcharts with the symbols so you don't have to give each participant a copy. In that case, half the participants should be facing the flipchart at the first part, and then the other half of the participants should face the other flipchart in the second part.

Each round takes 3 minutes. After each round they can have 1 minute to compare the drawing with the original, or if we give them more time, they can talk about how to improve the communication between them for the next round. (only makes sense after the first round).

Reflection:

- What did you realize during this exercise ?
- Did you get clear instructions ?
- Was it easy for you to understand what you should draw ?

40 min

Build the tower of your dreams

Materials needed for the exercise:

- 1 blindfold per group
- about 30 pieces of Duplo per group

We divided the group into trios in the following way:

We prepared pieces of coloured papers: green, blue and orange, 9 of every colour. Every participant took a paper. We asked them to form 3 lines next to each other, a green one, a blue one and an orange one. Then those who were next to each other in the different lines made a trio, so in every trio there was a green person, a blue person and an orange one. We asked them to find a table for themselves.

We gave them bags with Duplo bricks (about 30 pieces, different colours and 2 different sizes) and a blindfold.

Instructions: (you should use the exact instructions)

You can open the bag, put everything on the table, but please don't touch the blocks.

In the exercise there will be three roles:

Builder: build the tower of your dreams. You will not see. You will be blindfolded.

Helper / supporter: Help the builder to build the tower of their dreams. You can not touch the bricks or the builder.

Commentator: You comment on the work of the builder. You can only say three sentences: I like it. / I don't like it. / I would do it differently.

In the first round:

Green will be the builder. Blue will be the helper. Orange will be the commentator.

You will have 3 minutes for this exercise.

Exercise for 3 minutes

Builders, Take off your blindfold. Look at the tower. How do you like it? Hold it high, show it to the others.

Now you change roles:

Green will be the commentator. Blue will be the builder.

Orange will be the helper.

Exercise for 3 minutes.

Builders, Take off your blindfold. Look at the tower. How do you like it? Hold it high, show it to the others.

Now you change roles:

Green will be the helper. Blue will be the commentator. Orange will be the builder.

Exercise for 3 minutes.

Reflection

For the reflection they were in groups of 6. We asked two trios to work together. First they discussed the questions in these smaller groups, and then we talked about it all together.

Questions for the small groups:

What did you do as a builder / as a helper / as a commentator?
How did you feel as a builder /as a helper /as a commentator?

Questions for the whole group:

- How could you improve the communication during the game?

/Did you have an idea what kind of tower do you want to build?
Did you communicate your needs to the helper? How?/

- If you think of real life, can you find similar situations, like in this game?

/What can this tower represent? Who are the helpers in your life? Who are the commentators?/

- What did you find out about communication that you can use in the future?

Notes for the reflection:

This age group were not really open to share in the big circle. They talked in the smaller groups more openly.

Proposed changes:

Make the reflection less verbal, for example write the 3 role on paper, ask them to put a cross next to the role they liked the most. Or write their feelings on a paper next to the roles, or even write down a lot of feelings, and they can mark those that they felt.



About Brno Connected

Brno Connected is a non-governmental organisation (NGO) active in the field of nonformal education, personal development and volunteering, both on the local and international level. We believe in unique potential of every individual and we aim to support young spirited people in discovering and fulfilling their personal goals and dreams. We focus mainly on local and international projects, programmes and workshops. We both create and deliver them or we cooperate with foreign organisations as project partners. At the same time, we are engaged in promotion and support of volunteering.

More about us:

<https://brnoconnected.cz/>



About Erasmus+ programme

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2021-2027. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and successful transition in the labour market. Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations, focusing on its qualitative impact and contributing to more inclusive and cohesive, greener and digitally fit societies.

More about the programme:

<https://erasmus-plus.ec.europa.eu/>



Project partners:



Good luck with creating your own programmes and sessions!



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