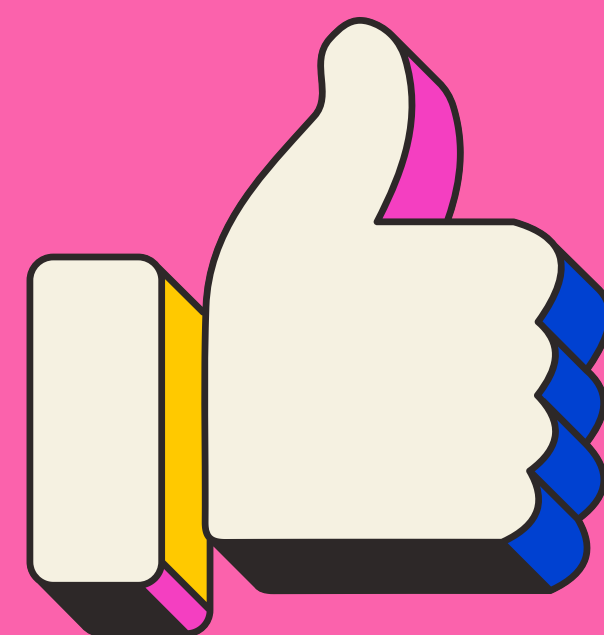
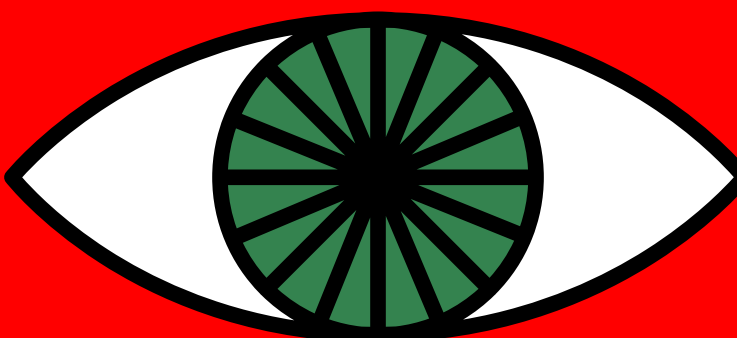
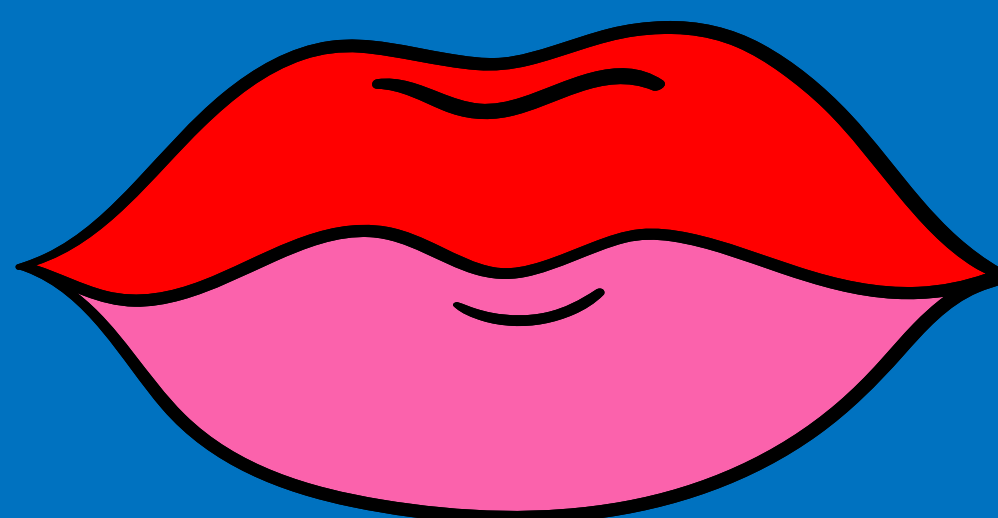
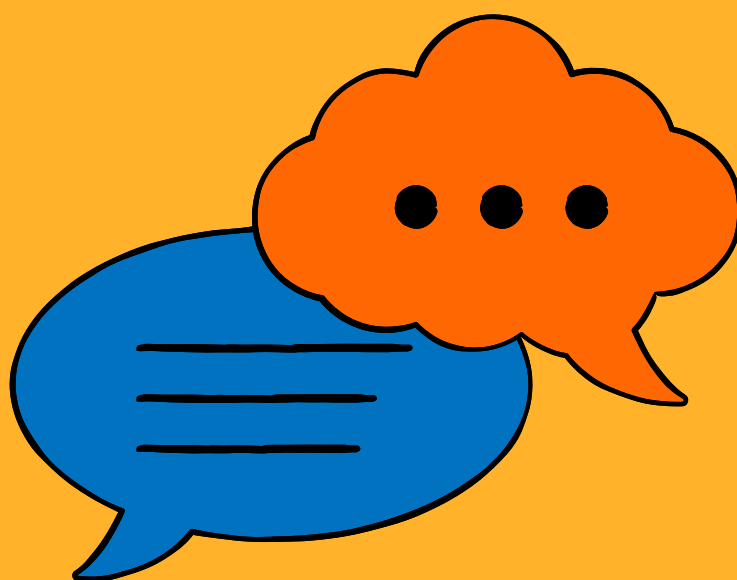
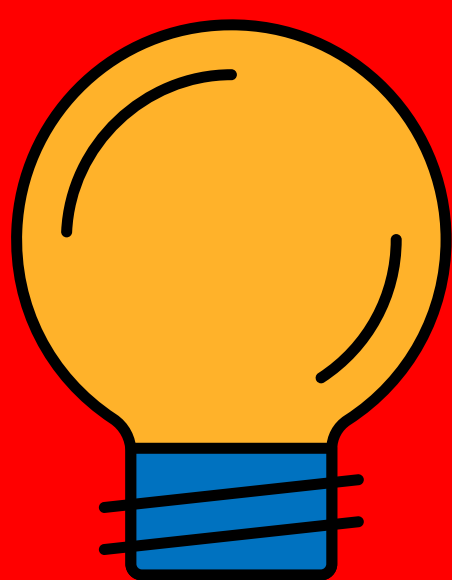


Visual Impact

a manual for training the youth workers



Together Romania



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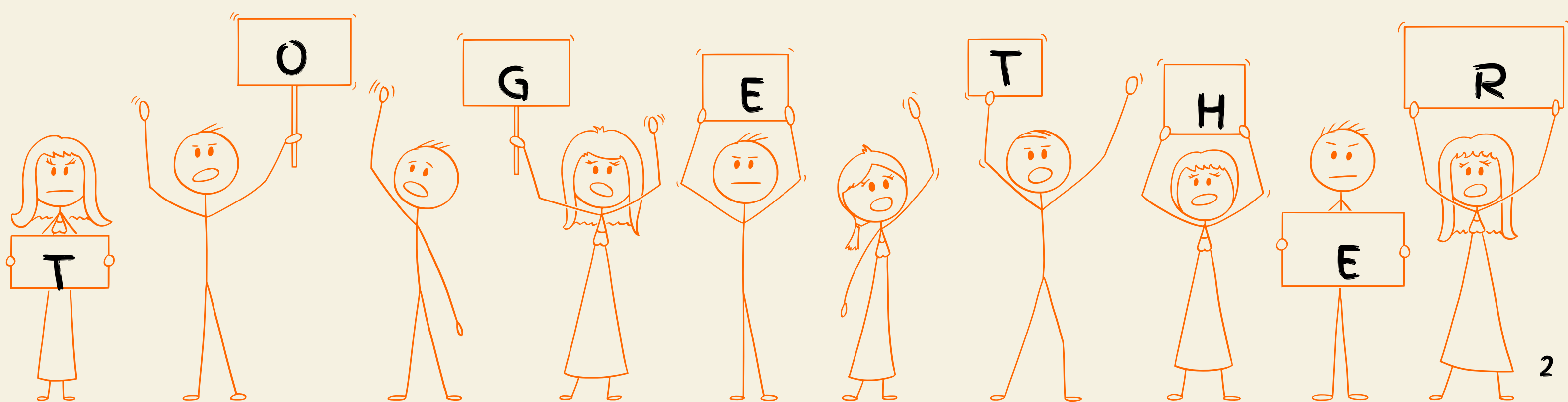
This manual is the outcome of the work of many people. Thanks to all participants and trainers from the “Digital and graphical skills for youth workers”, project number 2023-1-RO01-KA151-YOU-000134997, Erasmus+ Programme, Professional Development Activities, training course, Valea Doftanei - Romania, October 2023.

Special thanks to Alexandru Iorga.

Produce by Together Romania Association, 2023

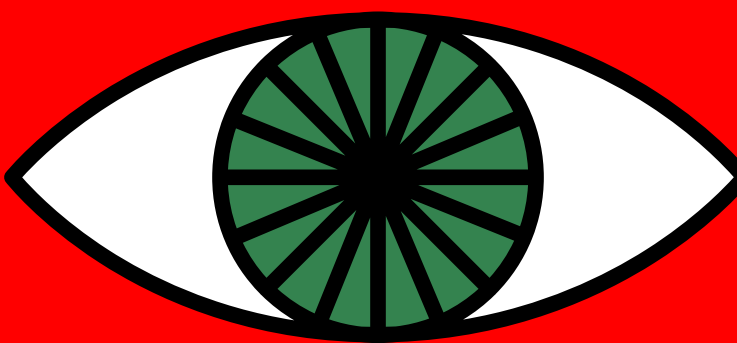
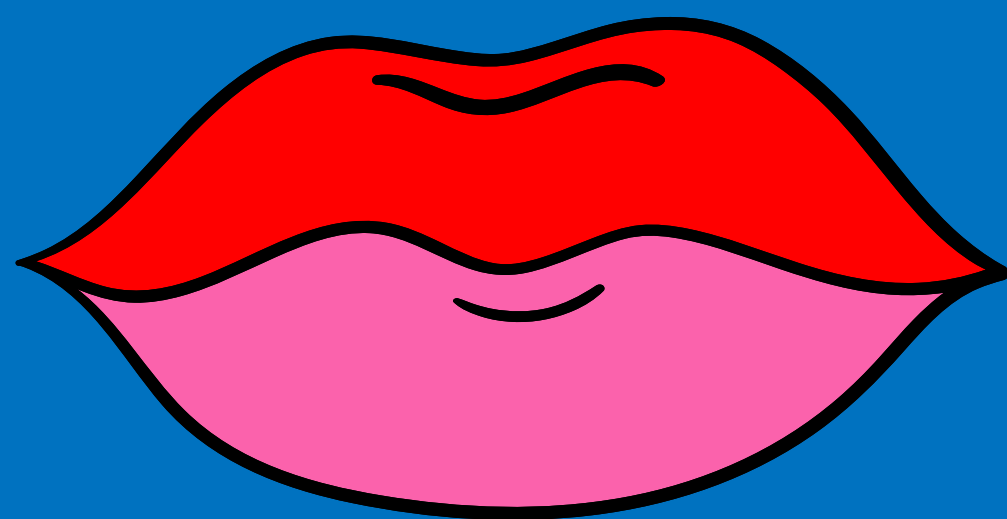
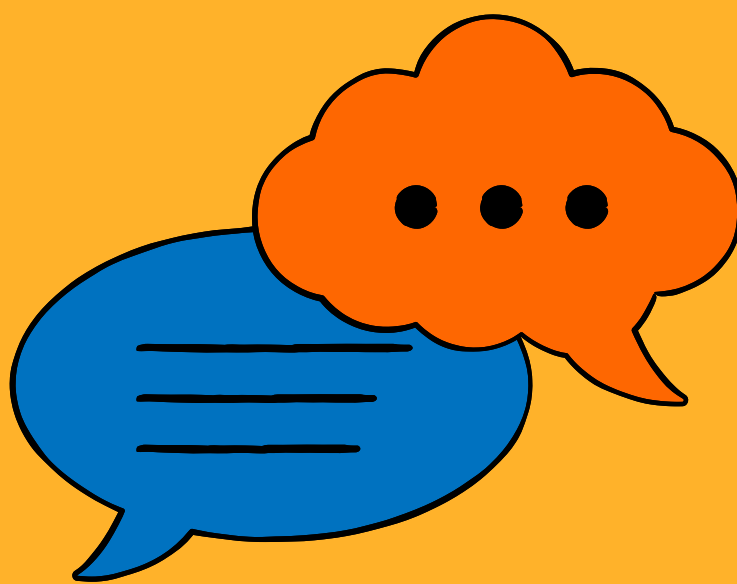
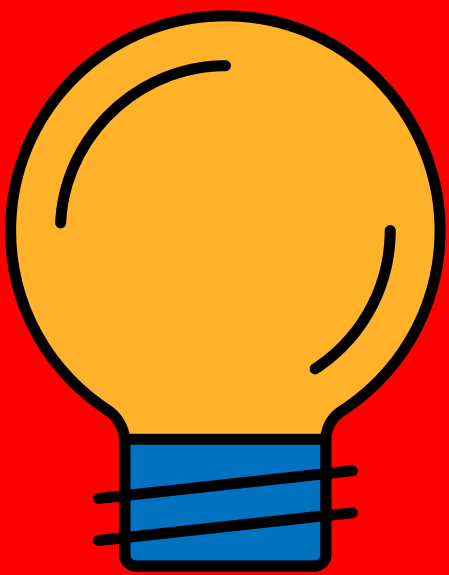
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The story behind

Chapter 1



What you will find here
About the project
About us

WHAT YOU WILL FIND HERE

Welcome to Visual Impact. This book unfolds a tale that commences in Autumn 2023, marked by the launch of the "Digital and Graphical Skills for Youth Workers" mobility of youth workers initiative by the Together Romania Association under the Erasmus+ Programm. Activities presented are collected from different sources. We made this story for all the youth workers and NGOs who need inspiration in their activities for similar projects.

Through this publication, we extend an invitation for you to embark on a delightful journey into the realm of Graphic Facilitation (GF) and Visual Thinking (VT) as we perceive and comprehend it. Our aim is to infuse this experience with enjoyable and inspiring moments that may potentially alter your approach to work and cognition. It could even transform how you perceive the world and yourself as an artist. Our aspiration is to motivate you to step away from your customary adult and professional routines, reconnect with your inner child, and (re)explore your innate capacity to communicate and express ideas visually. Together, we will delve into the vast possibilities of visual language, offering initial steps, recommendations and helpful activities to translate concepts onto paper and integrate visual tools into your personal and educational endeavors.

About the project

We believe that in our daily context, graphic facilitation and visual thinking constitutes great learning support in youth work. It is a way to answer the needs of our target audience who bases the learning and the information acquisition process on visual input. We are also used to being stimulated by visual input every day, our brain is well prepared for that and grasps information very quickly, regardless of dominant learning style. Supporting a presentation, project, meeting or process with visuals (such as posters, symbols, special kinds of lettering, drawings, colors, etc.) can be a great help in youth work and can make communication with the target recipient(s) easier and more effective.

32 participants from Bulgaria, Lithuania, Italy, Poland, Slovakia, Spain, Turkiye and Romania had the opportunity to explore the graphical facilitation and visual thinking as a powerful tool of working with young people as well as to share and reflect about their experience and working methods. The mobility, financed under Erasmus+ accreditation, took place in the village of Traisteni, Valea Doftanei (Romania), between 21st – 28th of October 2023.

The overall aim was to improve youth workers/educators competences and toolboxes for supporting the active participation and civic engagement of young people through effective communication techniques and graphic facilitation tools.

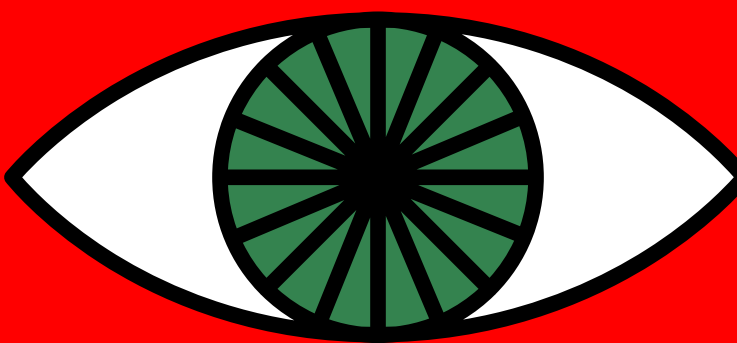
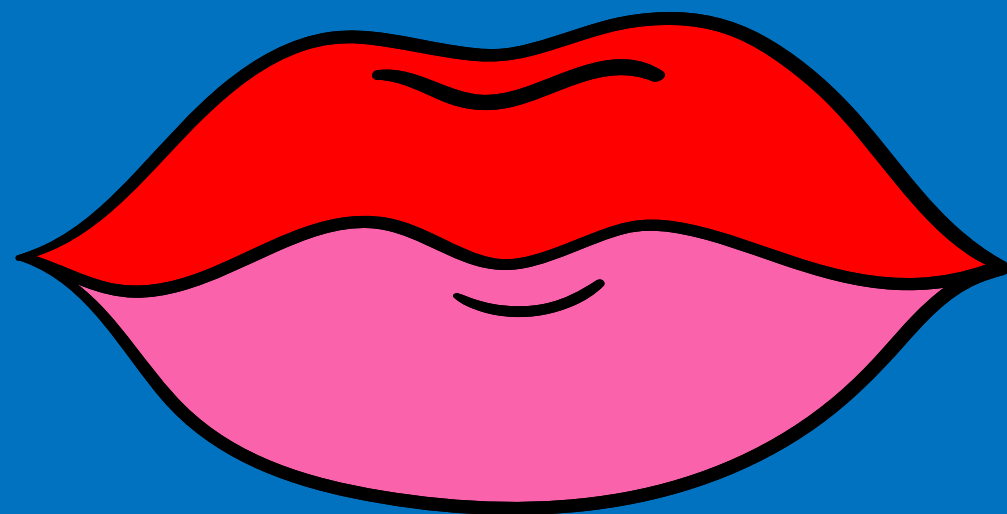
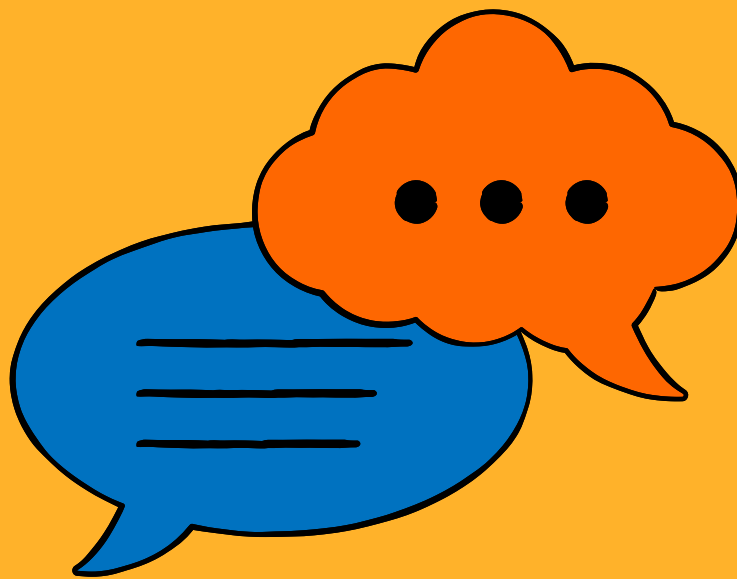
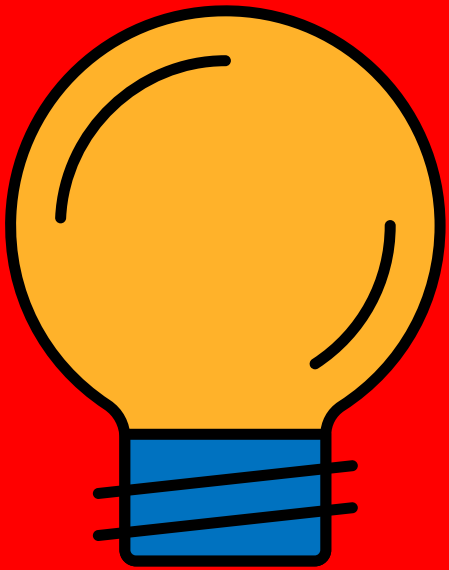
About us

Together Romania Association is a non-governmental and non-profit organization having the legal statute of an association with activities for youth in art, education, culture, environment, sport and social field. Some young and passionate people, experienced in national and international youth programs, founded it in September 2005, aiming to offer a proper way for Romanian youth personality development. The main goal is to integrate the youth in a diluted value society and to offer the opportunity of evolving socially, culturally, civic and intellectually, to promote tolerance, communication and cooperation between different cultures and generations.



Fear of drawing

Chapter II



What is GF and VT?
5 key elements
4 basic principles

What is GF and VT?

Introduction

Aim: to acquaint participants with the subject matter and provide insights into graphical facilitation and visual thinking. This aims to ensure their awareness of the significance and practical utility of these concepts within their professional contexts, laying a strong groundwork for both practical and theoretical explorations of the topic.

Group size: any

Time: 30 minutes

Materials: markers, flipchart paper, pre-cut circle papers, worksheet 1, worksheet 2

Instructions:

1. Prepare two posters in advance on flipchart paper following the examples in Worksheet 1 and Worksheet 2.
2. Prior to this, it's recommended to review resources from Chapter V for a better understanding and approach.
3. Give them the basic understanding of few of the terms used in the world of drawing for recording and transmitting messages: graphic facilitation, graphic recording, graphic snapshot and visualised messages.
4. Explain the difference between various ways of using visuals in the facilitation process, in addition to taking a look at the usage of visuals in different fields and the most common practices.
5. Conclude with a summary and an invitation for questions.

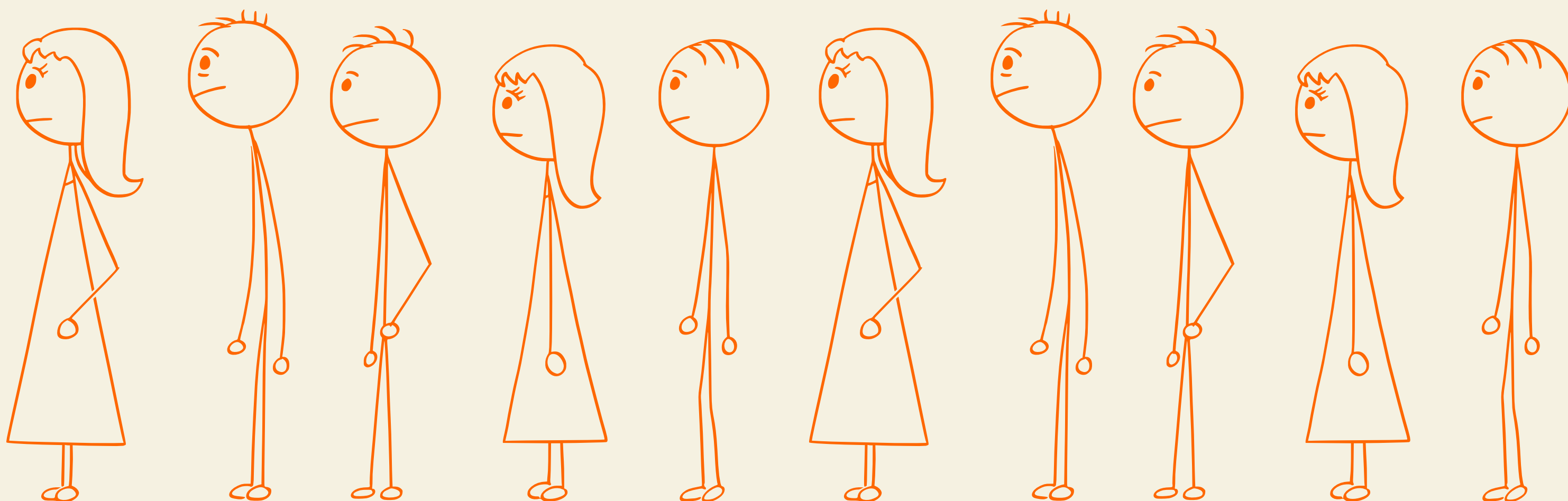
Drawing on the back

Aim: to encourage participants to step out of your adult and professional routines, connect with their inner child and (re)discover your natural ability to communicate and express themselves in a more visual thinking way.

Group size: groups of 7-8 people

Time: 45 minutes

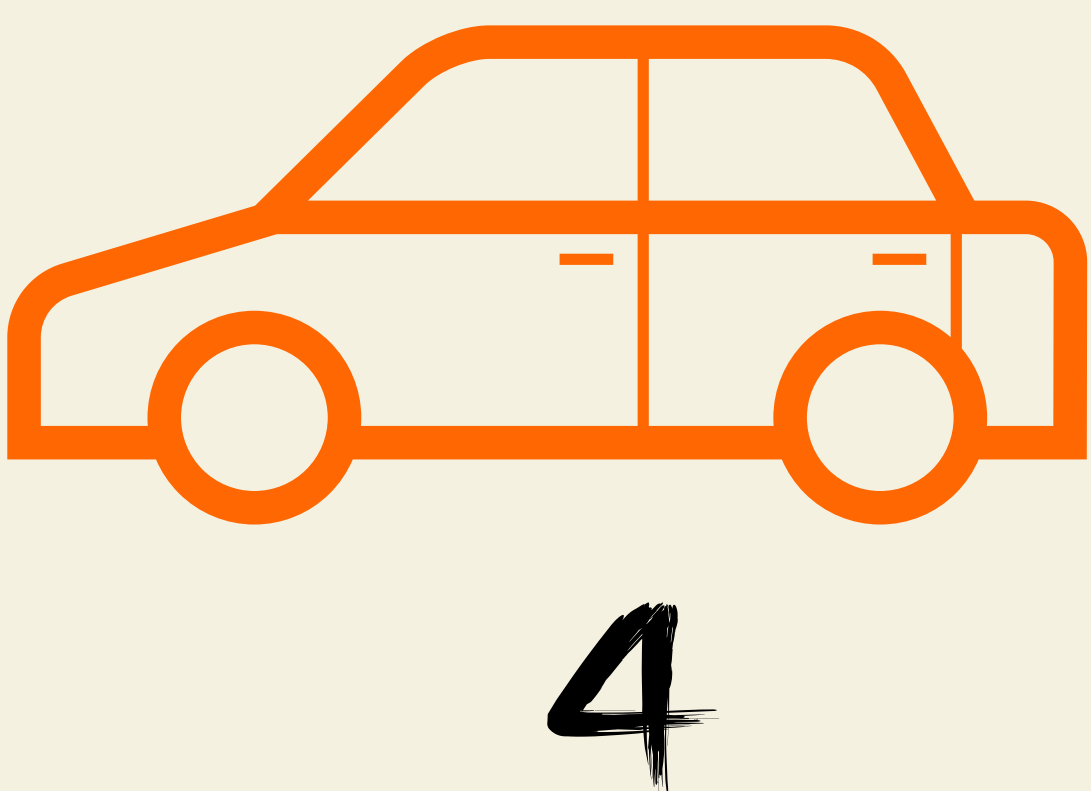
Materials: markers, A4 papers



Instructions:

1. Form teams consisting of 7-8 individuals each.
2. Arrange each team in a line, either sitting or standing. The first person in each line should face the front of the activity room, while the rest face the back of the person in front of them. Provide an A4 paper and a marker to the first person in each line, instructing them to write their group number in one corner of the paper.
3. The facilitator/trainer positions themselves at the back of the room and displays a single drawing to the last person in each group. Begin with an uncomplicated drawing, gradually increasing the complexity in subsequent rounds. The last person initiates the 'passing' of the drawing by tracing it with their finger on the back of the next person, conveying the movement without verbal communication.
4. Participants must pass the drawing from one to the next until it reaches the first person. The first person then reproduces the received image on their A4 paper. Ideally, the drawings will be similar, but discrepancies often create amusing outcomes.
5. Collect the papers from each group and have the first person move to the back, making the second person in line the new initiator. Repeat this process 4-5 times, adjusting based on group size and time constraints.
6. Compare the final drawings with the initial one. Conduct a reflective session, examining participants' feelings, the reasons for differences in drawings, how the initial image was altered, and whether they would make changes if given another chance."

Suggestions for images:



WHAT IS GRAPHICAL FACILITATION?

Graphic snapshot

a captured moment of an outcome or process

Graphic facilitation

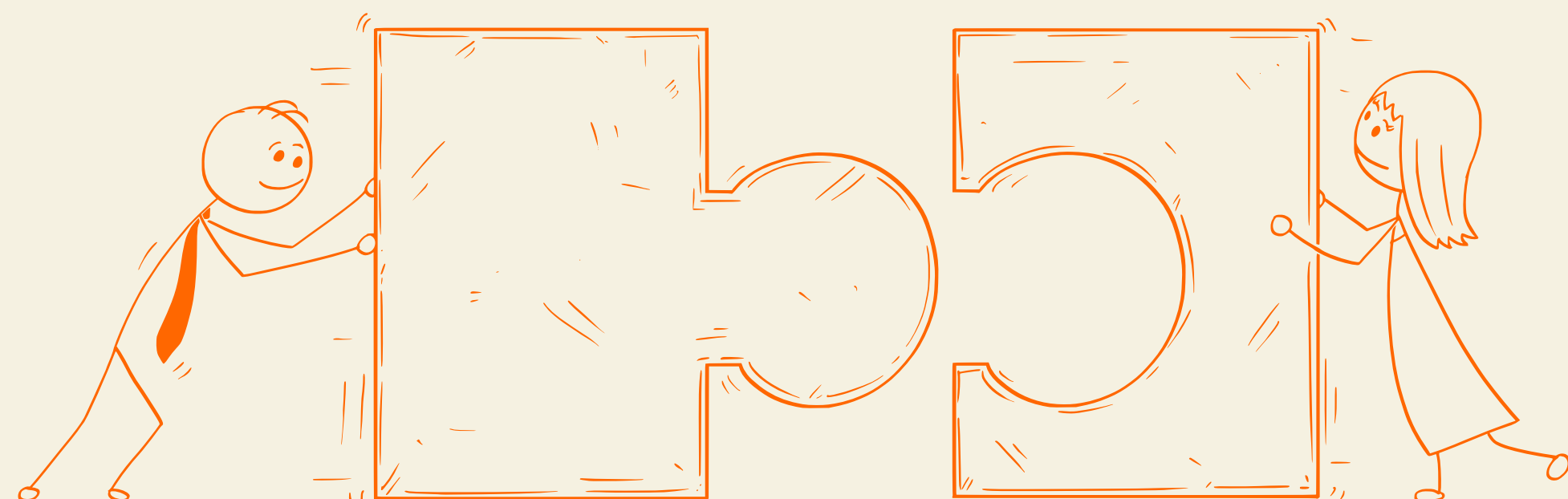
drawing, words and visual tools to present, facilitate or document a process

Graphic recording

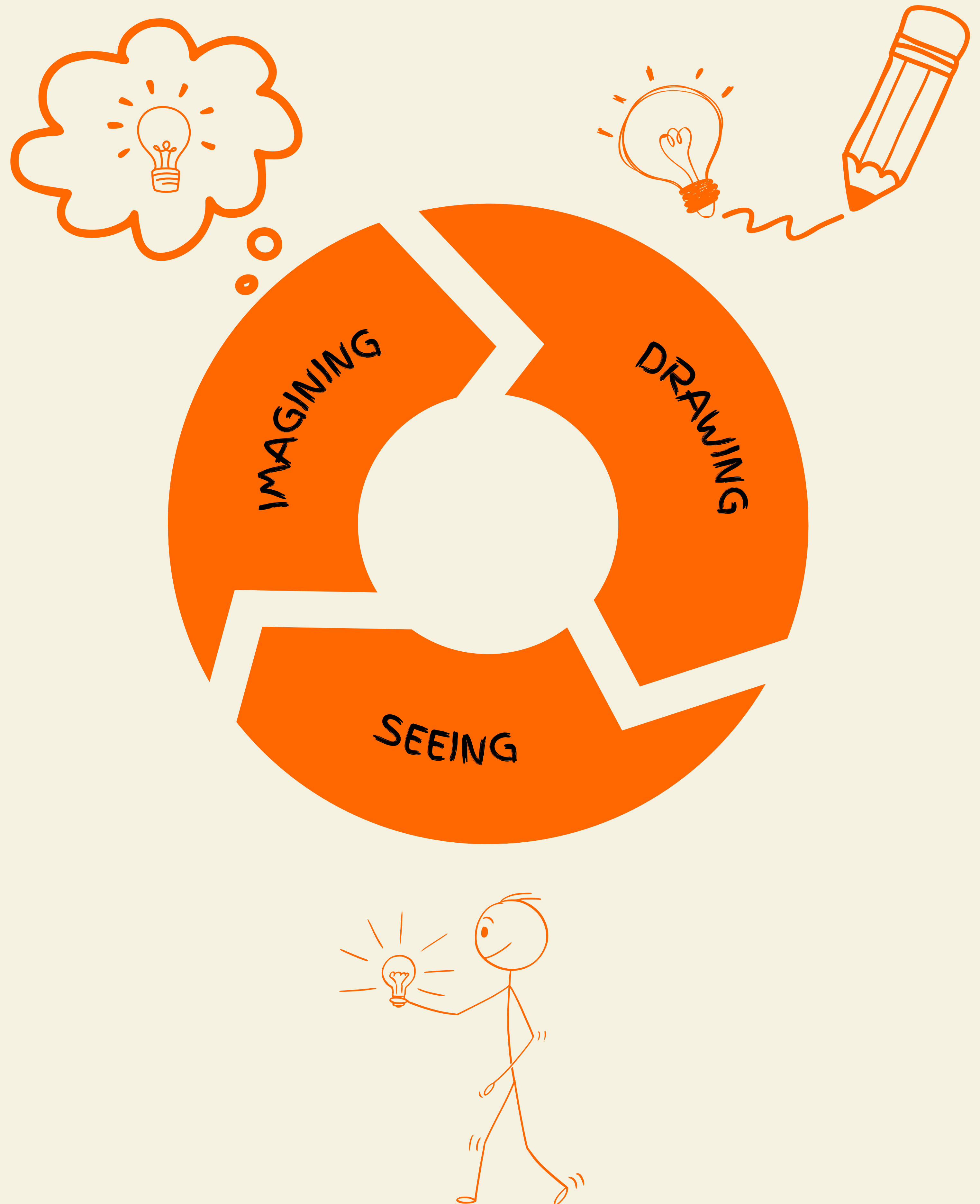
drawing and images to document a process and the outcomes

Visualised message

a map, a poster, a sign



WHAT IS VISUAL THINKING?



Paper telephone

Aim: to develop visual thinking and drawing skills

Group size: any

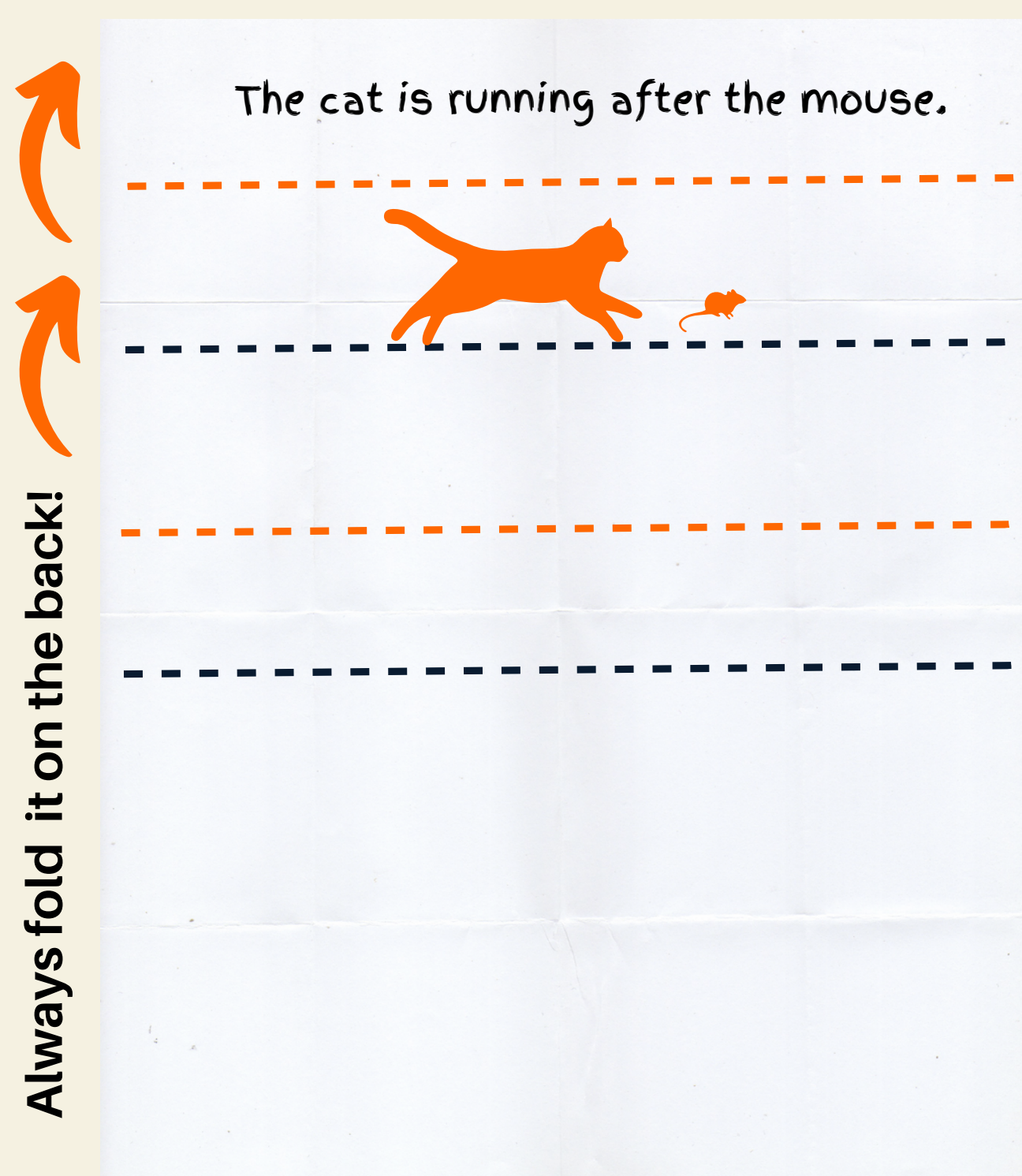
Time: 45 minutes

Materials: pens, A4 papers

Instructions:

1. First set up the game by sitting all of your players in a circle indoors.
2. Everyone gets a piece of paper and at the top they write a simple sentence. The cat chased the dog, The man is standing on the moon, She loves the man...anything but short.
3. Tell participants that each player needs to keep their paper secret from their neighbours.
4. Once everyone has a sentence at the top of his or her paper, everyone passes their paper to the player to their right.
5. Then everyone illustrates the sentence give to them with a small picture right underneath the sentence.
6. Once everyone has finished drawing their sentences, everyone folds the top part of the paper over so it covers the first sentence, but not the picture. Then again, everyone passes their papers to the right.
7. Now everyone receives a paper with just a drawing visible, and everyone writes the sentence that presumably could have led to that picture. Then everyone folds over their paper so only the last sentence is visible and passes the paper to the right.
8. That's basically how the game works. Everyone continues alternately writing sentences and drawing pictures, always covering up everything but the latest sentence or picture and passing to the right. Continue writing and drawing until you run out of room, or make it a timed activity.
9. After everyone's done writing and drawing, everyone get his/her paper back and unfolds the paper. He or she begins to read at all the sentences and drawings, especially how in the world the first sentence turned into the last one.
10. Then you can go around the circle one by one as everyone reads out loud, or you can just pass them around so everyone can see the drawings clearly.

Strategies: Really, the point of the game is to evoke laughter, so good strategies include being creative and off-the-wall with your sentences and pictures. Oh, and don't worry, no artistic talent is required. It's always kind of funny when someone writes a sentence about a picture and throws in something that wasn't there before, just to heighten the random factor.



5 Key elements

Introduction

Aim: to introduce the participants to basic shapes for drawing bigger concepts.

Group size: any

Time: 30 minutes

Materials: markers, flipchart paper, worksheet 3

Instructions:

1. Prepare one posters in advance on flipchart paper following the examples in Worksheet 3.
2. Prior to this, it's recommended to review resources from Chapter V for a better understanding and approach.
3. Introduce participants to 5 key elements.
4. Conclude with a summary and an invitation for questions.

Deconstructing image and back

Aim: to learn using basic shapes for drawing bigger concepts

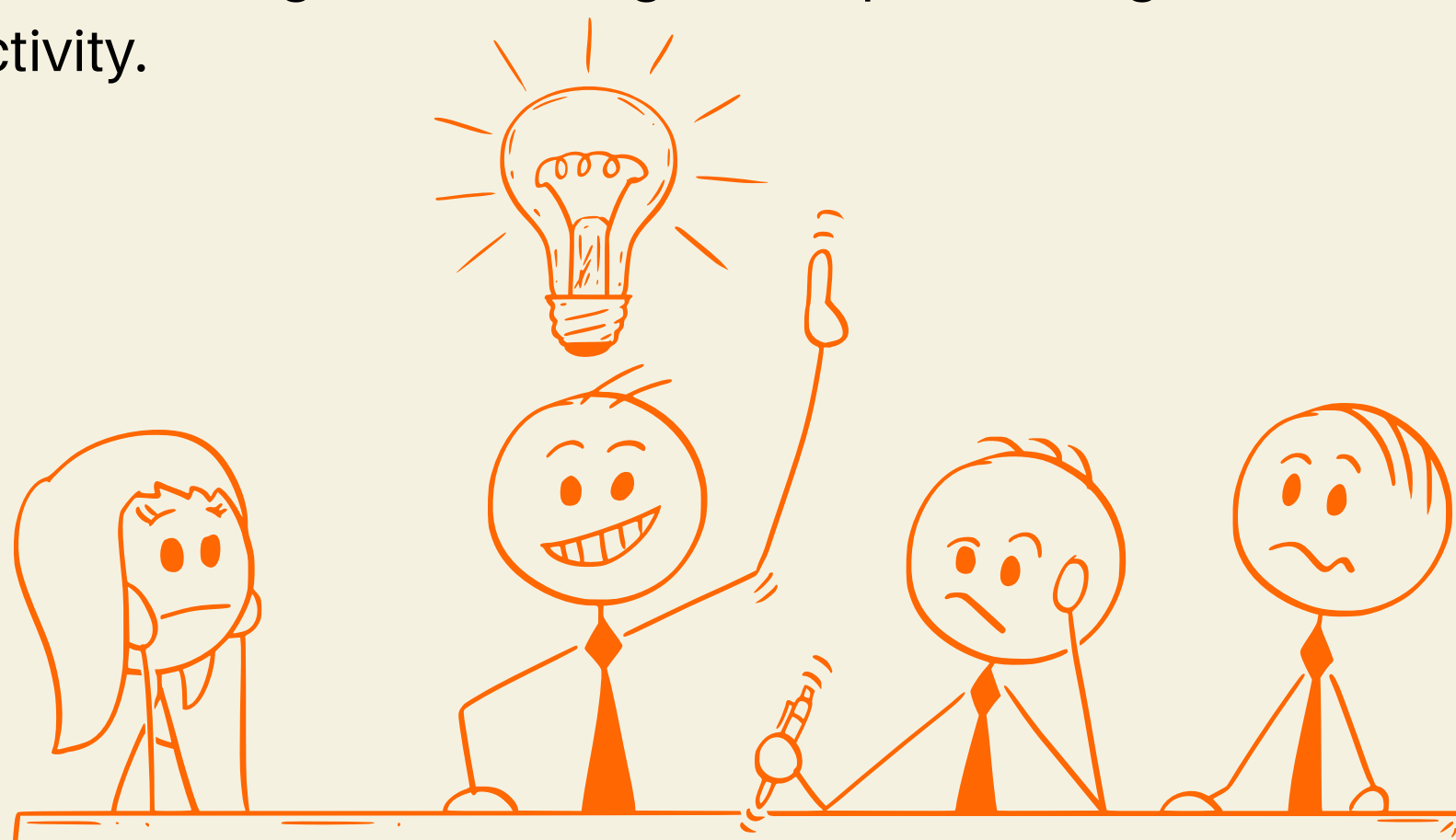
Group size: groups of 5-6 people

Time: 60 minutes

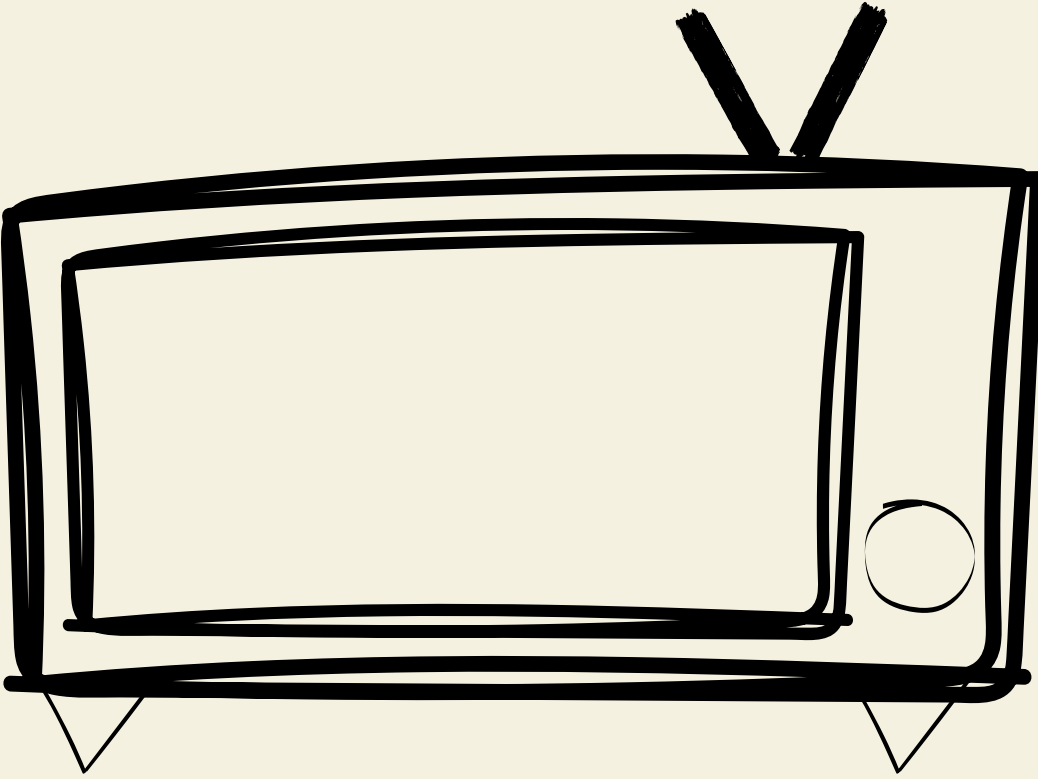
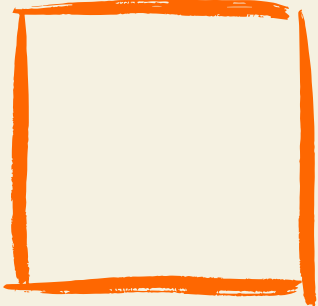
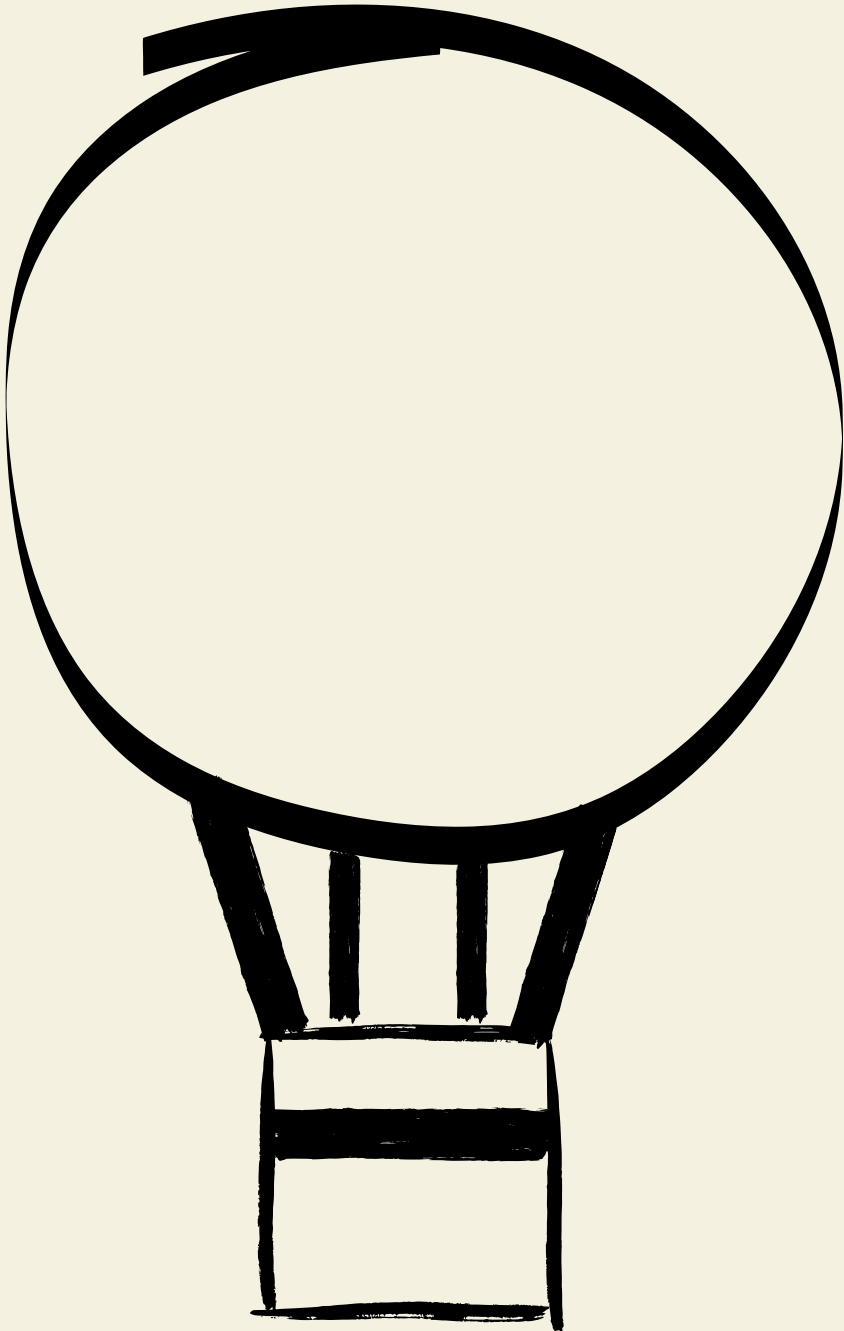
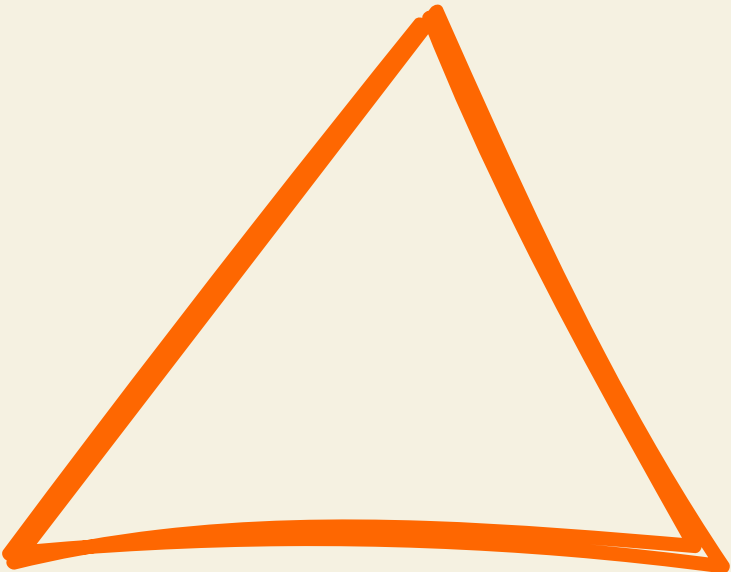
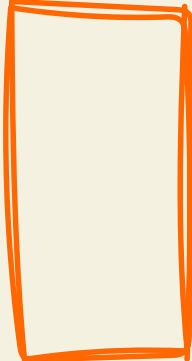
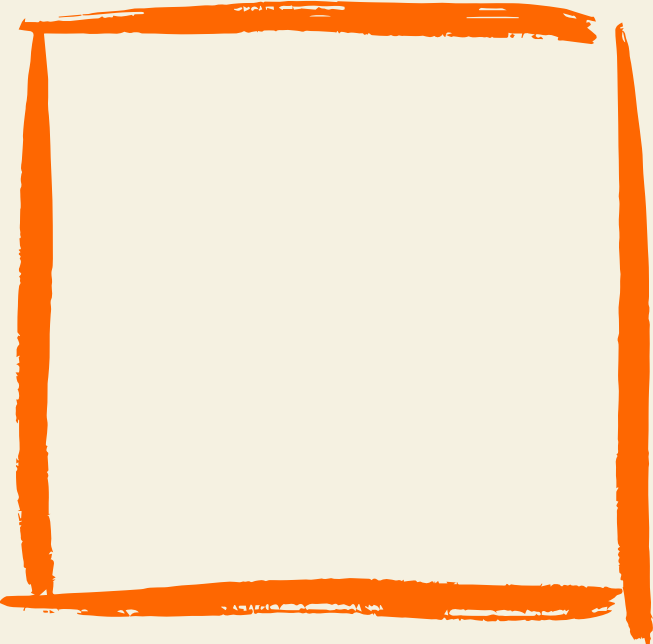
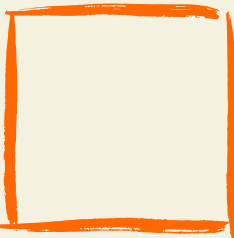
Materials: markers, flipchart paper

Instructions:

1. Form small groups of 5-6 individuals and explain that each group will be tasked with creating six simple images using the 5 elements on separate A4 paper formats.
2. Next, the challenge involves deconstructing these images into basic shapes: triangles, rectangles, circles, lines, and dots, dedicating one A4 paper format for each deconstructed image.
3. Present examples of images and their subsequent deconstruction to illustrate the process to participants. Refer to suggested samples for guidance.
4. Collect the sets of 6 deconstructed drawings from each team, ensuring they are distinct and not intermixed.
5. Distribute the sets of 6 deconstructed drawings to the respective teams, ensuring that they receive a set that is not their own. Prompt them to employ their imagination to reconstruct the drawings.
6. Conclude by comparing the initial drawings to the final reconstructed results. Engage in a group evaluation, discussing methodologies, acquired insights, and their overall experience throughout the activity.



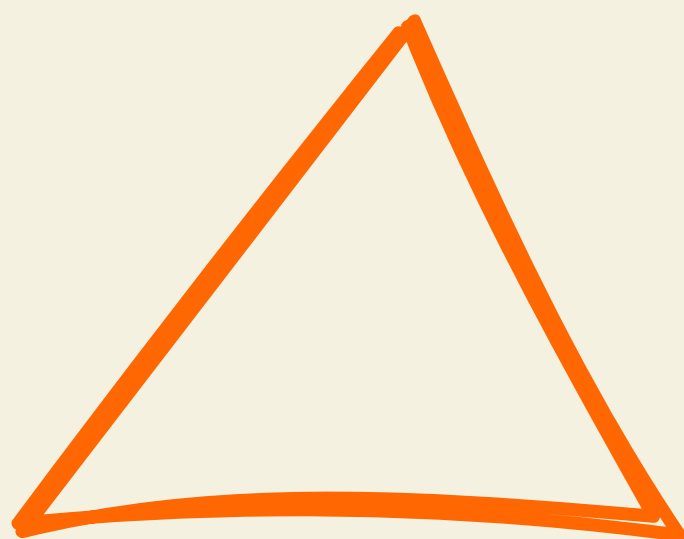
Suggestions for deconstructing drawings:



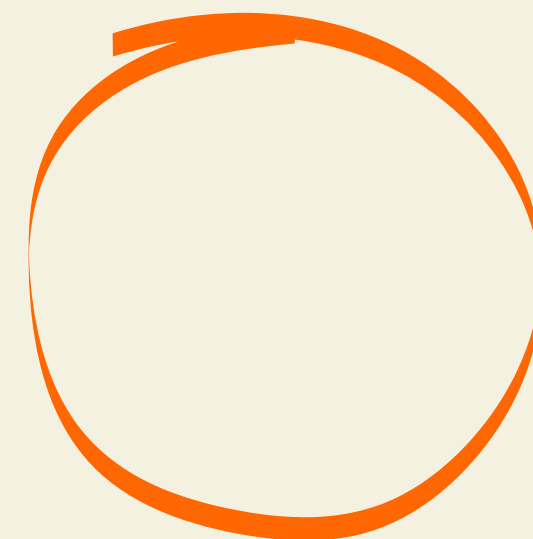
5 key elements



DOT



TRIANGLE



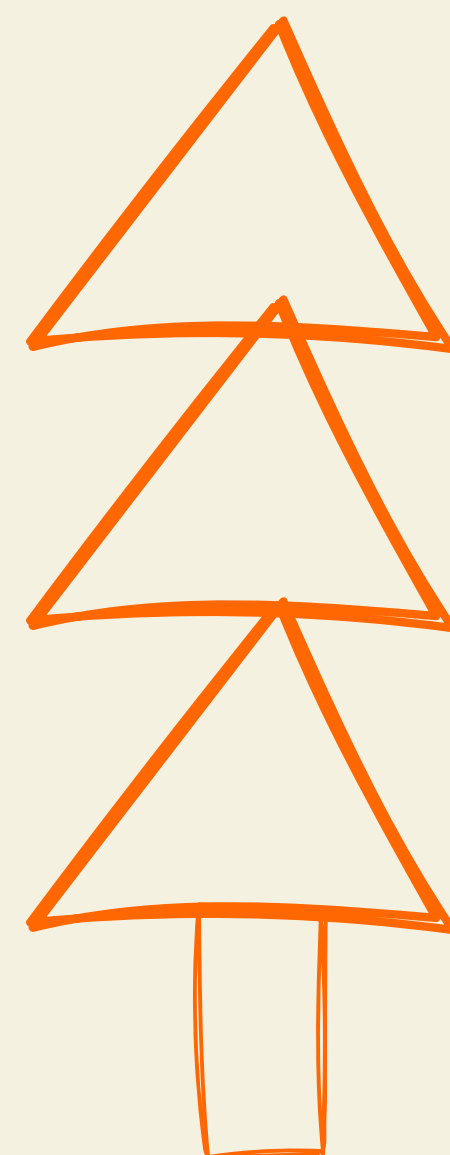
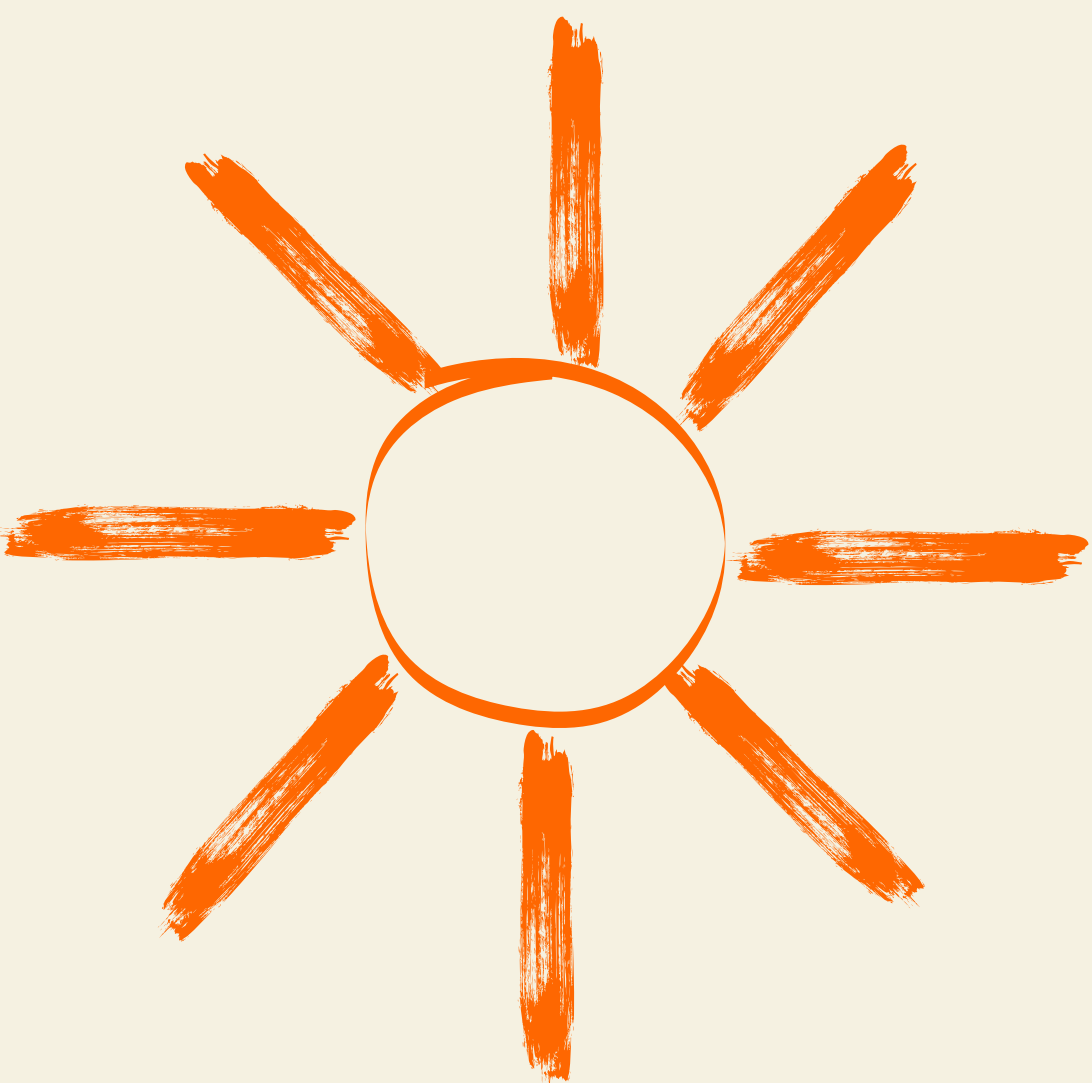
CIRCLE



RECTANGLE



LINE



4 basic principles

Introduction

Aim: to understand how to make any drawing better for others understanding

Group size: any

Time: 30 minutes

Materials: markers, flipchart paper, worksheet 4

Instructions:

1. Prepare one poster in advance on flipchart paper following the examples in Worksheet 4.
2. Prior to this, it's recommended to review resources from Chapter V for a better understanding and approach.
3. Introduce the 4 basic principles to participants.
4. Conclude with a summary and an invitation for questions.

Story of my life

Aim: to practice the 4 basic principles in graphic facilitation

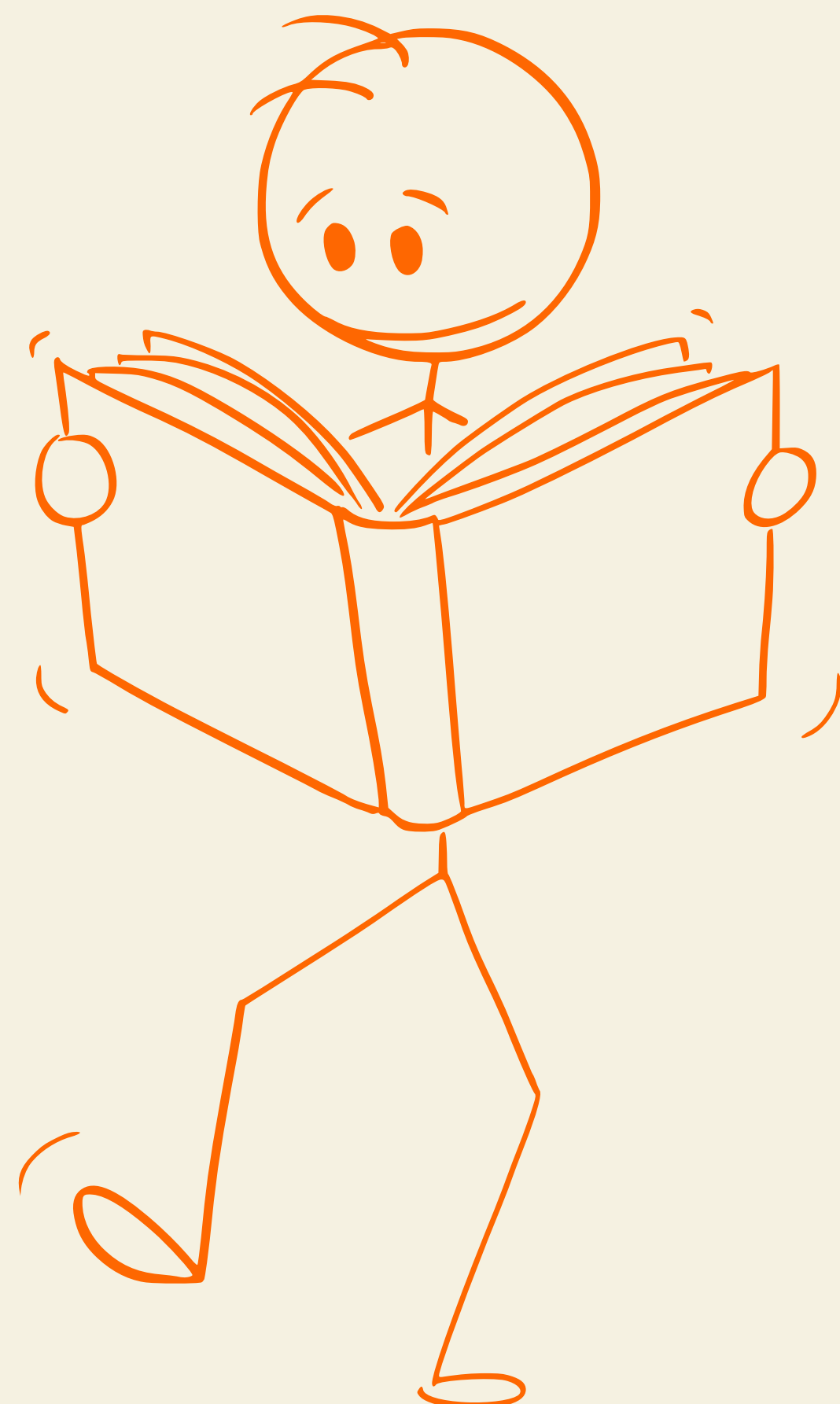
Group size: any

Time: 60 minutes

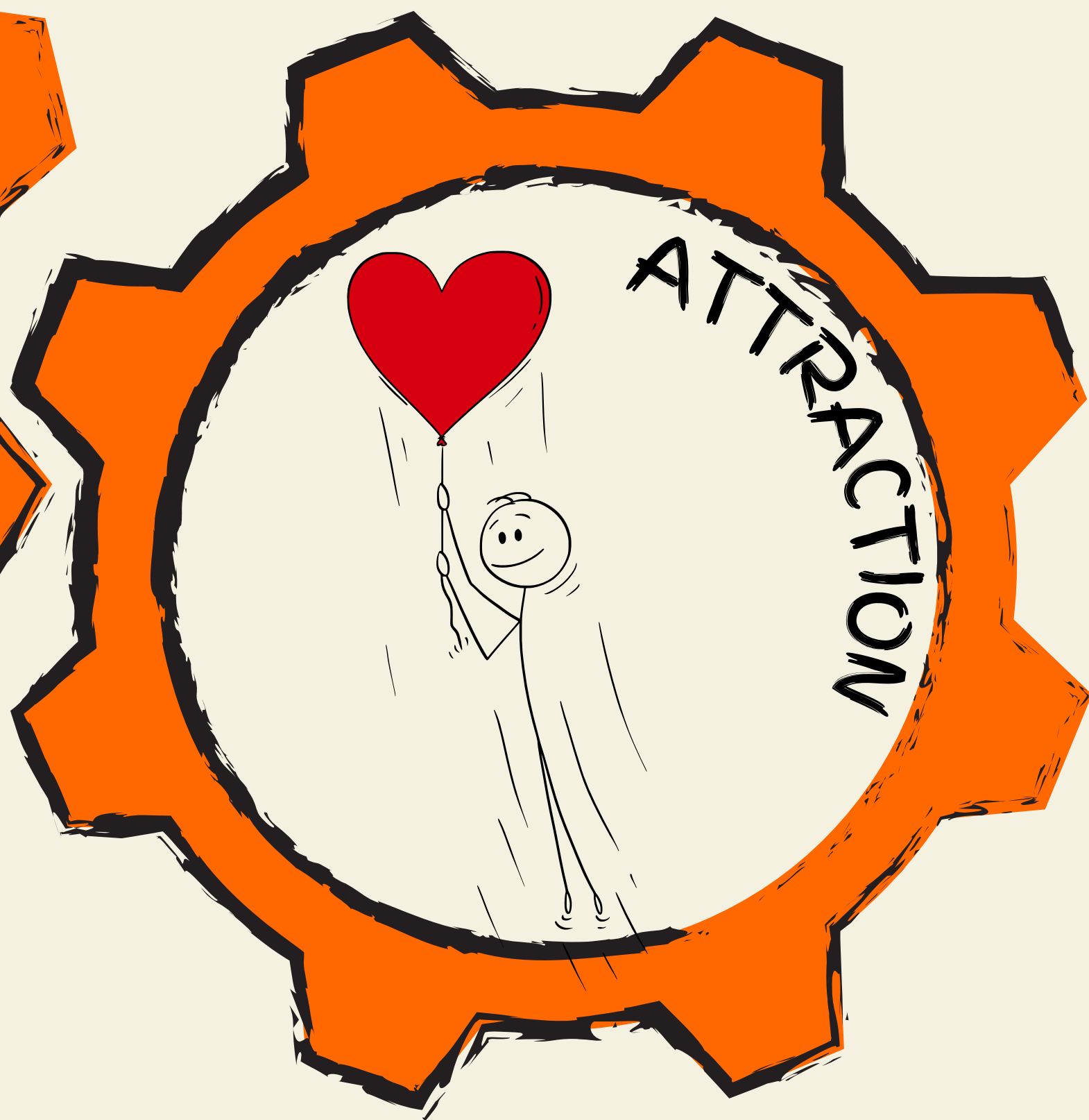
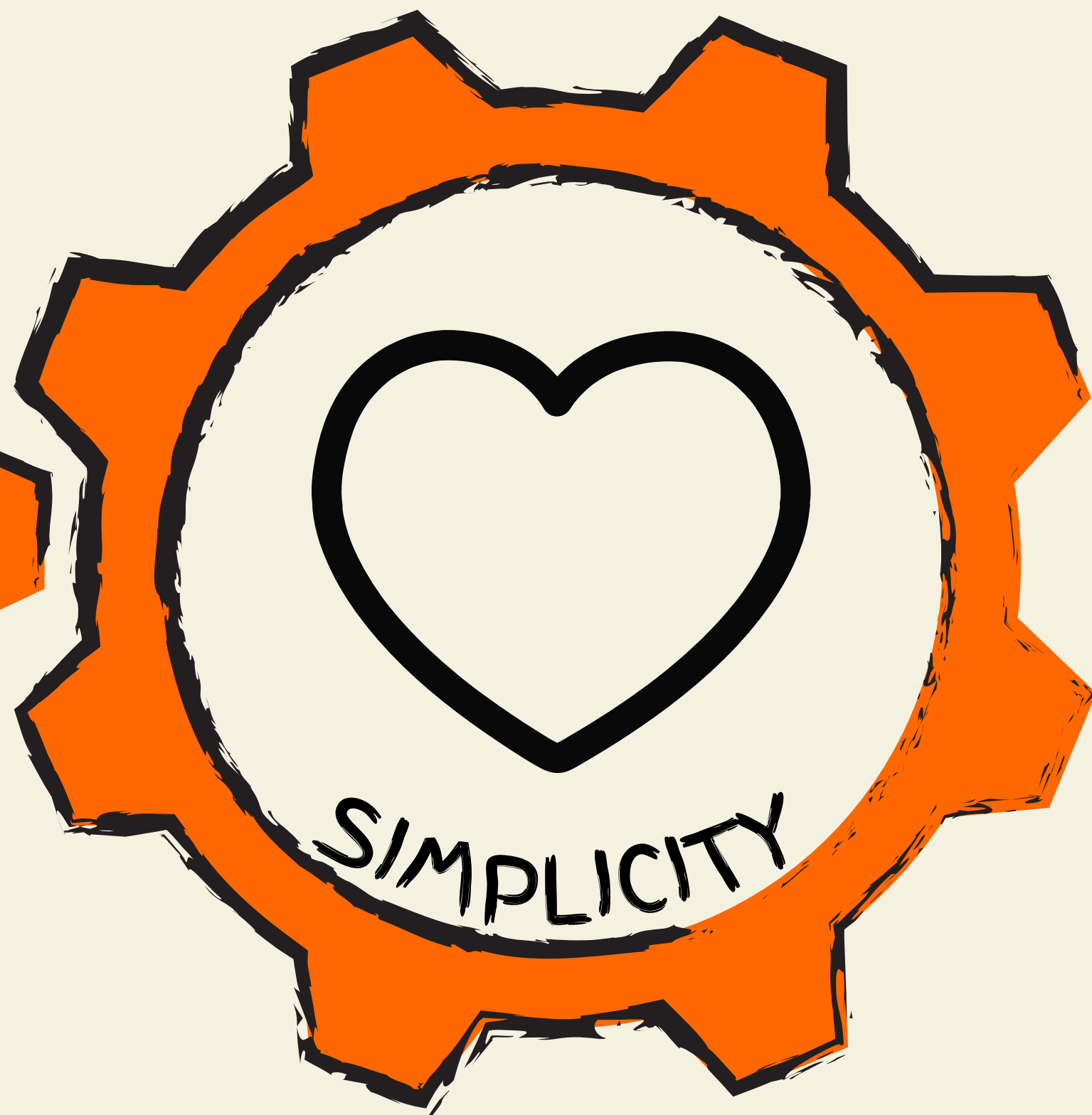
Materials: markers, A4 papers

Instructions:

1. Distribute three A4 papers to each participant and instruct them to fold the papers in half, resulting in a small A5 book comprising six pages.
2. Explain to the participants that they will illustrate the pivotal moments from their lives in this book, using the first page as the book's cover.
3. Before commencing the drawing process, request participants to close their eyes and contemplate their life journey, recalling significant moments such as first gifts, initial school days, first love, and other impactful memories. Emphasize the importance of using the 5 elements and 4 basic principles in their drawings.
4. Upon completing their books, pair participants up and encourage them to exchange their books, allowing them to discuss and share insights about the aspects depicted in the books.
5. Conclude the activity by inviting volunteers to share their stories with the larger group. Engage the entire group in a discussion about their collective experience and their emotional responses to the activity.

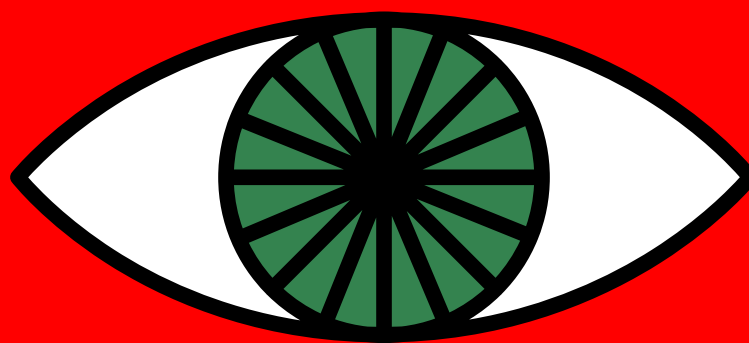
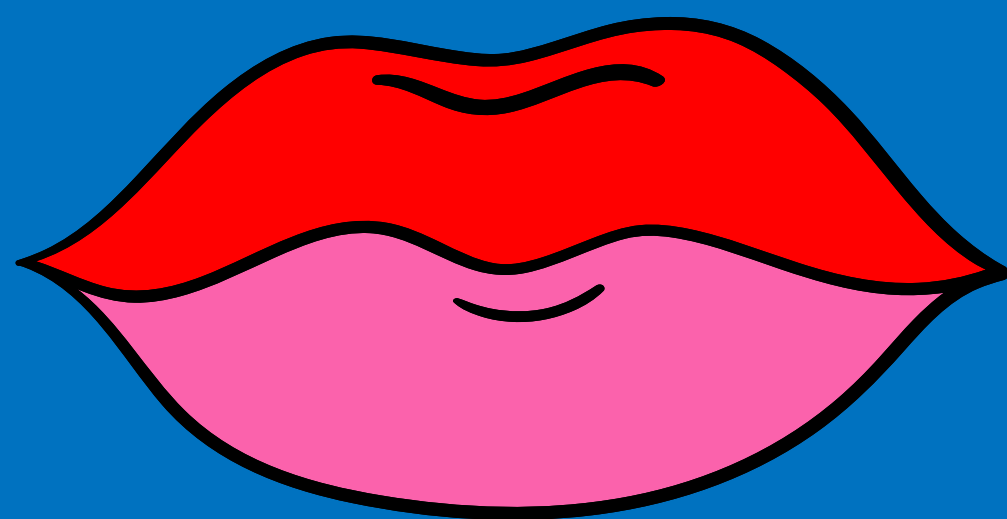
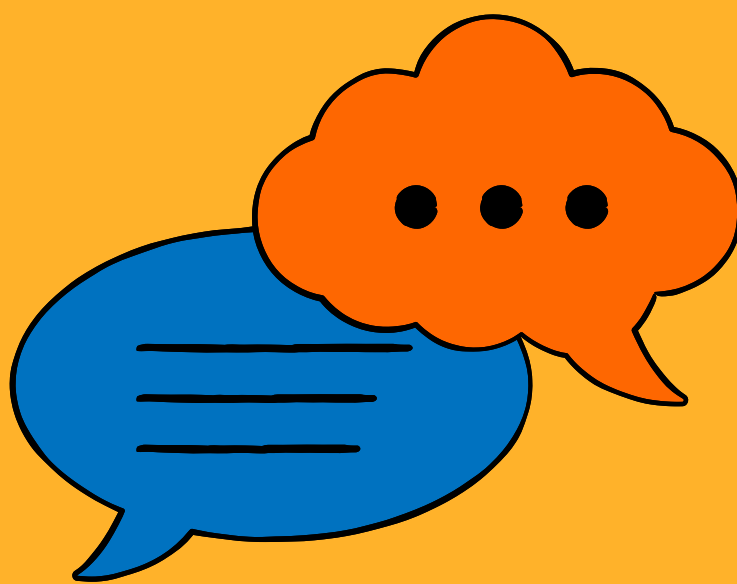
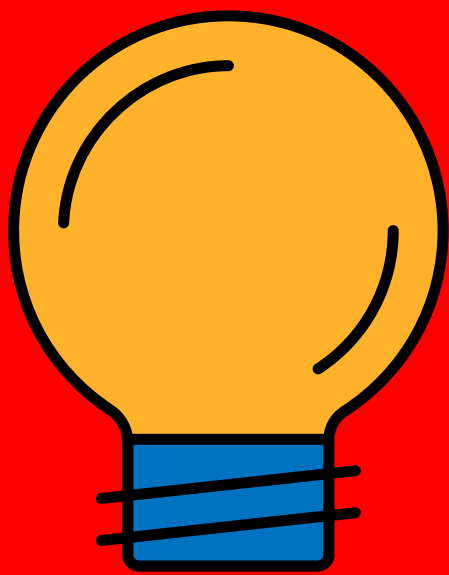


4 basic principals



Elements of GF and VT

Chapter III



7 elements
Visual storytelling
8th element

7 elements

Introduction

Aim: to make participants familiar with the 7 elements of graphic facilitation

Group size: any

Time: 60 minutes

Materials: markers, flipchart paper/printer plotter paper, worksheet 5

Instructions:

1. Prepare one poster in advance on flipchart paper following the examples in Worksheet 5. If preferred, you have the option to utilize printing plotter paper to create a single elongated presentation paper encompassing all seven elements.
2. Prior to this, it's recommended to review resources from Chapter V for a better understanding and approach.
3. Present each of the 7 elements individually to the participants. Following the explanation of each element, allocate 5-10 minutes for participants to engage in practicing that specific element before moving on to the next one.
4. Conclude with a summary and an invitation for questions.

Visual storytelling

Comic story

Aim: to make participants use their imagination and connect with their knowledge of 7 elements of graphic facilitation

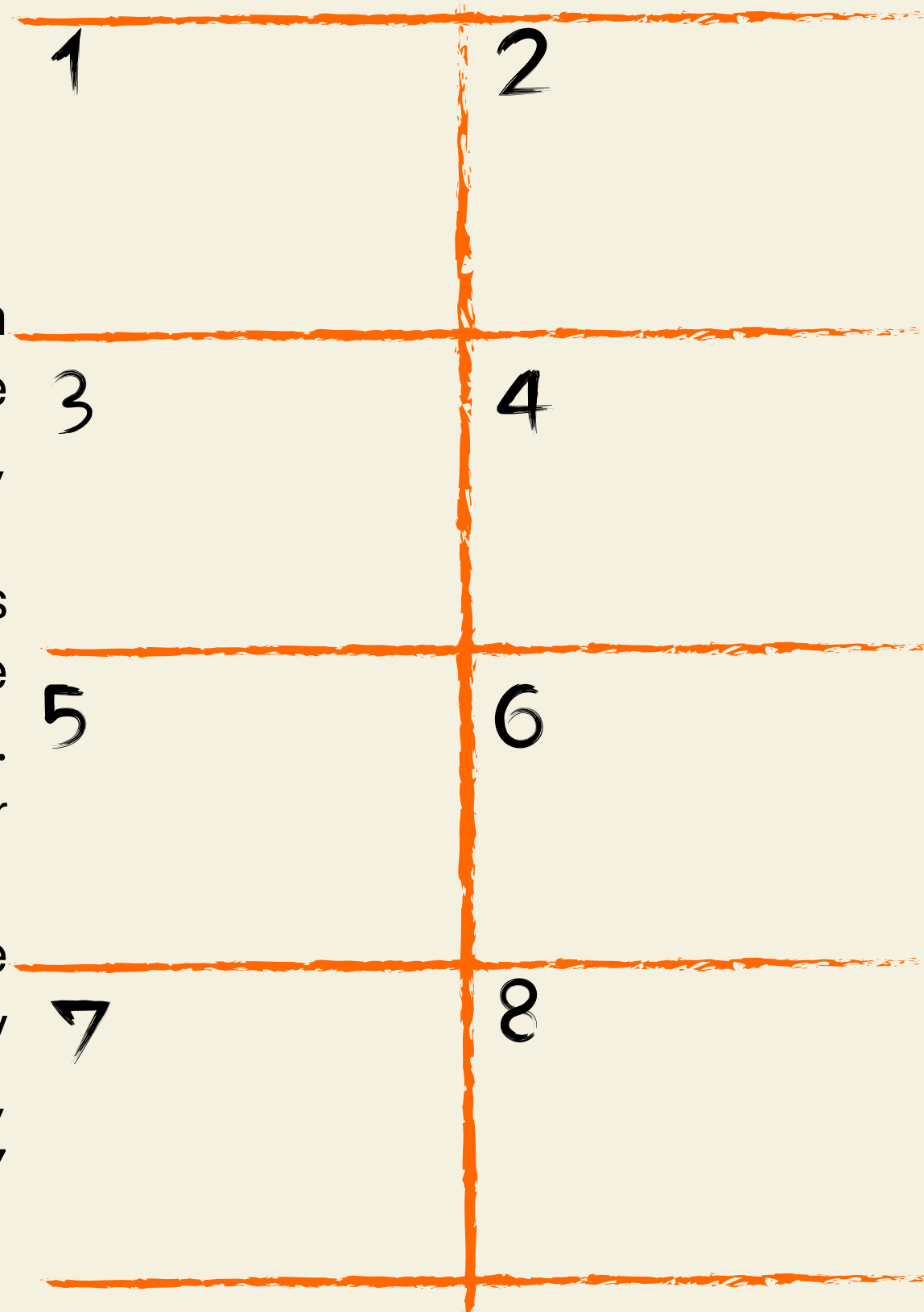
Group size: groups of 4-5 people

Time: 90 minutes

Materials: markers, flipchart paper

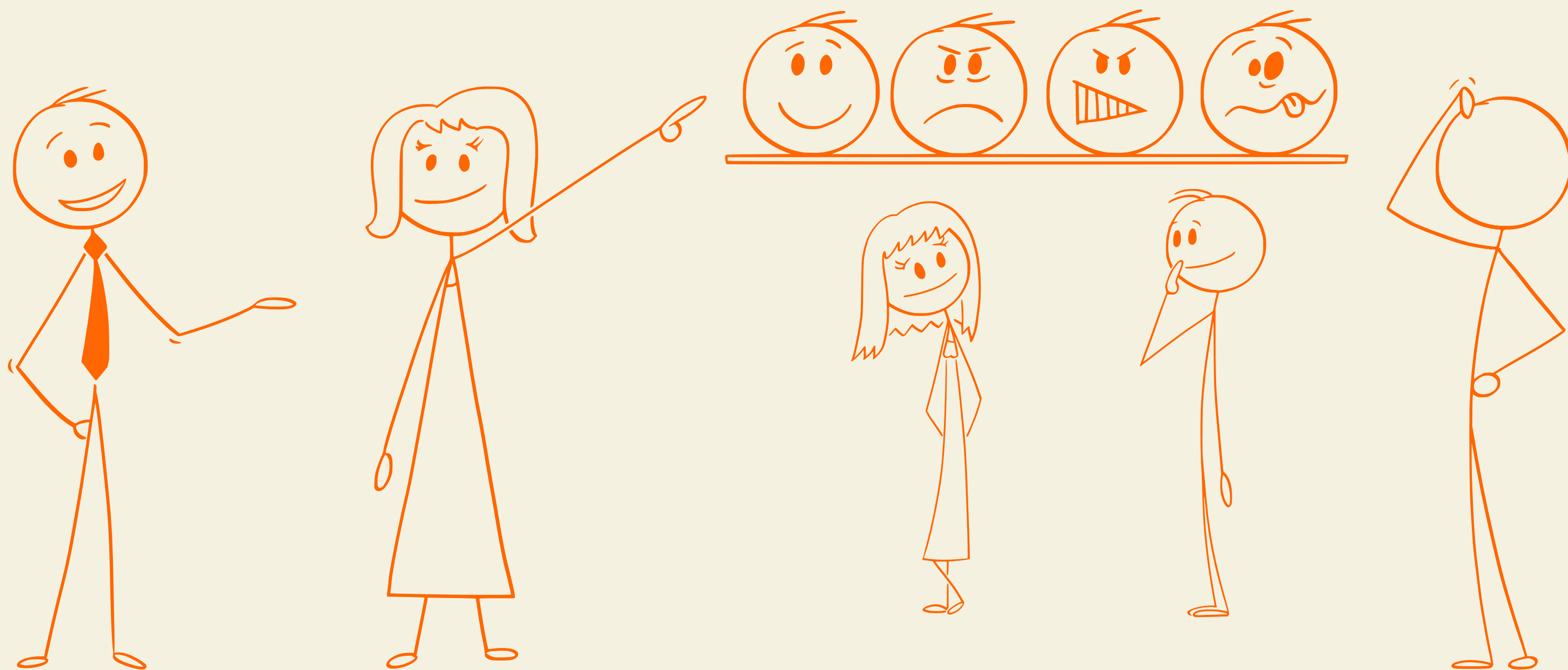
Instructions:

1. Instruct participants to generate a story through brainstorming. Each team will be provided with a single flipchart paper that they'll divide into either 6 or 8 sections, based on their preference.
2. Clarify that in each section, they are to illustrate their story as a comic book, allocating one scene per box. Emphasize the requirement to incorporate all 7 elements within their stories. Teams have the flexibility to choose between portrait or landscape orientation for their paper.
3. Following the creation of the stories, teams will exchange their flipchart papers and endeavor to interpret the story presented by another team. During their presentations, encourage teams to identify and highlight the usage of the 7 elements within the stories.
4. Conclude with discussions and an evaluation of the activity.



7 elements of graphic facilitation

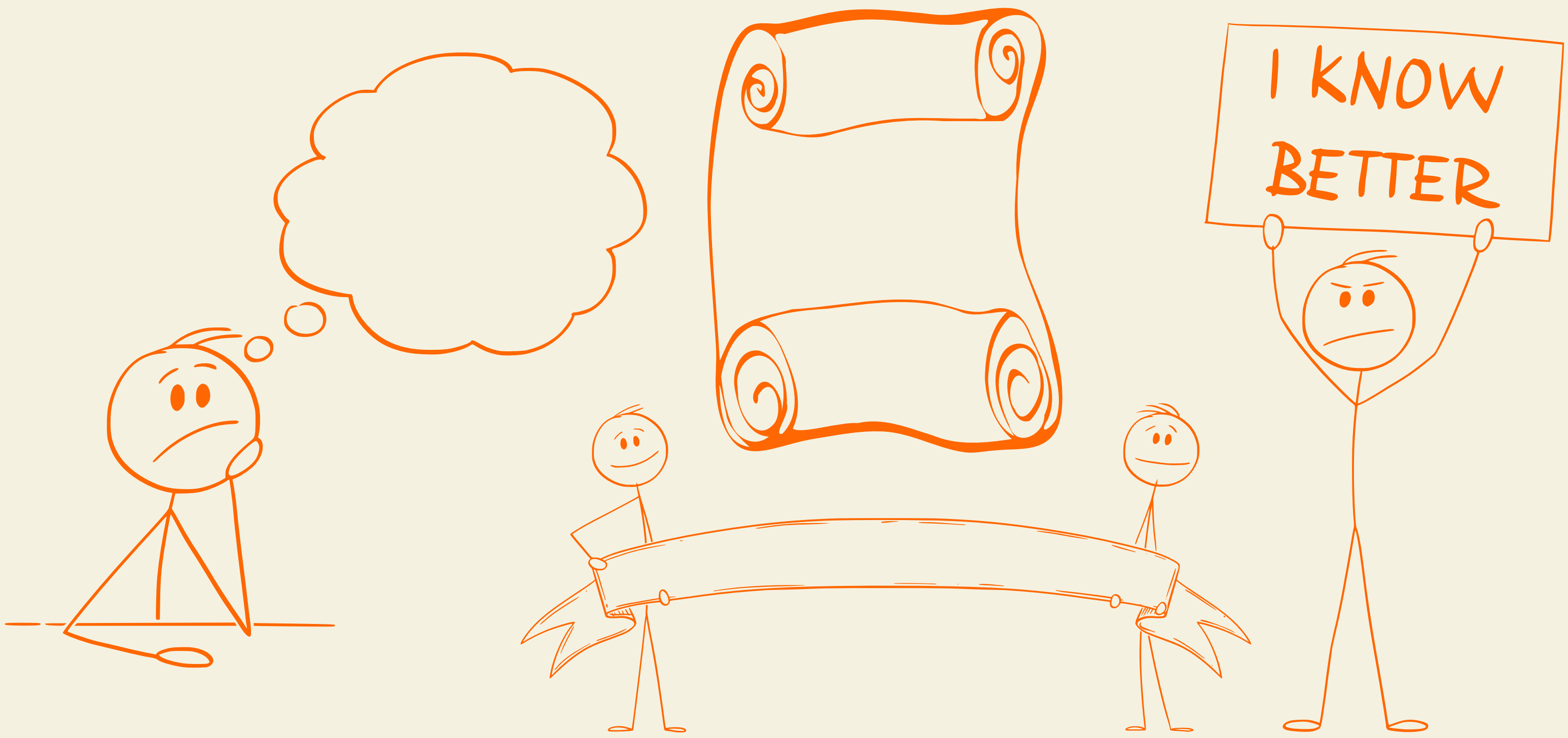
1st element - characters and figures, emotions



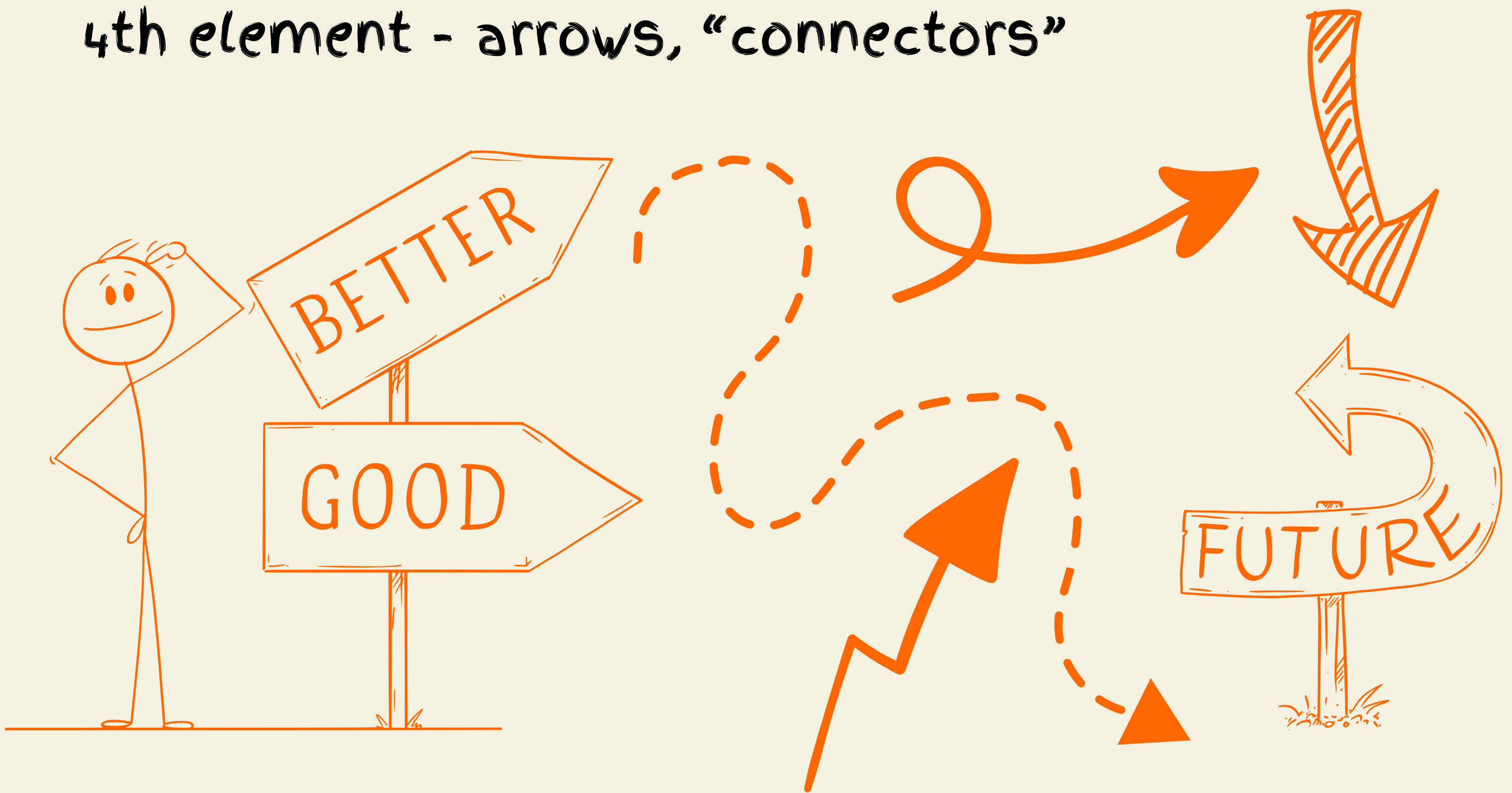
2nd element - place, context



3rd element - banners, frames, containers



4th element - arrows, "connectors"



5th element - lettering



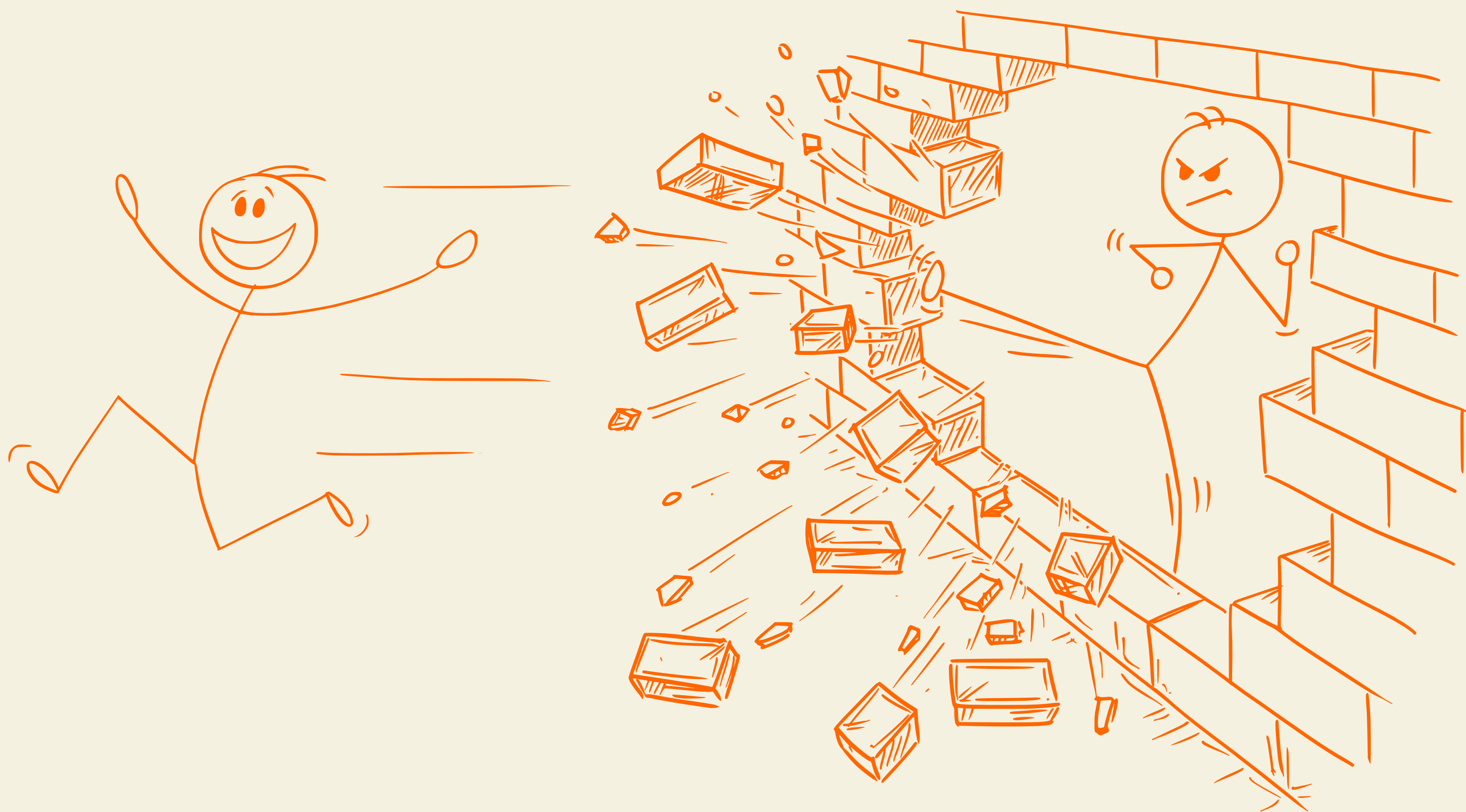
6th element - colours

dark colours for text



bright colours for highlight

7th element - effects



8th element

Templates

Aim: to invite participants to collaborate, participate and to make them aware that templates are the most interactive way of using graphic facilitation.

Group size: any

Time: 30 minutes

Materials: markers, flipchart paper, worksheet 6

Instructions:

1. Prepare one poster in advance on flipchart paper following the examples in Worksheet 6.
2. Prior to this, it's recommended to review resources from Chapter V for a better understanding and approach.
3. Introduce participants to what is a template and how they can use it in their youth work.
4. Conclude with a summary and an invitation for questions.

Design your own template

Aim: to use it as a graphic tool to perform group work and get participants inspired for future activities like preparation, planning, harvesting, reflection, etc.

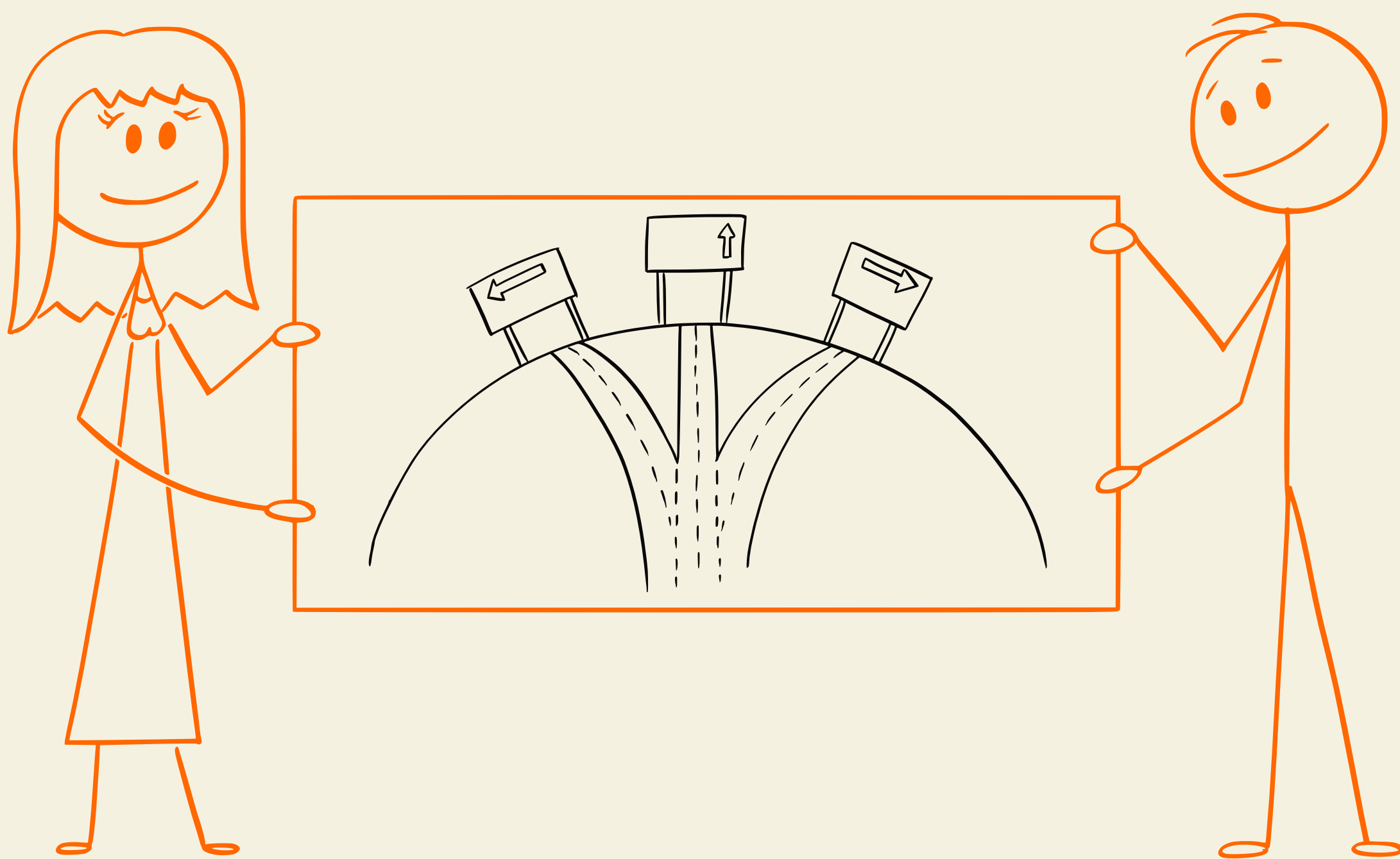
Group size: groups of 4-5 people

Time: 60 minutes

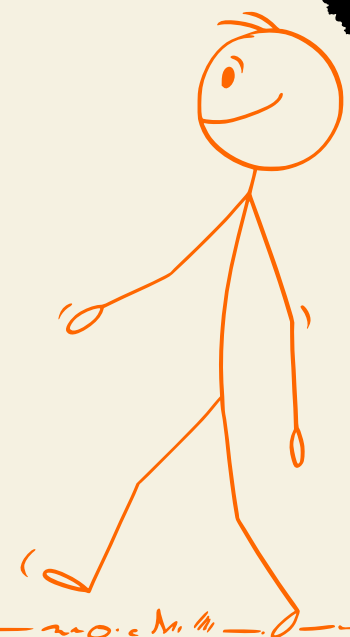
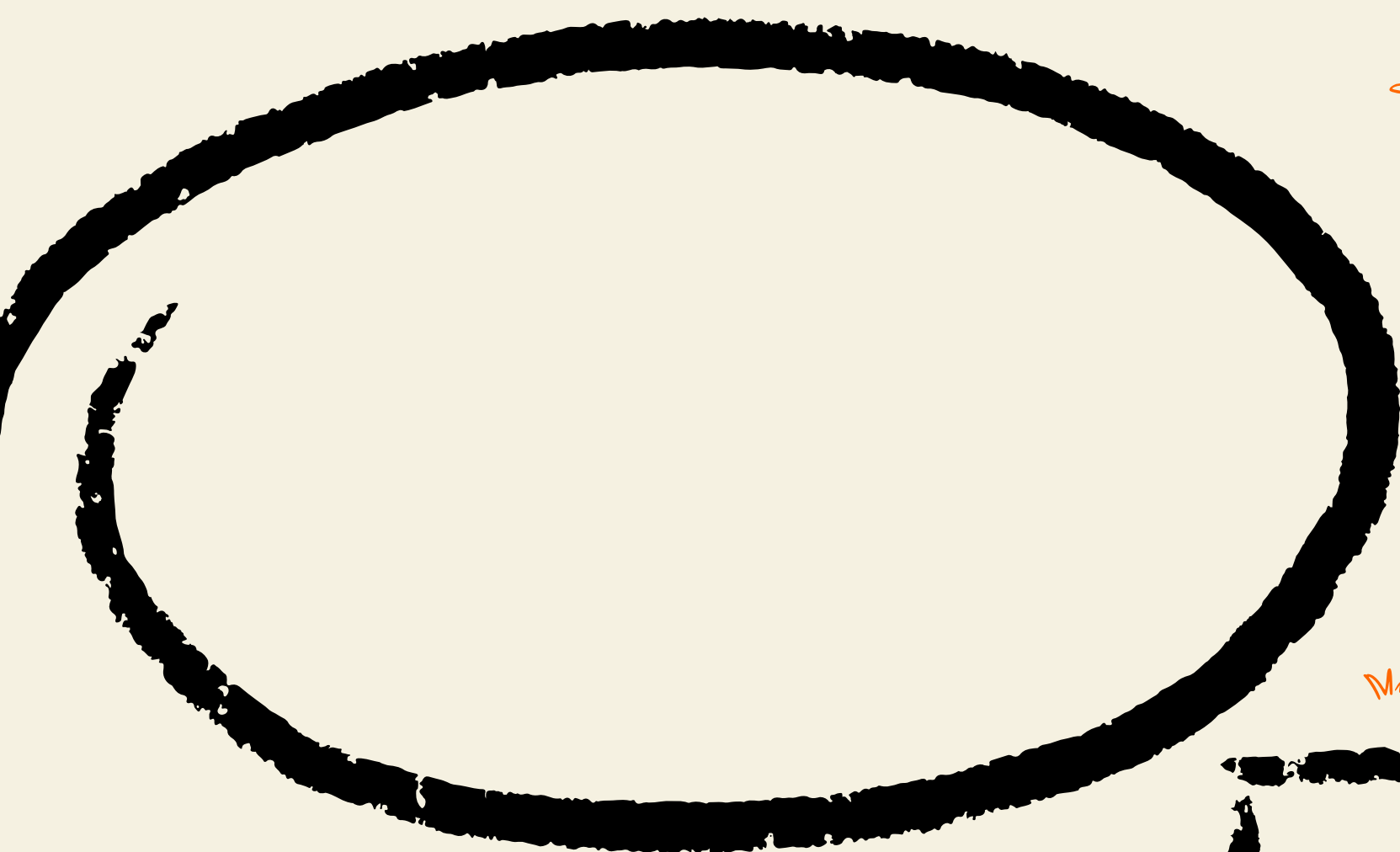
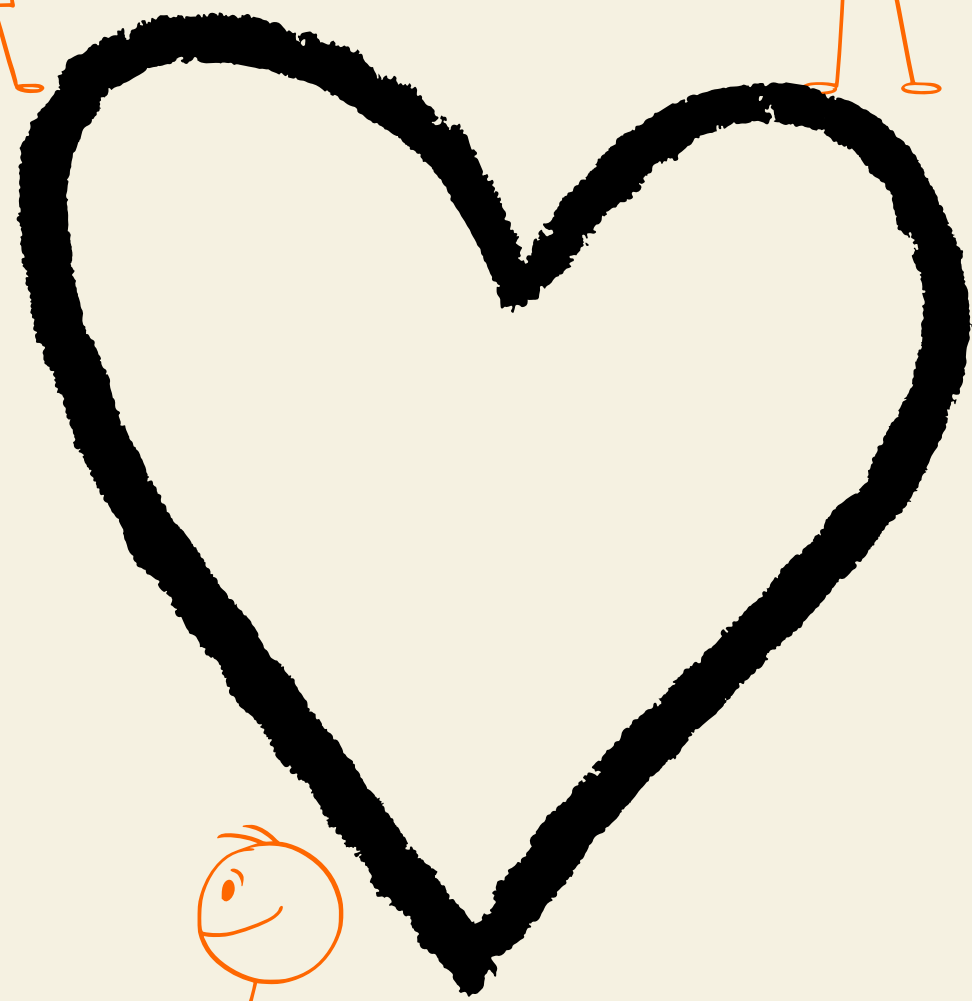
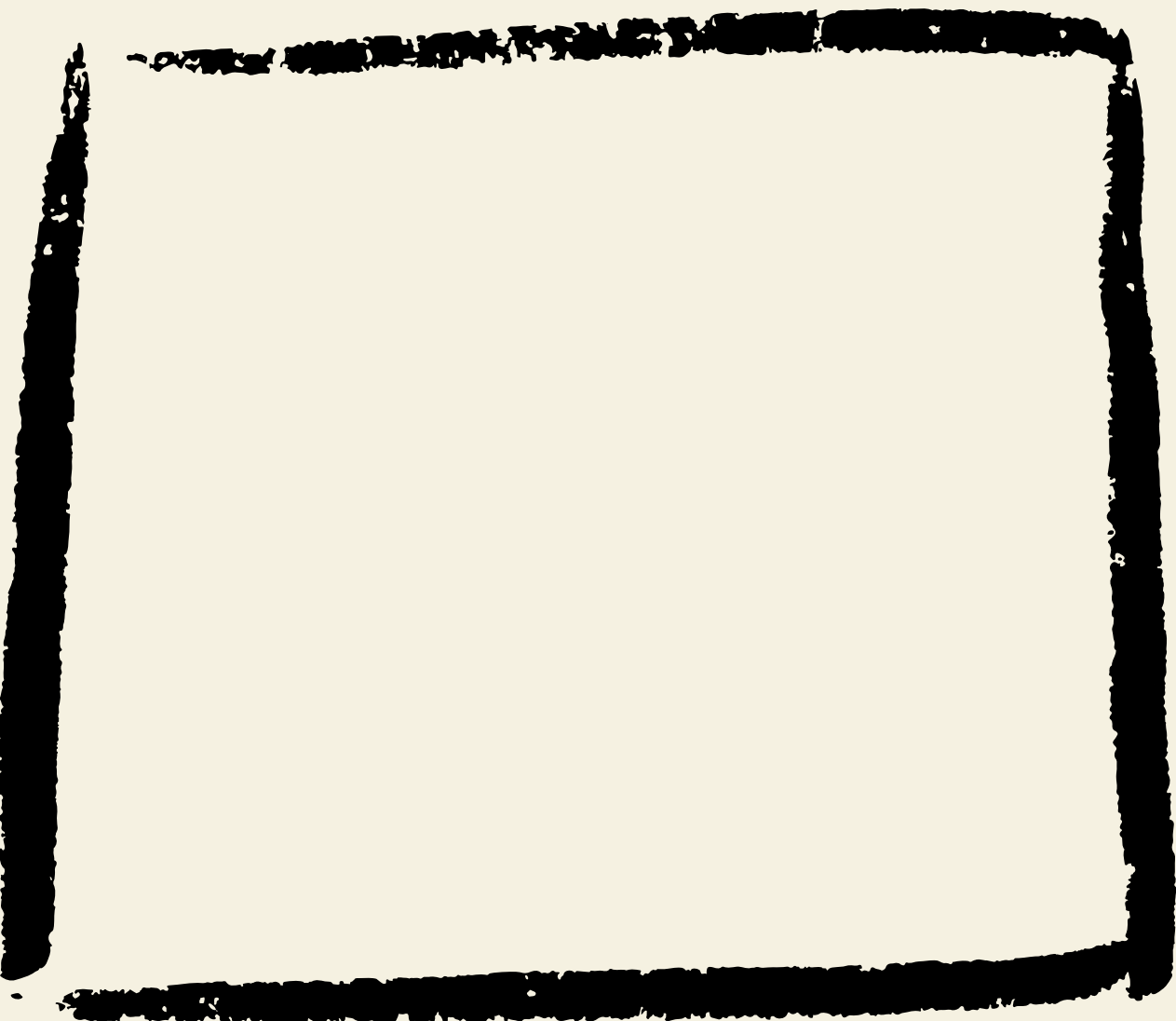
Materials: markers, flipchart paper

Instructions:

1. Form teams consisting of 4-5 participants each. Instruct the participants to initially contemplate a process they wish to create a template for, such as preparation, planning, harvesting, or reflection.
2. Following this, task each team with drawing their chosen template on a flipchart paper. Each team will craft a single template representing their selected process.
3. Conclude the activity by having each team present their template to the other groups. Facilitate discussions and an evaluation of the activity with the entire group.



Templates - planning



Templates - evaluation

Keep

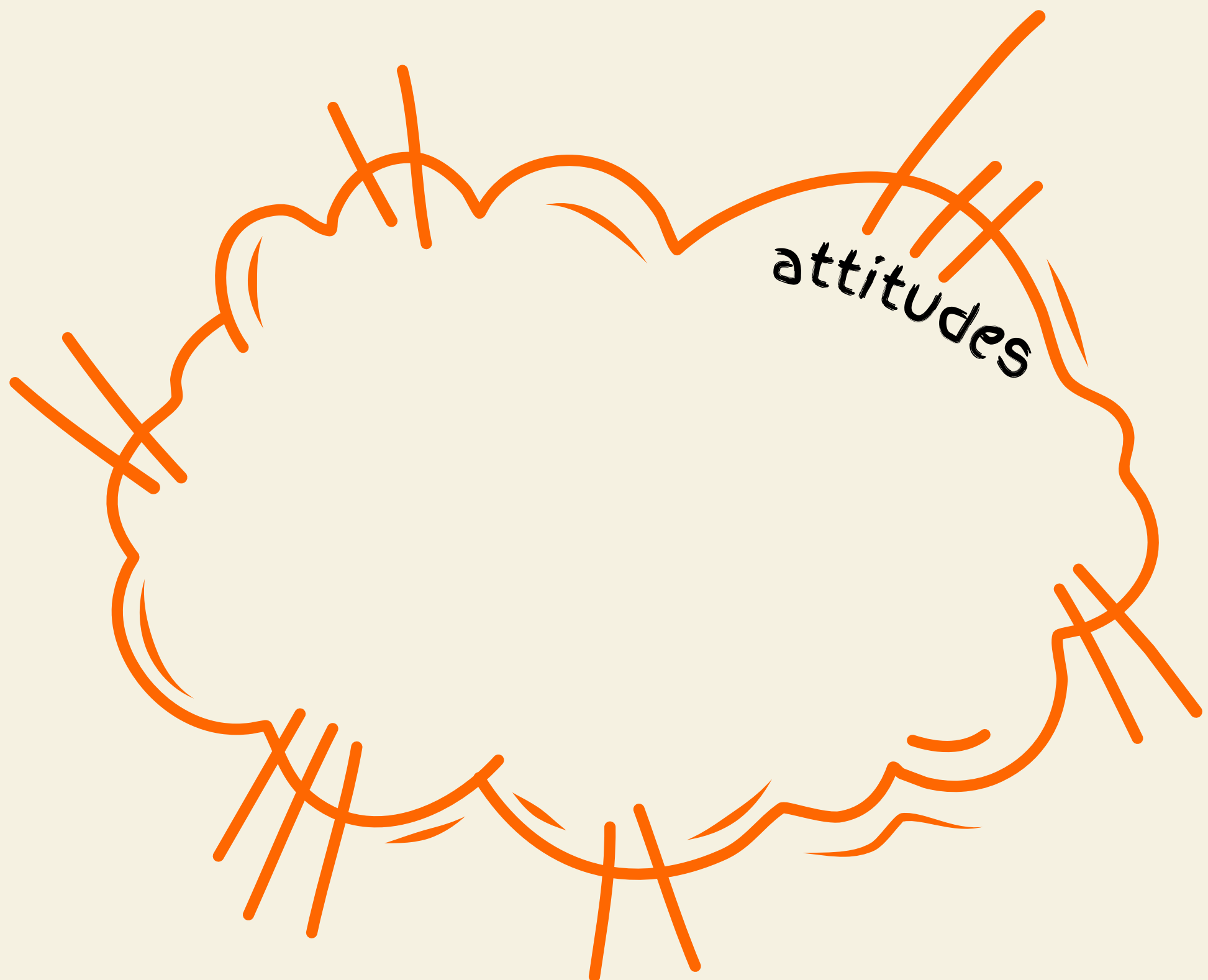
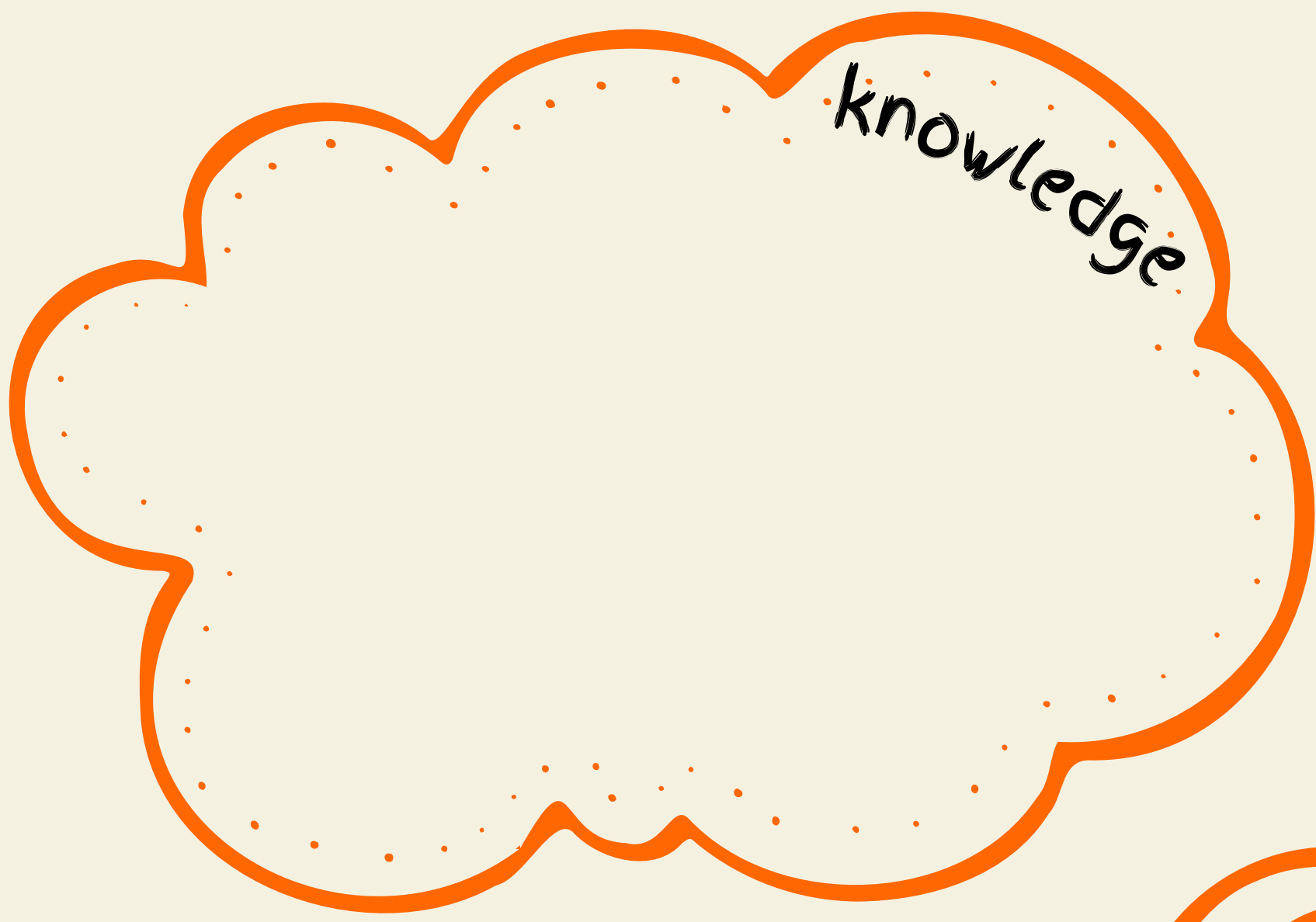
Add

RATE!

Throw

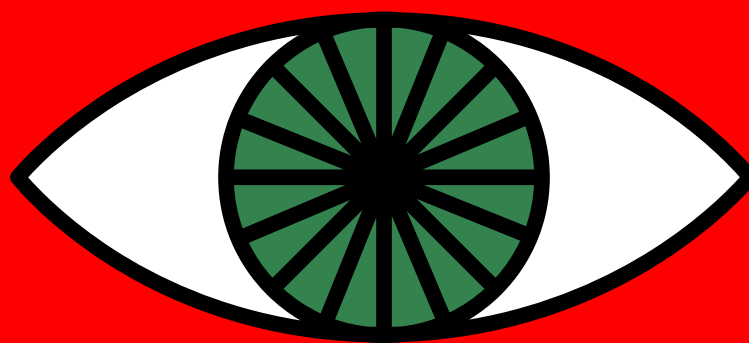
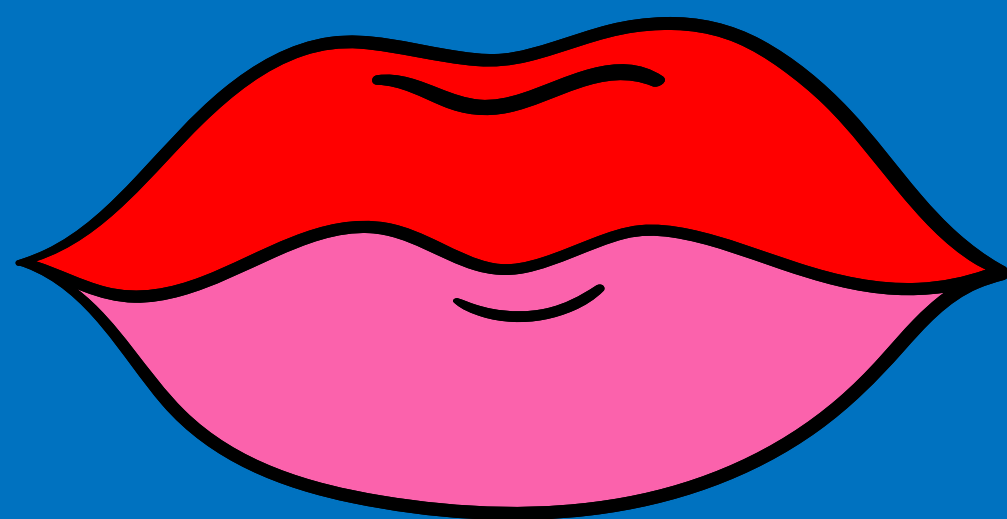
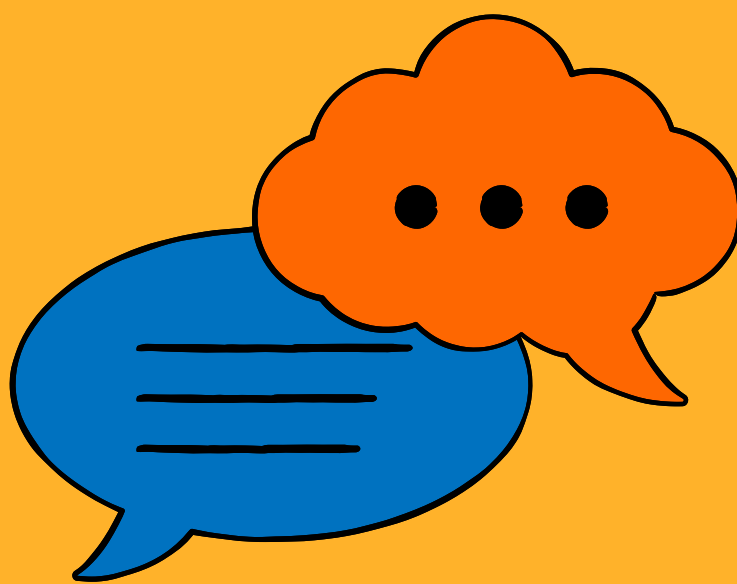
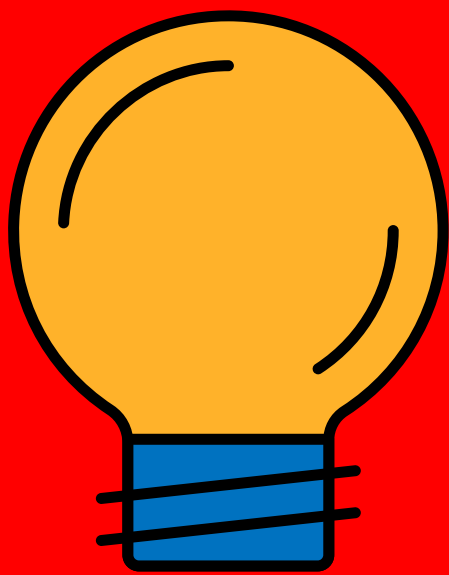
CHange

Templates - reflection



Make it visual

Chapter IV



My visual vocabulary
Digital vocabulary
Visual practitioner

My visual vocabulary

Create a exhibition

Aim: to visualize some words, ideas and expressions by illustrate their meaning in order to developing their own visual vocabulary and to start creating their own style

Group size: any

Time: 90 minutes

Materials: markers, A4 papers, worksheet 7

Instructions:

1. Prepare in advance printed examples of words from worksheet 7, cutting each word individually and placing them into a box. If more words are needed, either repeat some or introduce new words into the box.
2. Each participant will randomly draw 4 papers/words from the box. Additionally, distribute 4 A4 papers and markers to each participant, ideally including an outlier/black marker and one or two colors.
3. Allocate approximately 40 minutes for participants to visually represent the words they've drawn using visual thinking, with each word depicted on a separate A4 paper.
4. Once everyone has completed their drawings, create a collective exhibition on a large wall within the activity room. Allow participants around 10 minutes to explore all the drawings.
5. Subsequently, review each drawing one by one with the group. The author of the drawing will remain silent to test if their representation is comprehensible to others. If the meaning is unclear or if participants interpret it differently, the author will then reveal the word associated with the drawing.
6. Conclude with discussions and an evaluation of the activity among the participants.

Digital vocabulary

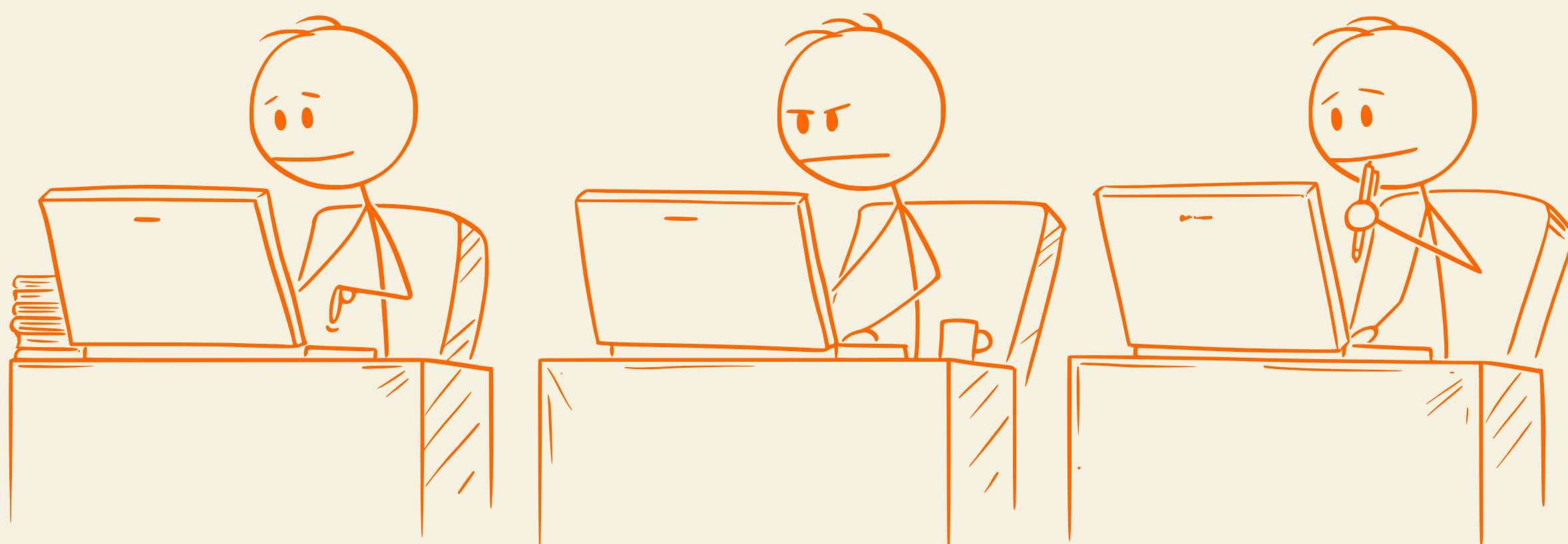
Introduction to AI

Aim: to help participants to understand Adobe Illustrator's basic features and learn how to create basic vector art, drawings and illustrations.

Group size: groups of 2-3 people

Time: 180 minutes

Materials: computers with Adobe Illustrator software installed, graphic tablets



Instructions:

1. The facilitator/trainer should have a proficient understanding of Adobe Illustrator. If you are familiar with and utilize other graphic design software, it can be beneficial to introduce these alternatives to the participants.
2. Prepare the activity room with functional tables. Ideally, 2-3 participants will share one computer equipped with a graphic tablet. Adjust these arrangements based on available resources, ensuring that all computers are connected to a power source to support prolonged use.
3. Commence the session with a walkthrough of "First-time Opening Illustrator," focusing on topics like art boards and navigation tools. Demonstrate, explain, allow participants to experiment, and address any questions.
4. Transition to "Working with Objects," covering fundamental aspects such as basic shapes, combining shapes, selection tools, alignment, and effects. Illustrate, explain, encourage hands-on practice, and address queries.
5. Proceed to "Drawing in Illustrator," elaborating on drawing tools, brush tools, and the pen tool. Demonstrate, explain the functionalities, guide participants through practical exercises, and address any inquiries.
6. Introduce "Typography," covering character and paragraph formatting, style and fonts, and 3D text. Demonstrate these aspects, provide explanations, facilitate practice opportunities, and attend to participant questions.
7. Conclude the session by highlighting "Data Savings and Visualization." Illustrate how to manage data, discuss visualization techniques, provide explanations, encourage practice, and address any queries participants may have.

Digitization of the visual vocabulary

Aim: to transform the drawings from visual vocabulary workshop into digital

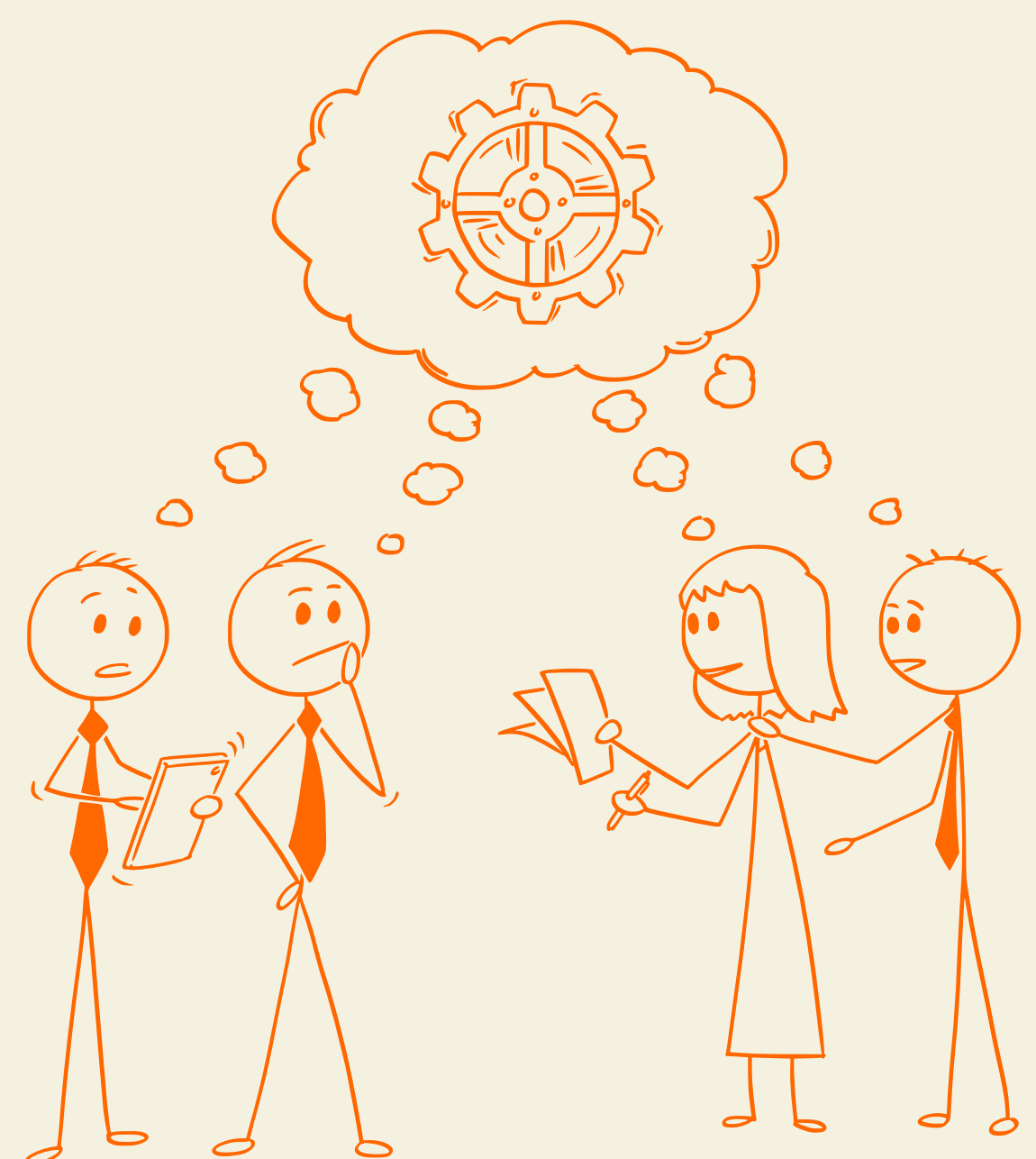
Group size: any

Time: 180 minutes

Materials: computers with Adobe Illustrator software installed, graphic tablets

Instructions:

1. Organize the group into small teams of 2-3 individuals. Each team will collaborate using one computer equipped with a graphic tablet. Ensure all computers are connected to a power source for sustained use during the activity.
2. Instruct each team to select a minimum of 4 drawings produced by their team members from the "Create an Exhibition" activity. Their task involves digitizing these drawings with the assistance of AI.
3. Supervise the participants throughout the process, offering guidance and support as needed.
4. Conclude the session by having each team present their digitized results and share their experiences with the AI software. Engage in discussions and conduct an evaluation of the activity with the participants.



Time to doodle

love cost international evaluation leadership
 creativity expectation team learning formal
 informal non-formal group dynamics myth
 discussion teamwork learning group-dynamic
 myth competition minorities inspiration
 team-building professional methodology project
 sustainability management target-group human
 resource timetable confusion brainstorm process
 facilitator trainer youth-worker participant
 communication strategy challenge safety
 responsibility inclusion priority deadline
 developing exchange plan aim direction
 integration reflection EU programme
 Erasmus+ efficiency skills fun design
 competences funding research problem
 success stakeholders results development
 time results responsibility politics education
 stereotype conflict energy agenda
 listening values curiosity coffee-break idea
 care NGO opportunities mobility contact
 YouthPass help equality digital

Visual practitioner

Introduction

Aim: to explore how to apply all elements presented before in youth work

Group size: any

Time: 60 minutes

Materials: markers, flipchart papers, worksheet 8

Instructions:

1. Prepare one poster in advance on flipchart paper following the examples in Worksheet 8.
2. Prior to this, it's recommended to review resources from Chapter V for a better understanding and approach.
3. Introduce participants to:
 - Mind maps
 - Storyboard
 - Infographics
 - Edugraphics
 - Timeline
 - Sign posting
4. Conclude with a summary and an invitation for questions.

Layouts

Aim: to put in practice all elements presented before in youth work

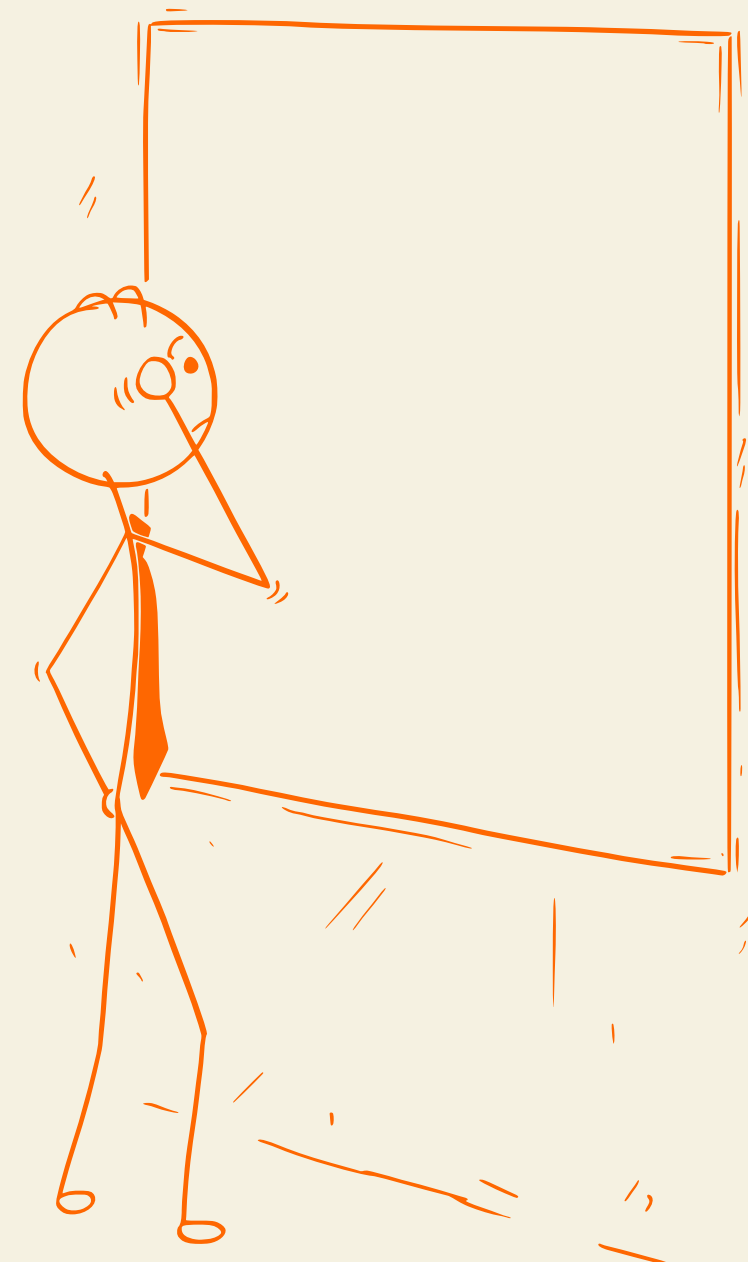
Group size: groups of 4-5 people

Time: 90 minutes

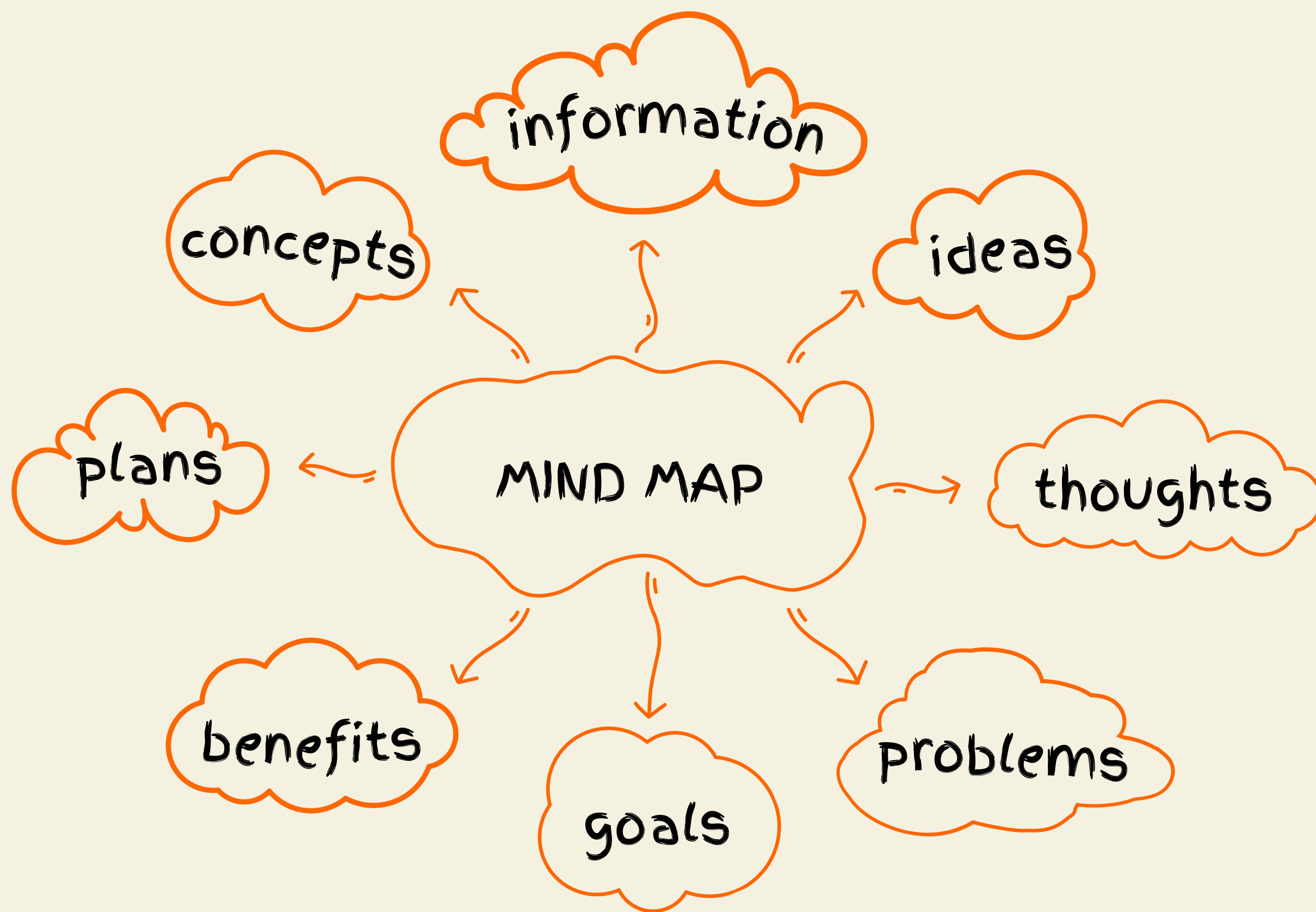
Materials: markers, flipchart papers

Instructions:

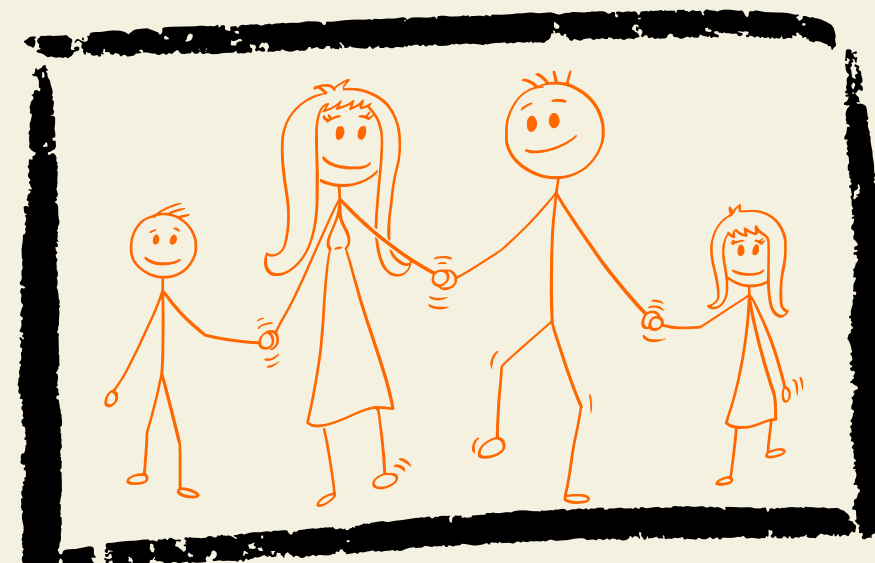
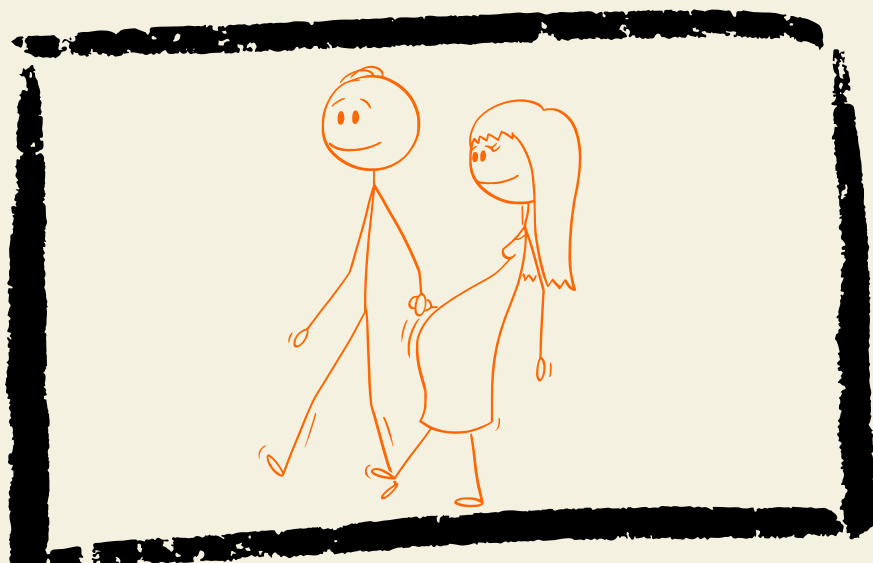
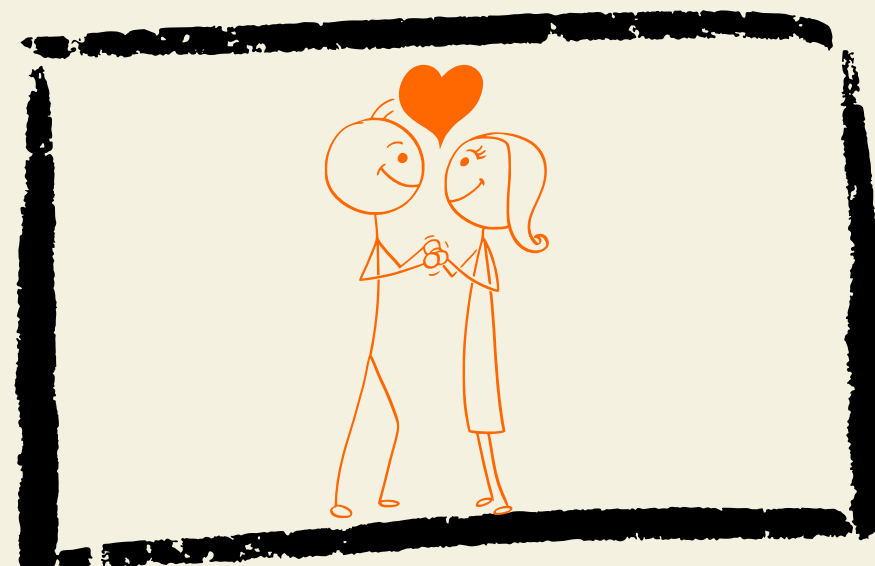
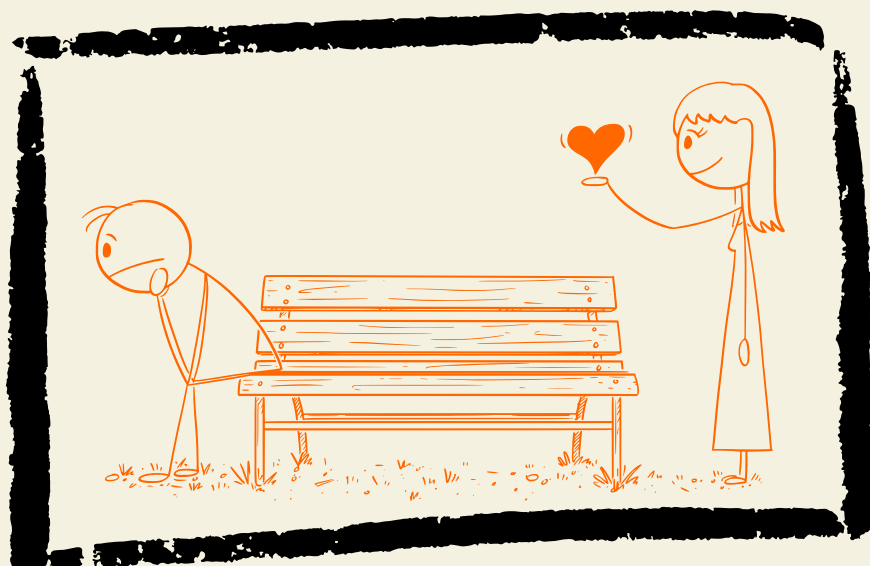
1. Split the group into small teams of 4-5 members each.
2. Randomly assign one of the six layouts to each team for graphic representation, allowing the team to decide collectively on the approach, style, and format through brainstorming. Allocate 30-40 minutes for completion. While they can draw inspiration from previous models presented, encourage innovative and creative approaches with new models, fresh ideas, and unique perspectives.
3. Following the task completion, each group will present their work within a 5 to 8-minute presentation. Encourage active participation from participants by inviting questions and suggestions.
4. Conclude the activity with discussions and an evaluation session involving the entire group.



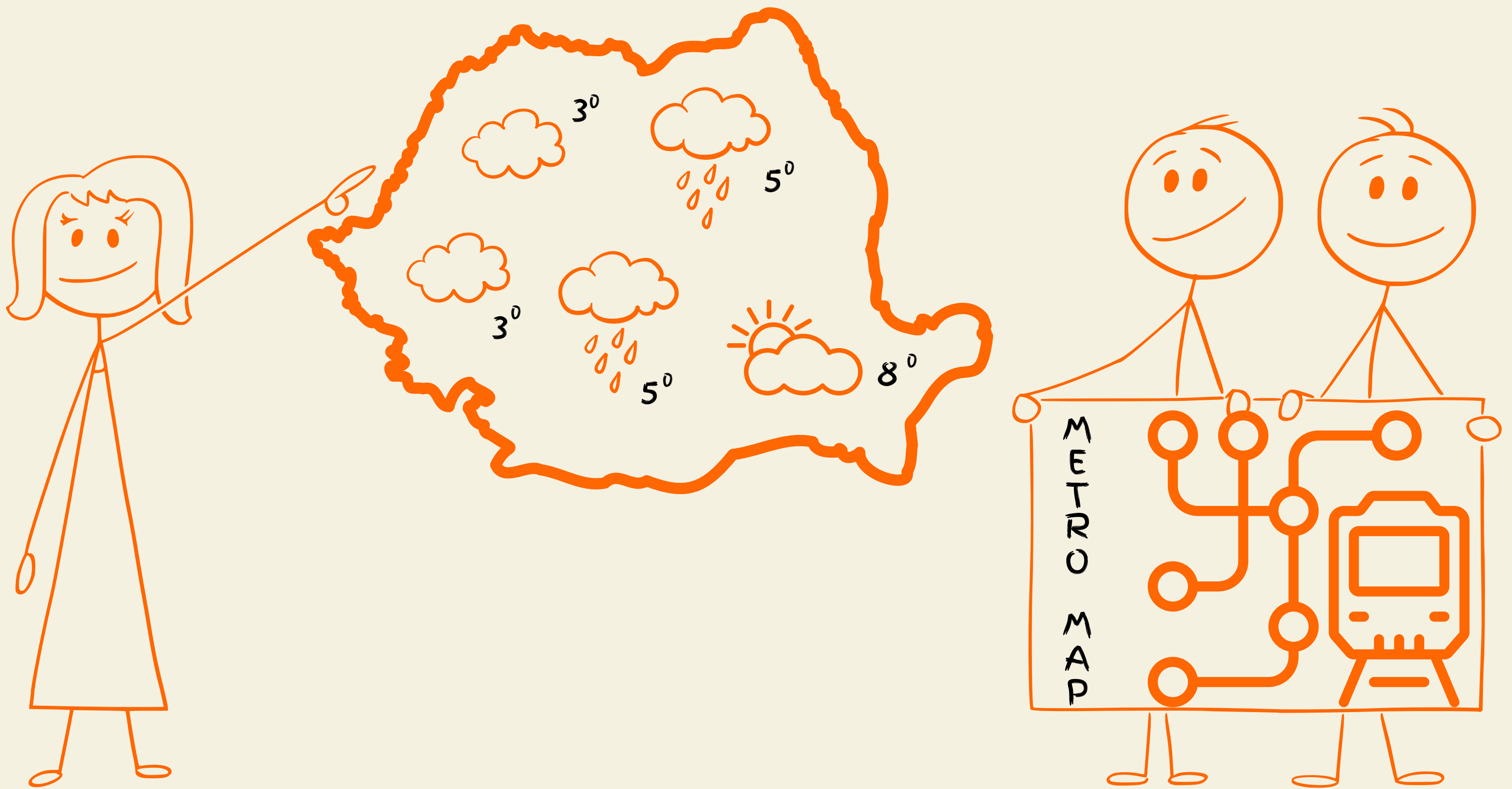
Mind map



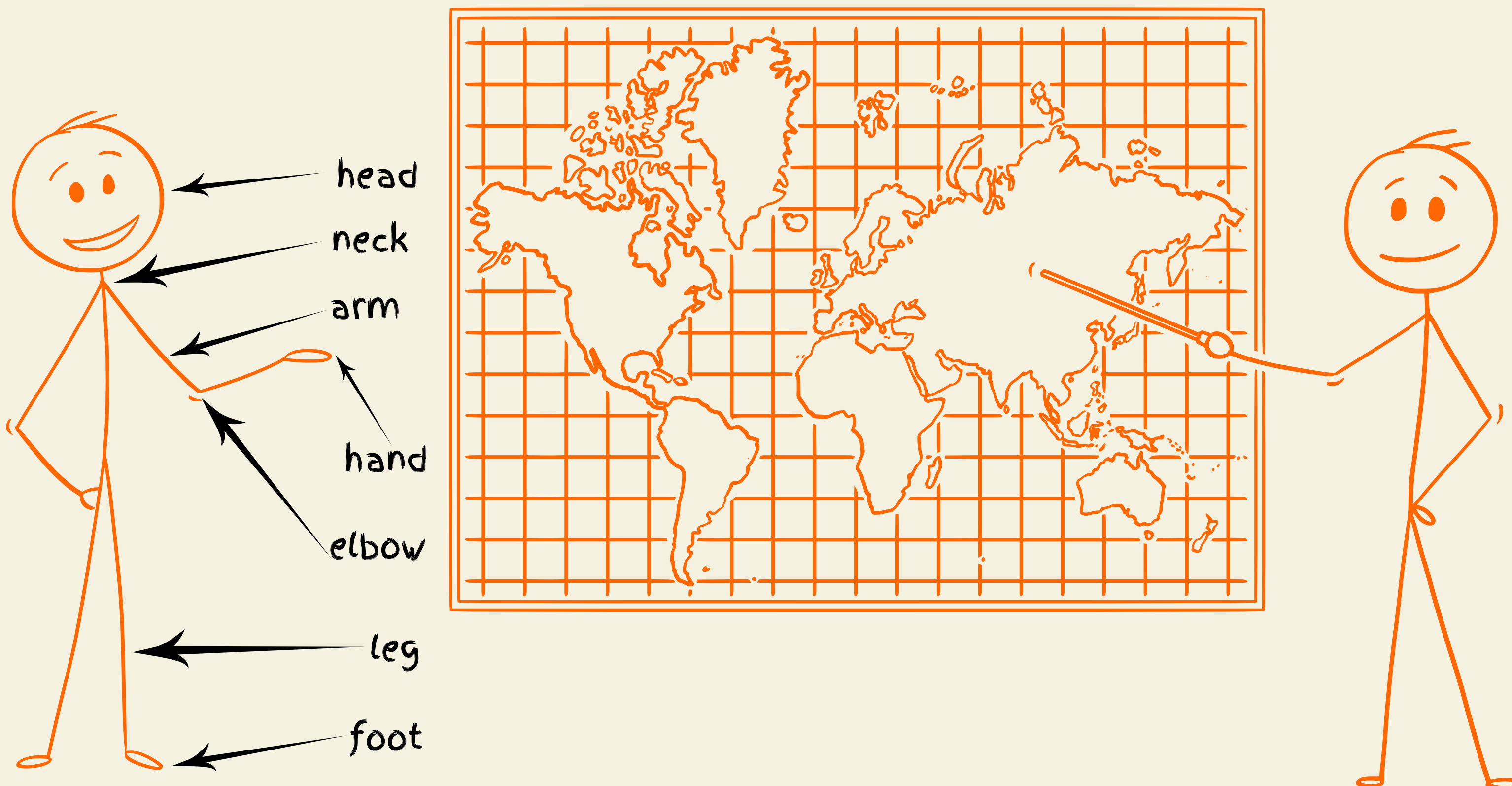
Storyboard



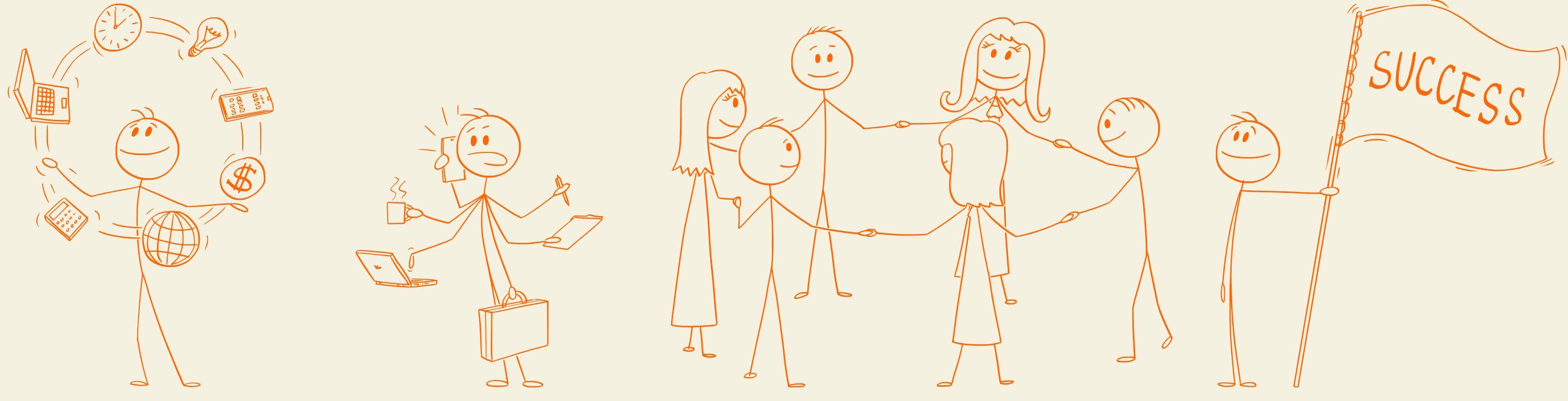
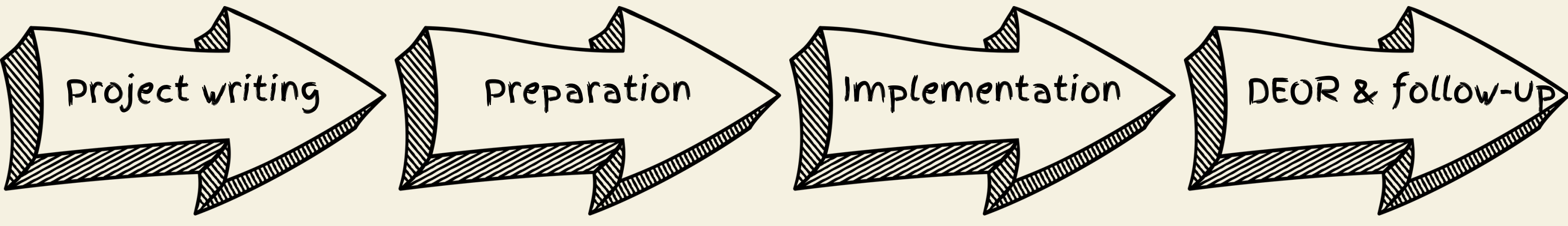
Infographics



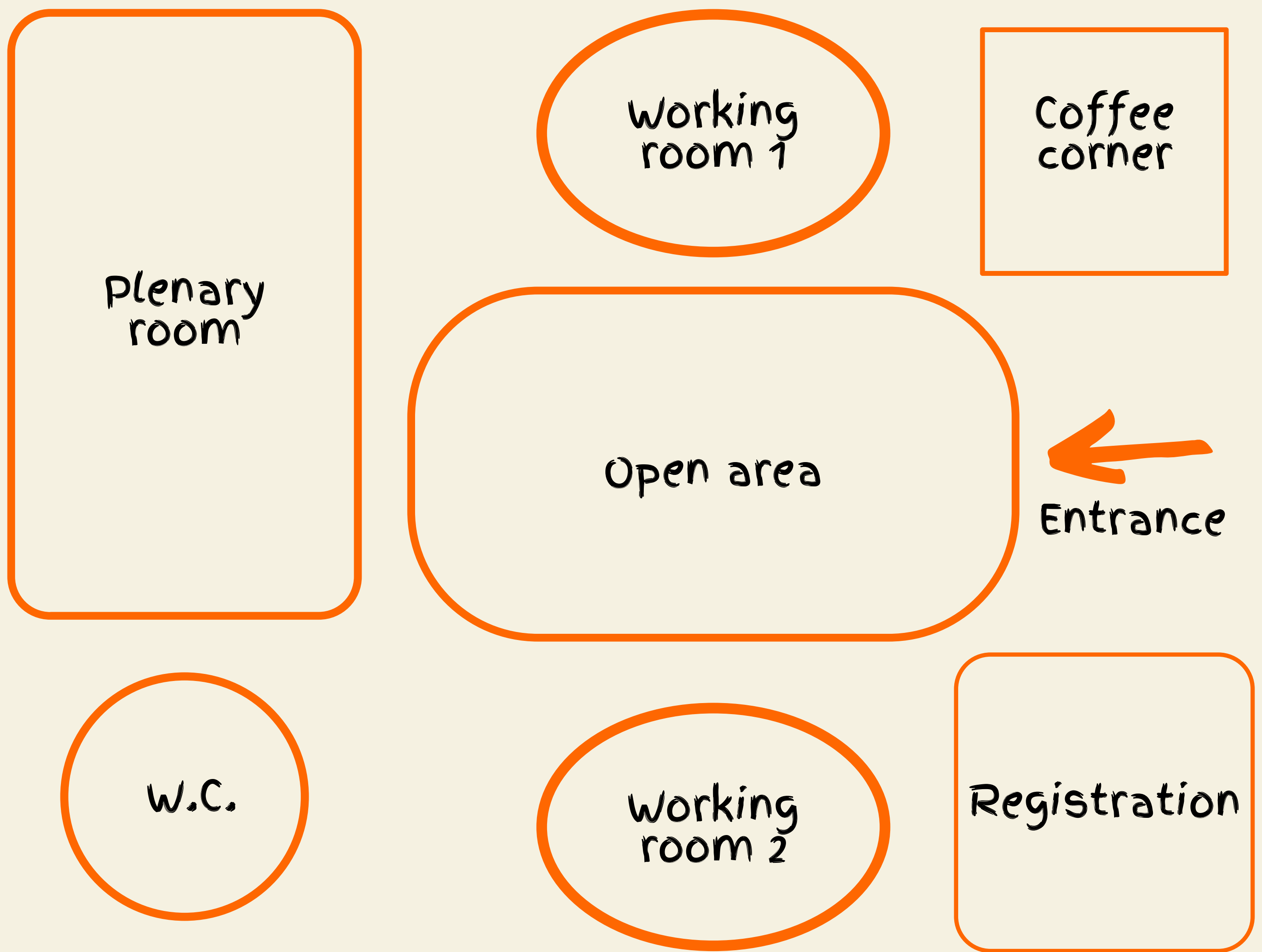
Edugraphics



Time line

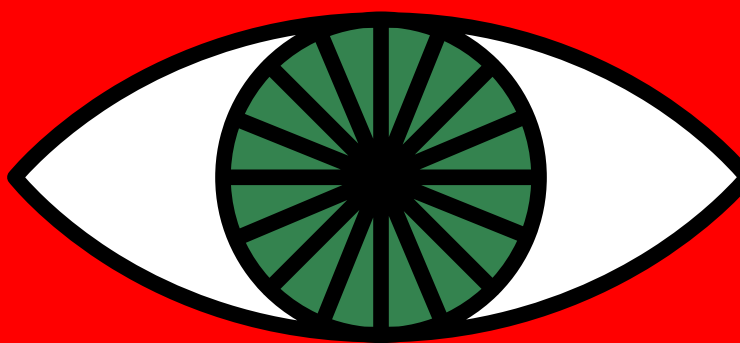
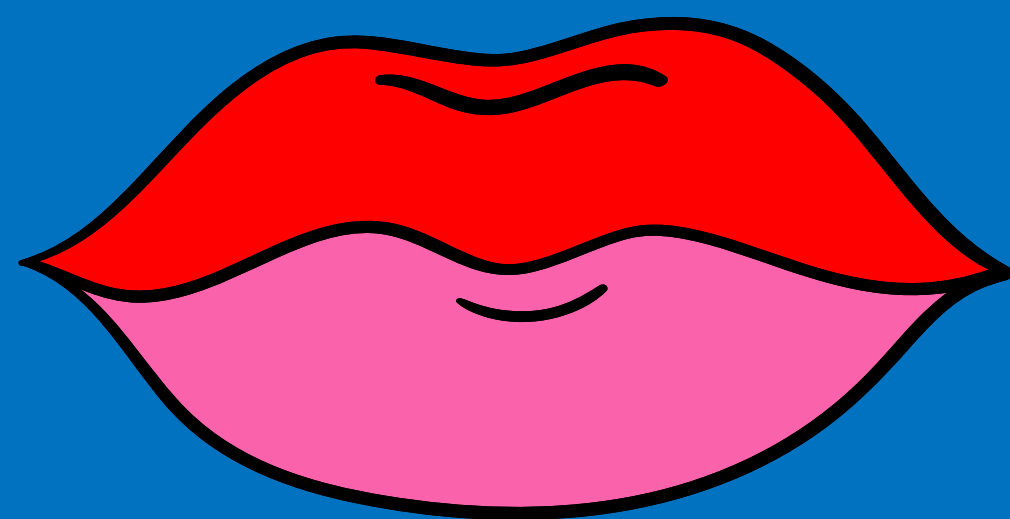
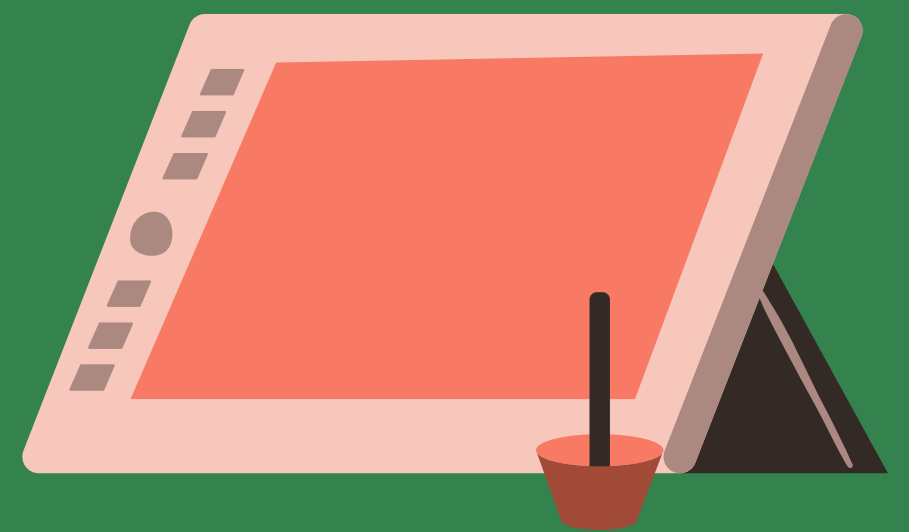
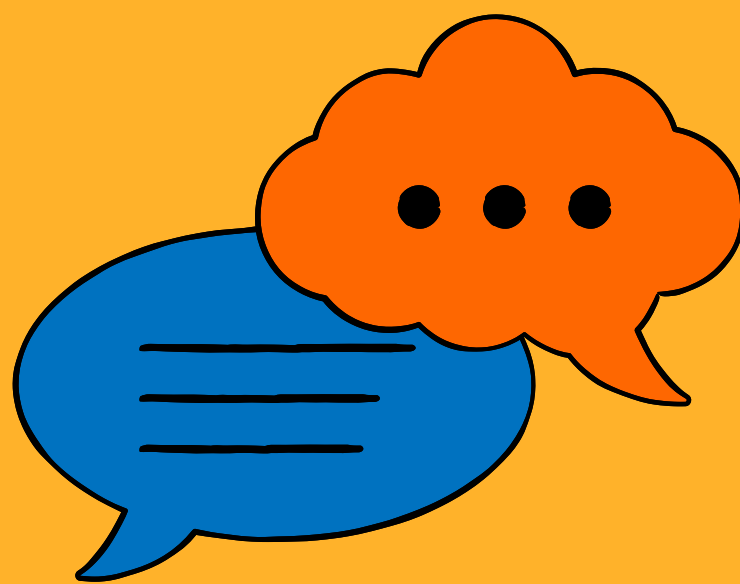
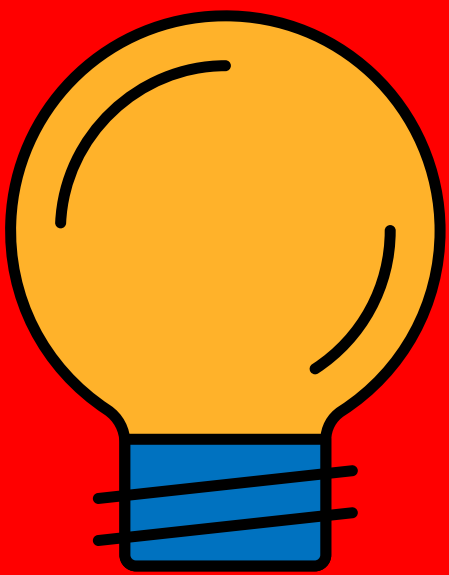


Sign posting



Resources and recommendations

Chapter V



Books and recommendations

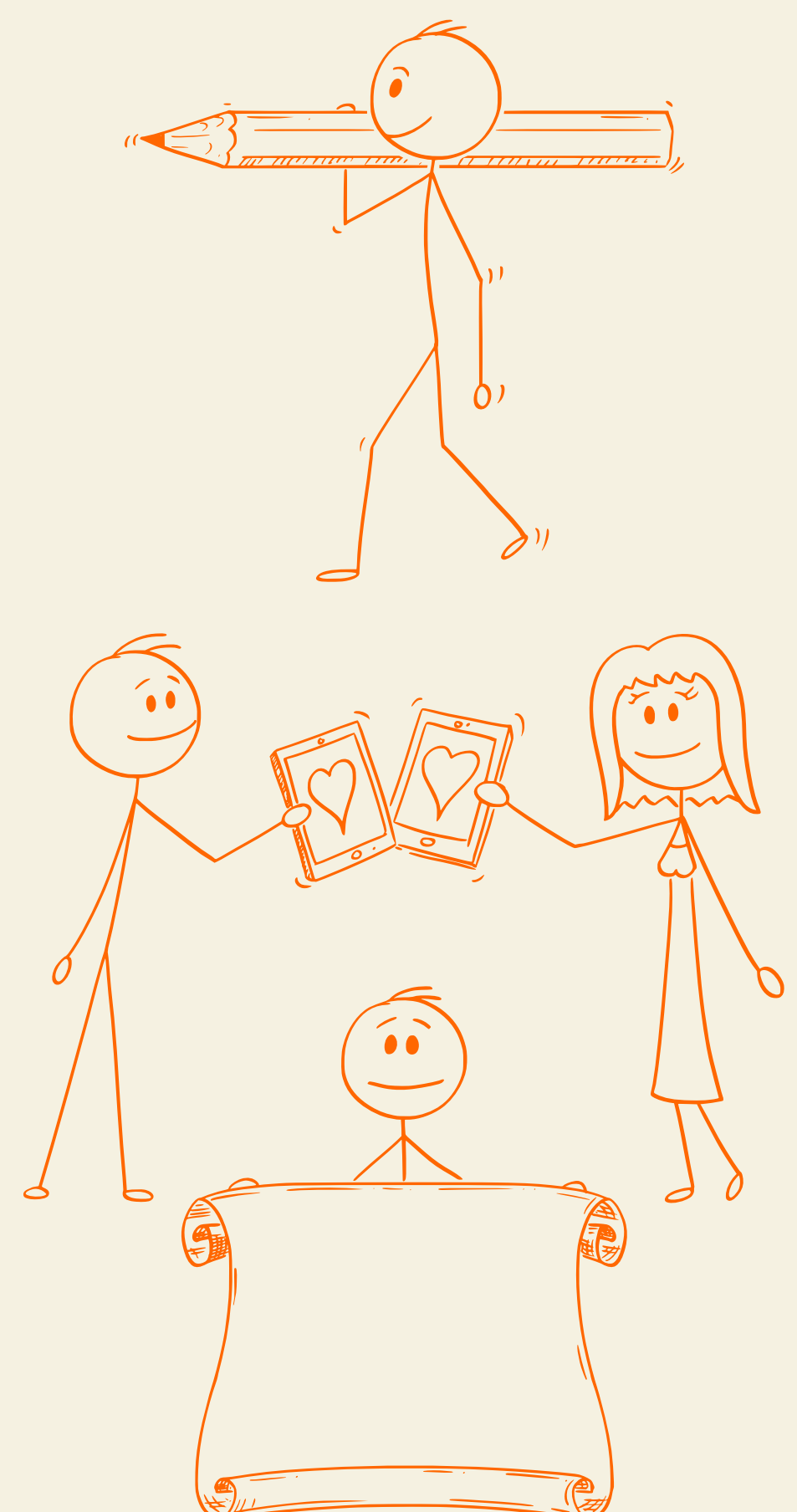
Books and recommendation

Books

- **Siiri Taimla, Mark Taylor, Buzz Bury, Tanel Rannala. Graphic Express: First Steps to Graphic Facilitation in Youth Work, 2014.** This book guides you through some elementary introductions and experiences for Graphic Facilitation with ideas, tools and methods for developing your visual literacy and competence.
- **Torben Grocholl, Deniss Jershov and Kati Orav. Visual Facilitation Cookbook, 2016.** With this publication, authors invite you to join them on a little journey through what they see and understand as Visual Facilitation.
- **Brandy Agerbeck. The Graphic Facilitator's Guide: How to use your listening, thinking & drawing skills to make meaning, 2012, Loosetooth. com Library, USA.** This book is a practical guide how to do graphic recording. It gives more a perspective how to map a meeting with words and images in groups of people to make their meeting easier.
- **Mike Rohde. The Sketchnote Handbook: The illustrated guide to visual note taking, 2013, Peachpit Press, USA.** This handbook is a visual manual which introduces basic things about note taking – what is it, why it's good to use, what you need to know about it and how to draw things.
- **Dan Roam. Unfolding the Napkin: the hands-on method for solving complex problems with simple pictures, 2009, Portfolio Trade.** This book is focused on how to solve problems in groups by using most simple drawings. It gives step-by-step guidelines how to put the author's principles into practice.
- **Heikki Toivanen, Friend Leadership: A Visual Inspiration Book.** The core of the book is your, that is generation Y and Z, leadership and the new way to work.

We recommend

- **Neuland Markers.** Neuland markers, in every strength and for every use, are professional tools for training, coaching and facilitation. We recommend you Neuland BigOne[®], wedge nib 6-12mm – in different colours (special marker for headlines, large format visualizations and colorful drawings), Neuland BigOne[®] Outliner, wedge nib 6-12 mm (specialized water-based ink formula that won't smear or smudge when other markers go over it), Neuland No.One[®], wedge nib 2-6 mm, in different colours and Neuland No.One[®] Outliner, wedge nib 2-6 mm.
- **Graphic tablets.** Taking in consideration price/quality ratio, we recommend the graphic tablets XP-PEN Star 03 v2, 10x6". Capable of reaching 8192-levels of pressure sensitivity and 266RPS report rate, providing you with precise accuracy and quick response to draw and paint naturally with smooth, enhanced, performance.
- **Plotter Paper Roll.** For extensive and sizable drawings, we suggest utilizing plain plotter paper of A0+ size (width 914mm) with a weight of 90gsm, available in various lengths as needed.





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