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**CROATIAN
DEBATE
SOCIETY**

THE MIND'S PLAYGROUND HANDBOOK



Training for youth workers

THE MIND'S
PLAYGROUND



Co-funded by
the European Union



Hrvatsko
Debatno
Društvo



Erasmus+
Enriching lives, opening minds.

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ABOUT THE PROJECT

The Mind's Playground, Orahovica, Croatia, 3. - 9.8.2023.

About

The Mind's Playground is a training course on non-formal methods of education with emphasis on critical thinking for youth workers. Training was implemented under the Erasmus + programme.

Partners

- Croatian debate society
- Youth ID, France
- Hellenic Youth Participation
- Penktas Kampas
- ALDIC
- World of Change
- Agora Aveiro
- Open Communication
- Media Education Centre

GOALS

- To dive into tools and methods for non-formal education
- To foster creativity and critical thinking in non formal education
- To develop facilitation skills in youth work



METHODOLOGY



Yes, Let's do this!

Okay!



TIMETABLE

	DAY 1 (03.08.2023.)	DAY 2 (04.08.2023.)	DAY 3 (05.08.2023.)	DAY 4 (06.08.2023.)	DAY 5 (07.08.2023.)	DAY 6 (08.08.2023.)	DAY 7 (09.08.2023.)
Arrival day		Introduction	Non formal what?	Debate challenge	DIY #1	Youthpass Islands	
		Get to know each other	Short excercises to think(critically)	Idea market	DIY #2	Learning Diary	
							Deeparture
		Objectives and Expectation	Short excercises to think(critically)	Guidelines for facilitators	DIY #3	Follow-up	
Diner		Skills and competences	How to debate?	Free time	DIY #4	Evaluation	
		Reflection	Reflection	Reflection	Reflection		

DAY 1

DAY1 4.8.2023.

DAY 1_SESSION 1: INTRODUCTION

Trainer/s	Ivona Z	Duration: 90'
Goals	<ul style="list-style-type: none">• to present the team members• to present the Croatian Debate Society• to introduce the agenda to the participants	
Activities	<p>Introduction of:</p> <ul style="list-style-type: none">• the facilitators• Croatian Debate Society• Introducing the Programme• Introducing the participants <p>MY NAME, MY MOVE!</p> <ul style="list-style-type: none">• Have each participant share their name and a unique motion that represents them. The person on the right will repeat the names and motions before adding their own, and this pattern will continue.• Group rules (and house rules), dogs that are with us, focused while working (playing with the dogs later) <p>CRITICAL THINKING - What's that?</p> <ul style="list-style-type: none">• What does critical thinking mean to you, and why is it important in education?• How does critical thinking differ from memorization or rote learning?• How can critical thinking be developed and nurtured in young learners? <p>Critical thinking is a skill that enables a person to think rationally and logically in order to reach a plausible conclusion. A critical thinker assesses facts and figures and data objectively and determines what to believe and what not to believe. Critical thinking skills empower a person to decipher complex problems and make impartial and better decisions based on effective information. The lack of critical thinking skills catalyzes memorization of the topics without a deeper insight, egocentrism, closed-mindedness, reduced student interest in the classroom and not being able to make timely and better decisions. You can promote critical thinking with different sorts of activities, such as:</p> <ul style="list-style-type: none">• Collaborative learning,• Questioning - asking open-ended questions• Active Listening• Case Studies• Debates• Mind Mapping• Gamification• Problem-based learning• Reflection• Real world application	

DAY 1

Activities	<p>By implementing these strategies, educators can cultivate an environment that nurtures critical thinking skills, empowering learners to become independent and informed thinkers in various aspects of their lives.</p> <p>ADDITIONAL GAME - Imaginary map</p> <p>Ask people to place themselves on an imaginary map laid out in the room representing the country according to where they grew up. Ask them to share one internal value they got from that place, and why is that important for them. Encourage people to share a short story if they want.</p>
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Materials	/
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DAY 1_SESSION 2: GET TO KNOW EACH OTHER

Trainer/s	Ivona Z	Duration: 90'
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Goals	<ul style="list-style-type: none">• to build safe environment• to boost participants' engagement• to enhance group cohesion
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Activities	<p>Find Someone Who (30')</p> <p>Participants walk around the room with a checklist, searching for someone who matches specific characteristics like "drives a motorcycle" or "was born at home." When they find a person with a matching characteristic, they write their name on the checklist and continue looking for other characteristics. The objective is to meet and talk to as many people as possible within the time limit, aiming to put one name next to each characteristic on the master list. Participants must find someone in group who matches each statement and have them sign their name next to it.</p> <p>Speed Dating</p> <p>Participants are seated in pairs facing each other. Each pair has a limited amount of time to interact before moving on to the next partner. The setup resembles a series of mini one-on-one conversations. A specific time limit is set for each round, typically ranging from 3 to 5 minutes. This time frame encourages participants to engage in brief but meaningful conversations. To make the interaction more focused and structured, facilitators may provide a list of guiding questions. These questions can be lighthearted, such as hobbies, favorite movies, or travel experiences, helping participants discover common interests. When the time is up, a signal is given, and one group of participants moves to the next seat, while the other remains seated. The rotations continue until participants have interacted with everyone in the room. In case time is limited, you can mention that multiple rotations will take place. Encourage participants to engage with someone they haven't had a chance to interact with before.</p> <p>The final segment is a session of professional speed dating. Inspire participants to discuss their journey in the field of work or career paths.</p>
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DAY 1

Materials	<ul style="list-style-type: none">• printed Find Someone Who Checklist• pens• Speed Dating Questions	
DAY 1_SESSION 3: OBJECTIVES AND EXPECTATION + ERASMUS +		
Trainer/s	Ivona Z	Duration: 60'
Goals	<ul style="list-style-type: none">• to clarify the purpose of training programme• to ensure all participants have a shared understanding of the key terms, concepts, and principles• to encourage participants to set personal learning objectives and expectations for the workshop• to active participation	
Activities	<p>Presenting the schedule Informing the participants about the planned activities and agenda.</p> <p>Motivation The facilitator encourages participants to engage into the discussion. Start with a question:</p> <ul style="list-style-type: none">• What motivated you to participate in this workshop?• How do you believe non-formal methods can complement or enhance your existing professional development?• How do you envision incorporating non-formal education methods in your own learning or teaching practices? <p>MAIN TOPICS:</p> <ul style="list-style-type: none">• Non-formal education• Learning by doing• Exploring critical thinking <p>GOALS:</p> <ul style="list-style-type: none">• To dive into tools and methods for non-formal education• To foster creativity and critical thinking in non formal education• To develop facilitation skills in youth work <p>Hopes and Fears: Request the participants to select one or more cards that symbolize their aspirations for the week (what they desire to see, learn, or experience) and another card that represents their apprehensions (what they hope to avoid experiencing). The facilitator encourages participants to elaborate on their thoughts and openly share them with the entire group. It is important to take note of the hopes and fears mentioned by the participants, as this information will be valuable for the follow-up evaluation on the last day of the program.</p> <p>Motivate the participants to craft a story using the cards. Begin by offering an example like "Once upon a time, there was..."</p>	
Materials	<ul style="list-style-type: none">• timetable printed on a visible place in the working room• printed goals (or handwritten)• associative cards/Dixit Cards	

DAY 1

DAY 1_SESSION 4: SKILLS AND COMPETENCES

Trainer/s	Branimira	Duration: 60'
Goals	<ul style="list-style-type: none">• to be able to define a competence• to explore different competence models in the youth work field• to raise awareness of their own competences	
Activities	<p>A short discussion intro on competences is held:</p> <ul style="list-style-type: none">• What is competence, and what defines it? <p>Trainers present several competence models.</p> <p><u>The 3H model (Head, Heart, Hands):</u> The model shows the holistic nature of transformative experience and relates the cognitive domain (head) to critical reflection, the affective domain (heart) to relational knowing and the psychomotor domain (hands) to engagement.</p> <ul style="list-style-type: none">• Carpenter example – You know everything on how to make a chair (heads – knowledge), you have tools and skills to do it (hand – skill), but you really don't wanna do it (heart – attitude) – chair will not be made; You have tools and you know how to work with wood (hand – skill), you really want to make a chair (heart – attitude), but you really don't know how (head – knowledge) – chair will not be made, You really want to make a chair (heart – attitude), you know how (heads – knowledge), but you don't have tools (hand – skill) – chair will not be made. <p><u>8 key competences for longlife learning (Youthpass):</u> When describing the learning outcomes in Youthpass, you are invited to use the key competences for lifelong learning. The framework describes main competence areas that all individuals need for personal and professional fulfilment, for social inclusion and active citizenship and to lead a sustainable and healthy lifestyle. A competence is defined as the combination of knowledge, skills and attitudes. Models are visually presented to participants.</p> <p>Fierce women competences:</p> <p>Each participant draws one Fierce woman card and she/he should list all the competences she/he believes that woman needed to be successful in what she did/does. After they create a list, we form small groups and they present their competence lists to each other and explore different competences needed in the different fields. Each group choose to present one women and their competences in the plenum.</p> <p>Participants mark one competence that they want to develop during this training course as a guideline for the trainers.</p>	
Materials	<ul style="list-style-type: none">• prepared 3H model• printed 8key competences (same visuals as for the Youthpass islands)• Fierce woman cards	

DAY 1

DAY 1_SESSION 5: REFLECTION

Trainer/s	Branimira	Duration: 5' - forever
Goals	<ul style="list-style-type: none">• to reflect on daily activities• to enhance group cohesion	
Activities	Reflection groups are made to support participant's learning process, and at the end of each day, to answer the following questions: <ul style="list-style-type: none">• What did I learn?• How do I feel?• What was the top and the flop of a day?• Anything else to say?• Song of the day (to be put on the project Spotify list)	
Materials	<ul style="list-style-type: none">• Reflection corner• Spotify	



DAY 2

DAY2 5.8.2023.

DAY 2_SESSION 1: NON-FORMAL WHAT?

Trainer/s	Ivona A	Duration: 90'
Goals	Introduce the participants to the concept of <ul style="list-style-type: none">• non-formal education• what are the goals of non-formal education• what are the methods	
Activities	Project-Based Learning: Students work on projects or tasks that require research, problem-solving, and critical thinking skills Divide the participants into groups. The participants will receive a task or topic: non formal education The task of each group is to make a poster in which they will explain: <ul style="list-style-type: none">• what is that• a brief history• work methods• importance• goals Each group presents its poster (30 min)	
Materials	<ul style="list-style-type: none">• flipcharts• markers	

DAY 2_SESSION 1: NON-FORMAL WHAT?

Trainer/s	Ivona A	Duration: 90'
Goals	<ul style="list-style-type: none">• encourage participants to think critically• encourage participants to argue	
Activities	Divide the participants into small groups of 4-6 individuals. Present an ethical dilemma, or a decision that needs to be made in a hypothetical scenario. Instruct each group to brainstorm and list as many pros and cons related to the given topic within a set time limit (e.g, 10 minutes). After the brainstorming session, each group should take turns presenting their lists of pros and cons to the rest of the participants. Encourage other groups to ask questions, challenge the points made, or add further arguments to foster a critical discussion. Facilitate an open debate where participants can express their opinions and analyze the strengths and weaknesses of the arguments presented. Conclude the exercise by summarizing the key points discussed and emphasizing the importance of critical thinking in evaluating different perspectives.	

DAY 2

Materials

The Lifeboat Dilemma:

- A ship carrying 50 people sinks, and the survivors find themselves on a lifeboat meant for only 30 people. There is limited food and water on the lifeboat, and it cannot support all 50 passengers until rescue arrives. How should they decide who gets to stay on the lifeboat and who has to stay in the water?

The Trolley Problem:

- You are standing near a set of train tracks when you notice a runaway train headed straight for five workers who are unaware and unable to move in time. You can divert the train to another track, but there is one worker standing there who will be hit and killed if you do so. Should you sacrifice one life to save five?

The Medical Dilemma:

- You are a doctor with five critically ill patients in need of organ transplants. There is a healthy person in the waiting room for a routine check-up. Should you sacrifice the healthy person to save the five critically ill patients by harvesting their organs?

The Insider Trading Dilemma:

- You work for a large financial firm and discover that your company is about to face a major financial crisis, causing its stock value to plummet. Selling your shares now would save you from significant financial loss. Should you sell your shares even though it's based on non-public information, which is considered insider trading and illegal?

The Autonomous Car Dilemma:

- Autonomous cars have become a reality, and they are programmed to prioritize the safety of passengers at all costs. However, a situation arises where the car must choose between hitting a group of pedestrians or swerving into a wall, potentially harming the passengers. How should the programming of autonomous cars be designed in such situations?

DAY 2_SESSION 3: Short exercises to think (critically)

Trainer/s	Ivona A	Duration: 60'
Goals	<ul style="list-style-type: none">• teach participants how to make an argument• teach participants to refute arguments	
Activities	Discuss with the participants what a good argument is and how an argument is created Divide the participants into groups and assign each group to brainstorm on a given thesis and create two arguments; <ul style="list-style-type: none">• "The voting age should be lowered to 16 years old."• "Social media does more harm than good."• "Climate change education should be mandatory in schools."• "Fast food advertising should be banned." Each group presents its arguments while the rest of the group comments	
Materials	<ul style="list-style-type: none">• powerpoint presentation• arguments sheet	

DAY 2

DAY 2_SESSION 4: How to debate?

Trainer/s

Ivona A

Duration: 90'

Goals

- To encourage participants to express their opinions and engage in discussions on various statements or topics.
- To promote critical thinking, active participation, and respectful exchange of ideas.

Activities

"Agree or Disagree: Four Corners of Discussion"

Instructions:

Set Up:

- Arrange the signs or labels in each of the four corners of the room, making sure they are visible to all participants.
- Explain to the participants that each corner represents a different level of agreement or disagreement with a statement or topic.

Selecting Statements:

- Prepare a list of statements or topics for discussion. These can be thought-provoking questions or statements related to the theme of the event or the interests of the participants.

Gameplay:

Read out the first statement or topic for discussion to the group.

Participants will move to the corner of the room that aligns with their level of agreement or disagreement with the statement. For example:

Strongly Agree: Participants who strongly agree with the statement will move to the designated corner.

Agree: Participants who agree with the statement but not as strongly will move to the appropriate corner.

Disagree: Participants who disagree with the statement but not strongly will move to the corresponding corner.

Strongly Disagree: Participants who strongly disagree with the statement will move to the designated corner.

Facilitating Discussions:

- Once participants have moved to their chosen corners, facilitate discussions within each group. Encourage participants to express their reasons for their position and engage in respectful conversations.
- After a set amount of time, bring the entire group back together to share key points from each corner's discussion.

Repeat:

- Continue with the next statement or topic, repeating the process of moving to the appropriate corner and discussing within groups.

Debriefing:

- After discussing several statements, lead a debriefing session to reflect on the experience. Ask participants about the diversity of opinions, challenges faced, and any changes in their perspectives.

DAY 2

Materials

Signs or labels for each corner with the following options:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Statements:

- "Social media has a positive impact on society."
- "Schools should implement meditation and mindfulness programs for students."
- "Privacy is more important than security in the digital age."
- "Climate change is the most critical global issue we face today."
- "Artificial intelligence will have a net positive impact on the job market."
- "The use of smartphones should be banned during school hours."
- "Animal testing is necessary for scientific and medical advancements."
- "Space exploration is a worthwhile investment for humanity's future."
- "Online learning is as effective as traditional classroom education."
- "The voting age should be lowered to 16 years old."
- "Genetically modified organisms (GMOs) are safe for consumption."
- "Universal basic income is a feasible solution to reduce poverty."
- "Capital punishment should be abolished worldwide."
- "Social media platforms should actively combat online hate speech."
- "Censorship is necessary to protect society from harmful content."
- "Euthanasia should be legally allowed for terminally ill patients."
- "Organ donation should be an opt-out system rather than opt-in."
- "Schools should prioritize teaching financial literacy to students."
- "The use of single-use plastics should be banned globally."
- "Schools should teach comprehensive sex education from an early age."

DAY 2_SESSION 5: REFLECTION

Trainer/s

Branimira

Duration: 5' – forever

Goals

- to reflect on daily activities
- to enhance group cohesion

Activities

Reflection groups are made to support participant's learning process, and at the end of each day, to answer the following questions:

- What did I learn?
- How do I feel?
- What was the top and the flop of a day?
- Anything else to say?
- Song of the day (to be put on the project Spotify list)

Materials

- Reflection corner
- Spotify

DAY 3

DAY3 6.8.2023.

DAY 3_SESSION 1: Debate challenge

Trainer/s	Ivona A	Duration: 90'
Goals	Teach participants to have structured and concise discussion while giving each team an opportunity to present their arguments, respond to counterarguments, and make a final case for their position on the motion	
Activities	<p>Format: Three-Step Debate</p> <p>Step 1: Opening Statements The affirmative team presents their arguments in favor of the motion. Negative team presents their arguments against the motion. Each team is given a set amount of time (e.g., 3 minutes) for their opening statements.</p> <p>Step 2: Rebuttals Affirmative team responds to the arguments made by the negative team, refuting their points and reinforcing their own arguments. Negative team responds to the arguments made by the affirmative team, refuting their points and presenting counterarguments. Each team is given a set amount of time (e.g., 2 minutes) for their rebuttals.</p> <p>Step 3: Closing Statements Affirmative team summarizes their main points and restates their position on the motion. Negative team summarizes their main points and restates their position on the motion. Each team is given a set amount of time (e.g., 1.5 minutes) for their closing statements.</p> <p>Optional: Audience Questions If time permits, the audience (if present) can ask questions to either team to seek clarification or challenge their arguments.</p> <p>Rules: Each team should have multiple members (e.g., 2-3 participants) who take turns speaking during their team's allocated time. The moderator or a timekeeper ensures that each speaker adheres to the time limits for each segment.</p>	
Materials	/	

DAY 3

DAY 3_SESSION 2: Idea market

Trainer/s

Branimira

Duration: 90'

Goals

- To explore different non-formal education methods
- To focus on problem-solving skills (promoting critical thinking)
- To describe different non-formal education methods

Activities

There are several roles in this activity:

- Stock manager: a person/trainer who leads the simulation, and who handles the stock and money exchange
- Evaluator(s): a person/trainer who evaluates the stock and whether they can be exchanged for more value. You can have two evaluators, the very strict one and a looser one
- Casino manager: a person/participant who tries to distract the teams, and persuade them to spend money in casino more roles be added depending on the group number (ex. tax collector)

Participants are divided into teams of 4 or 5. The goal is for teams to come up with solutions to the ethical dilemmas they got in the stock. Every team is placed on a different table (one table can be isolated from the others in order to present inequalities in starting positions).

At the beginning, teams receive a certain amount of (monopoly) money.

The task during an activity is that teams exchange money for stocks (each stock is a different task on topic of non-formal education) and earn more money in order to buy more stocks and earn more money.

There are cheap (easy tasks) and expensive stocks (problem solving tasks), and teams decide on which ones they wish to invest in. For example:

- “cheap” stock: It is okay to make a promise you can’t keep. Explain.
- “expensive” stock: 3 cons and 3 pro arguments for motion: Cancel culture makes more harm than benefits.

When they solve the stock (task), they go to the Evaluators table who then evaluate the quality of the task, and evaluators offer a new price for the stock. After that, teams go to the Stock manager’s table to sell this (evaluated) stock for the appointed amount of money and they buy a new stock.

The team who ends the game with the most money is the winning team.

There are distractions in the form of loud music, and casino where they can spend money or make a quick investment (where chances to win or lose a great amount of the money are equal).

The simulation goes for at least an hour, and you can come up with ideas for challenges during an activity:

- the looser evaluator often goes on a break
- Stock manager is trying to rip off the teams
- introduce the tax collection moment, etc

Reflection on the activity:

- How did you enjoy the process?
- How did you organize within teams, did you have roles?
- How did you decide on which stocks to buy, did you have a strategy?
- Which topic is most suitable to process through this method;
- What is the pedagogical value behind it?
- Can we use this activity in youth work?

DAY 3

Activities

Stocks:

200 money

- A parent should stand by their child no matter what. Explain
- It's justified to take a human life sometimes. Explain.
- It's okay to make a promise you know you can't keep. Explain.
- Assisted suicide should be legalised. Explain.

400 money

- Describe an activity that promotes critical thinking
- Write five ethical dilemmas you can use in your activities (not the ones we had in previous exercises)
- Find 5 interesting articles which you can use as a working material in workshop about critical thinking
- Propose one digital tool and explain how you can use it in promoting critical thinking

600 money

- You have been hired to do a job for which you can make some easy money. All you have to do is go to a building, enter in office and press a button on the wall. That's it. But you don't know what the button does when you press it. Would you do it? If you have three yes or no questions about this job, what questions would you ask?
- Which of these options would you choose if you could? Option A: increase the good quality of every person in then world by 25% or option B: reduce the bad quality of every person in the world by 25%. Explain.
- Terrible rulers are competing to take over your region. They are both quite wicked. However, there is the one big difference between them. Wicked ruler 1 is known to be foolish and not at all smart. Wicked ruler B is known to be very very smart. Which ruler would you choose and why?
- You must choose one of two cities in which to live. All you know is that one city has extremely harsh laws, while the other has hardly any laws at all. First, think about what everyday life might be like in the city with harsh laws and the city with hardly any laws at all. Now decide. Which would you prefer? To live in the city of harsh laws or to live in the city of hardly any laws? Why did you make this choice? Why did you not choose the other option?

800 money

- Write 3 pro and 3 con arguments for following motion: cancel culture makes more harm than benefits.
- Write 3 pro and 3 con arguments for following motion: payment for living organ donation should be legalized.
- Write 3 pro and 3 con arguments for following motion: Artificial intelligence should have legal rights and personhood
- Write 3 pro and 3 con arguments for following motion: Preservation of life should be prioritized at any cost.

1000 money

- Genetic Testing and Privacy: Advances in genetic testing have led to the possibility of predicting an individual's future health risks and conditions. A parent discovers through testing that their child has a high genetic risk for a debilitating disease, but the child is unaware of this. The dilemma is whether to inform the child about the genetic risk, potentially causing anxiety and altering their life choices, or to withhold the information to protect their emotional well-being.

DAY 3

Activities	<ul style="list-style-type: none">• Whistleblowing: An employee discovers that their company is engaging in unethical practices that could harm the environment and public health. They face the dilemma of whether to blow the whistle, which could lead to the company being fined or shut down, potentially causing job losses for many employees. The employee must decide between their duty to expose wrongdoing and the potential negative consequences for themselves and their colleagues.• Privacy vs. Security: Governments often face the ethical dilemma of balancing citizens' privacy rights with the need for national security. For example, should a government be allowed to monitor citizens' online activities to prevent potential terrorist threats? Striking the right balance between protecting individual privacy and ensuring public safety can be a complex and controversial issue.• Cultural Relativism vs. Universal Human Rights: This dilemma arises when different cultural practices or beliefs clash with universally accepted human rights. For instance, should a culture that practices female genital mutilation be allowed to continue this tradition, or should it be stopped based on the belief in universal human rights and protection from harm?
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Materials	<ul style="list-style-type: none">• Monopoly money• Sweets• Stocks (pre-prepared)• Casino stuff (dice, cards, tarot etc)• 7 tables (4 for groups, 1 for stock manager, 1 for evaluator, 1 for casino)
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DAY 3_SESSION 3: Guidelines for facilitators

Trainer/s	Branimira	Duration: 60'
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Goals	<ul style="list-style-type: none">• to discuss the role of the facilitator• to be aware of different factors that can influence workshop flow• to prepare participants for their own facilitation
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Activities	<p>The group is asked about their level of experience they have with facilitation.</p> <ul style="list-style-type: none">• who's facilitated an activity, workshop or a meeting before?• who's facilitated 3 activities, workshops or meetings before?• who has facilitated 5 or more? <p>Participants form groups of three with a task to take turns taking two minutes each sharing a personal story of an unsuccessful workshop they've experienced. What made it unsuccessful?</p> <p>Trainers give a different task to every group to solve (inspired by personal experiences of trainers). In plenum they propose how they would solve it. Other groups add their own suggestions.</p>
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DAY 3

Activities

Situations

Planning and Design: You should create a well-structured workshop agenda that balances content delivery, activities, and breaks but you are not super familiar with the topic of the workshop. What do you do?

Participant Engagement: You have a diverse group with participants with different skill levels and prior knowledge and thus different learning needs. List three strategies that solve this challenge.

Logistics: Everything is prepared and paid for the implementation of the workshop already. One day before the workshop you found out that one of the participants have mobility disability. What do you do?

Time Management: During one session participants get involved in a heated discussion. You are reluctant to stop the discussion, but time is ticking and if you do not proceed now it will mess with the whole agenda. What do you do?

Group Dynamics: It is the third day of the training course and it seems the group is divided in national groups and rarely mingle altogether. It started to affect teamwork in working hours. List three strategies that solve this challenge.

Content Relevance: You planned amazing workshop on social media impact, but you are only confident in talking about Facebook. Most of the participants are GenZ-ers. What do you do?

Evaluation and Feedback: In the feedback phase, participants complain about situations you have no power over it. How do you tackle this challenge?

Resource Constraints: 80% of your group are vegans (and you didn't count on it). You operating under certain budget and ensuring quality vegan food for all participants will be way more expensive than you thought. What would you do?

Technical Challenges: You have a workshop on the digital competence in youth work. Venue said the internet connection in all the rooms is excellent. Turns out ,excellent "means ,working occasionally". List three strategies to solve this situation.

Boundaries: During the training course participants complain that trainers don't want to go out to drink with them and thus they don't feel connected to the whole training. Trainers feel like it is not appropriate to drink with participants. List three strategies to solve this situation.

Adapting to Changes: In the agenda you have all day outdoor activities in the form of treasure hunt, rope pulling etc. Unfortunately, it rains (not heavily though). What do you do?

Team Work: You don't like how your co-trainer is talking with participants, but also, he has seniority in the project. What do you do?

Cultural Sensitivity: You are implementing workshop on discrimination. You have participants coming from various cultural backgrounds. One of the participants disagree with the given task and states it is a cultural appropriation. List three strategies to tackle this challenge.

Linguistic barrier: You have 2 participants that have difficulties to understand English language and feel incompetent to participate in activities. List three strategies to tackle this challenge.

Ensuring Follow-Up: Participant have difficulties to self-asses on his learning during the workshop. List three strategies to solve this issue.

Inclusion: Out of all participants in the group, you have one that is 60 years old and sometimes feels excluded from activities, especially in the free time (since the rest of the group is much younger). List three strategies to tackle this challenge.

In the end, trainers will present a basic form of workshop to support participants in the preparation of their own workshops: introduction, main activity, conclusion, reflection +duration, goals, materials

DAY 3

Activities	The teams for “DIY” sessions were formed at this moment. There were 8 teams altogether, and within their teams now they had the rest of the day to decide on the workshop they wish to implement with rest of the group as audience (with the main goal: to support critical thinking of the participants). Trainer divides handouts on facilitator and participant roles in workshop.
Materials	<ul style="list-style-type: none">• different tasks to solve (pre-prepared)• basic workshop form• facilitator and participant role handout• DIY schedule

DAY 3_SESSION 4: REFLECTION

Trainer/s	Branimira	Duration: 5' - forever
Goals	<ul style="list-style-type: none">• to reflect on daily activities• to enhance group cohesion	
Activities	Reflection groups are made to support participant’s learning process, and at the end of each day, to answer the following questions: <ul style="list-style-type: none">• What did I learn?• How do I feel?• What was the top and the flop of a day?• Anything else to say?• Song of the day (to be put on the project Spotify list)	
Materials	<ul style="list-style-type: none">• Reflection corner• Spotify	



DAY 4

DAY4 7.8.2023.

DAY 4_SESSION 1: PREPARATION TIME

Trainer/s	Ivona Z i Branimira	Duration: 60'
Goals	<ul style="list-style-type: none">• to prepare for DIY sessions	
Activities	DIY teams are doing the final preparations for the following sessions. Trainers support them with expert counsel. Teams were provided with all necessary materials for the preparation of workshops.	
Materials	Whatever is in the venue place.	

DAY 4_SESSION 2: DIY 1-4

Trainer/s	Ivona Z i Branimira + Participants	Duration: Whole day
Goals	<ul style="list-style-type: none">• to offer a space for participants to try and implement some NFE methods	
Activities	Participants lead activities. 8 groups in 4 blocks. Teams are now asked to implement the tools/methods with others as the audience. Two workshops were held at the same time, four blocks of workshops. Each person was responsible for their own learning process, and thus they will choose which workshops would they like to attend, with equal number of participants in each.	
Materials	Depends on participants.	

DAY 4_SESSION 3: REFLECTION

Trainer/s	Branimira	Duration: 5' - forever
Goals	<ul style="list-style-type: none">• to reflect on daily activities• to enhance group cohesion	
Activities	Reflection groups are made to support participant's learning process, and at the end of each day, to answer the following questions: <ul style="list-style-type: none">• What did I learn?• How do I feel?• What was the top and the flop of a day?• Anything else to say?• Song of the day (to be put on the project Spotify list)	
Materials	<ul style="list-style-type: none">• Reflection corner + Spotify	

DAY 5

DAY5 8.8.2023.

DAY 5_SESSION 1: Youthpass Islands

Trainer/s

Ivona Z

Duration: 90'

Goals

- to introduce the eight key competences by way of a 'learning-by-doing' activity
- to introduce Youthpass and raise awareness of it as a tool for self-assessment and recognition of non-formal education

Activities

Set up eight workstations. Use tables or mark out eight islands (with masking tape) on the floor, corresponding to the eight key competences. Place one task card and the necessary materials and equipment on each island, as described on each task card. Set up a 'passport control office' (a table and a chair) for the facilitator to stamp the YouthpassPorts and administer the eight-sided die. Two facilitators are needed for the activity. One stays at the 'passport control office' and the other checks on the different groups to assist them. The latter should be able to answer procedural questions about the game. The objective of the game is for each team to get their 'Youthpass-Ports' stamped, after visiting as many islands as possible and fulfilling certain tasks related to each one of the eight key competences.

- Divide the participants into groups of 3-5 people.
- Ask each group to choose a team name.
- Give one YouthpassPort to each group.

The objective of the game is to get the passport stamped with the eight different island icons within 45 minutes. Each icon represents one key competence. Do not tell them yet that they do not need to get all the stamps (keep this for the debriefing). Explain that there is a passport control office where they will get their Youthpass-Ports stamped once they have visited an island and completed at least one of the tasks as a team (there are three tasks on each island card). After getting the stamp, they will roll the die to continue with their journey.

Stay in the 'passport control office' with the stamp and the die.

Once they roll the die, they go to the island with the task card that matches the icon on the die. If there is another team on the island, they have to roll the dice again until they find a vacant island they have not visited before.

The game ends when the time is up or when one of the teams has obtained the eight stamps.

Gather the participants in plenary for the debriefing.

How many stamps have you got? Is there a winner or a loser? What was the goal of this activity? Can you get all the stamps? Should you get all the stamps? Would you prefer to stay on a certain island for longer?

During the debriefing, focus on the game and its relevance to the competences and the project.

- Why was it important to get a stamp from the 'authorities'?
- Did he/she check to see if your task was accomplished or not?
- Point out: self-assessment/guidance, learning process.

Discuss with the participants how the eight competences are related to the Youthpass and show samples of Youthpass certificates, focusing on the competences part (use computer equipment, if available)

CLOSURE: The real task is learning the competences we are interested in. It is not necessary to get all the stamps unless that is our goal. The activity is also intended as a group-building activity and participants should be encouraged to do the tasks as a group.

DAY 5

Materials

- island cards,
- stamps,
- octahedral dice,
- youth-passport

DAY 5_SESSION 1: Youthpass Islands

Trainer/s

Ivona Z

Duration: 90'

Goals

- to encourage participants to reflect on their learning journey and personal growth throughout the entire duration of the program
- to identify personal strengths and areas where participants have grown and developed new skills

Activities

What did I learn?

Prepare four pieces of paper, each of them presenting one day of the week. Mark them as DAY 1, DAY 2, DAY 3 and DAY 4. Tell participants to list all competences they'd gained during the week on post-it papers.

While they are reflecting and writing down their answers, divide the whiteboard or flipchart in three groups with a marker. Each segment corresponds to one of the programme's outcomes:

- To dive into tools and methods for non-formal education
- To foster creativity and critical thinking in non formal education
- To develop facilitation skills in youth work

Instruct the participants to group their answers accordingly. You can invite a volunteer who is going to read the answers from the sticky notes.

Ask the participants:

- Do you think that the programme reached the outcomes?
- How can you connect the activities with 8 competences?

Competences group work

Organize the participants into multiple groups and request them to record how they have enhanced their own 8 key competences during this week.

Instruct them to create a group poster that they will present to the others.

Provide a summary of the group's collective conclusions.

Materials

- A3 papers,
- printed competences,
- sticky-notes



DAY 5

DAY 5_SESSION 3: Follow-up

Trainer/s	Branimira	Duration: 60'
Goals	<ul style="list-style-type: none">• Development of dissemination techniques and skills• To have a concrete plan for dissemination	
Activities	<p>1. Journalists (30') - the trainer instructs the participants, who are divided into their national groups to write an article. The task of each group is to design and write an article that will be published on the websites of the associations (whose persons are the mentors of the initiatives), as well as short texts for Facebook and Instagram. The written texts and the article for the web will be presented to the other groups upon completion.</p> <p>2. Dissemination bingo (30') After that, trainers introduced the meaning and importance of follow-up in Erasmus+ projects. Participants formed national teams and were given Dissemination Bingo cards to choose how they can promote their learning outcomes after the training course.</p>	
Materials	<ul style="list-style-type: none">• Dissemination bingo card	

DAY 5_SESSION 4: Evaluation

Trainer/s	Branimira	Duration: 60'
Goals	<ul style="list-style-type: none">• to evaluate the whole experience	
Activities	<ul style="list-style-type: none">• Part 1 – Dixit evaluation Each participant chooses one Dixit card which represents their thoughts and feelings about the youth exchange as a whole. If they want, participants can describe the card they have chosen, or they can just show the card to the group, without explaining what it represents and means for them.• Part 2 – Pie chart evaluation Flipchart in a form of pie slices was presented to participants, where each slice represented one of the categories (ex. Accommodation). For each slice, they needed to mark the dot closer to the circle if they were satisfied with that "slice", and closer to the edge if they were not that satisfied.• Part 3 – Letter of good wishes Each participant has a plain paper stick to their back. Now, participants go around the room and write good wishes on each other's backs, without knowing what is written on their back. The instruction is not to read the Letters before their arrival back home.• Part 4 – Formal evaluation Formal evaluation was done through Google form questions, where all relevant topics were covered, from preparatory phase of the project to this specific moment.	
Materials	<ul style="list-style-type: none">• Dixit cards• Pie chart• Google form	

DAY 5

DAY 5_SESSION 5: YOUTHPASS CEREMONY

Trainer/s	Branimira and Ivona Z	Duration: 20'
Goals	<ul style="list-style-type: none">• to present Youthpass certificates• to close the training	
Activities	Participants will give each other Youthpasses + with short description of the person he/she is giving a Youthpass.	
Materials	<ul style="list-style-type: none">• printed Youthpasses	



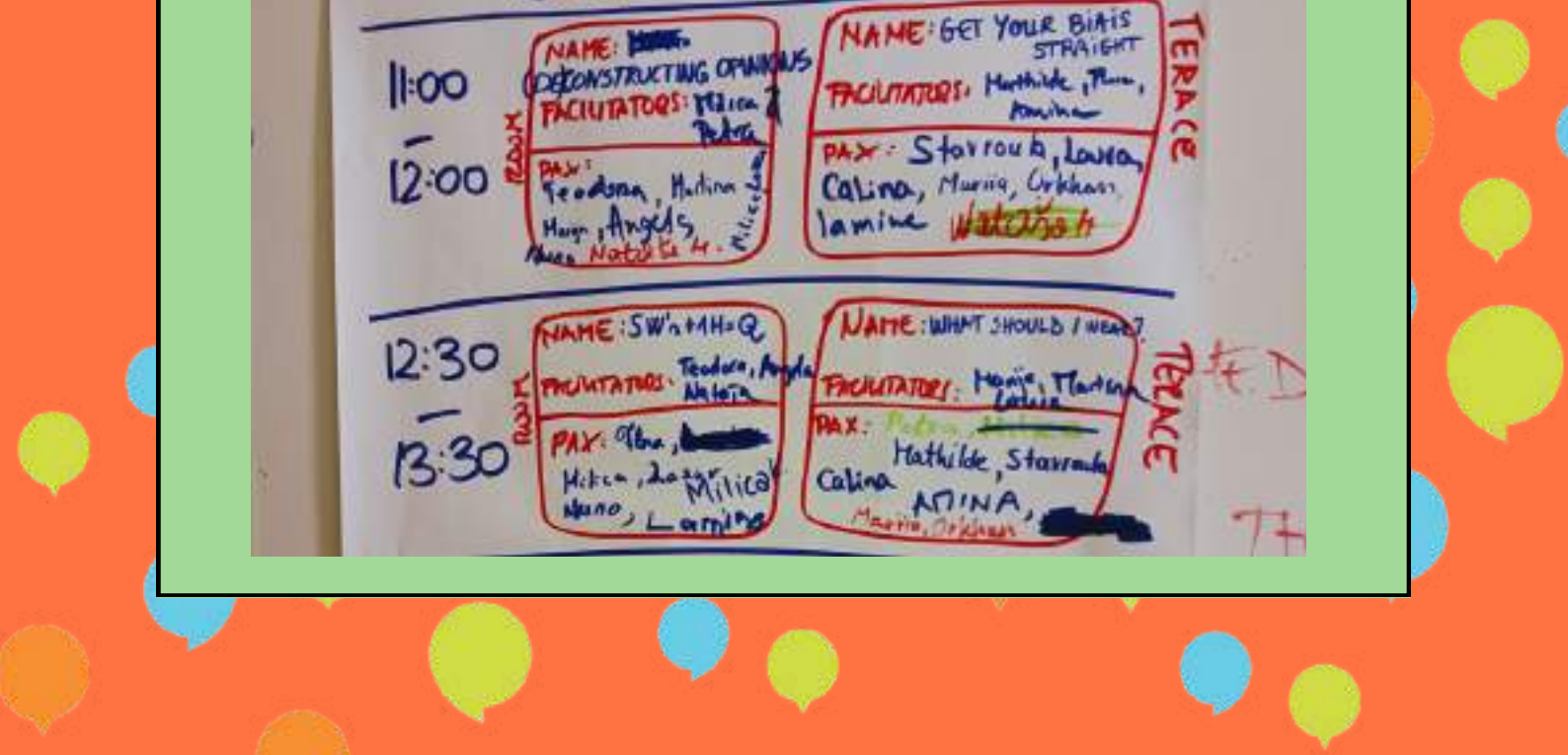
PARTICIPANT'S WORKSHOPS



It's our turn now!

Oh, no!

SCHEDULE DIY	
11:00	<p>NAME: DECONSTRUCTING OPINIONS</p> <p>FACILITATORS: Helena, Pedro</p> <p>PAX: Teodora, Martina, Hugo, Angela, Maria, Natalia, H.</p>
12:00	<p>NAME: GET YOUR BITS STRAIGHT</p> <p>FACILITATORS: Mathilde, Plou, Amine</p> <p>PAX: Stavrouki, Louisa, Calina, Muriq, Urkhan, Iamine, Walter</p>
12:30	<p>NAME: SW'n + MH=Q</p> <p>FACILITATORS: Teodora, Angela, Alistera</p> <p>PAX: Alistera, Helena, Zoey, Milica, Alano, Larriane</p>
13:30	<p>NAME: WHAT SHOULD I HEAR?</p> <p>FACILITATORS: Maria, Martina, Louisa</p> <p>PAX: Alistera, Mathilde, Stavrouki, Calina, Alistera, Maria, Urkhan</p>



WORKSHOP1: How to find the fake news

Name of the workshop: How to find the fake news		
Trainer/s	Lamine, Lazar, Milica S.	Duration: 45'
Type of the method	Online research, comparing facts, learning through questioning	
Goals	Learning to recognize fake news through critical thinking and using different online tools provided during the session.	
Description, step by step instructions	Participants are divided in two groups. Each group write definitions of the fake news and some different types of the fake news. Participants are divided in two groups – a bad guy and a good guy. Bad guy group create two news – one fake and one true; then the good guy group verify if the information is true or false.	
Debriefing/ reflection questions	<ul style="list-style-type: none">• Can you now understand fake news?• What did you learn?• Do you now know how to ---- if a news is fake?	
Learning after participants feedbacks	<ul style="list-style-type: none">• Five stars were given by the participants and they learnt the tools to recognize and combat the fake news.	
Materials	<ul style="list-style-type: none">• Paper• Markers• Whiteboard• Mobile phones• Quiz app	
Attachments	Online quiz: https://euvsdisinfo.eu/quizzes/euvsdisinfo/	



WORKSHOP2:

Boosting volunteers

Name of the workshop: Boosting volunteers

Trainer/s

Nuno

Duration: 45'

Type of the method

Energizer, Group learning, Group discussion with case studies and presentation

Goals

- To define key components
- To prepare the group for different situations regarding people they might work with
- To prepare them to present clearly their vision and approach on a case study
- To understand some strategies for volunteering improvement

Description, step by step instructions

Energizer – Biggest Fan: The facilitator explains that a tournament is going to take place. The rules are very simple: people just play the game “rock, paper, scissors” in pairs, but the loser in each round has to become the winner’s “biggest fan“. It should follow the winner and cheer him while he is dueling with other people and while the other rounds are happening. Eventually the game will end in a final round in which there will be a big crowd in each side of the players. If there is enough time ask for participants if they want to do it again.

Introduction:

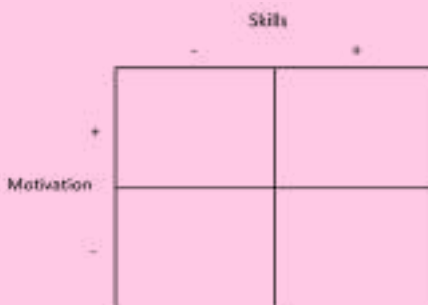
Preparation: Prior to the activity, the facilitator should write down on a whiteboard the words youth worker/volunteer and organization/NGO. They should try to make it pretty and appealing, with drawings, for example. On the other face of the whiteboard they should also draw a table with two rows and two lines, and with the words “skills” and “motivation”, as demonstrated in the attachment (fig. 1).

Introduction: The facilitator should ask the participants what a youth worker/volunteer is and write down the main topics. Then ask the participants what an organization/NGO is and write down the main topics. Afterwards briefly define each topic.

Definitions:

- Volunteer: a person who freely offers to take part in an enterprise or undertake a task; a person who works for an organization without being paid;
- NGO (non-governmental organization): a group that functions independently of any government; usually non-profit; established on community, national, and international levels; serve a social or political goal such as a humanitarian cause or the protection of the environment;

The facilitator then shows them the whiteboard table. Explain them it is an easy way to rapidly access the status of a volunteer. There are other ways, but this is a very simple and practical one. The main aspects you’re trying to highlight is “motivation” and “skillset”. So, you have four “boxes”: 1) no motivation and no skills; 2) no motivation and skills; 3) motivation and no skills; and 4) motivation and skills.



WORKSHOP2:

Boosting volunteers

Description, step by step instructions

Preparation: Preparation: Prior to the activity, the facilitator should write down (or print) 8 people's profiles in different papers:

- Benny just joined an organization for the first time. He's a young university student that is very passionate about the causes the organization works with and would like to help, but he doesn't really know how.
- Hailey is finishing her master's in marketing. She joined the organization with a group of friends last year. She enjoys talking to businesses and find sponsors, but ever since her friends left, she joins very little projects and skips most meetings.
- Harry has been part of the organization for six years. He has coordinated several projects and always makes sure everything gets done well and on time. He loves sharing his ideas with the team and discuss ways to improve.
- Maria coordinated a previous organization for two years. She is used to managing people, knows how to prioritize tasks and resources. She has many ideas and projects she would like to implement and can motivate the people to do it, but she just joined this new organization and isn't very comfortable yet.
- Nicolas has been working on the organization for a couple of years now. He's comfortable with any task and has the initiative required to do the work. However, the lack of time derived from his part time job makes it impossible for him to be present in key moments. Sometimes that has a negative impact on how he views himself on the organization.
- Lizzie joined the organization because her friends also joined. She doesn't really know what she's doing or how she can help.
- Reggie is young and energetic. Loves what the organization does, is always present and gladly accepts new challenges. He is not very coordinated and messes up most of the tasks he's given. You need to double check his work most of the time.
- Karen is fairly new to the team. She is not very skilled and has a hard time accepting other peoples' ideas. When things don't go her way, she just leaves the room.

Description: Divide the group in smaller ones and distribute the papers of the volunteer's profiles between them. Their task is to identify in which "box" they would put that person and discuss some strategies on how to help them if needed. Give them 10 minutes and start the clock. After that time ask each group to read their profiles, to put them on a "box" and to briefly share what they discussed. After each group, ask the others if they agree/disagree with what has been said.

Introduction: The facilitator should ask the participants what a youth worker/volunteer is and write down the main topics. Then ask the participants what an organization/NGO is and write down the main topics. Afterwards briefly define each topic.

WORKSHOP2:

Boosting volunteers

Debriefing/ reflection questions

Energizer:

Everybody should be cheerful. Ask them how they feel. "Was it good to cheer another person?", "Was it overwhelming to be cheered?". Ask them what they think will be the main topic of the next activity.

Introduction:

Everybody should understand clearly what a volunteer and an NGO are in order to do the next dynamic.

Preparation:

Reflection: What is the purpose of identifying these aspects? What should we do as an organization for the volunteers? The main goal is for participants to see a clear path on how to improve these people.

Explanation:

4) motivation and skills – should we do anything? Yes! Our main goal is to keep this person in this box, but if they are not challenged or if they feel they cannot be trusted, they can easily become unmotivated. So, we should give them space, allow them to make risks, and give them responsibilities, for example to manage a team. Trust is key and the word that best describes this is "Delegate"

Box 3) motivation and no skills – This should be an easy one. They are enthusiastic but don't know how to do stuff, so we should dedicate time to teach them, to explain how things work and encourage them. By doing so they can easily jump from box 3) to box 4). Patience is key and the word that best describes this is "Educate"

Box 2) no motivation and skills – They know how to do stuff but are not motivated either with the tasks or with the team, so we should ask questions, try to understand them, to make them feel welcomed, to involve them and motivate them. By doing so, they can easily jump from box 2) to box 4). Empathy is key and the word that best describes this is "Support".

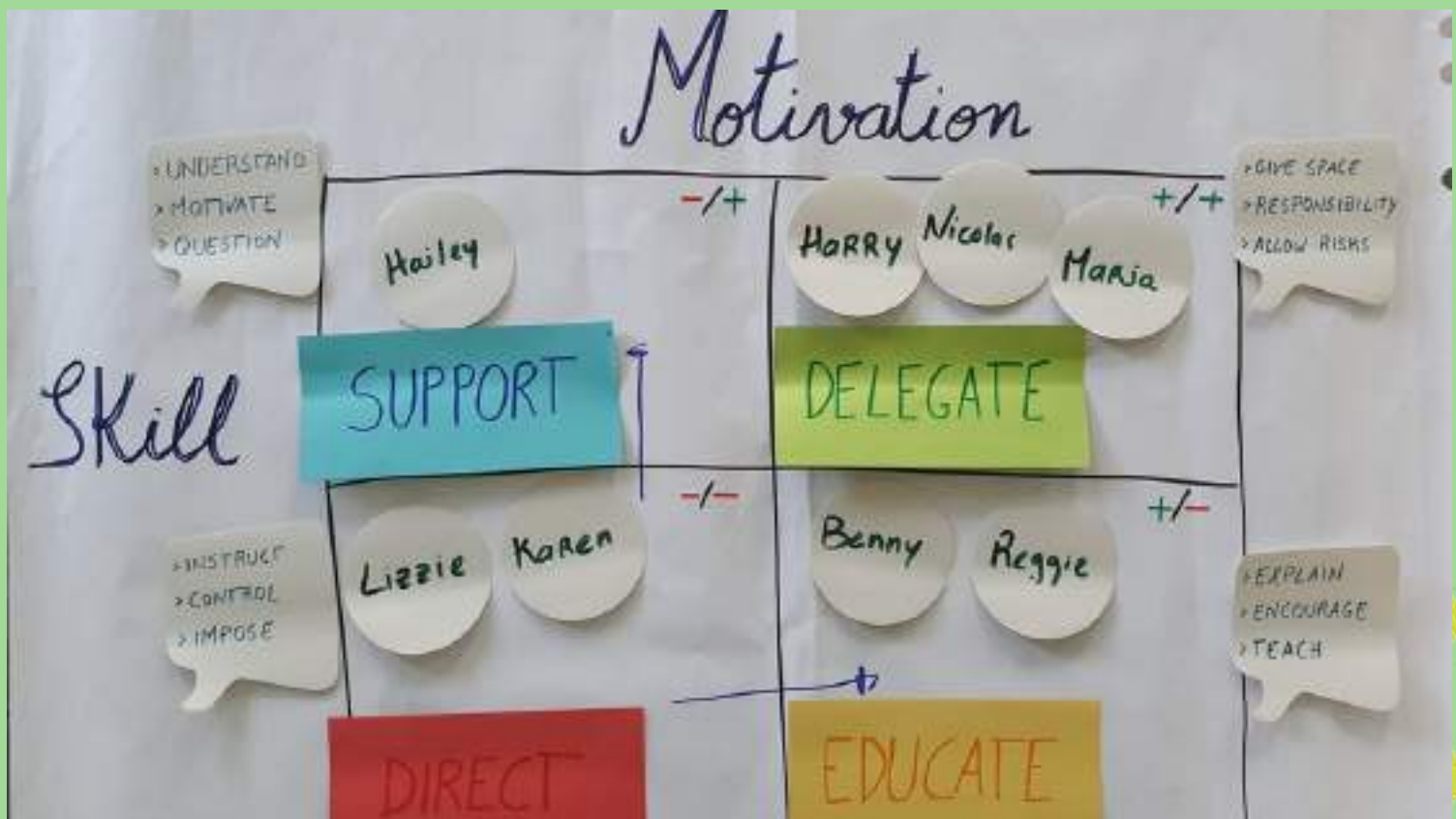
Box 1) no motivation and no skills – This is the hard one. First of all, the strategies we discussed previously should be implemented. There are 2 possible paths in this one, which are to focus on motivation and make them jump to box 3), or to focus on skills and make them jump to box 2). There is also another path which is to focus all at the same time for a direct jump to box 1) but realistically is a very complicated one. The thing is we are dealing with people and not everything is black or white. If this doesn't work the approach should be tough love. We should be their shadow. We need to instruct, control and sometimes impose. If this doesn't work either, then (unpopular opinion) they should leave. It's not your fault, maybe it's not theirs, but this might not be the place for them, and to force it can have a negative impact on everyone. Accepting is key and the word that best describes this is "Direct".

Final words: Organizations (schools, companies) can be viewed as a train. It helps people on the journey, but for most of them is not the destination and eventually they will leave, so they should leave confident and prepared for the world ahead.

WORKSHOP2:

Boosting volunteers

Learning after participants feedbacks	<p>Instead of presenting the defining words of each box, maybe try a game with participants to see if they can guess what the word is. Be aware that some people might have some previous knowledge in this field and group them with people who are still learning.</p>
Materials	<ul style="list-style-type: none"> • 8 papers with profiles, • White board, • whiteboard markers, • stickers and • projector.
Attachments	<p>Photos</p>



WORKSHOP3:

Pizza pan

Name of the workshop: Pizza pan

Trainer/s

Petra and Milica

Duration: 45'

Type of the method

Debate exercise

Goals

Development of critical thinking

Description, step by step instructions

Analysis of the debate motion
 1. Analysis of wording
 2. Analysis of stakeholders - who does it impact, how does it impact them, how do they react
 Exercise, step by step motion cracking
 Analysing groups answers and coming to conclusions together

Debriefing/ reflection questions

- Brief feedback from participants, describing the workshop in one word

Learning after participants feedbacks

- Leaving more time for thinking about questions

Materials

- Whiteboard,
- markers,
- papers,
- pens,
- sticky notes

Attachments

None



WORKSHOP4:

No hard feelings

Name of the workshop: No hard feelings

Trainer/s

Petra and Milica

Duration: 45'

Type of the method

- Reflection activity
- Energizer

Goals

- Encourage introspection and critical thinking about feelings that come up in situations of debating and stating opinions.
- Create connections in the group related to the feelings they have or not in different situations.

Description, step by step instructions

ENERGIZER

The feelings

In a circle, each participant has to say a feeling to the participant who is on the left side. The left side participant has to express the feeling and choose a different feeling to the next participant. (Ex: Participant A chose "happiness" to participant B and this participant represents the feeling and chose "scared" for participant C).

The first round is made slowly, so the participants know what are "their feelings", then they can do a second round faster, just representing.

After this, all the participants are invited to walk around and when they listen to the word "stop" they have to find a person and express the feeling. You can use the command "continue" so they can move around again.

MAIN ACTIVITY

The line game (1st part)

There is a line drawn on the floor and participants are asked to form two lines, one on each side of the line. They are given instructions that they will hear statements and that they should step on the line if they agree with the statement and stay in their place if they don't agree. Then, the facilitator encourages them to take some time to silently reflect on their decision to move or stay, their understanding of the statement and their experiences related to the statement. When they feel like they've had enough time, they should step back. They are informed that they will not be asked to share their thoughts because the point of the exercise is introspection.

The statements are divided into two types: 1st more dynamics/ funny and 2nd more introspective/ profound. Music should be played only in the 2nd part of the statements and it's important to be only instrumental/ calm music when the facilitator announces to the group that he/she is going to ask deeper questions and that the group needs to be in silence.

It's EXTREMELY IMPORTANT that the facilitator keeps a calm voice tone during the game and that he/she is in an emotional balanced state to develop both parts of the dynamic. During the game, some participants might cry, so giving tissues is a nice supportive way to calm down their emotions and to make them feel some more support and comfort in the space.

WORKSHOP4:

No hard feelings

Description, step by step instructions

STATEMENTS

Step on the line if (1st part)

- You like to travel.
- You live in a small town.
- You like to listen to music while having a shower.
- You like pineapple on pizza.
- You made someone laugh this week.
- You killed someone in the killer game.

Step on the line if (2nd part)

- You are in love.
- You find it hard to state your opinion when you're in a minority.
- You ever changed your opinion due to the influence of someone else.
- You feel uncomfortable about correcting someone who is wrong.
- You sometimes get angry at people for things you do yourself as well.
- You feel good when you have a chance to explain your opinion to a group of people.
- You ever felt completely happy or proud of yourself.
- You believe you can make a positive impact on people close to you.

The line game (2nd part)

After the statements are done, the participants are invited to sit in a circle or in "U" format, so they can all reflect about what happened during the game. The facilitator has to mediate/ guide/ connect the group feedback and ask questions that are already prepared and also "improvise" in the way that some important questions can come out and can be useful to make the group think rationally about the situation and their feelings.

When this part is done, it is extremely important that the facilitator thanks all the participants and be available for any private need of sharing/ digesting emotional situations/ thinking.

Music proposal:

- Ludovico Einaudi: Low Mist (Day 1)
- Ólafur Arnalds & Nils Frahm - 20:17
- Jóhann Jóhannsson - 'Flight From The City' from Orphée

QUESTIONS FOR GROUP REFLECTION (Basic questions)

- How did you feel?
- Why did you feel this way?
- How did you feel when you decided to move or to stay?
- Did you regret some of your moving choices during the game? Why?
- How about the others? Did you pay attention to them or were you just focused on yourself? How did it impact you?
- What can we learn from this experience?

Important notes: If it's possible, the activity should be developed outdoors or inside, in an illuminated place (more "open" windows, the better), without background noises and movement of people that are not part of the group or participating in the activity. Statements and basic reflective questions need to be carefully prepared/ adapted before, according to the group characteristics.

WORKSHOP4:

No hard feelings

Debriefing/ reflection questions

Reflection with Post-its

- Every participant writes in a post-it what did he/she thought about the workshop/ environment/ importance of the topic/ group dynamics and, if they feel comfortable, they can share their thoughts in the group or just stick it in the reflection wall.

Learning after participants feedbacks

- Make an energizer after the Line game to release a bit of the emotional sad feelings.
- Give the participants more time to think about the 2nd part (Reflection questions in group) while it's happening.
- Put some happy/ calm/ instrumental music when the workshop is done so participants can leave in a good environmental mood.

Attachments

None



WORKSHOP5:

Continents

Name of the workshop: Continents		
Trainer/s	Mariia and Orkhan	Duration: 45'
Type of the method	Gamification, mime energizer, game about migration and diversity, one word feedback method	
Goals	to highlight serious topics of migration, inequality, diversity through play, data and knowledge education in a simple way.	
Description, step by step instructions	<p>Determine the number of participants Prepare the structure of the workshop in order to gradually reach the goal Prepare questions and information for the workshop Determine the roles of each trainer comma someone gives instructions and explanations, someone asked questions, someone provokes discussion. Prepare paper materials. Organize the space. Implement the workshop</p> <ul style="list-style-type: none"> • Energizer, mind game, words are made up to be shown as stereotypes • Discussion of stereotypes, equality and diversity • Asking whether people have experienced migration • Conducting the main activity, world population, amount of money, amount of polluted territory. • Summarizing, discussing ways to solve <p>Feedback, evaluation</p>	
Debriefing/ reflection questions	<ul style="list-style-type: none"> • Was it easy to arrange the paper people and cigarettes? • Whether the result was unexpected for you? • What problems we found? • How to solve them? • What is your experience? 	
Learning after participants feedbacks	<ul style="list-style-type: none"> • Have more visible materials • Put more time for the final discussion 	
Materials	<ul style="list-style-type: none"> • Paper materials, • continents, • paper people, • paper cigarettes, • pens, • stickers for feedback, • statistics and data for the game 	
Attachments	None	

WORKSHOP6:

Get your bias straight

Name of the workshop: Get your bias straight

Trainer/s

Mathilde, Amina and Flora

Duration: 45'

Type of the method

- Case studies and
- improvisational theater

Goals

Enables participants to get aware of their cognitive bias and how to try to solve them

Description, step by step instructions

Energizer - this is a cat, this is a dog

- Participants are standing in a circle
- One facilitator give one object to the participants towards left side and telling this is a cat
- Then participants and needs to give to their neighbor and ask again what it is to previous participants
- At the same time the facilitator gives on the right side an another object and tells this is a dog
- The goal is to pass the object towards the all circle and try to memorize the name of each object

A little intro about cognitive bias

- One facilitator gives some fun facts like there is more than 200 cognitive biases
- Then,ask participants via mentimeter or word cloud what it is for them
- Thefacilitator can lead a short discussion with participants who wants to explain their words
- And finish with a definition of bias

Teamwork

- The facilitators divide the group into 2 with the short game, sea or mountain, until there is same numbers or almost same in each group
- We choose 6 biases that can influence the decision making. each participant will have a persona card with a name and one of the cognitive biases with its definition
- In the group, they will have 10 minutes to invent a short situation of everyday life where all the biases appear
- As far as possible they need to try to find a solution or at least think about it

Restitution

- Each group will present with the short improvisation of their situation
- If they are really uncomfortable with this, they can just choose to read it

Conclusion

- About the way to find a solution
- Show the infographic to understand all cognitive biases

WORKSHOP6:

Get your bias straight

Debriefing/ reflection questions	<ul style="list-style-type: none">• Did you learn about bias you didn't know?• Did you recognize your self in some bias?• Do you think you will be more aware?• What did you like about this activity?• What would you improve?
Learning after participants feedbacks	<ul style="list-style-type: none">• Be more clear about timing and task to do• Maybe adapting with a case study to find instead of a role play, depending on the timing• Summarize after World cloud ice breaking• Prepare something more if there's still time left
Materials	<ul style="list-style-type: none">• Mentimeter,• projector,• computer,• flip charts
Attachments	None



WORKSHOP7:

What should I wear?

Name of the workshop: What should I wear?		
Trainer/s	Laura, Marija and Martina	Duration: 45'
Type of the method	<ul style="list-style-type: none"> • Game – How long until it's gone? • Game –pantomime • Brainstorming and teamwork, problem solving, discussion, reflection 	
Goals	<ul style="list-style-type: none"> • to raise awareness about fast fashion, environmental problems in general • to find solutions on fast fashion problems • to connect the group • to encourage critical thinking on environmental topics 	
Description, step by step instructions	<p>INTRO All participants have to connect 12 objects with given ages to sort out their time of the decompose in nature. When finished, we altogether correct and comment right answers. For introduction of topic, one volunteer do cheradee of keyword.</p> <p>MAIN PART All participants brainstorm about problems connected to fast fashion, and trainers are writing their words on post its notes, and sticking on flip chart or board. Participants are divided into groups, and have to choose one problem they think is the biggest. They have to come up with arguments why did they choose that problem, and list three possible Solutions. They have 10 minutes for research and discuss and then present to the other group. We all together discuss everything that has been said, talk about situations in each country, and what are we doing about it.</p> <p>REFLECTION – Pizza chart</p>	
Debriefing/ reflection questions	<ul style="list-style-type: none"> • my participation • my interest in the topic • methods and material • trainers • importance of the topic • group dynamic 	
Learning after participants feedbacks	<ul style="list-style-type: none"> • Leave more time for discussion and more questions 	
Materials	<ul style="list-style-type: none"> • 12 objects like bottles, • clothes, • 12 belonging papers, • markers, • blank papers, • post-its 	
Attachments	/	

WORKSHOP8:

5W's + 1H = Q

Name of the workshop: 5W's + 1H = Q

Trainer/s

Angela, Teodora and Nataša

Duration: 45'

Type of the method

- Energizer, questions, discussion, mind mapping, hot seat, sticking notes, brain gym

Goals

- Building questions and answers
- Analyzing the meaning of questioning
- Developing critical thinking and active listening

Description, step by step instructions

Energizer – jump in and out, left and right

- Asking participants to stand up and form a circle, holding hands into the center
- Explaining them the instructions of The Activity
- The participants follow and say the same as facilitator in three rounds
- Round one is announcing the group say what I say and do what they do, together with the leading person they practice one of four commands. Commands are jump in, jump out, jump left, jump right
- Round two is announcing to group another command. command is say the opposite of what I say and do what I say. Participants continue with a series of jump commands
- Round three announcing to group another command. Command is say what I say and do the opposite of what I say. Participants do the jump commands until the circle breaks up to much.

Activity

- On the whiteboard is written the title of the workshop 5W's + 1H = Q
- The participants are told to find hidden papers which were the answers to the formula.
- After participants find out the papers they read it loud and they stick them to themind map on the whiteboard

Discussion

- After creating a mind map they were asked questions for opening the discussion
- Do you use these questions in your daily life?
- How can you relate the picture with the questioning word?
- Do we answer really on the questions that we were asked?
- Is it difficult for you to build a question or give an answer?
- While the participants are answering, some answers were written on the board

Activity – hot seat

- The facilitator ask for a volunteer to step outside the room. The ones who stayed were asked to create the character and the place. After that participants task was to build six questions by using a question words who, why, what, how, where, when so that they could lead and help the other participant to guess who he or she is and where he or she is. After the participant make an agreement, the participant outside the room it's called to come in and sit on the hot seat in front of others for stop one by one here receives the questions and answer it.

WORKSHOP8:

5W's + 1H = Q

Description, step by step instructions	<ul style="list-style-type: none">• After the six questions are used the participant in the hot seat must answer his clues of who he or she could be and where he or she is. Activity varies, in the second round two persons are guessing, in third round one person was guessing• After the activity the participants were reflected on an activity by answering the questions: how was the activity? what was easy and what was difficult?• Participants are giving feedback from the perspective of someone who questions and from the point of the one who answered analyzing the both sides Reflection tree <ul style="list-style-type: none">• On the whiteboard it's sticked the drawing of the reflection tree• On the reflection tree were five unfinished sentences, I've learned, I've felt. I described, I use, I rate Participants receive sticky notes and write word or phrases to finish the sentences individually and stick it on the drawing.
Debriefing/ reflection questions	<ul style="list-style-type: none">• What have you learned in this workshop?• How did you feel during the workshop?• How would you describe this Workshop in one word?• How can you use this workshop or what have you learned in the future?• How would you rate this workshop?
Learning after participants feedbacks	<ul style="list-style-type: none">• We learnt how to focus more on the schedule of activities during the workshop• We learnt how to quick manage in the situations where we have a lot of time left• We'll learnt to cooperate with each other if mistake happens during the workshop
Materials	<ul style="list-style-type: none">• White board• Markers• post-its
Attachments	Photo

IMPRESSUM



See you next time!

Bye, bye!

★ **Publication name**
The Mind's Playground Handbook

★ **Publisher:**
Croatian debate society
Berislavićeva 16, Zagreb /hdd@hdd.hr/
www.hdd.hr

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★ **Zagreb, 2023.**

The publication was created as part of the "The Mind's Playground" project funded by the European Union through the Erasmus+ programme. The content of this publication is the sole responsibility of the Croatian debate society.