

DO IT YOURSELF: FACILITATE LEARNING EXPERIENCES

Training courses for youth workers

Brežice, Slovenia 29.3. – 5.4. and 21.5 – 29.5.2018

Sessions outlines



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1. INTRODUCTION

Do it yourself: facilitate learning experiences was a project supported by the Erasmus+ program and the Slovenian national agency for the Erasmus+ program, youth chapter, MOVIT, Ljubljana. It was composed of two training courses and a »do it yourself« practice period in between. The main purpose was to enhance learning in activities with and for young people. It connected 48 youth workers and youth leaders from 10 European states (Romania, Bulgaria, Latvia, Italy, Estonia, Croatia, Spain, Portugal, Poland and Slovenia) who worked and live together for the duration of the activities.

The approaches, methods and tools presented in this document were used during the implementation of the educational program, however we also added some others based on the evaluation outcomes. They can be used as an educational program for youth workers on the beginning of their career (1st training course) and also for deepening the competences of youth workers who wish to add more learning dimension into their work (2nd training course). Please note that the presented material reflects one possible way of delivering a training course for youth workers on the chosen topic. There are also many other ways, how to present and deliver the chosen topics equally effective.

The author **does not claim ownership** on the methods and tools presented in the toolkit. This toolkit can be seen as a report of the used approaches during the mentioned training courses. We are also stating the sources, where relevant.

1. SESSION OUTLINES

| SESSION | First touch |
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| TIME FRAME | Evening of the traveling day |
| DURATION | 45' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. A short introduction. 2. Starting to get to know each other (creating a welcoming and safe learning environment). |
| CONTENT | <ol style="list-style-type: none"> 1. A short introduction (Welcoming the participants, explaining the length end purpose of the session) 2. A round of names. 3. Getting to know each other with the help of Dixit cards. We scatter different Dixit cards on the floor. Each participant choses three cards and start randomly walking around the room. He needs to find another participant, say something about himself and then shares the stories, connected with the Dixit cards with another participant. Than they change the roles. After finishing, he finds another person to share the stories with. 4. After finishing, we provide basic instructions for the next day (the time of start, what do the participants need with them). 5. Invitation for informal debates along with the drink (Just and only for the participants who feel the need to debate more, those who are tired of travelling can go to sleep). |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Dixit cards. 2. Welcome drinks and snacks. |
| COMMENTS | Activity enables participants to meet and start sharing about themselves. Even though some participants are pretty tired, it helps to make connection between the participants faster. |

| SESSION | Getting to know each other |
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| TIME FRAME | 1 st TC, 1 st Day, 1 st Session |
| DURATION | 120' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Present the project, team, hosting organization, venue. 2. Continue with getting to know each other. 3. Create common guidelines for the week. |
| CONTENT | <ol style="list-style-type: none"> 1. The coordinator of the project presents the project, its' story, project team, hosting organization, venue. 2. Energizer "Flee, Fly Flo": The trainer is saying the words and the participants are repeating and clapping in the rhythm: <p style="text-align: center;">Flee Flee, fly, flo Cumbala, cumbala, cumbala la vista O, noo, ana la vista Ini mini, thada mini, u ap, shuanamini Ini mini, thada mini, u ap, shua</p> |

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| | <p>Bala bibi bongo, bongo shuanga Bobo shuanga, shuanga, shhh</p> <p>3. Sociograms The participants form a line in silence (we check the results after each set of instructions):</p> <ul style="list-style-type: none"> - From A to Z regarding your names. - Altitude of the town you live in. - Age. - Brightness of your eye colour. - Years of experiences in youth work. <p>4. The participants create an imaginary map:</p> <ul style="list-style-type: none"> - Of the place where you live in. - Of the favourite place, you would like to live in. <p>5. Common guidelines:</p> <ul style="list-style-type: none"> - Divide participants into 3 groups. - The trainer provides the instructions: Since we all function differently it is important to set common guidelines of behaviour. One group focuses on acceptable behaviour (green traffic light), second group on acceptable-ish behaviour (yellow light) and the third on non-acceptable behaviour (red light). <p>6. After that we share the outcomes and create common guidelines of behaviour.</p> |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Flipcharts. 2. Markers. |
| COMMENTS | The session is an introductory one. However, it already enables getting to know the specifics of the group and sharing some personal yet not private information. The important outcomes are also the common guidelines for the week. |

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| SESSION | The frame |
| TIME FRAME | 1 st TC, 1 st Day, 2 nd Session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Present the frame and flow of the TC (create basic structure and offer safety). 2. Participants set their personal learning objectives (and think about learning) and share them with others. 3. Participants exchange personal information (still mainly positive) between themselves and afterwards share them with everybody by sticking them on the wall (continuing with exposing and connecting participants between themselves). |
| CONTENT | <ol style="list-style-type: none"> 1. The trainers present the general frame and flow of the training course (regarding the content). Highlight that this is the first level of the training course. Mentioning that we will: Set the common ground for |

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| | <p>the international youth work, dive into experiential learning, intercultural dialogue, assess needs of young people, practice how to support them and how to measure the impact.</p> <ol style="list-style-type: none"> 2. Notebooks are offered to the participants. They are asked to think what they would like to learn during the TC. After deciding about the learning goals, participants share them with a partner and then in groups of 4 people. The groups where they share the learning goals are also their reflection groups for the whole week. We named reflection groups after traditional Slovenian surnames (TC was going on in Slovenia). 3. Who AM I? Participants get A4 sheets of white paper and are invited to draw their profile on it. They also need to put the following information on the profile: <ul style="list-style-type: none"> - name, country, age (and anything else they consider important for their profile). - The coolest thing they organized or participated in. - The moment which defined them? - The most important thing they organized or participated in? 4. Afterwards the participants exchange their profiles and take a profile from another person. We put on music and they need to meet other people, exchange information and get to know each other until they all have their own profile. Then we put all the profiles on a visible spot on the wall. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Notebooks. 2. Pens. 3. A4 white papers. 4. Markers. 5. Paper tape. |
| COMMENTS | <p>Participants get to know the frame. This information is important to create a structure, which brings safety to the group. They start thinking about learning through setting their own learning goals, which raises the motivation to work on the topic. The reflection groups are also created, they will work in these groups every evening of the training. At the end we start exchanging some more personal information which is serving as a glue to start making a team out of a group (still the beginning of the process).</p> |

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| SESSION | My organisation and young people in my country |
| TIME FRAME | 1 st TC, 1 st Day, 3 rd Session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know where people are coming from. 2. To start thinking about the young people and realizing similarities and differences with other countries. |
| CONTENT | <ol style="list-style-type: none"> 1. Participants are divided into pairs, regarding the countries they are coming from. They need to prepare the presentation of: |

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| | <ul style="list-style-type: none"> - their sending organisation (what is the purpose of the organisation, what are the main activities, what is the target group, what other things are important to know) - young people in their country? (who is considered young, how are young people perceived in the organization, region, on the national level) <ol style="list-style-type: none"> 2. The pairs get a 1 min pitch to present their organization. (created flipcharts are put on the walls) 3. Participants are put into groups of 5 (nationalities mixed). They need to talk about the young people in their county and find similarities. 4. Presentation of the findings and a group discussion. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Flipcharts. 2. Markers. 3. Clock. |
| COMMENTS | Participants get to know about each other's organizations, which makes it easier to plan future cooperation. Participants also start practicing public speaking, which is the next step in exposing them one to another and creating a safe atmosphere. They also start thinking about the young people and realize similarities and differences regarding different contexts, where they are coming from. |

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| SESSION | Young people and Erasmus+ |
| TIME FRAME | 1 st TC, 1 st Day, 4 th Session |
| DURATION | 120' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know basic features of the young people in the EU. 2. To get to know Erasmus+ youth in action. 3. To reflect about the day. |
| CONTENT | <ol style="list-style-type: none"> 1. Presenting the main statistics about the young people on the EU level (a frontal presentation with the space for asking questions). 2. Participants are divided into 3 groups, they can use any resources they want for the following work. The first group needs to prepare a presentation about the youth exchanges inside the Erasmus+ program, the second group a presentation about the training courses inside the Erasmus+ program and the third group a presentation about the volunteering options inside the Erasmus+ program. The participants present their outcomes to the whole group. Then the trainers clarify, what is still not clear. 3. Reflection groups. Participants are invited into reflection groups. They need to answer the following questions and provide a written report about them for the trainers: <ul style="list-style-type: none"> - How did you feel today? - What did you learn? - What do you want to learn tomorrow? - A message to the team. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Flipchart. 2. Markers. |

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| | <ol style="list-style-type: none"> 3. Smartphones. 4. Internet. 5. Erasmus+ guide. 6. A4 papers. 7. Pens. |
| COMMENTS | <p>Getting to know basic information about the young people on EU level is also getting to know the target group we will work with. Getting to know Erasmus+ provides a tool for connection between different organisations. It means they have basic information for future cooperation from the first day on. Reflection is essential part of each day. Its main purpose is to have a safe space to steam off, recognize the learning, decide about the next day and share important thoughts with the trainers.</p> |

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| SESSION | Team building |
| TIME FRAME | 1 st TC, 2 nd Day, 1st Session |
| DURATION | 120' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know each other. 2. To enhance the level of trust in the group. |
| CONTENT | <ol style="list-style-type: none"> 1. The zombie game. Participants are standing in a circle. One of them is standing in the middle and starts walking towards a random participant like a zombie. This random participant needs to make eye contact with the third participant. The third participant needs to call out the name of the next target of the zombie. If the zombie comes to the second participant before the third participant called out a new target, the second participant becomes the zombie. 2. Walk and stop. The whole group is walking around the room. When the trainer claps and says a number, that many participants need to stop. When the trainer claps again, they all start walking again. 3. Sit on the empty chair. There is a number of chairs equal to the number of participants + 1 chair. The chairs are scattered randomly throughout the room. The trainer needs to sit on the empty chair and the participants need to prevent that by sitting on the empty chair. Few rounds can be played. At the end participants have the mission to keep preventing the trainer to sit for some minutes (depends on the group). 4. Debriefing: <ul style="list-style-type: none"> - What was happening? - What worked out well? - What didn't work well? - How was the communication going? - What would you change next time? 5. The run. Participants make two lines (approx. one meter in between them), parallel to each other, both facing the same direction (but not facing each other). All of the participants extend their hands towards the other line. One participant stands two meters in front of the lines and needs to run in between them. Other participants need to remove |

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| | <p>their hands just before the running participant's faces would touch them. All the participants need to finish the task.</p> <p>6. The balloon game. We divide the participants into 3 teams. Each team chooses their leader. The leaders stand on a higher ground with a needle. Team members try to punch the incoming balloons (the trainer randomly pushes balloons towards the 3 teams) towards their team leaders who has to pop them with the needle. The team with the most popped balloons wins.</p> <p>7. The obstacle game. The participants form a line, holding each other and need to move backwards. The first participant (regarding the direction of moving) gives directions with an ability to see the obstacles behind him/in front of the line with a phone camera in "selfie" mode. The trainers prepare the obstacles beforehand.</p> <p>8. Debriefing:</p> <ul style="list-style-type: none"> - What happened? - How did you feel? - When did you feel most safe? - When did you feel the least safe? - Why did/didn't you succeed? - What can you take out of the exercise? - What can be transferred to other areas and how? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Chairs 2. Balloons (approx. 20) 3. Needles (approx. 3) 4. Phone with a selfie mode (or mirror) |
| COMMENTS | <p>Since there are many different exercises, it is important to connect them. They offer a lot of space for the trainers to observe what is happening and what the reactions of the participants are. We can do the debriefing after each exercise, however we recommend, that regarding the fact that this is the second day, we do the debriefing 2-3 times during this session.</p> |

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| SESSION | When it gets emotional |
| TIME FRAME | 1 st TC, 2 nd Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know each other. 2. To enhance the level of trust in the group. 3. To start expressing emotions (as the next step in building a safe environment and also to start being conscious about emotions, especially participants about their emotions and emotions of others in the same situations). |
| CONTENT | <ol style="list-style-type: none"> 1. The French telephone. Standing in a circle. One person chooses a random emotion and expresses it with a sound and a movement. Then he sends it to the left. The next person enhances it. And so on. When the following participants feel it is enough, he chooses the next emotion and start again. |

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| | <ol style="list-style-type: none"> 2. The eyes. Participants are divided into pairs and need to look each other in the eyes for 2 minutes and a half. After that they have time to talk about their feelings during the exercise in the same pairs. 3. A guided meditation. Participants lay on the floor and close their eyes. Through guided meditation, they become more aware of their body and their feelings (the trainer is leading the meditation). After that they are invited to stand up and walk around the room with the feeling(s) which is/are most strongly present in them at the moment. Then they all need to stop and make a sculpture out of their bodies (each participant for himself) which represents how he/she feels at that moment. The trainer goes around and taps randomly on the participant's backs. Tapped participants are invited to share their feelings. After that we ask participant to carefully look around and join another person(s) if possible. When they join, they need to make a structure in a way that they will support each other. We are continuing with that until we have 1 sculpture with the whole group. The trainer goes around again and tapped participants are asked about their feelings. 4. Sitting on the knees. We stand in a circle. Each participant needs to face the back of the participant in front of him. Participants need to stand as close together as possible. Then they need to sit on each other knees. In that way they are supporting each other and it is also a symbolic act of support which should be offered throughout the coming days. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Guided meditation. |
| COMMENTS | From more fun exercises in the first session, we shifted to a quite emotional second session, which means different things can happen (laughter, tears), so the trainers need to hold the space for them. As well as the atmosphere after the session, which is not super hyped, but rather calm. It is good to have a 2-hour lunch break after this session. |

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| SESSION | Working in teams |
| TIME FRAME | 1 st TC, 2 nd Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To enhance the level of trust in the group. 2. To get to know different roles in the team and why knowing them is important for a youth worker. 3. To become aware of the personal role in the team. |
| CONTENT | <ol style="list-style-type: none"> 1. Marshmallow challenge: https://www.ted.com/talks/tom_wujec_build_a_tower 2. Debriefing: <ul style="list-style-type: none"> - What happened? - When did you feel d best? How would you name that feeling? - When did you feel the worst? How would you name that feeling? - What was your role in the group? |

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| | <ul style="list-style-type: none"> - Which other roles did you observed? - What did/can you find out? - What findings can you use in your future? Where? <p>3. Meredith Belbin test on the roles in the teams. About the test and the author: https://en.wikipedia.org/wiki/Team_Role_Inventories</p> <p>4. Discussion on the results:</p> <ul style="list-style-type: none"> - What did you find out? - With what do you agree? - With what you don't agree? - How can this test be useful for you as a youth worker? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Spaghetti 2. Paper tape 3. Scissors 4. Rope 5. Belbin tests 6. Pens. |
| COMMENTS | When working with tests trainers need to be careful to say that the results are not the one and only truth, but that they present another source of information we can work with. Some participants are resistant to any kind of tests. |

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| SESSION | Experiential learning |
| TIME FRAME | 1 st TC, 2 nd Day, 4 th session |
| DURATION | 120' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Get to know and understand experiential learning cycle (By David A. Kolb). 2. Get to know preferred personal learning style. 3. Understand how knowing the learning styles support the learning process in youth work. |
| CONTENT | <ol style="list-style-type: none"> 1. Counting in silence. Group needs to count to a certain number in silence and then turn around. All of the participants need to turn around at the same time. 2. Debriefing: <ul style="list-style-type: none"> - What did you observe during the exercise - How was it for you? - What were the crucial steps which brought success? - What did you learn? - How is that useful in other areas of your life? 3. Explanation of the Kolb's cycle of experiential learning: https://en.wikipedia.org/wiki/Kolb%27s_experiential_learning 4. Explanation of the Alan Honey and Peter Mumford's learning styles: https://en.wikipedia.org/wiki/Learning_styles#Peter_Honey_and_Alان_Mumford's_model 5. The Peter Honey and Alan Mumford's test to identify preferred learning style. 6. Discussion about the results |

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| | <ul style="list-style-type: none"> - What did you find out? - Can this be useful when working with young people? How? <p>7. Reflection</p> <ul style="list-style-type: none"> - Blob tree. More about blob trees: https://www.blobtree.com/ |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Learning styles tests. 2. Pens. |
| COMMENTS | It is crucial to take enough time during the discussion to clarify all the questions. It is basic theory about the experiential learning, thus it is very important that participants understand the concept. |

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| SESSION | International evening |
| TIME FRAME | 1 st TC, 2 nd Day, 5 th session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know and feel the cultures from other present countries. 2. To build stronger connections between the individuals in the group. |
| CONTENT | 1. Presentations of the present countries. It can be done in an innovative way or however trainers and participants want to do it. It usually includes food and drinks. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Tables. 2. Plates. 3. Glasses. 4. Paper towels. 5. Computer. 6. Projector. 7. Speakers. 8. Internet. 9. Flipchart papers. 10. Markers. 11. A4 papers. 12. Spoons. 13. Forks. |
| COMMENTS | Since usually there is more than a few countries we strongly recommend to limit the time for the presentations. It is helpful to ask participant what do they need or tell them what do they have in advance. |

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| SESSION | Culture |
| TIME FRAME | 1 st TC, 3 rd Day, 1 st session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To experience one's reactions when facing different cultures. 2. To become more aware of one's reaction when meeting new cultures. |
| CONTENT | <ol style="list-style-type: none"> 1. The Islands of Monomulti. See annex nr.: 1 2. Debriefing: <ul style="list-style-type: none"> - What happened? - How did you feel? |

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| | <ul style="list-style-type: none"> - Why did you succeed/not succeed finishing the task? - Who holds the responsibility for succeeding/ not succeeding? - What would you do different if you would do the exercise again? - Where do you see connections with the real world? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Instructions for each group (Island of Monomulti). 2. Construction materials (cartoon boxes, scissors, rope, A4 white paper, A4 colourful paper, paper tape) |
| COMMENTS | / |

| SESSION | Culture |
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| TIME FRAME | 1 st TC, 3 rd Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know basic concepts regarding intercultural learning. 2. To think about one's own perceptions in comparison with provided input. |
| CONTENT | <ol style="list-style-type: none"> 1. Input about intercultural learning (the input depends on the target group and their experiences. Relevant information can be found in: https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning) 2. Individual work: each participant has 20 minutes to think about the first exercise of the day, theoretical input and answers the next questions: <ul style="list-style-type: none"> - What is new to you? - What is surprising to you? - Does this information affect your attitude towards other cultures? If so, how? - What do you think is the most important thing when meeting new cultures? 3. Sharing findings in plenary. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Flipcharts. 2. Markers. 3. A4 white papers. 4. Pens. |
| COMMENTS | / |

| SESSION | Culture |
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| TIME FRAME | 1 st TC, 3 rd Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To face participants with constant change. 2. To realize how we behave in a changing environment. |
| CONTENT | <ol style="list-style-type: none"> 1. The dice game. We divided participants into 6 groups. Each group get the instructions (see annex 2). After 3 min after playing without talking (so 8 min from the beginning) one person from each table with the most chips go to play at another table. Everybody still needs to |

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| | <p>continue playing in silence. We repeat that each 3 min. The participants always change tables in the way that there is the same number of participants at the tables.</p> <p>2. Debriefing:</p> <ul style="list-style-type: none"> - How are you? - How were you before the exercise? - What affected your feelings? - What was happening during the exercise? - What strategy did you had? What worked? What didn't work? - How did you face the changes? - Would you do anything different next time? - What from this is transferable into the real life? |
| MATERIALS NEEDED | <p>1. Cubes.</p> <p>2. Something which will represent chips.</p> |
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| SESSION | Culture |
| TIME FRAME | 1 st TC, 3 rd Day, 4 th session |
| DURATION | 90' |
| OBJECTIVES | <p>1. To connect the outcomes of the day with the reality.</p> <p>2. To become aware what are the signs of different cultures in reality.</p> |
| CONTENT | <p>1. We divide participants into groups (4 members in a group). Each group needs to find and play out at least 3 stereotypes of the other present country on the event.</p> <p>2. Playing out the stereotypes.</p> <p>3. Debriefing:</p> <ul style="list-style-type: none"> - What do you like from other cultures? - What don't you like from other cultures? - How do you deal with the things you do not like? - What would you need in order to react differently? - What do you think would support different cultures in living together? <p>4. Reflection: five fingers reflection:</p> <ul style="list-style-type: none"> - What did you like? - What would you like to point out? - What you did not like? - What are you taking with you? - Would you like to say anything to the trainers? What? |
| MATERIALS NEEDED | <p>1. A4 white papers.</p> <p>2. Pens.</p> |
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| SESSION | Personal development plan 1 |
| TIME FRAME | 1 st TC, 4 th Day, 1 st session |

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| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To reflect on one's life. 2. To become more aware of one's decisions. 3. To set objectives for the future. 4. To reflect how this is transferable into the life of young people. |
| CONTENT | <ol style="list-style-type: none"> 1. Each person gets 30 minutes of individual time to think about himself. He/she needs to think about his life and the direction he/she would have liked to take. 2. We make pairs. First in the pair is asking questions, second one is listening and after that vice versa. Questions: <ul style="list-style-type: none"> - What matter is currently important for you? - Why? - What would be the ideal situation? - How do things look now? - How would you like to handle this situation? - By when would you like to solve it? - Who could help you tackle/handle the situation? - What excuses will you find for yourself if you fail? 3. Group discussion: <ul style="list-style-type: none"> - How was the process for you? - Is it important to have goals in life? - How can we support young people in deciding for goals and on the way of reaching them? |
| MATERIALS NEEDED | / |
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| SESSION | Personal development plan 2 |
| TIME FRAME | 1 st TC, 4 th Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To gain knowledge of what is laying behind the desired actions of a young person. |
| CONTENT | <ol style="list-style-type: none"> 1. Each participant writes down his own needs, interests and wishes. 2. Discussion in plenary: What are needs? Conclusion that our actions are attempts to satisfy our needs. 3. Work in pairs: first one person is asking and another one answering, then they switch roles. <ul style="list-style-type: none"> - How does your usual day look like? - How do you feel? - Which needs are you satisfying with your actions? - How would it be possible to satisfy those needs differently? 4. Group discussion: <ul style="list-style-type: none"> - How aware are you about your needs? - From where are they coming? - Are they something you can affect or not? How? |

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| | <ul style="list-style-type: none"> - How willing are you to work on your needs? - What is your motivation for a change? |
| MATERIALS NEEDED | / |
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| SESSION | Coaching, mentoring and training in youth work |
| TIME FRAME | 1 st TC, 4 th Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | 1. To understand what mentoring, coaching and training are, and to be able to recognize the differences between them. |
| CONTENT | <ol style="list-style-type: none"> 1. We divide participants into groups. Each group gets random statements. They need to divide the statements between those, which are describing mentoring, coaching or training. They can use the internet as a source of information. 2. Each group presents and argues their choice. Through the debate, we get to know the similarities and differences of the approaches. 3. Participants go back into the groups and make a play where they will act out one of the three approaches. 4. Groups are acting out the approaches; others need to provide feedback which characteristics they noticed in a certain approach and if they noticed any characteristics that are not part of the approach. 5. Space for questions. |
| MATERIALS NEEDED | 1. Statements, which describes mentoring, training or coaching. |
| COMMENTS | / |

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| SESSION | Competences and Youthpass |
| TIME FRAME | 1 st TC, 4 th Day, 4 th session |
| DURATION | 120' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know and understand the key competences of lifelong learning. 2. To get to know the Youthpass. |
| CONTENT | <ol style="list-style-type: none"> 1. Trainer provide a short input about what are competences (ASK model) and about the competence framework in the Erasmus+ program. 2. There are different stations, each one describing one of the competences and providing a short practical task as an example how to build a certain competence. All the participants need to visit all the stations and complete all the tasks. 3. Group discussion: Is there anything you are confused about? 4. Frontal presentation of the Youthpass as a certificate and as a learning process. 5. Reflection: <ul style="list-style-type: none"> - What did you like? |

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| | <ul style="list-style-type: none"> - What you didn't like? - What did you learn? - What do you suggest for the next day? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. A4 white papers. 2. Markers. 3. Computer. 4. Projector. |
| COMMENTS | / |

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| SESSION | Community needs assessment |
| TIME FRAME | 1 st TC, 5 th Day, 1 st session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To learn how to collect needs from young people in the community. 2. To think about why is need assessment important. |
| CONTENT | <ol style="list-style-type: none"> 1. Each participant needs to grade the following statements from 0-5, regarding how important a certain area is to him: <ul style="list-style-type: none"> - Be competent/very good at what you do. - Have money. - Be appreciated. - Have a good relationship with family. - Have friends. - Have a partner. - The way you look. - Have a passion/ hobby. - Believe in something. 2. After it, we make a sum of the numbers of the participants on the certain question. Out of these, we make a diagram (in a circle) of important areas of the group. 3. Explanation of the instrument: The importance of a certain question reflects the interest of the group in the certain area. For example, if the money is important to people, it is likely that entrepreneurship education will address their needs. It is necessary to emphasize that all the conclusions we take out are our assumptions and we need to check it with a target group when deciding about the learning goals. 4. Presentation of different approaches how to detect needs of young people in the community: Observation, interview and questionnaires. 5. Group discussion: why is needs assessment important? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Flipcharts. 2. Markers. 3. A4 white papers. 4. Pens. |
| COMMENTS | / |

| SESSION | Community Impact assessment |
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| TIME FRAME | 1 st TC, 5 th Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> To get to know possible ways how to make impact assessment in the community. To think about why is impact assessment important. |
| CONTENT | <ol style="list-style-type: none"> Case studies: participants are divided into groups and get different examples of possible ways of how to assess the impact of certain activities in a local community. Each group needs to use the case study to present the instrument used to assess the impact. Presentation of the instruments. Group discussion: Why do we need impact assessment? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> Case studies. Flipcharts. Markers. |
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| SESSION | Quality in Erasmus+ |
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| TIME FRAME | 1 st TC, 5 th Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> Get to know key emphasis of Erasmus+ project. |
| CONTENT | <ol style="list-style-type: none"> Watching the presentation videos about the Erasmus+ program and debating about them (2 groups, each one with 1 trainer) A round table (one trainer and the most experienced participants are participating, others act as the public). One trainer is facilitating. Questions: <ul style="list-style-type: none"> What was your most memorable Erasmus+ experience? Why? How Erasmus+ affected your life? What is most important for you when doing Erasmus+ project? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> Computer. Projector. Speakers. |
| COMMENTS | / |

After the 3rd session we highly recommend some free time for the participants, since this is the only free time in the whole week. It can be also realized on other days, however we see it very important that participants also have some informal time to rest and do things on their own at least in the length of one session in the whole week.

| SESSION | Learning activities in local communities |
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| TIME FRAME | 1 st TC, 6 th Day, 1 st and 2 nd session |
| DURATION | 180' |

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| OBJECTIVES | <ol style="list-style-type: none"> 1. Plan a learning activity. 2. Practice feedback. 3. Identify possible weak points in planning learning activities. |
| CONTENT | <ol style="list-style-type: none"> 1. Plan a learning activity for young people in your community (divide the participants into national groups). You need to answer the following questions: <ul style="list-style-type: none"> - Where is it going to happen? - Whom with (target group)? - How will you promote? - What is the topic/theme? - Description of the activity. - What type of support will you need and from whom? - What are the learning goals? - What are the needs of your target group? - What will be the milestones? - What is detailed timeframe? 2. After planning, each national team presents the activity to another national group, which is providing their feedback. 3. Group discussion: What else do you need to succeed? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. A4 white papers. 2. Markers. 3. Pens. |
| COMMENTS | / |

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| SESSION | Recognition of learning |
| TIME FRAME | 1 st TC, 6 th Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To recognize learning, that happened during the training course. |
| CONTENT | <ol style="list-style-type: none"> 1. Participants have time to prepare their description for the youthpasses. Questions to help them with the reflecting: <ul style="list-style-type: none"> - What did you enjoy the most? - What made you feel really good? - Was there an A-HA moment? Which one? - Did you face any challenging moments? What was it about? What did you do? - Did you make any discoveries about yourself? Which one? - Did you get some inspiration or a new idea? Which one? - Do you have new questions about something or about yourself? Which ones? - Are there things you would have done differently? - What was the role of other people in your learning process? - Do you see the connection with some of your learning goals? - If your learning experiences were something else (a song, an animal, a landscape...), what would it be? |

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| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. A4 white papers. 2. Pens. 3. Flipchart. 4. Markers. |
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| SESSION | Final evaluation |
| TIME FRAME | 1 st TC, 6 th Day, 4 th session |
| DURATION | 60' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To evaluate the training course. |
| CONTENT | <ol style="list-style-type: none"> 1. Participants fill in the cake diagram, which is covering different areas of the training. Each person is making a dot, the closer to the centre the dot is the more satisfied he/she was with the training course. Areas: Venue, food, program, trainers, organizers, communication before the training course, logistics. 2. Participants fill in the evaluation questionnaire. 3. Final circle: story cubes. Participants express themselves and their last words with the help of the story cubes. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Flipcharts. 2. Markers. 3. Evaluation questionnaire. 4. Story cubes. |
| COMMENTS | / |

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| SESSION | Introduction to the training course and project presentation |
| TIME FRAME | 2 nd TC, 1st Day, 1st session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To present the hosting organization, venue, context, project, trainers. 2. To learn the names. 3. To start getting to know each other. 4. To get to know the expectations, possible obstacles and possible contributions. |
| CONTENT | <ol style="list-style-type: none"> 1. Presentation of the hosting organization, venue, context, project, trainers. Done frontally by the coordinator of the project. 2. A circle of names. Each participant says his name and the country he/she is coming from. 3. Speed dating. Two circles, outer circle is rotating. Participants are talking to each other. Questions: what are you passionate about, what were your greatest holidays, what was the moment you learnt the most, what are you scared of, what was your first kiss like? 4. Working in groups. We make groups of 4-5 members. Each group needs to answer the following questions: What do you want to learn here? What could stand in your way? How can you contribute to the other's learning? Presentations should be done in an artistic way (any kind). |

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| | 5. Presentations and discussions about the expectation, obstacles and contributions. |
| MATERIALS NEEDED | 1. Flipchart papers. 2. Markers. |
| COMMENTS | Regarding the first day it is obligatory that sharing personal things is voluntary. |

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| SESSION | Get to know each other |
| TIME FRAME | 2 nd TC, 1st Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> To get to know each other. To present the schedule. To form a group agreement. |
| CONTENT | <ol style="list-style-type: none"> Energizer: Hey Joe: Participants stand in a circle and repeat after the trainer: One day my boss came to me and asked me “Hey Joe, are you busy Joe? And I said: “No”. “So, push the button with your right hand”. After that the trainer repeat the text and add: left hand, right leg, left leg and head. Each time the words are also followed by the movement of the part of the body that is mentioned. At the end the text is: One day my boss came to me and asked me “Hey Joe, are you busy Joe? And I said: “Yeeeeees”. Presentation of the schedule of the training course. Group agreement. Trainer asks what kind of behaviour we would like to perform this week? It is important to stay on the level of behaviour. Participants are expressing their opinions, those which are accepted by the whole group are put on the Flipchart and named as group agreement. Get to know each other better. The trainer puts a paper with certain questions in the middle of the room. Around it, he puts different answers. Participant choose the answer which represents them. After that trainer asks different participants why they chose a certain answer. Questions: <ul style="list-style-type: none"> - What is your favourite colour? Possible answers: red, blue, black, green, other. - What are your hobbies? Possible answers: sport, reading, hanging out, computer games, others. - What is your current education (complete or still in progress)? Possible answers: Social sciences, math, economics, other... - What are your experiences with youth work? Possible answers: Participant, trainer, organizer, other. - What are your dreams? Possible answers: a job, family, person in charge, best option of myself, friends, others. - What was your biggest failure? - What are your best hopes for the next year? |

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| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Flipchart paper. 2. Markers. 3. A4 colour papers. 4. Pens. |
| COMMENTS | Participant need to have an option not to answer if they do not want to. |

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| SESSION | Concepts in education |
| TIME FRAME | 2 nd TC, 1st Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know and understand concepts of formal, non-formal and informal education. |
| CONTENT | <ol style="list-style-type: none"> 1. The trainer makes a frame on the wall. Into the frame, he puts different statements (one after another). Participants get numbers and have to bid with arguments for the statements. The arguments need to represents the reasons why certain statement is an example of formal, non-formal or informal education/learning. The trainer decides which person will receive the statement. He is not commenting the opinions. Statements: <ul style="list-style-type: none"> - You are organizing a treasure hunt inside the program of Youth centre. - You are doing get to know each other games with your project team. - An NGO has an accredited course for mechanics to develop practical skills. - The teacher takes the kids out to the park to teach them about math. - You enrol, pay and go to take your MBA in another country. - The teacher asks the kids on their homework and grades them. - The teacher is organizing a world café in the class to introduce the concept of sustainable development. - The school is organizing a camp for their students with professional animators. - Your pedagogy teacher is giving a lecture on nonformal education in the class. - The local pub is organizing a games night, - The museum is organizing an interactive tour of their exhibitions for kids 6-10. - In the local youth centre the youngsters are learning a game by themselves. - A shepherd teaches his son how to work with the sheep. - Your best friend is teaching you how to tie a knot. 2. Trainers put 3 papers on the wall, one for formal education, one for non-formal education and one for informal learning. All the participant put the statements to the paper they think is right. 3. The trainer puts all three key concepts on another Flipchart paper and asks what are the key characteristics? Together with the participants they list down key characteristics for each concept. On the way trainer also provide answers to the questions and connect characteristics with the examples from previous part. |

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| | <p>4. The trainer provides a short explanation about what is learning.</p> <p>5. The trainer provides a short history about non-formal learning.</p> |
| MATERIALS NEEDED | <p>A4 white paper.</p> <p>Paper tape</p> <p>Flipchart paper</p> <p>Markers.</p> |
| COMMENTS | / |

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| SESSION | Why practice Non-formal education in local communities |
| TIME FRAME | 2 nd TC, 1st Day, 4 th session |
| DURATION | 90' |
| OBJECTIVES | <p>1. To become aware of possible influences, resources needed, possible advantages and possible limitations of non-formal education in different local realities.</p> |
| CONTENT | <p>1. The trainer divides participants into 4 groups. There are four different places with four different question prepared in advance. Each group has 15 minutes to talk about each question and put key findings on the Flipchart paper near the question. Questions:</p> <ul style="list-style-type: none"> - What could be the influence of non-formal education on young people in the community? - What resources do you need when working with young people in a non-formal education setting? - What are the advantages of using the non-formal education approach with young people? - What could be the limitations in working with young people through non-formal education? <p>2. Participant makes a circle and present the outcomes (each group presents the flipchart they were working on the last). The trainer can encourage the discussion with questions like: Did you discover anything new? What was new? The trainer can also add some things if he thinks it is necessary.</p> |
| MATERIALS NEEDED | <p>1. Flipcharts</p> <p>2. Markers.</p> |
| COMMENTS | / |

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| SESSION | Experience experiential learning |
| TIME FRAME | 2 nd TC, 2 nd Day, 1 st session |
| DURATION | 90' |
| OBJECTIVES | <p>1. To get to know and understand KOLB's learning cycle</p> |
| CONTENT | <p>1. Blanket challenge: the whole group stands on the blanket. They have to turn the blanket around (upside down) without anyone stepping off the blanket.</p> <p>2. Debriefing:</p> <ul style="list-style-type: none"> - What happened? |

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| | <ul style="list-style-type: none"> - How did you feel? - For whom was it easy to stand close to other people? For whom was it not? - What would you do differently if you would implement the exercise again. - What was the purpose of the exercise? Connection with the Kolb's cycle of experiential learning. Explanation of the Kolb's cycle. <ol style="list-style-type: none"> 3. We ask participants to go to different corners of the room regarding their belief that they are activists, theorists, pragmatists or reflectionists. 4. Mumford and Honey's questionnaire about the learning styles + a detailed description about the characteristics of each learning styles. After finishing, the participants put their name on the flipchart, regarding their personally preferred learning style. 5. Group discussion: Why is it important to be aware of different learning styles? How to use these in non-formal education with and in favour of young people. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Blanket 2. Flipchart 3. Markers 4. Mumford and Honey test 5. Pens. |
| COMMENTS | <p>This session was implemented also during the first training course. However, since we had half of the participant who were new, we decided to do it again. Participants who were already familiar with the topic were supporting those who were new to the topic.</p> |

| SESSION | VAK |
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| TIME FRAME | 2 nd TC, 2 nd Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know and understand the VAK theory |
| CONTENT | <ol style="list-style-type: none"> 1. Participants stand in a circle. They need to remember all the yellow coloured objects in the place. Than they close their eyes and they need to show as many red objects as possible. Then they open their eyes. How was it? 2. Participants still standing in a circle, need to close their eyes and listen which noises can they hear. How many different noises can you detect? 3. Participants are still standing in a circle and need to put their hand behind them. The trainer provides 10 different objects and passes them around the circle behind the backs of participants. After it, the question follows: What do you think was it? 4. Participants make pairs. They need to observe each other, one turns around, other changes something, the second person needs to find the change. Then they change the roles. They repeat that 3 times. Questions: Did you find the changes? Was it easy? |

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| | <p>5. Participants make groups of 5 members. One person turns around. Then we have two rounds. In the first round each participant is making a clap with the hands (or fingers) and tells his name. Second round there is just a noise from the hands and the participant who is turned away need to find out who is clapping.</p> <p>6. The same as in the previous exercise, just now participants are putting their hand on the back of the participant who is turned away. He needs to find out which hand is from who. Questions: How was it. What was easier for you?</p> <p>7. The trainer presents the VAK theory (https://www.mindtools.com/pages/article/vak-learning-styles.htm). After the theory, he also exposes features of a certain type of learner and how to recognize it.</p> <p>8. Test about preferred ways of receiving information. After the test participants put their names on the flipchart, regarding their preferred way of receiving information.</p> <p>9. Group discussion: Why it is important to be aware of the VAK theory? How can we support the learning process in non-formal education?</p> |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Small objects. 2. VAK tests. 3. Pens. |
| COMMENTS | It is important to say, that preferred way of receiving information does not mean that we do not learn if we receive information on other way. It is just what somebody prefers. |

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| SESSION | Needs assessments and learning objectives |
| TIME FRAME | 2 nd TC, 2 nd Day, 3 rd & 4 th session |
| DURATION | 180' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know and understand what are needs. 2. To get to know, understand and try out different instruments for needs assessment. 3. To get to know and understand connection between needs assessment and learning objectives 4. To practice the skill of setting learning objectives. |
| CONTENT | <ol style="list-style-type: none"> 1. The participants get a situation: You are preparing a youth exchange and you are planning to apply it in the Erasmus+ program. The topic of the exchange is outdoor skills. The target group you are working with are young people from 18 to 22 years. 2. Participants are divided into 4 groups. Each group has to use a different instrument to gather relevant information and be able to construct learning objectives from it. Instruments: <ul style="list-style-type: none"> - Questionnaire. - Interview. - Group discussion. - Observation. |

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| | <p>Each group needs to construct questions for their instrument. Out of the answers, they need to be able to construct learning objectives.</p> <ol style="list-style-type: none"> 3. Presentation of the questions. The trainer's role is to clarify the use of each question if needed and to add if there is anything missing. 4. Group discussion: which topics do we need to address in order to be able to construct learning objectives after? At the end trainer provides flipchart with all the important topics, which were mentioned during the discussion. The trainer also needs to add if there is anything missing. 5. Presentation of the ASK model of Competence (attitude, skills, knowledge). Throughout the presentation we can ask: What do we need to know, be able to do, how do we need to feel or which behaviour do we need to be able to perform to address/overcome/fulfilled the needs, exposed in a previous step? 6. Examples of learning objectives. 7. Explanation of the whole process: Needs assessment, Findings from the needs assessment, followed by learning objectives (checking them with the participants – were our assumptions right? Are the participants prepared and willing to work on those learning objectives?), followed by activities and methods which will address the learning objectives. Also saying about the importance of monitoring. Which indicators will we set? (how will we know that we reach a certain stage?). How will we evaluate the process and its results? How will we recognize it? How will be the results validated and Is there any certification for it? 8. For the end, participants get a bad questionnaire They need to find out which questions are bad and find out how they would change it. More about it: https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-10-educational-evaluation-in-youth-work 9. Group discussion about the question 10. Emphasize on how all the processes are not as efficient as they could be, if we did not detect the right needs of the learners. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. A4 white papers. 2. Pens. 3. Flipchart papers. 4. Markers. 5. Bad questionnaires. |
| COMMENTS | / |

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| SESSION | Introduction in monitoring and evaluation |
| TIME FRAME | 2 nd TC, 3 rd Day, 1st session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get to know what monitoring and evaluations are. |
| CONTENT | <ol style="list-style-type: none"> 1. Input on monitoring and evaluation. 2. Participants go into national groups and evaluate the learning activities they did between the first and the second training course. 3. Group discussion: How did you do the evaluation? What were the outcomes? Why are we evaluating projects? |

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| MATERIALS NEEDED | 1. A4 white papers. 2. Pens. |
| COMMENTS | / |

| SESSION | Youthpass and Key Competences |
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| TIME FRAME | 2 nd TC, 3 rd Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> To get to know competences and framework of competences in the Erasmus+ program To learn about Youthpass. To practice trainers' skills of developing and delivering learning activities. |
| CONTENT | <ol style="list-style-type: none"> Participants from the first training course have 30 min prepare a workshop for the newcomers about the Youthpass and the key competences. Delivering the workshop. Group discussion: What is still not clear? What was hard? What was easy? What would you do different next time? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> A4 white papers. Pens. Computer. Projector. Speakers. Flipcharts. Markers. |
| COMMENTS | / |

| SESSION | Evaluation tools and methods |
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| TIME FRAME | 2 nd TC, 3 rd Day, 3 rd and 4 th session |
| DURATION | 180' |
| OBJECTIVES | <ol style="list-style-type: none"> To get to know different tools and methods for evaluation. |
| CONTENT | <ol style="list-style-type: none"> Open space: participants can share their methods for evaluation of learning activities. The trainers prepare a library of methods for evaluation of learning activities. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> A4 white papers. Pens. Computer. Projector. Speakers. Flipcharts. Markers. |
| COMMENTS | / |

| SESSION | Active listening |
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| TIME FRAME | 2 nd TC, 4 th Day, 1st session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> To get a basic knowledge about the active listening. To build the skill of active listening. |
| CONTENT | <ol style="list-style-type: none"> Half of the group leave the working room the second half stays inside. Each individual who stays in the room will work in the pair with an individual who left the room. The participants in the room need to tell a sad story to the other participant. Second one need to ignore it (look away, ask unconnected questions, make judgements). They do not know for the instructions of each other. Debriefing: <ul style="list-style-type: none"> What happened. How did you feel? What can you find out? What would you change if you would not play a role? People who were story tellers before are now listeners. Again, half of the group leaves the place. The storytellers need to tell the story only by using the kinaesthetic way. Speaking is not allowed. Eyes of the listener are closed. They can use the space (smell, touch, movements). Debriefing: <ul style="list-style-type: none"> What happened? How was it? How were limited senses influencing the story telling? What went well, what did not go on the way you imagined? What you need to be careful about? Would you do something different if you would do the exercise again? Theoretical input about active listening. Space to ask questions and clarify terms. |
| MATERIALS NEEDED | / |
| COMMENTS | / |

| SESSION | Facilitation |
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| TIME FRAME | 2 nd TC, 4 th Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> To get to know who a facilitator is and what is facilitation. |
| CONTENT | <ol style="list-style-type: none"> Participant got a description of what facilitation is and who is a facilitator. After reading it they are invited to the world café. More about the world café: http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/ World café: 3 tables. Questions: <ul style="list-style-type: none"> What is facilitation? Who is a facilitator? |

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| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Tables. 2. Chairs. 3. Drinks. 4. Flipchart paper. 5. Markers. |
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| SESSION | Reflection |
| TIME FRAME | 2 nd TC, 4 th Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To understand what reflection is. 2. To understand the difference between observation and judgement. 3. To get to know and understand Gibbs reflection cycle. |
| CONTENT | <ol style="list-style-type: none"> 1. Helium stick exercise: Participants need to make two rows, one parallel to another. Each participant needs to stretch the pointing finger to the middle. We put a light stick on the pointing fingers of all the participants. They have a task to put it on the ground, while everybody is touching the stick all the time. The trainer is also there and returns the group to the start each time he observes that somebody is not touching the stick. 2. Debriefing: <ul style="list-style-type: none"> - What happened: the trainer is writing down the statements of the participants. In one place, he is putting all the observations and in another all the judgements. When the participant stops talking he asks what is the difference between the statements on one side and statements on another side. After finding out he provides explanation about the differences between observation and judgement. - How did you feel? - When did you feel the best? The worst? - What can you find out? - What will you do different next time? 3. Presentation of the Gibbs reflection cycle. More about it: https://en.wikipedia.org/wiki/Reflective_practice 4. Presentation of the questions for the focused conversation as one useful tool when reflecting on exercises. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Light stick. 2. Flipchart papers. 3. Markers. |
| COMMENTS | / |

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| SESSION | Feedback |
| TIME FRAME | 2 nd TC, 4 th Day, 4 th session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To understand what feedback is. |

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| | <ol style="list-style-type: none"> 2. To learn one way of providing feedback. 3. To practice giving and receiving feedback. |
| CONTENT | <ol style="list-style-type: none"> 1. How to give input and how to receive feedback. 2. Explanation of the Johari window. 3. Participants need to provide feedback to others, regarding the work we did together. Each participant needs to give feedback to at least 5 others. Each feedback needs to have at least 3 positive notes and 2 negative ones. 4. Debriefing: <ul style="list-style-type: none"> - How was it? - What was hard, what was easy? - Why is it useful? (Connection with Johari window). |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. A4 white papers. 2. Pens. |
| COMMENTS | / |

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| SESSION | How to support one2one learning 1 |
| TIME FRAME | 2 nd TC, 5 th Day, 1st session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To practice coaching skills that support the learning process. 2. To get to know and practice one concrete coaching method. |
| CONTENT | <ol style="list-style-type: none"> 1. Explanation and presentation of the method Tertalama (annex nr. 3) The participants are divided into trios. They take the roles of coach, cohee and observer. They have 15 minutes for the coaching session, 2 minutes for feedback of the coach, 2 minutes for feedback of cohee and 2 minutes for feedback of the observer. Than they change the roles. All three are practicing all three roles. 2. Debriefing. <ul style="list-style-type: none"> - How was it? - What was easy what was hard? - Where do you see value in this exercise? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. A4 Papers. 2. Pens. |
| COMMENTS | / |

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| SESSION | How to support one2one learning 2 |
| TIME FRAME | 2 nd TC, 5 th Day, 2 nd session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To practice coaching skills to support learning process. 2. To get to know and practice one concrete coaching method. |
| CONTENT | <ol style="list-style-type: none"> 1. Explanation and presentation of the method learning interview (annex nr. 4) 2. The participants are divided into trios. They take the roles of coach, cohee and observer. They have 15 minutes for the coaching session, |

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| | <p>2 minutes for feedback of the coach, 2 minutes for feedback of cohee and 2 minutes for feedback of the observer. Than they change the roles. All three are practicing all three roles.</p> <p>3. Debriefing.</p> <ul style="list-style-type: none"> - How was it? - What was easy what was hard? - Where do you see a value in this exercise? |
| MATERIALS NEEDED | <p>1. A4 Papers.</p> <p>2. Pens.</p> |
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| SESSION | How to support one2one learning 3 |
| TIME FRAME | 2 nd TC, 5 th Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | <p>3. To practice coaching skills to support learning process.</p> <p>4. To get to know and practice one concrete coaching method.</p> |
| CONTENT | <p>1. Explanation and presentation of the method storyline (annex nr. 5)</p> <p>2. The participants are divided into trios. They take the roles of coach, cohee and observer. They have 15 minutes for the coaching session, 2 minutes for feedback of the coach, 2 minutes for feedback of cohee and 2 minutes for feedback of the observer. Than they change the roles. All three are practicing all three roles.</p> <p>3. Debriefing.</p> <ul style="list-style-type: none"> - How was it? - What was easy what was hard? - Where do you see a value in this exercise? |
| MATERIALS NEEDED | <p>1. A4 Papers.</p> <p>2. Pens.</p> |
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| SESSION | How to support one2one learning 4 |
| TIME FRAME | 2 nd TC, 5 th Day, 4 th session |
| DURATION | 90' |
| OBJECTIVES | <p>1. To practice coaching skills to support learning process.</p> <p>2. To get to know and practice one concrete coaching method.</p> |
| CONTENT | <p>1. Explanation and presentation of the method GROW (see annex nr.: 6)</p> <p>2. The participants are divided into trios. They take the roles of coach, cohee and observer. They have 15 minutes for the coaching session, 2 minutes for feedback of the coach, 2 minutes for feedback of cohee and 2 minutes for feedback of the observer. Than they change the roles. All three are practicing all three roles.</p> <p>3. Debriefing.</p> <ul style="list-style-type: none"> - How was it? - What was easy what was hard? |

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| | - Where do you see a value in this exercise? |
| MATERIALS NEEDED | 1. A4 Papers. 2. Pens. |
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| SESSION | Crisis situations |
| TIME FRAME | 2 nd TC, 6 th Day, 1st session |
| DURATION | 90' |
| OBJECTIVES | 1. To share possible crisis situations and responses when working with young people. |
| CONTENT | 1. The participants are divided into 4 groups. Each group has a question: What situation did you face as participant, trainer or organizer of activities for young people and was not planned? How did you react? 2. Group discussion: Groups shared their experiences. The trainer is facilitating and asking questions like: What other responses would be possible? How would they possibly change the outcome? At the end, the trainers also share their experiences. |
| MATERIALS NEEDED | 1. Flipchart papers. 2. Markers. |
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| SESSION | Reality check |
| TIME FRAME | 2 nd TC, 6 th Day, 2 nd , 3 rd , 4 th session |
| DURATION | 7h |
| OBJECTIVES | 1. To check the real situation of the young people in certain environment. 2. To practice need assessment skills. 3. To practice seeing learning goals skills. 4. To practice choosing the activities for reaching learning objectives skills. 5. To provide some informal time for participants. |
| CONTENT | 1. The participants need to design a questionnaire and get the answers. The final objective is to design learning objectives and propose possible activities for young people in a certain area. They need to do the work on their own. 2. Terrain work. The participants hold the responsibility of how they will reach the objectives as a group. They also decide when they will work and when they will have free time. 3. Presentation of the results in the evening. 4. Debriefing: - How was it? - What happened? - What were you expecting? What surprises you? - What was easy? What was hard? |

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| | <ul style="list-style-type: none"> - What else would you need to be able to finish the task? - Would you like to be a youth worker? - What are your next steps? |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. A4 white papers. 2. Pens. |
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| SESSION | Erasmus+ |
| TIME FRAME | 2 nd TC, 7 th Day, 1st session |
| DURATION | 90' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get the participants to know and understand the structure and opportunities that are offered by Erasmus+. |
| CONTENT | <ol style="list-style-type: none"> 1. Interviews: Trainer is interviewing three participants. One who already has experiences with organizing youth exchanges, one who was organizing trainings for youth workers and one who has experiences with EVS. The trainer asks them about their personal experiences. 2. The trainer presents the structure of the Erasmus+ youth in action program. He presents the structure and basic information of all the relevant projects for youth sector. 3. The trainer deepens his presentation on youth exchanges and mobilities for youth workers of the Erasmus+ program. 4. Participant's questions about what they would still like to know about the Erasmus+ program. |
| MATERIALS NEEDED | <ol style="list-style-type: none"> 1. Key sections of Erasmus+ program on white A4 papers. |
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| SESSION | Follow up and action planning |
| TIME FRAME | 2 nd TC, 7 th Day, 2 nd session |
| DURATION | 120' |
| OBJECTIVES | <ol style="list-style-type: none"> 1. For participants to plan further activities in the Erasmus+ program. |
| CONTENT | <ol style="list-style-type: none"> 1. We divide participants into national groups. They have 15 minutes to prepare basic ideas of projects they would like to implement. 2. Presentations of all the ideas and choosing 3 ideas that the participants would like to continue working on. 3. Developing 3 ideas. Each idea needs to have at least: <ul style="list-style-type: none"> - A name. - Aim. - Objectives. - Who will do it (organization). - Target group. - Duration (of project and activities). - Max number of participants. - Deadlines by which the project will be submitted. |

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| | 4. Presentation of the project ideas. |
| MATERIALS NEEDED | 1. Flipcharts 2. Markers 3. A4 white papers. |
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| SESSION | Recognition of learning |
| TIME FRAME | 2 nd TC, 7 th Day, 3 rd session |
| DURATION | 90' |
| OBJECTIVES | 1. To recognize learning outcomes of the project. |
| CONTENT | 1. Each individual has solo time and writes down all the learning that happened to him in the last week. 2. We divide participants into groups of 4 to share their learning outcomes. 3. After sharing, each group chooses 3 outcomes and shares them with the whole group. 4. Each participant has solo time again to prepare notes, which will be inserted into their Youthpasses. The trainers are around to support the process where needed. |
| MATERIALS NEEDED | 1. A4 white papers. 2. Pens |
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| SESSION | Final evaluation |
| TIME FRAME | 2 nd TC, 7 th Day, 4 th session |
| DURATION | 70' |
| OBJECTIVES | 1. To evaluate the training course. |
| CONTENT | 1. The participants lie on the floor with their eyes closed. The trainer takes them through the journey of the whole week with reading out loud what was happening each day. 2. There are Flipcharts with questions on the floor. The participants take markers and write answers to the questions in silence. In the back there is calm music. Questions: <ul style="list-style-type: none"> - How did you like the venue? - How was the food for you? - How are you satisfied with the communication from organizers before and during the project? - How were you satisfied with the trainers? - How was the program for you? 3. After finishing, each participant gets an individual anonymous evaluation questionnaire. 4. Final circle: we sit in the circle and have cards with different images in the middle of the circle. Each participant is invited to take one card, |

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| | which represent his experience this week and shares his thoughts and also his final words with the others. |
| MATERIALS NEEDED | <ol style="list-style-type: none">1. Flipcharts2. Markers3. Evaluation questionnaires.4. Pens.5. Card with pictures (Dixit cards.)6. Computer.7. Speakers. |
| COMMENTS | / |

3. ANEXES

1. The islands of monomulti

THE ISLAND OF MONOMULTI (3 cultures)

Exercise in which three different cultures meet and have to co-operate.

Aims

- to raise awareness of diversity and consequences
- to start the discussion about how to deal with differences
- to experience a multi-cultural situation

Time

1,5 - 2 hours (incl. evaluation)

Group size

20 – 30

Material

cartoon, scissors, glue, pencils, role cards (7 for each groups), 3 x observation questions

Instructions

The group is divided in 3 groups. Each group gets their role card and they have 25 minutes to prepare their culture as described on the role card. On all role cards is said that they should practice it very profound. After this preparation the whole group comes together.

Then, the trainer will instruct them (5 min.):

An enormous storm in this area has caused that your ship went down to the bottom of the ocean. You managed to reach this desert island. It seems also other ships wrecked because you have already noticed that groups from other ships managed to get here.

The island is very mountainous and there seems to be only one spot where it's possible to live. Which means that you have to live together with the other groups that reached the island. Because of the location of the island it's not expected that help will arrive before the end of next month. So you have to survive for at least five weeks.

Food doesn't seem to be a problem. There are lot's of fruits growing and all kind of animals to hunt.

The first concern is to built a shelter where all people can sleep and hide in case of heavy rain and storm and which can protect you against wild animals. It's important to do this as fast as possible because this area is known for sudden changing weather conditions. You'll have to do it together with the other groups because there's not enough space and material to built more then one shelter.

The material for building the shelter: cardboard, scissors, glue, rulers and pencils. The shelter must be stable and should at least be 100 cm high and 150 cm wide. It should have a roof and of course a door.

You have 25 minutes to build the shelter

Questions for observers:

(each culture has one observer)

- * How do they 'practice' their culture?
- * Are there any differences, how people practice their role in this culture?
- * Are they successful in working with the other cultures?
- * What main problems do they meet in dealing with the other cultures?

Observers give feedback (max. 2-3 min.) about their personal notes to their cultural group during evaluation in the small groups.

Evaluation

Culture groups – 15-30 minutes

- How did you feel during the simulation?
- What do you think about the construction-process?
- Were there moments where you felt insecure or not respected?
- What do you think are the characteristics of the other cultures?
- 3-4 minutes feedback from observers

Derolling in plenary – 5 minutes

- bring back their symbols and any short comments to put in the middle

Plenary – 25-30 minutes

- Can you see a link between this simulation and reality?
- What can we learn from this simulation? – put results on flip chart
- optional: focus on facts, feelings, interpretations

COLDONIA

In your culture 'intelligence' and 'hard working' are the central issues. Other cultures consider you as 'cold'. But you see yourself as a very successful and wealthy country, mainly because of your very effective way of working.

You don't discuss feelings, you like intellectual debates on logical arguments. Showing your feelings is considered childish. Self-control is seen as an important quality.

Religion totally disappeared in your country and is considered as 'stupid' and 'a waste of time'.

You greet other people by looking in their eyes. Freedom of space is very important in Coldonia. That's why you never touch people while greeting or communicating and you don't like to be touched. Touching other people is only used as an invitation for sexual intercourse, which in Coldonia has little moral implications and is mostly done as a relaxing and physical exercise.

Your body language reflects your culture. You only use small gestures, your back is straight and you stay always calm.

It's very normal in Coldonia to interrupt another person whenever you feel the need to do that.

An important characteristic of Coldonians is that they are very willing and see it as their task to teach and train other cultures in order to help them to become as efficient and as successful as you are. Whenever you have the opportunity to teach other cultures you do it.

Coldonia is famous for building big oil-platforms and huge bridges.

Because your behavior is natural to you, you cannot explain it to strangers.

Now you have 15 minutes to prepare yourself in your own group. Practice the behavior! Also make sure that there is one thing that shows in your appearance that you are from the same country. (e.g. the way you dress, the way you do your hair etc.) It's very important to practice well because you will need it in the follow-up

TURTELINA

In Turtelina 'friendship' and 'taking care of each other' are important values. Turtelinians show their feelings all the time and personal feelings are always the central issue in communication. Your face and your gestures show how you feel. You always touch each other. When you talk to someone you hold his or her ear. You stand close to the other. A distance more than 30 cm is considered as rude. When you greet somebody you put his or her hand on your heart. Any reference to sex is taboo and considered offending.

Time is very important in Turtelina. You are never in a hurry. You like to take your time. When you work together you first want to be sure that the atmosphere is good. So you ask the others all the time how they feel and you inform them about your feelings.

Interrupting people when they are speaking is considered impolite. You wait till they have finished their story. When people interrupt you, you feel rejected and you react very emotionally.

Turtelina is well known for their round shaped colorful buildings. Houses are always built in round shapes because this reflects friendship and harmony.

Because your behavior is natural to you, you cannot explain it to strangers.

Now you have 15 minutes to prepare yourself in your own group. Practice the behavior! Also make sure that there is one thing that shows in your appearance that you are from the same country. (e.g. the way you dress, the way you do your hair etc.) It's very important to practice well because you will need it in the follow-up

SMILIA

In Smilia 'politeness' and 'friendship and harmony' are the most important values. You don't like conflicts; you consider arguments as impolite behavior. That's why you don't know the word 'no'.

Even when you don't agree you say 'yes'. You always smile at people, also when you don't like their attitude.

When you are working together and somebody asks you to do something you don't want to do, you say 'yes' but you always find a way not to do it.

Smilia is a very religious country. In daily life this means that you pray often. Every five minutes you stop whatever you do to come together to worship your gods. You do that by sitting together and whistling.

The Smilians greet each other by rubbing each other's legs. While speaking to each other your feet or legs are always in touch with the other ones feet or legs. You don't touch each other up from the waist; it's for example not allowed to touch shoulders, heads, hands or arms.

You have very strict rules towards tools and materials. Cardboard and scissors are male and cannot be used by women. Rulers and pencils are female and cannot be used by men. Glue can be used by both sexes.

Smilia is famous for its paintings and interior decorations.

Because your behavior is natural to you, you cannot explain it to strangers.

Now you have 15 minutes to prepare yourself in your own group. Practice the behavior! Also make sure there is one thing that shows in your appearance that you are from the same country. (e.g. the way you dress, the way you do your hair etc.) It's very important to practice well because you will need it in the follow-up

2. The dice game

1.

Goal: Each player tries to get as many Chips as possible

Rules:

- One person rolls the dice. The dice show a number. Look at the number and do the action according to the number. Whoever does the action the slowest loses and has to give one Chip to the person who has rolled the dice. If the last one was the person who rolled the dice than he/she gives one Chip to the person who was the fastest. Then the next person rolls the dice.
- After 5 minutes the rules will be taken away. So you have to memorize the rules! From that time on, when the rules are gone, you are not allowed to talk!
- If anyone loses all his/her Chips you wait until it is your turn to roll the dice again, then you will get new Chips.

These are the actions you have to take after rolling the dice:

If the dice shows a 1: Make a ball out of your fist and hold the fist into the middle.

If the dice shows a 2: Put your hand on top of the dice.

If the dice shows a 3: Put your flat hand on your forehead.

If the dice shows a 4: Put the pointing finger down in the middle of the floor.

If the dice shows a 5: Put your hand on the shoulder of your left neighbour.

If the dice shows a 6: Put your hand on the shoulder of your right neighbour.

2.

Goal: Each player tries to get as many Chips as possible

Rules:

- One person rolls the dice. The dice show a number. Look at the number and do the action according to the number. Whoever does the action the slowest loses and has to give one Chip to the person who has rolled the dice. If the last one was the person who rolled the dice than he/she gives one Chip to the person who was the fastest. Then the next person rolls the dice.
- After 5 minutes the rules will be taken away. So you have to memorize the rules! From that time on, when the rules are gone, you are not allowed to talk!
- If anyone loses all his/her Chips you wait until it is your turn to roll the dice again, then you will get new Chips.

These are the actions you have to take after rolling the dice:

If the dice shows a 1: Put the pointing finger down in the middle of the floor.

If the dice shows a 2: Put your flat hand on your forehead.

If the dice shows a 3: Make a ball out of your fist and hold the fist into the middle.

If the dice shows a 4: Put your hand on the shoulder of your right neighbour.

If the dice shows a 5: Put your hand on top of the dice.

If the dice shows a 6: Put your hand on the shoulder of your left neighbour.

3.

Goal: Each player tries to get as many Chips as possible

Rules:

- One person rolls the dice. The dice show a number. Look at the number and do the action according to the number. Whoever does the action the slowest loses and has to give one Chip to the person who has rolled the dice. If the last one was the person who rolled the dice than he/she gives one Chip to the person who was the fastest. Then the next person rolls the dice.
- After 5 minutes the rules will be taken away. So you have to memorize the rules! From that time on, when the rules are gone, you are not allowed to talk!
- If anyone loses all his/her Chips you wait until it is your turn to roll the dice again, then you will get new Chips.

These are the actions you have to take after rolling the dice:

- If the dice shows a 1: Put your hand on the shoulder of your right neighbour.
- If the dice shows a 2: Put your hand on the shoulder of your left neighbour.
- If the dice shows a 3: Put your hand on top of the dice.
- If the dice shows a 4: Put your flat hand on your forehead.
- If the dice shows a 5: Put the pointing finger down in the middle of the floor.
- If the dice shows a 6: Make a ball out of your fist and hold the fist into the middle.

4.

Goal: Each player tries to get as many Chips as possible

Rules:

- One person rolls the dice. The dice show a number. Look at the number and do the action according to the number. Whoever does the action the slowest loses and has to give one Chip to the person who has rolled the dice. If the last one was the person who rolled the dice than he/she gives one Chip to the person who was the fastest. Then the next person rolls the dice.
- After 5 minutes the rules will be taken away. So you have to memorize the rules! From that time on, when the rules are gone, you are not allowed to talk!
- If anyone loses all his/her Chips you wait until it is your turn to roll the dice again, then you will get new Chips.

These are the actions you have to take after rolling the dice:

- If the dice shows a 1: Put your hand on the shoulder of your right neighbour.
- If the dice shows a 2: Put the pointing finger down in the middle of the floor.
- If the dice shows a 3: Put your flat hand on your forehead.
- If the dice shows a 4: Put your hand on the shoulder of your left neighbour.
- If the dice shows a 5: Make a ball out of your fist and hold the fist into the middle.
- If the dice shows a 6: Put your hand on top of the dice.

5.

Goal: Each player tries to get as many Chips as possible

Rules:

- One person rolls the dice. The dice show a number. Look at the number and do the action according to the number. Whoever does the action the slowest loses and has to give one Chip to the person who has rolled the dice. If the last one was the person who rolled the dice than he/she gives one Chip to the person who was the fastest. Then the next person rolls the dice.
- After 5 minutes the rules will be taken away. So you have to memorize the rules! From that time on, when the rules are gone, you are not allowed to talk!
- If anyone loses all his/her Chips you wait until it is your turn to roll the dice again, then you will get new Chips.

These are the actions you have to take after rolling the dice:

- If the dice shows a 1: Put your hand on the shoulder of your left neighbour.
- If the dice shows a 2: Put your hand on the shoulder of your right neighbour.
- If the dice shows a 3: Put the pointing finger down in the middle of the floor.
- If the dice shows a 4: Make a ball out of your fist and hold the fist into the middle.
- If the dice shows a 5: Put your flat hand on your forehead.
- If the dice shows a 6: Put your hand on top of the dice.

6.

Goal: Each player tries to get as many Chips as possible

Rules:

- One person rolls the dice. The dice show a number. Look at the number and do the action according to the number. Whoever does the action the slowest loses and has to give one Chip to the person who has rolled the dice. If the last one was the person who rolled the dice than he/she gives one Chip to the person who was the fastest. Then the next person rolls the dice.
- After 5 minutes the rules will be taken away. So you have to memorize the rules! From that time on, when the rules are gone, you are not allowed to talk!
- If anyone loses all his/her Chips you wait until it is your turn to roll the dice again, then you will get new Chips.

These are the actions you have to take after rolling the dice:

- If the dice shows a 1: Put your hand on top of the dice.
- If the dice shows a 2: Put your flat hand on your forehead.
- If the dice shows a 3: Put the pointing finger down in the middle of the floor.
- If the dice shows a 4: Make a ball out of your fist and hold the fist into the middle.
- If the dice shows a 5: Put your hand on the shoulder of your right neighbour.
- If the dice shows a 6: Put your hand on the shoulder of your left neighbour.

3. Tetralema

Tetralema

(orig. Sanskrit – vier Ecken; in historic India used for resolving legal cases; four positions a judge can take in relation to the two conflict partners)

The one - The other- Both- None of both

Extra (from Buddhism): None of all – or something completely else

General aim

A creative way of widening your perspectives and perceptions of a given apparently problematic situation (especially in cases of "dilemmas"). Instead of just seeing one or the other option or the right and the wrong decision "Tetralema" invites to look beyond this polarity. Instead of s-using "right" & "wrong", it can also be that there is "preferred option" and "next-best" option.

Understandings of "Both" (acknowledging the relation between the two options)

Compromise, iteration (first the one, then the other), fake opposition, change of assumptions or beliefs, addition of both for a new result, Integration of the non-chosen into the chosen, tolerance of ambiguity, allowing more interpretations, different contexts for the two options

Understandings of "None of Both" (seeing a new context)

What is behind the "dilemma"?

What is being hidden by the "dilemma"?

Understanding of "None of all – or something Completely else"

Achieving a completely new insight, or new perspective; it reminds us though that even if we have a solution for now it is never forever; remain having a critical look to your beliefs, perspectives.

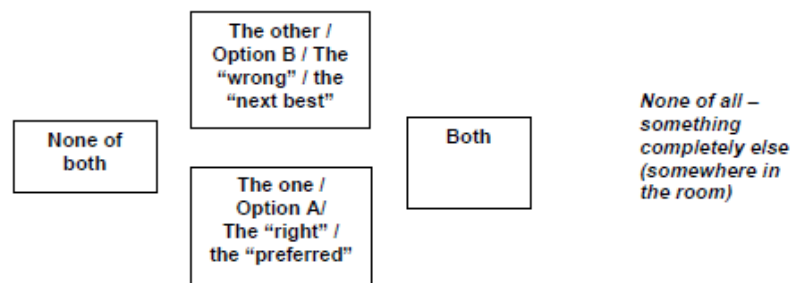
When to use Tetralema

In case of a confrontation between two options to act (the one or the other), a conflict between something you did/chose and something you did not do/choose. A conflict of values, points of view. Remember - the idea is to broaden the perspective – not to force choice-making.

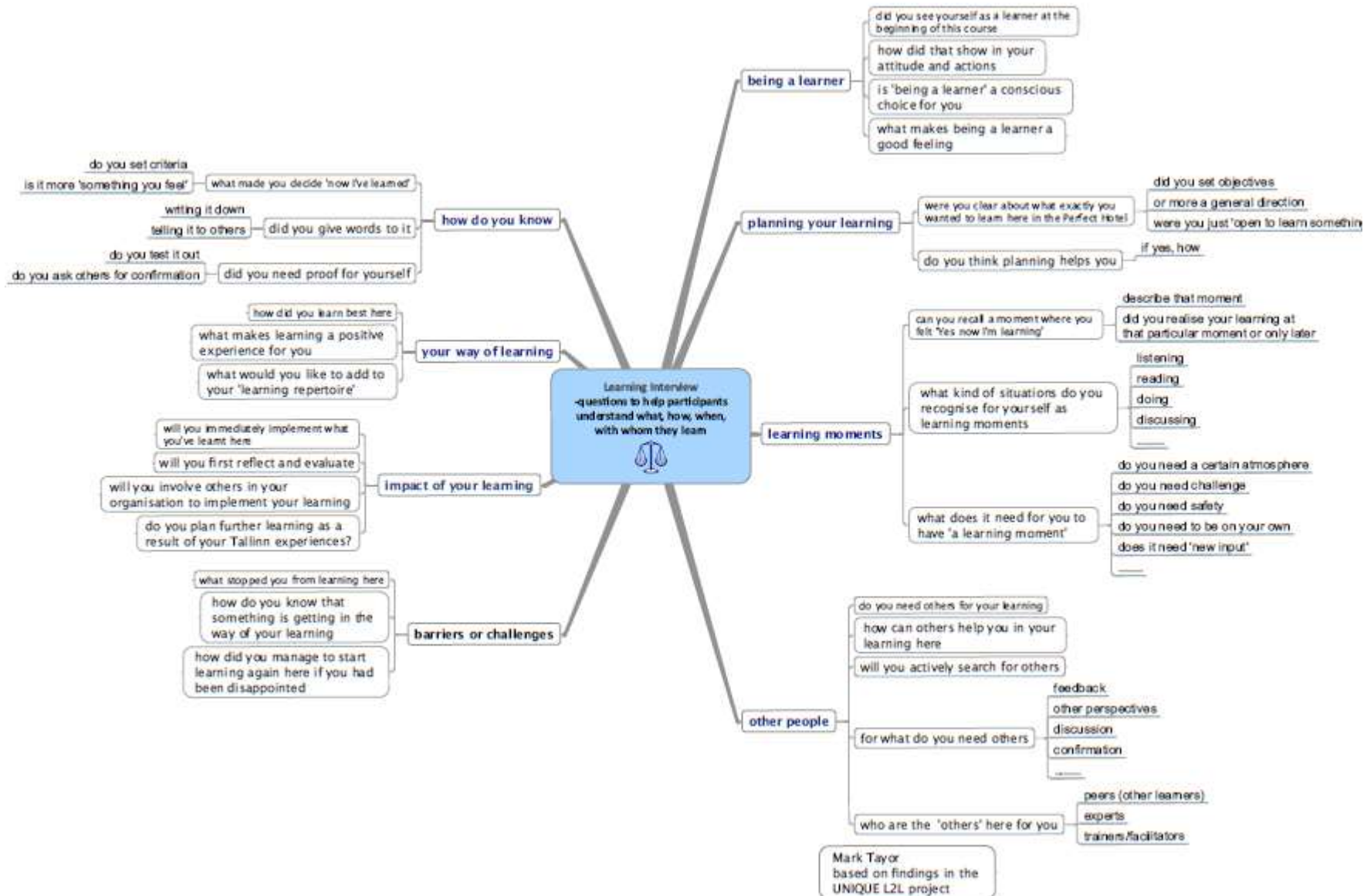
How to do it

You can do it for yourself or you can facilitate the process of others.

You can do it just on paper with written reflections or with positions in the room (with chairs for example).



4. Learning interview



5. Story line

Storyline

Aim of the method: To assist a young person in reflecting on their experiences. It helps them to see the whole picture, not just the high or low points.

Description of the method:

Ask the young person to create a graph showing the ups and downs of their recent experiences. This can be done, for instance, by drawing it on paper, making it look scientific, or by using a metaphor such as a river, a road or anything else. A more active variation on this is asking them to use a rope on the ground to create a line. Then you can walk together along the rope while you ask some questions about the person's storyline.

Possible questions to ask along the storyline:

1. Name five emotions at different points along your line.
2. Tell me your story in five sentences while moving along the line.
3. What helped you reach the peak?
4. What helped you recover from the dip?
5. What (if anything) did you do to turn an up into a down and vice versa?
6. How did others (or other factors) turn an up into a down and vice versa?
7. How did your feelings influence what you said or did?
8. How did your feelings influence what others said or did?
9. Were others aware of your feelings?
10. How aware were you of the others' feelings? Were they following a similar or different pattern?
11. Assuming you encounter a similar situation again, show me how your storyline could be different next time.



How the Storyline could be used in your Erasmus+ work:

This is a tool you could use in your Youthpass process in many different project settings. It could be used to reflect on a youth exchange experience and is also suitable for regular EVS mentor-volunteer meetings.

6. GROW model

GROW model

Aim of this method:

To assist the young person in problem solving or goal setting

Description of the method:

There are several versions of the GROW model. This is the original one which was presented by John Whitmore in his book "Coaching for performance".

The GROW model is a simple yet powerful framework for structuring your coaching and mentoring sessions. It helps you to keep on track with your sequence of questions. It's like a map that guides you and the young person towards learning objectives or any specific goal that the young person has.

As it is a model, it can be transformed into a method in many different ways. This is primarily a basic structure that the coach should bear in mind while she is interacting with a young person. But it could easily be turned into a set of written questions for a young person's collage or drawing.

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| G | Goal | This is the end point at which the young person wants to be. The goal has to be defined in such a way that it is very clear to understand if it was achieved or not. |
| R | Reality | This is where the young person is now. What are the challenges? How far away are they from their goal? |
| O | Options | Once the current reality has been explored, it's time to determine what is possible by brainstorming all possible options for reaching their goal. |
| W | Way forward | This summarizes aspects such as what needs to be done, when and by whom. It also confirms the will to act. |

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|---------------------------|---|
| <p>Goal</p> | <ul style="list-style-type: none"> ¥ Which area(s) of competence would you like to focus on? ¥ What would you like to achieve in the long and short term? ¥ What does your goal look like? ¥ How will you know that you have been successful in achieving (...)? ¥ What will work better than it does now? ¥ What are your intermediate goals/first steps? ¥ Are these challenging enough? |
| <p>Reality</p> | <ul style="list-style-type: none"> ¥ What is the situation right now? (try to focus on facts!) ¥ What is working? What is not working? ¥ In which situations did you need this competence? ¥ Can you tell me about your greatest achievements in this area so far? ¥ What does this tell you about your strengths? ¥ What strengths of yours could help you to achieve your goals? ¥ What are the greatest external (or personal) challenges in developing this competence further? |
| <p>Options</p> | <ul style="list-style-type: none"> ¥ What are your preferred courses of action? ¥ What are the actions you could take to reach your goal? ¥ What other alternatives can you think of? ¥ What would happen if you had more energy/confidence/money/time? ¥ If you were to start from the very beginning, what would you do? ¥ If the existing difficulties were eliminated, what would you do? ¥ What kind of support – from me and from others – would you need to do this? ¥ Who can help you? |
| <p>Way forward</p> | <ul style="list-style-type: none"> ¥ Which steps/actions are you going to take? ¥ To what extent are certain steps difficult for you? ¥ What can you do to reduce/eliminate these difficulties? ¥ Who needs to know about your plans? ¥ How big is your motivation on a scale of 1-10 to take these steps? ¥ Why is your motivation less than 10? What can you do to change that? |

4. INSPIRATIONAL FLIPCHARTS

