



Non-formal educational methods in working with young people faced with the risk of the social exclusion.

Fundacja In Posterum
ul. Strzegomska 7
53-611 Wrocław
Poland



RegioVision GmbH
Schwerin
Am Margaretenhof 28
19057 Schwerin
Germany



Decroly Santander
C/ General Dávila, 200
39006 Santander
Spain



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Design and Edit: RegioVision GmbH Schwerin

Translation: Project Partners

Project Leader: In Posterum Foundation

Project Partners: Decroly Santander and RegioVision GmbH Schwerin

www.integrationthroughinspirations.eu

Reviewed by

Prof. Dr. Klaus Henning Busch

Dr. habil. Hans Joachim Buggenhagen

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Introduction

Existing documents of the European Council (Lisbon Strategy, The European social model, EU Cohesion Policy) clearly indicates the priority areas of socio - economic development aiming at full employment and social cohesion. According to them „*well designed and implemented social policy is an investment that brings benefits for all society. The efforts of social integration increase the potential growth and social activity in all areas of life*”. The Active Social Policy Conception is based on the active involvement of public institutions in the process of solving the social problems mainly through innovative activation programs. The APS relates primarily to employment policy, the system of social care and education. The APS combines with the objectives of the Strategy “Europe 2020”, particularly in relation to reducing the number of Europeans living below the poverty line.

Research shows ¹that family is a core value for the majority of EU societies. Family is the first place of gaining life experience and development of personality of the child. Family life and its effects are strongly felt on the social level and therefore the state policy has to be focus on them especially in the situation of changes in the models of family life, where basic functions performed by the family are held in other, often lesser extent than it used to be so far. Researches emphasizes the observed increase of the aggression and cruelty among children and youth, growing juvenile delinquency, increase of social inadequacy, a growing number of developmental disorders. Sources of these phenomena should be sought in family houses. It is well known that the crisis of childhood is secondary to the crisis of parenthood, but there is a lack of universal programs to support families in fulfilling their functions. The lack of: a coherent accepted system of values, patterns of rising up the children, does not help the families either.

There are no factors that support the family in fulfilling its tasks. Therefore it is important to provide support for expanding opportunities of the families.

Preventing families from the social exclusion requires modern services to be provided by the properly trained staff within the local environment. The necessity for decision making and actions taking requires from the specialists an accurate knowledge and abilities that allow them to recognize citizens' needs in social activities. Constant vocational development is required in the effective actions taking. Manifestations of changes in the social life require from the aid institutions an active approach towards education, knowledge gaining, educational methods development, ways of information flow activation as well as gaining and straightening of their didactic competencies.

The experiences of organizations involved in youth work show that the use of non-formal education methods, both for individual development and youth employment, is a great way

¹ E. Tarkowska, *Młode pokolenie dorastające w warunkach ubóstwa a pomoc instytucji*, [in:] A. Hryniewicka (red.), *Różne wymiary skuteczności w pomocy społecznej*, Wyd. CRZL, Warszawa 2011

to increase the effectiveness of public assistance institutions' actions in the context of youth exclusion.

The present publication has been realized under the project "Integration through Inspirations. Non-formal education as a tool of the equalization of opportunities of youth at risk of social exclusion" with the financial support of the European Commission, under the ERASMUS + programme, Key Action 2: Strategic Partnership for youth – agreement no. 2015-2-PL01-KA205-017512. It is the result of the work of three organizations: In Posterum Foundation from Poland, RegioVision GmbH Schwerin from Germany and Decroly SL from Spain. It is the final stage of the work, preceded by our own research², conducted on two groups of respondents - youth at risk of social exclusion and representatives of institutions and organizations working with young people and the implementation phase developed on the basis of the needs and capabilities of tools for non-formal learning methods. Evaluation of the implementation process allowed us to obtain feedback on reaching target groups, adjusting actions to beneficiaries' needs etc.

The publication includes a presentation of the various methods used in the training to make it easier for users to practice their own activities, especially those who are just starting out with young people. Reflective approach to reading publications, can also help to prepare own, youth projects. There are examples of games and play activities that can support group building, process of stimulating group to act, atmosphere building, etc. They are constructed in that way, that they can be used in different variants, appropriate to the needs of the target group. An important part of this publication is also the recommendations for different stages of youth work. Recommendations form an important part of this publication, and may protect future users from any errors that may occur at every stage of the work.

We hope that reading this publication will lead to "reflection in action and reflection on action" and encourage your own searching. We hope to help support institution workers to open up for innovation and change, to "reflective learning from practice, through practice and for practice."³

²The research was conducted in two levels: 1. Cognitive –through: recognising the resources and the ways of acting of the workers of social services (including knowledge about the functioning of young people at risk of social exclusion, resources, needs and expectations, evaluation of the chances and dangers, forms of help considered as useful for the youth); recognising the functioning of the youth at risk of social exclusion (their knowledge, preferences of social activity, continuation of the education, as well as the conditions of increasing their activity). 2. Pragmatic –through: developing the methods and the tools addressed to the workers of social services that constitute their work environment while working with the youth at risk of social exclusion. Research report „Conditions of the efficient support for youth at risk of social exclusion” you can find on the website www.inposterum.pl; www.integracjaprzezinspiracje.pl;

³ Donald Schan concept of reflective practice, B.D.Gołębnik (red.), *Uczenie metodą projektów*, Warszawa, WSiP, s. 16

Scenarios and Applied Methods/Tools

This chapter is divided into two parts. In the first part is including a description of the project methods summarized for ready-to-use day to day scenarios for social workers. In total there are 10 scenarios. Each of the scenarios contains a complete description of the applied learning methods summarized in a day scenario. Additionally each of the scenarios represents several exercises to support furthermore the work with disadvantage youth.

In the second part, we present a list of applied learning tools and methods for non-formal working with disadvantage young people. These methods/tools can be used interchangeably with the exercises explained in the part of the scenarios or can be used to create a personal own day to day scenario for working with youth in daily work.

The applied learning methods are divided into three phases: contact, project and transfer.

The scenarios and applied methods/tools described in this publication have been tested by professionals in the context of working with disadvantage youth at risk of social exclusion.

General Information

What is “Non-Formal learning?”

Formal education – Organized, guided by a curriculum, leads to a recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level. Teachers are usually trained as professionals in some way.

Non-formal learning – middle form between formal learning and informal learning, means, the form is not the main part but content, especially, the forms where to learn in are not set by teaching personnel. Non formal learning is organized (even if it is only loosely organized); it may even be guided by a formal curriculum. This type of education may be led by a qualified teacher or by a leader with more experience. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and capacities. Continuing education courses are an example for adults. Often, non-formal education guides are young people who can lead the group. It is often considered more engaging, as the learner's interest is a driving force behind their participation.

Informal learning – No formal curriculum and no credits earned. The teacher is simply someone with more experience such as a parent, grandparent or a friend. A father teaching his child to play catch or a babysitter teaching a child their ABC's is an example of informal education.⁴

⁴ more info: www.integrationthroughinspirations.eu

Contemporary pedagogy and didactics puts , as reference points, skills and competence. Assumption of competences differs diametrically from the assumption of deficit.

Competence and deficit approach

Modern pedagogy and didactics are based on the concept of competence. The competence approach is diametrically opposed to the deficit approach. The deficit one assumes that the learners lack something, ie. knowledge, skills, will, permissions or motivation. Learners in this approach are people who cannot-do, will-not-do or are not-allowed-to-do something. Deficit-oriented didactic teaching and learning methods look for such gaps, deficiencies or empty spots and fill them. They convey knowledge, practice skills, motivation and permissions.

In contrast, competence-oriented teaching and learning methods are assuming that the learner already has abilities of different genres and manifestation and that there are already will and permissions given from other sides, parents' house or from the living environment.

Learner come into the learning process with desires, constraints and demands, they may, need should do and they compare these desires and requirements with what the teaching and learning process has to offer to them.

A competency-oriented learning process modifies this existing:

- I may into I can
- I must into I'm allowed
- I should into I will

The approach to competence is looking for skills and potentials that lead while in self-organized situations. Such learning practice, for example, consists of bringing the participants into a learning situation in which there is nothing less to do other than to learn. Competencies can be defined by action-oriented procedures in which behaviour is systematically observed and assessed. In addition to direct observation, some conclusion about the competencies may be taken. ie. by a self - reflection in biographical framework or by description from self or others.

How to organize didactic structures?

ZIMORR relation⁵

The ZIMOR relation summarizes essential elements of the educational process together. Completed by the feedback, as ZIMORR relation it provides a clear model for planning seminars.

⁵ Flossman, B., Status. Lust. Identitat. Story Way, 2013

Aim

Which target groups should be approached? What is their position, which change in perceptions or behaviour do I intend? What means do I have to disposal? The learning section should accompany a clear objective, which visualized, can always be used for determining location. The goals should derivate from the expectations of the participants. Particularly suitable for this is the cards (paper aided) query. Thus, the learners can always determine whether the current learning aims to achieve the goal, whether the learning situation is detaching from the target or whether is it approaching the goal.

Content

What should and what can be conveyed to the target group within the available time? What does the group have to learn, and in which objective only obtaining knowledge will be sufficient? The learning structure should be selected and arranged in accordance to the answers to these questions. The inner structure and dynamics of the teaching material must always be recognizable for each participant. The interrelationships between the content and other objects and the position of the content in the knowledge system must be clearly shown.

Form and content need to match each other.

With increasing general education also the absorption capacity for special knowledge enhances. Particularly suitable here are all graphical representations, ie. charts, films, transparencies / posters as well as slides. Screen presentations can also make sense here. The used images and the texts spoken for them should support each other. Even texts that are being spoken, when accompanied with visualisation can greatly win in the level of being understood (multi-channel mediation).

Methods

Which means and methods of visualization are appropriate? This is a question that is certainly needs to be answered on a case-by-case basis. In any case, it makes sense to use methods thrifty, even not so many different at once, but for that use their whole scope.

At all times, the learner needs to be clear about why certain methods are being selected and used, even which methods show accompany a certain learning process. The preparation of a method-library significantly contributes to learning success. Also, the knowledge about the learning method can itself be an additional access to the content.

Developing the individual method, also for the teaching staff, is a very stimulating task, that only in exchange with the participants may uncover the whole variety of the possibilities that can be investigated and verified.

Organization

Already the posting of a joint timetable leads to more patience and dedication to teaching process. The planning of the learning sections should always be done together with the learners and also accessible to all, for example in form lines, schedule or a network. The division of substances into

- Groups of mental operations
- Learning acts and
- Learning actions

combined with the possibility of their repetition and self-contained arrangement (Modul system) has decisively improved the participation of the participants in the learning process, their identification with "their" learning process and thus attention, independence and commitment.

Profit appropriation

Results of learning processes or joint work in the group may and must always be available. The fast availability of the own results increases the possibilities for self-control. The frequency and accuracy of the learning success evaluation, coupled with their availability for the participant, improves the learning effect. The pride of one's own "work" is an excellent stimulus for learning. Here, something which was produced itself may be evaluated by all.

Feedback

Problems such as success in the learning process must have an influence on the design of the processes.

So it makes sense from time to time to make »Flashlight«, short surveys or something similar, in order to make the participants aware of their ability to influence the process by expressing their moods or relations. Disturbances of the learning process are thus quickly visible and can be corrected.

In order to encourage inhibited people to give the feedback of the process there should be also anonymous messages available. For example, a red arrow glued to the problem-spots in the agenda may inform everyone involved about some difficulties. Disturbances and visible learning obstacles as well as particularly used and tested methods and finished sections should be available and known by all participants.

PART ONE

Scenarios

Scenarios for methods of project work, workshops on socio-cultural animation, group work, project work with youth at risk of social exclusion for use by employees of public support institutions

Prepared in the Project: „**Integration through Inspiration. Non – formal education as a tool of the equalization of opportunities of youth at risk of social exclusion.**”

These are scenarios for method called project work, which is the main method of working with young people . Our main method in non formal education is project work. Here we present you method subjects which are tools for working with young people.

Subjects:

1. Group working
2. Introduction to teamwork
3. Teamwork training
4. Solving the problems
5. Participation
6. Media in Project work
7. Animation training
8. Workshop of the future. Me and my project
9. Planning and preparing the project
10. Communication

Scenarios will help employees of public help institutions to prepare their clients to realization their own projects, in a team or individually.

Project work is a way of developing the independence of a young person. By realizing in a team, or individually, ideas directed for a specific target audience, our clients develop competence of self reliance and self-determination. Most often, there is also a larger peer group that supports him and allows him to evaluate activities.

The implementation of projects, especially those using public funds, requires institutional setting. Here help can be served by non-governmental organizations dealing with youth work. Increasingly, grants for the implementation of mini-projects can be obtained through youth budgets, where formalities are greatly simplified.

Scenario: Introduction to group working. Recognizing the potential and expectations of the group

TIMING

4 h (30 min break)

Aim as for the group

Start the process of building a group identity

Recognizing the potential of the group give to the unit

Aim for the individual

Start the process of group membership

Start the process of building relationships with other participants

EQUIPMENT

Flipchart, markers, moderator cards, cover, Tibetan bowl

PARTICIPANTS will need

Sheets of paper A3 – rigid, sheets of paper A5, markers, moderator cards

PROCEDURE

Beginning of classes

It is a good idea to start with activities that will be part of a group ritual for every activity - such as hit into the Tibetan bowl, to focus attention on the leaders.

Introduction of classes

Presentation of the organizational framework of the current workshops and the whole cycle. The purpose of the meetings is to prepare the participants to carry out their own projects with the help of the group. (10 min)

Introduction to exercise Gesture

The purpose of the exercise is to get to know the names of the participants and to gather the first information about their interests and ways of being.

Participants and their leaders are standing in the circle. The first person pronounces his or her name and pantomime presents his characteristic activities: reading a book, riding a bike, walking in the mountains. The second person repeats the name of the predecessor, shows his gesture, then represents himself with a name and gesture. In turn, each participant presents the names and gestures of all predecessors, at the end presenting herself. The first person should repeat all the names and gestures at the end of the exercise. We do not discuss exercises. (20 min)

Establish working rules in a group (group rules).

The instructor introduces several rules and encourages participants to complete:

1. All participants are equal
2. No statement is considered inferior
3. Anyone can comment to the end + should speak briefly
4. Divergent sentences are important, they are sources of information.

A poster with rules is placed in a visible place so that you can return to it. (10 min)

Introduction to exercise Portraits

The purpose of the exercise is to build distance to oneself and attention to others.

The first step - drawing portraits. Participants sit opposite each other in two equine circles forming pairs. They receive from the leading A5 sheets, washers and markers. Sign the cards in the lower right corner. People in pairs exchange cards. Their task is to draw an oval of partner face (only face oval). Then the card goes back to the owner. The outer circle moves one place to the left. New couples are emerging. This time the participants draw their eyes and eyebrows. The card goes back to the owner. The outer circle again moves one place to the left. This time in pairs are drawn lips. The outer circle moves as before. This time the nose is drawn. Last place change. The task of the participants is to draw the partner's hair and all the important details. We are finishing the portrait. Finished works are presented in the group.

Comment

This exercise is especially important in the first phase - drawing oval face. Be careful not to be too small or too large. (15 min)

The second step - creating a visiting card. Each participant receives a rigid sheet of A3 format, divides it into four fields, in the middle glues his portrait. Its task is to visualize with the help of drawings 4 topics:

1. My surroundings (family, friends, pets)
2. My passion
3. My dreams
4. What I do not like?

(10 min)

Break 15 minutes

Presentation of visiting cards - 3 minutes per person. Each participant comments briefly on his pictures. The trainer takes care of the dynamics of the exercise. If necessary, it reminds of the group rules working out at the beginning. Each presentation is rewarded with short

applause. All posters are hung on the wall. The host asks the participants for a brief summary - what passions and dreams have "our" group. (40 min)

Introduction to exercise 3 hands 2 feet

Its purpose is to stimulate the group to act and reflect - in this case it is the willingness of the participants to cooperate. Participants form a 4-person group. The instructor gives the number of hands and feet the group may touch on the floor - do not use requisite or touch the floor with other parts of the body.

The task of each group is to create a type of sculpture, installation and naming it. The task is repeated 3 times, each time the number of feet and hands is changed so that the scale of difficulty is increasing.

After the exercise, the instructor will ask the participants in each group for a short report. Ask questions: how did you come up with solutions? How do you rate your involvement in the activity? What impact did it have on it? At the end, the instructor draws on the flipchart in the cloud the word involvement. He asks about his importance for the group activities and asks the participants to give the factors supporting the commitment - he writes them on the blackboard around the cloud. Eg.: competition, lack of competition, information, success, good atmosphere, lack of appreciation, etc. In conclusion, with the help of the group stands out those factors that the participants think are the most important. The card is placed on the wall. (20 min)

Introduction to Raft on the sea

The goal is the same as in the previous exercise, but this time the interaction is about the whole group. The tutor puts a blanket on the floor playing the role of a raft. Its size makes it possible for 12 people to stay there. Participants are castaways at sea. As time passes, the raft decreases - the leader folds the blanket in half. The task of the participants is to keep the whole group on an ever smaller area of the raft. Exercise is awarded with applause.

The subject of the conversation group - leader is me/we.

The leader draws on the flipchart the "cloud me" and "cloud we". Ask questions: How much action you focused on, and how much on others? Who were you concerned about? Who do you feel responsible for? Who helped you? Asks about the factors that decide that we are talking about we - my group. Eg.: we know each other, common destiny, common goal, common experience, common interests. They write over me clouds, if they concern an individual or we, if they refer to a community. The poster glues on the wall. (25 min)

Break 15 minutes

Introduction to the topic "What can we know about teaching?"

(Autodidact potential of the group) Participants record what they would like to learn (green) and what they can learn alone (blue) - one topic on a single sheet of paper, written by a thick pen, so that you can see from a distance. The leader groups the cards and together with the participants summarizes the results. What is real? What kind of activities

you would like to invite external consultants and what you can develop by yourself. (30 min)

Introduction to exercises Curtain down

The purpose of the exercise is to prepare the group to complete the classes, to memorize the participants. Participants are divided into two teams, standing on two sides of the curtain. The instructors hold her over the participants' heads so that they do not see what is happening on the other side. In front of each other (on both sides of the curtain) stand two participants. When the curtain falls down, they must recognize the partner immediately and say his name. Who will do it faster, wins. A slower person goes to the opposite team. We repeat the task several times. (10 min)

Summary of activities, feedback from the group

The facilitator asks each participant for three important information related to the activities. They can refer to themselves, the group, the individual participants, the activities, their course, etc. At the end the tutor summaries the class [activities]. (20 min)

End of class

Eg. hitting into the Tibetan bowl to give the rank of the whole meeting.

Scenario: Introduction to group working. Interaction between participants, team roles, phase of group process

TIMING

4 h (30 min break)

AIM

Creating a situation for real interaction between participants

Disclosure of competencies, skills, and potential of the participants

Start the process of building a team aware of your capabilities

Introduction of concepts to describe teamwork

EQUIPMENT

White sheets A4, marker, flipchart, moderation sheets, Tibetan bowl, 12 balls to juggle, the table of cultural differences

PARTICIPANTS will need

White sheets of paper, markers

PROCEDURE

The ritual to start the classes

Eg. as hitting into Tibetan bowl, to focus attention on the leaders.

Introduction to meeting subject – team work

The teacher asks the question: what criteria does the team characterize? What is the difference between team and group?

There are concepts: cooperation, team work. The teacher asks the group to show their ideas. If possible visualize them on the flipchart: project teams (from school), sports teams, scouts, kayakers, music groups. He asks when we can consider family as a team. (15 min)

The Hunting exercise

In reference to the previous action, the teacher introduces the Hunting Exercise. The purpose of the exercise is to energize the group to act (energyzer) and to train the co-operation.

Participants are in a circle, the leader is making sure everyone knows their names. The leader gets in the middle and acts as a hunter. Goes meticulously (not too fast) towards the selected participant to catch him. The only way to save one's eyes is to look at one of the other participants to say the name of the "threatened" person. You have to look very clearly in the direction of the "Rescuer", so that there is no doubt that it is about him. Rescuers

should, in turn, be prepared to receive help and avoid sight. The task of the participants is to achieve effective co-operation: the participant at risk - asks for help - receives it, the new participant is in danger - asks for help - receives it. In the group discussion, the leader draws attention to the relationships within the group. Ask for feedback from participants on issues such as: asking for help - providing help; focus on yourself - focus on others; responsibility for oneself, responsibility for others. (15 min)

Introduction of the co-operation exercise - Balls

The aim of the exercise is to train the co-operation and to illustrate the basic mechanisms involved in teamwork.

Step 1 - Participants are in a circle, the task is to transfer the ball to a regular partner so that everyone is the host and relay. As a result, the ball circulates from person to person in a closed cycle. It is important to ensure that the person from whom the participant always receives the ball, just as the person to whom he / she always gives his / her - is as close as possible to him (not next to him). During the exercise, the leader introduces more and more balls. Once the exercise is recognized, we ask the group / team to keep as many “moving” balls as possible. Group defines how many balls will be and how to achieve this. After the first attempt to keep the ball in motion, the facilitator makes sure that the participants are aware of the rules of the exercise. He asks what needs to be done to make the success a bigger one. (10 min)

Step 2 - The trainer proposes training in 6-person teams. Participants once again set the ball path from person to person. Then they practice catching and feeding techniques. (10 min)

Step 3 - Both teams join together so as not to disturb the way practiced in small groups. If team A starts, then the last person in the team will give the ball to the first person in team B, and the last person in team B to give the ball to the first person in team A. The group is trying to keep as many balls as possible. The trainer seeks to capture the moment of greatest success and proposes to complete the exercise. (5 min)

Discussion in team – leader questions:

- What differences in working in a large and small group could be observed?
- Where did you work better?
- Did the training bring the effect?
- What teamwork mechanisms have you observed?

On the flipchart, the leader draws a diagram of the co-operation of the group - the circle of participants and around each one team - “just focus on the person from whom I receive the ball and the person I give the ball. At the same time, I become part of the ensemble of these people - so the whole group becomes a band. (10 min)

Discuss the interaction model in a team

The leader repeats the definition of the team: a group of people with a common goal and widens it by an element of interaction between the participants - relations of “union” and “exchange” occur.”⁶

There are always three real factors in group work:

1. ME – each independent me participant and leader
2. WE - „we“, mutual relations
3. GOAL – subject, issue

In teamwork we strive for a balance between these factors. If we focus too hard on the goal, they can suffer from teamwork if the team is under pressure from teamwork, it may be reflected in its involvement, etc. (5 min)

Break 15 minutes

Introduction of the Chairs practice

The purpose of the exercise is teamwork coaching and a comparison of the role of leader and moderator in a team. Participants sit on chairs spread all over the room. One chair is free. The leader - the external factor - always strives for a free chair. Participants try to occupy a chair free always before the leader. After a few tries, the decision-making process begins. How to make the leader not sit on free chair. Then the instructor proposes three tests during which the group can practice the effectiveness of the solutions. (30 min)

Group discussion: analysis of the decision-making process. Has everyone felt part of the decision-making process? Was his ideas taken into account? Did everyone know what to do?

Role of moderator - role of leader: what is the moderator responsible for, what is the leader responsible for? (20 min)

The facilitator presents one possible model for decision-making:

1. Selecting a moderator responsible for time, framework and decision-making
2. Brain storming – anyone can submit ideas
3. Elimination of ideas - democratically
4. The originators become responsible for the trials
5. Ideas simulation - practice ideas
6. Choosing one idea to implement

⁶ More: Ruth Cohn „Theme-centred Interaction”

7. Choosing responsibility person

8. Realization

(5 min)

On the basis of the three exercises, the instructor draws attention to the phases of action:

1. Instruction introducing exercise

2. At used to learning the action

3. Phase of creative action

4. Progressive boredom (destruction)

5. Finish and discuss the exercise

The instructor makes sure the participants see if their observation is in line with the scheme. (10 min)

Break 15 minutes

Introduction of the Locomotive exercise

The purpose of the exercise is to illustrate the functioning of the role mechanism in a group. Participants choose three teams. They stand behind each other, hands on hips or shoulders, so as to clearly transmit impulses (commands). The teams imitate locomotives; The first is a buffer and has closed eyes - he is a contractor, the second is an intermediary - he has open eyes, sees the way, his task is to carry out the instructions of the driver, the third is a driver and responsible for the locomotive. We request non-verbal communication. On the road of locomotives we put obstacles. The driver's job is to run "locomotives" safely but interestingly. In the exercise there are three changes, each time the buffer goes to the driver's place so that each participant has tried each role. (10 min)

Discussion

During the discussion in the group the leader characterizes the basic roles in teamwork: alpha, beta, gamma - leader, expert, contractor. Each team talks about how the interaction between the phases of the exercise has looked like. In what role do the participants feel best about the role of the given participant, the predispositions that the individual feels in each role, the dynamics of the exercise correspond to the dynamics of the real situation. (15 min)

Team building due to cultural differences

The leader introduces the concept of cultural differences. He asks the participants how far they think the term "cultural differences" coincides with the notion of "differences of character". The leader introduces a table of cultural differences (see appendix) and asks for it to be done individually. Explains how to interpret individual items on a scale. After completing the table individually, the manager asks for a comparison of results in teams

corresponding to “Locomotives”. Ask the individual teams for a comment: what could be the compatibility of differentiation of the features?(20 min)

Summary, feedback from the group.

The instructor asks you to name the items that the participants think will remain in their memory for a long time. Element “aha!” In conclusion, he summed up the meeting itself. (20 min)

End of classes

Eg. hit the Tibetan bowl

Annex

Team building by cultural differences⁷

Please tick the “x” for the correct position. „0” means that I am not inclined to any of these options, “5” means that I have a definite tendency towards one of them. After selecting the choices, please “x” connects one line to create a graph type.

I like working alone	-5 -4 -3 -2 -1 0 1 2 3 4 5	I like working in team
I keep a time limits	-5 -4 -3 -2 -1 0 1 2 3 4 5	I do not like time limits
I like competition	-5 -4 -3 -2 -1 0 1 2 3 4 5	Competition paralyzes me
I appreciate the conflicts	-5 -4 -3 -2 -1 0 1 2 3 4 5	I avoid conflicts
Reflective action	-5 -4 -3 -2 -1 0 1 2 3 4 5	Emotional action
Analyzes	-5 -4 -3 -2 -1 0 1 2 3 4 5	I act intuitively
Product is the most important thing	-5 -4 -3 -2 -1 0 1 2 3 4 5	Fun is the most important thing
I am disciplined	-5 -4 -3 -2 -1 0 1 2 3 4 5	I need self discipline
I price order	-5 -4 -3 -2 -1 0 1 2 3 4 5	I price improvisation
I am willing to take responsibility	-5 -4 -3 -2 -1 0 1 2 3 4 5	I avoid liability
I can motivate myself to act	-5 -4 -3 -2 -1 0 1 2 3 4 5	I need external motivation
I like to work with people of similar views	-5 -4 -3 -2 -1 0 1 2 3 4 5	I like diversity in the team

⁷ Developed by Wojciech Staniewski, based: Ronald Meighan, Socjologia edukacji, Toruń 1993, chapter. Ideologie edukacji i ewaluacji

Scenario: Training of team working. Concept of comfort zone, experimental zone; Definition of the critical situation; Concept of trust in a team

TIMING

4 h (30 min break)

AIM

Building trust in a group / team

Create space for experiment

Disclosure of competencies, ability to cooperate and capacity of participants in a critical situation

Build a team aware of your capabilities. Introduction of concepts to describe teamwork in a critical situation

EQUIPMENT

White sheets A4, markers, flipchart, moderation sheets, Tibetan bowl, rope, Building a project team: Tuckman's phase (see annex)

PARTICIPANTS will need

White sheets, markers

PROCEDURE

The ritual to start the classes

Such as the blow to the Tibetan bowl, to focus attention on the leaders.

Introduction to the topic of the meeting.

The teacher writes on the flipchart in the cloud word team and asks the group to list the factors that build the team: communication, experience, chemistry, common goal, trust, etc. Ask about what place among these elements is trust. (15 min)

Introduction to the exercise Pendulum

The purpose of the exercise is to build trust in the team. Participants react differently to physical contact and are at different levels of fitness - the task of the participants is to develop a sense of security in the group and readiness to experiment.

Step 1 - Participants practice in pairs. Participant A's task is to fall backward so that participant B can safely catch him. The fallen man has his arms sideways and his hands clasped in front of him to catch a partner on his chest. The fall must be "on board". Participants practice defining opportunities. How far do I want to fall, what distance do I dare to catch. It is very important to start with small distances. It is important to step out of

the comfort zone and move around in the experiment zone. After some time there is a change of roles. (15 min)

Step 2 - Participants exercise in threes. The participant in the middle stops his feet and allows to move from one partner to another. Together they define the depth of the amplitude. After some time there is a change of roles. (10 min)

Step 3 - One participant stands in the middle of a narrow angle created by the other players. Closes the eyes, stiffens the body and allows it to fall "like a board". People from the wheel take over it and push away gently in different directions. At first the movements of the pendulum should be small. As the exercise progresses and the experience grows, the amplitude is increased (the circle may be slightly enlarged). After about 2 minutes there is a change in the role of a pendulum. Girls for safety should cross their arms on their breasts. (10 min)

Comment

These exercises, though at first glance, look straightforward, can be a real challenge for teens. During the introduction, the team should be alerted to the possible reactions of the person inside. When the catchers feel the stiffening of the falling body that confidence grows - they can increase the scale of movement. If the person in the middle is trying to insure himself, he should catch it earlier. Exercise should be done in silence.

Introduction to exercise Moving a person on outstretched arms

The purpose of the activity is to exercise responsibility and familiarize the group with the challenge.

The group is supposed to move one of the participants with the tape method on straight hands for some distance. The person carried stiffens the body "on board".

The group lifts her up and moves their hands in pairs. The last couple goes to the beginning. We repeat the exercise several times with new people. (20 min)

Comment: This task is a prelude to rope exercise. Ensure that the group follows him responsibly. Particular attention should be paid to the head of the person carried.

Break 15 minutes

Introduction to Rope exercise

The purpose of the exercise is to reveal the ability of participants to act in a critical situation and to build a team that is aware of their capabilities.

The organizer will bring out from the hall a person who, due to his predisposition, could be particularly important in this exercise (leaders, especially physically active), about 20% of the participants. Behind the door they tie those eyes - they do not get any additional information from them - they have to wait for the other participants.

At the height of the belt tightens the rope. The task of the participants is to move the "whole" group (along with the blind) over the rope so as not to touch it. If touched, the

entire group returns to its initial state. You cannot use anything that is in the room (chairs, armchairs, etc.). People with blindfolds also belong to the group. Exercise “must!” be done safely! One should strive for the most lapidary instruction. The task ends with the successful passage of the whole group. (45 min)

Comment

The rope can be a real challenge for the participants, it creates a critical situation and it is quite intense for the organizer and the “group”, but it gives a huge amount of opportunities for self-reflection at “yes, I act like that”, “I felt so”, “I understood the task”.

Exercise overview

Questions are asked: What happened? What was the feeling of the people to whom the sense of sight was taken - were their powers used? What was the feeling of being passive, not involved in the task? How do we understand the success of this exercise?

During the evaluation, the ability to analyze the work of the group and its role in the evaluation is practiced. Through feedback, participants can confront their own observations of events with the feelings of other team members. (30 min)

Break 15 minutes

Fixing the interaction model in a team. Using the model

1. ME - Each single “me” of the participant and the leader
2. WE - „we“, mutual relations
3. GOAL – subject, issue

The teacher summarizes the rope exercise. How did the individual participant (me) react to the role of team communication (we) as to how the task was accomplished? Have all three elements been kept in balance. (10 min)

The leader, on the basis of the rope exercise, introduces the concept of phases of team building - eg., according to Tuckman (attached). Together with the participants adjusts the phases - to the course of action. (15 min)

Introduction to exercise Blind Mathematicians

The purpose of the exercise is to train the co-operation and prepare the group to complete the class. The driver binds about 20 meters of rope to form a large circle. Participants draw their eyes and take the rope in their hands. Their task is to set up as a rectangle, a square, an equilateral triangle. It is important to measure the stretches as accurately as possible. Participants can not release rope. They decide when the task should be considered done. We leave the exercise without discussion.

Summary, feedback from the group

The instructor asks to name the items that the participants think will remain in their memory for a long time. Element “aha!” In conclusion, he summed up the meeting itself. (20 min)

End of classes

Eg. hit into the Tibetan bowl to give the rank of the whole meeting

Annex

Building a project team: Tuckman's phase⁸

Forming

During the formation phase of the project team, people try to mutually investigate, avoid controversy, and focus on organizational tasks. At this stage there are no conflicts, but work is not effective because of eg. lack of confidence and synergy. The manager is now able to observe how individuals perform their duties and how they deal with stress. To lead the team to the next phase, the manager, together with the members of the project, should clearly define the goals and principles of cooperation. Useful at this stage may be the formulation of the team card.

Storming

During the "storming" phase, project members open themselves up, leading to confrontation opposing views. The team is rubbing off as a result of informal working arrangements for individual and group work. Some teams go through this phase quickly and others never go out of it. It depends on the maturity of the people involved in the project. At this stage, mutual respect and tolerance for the opinions of others are important. The project manager can assist the team in establishing a clear, acceptable structure. Very important in this phase will be the skills not only of the manager but of the whole team to the cultural disagreement and conflict resolution. Complement: What are the types of conflicts and how to deal with them? Perhaps it is worthwhile to present to the members of the project the five phases of team formation to show that the "storm" phase is something natural but transient.

Norming

At the stage of normalizing the rules of team play have already been established. Some have had to give up their ideas for the higher good, which is the successful implementation of the project. The manager may at this stage move slightly away from the team and allow them to assume responsibility for achieving goals. It is also a good time to organize a common non-work-related meeting.

Activity

Action stage is the stage where the team performs their tasks smoothly and effectively without unnecessary conflict and without the need for continuous. Of course, the word "continuous" is key because the manager should still be kept informed about the progress and work. However, it can afford to delegate tasks to the most rationally supported level. Once worked out scheme of cooperation of employees within the project is not permanent.

⁸ <http://annakolm.pl/494/budowanie-zespolu-fazy-wg-tuckmana/>

Project teams that have reached the normative phase or activities may return to the “storming” phase, eg. as a result of personnel changes or other division of responsibilities.

Parting

Due to their specific nature, projects are limited in time and when they are over, the project team returns to their daily duties or are assigned to the next projects in full to one or to several. It is important that after the end of the project, devote some time to analyzing what each individual member has learned. It is certainly worth to celebrate the completion of the project together whether it was a two year or a one week project.

Scenario: Solving the conflict. Preparation of participants to resolve conflicts

TIMING

4 h (30 min break)

AIM

Familiarize participants with concepts of conflict resolution

Conflict resolution training

EQUIPMENT

Flipchart, markers, moderator cards, Tibetan blow, 2 pillows, autodiagnosis, drawings for exercise Mouse face

PARTICIPANTS will need

Sheets of paper A3 – rigid, sheets of paper A5, markers, moderator cards, 12 copies autodiagnosis, 2 copies. Collegial counselling, materials and props to practice Two Cultures

PROCEDURE

The ritual start the classes

Start activities such as blowing a Tibetan bowl, focusing attention on the lead.

Introduction to classes

The host writes the word Conflict on the flipchart in the cloud and asks the participants to list the typical conflicting causes: power, difference of opinion, jealousy, lack of tolerance, rivalry, etc. writes them around the cloud - asks about the nature of the conflict. The leader refers to the phase of team building and draws attention to the storming phase in which the conflict can play a positive role. (15 min)

Introduction to exercise Pillow races

Its purpose is to activate the group before the exercise Mouse face. Participants are in a circle, count down to two. The "one" form one team, the "two" form another. The teams are divided: those who count one are in one team, those who count two are in the other team. Each team has its own pillow (preferably in different colors). On the command, begin the exercise - the number one gives the pillow to the person from number one team, and the person from the group two gives the pillow to the person from team two. The participants stand alternately. Wins the team that passes the pillow faster. The exercise is to distinguish between those who like the competition and those who do not. And also how people perform in the team - whether they cooperate or are individualists. We will see during the exercise how the participants behave - there may be those who decide to break the game. The task repeat to two wins. (10 min)

In a short summary the facilitator asks the group when competition can be a source of conflict.

Introduction to exercise Mouse face

The purpose of the exercise is to draw attention to the cultural background of the conflict. Many conflicts are a result from "programming" us in the process of upbringing. Participants work in pairs. Leader shows to One participant a drawing on which you can clearly see the face and to the other participant shows drawing on which the mouse is seen. Then it shows all the participants a universal drawing on which you can see the face and the mouse. Now the task of couples is to draw a common picture, cannot communicate verbally. Ready drawings are presented before the group.

Exercise overview: the leader shows all three drawings. It analyzes with the group the programming process. Participants generally saw in the picture a drawing that was shown to them. (20 min)

Introduction to exercise Bomb and Smile

The purpose of the exercise is to analyze a cooperative strategy - the task is to rival the teams by developing a "what's more profitable" (modification exercise: stone, scissors, paper). Participants are divided into two teams. Teams compete with each other by collecting points. Smile means that both teams receive 1 point (+1), bomb - means take 3 points to the opposing team and earn 3 points for your team (-3, +3).

The task of the teams is to get as many points as possible, no more points from the opponent.

In the discussion, the speaker draws attention to a scheme that is consistent with a cooperative strategy. If Team A gives a smile, Team B also gives a smile. If Team A gives a bomb, Team B responds with a smile, but if Team A responds with a bomb to this invitation, Team B also gives a bomb. (15 min)

Break 15 minutes

Introduction to exercise Two Cultures

The purpose of the exercise is to analyze the nature of the conflict. Exercise normally provides information on the style of conflict resolution by individual participants.

The leader divides the group into two teams. Everyone gets a new identity.

Group I

Dominant women / No leader / You are collectors and vegetarians / Important touch / No discipline of time

Group II

Dominant men / There is one leader / Live from the hunt, you are carnivorous / You hate to touch / It is a time discipline

The leader introduces the legend:

Two cultures living side by side did not know each other, separated by a rushing river. Now the river has lowered its level, you can already cross over it and build a bridge.

The task of the groups is to organize a visit and re visit the bridge construction. For the first meeting of the group they do not know anything about themselves. The instructor will provide the participants with props and materials for staging and playing the cultures. Preparations should take place in separate rooms. After the first visit, the facilitator analyzes the event with the participants. Reminds that the goal is not to try force, but to build a bridge.

Discussion of the exercise - the instructor's questions

- Why was there a conflict?
- Whether the groups are satisfied with the result
- How could communication be improved?
- What was the difference between a visit and are visit?

During the discussion, the facilitator draws attention to the difference between the compromise and the win / win strategy. How could it look like a win / win solution? In order for a win / win strategy to be possible it is necessary to balance between one's own business and the other's business (I'm OK, you're OK)

Schedule exercise:

- Introduction and preparation for the visit – 15 min
- Visit - first clash of cultures – 10 min
- Overview of the visit - 5 min
- Preparation of Re visit – 10 min
- Re-visit - 10 min
- Overview – 15 min

Break 15 minutes

Introduction of exercise Collective Consulting

The purpose of the exercise is to analyze the real situation of conflict.

Individual work - on A4 paper, the participants draw a real conflict situation they could present to the group. In 6 persons teams they present their problems and choose one to analyze. They choose a moderator responsible for the agreed course of counselling.

Counselling course:

- Description of the problem by interested person – 5 min
- Questions to the team and answers – 10 min
- Suggestions to solve the problem from each participant (I would do in your place so...) - 10 min with an equal time limit per person
- Gathering the opportunity to solve the problem – 5 min
- Takes decision by concerned person – 5 min

End of counselling

Autodiagnosis

The instructor gives the participants a self-diagnosing card of the conflict resolution style. Once completed, he will analyze the results with the participants. (15 min)

Summary of activities, feedback from the group

The facilitator asks each participant for three important information related to the class. They can refer to themselves, the group, the individual participants, the activities, their course, etc. At the end the teacher summarizes the class. (20 min)

End of the class

Eg. hit the Tibetan bowl

Annex I

“Self-Diagnosis of Conflict Resolution Style”⁹

At every statement, write yes - if you are most likely to do so in social situations and not - if such behaviour is foreign to you or you do not know what is going on. If the behaviour described below is rather rare, please write not.

1. I try to avoid conflicts because I do not like to get upset
2. In conflict situations I usually give up
3. I am striving for such conflict resolutions, of which everybody is satisfied
4. I usually fight hard for my own
5. I often surrender to other people
6. I am withdrawing from difficult situations
7. I can also work with people who have a different opinion
8. I'm striving for a settlement, even when it rages on me
9. I usually try to prove to people that I'm right
10. Not to provoke an increase in conflict
11. When others are arguing, I usually sit quietly
12. I like to win in conflicts
13. In conflict situations, I am actively seeking a compromise
14. I am giving away when I see that others also do it
15. As a wiser person I give up the less mature
16. I cooperate with people because I think this is the best way to solve conflict
17. I eliminate conflicts by finding solutions that satisfy both sides
18. I run away from difficult situations, because it costs me too much (emotional cost)
19. I like sharp clashes.
20. Rarely openly express my own opinion
21. I sometimes show humility

⁹ H. Hamer, „*Development of social skills*“, *Handbook for teachers*, W-awa 1999

- 22. Together with my partner, I try to find the best way out of a conflict Situation
- 23. I fight because I think otherwise others will destroy me
- 24. I usually cope with the aggression of people by finding a plane of agreement
- 25. I can succumb

Instruction:

The key to self-diagnosis of conflict resolution

Diagnostic (meaning indicating the tendency for a conflict resolution style) is only yes. So we do not take the no responses into account at all. You should highlight below, with the number of statements, your own answer yes.

Cooperation: 3,7,16,17,22

Compromise: 2,8,13,14,24

Fight: 4,9,12,19,23

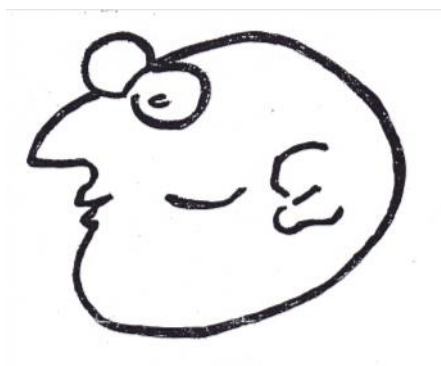
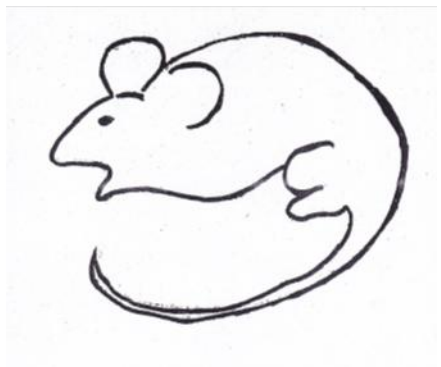
Avoidance: 1,6,11,18,20

Indulgence: 5, 10,15,21,25

You should now count how many times you highlighted yes for each conflict resolution style. Score 0 to 3 is random. However, 4-5 points mean the tendency to use this style of conflict resolution. Unfortunately, it is not possible to determine on the basis of the results whether a particular style is applied to the situation; You have to think about it yourself. If you have one or two styles (4 or 5 points), it's not enough to handle different conflict situations. Ideally, you should be able to use all conflict resolution styles, but if there are only three, then the best ones are those that make up the triad of effectiveness: cooperation, compromise, and fight.

Annex II

Exercise MOUSEFACE¹⁰



¹⁰ Here you can find pictures of mouse face in A4 format , <http://baustein.dgb-bwt.de/PDF/C1-BilderImKopf.pdf>.

Scenario: Participation. Levels of participation, leadership styles

TIMING

4 h (30 min break)

AIM

Transmission of basic concepts of participation Training for creative activities

EQUIPMENT

Flipchart, markers, moderator cards, old news paper for exercise Newspaper Fashion, blocks and exercise bands House of my dreams, Materials for the arrangement of the Planet of participation, Tibetan bowl, Description of leadership styles

PARTICIPANTS will need

Sheets of paper A3 – rigid, sheets of paper A5, markers, moderator cards

PROCEDURE

The ritual start the classes

Start activities eg. hit the Tibetan bowl, focusing attention on the leaders.

Introduction to classes.

The leader draws on the flipchart in the cloud the password Activity of participants and asks for factors influencing the activity - writes them around the cloud. Eg: Interest in the topic, cool group, cool leader, benefits, reward perspective, etc. Leader explains the concept of participation and participation levels. Introduces participation criteria and visualizes them on the wall. Eg:

1. How participant is informed about the action?
2. How far is this activity involved?
3. How many of his ideas are taken into account?
4. To what extent does it influence decisions?
5. To what extent is the responsibility for the action?

The leader refers to the experience of youth and asks for examples taken from home, school, work that can illustrate the decorativeness of participation, passive participation, active and independent decision-making. (25 min)

Introduction to exercise Mechanisms

The subject of observation in this exercise will be the activity of the participants in the situation of creative action of team. The leader divides the group into 3 teams of 4 persons. Their task is to play a scene illustrating the mechanism of operation of the machine that was assigned to them. Eg.: swing machine, car, washing machine. In the discussion, the leader asks about participants' autonomy and involvement. (20 min)

Introduction to exercise Newspaper Fashion

As in the previous exercise, it is an analysis of participants' activity. The leader provides the 3-person teams with materials - old newspapers, markers, adhesive tape. Their task is to disguise one person as a real or fictional character so that there is no doubt who he represents. Overview for independent action. (25 min)

Break 15 minutes

The leader introduced the concept of leadership styles

Participants receive a list describing the style of leading the group (attachment). Leader compares this classification with the traditional division of authoritarian, democratic and liberal style. The participants have the task of presenting the scene of a "mentor-student" illustrating the impact of individual ideologies, focusing on their strengths. (30 min)

Introduction to exercise House of my dreams

The purpose of the exercise is to train the group and to apply different strategies for participation. Participants in two four-person teams are sitting blindfolded at the table and cannot talk. Additionally, in each team there is a leader and observer. The leader receives from the teacher blocks for organizing the work of the participants so that the House of my dreams is created, but he himself cannot build. It depends on him, what strategy he adopts and how he manages the work. In each team, at least 2 people should try their hand at leadership and observation. (30 min)

Break 15 minutes

Exercise overview

Each person describes the course of the exercise from his perspective. Contractors determine how much their potential has been used, the leader describes the activity in the context of limited communication, the observer concentrates on the leader-contractor relationship. Together they reflect on the optimal strategy in this exercise. The teacher is trying to transfer from a laboratory situation to real life situations. (30 min)

Exercise Planet of Participation

The purpose of the exercise is to consolidate the concepts of leadership style and participation.

Step 1 - Participants work in two teams, each of them divided into two parties: young and adults. The task of the teams is to “settle” the planet, in which it will be possible to build relationships between adults and youth in the spirit of the greatest possible participation. Participants are looking for answers to the question how to take care of mutual trust and training of responsibility from the beginning. The host takes care of the pleasant atmosphere of discussion - juices, fruits, decor.

Step 2 - Teams present search results.

Step 3 - An attempt to simulate life on a Planet of Participation. Participants are provided with materials to help arrange the space. (30 min)

Summary of activities, feedback from the group

What content will the participants remember? Have they discovered something for themselves? (20 min)

End of classes

Eg hit the Tibetan bowl

Annex

Style of group leading¹¹

(in relation to organize meeting for youth)

The style can be understood as the whole of the leader's convictions (relation to youth, attitude towards duty, hierarchy attitude, attitude towards heritage, etc.), demonstrated by him both in behaviour and in contact with various backgrounds, and concerning the formal organization of youth meetings.

„Forwarding” style

1. The teacher defines the goals and tasks of the group as perceived by him as the valid criterion of educational and educative interest. He seeks to develop an attractive program for young people willing to subordinate and it will answer the expectations of the community they represent. Participants are not co-organizers of the meeting. All responsibility for the course of the meeting is borne by the organizer.
2. Independence and commitment are valued if they meet the objectives of the meeting. There is a conviction that if a participant is actively carrying out the organizer's orders, it will be for the benefit of himself. Participants are expected to receive “educational” achievements.
3. The task of the instructor is reduced to the efficient organization of the program and transfer to the group of established knowledge.
4. The evaluation of the meeting is based on the system of “applicable” standards by the tutor himself and is intended for people from his professional circle. Participants are given an assessment of their involvement in the meeting.

„Interpretation” style

1. The leader defines the goals and tasks according to the criteria of their usefulness for the individual development of the meeting participant. The objectives, tasks and agenda of the meeting are discussed with the participants and should meet their expectations. Participants have a real impact on the course of the meeting, unless this violates the overall organizational framework. Participants are partly responsible for the meeting.
2. Independence and commitment of participants to the interpretation of reality are appreciated. Criteria come from both the participants and the host.
3. The instructor's job is to organize a dialogue where participants can modify their knowledge and experience by interacting with other people and with objects understood as resources.

¹¹ Developed by Wojciech Staniewski, based: Ronald Meighan, *Socjologia edukacji*, Toruń 1993, chapter. *Ideologie edukacji i ewaluacji*

4. The evaluation of the meeting refers, as far as possible, to jointly worked out criteria. It is held during the meeting as a way to monitor the gradual modification of knowledge and experience, phase after phase. Evaluation is carried out by participants and organizers jointly. It is feedback and serves all participants in the meeting.

„Subjectivity” style

1. Objectives and tasks are developed jointly by the organizer and participants according to the criterion of self-reliance and freedom of the participant, in accordance with the experience already acquired by him. Participants are informed about the organizational capacity of the host and together with him have access to the resources. Participants are responsible for the meeting as well as the leader.

2. Appreciates participants activity as an organizer of the process of acquiring new experiences and knowledge. Self-discipline and self-organization are essential.

3. The task of the facilitator is understood as organizing the experience of attending the meeting, so that young people gradually gain the competence to make their own decisions about their participation in the meeting.

4. Evaluations will gradually pass from leader control under the control of participants as they acquire the competence of “self-esteem” and “self-reflection”. This is an evaluation based on criteria. Evaluation loses its character evaluating for information function. Serves primarily the unit.

Scenario: Media in Project work. Equip the group in animation skills useful in project implementation

TIMING

4 h (30 min break)

AIM

Inspiration for teamwork

Familiarize with the various media and how they are animated

Development of animation competencies among participants

EQUIPMENT

Tibetan bowl, slack, 36 juggling balls, 6 pair of skins, bucket and bubble poles, projector, transparent film, 12 scissors, 12 set of face paint, skewers, printed out cut shapes for participants, 20 plastic bottles, materials for photobook (fotobudka)

PARTICIPANTS will need

Sport suit, Resources for animation implementation

PROCEDURE

The ritual start the classes

Eg. hit the Tibetan bowl, focus attention on the leaders.

Introduction to classes

The workshops aim to familiarize participants with different media and learn how to build around them project activities, how to animate others. It is important to understand what Medium and Animation are. Anyone can learn how to “handle” stilts, the questions is how much time it takes to become a “teacher” and “animator” from the “student” position. Animation and Media have a common denominator - establishing relationships with another person. These competences will help participants in the future, facilitate contact with others. By becoming a “teacher” of a given skill - such as walking the line - I increase the potential of my self-reflection, responsibility, creativity, and elevate my status. Media such as shadow theatre and juggling can themselves be an attractive topic for young people, and may also be part of events that increase their diversity. In any case, they require the instructors to transfer techniques (doing bubbles, walking on stilts) to others. Sometimes only inspiration is enough.

Comment

The facilitator can do all the exercises himself, or he can invite specialists on specific activities. (10 min)

Introduction to exercise Stilts

The aim is to familiarize participants with the technique of walking on stilts - Those who feel more confident will be able to help the rest in more efficient walking - the students will become teachers.

It takes six pairs of stilts, the more stilts, more effective the exercise can be. First, we learn to step on stilts and make the first steps. The instructor divides the participants in pairs, one person walks, the other protect - then change in pairs, so that everyone can try to take the first steps.

The next stage of the exercise is Race. The teacher determines the route of the race track and decides on the rules of the tournament with the participants.

Comment

You should show the participants how to hold stilts and how to walk. It is important that the stilts are not very high max. 20 cm above the ground, such stilts in the event of fall allow you to jump down in time. How to make these types of stilts and how to walk them - can be found on the internet. (30 min)

Introduction to exercise Soap Bubbles

The purpose of the exercise is to familiarize the participants with the technique of making large soap bubbles. The workshop requires min. 6 pairs of special bubble poles and bucket with special liquid. The facilitator explains to the participants how the liquid is made and how the poles are used. Then participants in pairs exchange sticks and try to make bubbles. Once they have all tried, the leader can come up with the competition, for example, who will do the biggest bubble (two trials)

Comment

When performing bubbles, it is important to remember the free strokes and the slow dipping of the poles in liquid. The recipe and instructions on how to build bubble poles can be found on the internet. (20 min)

Introduction to exercise Juggling

The purpose of the exercise is to familiarize participants with the technique of juggling two and three balls.

You need 36 balls. The leader shows how to juggle two balls, then increases the number to 3 balls. Each participant gets 3 balls and tries to juggle as much as possible. At the end of the exercise we will select the participant who is the closest to the smooth juggling of three balls. (20min)

Break 15 min

Introduction to exercise From the Shadow Theatre

The goal is to familiarize participants with the Shadow Theatre technique using a daylight projector.

For this exercise you will need an overhead projector, transparent transparencies, permanent markers, scissors and plastic bottles. The instructor shows examples of presentation history - on the projector, then divides the group into 4 teams. Each team is to prepare a short presentation for the other participants. Teams receive stories from the host, such as Christmas, the movie scene, etc.

Comment

On the Internet you can find inspiration for the participants on interesting presentations. It is good to watch the progress of the teams in order to support the creativity of the participants.

Exercise schedule:

- Presentation of exercises and division into teams: 10 min
- Working in teams: 15 min
- Presentation of teamwork: 5 minutes per band - 20 min

Introduction to workshop Slack

The aim is to familiarize participants with the technique of walking on the rope and assurance.

For this exercise, you need the right place to stretch the slope, eg trees, columns. The host presents how to stand on the rope and protect the person who will walk after it, then the participants are paired up and alternately walking and protecting each other. You can try to walk alone. (20 min)

Comment

This exercise does not require special preparation.

Introduction to exercise Face painting

The aim is to familiarize the participants with the technique of face painting.

For this exercise we need special paint and drawings. Participants are pairing and painting each other's faces. (20min)

Comment

The instructor must make sure that no one is allergic. It is also good to have access to the bathroom and soaps so that you can wash your face. For this exercise will be useful internet - you can find drawings and techniques of painting in it.

Break 15 minutes

Introduction to exercise Photobooks

The aim is to familiarize participants with the concept and potential of this animation. The facilitator presents materials for creating photobooks (costumes, masks) and shows examples of how it can be animated (wearing masks, clown glasses, painting faces) Participants prepare materials and then take pictures with their phones or cameras. It is important that each participant acts as a mannequin and a photographer. (20min)

Summary of activities, feedback from the group.

The instructor will ask each participant to comment on the activities that the participants can improve, especially what they like, what skills they want to develop. The facilitator and the participants reflect on what projects can be presented to the media, what should be remembered during the animation, what other activities can become media (means) to animate people from the immediate surroundings. At the end the teacher summarizes the class. (30 min)

End of classes

Eg. hit the Tibetan bowl

Scenario: The training of animation. Introduction to project method

TIMING

4 h (30 min break)

AIM

Introduction to project method

EQUIPMENT

Tibetan bowl, exercises description, broom, rag, staff for music, eyebrows, Print of mini - project

PARTICIPANTS will need

Sports clothing, exercise descriptions, eyebrows, brooms, rags, music items

PROCEDURE

The ritual start the classes

eg. hit the Tibetan bowl, to focus attention on the leaders.

Introduction

The teacher shows the goals and course of activities. Animation training should, on the one hand, prepare the participants to work with the group, on the other hand to prepare for the project thinking (what is the goal of my activities, what results do I assume?). (10 min)

Training

Participants are once in the role of trainers, and once in a role of participant. Their goal is to observe their own style of group work. For what elements of action take responsibility, how much autonomy they leave the participants, etc. The trainers are paired in their own idea. The instructor gives each pair one animation exercise to perform with the group. The exercise should be treated as a project, which is to complete the mini project print (attached) and carefully plan the course of the animation. Pairs should adapt their descriptions so that it takes 15 minutes. Teams do not know their exercises. (30 min)

Animation exercises

Hockey

Participants form two groups. Each person in the group gets a number. Lead person calls one number. Both hockey players receive brooms and face each other on the "hockey field". The lead throws a rag on the playing field. Hockey players are trying to bring a rag to the opponents' team goal. When a racquet lands on one of the goals, players change – another number is called. You can use the chair as a gate. The game ends when everyone plays once. The team that has the most goals wins.

Statue

In four persons groups, the participants choose a sculptor and the other three are his mannequins. The sculptor receives a note from the person conducting the event informing about the feelings eg. farewell, gathering, wedding, success, which they should represent. He does not betray the task the group - without words he tries to mold his sculpture. Persons who are the “material” are instructed by the sculptor. After finishing the work, other participants try to guess the subject of the sculpture. Each person in the group has the opportunity to become a sculptor.

Coordination

Participants are in pairs facing each other, touching their feet, taking their hands and sitting on the ground. Then they have to stand up at the same time without changing their feet. We ask pairs to join in the four and repeat the task - the wheel first sits on the ground and then must stand up at the same time. You can practice several strategies to get up. Once you have mastered getting up of the four, we combine them into eight, hex, etc., until all the participants are in one circle and do the right thing: they will sit on the ground and stand up simultaneously, holding hands all the time.

Invisible dependence

Everyone is spread all over the room. The person running the game asks you to choose two people for whom each participant will always try to keep the same distance. When everyone knows their point of reference, we ask one person to move a few steps - this will change everyone's place. We repeat several times, asking for someone to move to see how this change will change the position of each person in the group.

Blind guide

Participants form pairs. One of the couples has closed eyes, the other leads it and allows her to experience of the surroundings with other senses (touch, taste, hearing). It is not allowed to talk. The lead person takes full responsibility for the “blind”. There are many ways to contact and try signals such as hands, arms, feet. After some time changes in roles. At the end of the game should be time to share with the group. Tip: The person running the game must be careful and not allow on dangerous situations.

Sound System

Each participant must pick up different objects with which to make sounds. Participants form small groups in which they present their “instruments”. Each group composes a short music track using all the items found. The whole song is presented in the group forum. Each exercise includes feedback from the group takes 25 minutes.

Group A presentation and feedback from participants (25 min)

Group B presentation and feedback from the participants (25 min)

Break 15 minutes

Group C presentation and feedback from the participants (25 min)

Group D presentation and feedback from the participants (25 min)

Group E presentation and feedback from the participants (25 min)

Break 15 minutes

Group F presentation and feedback from the participants (25 min)

Summary, feedback from the group

3 things I learned during my classes. At the end, the Lead will forward the feedback to the group. (20 min)

End of classes

Eg blowing the Tibetan bowl to give the rank of the whole meeting.

Annex

Mini project - the description of activities

Data makers

Please enter the details of the people who will implement the workshop:

Name and surname:

mobile

Action name

Please enter the name of action

Action place

Please show where the action will be implemented, eg school, club (the name and adress)

Action deadline

Please indicate how much time will take to prepare and carry out the action, eg 15.11-05.12.2017. The time is devoted to: promotion, recruitment, material purchase, performance.

Action goal

Please describe why you want to organize your chosen action. Why should it be done

The recipients of the action

Please write who will be participated in your activity. Write for how many persons, in what age young will prepare these activities

Activities description

Please describe what will happen. Describe in sequence all activities starting from the earliest and end at the last activity

Project budget

Please enter the expected operating expenses.

Lp.	Cost name	Price per item	Quantity	Total cost

Management

Please write who from the team is responsible for what eg. Ania for promotion, Martin for a workshop. Who will be the leader of the team?

The applicant's signature

Scenario: Future workshop. Me and my project. An attempt to diagnose needs in a group. Utilizing participants' potential to plan project activities

TIMING

4 h (30 min break)

AIM

Inspiration - an incentive to carry out your own projects

Formulating the needs of activities

EQUIPMENT

Flipchart, blackboard, Tibetan bowl, materials for participants

PARTICIPANTS will need

Materials to make models, gray paper, colour paper, glue, scissors, moderator cards

PROCEDURE

The ritual start the classes

Start classes - eg hit the Tibetan bowl, focus attention on the leaders.

Introduction to classes

The host describes the method Future workshop. The task of the Future Workshop is to enable participants to learn more ideas and to develop a greater understanding for planned activities. The method makes it easier to become aware of one's own feelings and desires, to seek concrete possibilities for improvements and alternatives, and to prepare for specific steps. The workshop is implemented in 3 phases. The Critical Phase (what does not work?), The Fantasy Phase (how would that work?) And the Real Step Phase (what do you need to do first?). The aim of today's workshop is to generate ideas for individual projects. (5 min)

Moderated discussion. Critical reference to reality

1. What do young people need, what annoys them?
2. What do I need?
3. What annoys me?

The moderator takes care of the comments of all the participants. Divides the time cake. Writes the most important theses on the moderator tabs. Agrees with participants on the importance of key statements. (15 min)

Inscenization

The leader divides the group into 4 x 3-person teams and asks for a 5 minute presentation of the biggest ups and downs of their lives.

Preparation: 15 min

Presentation: 20 min

Brainstorm

Participants on the moderator tabs write down suggestions for improvements. They fantasize about the ideal reality in which they can pursue. The facilitator is trying to provoke participants to formulate ideas. (15 min)

Break 15 minutes

Utopia

The host divides the participants into four 3-person groups and asks for a presentation, a model illustrating youth utopia. How could look like our / my life in the perfect world. At the disposal of the participants is a daylight projector, foil, marker pen, gray paper, cardboard, tape, cord. (20 min)

Utopias' presentation

(20 min)

The stage of real steps

Together with the participants, they try to reduce the ideas contained in the cards so that they can take real forms of action in the immediate surroundings. Divide the group into 2 teams. In teams everyone is working on his poster or a pair poster. From the beginning the facilitator actively supports the participants and encourages creativity. It helps them to visualize their intentions. The first steps are important. Auxiliary questions:

What? What is to happen? What for? What is going to change as a result of the actions taken? How? In what form? Who is to be recipient of activities? First steps, what do you need to do to get started? (20 min)

Presentation of the posters of the first three teams - 6 people

All participants can support and develop the ideas of others. (30 min)

Break 15 minutes

Presentation of the posters of the next three teams - 6 people

All participants can support and develop the ideas of others. (30 min)

Summary of activities, feedback from the group

The facilitator asks each participant for an opinion on the ideas developed. At the end the tutor summarizes the class. (20 min)

End of classes

Eg. hit the Tibetan bowl

Scenario: Planning and preparing project

TIMING

4 h (30 min break)

AIM

Get acquainted with the methodology of project work

Developing scripts for youth projects

EQUIPMENT

Stilts, balls, slack, facial soaps, soap bubbles, photobooks, costumes, ropes, plastic materials, including gray paper and felt-tip pens, Meeting dynamics table, introduction for project work, mini project - a description of the action

PARTICIPANTS will need

Resources for the implementation of the event, a form to develop a project concept, a mini-project form.

PROCEDURE

The ritual start the classes

Start classes eg. hit into Tibetan bowl, to focus attention on the host

Introduction to classes

The host outlines the goals and course of the class. In the first part the participants are divided into two groups. They plan and implement the event according to their own ideas, for the opposite group. In the second part, they plan their project activities in small teams. The facilitator explains the basic concepts of project work: goal, target group, idea, dynamics of meeting. Shows the meeting dynamics table (attachment) and discusses the typical course of group actions. (20 min)

Action Fest

Participants are divided into two groups. They have to prepare animations for the opposite group. All participants and leaders will be involved - the duration of the action is 15 minutes. The host collects resources from various media, which should provide the teams with freedom of action. Stilts, balls, slack, facial soaps, soap bubble, photobooks, costumes, rope, plastic materials etc. In the first phase, the participants plan their actions - fill in point 5 (target) and 7 (description) of the mini-project - and prepare the action. (30 min)

Comment

The facilitator supports both groups. Helps to accumulate resources.

Groups implement event

First one group, then the second group are participants. (30 min)

Break 15 minutes

Feedback. Participants share their impressions. They give their attention to the dynamics of the project activities. What and how influenced them. (20 min)

Project planning

Participants work in six 2-person teams. The host gives them Introduction to project work. Further elaborate the points according to the form, but do not have to take care of the order. The results are written on a sheet of gray paper on symbolically way in that way the project's design should be legible. The moderator cares for the care of the individual work. (60 min)

Break 15 minutes

Presentation of individual activities

Feedback from the group and the leader. The facilitator, together with the participants, is wondering what social change in the local dimension can cause this project. (40 min)

Happening at the end of the class

Participants and facilitators improve the project situations using the resources from the first part. The host is the director, participants are actors. (20 min)

End of classes

Eg. hit the Tibetan bowl

Annex I

Introduction to project work

1. Objectives of the project.
2. What do you want to achieve through your project?
3. Target group
4. Who is the target of the project? Directly or indirectly?
5. Who and how many people are involved - directly or indirectly?
6. What age are the participants? Are there any prerequisites, requirements (language, origin, knowledge gained so far ...)

Time, place

1. When is the project taking place?
2. Where is it going?
3. Do you need accommodation? Where, for how many people?
4. Do you need seminar rooms, group activities?
5. Where and when will the lead team meet before the start of the project?

Responsibility and communication in the team

1. Division of tasks
2. Division of responsibility
3. Who is the coordinator of the whole?

Task Plan

1. Project breakdown into individual phases - when, what?
2. Brainstorming - what is there to do? Save one task on one moderating tab to make it clear.
3. Timing tasks - what is first?

Content and program

1. When you plan to meet: create a program for day / day meetings
2. Set timeliness and responsibilities:
 - a. when / how long?
 - b. what should happen

c. method?

d. where?

e. who leads?

Preparatory meetings

1. What they concerns?

2. Who prepares for this meeting?

3. Who cares about time and goals so that you do not deviate from the topic?

Recruitment of participants

1. Who can take part?

2. How will we convince him to the project?

3. What media will we be looking for? poster, flyer, advertisement,

4. Who will accept applications?

Annex II

Mini project - the description of activities

Data makers

Please enter the details of the people who will implement the workshop:

Name and surname:

mobile

Action name

Please enter the name of action.

Action place

Please show where the action will be implemented, eg school, club (the name and address)

Action deadline

Please indicate how much time will take to prepare and carry out the action, eg 15.11-05.12.2017. The time is devoted to: promotion, recruitment, material purchase, performance.

Action goal

Please describe why you want to organize your chosen action. Why should it be done

The recipients of the action

Please write who will be participated in your activity. Write for how many persons, in what age young will prepare this activities

Activities description

Please describe what will happen. Describe in sequence all activities starting from the earliest and end at the last activity

Project budget

Please enter the expected operating expenses

Lp.	Cost name	Price per item	Quantity	Total cost

Management

Please write who from the team is responsible for what eg. Ania for promotion, Martin for a workshop. Who will be the leader of the team?

The applicant's signature

Annex III

Sample dynamic of the meeting

Day	Morning	Afternoon	Evening
I		☹ Arrival	☹ Introduction
II	☹ Subject Work in small groups	☹ Work	☹ Partial presentation
III	☹ Work	☹ Rehearsal	☹ Fest
IV	☹ Evaluation Planning	Leave	

Scenario: Team Communication. Preparing participants for team communication, practice communication skills, including feedback

TIMING

4 h (30 min break)

AIM

Familiarize participants with communication concepts

Group and team communication training

Development of competence in communication and cooperation

EQUIPMENT

Flipchart, marker pen, moderator card, Tibetan bowl, training material – square, training material Kuba, Wojtek, Sebastian, Appendix to exercise Squares

PARTICIPANT will need

Sheets of paper A3 - rigid, sheets of paper A5, pen, moderator cards, checkered sheets

PROCEDURE

The ritual start the classes

Start classes eg blowing into a bowl of Tibetan, to focus attention on the lead.

Introduction to classes.

The facilitator presents 5 principles to facilitate communication in a team:

1. Do not trust the spoken word, visualize - the picture says more than a thousand words, write down, refer to the practical action
2. Precisely express your thoughts. The people have no connection with your head
3. Put yourself in the role of the recipient, take into account cultural differences and possible disruptions in communication
4. Search for a trusted person in a team that assures you that you are understood
5. Wherever possible, ask for a paraphrase - repeat the same information in other words

He asks the participants for the most common misunderstandings during communication, the most important record on the flipchart: eg over interpretation, misrepresentation, ignoring part of the message.

Reminds the mechanism of receiving information for the message.

We keep in mind 10% of what we have read, 20% of what we have heard, 30% of what we have seen, 50% of what we see and hear, 70% of what we have said, 90% of what we have done. (20 min)

Introduction of an energizer The puppet

The purpose of the exercise is to activate the group. Exercise is a kind of communication in pairs. Partners face each other. They are quick to perform standard hand movements:

1. Both hands are left sideways
2. Both hands sideways to the right
3. Both hands up

Before each move 1, 2, or 3 have to stroke their hands in the thigh.

Movements 1, 2, 3 have no assigned order, they are executed by chance. If accidentally the hands of the partners go in the same direction, there is another sequence: a clap in the thigh and a clap in the partner's hand. As the collaboration improves, the pace of the exercise increases. After some time the pair changes. Couples are changed three times. (10 min)

Introduction to exercise Who is going to the mountains?

The purpose of the exercise is to illustrate the mechanisms of communication in a large group. The most common causes of distortion. Messages "I forgot to say" "I did not know it was important."

Each participant receives a card with one sentence

1. Bogumil will go if the classes of philosophy are cancelled
2. Classes of philosophy have been cancelled
3. Aga cannot because she has to finish the project
4. Ania will go if Bogumil goes
5. Ola will go with his boyfriend
6. Kasia does not know, if Ania is going, she is also
7. Teresa and Gosia will go if Kasia goes
8. Bartek will go if Aga goes
9. Wojtek is wondering
10. Zbyszek would go, but he does not have a backpack
11. Wojtek does not go, he will borrow Zbyszko's backpack
12. Tom will go for sure

Participants read them quietly, memorize and put aside, so that you cannot look at them during the exercise. From then on, participants become guardians of the information they possess. Then the group establishes a strategy and solves the task. It involves gathering, verifying information, and finding answers to a question „Who is going to the mountains?”

Key:

Will go: 1. Bogumil, 2. Ania, 3. Ola, 4. Ola’s boyfriend Oli, 5. Kasia, 6. Teresa, 7. Gosia, 8. Wojtek or Zbyszek

Won’t go: 1. Aga, 2. Bartek, 3. Wojtek or Zbyszek

Overview: The facilitator, along with the participants, tries to follow the process of responding to the response. Passive or active participation in the communication process. For this exercise, each piece of information is important. At the end, the teacher and the participants look for similar mechanisms in real life situations. (20 min)

Introduction to exercise Squares

The goal of this exercise, similar like the exercise Who is going to the mountains, is to trace the mechanisms of communication in a large group. Participants receive tannins and sheets of crushed paper. Among the participants we choose one person who will be responsible for providing information to the whole group. Sits down front to the rest of the participants, receives a sheet of squared paper with drawn squares from the leader. Its task is to give the participants a 5-squared figure drawn on a piece of paper. The task of the participants is to reproduce the figure on their sheets as accurately as possible, on the basis of the heard message. The group cannot ask questions or talk about it.

Overview: The instructor asks the participants to check that their drawings match the original. Asking questions: What influenced this and not another result? What helped in communication and what disturbed her? At the end, the facilitator asks the participants to exchange life situations in which similar mechanisms exist. (25 min)

Break 15 minutes

Introduction to exercise Drawing with straight lines

The purpose of this exercise is to track the mechanisms of communication in pairs. Participants receive rigid A3 sheets and different colours markers. Their task is to draw a house of dream. With elements important to each partner. When drawing, do not communicate verbally. And the drawing itself should follow strict rules: We only draw straight lines, once I alternate you. Because the markers are of different colors it will be easy to trace the design of each partner. At the end of the pair present their drawings.

During the discussion, the facilitator asks the following questions:

How was the understanding of the partner’s intent? Which portions of pair have drawn together and which separately? Are they happy with the effect? (20 min)

The moderator introduces the term - feedback.

This is an important mechanism of evaluation (performance summary) in a group. It differs fundamentally from reproach on the one hand and praise or thanks on the other. Feedback should remain factual in nature. It is important that the person receiving the information is ready to accept the feedback. Describing instead of evaluating - in the feedback we do not evaluate, describe the action or its effect. We focus on what and how we interacted. We use specific statements instead of general formulations. Constructive feedback speaks of both strengths and weaknesses (strong at the beginning and at the end - sandwich the manager explains the design of Sandwich. Exercise Sandwiches. The facilitator asks the participants to pass on in pairs from the drawing of straight line of constructive feedback on cooperation. (20 min)

Introduction to exercise Toxic messages

The aim is to trace the mechanism of receiving a willingness to act through evaluation information. The leader describes the phenomenon of a toxic message. Give examples: do not hum, you look silly, cactus will grow up, how you do it, never in your life will not succeed. Ask the participants for a job in a 3 person team - list the most common toxic messages they meet. After some time the teams present the results of the work. Participants spread around the room and relayed one selected message to random people for 30 seconds. Then the facilitator helps the participants to rewrite or replace the statement so that it loses the evaluative character on descriptive one. (20 min)

Break 15 minutes

Introduction to exercise The most important invention in history of humanity

The purpose of the exercise is to familiarize the participants with the method of moderated discussion. The instructor distributes the cards and pens to the participants. Divide the group into two 6-person teams. Each team is supposed to come to an agreement (unanimously) on which of the inventions is most relevant to humanity. Each participant has time to speak and hear the arguments of others. Moderator takes care of the harmonious course of discussion. Then the decision is made.

Moderator: It takes care of the time, it supports the discussion, takes care of the correct understanding of each person's speech, summarizes the discussion, takes care of the arguments about, not "ad personam"

Course:

1. Choice of moderator topic formulation - 1 min
2. Participants express their opinion - max 1 min. In three rounds - max. 15 min

In the third round, the moderator is asking for a clarification of the position. The moderator, if necessary, paraphrases the statements, making sure everyone understands the position well

3. Summary and agreement of the position - 5 min

Exercise overview: The facilitator asks questions:

Has the moderator supported the decision-making process? Did the discussion structure help in developing a common position? (30 min)

Introduction to exercise Kuba, Wojtek, Sebastian

The purpose of this exercise is to train the ability to analyze interference in communication. Participants are divided into 4 x 3 -person teams. They receive from the teacher to analyze the description of one real situation. Their task is to find the cause of misunderstandings between the people described in the stories.

1. Kuba is a participant in the project. He has to make his own practical project. He trains sports, so it's a sports project. Other participants are already ready. Kuba still has no idea. He is ambitious, so he does not want anything. He designs things that he cannot do. Finally, he decides to do a project for a children's home. He calls him "fill your life with sport". He asks for help Mark. Mark is good at acting. He facilitates the playground, helps with animations. The project is going. At the end comes Project Animator. He says: "Kuba, if it were not Mark, it would not work (you would not have done anything)". Kuba is in emotions, nerves - all aggression is directed at Animator. He thinks he has not been appreciated. He is offended for a long time. After some time he is able to guess what the animator could do (he wanted to thank Mark, he wanted to point out that sometimes less is more).

What communication mechanisms do you notice? Where has the communication disruptions occurred? What did the Animator say, what did Kuba understand?

2. The project animator, whose participant is Wojtek, has declared that he will help him with the repair of the apartment. For Wojtek this is very important. Animator is aware of this. To get everything running smoothly the president of the association must get the necessary documents. Everything is prepared, documents should only have to be passed on. Animator promises (yes, yes, I'm already doing it - I'm going to the office and I'm already shipping), but after a week the president is again asking for documents. It turns out that Animator forgot to send them. Wojtek is angry, reacts emotionally, takes the matter to himself. He believes that the animator has neglected him and does not feel guilty. What communication mechanisms do we observe? What feedback would be possible here?

3. Sebastian talks to Tomek in the kitchen. At the same time Marta enters and asks how the project came out. Sebastian says he will answer her in a moment, he cannot now because he is talking to Tom. Marta leaves. She is offended. Long time no speak to Sebastian. He does not know why. It is only after some time that he is angry because Sebastian did not want to talk to her about the project. Feeling unkind. Sebastian explains to her how he got it. When he says he wants to talk to her, Marta is surprised. It turns out she did not hear it. What mechanisms have disturbed communication? What did Sebastian say to Marta?

4. Sebastian and Michał have together to perform the first part of their sports project. The project is being prepared for a long time. Sebastian establishes specific project activities with Michał. They share responsibilities. Michael accepts tasks and promises help.

Everything seems organized. Just before the event, Michał informs that he has a competition that day and will not be present. It turns out he knew this for a long time. Sebastian gets mad. He does not understand how Michael could take on his duties knowing that he would not do them. Sebastian stays alone with the project. What mechanisms have disturbed communication? What feedback would be possible here? (25 min)

Summary of activities, feedback from the group.

The instructor will ask each participant to answer what parts of the classes they will be able to use in their lives. At the end the tutor summarizes the class. (20 min)

End of classes

Eg hit the Tibetan bowl

PART TWO

General information

Every pedagogic transaction consists of three parts:

- 1.Contact
- 2.Project - The transaction itself (teaching, learning, seminar, lesson, project etc.)
- 3.Transfer

Contact (1/3 of the Time): pedagogic hygiene starts with contact

Every pedagogic timetable, period and moment should have a precisely planned Contact Phase that is more than simply the introduction of teachers, instructors and participants.

More means, that

Rules of behaviour are introduced and agreed with by all participants

Basic messages are sent and received:

You're here, I see you

You are valuable and important!

You are special and unique!

You belong to us, you're in the right place!

You have something to contribute!

Feedback channels are provided

First steps are organised

TIPS

These basic messages of contact are in many different ways to achieve.

Important is, that in every moment of the whole learning process this basic opinions and messages should be sent do everybody in every way.

Project (1/3 of the Time): possible project structures

Usually contact and transfer are parts of every project and (fractal) in every part of part of the project). But in this concept, this parts of the process are **exposed and highlighted**.

Participants in a project method environment are allowed to explore and experience their environment through their senses and, in a sense, direct their own learning by their individual interests. Very little is taught from textbooks and the emphasis is on experiential

learning, rather than memorization. The project-method in the classroom focuses on democracy and collaboration to solve “purposeful” problems.

A structure is given to follow, the contents are provided by the participants. Teachers and instructors are facilitators, partners, helpers, not actors. A project is driven by the object.

Shortly before the First World War, the labor had been so fragmented, that the individual workers had completely lost contact with the product and the production process and had only worked as part of a larger order or higher task.

This phase, which was important for the mechanization and industrialization of the work, was ultimately disastrous for the motivation and the good life of the people, especially through the degradation of man to machine parts, which eventually made it possible to replace humans with machines. This is no longer necessary in modern production, so every worker must know the whole process as much as possible, and this should be represented in projects.

In projects, an attempt is made to map entire production processes, from planning to final control. There are different structural models for this.

Transfer (1/3 of Time): What to change in your all-day practice

This seems self-evident but it is not. Usually is the teaching personnel focused at the pedagogic transaction - the transfer of knowledge from the teacher /trainer/instructor to the pupil.

Pupils are focused at the person of the teacher (if they like him/her or not, are important for the motivation) and the „action part“ of the content (differentiation between theory and praxis).

In projects, an attempt is made to map entire production processes, from planning to final control. There are different structural models for this.

Applied Methods/Tools

Contract

TIMING

From 5 to 60 minutes (for long discussions or work on posters)

AIM

Setting rules

EQUIPMENT

Paper, nice printed posters with rules, handshake, pictures, journals, scissors, glue

PROCEDURE

Contracts provides the acting parties a frame and a scale of as common agreed of behaviour that can be measured as well behaviour (keeping the rules and agreements) or bad behaviour (misconduct, breaking the rules and agreements), and therefore can be punished without necessity to take the blame as punishing power by the facilitators/instructors.

Contracts can be formal and informal agreements between participants, participants and facilitator/instructor.

Informal contracts are conference agreements, sometimes promises and agreements that are usually closed with a handshake, customs, unspoken rules or verbal agreements.

The group leader or teacher should care to conclude such agreements as often as possible, maybe in written down, signed form, as posters or pictures.

TIPS

Use only, but every medium what is readable by every participant. That means: Never use a medium if some of the participants cannot read it (if one participant is blind, do not show anything, if one is colour blind, watch the used colours, if one is illiterate, do not show written text etc.)

Motivational Interviewing

TIMING

15 minutes

AIM

First contact

EQUIPMENT

Interview script¹²

PROCEDURE

Taking into account strategies to create a climate of respect, not “judgement”, and to encourage the expression of the participants, avoiding “blocks”, conduct the motivational interview according to the script.

TIPS

Interview them individually

Breaking ground

TIMING

60 minutes

AIM

Establishing contact in a group

EQUIPMENT

Food and kitchen equipment

PROCEDURE

Depending on the time of day in which the activity takes place, a workshop will be held where participants will prepare a simple menu as a breakfast or snack, which serves to initiate contact with the group in an original way, establishing connections among them unexpectedly.

TIPS

Take advantage to treat cross-cutting issues such as health, balanced diet, food

¹² Helpful in developing an individual motivational interview will be the publication: W.R Miller, S. Rollnick: Motivational Interviewing. Preparing people for Change, Second Edition, 2002

Building norms I

TIMING

90 minutes

AIM

Building a sense of community in a group

EQUIPMENT

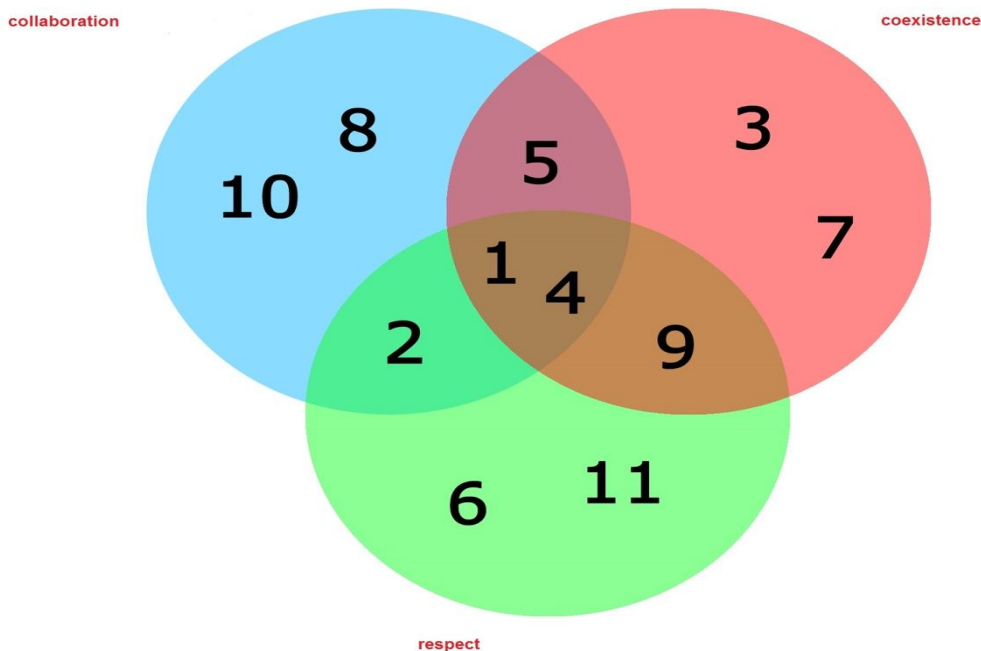
Paper, cardboard, markers, glue

PROCEDURE

Agreed rules will be established on the blackboard by the group through “brainstorming”. Then, a number is assigned for each of them and classified into three groups: Coexistence, Respect and Collaboration. There can be many rules to be included in two or three of these groups. Lastly, cards are used to construct a “normative framework” including each norm in its corresponding zone.

TIPS

Less is more. Depending on the age of your students, the number of standards should be different.



Building norms II

TIMING

30 minutes

AIM

Promote group cohesion

EQUIPMENT

Projector

PROCEDURE

Visualization of the short film to begin to talk about coexistence and the problems that arise in it.

Linked to: https://www.youtube.com/watch?v=qXCNQh_dCq0

Examples of questions that help reflection:

Can they identify with the characters in the video? Do they recognize having attitudes towards “others” like those of the protagonists? Have you experienced these situations at some point? In which, do you consider that a character “wins” in the video? Does anyone “lose”?

Several questions will be asked to the different groups favouring the debate and reflection: what are the rules? what are the rules for? who establishes the norms, only the authorities?

Once the groups have reflected on these issues, different pages are placed on the walls of the classroom, with different issues for each and every one of them to write on paper: rules of coexistence in the group, expectations of the group (what they hope they can contribute to be in the group), expectations of teachers, expectations of peers (individually), etc.

TIPS

Youth show attitudes of rejection towards norms, they do not feel them as theirs and/or do not understand why. During the activity they develop communication and reflection as they integrate into the group to finally make youth feel comfortable and receptive in the group. They reduce their attitudes of rejection about norms and authority.

Roulette of integration

TIMING

40 minutes

AIM

Ability to adapt to variable rules and group norms

Understanding the difficulty of integration in a foreign environment

EQUIPMENT

Cards, pen, ice (cream) stick, bookmaker pin

PROCEDURE

A minimum of 3 groups of 4 people is needed. Each participant of the table will have a total of 25 game pieces at the beginning of the game.

The game consists of a roulette where the players will play by taking turns. The arrow will point to a symbol and the number of game pieces that are bet on that round of play. Each of the symbols is associated with a movement, which players must execute as soon as possible. The player who makes the move in the last place loses and distributes to the other players as many pieces as were bet.

The player who wins the game pieces at the end of playing time will win.

The person in charge of the game must make some sheets with a series of movements associated to each one of the figures of the roulette. There will be one sheet for each table, but with half the standards changed, ie, three of the six figures are maintained and three change. Players should never be aware of this circumstance.

Beginning of the game

The game is performed at all times in complete silence. This is a determining detail.

1. A roulette and a sheet are delivered to each table and allowed to practice for 5 minutes, until they have memorized the movements.
2. The sheets are removed from the tables and the game begins for 15 or 20 minutes until you see that there is a clear winner at each table.
3. When the game is cut, the winners of each table rotate to the next table and start a new round, without being aware of the rules have changed, so they will enter into a conflict that they must solve (in complete silence). There can be as many changes as we want.

At the end, the real situation (different rules) is presented to players, opening debate on how it felt, how other players welcome them in the group, if others have helped their integration or, on the contrary, have taken advantage of its location advantage for their own benefit.

TIPS

It is an activity to make young people live and feel in first person the difficulties that can be found to integrate within a new group (or country), even on the basis of a very favourable situation on their origin.



What do you know? What do you like? Share it!

TIMING

Not specified

AIM

Promote youth self-esteem.

EQUIPMENT

Depends on the activity

PROCEDURE

Each student explains to the rest of the group activities that he or she likes to do and share it with others (horse riding, ballet, magic...). According to the proposed activities and the possibility of making them, the group decide to carry out any of them. Activities may be directed by who proposed it or by professionals or amateurs that may carry out the activity with the group.

TIPS

Take advantage to promote alternative leisure activities

Sports-Recreational Activities: Ultimate Match

TIMING

15 – 30 minutes

AIM

Integration in a group

Respect for norms and principles in social life

EQUIPMENT

A Frisbee and a rectangular field with two annotation zones at each end delimited limited by a line. The official field is 64 meters by 37 meters.

PROCEDURE

We create two teams - The team in possession of the disc is the attacker and have to advance, through successive passes of the disc between his teammates, to score against the opposing team.

A goal/point is scored when a player of the attacking team receives, within the goal area of the other team, a pass from a teammate. The goal of the defending team is to intercept the pass of the other team and become an attacking team.

No physical contact between players is allowed and there are no referees, the players themselves are responsible for marking their own fouls.

TIPS

The teenagers should make the teams, of course boys and girls mixed, it is important that all rules are well explained and understood. During the game there is no judge, no referee, it will be the players themselves who have to solve potential problems. At the end, there is a talk about how they have felt and rewards not only the team that has scored the most points, also the team that has played the cleanest.

Bingo!

TIMING

10 minutes

AIM

Encourage interaction between peers

Encourage group cohesion

EQUIPMENT

Paper, pens

PROCEDURE

Each participant has a bingo table.

The goal is to fill in all the boxes with the name of a partner. Each participant has to ask their classmates for their name, age, place of residence, hobbies and a colour, until they fill all the boxes.

The one who ends the bingo wins.

TIPS

Youth do not know each other, so they have attitudes of distrust. They develop communication and play as they integrate and have fun in the group. In the end, the young people feel comfortable in the group.

Example:

He / she has the same shoe size.	His / her favourite colour is the same as mine.	He / she is born the same month as I am.
He / she has a pet.	His / her mobile phone has the same brand as my phone	He / she lives in the same village / town as me.
His / her t-shirt has the same colour as my t-shirt.	He / she has a car.	He / she can dance waltzes.
He / she can skate.	He / she knows the song „She loves you“ from the Beatles.	He / she has siblings.
He / she is allergic.	He / she wears earrings.	He / she has tattoos.

Moving counter current

TIMING

40 minutes

AIM

Assertive communication

EQUIPMENT

Cardboard illustrating different facial expressions or emotions. Papers to write different emotions that will be commented in the initial debate. Rotating drum and game pieces.

PARTICIPANTS

Group of 10

PROCEDURE

In group and guided by the educator, they write phrases in different pages that show the negative pressure that it can be exerted on somebody. These phrases can represent real situations that have been experienced or, by contrast, invented.

One piece of paper is given to each one of three volunteers with a phrase indicating pressure and then they place in a row one behind the other, eg. Turn it down! Learn! Clean up!Etc.

Another adolescent of the group goes to the first of the row and tries to answer assertively to the phrase s/he has on the paper. If the answer is considered assertively correct (in the

judgment of the educator), s/he can advance to the second partner in the line and repeat the same process. If s/he manages to respond assertively to the three in the line, the group reinforces him by applauding him/her. If s/he fails at some point another partner tries to help and respond more assertively.

This process is repeated several times so that adolescents can participate both in pressure and in assertive response.

In practice, youth should reflect on the motivations that exist to generate negative pressure, the feelings they have experienced, the difficulties of giving an assertive answer.

TIPS

Workshop to work with the resistances and pressure of the group and generate alternative solutions. The educator should explain what the peer group's negative pressure and the negative repercussions for the adolescent are. Through role-playing and simulating different social situations, assertiveness is practiced to deal with group resistance and to strengthen the individuality of each one.

Emotional bingo

TIMING

60 minutes

AIM

Building cohesion of the group

EQUIPMENT

Cards illustrating different facial expressions or names of emotions. Paper to write the different emotions that they comment in the initial debate. Drum and chips.

PROCEDURE

Work in pairs. A workshop is held in which participants prepare a list of the emotions so that they know to create a board game that allows them to play on other occasions if they wish.

Groups are made up of a list of feelings and emotions and the cards are prepared to play bingo, where boxes will appear with the names of the different feelings or the drawing of the expressions of the face that identify the emotion.

During the activity each participant will have to extract an emotion from the hype and represent it either by mime or explaining it; the others have to guess and check if they have it on their board to cross it. Whoever gets a line, must share with the group some situation in which they have experienced some of the emotions of the line. If they sing bingo they tell a story in which they have experienced several of those emotions.

At the end of the day, the children through active listening can comment on similarities or differences between the experiences of others, which will help group cohesion.

Laughter therapy

TIMING

60 minutes

AIM

Build relationships with yourself and others

EQUIPMENT

Music equipment, mats, large room, elements that help “break the ice”: clown nose, wigs

PROCEDURE

Learn distance to yourself and others.

Activity 1: Say the names by singing or with imaginary balls.

Activity 2: “face” game: a wide circle is formed and starts to walk to the right with a cheerful rhythm but not running. They have to stop walking when the music stops, staying where they are and turning around looking towards the center.

They will have to look at each other expressing faces of: happiness, sadness, anger, fear ... by small movements of the muscles of the face.

Activity 3: Machine of gestures: It begins with a participant making a movement with some part of his body, like raising and lowering arms, opening and closing arms, turning torso to one side and another, accompanied by a sound. The next participant engages himself making his own movement, fitting it with the movement of the previous person, making his own sound. Another participant follows, again with his own movement and sound, engaging the comrades already in the machine.

Once the machine is complete, let it work for a while. The facilitator can boost saying that increase / decrease the speed.

Activity 4: row of cross guts: the participants are placed on the floor lying down with their head resting on the partner’s belly. They will be asked to say the vowels in a sonorous and vibratory way, so that the belly vibrates and the members of the group begin to laugh and that the laughter is contained. You will leave them for a good time in this position, while the laughter is infecting and venting with each other. In this exercise, bonds of complicity are created among the members of the group.

Finally, each participant is invited to say how they feel.

TIPS

Recommended for participants suffering from stress, low self-esteem.

During the sessions tensions are released, they start to stimulate the laughter, to be able to laugh helps to relieve the stress, they start to motivate themselves.

Afterwards, participants learn that smiling is a basic tool to interrelate in social, work, Tensions are unlocked and they find an emotional balance, reinforce self-esteem and find a better self and with others.

The passage

TIMING

30 minutes

AIM

Motivation and planning activities

EQUIPMENT

A large room and two masks

PROCEDURE

A couple is chosen from the group, one member of the couple is placed at one end of the room and the other on the opposite side and they will keep their eyes covered.

One of the members of the couple must reach him. They can only be called to indicate by the voice where to be. The rest of the participants are placed at the beginning of the dynamics on the sides of the room, simulating a passage, participants will try to offer resistance-opposition with demotivating, negative, or physically handicapped verbal messages (making barriers with arms, legs, etc.).) That do not present a danger to the person passing through the passage.

TIPS

The group participants should think of a goal to achieve, something that they want to set as a personal goal. The group realizes the dynamics preventing the couple from joining. Couples must rotate. And at the end, they have to describe how they have felt. They identify what strategies they have used, because they have chosen to fight, and put their energies to achieve it, decide to stop because the barriers were too great to reach their goal, some choose to remain quiet and gain the empathy of a participant to help them approach its objective.

Emoticon / Traffic light sticker

TIMING

90 minutes

AIM

Ability to recognize and manage emotions

EQUIPMENT

Photocopy of the thermometer, papers and pen

PROCEDURE

All people are faced with situations that make them lose control, so it is good to work with the children to understand what situations cause them to have these feelings.

They will have between 20 - 30 minutes to think, if they need help they can be offered some examples. The following points should be indicated:

Place where it is produced

People who were present

What caused them to lose control

How it manifested (changes of body, gestures, words, postures ...)

Once they have several situations considered, they will be given the chip of a thermometer, they will have to go locating them and ordering them according to the degree of negative intensity that provokes them.

Finally, you should work on this session tools that can be applied at the moment and that help them to reduce the anger and tension of the moment. It can be through relaxation, time / outside, phrases that help them get away from the problem, avoid a threatening language.

TIPS

Children may be reluctant to expose their problems to others. It should be made clear that the exercise will be individual and that it is voluntary to state it or not. You have to create a pleasant atmosphere, where you feel comfortable and focus on thinking about real situations that happen to you in your day to day life. In the end, the children should be guided with the help of the educator and realize what is the reason for their loss of control. They have to learn how to manage these emotions and understand that training can improve and change them.

Outdoor activity: mountain route-camping night

TIMING

2 days-1 night

AIM

Group working

EQUIPMENT

Clothes suitable for walking, backpack, flashlight, sleeping bag, mat, tent / shelter-cabins, first aid kit.

PROCEDURE

A group-based hiking activity will be planned among the adolescents. In the first place, they will be in charge of choosing the place, the date, and necessary materials for the route and the camping, giving them their own responsibility and autonomy to realize it. You should take into account the physical condition of each child, if they have injuries, allergies. Check the weather forecast, set a route time.

For camping, take into account that we cannot camp in any area, avoid dangerous areas and trees, avoid making fire, respect the area and leave it clean after camping.

TIPS

Some young people display attitudes of fear and mistrust, either because of the difficulty of access, the feeling of isolation, since many of the young people need to be communicated. During the activity they exchange experiences, emotions about what they have felt with the activity, and Acquiring a greater level of personal autonomy. Once they have finished, they begin to feel more comfortable and independent, they are less afraid of new things, they control their emotions by telling the experience acquired with the environment.

Open your mind. Work with animals

TIMING

90 minutes

AIM

Building responsibility for yourself and others

EQUIPMENT

Supplies in the facilities of the Municipal Kennel or Association

PROCEDURE

The goal is to create an open space for communication and empathy. An abandoned pet care workshop (dogs and cats) will be held in the municipal kennel or at the facilities of the Protective Association. The children will develop activities and tasks of the care of the animals (cleaning, feeding and walking).

TIPS

The children have confrontations at home and / or in the educational field, difficulties to accept limits and norms. High demotivation. During the development of the activity, the children are reducing their emotional resistance and approaching the task of caring for the animal, seeking their well-being. They are more receptive to the indications that are put to them. Afterwards, the participants are more relaxed, emotionally and physically, after the experience of bonding with these animals. This distension can also be observed in other aspects of his personal and / or family life.

How can I contribute to the group?

TIMING

60 minutes

AIM

Creating a positive self-vision

EQUIPMENT

Sheets and pens. Relaxing music.

PROCEDURE

This activity is intended so that adolescents are able to extol the most positive aspects of their life. They will be explained that there is a film director who wants to make a film about his life, but that the script should only consist of good things.

They should be writing down on a page what positive events have happened to them.

In addition, to conclude the script, it is necessary to write a paragraph where each one explains what he can contribute to the film, since by means of this the director will choose the protagonist.

TIPS

The assessment that each adolescent has of himself, influences a lot in what he does in his life. It is good to have positive self-esteem. In order for people to feel good and to be well with others, it is important to start by loving ourselves. This message is what the educator must convey in the session.

During the activity they can be guided by offering them different contexts in which they can focus (relationships with their family, friends, things they have done, aspects they have achieved in their life ...). It is important that there is a relaxed atmosphere, so that they are able to focus and be able to relive the past.

At the end it should be clear that throughout their life there have been many positive aspects and also they have much to offer others.

When the activity is over, it offers the possibility that anyone who wants to tell some of the things that he remembers as something special.

Photo - Gymkhana in the city

TIMING

90 minutes

AIM

Promotion of group work

Developing interpersonal relations

EQUIPMENT

City map with the most representative resources, Photo camera and/or mobile phone, Pen and a notebook

PROCEDURE

It is a gymkhana all over the city in which the minors and/or young people grouped in teams of 2 or 3 people, using a map of the city and a sheet of questions, have to visit different locations indicated on the maps. They will have to find the solutions to the questionnaire's questions and take a photo showing that they have visited this place. The time spent in doing all the tour but also the questions well answered and the best photos are used to establish the winner.

TIPS

The majority of the minors and/or young people does not have knowledge of the resources of the city in which they live. Through a creative and dynamic game they move around the city, visiting different resources that can serve them in their learning process. With this activity they know those resources that can help them to achieve the objectives raised from the educational team.

Open your mind - Work for the benefit of the group / society

TIMING

40 minutes

AIM

Strengthen values of solidarity and cooperation

Encourage overcoming prejudices

EQUIPMENT

Balloons, foam (for pool) sticks and music

PROCEDURE

It carries out teenage visits (this activity is carried out by students visiting) a day care centres for the elderly. One session will focus on psychomotricity. Teens will sit randomly among the elderly, forming a circle, around a table. Each member of the circle will have in his hands a foam stick that he will use to hit the balloon towards his companions, in this way the balloon will pass from one to another. It can be accompanied by music to stimulate the rhythm of the activity.

TIPS

Before the visit, the adolescents should make an appointment with the person responsible for psychomotricity of the day centre to get to know the characteristics of the elderly and be guided by a professional. It will be important the interaction that takes place between adolescents and the elderly, the exchange of looks, expressions and gestures, during the development of the activity will be key to the proper functioning. At the end of the program, a shared assessment will be carried out with the elderly to understand how they have felt and a subsequent assessment only the adolescents.

Sharing talent

TIMING

To determinate

AIM

Promote the value of cooperation and exchange

EQUIPMENT

Plank/push pins (or similar), cards, pens

PROCEDURE

Each group member writes on cards (add your name behind) things that are good at doing that may be related to all kinds of skills whether artistic, professional, cultural, hobbies, etc. To help young people to write the cards will reflect, among others, about what do you like to do? How many things do we know how to do? What makes you happy?

Put all the cards visible in a board called “We share the Talent”. Teacher/guide will be in charge of putting the first card as a way to break the ice and encourage the success of the activity. (E.g. I read children’s stories with lots of art). Once placed all the cards are read and reflected: Do we all know how to do the same? What would happen if we shared our talents?

Everyone will get a card for something that does not know how to make and/or would like to learn to do, so that each participant will have a card with something that a partner could teach to do, and he/she will have to teach others to do something.

TIPS

Young people are not aware of their potential, they feel useless or do not feel the need to share knowledge or to cooperate. Among others, motivation, self-esteem, cooperation are used. Afterwards, young people feel more confident about their worth, feel useful collaborating/helping others and sharing talent.

The first-aid kit

TIMING

15-30 minutes

AIM

Creating positive communication

EQUIPMENT

Box, cards with words, pens

PROCEDURE

We prepare a box, simulating a first aid kit, with words written on cards that represent physical, psychic and social behaviours.

Words like listening, accompanying, hugging, supporting, participating, forgiving... or, if you prefer, they may be small phrases such as ‘I listen to you’, ‘you are someone special’...

We place the box in the centre or in a visible place in the classroom/room and explain that it is an “Urgent Words Kit” that will help us solve problems and be happier and make others happy.

One-by-one they will take a card and reflect on the meaning of the word, its importance, incorporation into their everyday life... focusing on the importance of positive words to help and make others happy and showing that negative words hurt and could cause sadness and anger.

The activity could be done by asking the participants to talk about their feelings and/or conflicts and they could form their own first aid kit.

TIPS

When there is no communication among the members of the family, or it is difficult or not fluent. It seeks to explore the emotions, to know how I feel and how others feel and to encourage positive language that can help us to improve communication, our vital strategies and the relationships with oneself and with the others. In the end, family members become aware of current language, regulate language and try to consolidate the habit of expressing themselves in a positive.

Speaking Stave ball

TIMING

Not more than one hour

AIM

Communication in a group - making a first contact

EQUIPMENT

Speaking Stave, ball, magic thing to go around, paper and pins, pinboard

PROCEDURE

Flashlight round: everybody gets time to speak, who holds the speaking stave, speaks, no comments, no discussion, or everybody writes expectations and fears on cards and pins it at the pinboard

TIPS

There are one mistakes, you can made in this method: not querying for expectations at all

Mirror movements

TIMING

20 min

AIM

Inner Group Dynamics

EQUIPMENT

open space for two groups

PROCEDURE

Participants stay in two rows opposite each other. One Group moves their hands in figures, Group A leads, Group B follows the movements. Then change roles. Participants have a chance to feel the other person without touching her.

TIPS

Keep silence

Contact to myself. My world – your world

TIMING

1 hour

AIM

Ability to establish the boundaries of your world

EQUIPMENT

10 ropes 2-3 m

PROCEDURE

Participants mark with ropes the borders of their world.

Participants structure as a group their combined world as an apartment (garage, company) with various functions

Participants try to expand their world at the expense of other worlds and try to cope with the resistance without violence.

Participants seek alliances by combining their worlds.

This is followed by a verbal speaking round like a Powwow, in which the feelings at different stages are expressed and possibly conclusions for everyday practice are drawn.

TIPS

Play music in the background do distract from feelings

Language

TIMING

5 min

AIM

Forming intercultural communication

EQUIPMENT

Gong for public announcements

PROCEDURE

There should be at the beginning an agreement about the common language, use of common terms and general behaviour. In-between should be made clear if or when misunderstandings occur based on different languages.

Every word of term somebody does not know should be written on paper or at the table and immediately discussed.

Common language can be German, Polish, English or can be mathematical, sign-language or music

Important is the discussion of common languages because usually it will be implied as self evident what it is not!

TIPS

After announcing of language-based-conflicts, parties should be nice to each other in a ceremonial way, with, handshakes, symbolic or real presents or others.

The hurt Ego

TIMING

1 hour

AIM

Ability to shape the borders of your world

EQUIPMENT

Open space

PROCEDURE

We live in a world of limited space. We can not run away or be alone for a certain time. Therefore, we are live all in one or other way in the Space of others.

Space is not only place, but also experiences (Experiences of others, opinions, rights, traditions). Everything is already occupied. To find your own place means to intrude in the place of somebody already there.

Even opinions are intruders in the own ego. This hurt ego should from time to time get a voice. This can be achieved with pictures, discussion rounds and psychodrama.

Psychodrama is an action method, often used as a psychotherapy, in which clients use spontaneous dramatization, role playing, and dramatic self-presentation to investigate and gain insight into their lives. Developed by Jacob L. Moreno, psychodrama includes elements of theater, often conducted on a stage, or a space that serves as a stage area, where props can be used. (cp. Wikipedia)

Psychodrama (roleplay, short acting out of different situations)

Example:

Every person makes a noise with an instrument, to work together, you have to accept, that other noises exist, to arrange yourself with that noise by pauses, rhythms, melody - in the end, everybody is playing together instead of play alone

Example:

Look at people or point with your fingers or make noises so long somebody feels uncomfortable, or harassed - speak about the feelings on both sides, change your behaviour

Rituals of gifting

TIMING

1 hour

AIM

Strengthening the self-esteem of other people

EQUIPMENT

pen, paper, cards

PROCEDURE

Acoustic gifts: (Couple exercise)

Participants ask each other for 4 good characteristics. Then each adds another one good characteristic.

Syntax: "My right neighbour says of himself/herself that he / she is I say in addition, that he / she is "

TIPS

Write it down, give the cards back

Evaluation round

TIMING

2 hours

EQUIPMENT

Small groups, paper, pin boards

PROCEDURE

Evaluation should follow the goals, which at the beginning of the meeting have been agreed about.

Questions may be:

- What exactly happened?
- What can I do now?
- What should I remember?
- What should I tell others?

...

You can put evaluation points (everybody gets five/ten/fifteen coloured paper adhesive dots) to items on a list. Every participants decides to which point are the evaluation points are given.

Integration of the Future

TIMING

1 hour

EQUIPMENT

Whiteboard, pinwand, paper pins and cards, take photos

PROCEDURE

“Imagine, the future has already happened. All what you thought of and hoped of as an outcome of the seminar has been achieved.”

- What has changed, exactly?
- How do you feel now?
- What is missing?
- What didn't work out well?
- What unexpected happened?

Use pinboards and whiteboards

TIPS

Take photos

Self-fulfilling Prophecy

TIMING

½ day

AIM

Optimistic prophecies

EQUIPMENT

Paper, colours, journals scissors

PROCEDURE

Self-fulfilling prophecy are behavioral confirmation effects, in which behavior, influenced by expectations, causes those expectations to come true.

Describe your achievements in the future. Use as many colors, facts, sounds as possible.

Make your expectations as realistic looking as possible.

TIPS

Keep the prophecies positive, take negative prophecies, if they occur, at an extra board

First Step

TIMING

1 hour

AIM

Preparation for self-planning activities

EQUIPMENT

chair circle

PROCEDURE

"It's a dangerous business, Frodo, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to." (Tolkien)

Even the longest journey will start with a first step and at your own door. So: What will be your first step?

Question asked in a chair circle. Maybe written contract for the future.

Best Practices

TIMING

½ day

AIM

Strengthening self-esteem

EQUIPMENT

Paper, computer

PROCEDURE

Everybody has success stories, even when these stories are very short and the achievements are very small. Tell them to others and to yourself because: Success follows success.

Give examples and structures of success stories

TIPS

Make it possible to tell positive success stories for people they are used to tell failure-stories

Keep the stories short

Evaluation

Evaluation in Poland

Participants of the project after completing the training, were given the task of preparing and launching mini projects of their own ideas for their own wards (pupils). As a result, four projects of varying difficulty have been completed - from the organization of activities in the existing community centre, through the organization of a youth club and youth cabarets. The target group of each of them was young people at risk of social exclusion, supported by the social assistance system - kids of adults benefitting support from social system, children and young people in foster care. The goals that have been realized are, first and foremost, integration through sport, active spending leisure time, increasing the inspiration of young people to develop their own interests. Some of the projects required collaborating with other people / institutions in the social environment, such as the project "Integration through sport"- working with one of the sports clubs), others were self-employed, without involving outsiders. Based on the analysis and evaluation from the implementation phase of our own projects, we present below a set of recommendations to the most important stages of the project activities.

Recommendations

Recruitment

What works

Clearly define goals and course of the project

Voluntary participation

Showing benefits

Obtaining parental consent for the participation of their children in the project

Cooperation with representatives of institutions who are in direct contact with young people

What to avoid

Too many project assumptions

Over-convincing to participate

Too wide range of participants age

Compulsion to attend classes

Establishing relationship with participants

What works

Games and fun activities to integrate and build in participants a sense of teamwork
constant, systematic contact to solve problems on a regular basis

Partner treatment of the project participant

Highlighting their subjectivity (including showing clear partnerships)

Emphasize the strengths of the participants - praising them

Structuring activities - young people like order and rules

Assertiveness of the leader

Openness

Trust and delegating responsibility for the task

What to avoid

Lack of subjectivity of the participants (may result in their lack of involvement in proper implementation of the project assumptions)

Judging

Excessive criticism

Showing weaknesses or other negative features of the participants

Emphasize the role of leader, as one who knows and can more

Engaging young people in classes/activities

What works

Games and fun involving young people at every stage of a joint project

Introducing new elements in the class

Engaging young people in the preparation of classes

Allowing young people to communicate their own message

Secure atmosphere in the group

What to avoid

Inadequate tasks for the age and ability of the participants

Monotony

Total responsibility of participants for introducing new directions

Coercion to perform tasks

Cooperation with other professionals/institutions

What works

Systematic contact

Showing the benefits of cooperation

Clearly clarifying the expectations for cooperation

Division of tasks and responsibilities

What to avoid

Lack of precision in action

Evaluation in Spain

Participants of the project after completing the training, were given the task of implementing their own ideas in their daily work. Most of them were already experts of working with non-formal methods but, as a result, the opportunity was used to integrate new activities from the project especially in schools.

The target group of each of them was young people at risk of social exclusion mainly people from neglected family environments, with social and educational problems, people placed in educational care centres, people finishing the education prematurely as well as having experience with drugs, violence and crimes.

The goals that have been realized are, first and foremost, increasing the inspiration of young people to develop their own interests and improve self-confidence and the integration in a group. Furthermore, a network of contact or work has been created that will allow to organise all types of activities in the future based on collaboration and good practices. For instance, a cultural event is already planned by four of the institutions of the project to celebrate the graduation party.

Based on the analysis and evaluation from the implementation phase of our own projects, we present below a set of recommendations to the most important stages of the project activities.

Recommendations

Recruitment

What works

Define few and concrete goals and the course of the activity/project

Voluntary participation

Appeal to results

What to avoid

Misdirected goals or actions

Force to participate

Too wide range of participants age

Establishing relationship with participants

What works

Suit to their interest or passions

Team building

Trusting and closeness relationship

What to avoid

Use the same activities or formulas for everyone

Judge or criticise

Lack of communication among youth, experts and family

Engaging young people in classes/activities

What works

Ice-breaking games

Involve young people in the process

Create a cooperation and friendship atmosphere

Short activities

Fun and stimulating activities

What to avoid

Monotony

Mutual estrangement

Focus on contents as on milestones

Cooperation with other professionals/institutions

What works

Systematic contact

Benefits of cooperation

Clarify the expectations for cooperation

What to avoid

Lack of precision in action and division of tasks and responsibilities

Evaluation in Germany

Participants of the project “Erasmus+ Integration through Inspiration” implemented their own daily work after participating on a special further education workshop of non-formal educational methods. The participants were social workers, family assistants, psychologists, pedagogues and educators. Most of them were already experts of working with non-formal methods but, as a result, the opportunity was used to integrate new activities from the project especially in vocational training schools.

The target group of the experts are young people at risk of social exclusion mainly people from neglected family environments, with social and educational problems, people placed in educational care centres, people finishing the education prematurely as well as having experience with drugs, violence and crimes.

The goals that have been realized:

foremost, increasing the inspiration of young people to develop their own interests and improve self-confidence and the integration in a group

Creating a network of contact or work that will allow organising all types of activities

Based on the testing phase evaluation of the above mentioned project participants, we present below a set of recommendations to the most important stages of the project activities for Germany.

Recommendations

Recruitment

What works

To make a game out of choosing process

Step by step instructions, Show the whole process

Step by step, deep listening, sculpture

What to avoid

To exclude somebody or to force

Ordering them without asking

Never make suggestions

Establishing relationship with participants

What works

In the contact phase it was important to build and hold the energy

First empathy, then facts

What to avoid

To cut the contact phase short and to stay in the Game-Phase instead of transfer the new knowledge to daily practice

To order them around and not knowing enough about the pupils

Not being really interested in the pupils

Engaging young people in classes/activities

What works

To write it with mobile devices as short message

Give a structure on a working paper, exclude intimate details

To go by foot through the 12 Steps

Give a structure on a working paper

What to avoid

To make it sound difficult or to write it on paper

To tell everything with words

To expect too much

Cooperation with other professionals/institutions***What works***

This cooperation was simply great because pupils witnessed the connections between workplace and life and used similar methods for problem solving

What to avoid

To let the pupils judge before observation