



Erasmus+

# PRISM

BREAKING DOWN GENDER STEREOTYPES  
IN TEENAGERS' PROJECTS

TOOLKIT OF THE  
TRAINING COURSE

7TH-12TH FEBRUARY 2017

TENUTA SANT'ANTONIO, POGGIO MIRTETO  
ITALY





Key Action 1  
Mobility project for young people and youth workers  
Mobility of youth workers

# PRISM

## Breaking Down Gender Stereotypes in Teenagers Projects

**07<sup>th</sup> – 12<sup>th</sup> February 2017**

**Tenuta S. Antonio, Poggio Mirteto (RI), ITALY**



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# GENERAL BACKGROUND

## TEENAGERS

Voluntary service experiences and workcamps are worldwide considered a powerful tool to involve young people, to develop active citizenship, inclusion and participation. They are even more effective for under aged young people, living the transition period of the adolescence where their personality and sexuality is in process of being shaped and where cross-sectorial issues touching their social, personal and cultural development might appear. In this phase it might increase the general disinterest in studies and in learning in its different shapes, factors that can challenge the development of their future, personal path.

For this reason, Lunaria has been promoting for more than fifteen years TEENAGERS workcamps abroad and organizing in Italy since 4 years, because these experiences are an important turning point in the life of adolescents and youngsters. Indeed, young people aged between 16 and 17 years old, by participating in international workcamps, have the chance to get acquainted to their capacities, to increase their competences, and to develop personal and social skills.

In the last years, within the Alliance of European Voluntary Service Organizations network, many organizations developed their capacity to plan and implement teenagers workcamps and the level of professionalism in this field is consistently increased. Despite of that, it's still perceived the need to further improve this sector, to enhance the action in the teenager framework, to increase the number of projects, to involve new countries, and to keep on board new organizations interested in organizing teenager projects.

# GENERAL BACKGROUND

## GENDER

**LUNARIA** launched in 2012 a **medium term strategy** to promote gender equality, through mobility and voluntary service activities and projects.

The **ACTORS**, target groups and beneficiaries of the actions are young people, youth-social workers, local organizations and NGOs.

Our **PRIORITIES** were and are:

- To raise **youth** awareness on the daily growth of discrimination and to share relevant tools to make sensitisation among other peers.
- To provide **youth workers** and **peer educators** with new tools to fight the discrimination wide-spread and to promote fair, intercultural approaches.
- To provide **local, international organizations** and **NGOs**, with new tools to conceive and implement actions and projects.
- To share **good practices** and **working methods** to make more effective the local and global action in Europe and world-wide.
- To create a **network** of different actors and organizations from the civil society, to promote equality and human rights.

Within the gender equality strategy, the following projects have been already implemented:

- **TAG CLOUD Respecting and Valuing Gender and Generational Differences:** training course to develop new tools in the gender framework for youth workers at local and national level;
- **JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries:** capacity building project aimed to empower youth and social workers from eastern Africa and EU, by providing them with new tools to favour the women participation in short term local and international voluntary service projects;
- **PANDORA'S BOX Young Women, Community Development through EU and LA Cooperation:** capacity building project to follow up the work already started in Jambo, developing this time the action in the field of gender equality in EU and Latin American countries;
- **THE POT OF GOLD Education and exchange to fight hate speech and discrimination:** training course and youth exchange to fight discrimination based on gender and sexual orientation and the hate speech widespread toward LGBT+ individual ad communities.

# PROJECT DESCRIPTION

**PRISM** is a multi-action project, including a training course and 2 youth exchanges for teenagers, all **AIMED** to:

- **develop new tools and methodologies** to bring in workcamps and youth exchanges targeted to teenagers, a gender-sensitive perspective.
- **raise awareness on gender** discrimination and gender-sensitive issues among teenagers.
- **foster an intercultural learning** in relation to working with teenagers and gender sensitivity.



**TRAINING COURSE**  
February 2017

**ADVANCED  
PLANNING VISIT**  
May 2017

**YOUTH EXCHANGE**  
July 2017

**YOUTH EXCHANGE**  
August 2017

**PRISM** allowed to develop the following **MAIN OUTCOMES**:

- development of the capacity to use **non formal education methods** to run and implement **Youth Exchanges targeted to teenagers**.
- to **raise awareness toward gender** sensitivity in youth projects



# HOW TO USE THE TOOLKIT

**The Toolkit aims to show the activities run during the Training Course held in February 2017.**

**ACTORS:** the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions to fight racism wide-spread, using non formal education methodologies.

Furthermore, it has been conceived as an extra tool for the organizations and participants involved in the Youth Exchanges held in July and August 2017.

**OPEN FORMAT:** this project and the toolkit part of it, are conceived as an “open format” that can be replicated with different shapes and duration in the involved partner countries and not only, to further enhance the quality of the work with teenagers and to fight gender discrimination.

**FLEXIBILITY:** the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an action targeted to teenagers, young people and adults.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you, before to start the activity, to have a clear picture of the target group needs and profiles so to be able to bring adaptations, if needed.



# INFORMATION ABOUT METHODS

The activities implemented during the training course are based on **non formal education**.

**NON-FORMAL EDUCATION - NFE** is any organized educational activity which takes place outside the formal educational system (schools-university) and outside the formal educational curriculum.

- NFE it's **flexible, learner-centred, contextualized** and based on the promotion of participatory approaches.
- NFE aims to create a **shared learning path**, encouraging the **exchange of knowledge** with and among the learners/experts.
- NFE has no teachers delivering the information to students who are receiving them, but **facilitators and experts**.
- NFE enhance the self-esteem raising, develop the self-confidence and ensure the **personal empowerment**.
- NFE has a specific focus on transversal **competences** and soft **skills development**.

Non formal education is based on the **LEARNING BY DOING APPROACH**, where specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process.

Non formal education lies on the idea that human beings never stop learning and developing, that we all learn different things in different moments and in different spheres of our life. For this reason, it's important to propose a **LIFE-LONG-LEARNING APPROACH**, to encourage the acquirement of competences, knowledge and to develop new skills all along the life of each human being.

Non formal education promotes the possibility to **RE-ADAPT THE METHODS** during the process, taking into account the needs of participants and of the actors involved. It brings a great flexibility to the learning experience, encouraging the different learning approaches and the individual skills activation.

# NFE IN YOUTH WORK

encourages the **exchange** of feelings, feedbacks, experiences and knowledge

facilitates the **testing and development** of innovative **methods**

creates a **horizontal interaction** among trainees and facilitators/trainers

sets the ground for the knowledge and methods' **transmission**

enhances the individual and group **learning assessment**

gives value to **different competences and know-how**

stimulates the reflection and the assessment of **soft skills and key competences**

# AGENDA OF THE TRAINING COURSE

DAY

DAY

MORNING

MORNING

AFTERNOON

AFTERNOON

<b>DAY 1</b> 07 <sup>th</sup> February 2017	<b>INTRODUCTION AND NAME GAMES</b> Name and Sound The Garden of expectations Draw your friends Making lines Formal, Non Formal and Informal Education	<b>GROUP DYNAMICS</b> The message Team radar The Spider Web <b>GETTING INTO THE TOPIC: TEENAGERS AND GENDER</b> The Cafeteria
<b>DAY 2</b> 08 <sup>th</sup> February 2017	<b>GENDER IN CONTEXT</b> The Chocolate river The flower clock	<b>STEREOTYPES AND PREJUDICES</b> Albatros Pyramid of conflicts
<b>DAY 3</b> 09 <sup>th</sup> February 2017	<b>CONFLICTS</b> Human Bridge Gender based conflicts	<b>CONFLICT MANAGEMENT</b> Managing the conflict
<b>DAY 4</b> 10 <sup>th</sup> February 2017	<b>FACILITATOR ROLE_STEP 1</b> Crowdsurfing Tibetan bridge Role of facilitator	<b>FACILITATOR ROLE_STEP 2</b> Youth Exchanges Facili ... what?
<b>DAY 5</b> 11 <sup>th</sup> February 2017	<b>TRAINING in ACTION –TiA PREPARATION</b> Workshops preparation	<b>TRAINING in ACTION –TiA PREPARATION</b> Feedback Rules <b>TRAINING in ACTION – TiA IMPLEMENTATION</b> Workshops implementation
<b>DAY 6</b> 12 <sup>th</sup> February 2017	<b>TRAINING in ACTION – TiA IMPLEMENTATION</b> Workshops implementation	<b>FINAL EVALUATION</b> Refreshment of the agenda Expectations: coming back to the garden Making a graph The Spider net

# TOOLKIT of the TRAINING COURSE



# INTRODUCTION AND NAME GAMES

<b>TITLE</b>	<b>Name and sound</b>
<b>TOPIC/S</b>	Learn the names/Getting to know each other/Group creation
<b>AIM</b>	To remember the names and to make participants interact
<b>TOOL TYPE</b>	Ice breaker/Name game
<b>MATERIAL</b>	/
<b>DURATION</b>	15 minutes
<b>DESCRIPTION</b>	Trainer invite participants to stand in a circle, one by one saying his or her name and a sound. Then the others have to repeat, in chorus the name and the sound the participant made.

<b>TITLE</b>	<b>The Garden of expectations</b>
<b>TOPIC/S</b>	Getting to know each other/Group creation
<b>AIM</b>	To share within the group the expectations and contributions towards the training experience
<b>TOOL TYPE</b>	Expectations and contributions
<b>MATERIAL</b>	Flipchart (The Garden), 1 seed shaped- paper and 1 sun shaped-paper, pens, markers
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p>Trainers have prepared a flipchart where a sun and grass, flowers and the sky are drawn. Participants receive 2 pieces of paper (one a seed shaped-paper for EXPECTATIONS and one with a sun-shaped paper for CONTRIBUTIONS towards the training).</p> <p>Participants are given some time to fill them and then to stick them on the drawing in the following order:</p> <ul style="list-style-type: none"> <li>➤ under/on the level of the roots they stick their expectations</li> <li>➤ on the upper right side, on the sun, their contributions</li> </ul> <p>NOTE: participants receive 1 paper and they can write up to 3 expectations / contributions.</p> <p>Once everyone has added their expectations / contributions, trainers go through them and present a summary back to the group.</p> <p>The suggestion for the group is to draw / represent how their expectations are being met with the different sessions during the training. If a specific session / activity particularly met their expectations, participants can add flowers and stems connecting the individual expectations with the specific sessions that met those.</p>

<b>TITLE</b>	<b>Draw your friends</b>
<b>TOPIC/S</b>	Getting to know each other/Group creation
<b>AIM</b>	To make participants interact and get in touch in an interactive way
<b>TOOL TYPE</b>	Ice breaker/Getting to know each others
<b>MATERIAL</b>	A4 papers and colour pens
<b>DURATION</b>	20 minutes
<b>DESCRIPTION</b>	<p>Participants stand in a circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle.</p> <p>The activity is divided in different steps:</p> <p><b>Step 1.</b> When the trainer says "go!" they have to go to the centre and pick up a paper with the name of another person, find him/her, fold the paper and draw the forehead of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 2.</b> When the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, find him/her, fold the paper and draw the eyes and nose of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 3.</b> When the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, find him/her, fold the paper and draw the mouth and chin of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 4.</b> When the trainer says "go!" they have to go to in the middle and find the paper with their name and with the drawing done by the others. At the end of the activity all the drawings are put on the wall.</p>





<b>TITLE</b>	<b>Making lines</b>
<b>TOPIC/S</b>	Ice breaker/Name game
<b>AIM</b>	To make the group refresh the names and find out things about each other; to demonstrate that there are several, different types of communication and that there are also many ways to communicate non verbally
<b>TOOL TYPE</b>	Non verbal communication game and to get to know each other
<b>MATERIAL</b>	Rope
<b>DURATION</b>	15 minutes
<b>DESCRIPTION</b>	<p>A long rope stands straight on the floor. Participants are asked to create a line and to touch the rope with their feet. The game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position but their feet cannot leave the strip. They have to order themselves according to different tasks:</p> <ul style="list-style-type: none"> <li>➤ Alphabetic order, from A to Z.</li> <li>➤ Distance travelled to join the training (from the farthest to the closest)</li> <li>➤ Age order, from the youngest to the oldest</li> </ul>

<b>TITLE</b>	<b>Formal, Non Formal, Informal Education</b>
<b>TOPIC/S</b>	Formal, Non Formal, Informal Education
<b>AIM</b>	To reflect on the differences among formal, non formal and informal and to go in depth on the links and the inter-relation among the three
<b>TOOL TYPE</b>	Moving debate
<b>MATERIAL</b>	Scotch tape, paper, marker
<b>DURATION</b>	60 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> the facilitator has to draw on the floor with the scotch tape a big circle, divided in 3 parts. In each section he/she has to put an A4, in one written "Formal", in one "Non formal" and in the last "Informal".</p> <p>The activity starts with the participants standing in the middle of the circle. The facilitator starts reading the first statement (see examples below) and asks the participants to take a position in one of the sections of the circle. The facilitator asks people placed in different positions to comment and to explain why they took the position in the space.</p> <p><b>IMPORTANT RULES:</b></p> <ul style="list-style-type: none"> <li>➤ Participants cannot remain the middle of the circle, but have to take a position;</li> <li>➤ They can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement;</li> <li>➤ The facilitator should read the statements as clear as possible. Before asking the group to take a position, the facilitator has to be sure that everybody has understood the statement.</li> </ul> <p><b>NOTE:</b> the examples provided are intentionally contradictory; indeed the aim is not just to reflect on formal, non formal and informal but to go in depth on the links and the inter-relation among the three.</p> <p>The activity is followed by a debriefing about these topics.</p>

# HANDOUT\_Examples Formal, Non Formal, Informal Education

- I MEET A FRIEND IN THE SWIMMING-POOL AND HE TEACHES ME HOW TO SWIM
- I'M GOING TO MEET A FRIEND TO TALK ABOUT THE GENDER WORKSHOP IN WHICH SHE PARTICIPATED
- WE ARE ORGANISING A WORKSHOP ABOUT RECYCLING IN A LOCAL COMMUNITY AND THE FACILITATOR IS PRESENTING A POWER POINT
- AT SCHOOL, STUDENTS PRESENT THEIR HOLIDAYS IN A CREATIVE WAY THEY CHOOSE.

# HANDOUT\_Field of Education v. Pedagogical Methods

	Is it organised?	Who organises it?	Are there any objectives?	How is the evaluation done?
<b>Non Formal</b>	YES	<b>Diverse</b> (Associations, informal groups...)	YES	<b>Collective:</b> about the learning process
<b>Informal</b>	NO	-	-	-
<b>Formal</b>	YES	Educational <b>Institutions / Systems</b>	YES	<b>Validation</b> about the participants' performance

# GROUP DYNAMICS

<b>TITLE</b>	<b>The message</b>
<b>TOPIC/S</b>	Team building and group dynamics
<b>AIM</b>	To make participants interact in a fun and stimulating way
<b>TOOL TYPE</b>	Group creation and analysis of group dynamics
<b>MATERIAL</b>	Elastic fabric to tie legs together Bowls full of water and a plate Obstacles (chairs, benches, tables....)
<b>DURATION</b>	15 minutes
<b>DESCRIPTION</b>	<p>This is a Relay Race where participants have the task to pass a message from one trainer (standing in point A) to another one (standing in point B). Participants are in pairs and each pair is scattered around from point A to point B.</p> <p>Participants have to be connected to their partners at all moments using one part of their body: their ankles. Facilitator can tie them with a small elastic rope. Keeping their ankles connected they have to walk in the space and arrive to the next pair without losing the message.</p> <p>Each pair is located in a different spot, with some obstacles in between each of the pairs that they'll have to overcome. At the very beginning of the way, one of the trainers has a plate with bowls of water ("The message") that participants have bring to another trainer.</p> <p>Each pair will have to carry the plate and water to the next pair, without letting it fall.</p>

<b>TITLE</b>	<b>Team radar</b>
<b>TOPIC/S</b>	Team building and group dynamics
<b>AIM</b>	To make participants interact in a fun and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
<b>TOOL TYPE</b>	Group creation and analysis of group dynamics
<b>MATERIAL</b>	Clothes to blindfold (one for each participant), 4 totems, 4 flags
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> for this activity big spaces outside are needed, e.g. gardens or fields. The totems are put in four different spaces and there is a flag on the top of each totem.</p> <p>Participants are divided in four groups; each one is assigned to a facilitator who explains the task. They have five minutes to find the totem and to create their strategy to arrive there, blindfolded, bringing back the flag.</p> <p>NOTE: the activity has a limited time at disposal (approximately 30 minutes). In the case groups finish earlier, they can be switched, going in another position, with the same task. If the groups don't finish on time, the activity is stopped when the time it's over.</p>



<b>TITLE</b>	<b>The spider web</b>
<b>TOPIC/S</b>	Team building - Outdoor Activity
<b>AIM</b>	To make participants interact in a fun and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
<b>TOOL TYPE</b>	Cooperation, participation, group dynamics
<b>MATERIAL</b>	Ropes
<b>DURATION</b>	40 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> two spider webs are built outside, using ropes. There should be enough holes for all the group members in each spider web. All the participants have to cross the spider web through a hole without touching it using each hole only one time.</p> <p>Every time they touch the rope they lose one life. Each group has in total 3 lives, after that the whole group should start again to cross the spider web.</p>

# GETTING INTO THE TOPIC: TEENAGERS AND GENDER

<b>TITLE</b>	<b>The cafeteria</b>
<b>TOPIC/S</b>	Gender, teenagers
<b>AIM</b>	To make participants start discussing the trainings' topics
<b>TOOL TYPE</b>	Working in smaller groups
<b>MATERIAL</b>	Flipcharts and colour pens
<b>DURATION</b>	100 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> the room is organized as a cafeteria; there are 5 tables with chairs and a nice cafe atmosphere and menus on the tables. Trainers are dressed up as waitress and notebooks where to take the customers orders.</p> <p>NOTE: all the details, being a simulation, are important, so facilitators can put flowers, candies or any other stuff reminding a cafeteria. Waitress / waiters welcome participants in the cafeteria. Once all the participants are sitting on their table, waitress / waiters join the tables taking the customers' orders and bring them coffee, tea, biscuit, candies and fruit.</p> <p>Once that's done, the facilitators present the activity, explaining that there will be questions to be discussed in each table: they are not presented in the same time, but after each slot of time a new question is delivered.</p> <p>While participants are discussing, waiters / waitress join the tables taking the customers' orders and bring them coffee, tea, biscuit, juice and fruit.</p> <p>Below the set of questions to discuss:</p> <ul style="list-style-type: none"> <li>➤ Teenagers...</li> <li>➤ What is your relation with the idea of gender?</li> <li>➤ What do you know about sex?</li> <li>➤ Definition of Gender</li> </ul> <p>At the end of the activity, all tables are invited to share their definitions.</p>

# HANDOUT\_Examples from the groups

In the table below you can find some examples from reflections around gender and sex from the groups participating in the training.

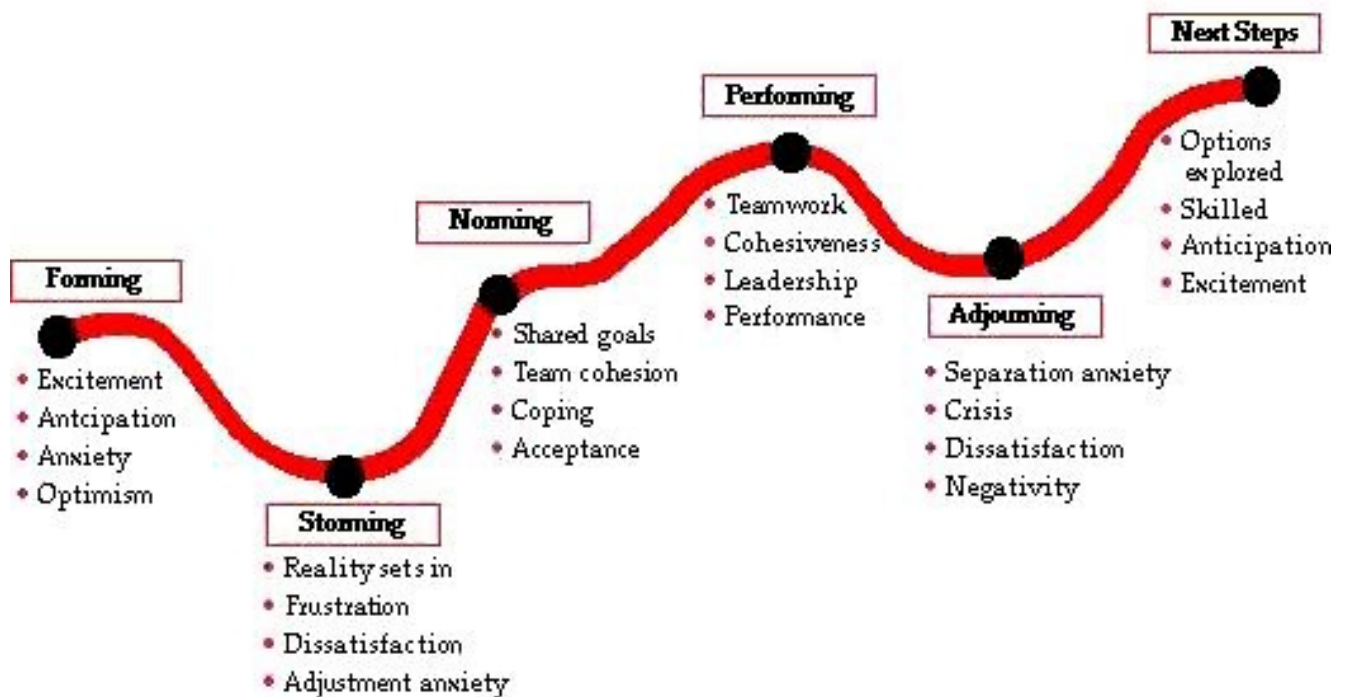
- Gender is a created word to define the feeling for humans to feel male or female from the society point of view. Gender is different than sex.
- Gender is in relation with society and expectations and culturally influenced. There are more than two genders and there are some discussions within the group about biological influence.
- Sex: The body you are born with (Female / Male / Intersex). Gender: What you identify yourself as. Sexual Orientation: who do you feel attracted to. For example, I was born a male, I identify as a female, I am a lesbian.
- Gender is a set of rules, norms, expectations based on society's partial understanding of biological sex.
- Iceberg of Gender (smaller part visible above the water surface, bigger part invisible below the water).

# GENDER IN CONTEXT

<b>TITLE</b>	<b>The chocolate river</b>
<b>TOPIC/S</b>	Cooperation, communication, active listening
<b>AIM</b>	To make participants experiment group cooperation, active listening and different ways to communicate
<b>TOOL TYPE</b>	Team building activity
<b>MATERIAL</b>	Sheets of paper A4, ropes
<b>DURATION</b>	80 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> lay two ropes on the ground parallel to each other, about 20 feet apart.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> Participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across.</p> <p>Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the large, fluffy marshmallows that you provide (such as carpet squares, poly spots, paper plates or an A4 paper).</p> <p>Give participants about eight or nine pieces of paper, so that they have enough to get across with one or two left over.</p> <p><b>Step 2.</b> Advise the group that this challenge isn't about physical abilities, but rather it is about communication.</p> <p>Unfortunately, the stream in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must</p>

	<p>remain where they are placed.</p> <p><b>Step 3.</b> Participants start to play and they have to find their way to arrive on the other side of the river.</p> <p>It follows a debriefing about all the previous team building activities. Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"><li>➤ Team Responsibility: did it matter if only a few of you made it across the river?</li><li>➤ Communication: the importance of checking on the person behind you before stepping into the next marshmallow;</li><li>➤ Individual Strengths and Weaknesses.</li></ul>
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# HANDOUT\_Tuckman's Group Dynamics Model



# HANDOUT\_Tuckman's Group Dynamics Model

## **FORMING**

People arrive and the group starts: in the beginning they might be shy, the discussions more superficial. They are trying to understand what is the project about and what are the objectives of the group.

ROLE OF THE FACILITATOR: in this moment there is the maximum of the work, the facilitator has to support the group in passing through this phase, has to facilitate the communication and make clear the objectives understanding.

## **STORMING**

People (now became group members) understand the objectives, they start to be comfortable and the individual personalities are starting to appear more evident. In the phase of adjustment for the group, frictions can happen.

ROLE OF THE FACILITATOR: in this moment there is much less work than in the first stage. The facilitator has to keep helping the communication, has to push the group to move forward and let the conflicts appear.

## **NORMING**

The objectives are now very clear to everybody. Each group member now knows what has to be done and what to do with the other people. In this stage, more the group members believe in what they are doing, more they are inside the process, more frictions can appear.

ROLE OF THE FACILITATOR: in this moment the facilitator is appearing less and less because there is also less work to be done.

## **ADJOURNING**

The work is starting to lose its efficiency because the objective has been achieved and the group members focus starts to be on the emotional separation.

If the process is not well managed, the group will focus only on the emotional separation, forgetting the process itself and the objectives achieved.

ROLE OF THE FACILITATOR: a lot of work has to be done. The facilitator has to give maximum value, in front of the group members, to what has been done and make them ready for the emotional separation that will appear when the project is over.

## **PERFORMING**

In some precise tasks the group arrive to a level of autonomy and efficiency really high.

The duration of the "performing" stage is very short.

ROLE OF THE FACILITATOR: the facilitator has no role at this stage, that happens by chance. If the facilitator is searching to arrive at that stage, that stage won't ever arrive!

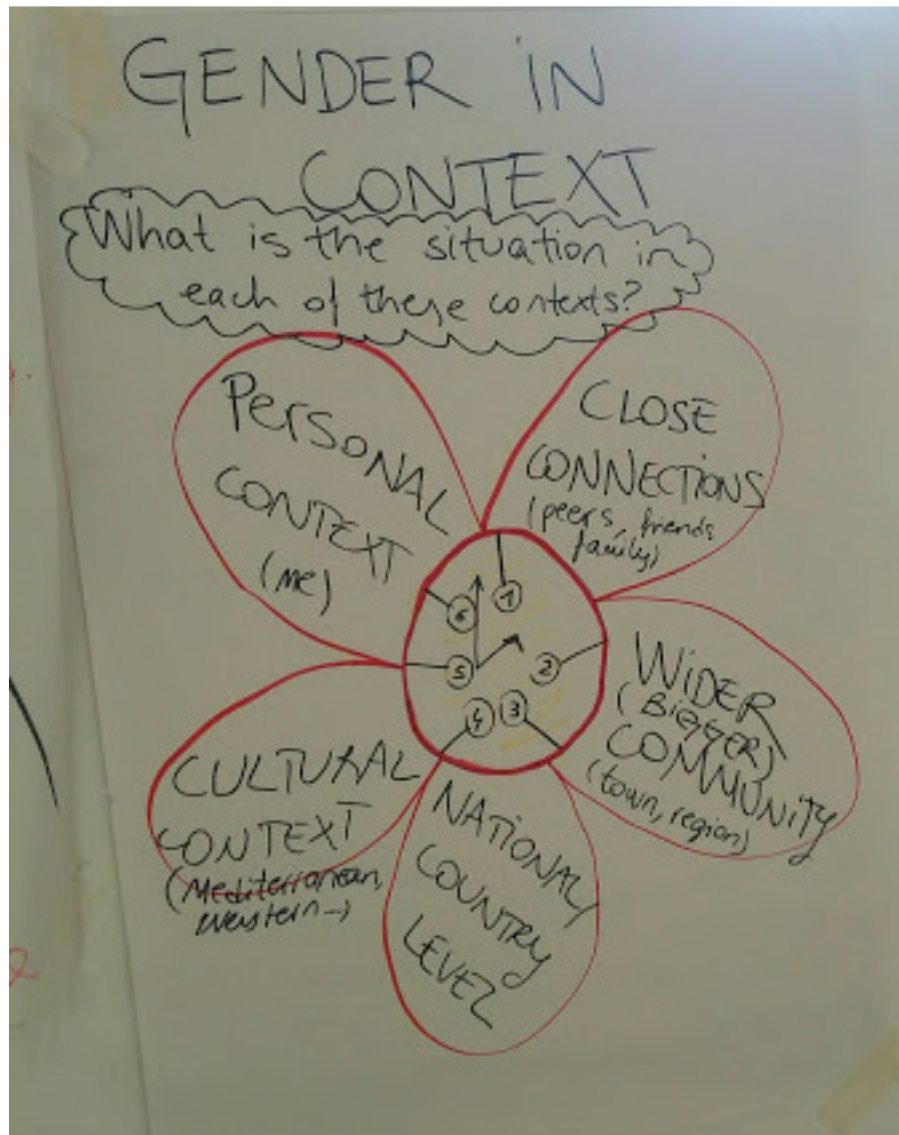


<b>TITLE</b>	<b>The flower clock</b>
<b>TOPIC/S</b>	Gender
<b>AIM</b>	To provide participants with the opportunity to discuss and exchange aspects of gender with their peers
<b>TOOL TYPE</b>	Speed dating, topic discussion
<b>MATERIAL</b>	Blank paper, pens
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p>This activity aims to reflect deeper on the topic of gender, and to give participants the opportunity to share their experiences, ideas and opinions about gender, learning from each other.</p> <p>At first, there is a flower drawn in a piece of paper. In each petal there is an aspect of gender for participants to reflect upon:</p> <ul style="list-style-type: none"> <li>➤ Personal Context: what does gender mean to me?</li> <li>➤ Close Connections (peers, family, friends): how is gender considered in this context?</li> <li>➤ Wider (bigger) Connections (town, region): what's the impact of gender roles on your wider community? What is "the norm"?</li> <li>➤ National or Country Level: what's the impact of gender roles on your wider country? What is "the norm"?</li> <li>➤ Cultural Context (Western, Mediterranean...): what's the impact of gender roles on your culture? What is "the norm"?</li> </ul> <p>These aspects are meant to generate some more specific ideas or thoughts about the topic of Gender. Once this is done, we add a clock in the middle of the flower, with 6 different hours. Participants will have to find dates they'd want to discuss with (the opportunity to find out and learn about people from different cultures, backgrounds...). Both persons will need to set a date at an hour when they're both free.</p> <p>Once they've arranged their dates, the conversations can start. Participants should find their first appointment and discuss for 10 minutes. After that time,</p>

	<p>the trainers will let them know is time to find their next appointment and so on.</p>
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	<p>NOTE: If someone did not manage to fill all the dates, they can join another pair; the important thing is to keep the conversation alive!</p>
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# HANDOUT\_The flower clock



# STEREOTYPES AND PREJUDICES

<b>TITLE</b>	<b>Albatros</b>
<b>TOPIC/S</b>	Prejudices, stereotypes and Intercultural Learning
<b>AIM</b>	<p>To jointly reflect on the prejudices and stereotypes that might appear while meeting a new culture and to reflect on the Intercultural Learning process.</p> <p>NOTE: if you have never taken part in the Albatross exercise, it would be best to do so first before you decide whether it is useful for your teaching, training, and orientation purposes.</p>
<b>TOOL TYPE</b>	Simulation activity + plenary debriefing and discussion
<b>MATERIAL</b>	One small bowl for hand washing; some kind of liquid to drink (lemonade or punch is fine); some food to eat (small cookies or crackers work well); sheets or other cloth for the use of the Albatrossian man and woman; candles, incense or other "extras" as desired.
<b>DURATION</b>	120 minutes
<b>DESCRIPTION</b>	<p>The activity is divided in two different steps, the first consists of performing a ceremonial greeting between members of an imaginary culture (Albatros) and foreigners. The second part consists of a debriefing in plenary and extended discussion.</p> <p><b>Setting:</b> Albatros activity is conceived for small groups, between 12 and 15, but it can be readapted also for bigger groups. If possible, participants should be represented by both sexes, possibly equally. In the room where the activity will take place, a circle of chairs is arranged (x n. of chairs for x n. of male participants) and one chair placed in the circle a bit prominently for the use of the Albatrossian man.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1. Ceremonial performing</b></p> <p>There is no sequence pre-set or a necessary pattern to follow. It might be good to create your own variations to meet situations, but it is important to keep in mind the clear objectives of the activity.</p>

**1.a.** entering: participants are brought, one by one, in the room where there are the Albatrossians, females with shoes off and males with shoes on. Males are made sitting on the chairs while females on a blanket on the ground.

**1.b.** setting: the male and female Albatrossians are in their places, the man on the chair, the woman kneeling beside him.

**1.c.** communication: the hiss indicates disapproval, an appreciative hum indicates approval and a clicking of the tongue serves for all sorts of getting of attention, and for transferring the factual information.

**1.d.** circle of greetings: the Albatrossians man stands up and greets each male participant in turn around the circle, holding by the shoulders and by rubbing the right legs together. After such greeting, the visitor has to sit back in the chair. Then the Albatrossian woman greets each female participant in turn around the circle.

She kneels in front of a standing female guest and runs both hands down the lower legs and feet in a ceremonious way. The women resume a kneeling position.

**1.e.** bowl of water: the bowl is brought around the circle by the Albatrossian woman. Beginning with the Albatrossian man, each male in the circle dips the fingers of his right hand into the bowl and lifts or waves the hand gracefully to get them dry. The women's hands are not washed. The Albatrossian woman returns to her place for a few minutes before beginning the next activity.

**1.f.** food offer: the Albatrossian woman offers food to each male in turn, beginning with the Albatrossian man. She sticks her hands into the food and stuffs a little into each mouth. Upon being fed, the Albatrossian man indicates his appreciation by a loud hum or moan (which can be accompanied by a rubbing of the stomach). After the men are fed, the Albatrossian woman then feeds each woman in turn. After this, she returns to her position next to the Albatrossian man.

**1.g.** drinks offer: in the same way, the Albatrossian woman first gives the cup to the Albatrossian man to drink from, then among the females, at the end she returns to her place and resuming her kneeling posture.

**1.h.** pauses: during the pauses Albatrossian man gently pushes the woman's head from time to time downward as she kneels.

**1.i.** female selection: after another pause, the two Albatrossians rise and proceed around the circle of guests, communicating with each other through the customary clicking sounds. Without making clear indications to the participants, they select the female guest with the largest feet. That participant is then brought to the Albatrossian chair, and she (like the Albatrossian woman) kneels next to his chair.

**1.j.** greetings of goodbye: the last activity of the ceremony is a repeat of the greeting. The Albatrossian man rises and makes the round of the circle, greeting each male participant. He is followed by the Albatrossian woman, greeting each woman in turn. At that point, the two Albatrossians indicate the selected female participant who is still sitting kneeling by the chair and with a gesture ask her to follow them outside. She does it and the three people leave the circle, concluding the first part of the exercise.

## **Step 2.** Debriefing in plenary and extended discussion

The Albatross exercise allow groups to reflect on two main elements:

- the "cultural observation" level: the exercise gives participants the chance to test their observation capacity, the pre-conceived ideas they might show and, the interpretative filters they might apply;
- the self-awareness of each participant: they are given the chance to practically experiment and assess their own reactions and feelings.

The debriefing should be structured in a consequential order of key questions:

**2.a.** what did you see? (pure observation): in this step, avoid any kind of interpretation.

**2.b.** what did you feel? (interpretation): in this part probably participants will show up their frustration for some parts in the activity, is important to keep note and let them share what they have felt.

**2.c.** what do you think? (interpretation): in this part probably participants will show up again their frustration, is possible they will perceive the Albatrossian women oppressed and the Albatrossian society completely male based.

After this stage the facilitator presents the main elements of the Albatrossian culture (see the Handout Activity Culture Explanation below) and it followed an extended discussion on Prejudices, stereotypes and Intercultural Learning process.

# HANDOUT\_Albatros activity culture explanation

## **Albatrossians character**

The society values calm, serenity, stateliness.

Albatrossians are a clam, reserved, gentle, loving people, peaceful, generous, welcoming of strangers and really taking care of their guest. Touching is only done in ceremonial ways, such as in the greetings.

The Albatrossians are never smiling but they remain with serene and pleasant expressions. They do not register any facial reactions to the various feelings or emotions they have.

## **Culture explanation**

The Earth is sacred, all fruitfulness is blessed, those who bring life inside them (women) are with the Earth, and only they are able (by virtue of their inherent qualities) to walk directly upon the ground. Thus, men must wear shoes, and thus their greeting does not deal with the Earth, while the one of women emphasized the ground and feet. Only women are able to prepare and offer the fruits of the Earth.

The roles of men and women in the society reflect this relationship to Earth. For example, the fact that the Albatrossian man pushes down the head of the kneeling woman is a pursuit of his obligations in the society, it is his duty to remind her of sacredness, to approach it through her, to protect her (and all that she represents) from harm or defilement.

Albatrossians have a language, though only some part of it is required or used in the greeting ceremony (the clicks, hums, hisses). The Albatrossians communicate via mental telepathy, and that the few sounds they use are mainly means of getting a person's attention.

They eat and drink things that they like (though they may not agree to the taste of foreign visitors). Their patterns of life and ceremonies (such as the greeting ceremony) are time-honoured and are considered to be self-evidently correct and adequate.

*The activity description and the Handout with the culture explanation has been taken and readapted from the description of Theodore Gochenour, Vice President of International Programs, from Beyond Experience, Batchelder and Warner, The Experiment Press, 1977.*



<b>TITLE</b>	<b>Pyramid of conflict</b>
<b>TOPIC/S</b>	Conflict escalation
<b>AIM</b>	To provide participants with a model on how violence escalates, from accepting the own stereotypes, to follow up the Albatros simulation.
<b>TOOL TYPE</b>	Model on conflict escalation
<b>MATERIAL</b>	/
<b>DURATION</b>	40 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> the facilitator will go through this model (pyramid of conflict), with the different stages involved in violence escalation.</p> <p>In groups, participants are invited to go through their Albatros experience and match some of the experiences with the different stages. They can also use some other case they're familiar with.</p> <p>This activity will be an introduction to the Conflict topic part of the Training.</p>

# HANDOUT\_Pyramid of conflict model



## CONFLICTS

<b>TITLE</b>	<b>Human Bridge</b>
<b>TOPIC/S</b>	Team building and group dynamics
<b>AIM</b>	To make participants experimenting the group cooperation and trust
<b>TOOL TYPE</b>	Group cooperation and trust
<b>MATERIAL</b>	Two big mattress crash pad
<b>DURATION</b>	60 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> facilitators have prepared in advance two lines to keep distance between the groups and have put two crash pads on the floor. The main group is divided in two sub-groups and it's explained that they have to imagine one river in the middle.</p> <p>The task of the 2 groups is to create a human bridge without stepping in the imaginary river. After the bridge is created they have to send 1-2 persons for each group to cross the bridge.</p> <p>NOTE: at the end of the activity a debriefing is made, where participants reflect on the group dynamics, on the different roles within the group, with a specific focus on cooperation and trust.</p> <p>The activity finishes when they achieve the task (in any case we suggest not to make it longer than 20 min). After that, a debriefing about communication, conflict management and problem solving within the group is done.</p>

<b>TITLE</b>	<b>Gender based conflicts</b>
<b>TOPIC/S</b>	Escalation of conflict, gender based conflict analysis, creativity
<b>AIM</b>	To make participants reflect and practically work on gender-related conflict situations in a creative way.
<b>TOOL TYPE</b>	Theatre improvisation
<b>MATERIAL</b>	Case studies
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p>We link this session with the previous one: "The pyramid of conflict". Participants are given real case studies about gender inequality or conflict in workcamps (gathered by Alliance Gender Equality Working Group in 2015).</p> <p>Participants are divided in 5 groups and each of them will work on a specific case study. They'll analyse and identify actors and different stages of the pyramid present in that scenario.</p> <p>In this activity an analysis of the situation is done, with a specific focus on: "ACTORS" and "CAUSES".</p> <p>At the end, they'll need to perform a play to present the case study to the rest of the group.</p> <p>NOTE: in this activity, each group should only analyse the conflict case and identify the actors and the causes, THEY SHOULD NOT think about the possible solutions!</p>

# CONFLICT MANAGEMENT

<b>TITLE</b>	<b>Managing the conflict</b>
<b>TOPIC/S</b>	Conflict and conflict management
<b>AIM</b>	To make participants reflect and practically work on the possible and multiple ways to manage and, in some cases, solve conflicts
<b>TOOL TYPE</b>	Forum Theatre
<b>MATERIAL</b>	/
<b>DURATION</b>	150 minutes
<b>DESCRIPTION</b>	<p>The activity is run in three different rounds, each round a different conflict story in a teenager youth exchange is analysed.</p> <p>HOW TO MANAGE THE TECHNIQUE:</p> <p><b>Step 1a.</b> First story</p> <p>The pool of trainers, as actors, represents the first story as a theatre play. The representation should stop on the conflict explosion.</p> <p>NOTE: the story characters have to be well defined, there should be at least one representing "the oppressor", another one representing "the oppressed" and other secondary characters. A facilitator plays the role of the Joker, who can intervene to manage the representation, can stop it or give the flow.</p> <p><b>Step 1b.</b> Changing character</p> <p>Those who want, from the group of participants, can enter the stage and can take the role of the oppressed character. Once on the stage he/she should try to act in the way he/she thinks better to manage the conflict in a more positive way. It's not possible to take the character of the oppressor.</p> <p>After each representation, all the actors are remaining on the stage and the Joker asks:</p> <p>➤ To the spectators: what has changed</p>

- To the secondary actors: how do you feel and what has changed
- To the oppressed: how do you feel and what has changed
- To the oppressor: how do you feel and what has changed

### **Step 2a. Second story**

The pool of trainers, as actors, is representing the first story as a theatre play. The representation should stop on the conflict explosion.

NOTE: the story characters have to be well defined, there should be one representing "the oppressor", another one representing "the oppressed" and other characters. The facilitator plays the role of the Joker, who can intervene to manage the representation, can stop it or give the flow.

### **Step 2b. Changing character**

Those who want, from the group of participants, can enter the stage and can take the role of the oppressed. Once on the stage he/she should try to act in the way he/she thinks better to manage the conflict in a more positive way. It's not possible to take the character of the oppressor.

There is also the possibility that two participants are entering the stage, one taking the role of the oppressed and the other taking the role of one of secondary characters.

After each representation, all the actors are remaining on the stage and the Joker asks:

- To the spectators: what has changed
- To the secondary actors: how do you feel and what has changed
- To the oppressed: how do you feel and what has changed
- To the oppressor: how do you feel and what has changed

### **Step 3a. Third story**

The pool of trainers, as actors, is representing the first story as a theatre play. The representation should stop on the conflict explosion.

NOTE: the story characters have to be well defined, there should be one representing "the oppressor", another one representing "the oppressed" and other characters. The facilitator plays the role of the Joker, who can intervene to manage the representation, can stop it or give the flow.

### **Step 3b. Changing character**

Those who want, from the group of participants, can enter the stage and can take the role of the oppressed. Once on the stage he/she should try to act in the way he/she thinks better to manage the conflict in a more positive way. It's not possible to take the character of the oppressor.

There is also the possibility that two participants are entering the stage, one taking the role of the oppressed and the other taking the role of one of the secondary characters.

After each representation, all the actors are remaining on the stage and the Joker asks:

- To the spectators: what has changed

- To the secondary actors: how do you feel and what has changed
- To the oppressed: how do you feel and what has changed
- To the oppressor: how do you feel and what has changed

**Step 4.** A general debriefing on the activity is done on plenary, on the different ways to manage the conflicts and on the methodology. The HODGSON MODEL is introduced and there is some space for questions and clarifications. Below the Hand Out with the model.

Possible topics to explore during the debriefing:

- Communication within the group
- Complementarities
- Cooperation
- Leadership
- How decisions are taken in the group
- Consensus

Key-questions for the debriefing:

- What happened during the activity?
- How was the cooperation within the group?
- Did you actively listen at the others advices?
- Did you launch proposals or did you follow the other advices?
- Did someone take the leadership during the activity?
- What are the strategies that you adopted?
- Why did we play this activity?

# HANDOUT\_HODGSON THEORY: DIFFERENT STYLES IN MANAGING CONFLICTS

## DIFFERENT STYLES IN MANAGING CONFLICTS

Success in terms of conflict management requires from the different actors to make enlightened decisions. The list below can help you decide on what kind of conflict resolution you could use (or you tend to use) in accordance with a given situation.

Nevertheless, the list specifies clearly that it is not possible to always have the same answer to each and every issue. For instance, if you opt for a cooperative way to proceed using the face to face, you might lose your time and your energy if the matter is to handle small problems that would have needed another approach. At the same time, if you always use approaches of non-confrontation and non-cooperation, you will never get what you and the other actors within the conflict want, but most of all, what they need.

### **COLLABORATION: a cooperative face to face style**

Adapted when both sides want to find a solution and when they have to work together to set up an answer. It is a way to proceed close to the win-win strategy in negotiation

### **CONTESTATION: a non-cooperative face to face style**

Adapted when quick and decisive actions are necessary (an emergency for example)

### **ACCEPTANCE: a cooperative style, without any face to face**

Adapted when you notice that you have made a mistake, when the issue is less important for you or in the case where you want to make a good impression on the other side's and/or on the mediators

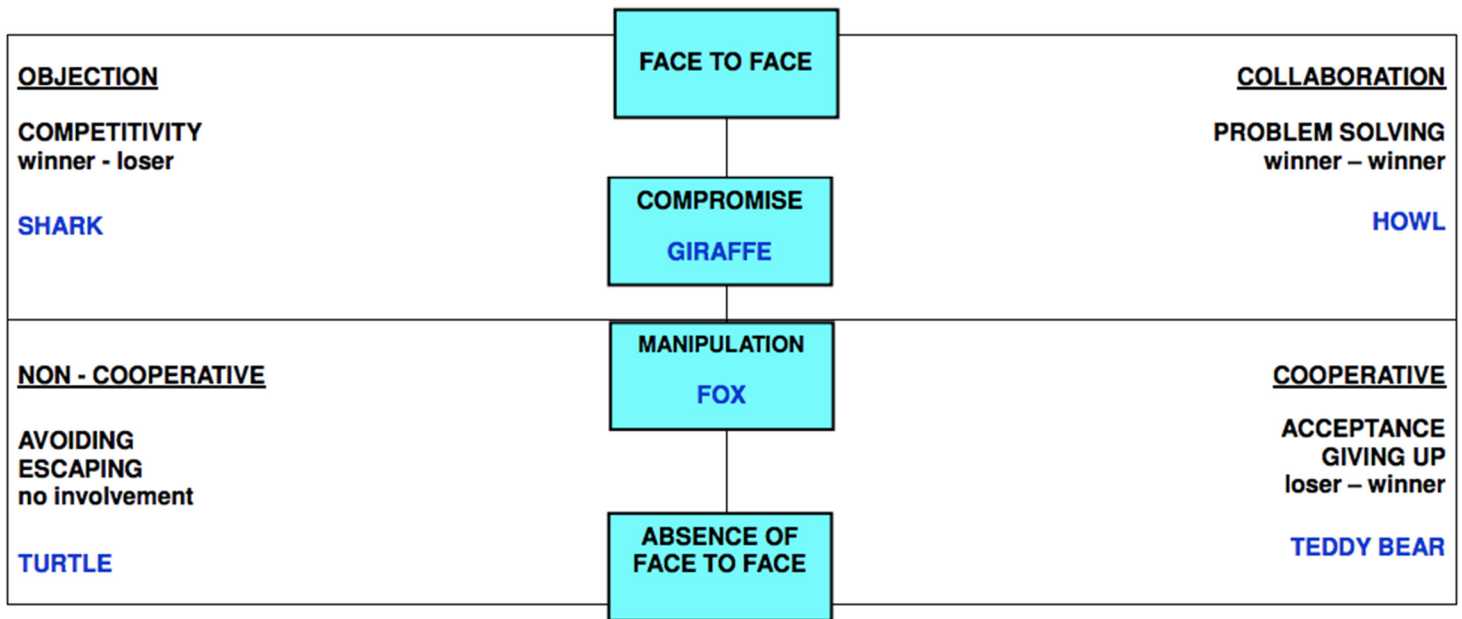
### **AVOIDANCE: a non-cooperative style, without any face to face**

Adapted when the issue is without any importance or when, even if the matter is relevant for you, you "escape" the possibility to approach it. You do not have much power and you do not see any possibility to change the situation.

### **COMPROMISE: a style at the crossroad between the others and which implies all of their elements**

This style is moderately assertive and moderately cooperative: the goal is to find middle ground. The compromising style is used with issues of moderate importance and/or when both parties are equally powerful and/or equally committed to opposing views.





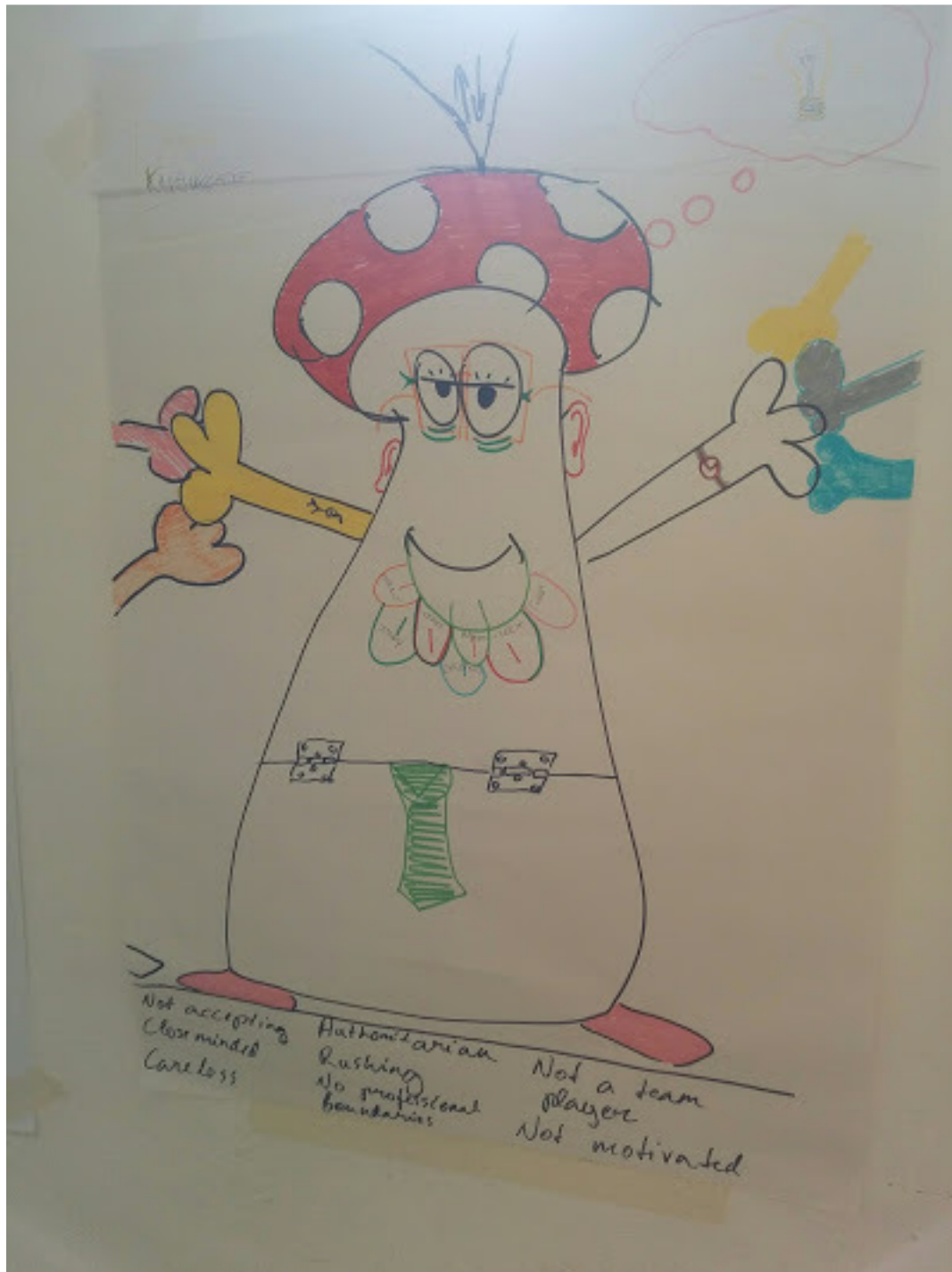
# FACILITATOR ROLE STEP 1

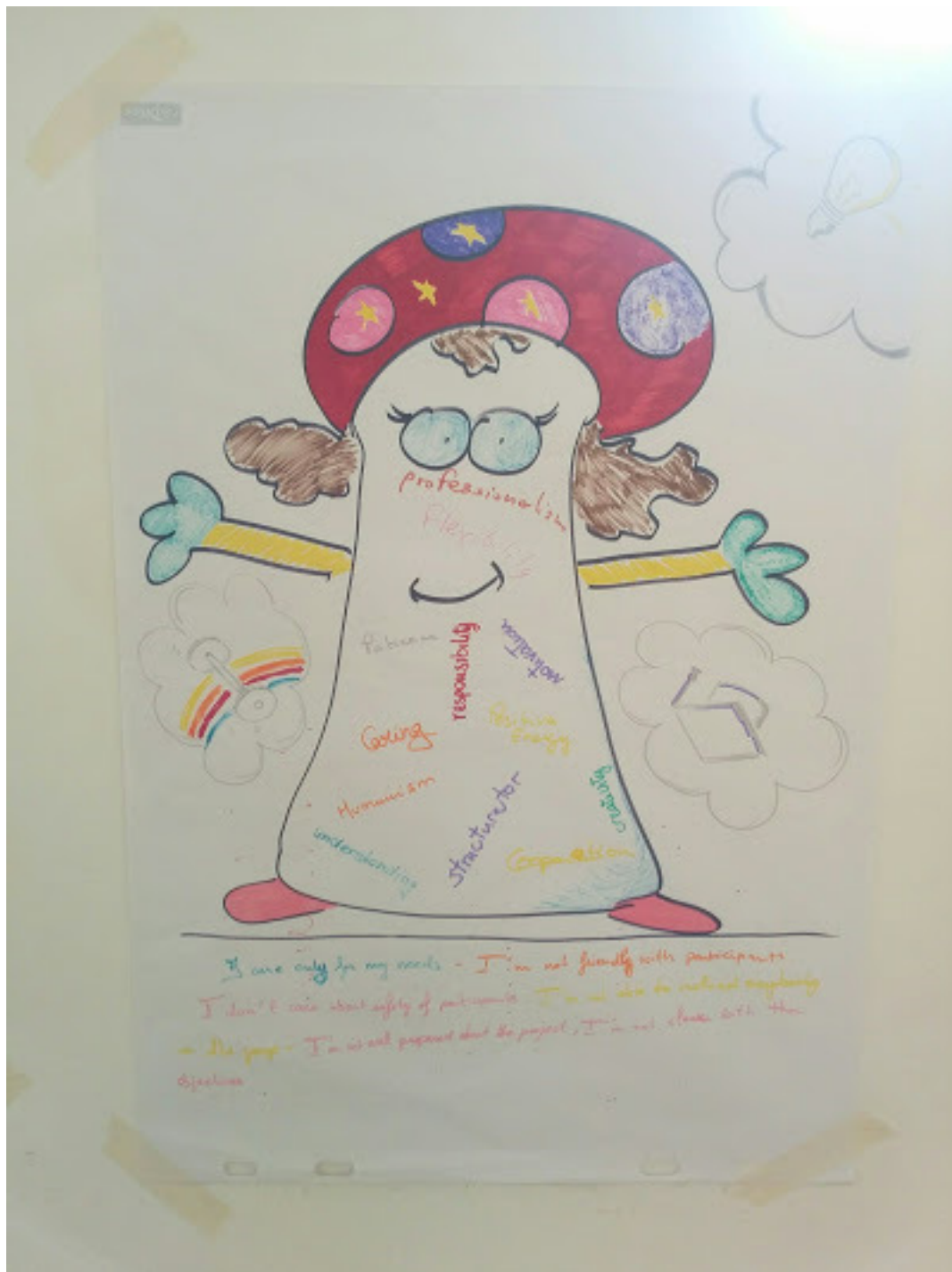
<b>TITLE</b>	<b>Crowdsurfing</b>
<b>TOPIC/S</b>	Group cooperation, trust
<b>AIM</b>	To develop trust and to make participants cooperate within the group, living personally challenges and barriers.
<b>TOOL TYPE</b>	Outdoor Activity
<b>MATERIAL</b>	A table
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p>Crowd surfing, also known as body surfing, is the process in which a person is passed overhead from person to person, transferring the person from one point to another. Participants will stand closely in 2 lines in front of a table, very close together. They'll hold the wrists of the person in front of them tightly, as demonstrated by the facilitator, and keep their knees flexed to avoid injuries.</p> <p>One member of the group at a time will stand on the table at the beginning of the line and will let him/herself fall into the line, where he / she will be passed with everyone's supporting the person's weight.</p> <p>The activity is finished when everyone has been passed from the table to the end of the line.</p>

<b>TITLE</b>	<b>Tibetan Bridge</b>
<b>TOPIC/S</b>	Group dynamics, communication, cooperation
<b>AIM</b>	To develop trust and to make participants cooperating within the group, living personally challenges and barriers.
<b>TOOL TYPE</b>	Outdoor activity
<b>MATERIAL</b>	Simple ropes (3 x 1 cm size) for walk and protection, one rope for junction (0,8 cm size), tree or pole to connect the sides
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p>Participants have to be divided in 3-4 groups (max 6 persons for each) and they're given different challenges (blindfolded, legs tied together, hands tied together, mute). They watch a presentation from a facilitator on how to connect the central rope of the bridge between the 2 sides and how to make a good and safe knot.</p> <p>Then each group receives the following task: it has to be created the best bridge ever but it has to be safe and functional, with one rope in the middle for walking (high 50 cm/ 1 m max), 2 parallel ropes in the sides (1 meter high from the walking rope), and one final rope as junction to hang from the first tree, crossing the 3 ropes until the other tree.</p> <p>When the time is over, each group, rotating, has to test their own bridge and the bridges built by the others (2 min for each test).</p> <p>At the end, there is a debriefing on group dynamics and leadership within the group.</p>

<b>TITLE</b>	<b>Role of facilitator</b>
<b>TOPIC/S</b>	Role and qualities of the facilitator
<b>AIM</b>	To reflect on the role a facilitator should have and on his/her qualities.
<b>TOOL TYPE</b>	Working in groups and plenary presentation
<b>MATERIAL</b>	Flipchart papers, colour pens
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> Participants are divided in groups (approximately 5 people each) and they're given a flipchart with an empty facilitator model drawn. They have to discuss within the group the facilitator's role, skills and qualities and they have to give a graphic representation of the main outcomes.</p> <p>They've to add at the bottom of the paper the skills / qualities that are NOT HELPFUL as facilitator (negative).</p> <p><b>Step 2.</b> Each group has a maximum amount of 5 minutes to present the work in plenary, an extra time is given for questions and clarification requests.</p> <p>NOTE: this activity has to be considered preparatory for the "Training in Action".</p>

# HANDOUT\_Facilitators models











### No, No No.

- \* Irresponsible
- \* Cruel / uncaring
- \* Manipulative
- \* Unfair
- \* Overprotective
- \* Risk safety of participants
- \* Pushing the participants
- \* Bossy - too authoritative
- \* Too much of a clown!
- \* Passive / lazy
- \* Disrespectful
- \* Discriminative
- \* Don't listen

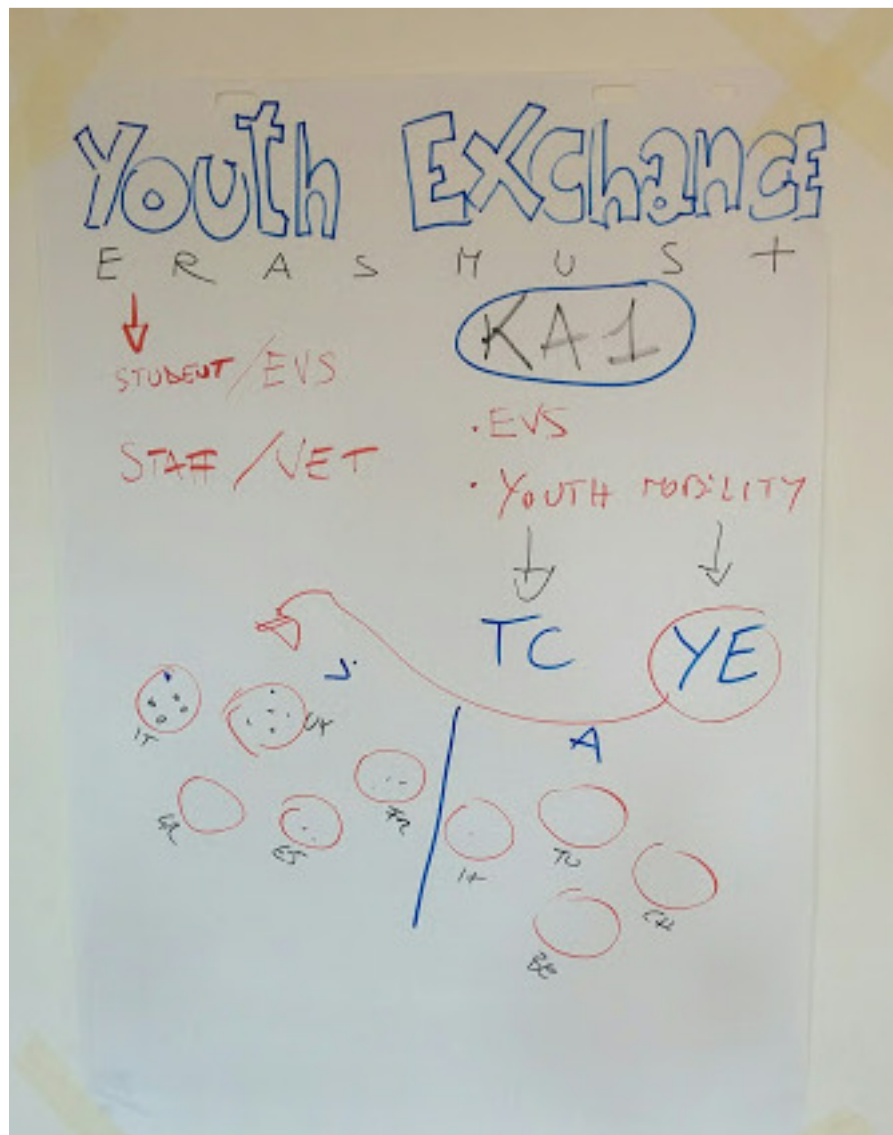


# FACILITATOR ROLE

## STEP 2

<b>TITLE</b>	<b>Youth Exchanges</b>
<b>TOPIC/S</b>	Next steps of the PRISM Project (Youth Exchanges)
<b>AIM</b>	To make participants understand in a clearer way the next steps of the project.
<b>TOOL TYPE</b>	Plenary presentation and discussion in groups
<b>MATERIAL</b>	Flipchart papers, colour pens
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> Trainers are giving a presentation about Erasmus+ and the Youth Exchanges that will take place in July and August.</p> <p><b>Step 2.</b> Participants will group themselves in 2 groups, according to the July (Italy, Uk, France, Estonia, Greece) and August (Italy, Turkey, Czech Republic, Belgium) Youth Exchanges. Each group will have one of the trainers as coordinator of the YE. Topics discussed include:</p> <ul style="list-style-type: none"> <li>➤ Role of the leaders</li> <li>➤ Role of the coordinator</li> <li>➤ Role of the Sending Organisations</li> <li>➤ Role of the Hosting Organisation (Lunaria)</li> <li>➤ Target Group - Teenagers</li> <li>➤ Advance Preliminary Visit (May '17)</li> <li>➤ Any other questions</li> </ul> <p>NOTE: This is the occasion to clarify doubts and ask any questions participants have related to these Youth Exchanges.</p>

# HANDOUT\_E+ and YE



<b>TITLE</b>	<b>Facili....what?</b>
<b>TOPIC/S</b>	Facilitation
<b>AIM</b>	To gain understanding about more specific aspects linked to facilitation of a Youth Exchange.
<b>TOOL TYPE</b>	Gymkhana
<b>MATERIAL</b>	/
<b>DURATION</b>	60 minutes
<b>DESCRIPTION</b>	<p>Each facilitator will have a topic linked to Facilitation and Youth Exchanges he / she will introduce to the group:</p> <ul style="list-style-type: none"> <li>➤ Outdoor activities</li> <li>➤ Group Dynamics</li> <li>➤ Communication / Expression Dynamics</li> <li>➤ Creative Methods</li> </ul> <p>Participants will form 4 groups and they'll have 15 min with the first facilitator to find out more and discuss about one of those topics. When the time will be over, the facilitators will rotate and each group will get a new topic.</p>

# TRAINING in ACTION

## -TiA PREPARATION

<b>TITLE</b>	<b>Workshops Preparation</b>
<b>TOPIC/S</b>	Non formal education activities for the Youth Exchanges
<b>AIM</b>	To create the 4 different groups that will work on the workshops preparation and to make participants practicing how to design, organise and implement a workshop for a teenagers target group, using non formal education working methods.
<b>TOOL TYPE</b>	Plenary and work in group
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>DURATION</b>	200 minutes
<b>DESCRIPTION</b>	<p>The activity is organised accordingly to the following steps:</p> <p><b>Step 1.</b> In plenary the task is presented to the group, this is their time to be facilitators!</p> <p><b>Step 2.</b> Participants are asked to group themselves, accordingly to the Youth Exchange they'll attend and to cultural diversity (mixing with people from other nationalities).</p> <p>NOTE: during the group division it's important to ask flexibility so, to try to have groups balanced accordingly to the size (approximately all the group should have the same number of participants), gender and nationality.</p> <p><b>Step 3.</b> Participants, divided in groups work on the preparation of a short workshop of 60 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Youth Exchanges taking place in Italy in July and August 2017.</p>

# HANDOUT\_Rules for TiA

**RULES**

- ACTIVITY → 1 hour long
  - energiser
  - explanation
  - activity
  - debriefing
- ACTIVE PARTICIPATION OF ALL TEAM MEMBERS
- GROUP IS RESPONSIBLE FOR:
  - COLLECT PARTICIPANTS
  - PREPARE MATERIALS / SPACE
  - TIME KEEPING
  - SAFETY
  - CLEANING AFTER
- ~~DIFFERENT FROM ALL OTHERS~~
- YOUR TARGET GROUP TEENAGERS WITH LANGUAGE BARRIERS (IN SUMMER)
- GENDER TOPIC IS OPTIONAL

<b>TITLE</b>	<b>Feedback rules</b>
<b>TOPIC/S</b>	Feedback Rules
<b>AIM</b>	. To learn how to give and receive feedback
<b>TOOL TYPE</b>	Collective work in plenary
<b>MATERIAL</b>	/
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p>This tool is conceived to make participants reflect on how to give a positive feedback to another person.</p> <p>Participants walk around the room and take a look on who is there around them. The walking goes on and on until the moment when a facilitator says "stop". At that moment each participant has to turn to the person closer, a couple is created and two minutes are taken (each) to answer the question given by the facilitator.</p> <p>After spending 4 minutes together exchanging feedbacks, when the facilitator claps the hands, participants should start walking around again, until they hear another "stop" and the second question.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> <li>➤ What was my first impression about you?</li> <li>➤ What I suggest you to modify?</li> <li>➤ What did I learn to appreciate about you?</li> </ul> <p>It follows a debriefing on how to give feedbacks in a constructive way.</p> <p>NOTE: the focus is centred on "giving positive feedback". Please bear in mind that all the questions are very personal and there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to find positive words for people we work with and encourage them to continue working and trying to improve all the time.</p>

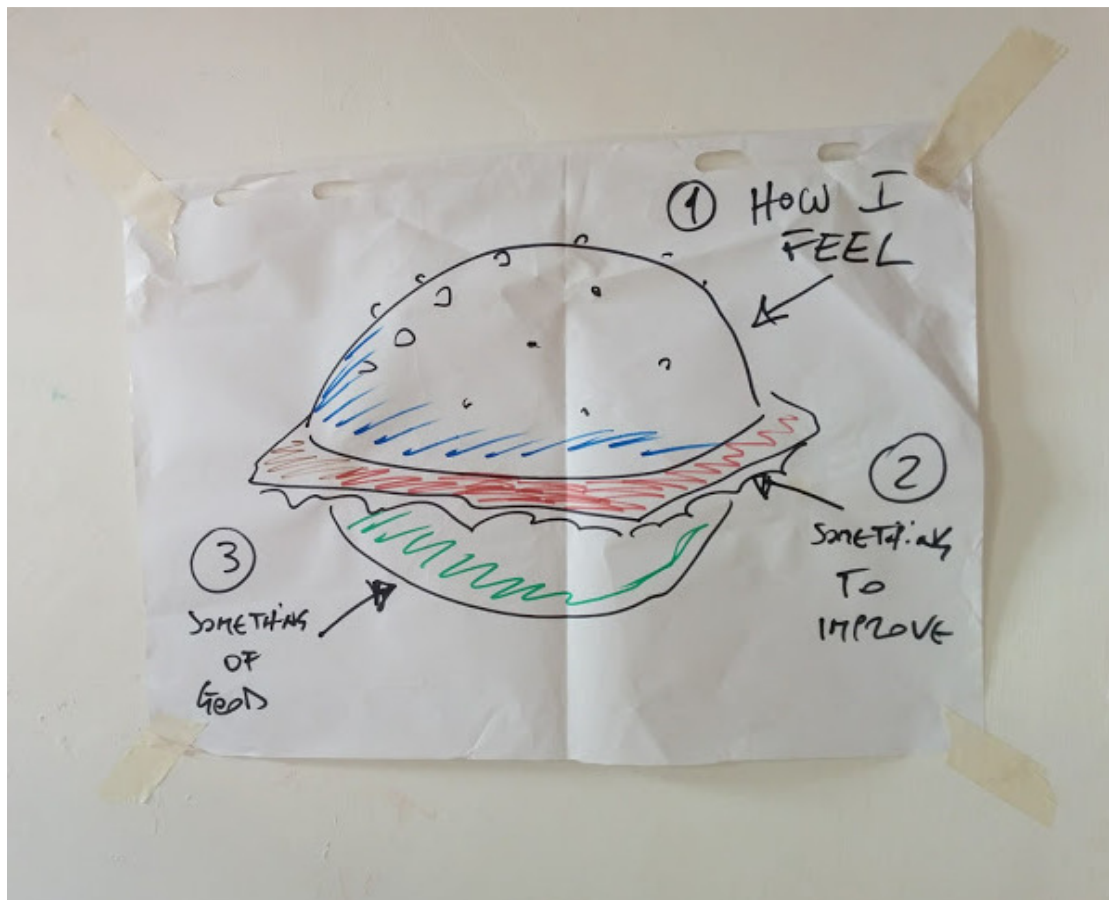
	<p>After the end of the debriefing is presented a standard model to give feedbacks to the activity, not personal feedbacks to individual participants.</p>
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This model, called "Sandwich Model" consists in the following three steps:

- Your feelings;
- Something to improve;
- Something good.

# HANDOUT\_Rules for giving feedbacks

## "Sandwich model"





<b>TITLE</b>	<b>Workshops Implementation</b>
<b>TOPIC/S</b>	Non formal education activities for the Youth Exchanges
<b>AIM</b>	To make participants practically experiment how to create, structure and prepare a short workshop of 60 minutes, using non formal education working methods. NOTE: the methods tested and assessed could be afterward used during the Youth Exchanges taking place in Italy during the summer 2017.
<b>TOOL TYPE</b>	Work in groups
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>DURATION</b>	360 minutes. NOTE: the activity took place in the afternoon of the 5th Day and the morning of the 6th Day
<b>DESCRIPTION</b>	<p>Each group has at disposal 60 minutes to run the workshop (energiser, explanation, activity &amp; debriefing) + 30 minutes for the feedbacks. During the afternoon session on the 5th Day the groups A &amp; B ran the workshops. Below the example on how the group rotation worked:</p> <ul style="list-style-type: none"> <li>➤ group A (facilitator): B + C + D (participants)</li> <li>➤ group B (facilitator): A + C + D (participants)</li> </ul> <p>During the morning session on the 6th Day the groups C &amp; D ran the workshop. Below the example on how the group rotation worked:</p> <ul style="list-style-type: none"> <li>➤ group C (facilitator): A+ B + D (participants)</li> <li>➤ group D (facilitator): A + B + C (participants)</li> </ul> <p>After each workshop the session about feedbacks was done (30 minutes) divided in three steps:</p> <ul style="list-style-type: none"> <li>➤ feedbacks from the group who ran the activities;</li> <li>➤ feedbacks from the participants who participated in the activity;</li> <li>➤ feedbacks from the pool of trainers</li> </ul> <p>NOTE: participants should follow the predetermined structure of the</p>

	<p>"Sandwich Model" for giving feedbacks:</p>
--	---

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>➤ personal feelings about the work;</li><li>➤ something to improve;</li><li>➤ something good.</li></ul> |
|--|---|

## FINAL EVALUATION

<b>TITLE</b>	<b>Refreshment of the Agenda</b>
<b>TOPIC/S</b>	Training agenda and activities implemented
<b>AIM</b>	To refresh the training agenda and the different activities so to have a more efficient and omni-comprehensive final evaluation
<b>TOOL TYPE</b>	Plenary refreshment and walk around
<b>MATERIAL</b>	/
<b>DURATION</b>	15 minutes
<b>DESCRIPTION</b>	<p>Trainers and facilitators refresh in plenary the training agenda, the activities implemented and the different objectives.</p> <p>Participants are invited to walk around and take photos of flipcharts.</p> <p>This refreshment is done to prepare the ground for the final evaluation.</p>

<b>TITLE</b>	<b>Expectations: Coming back to the garden</b>
<b>TOPIC/S</b>	Expectations, final evaluation
<b>AIM</b>	To run the first step in the final evaluation, coming back to the work about expectations and contributions developed on the first day
<b>TOOL TYPE</b>	Evaluation
<b>MATERIAL</b>	The garden drawn with the expectations and contributions, done the first day
<b>DURATION</b>	20 minutes
<b>DESCRIPTION</b>	<p>Participants are asked to come back to the garden they've been drawing throughout the week and to map how a specific session / activity particularly met their expectations, by adding flowers and stems connecting the individual expectations with the specific sessions that met those.</p> <p>Participants are invited to share feedbacks or comments.</p>

<b>TITLE</b>	<b>Making a graph</b>
<b>TOPIC/S</b>	Final evaluation
<b>AIM</b>	To capture participants feedback and evaluation about different aspects of the training course in a visual way
<b>TOOL TYPE</b>	Evaluation
<b>MATERIAL</b>	Paper, colour pens, flipchart papers
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p>Participants are asked to make individually their own graph covering their satisfaction in terms of:</p> <ul style="list-style-type: none"> <li>➤ Food</li> <li>➤ Practicalities</li> <li>➤ Accommodation / venue</li> <li>➤ Communication with the organisation</li> <li>➤ Content</li> <li>➤ Methods and tools used</li> <li>➤ Facilitation</li> </ul> <p>Once they've created their own one, they share their evaluation in smaller groups. Participants are invited to share feedbacks or comments.</p> <p>Finally all participants add their individual evaluations to a bigger graph, so we'll have the responses from everyone on the same graph giving an overview of their feedback.</p>

# HANDOUT\_Example Making a graph



<b>TITLE</b>	<b>The spider net</b>
<b>TOPIC/S</b>	Final Evaluation
<b>AIM</b>	To make the final evaluation of the project, to reflect about the different learning processes, to share feed backs and comments; to create a free space for participants to make them express their feelings.
<b>TOOL TYPE</b>	Group activity
<b>MATERIAL</b>	Ball of wool, soft music
<b>DURATION</b>	/ minutes – it is not possible to provide a precise timing of this activity because it depends on the duration of the participants comments and feedbacks
<b>DESCRIPTION</b>	<p><b>Setting:</b> soft music in the plenary room and a ball of wool in the middle of the room.</p> <p>Participants enter in the room and sit in circle. When everybody is in, the music stops and one of the facilitators presents the activity.</p> <p>One person starts, taking the ball of wool, blocking the wool strings on a finger, making his/her comments, feedbacks and sharing his/her impressions about the training, the activities, the learning process, the group. When he/she finishes, the ball of wool is thrown to the other person who showed interest to talk, this person blocks the wool strings on a finger and starts talking. The activity is following in this way, until everybody speaks and a spider net is created.</p> <p>NOTE: it should be clearly explained that this is a “free” moment and space to evaluate the project, so each person can decide what to say (feedbacks, reflections and comments about the activities, the working methods, the group dynamics, the personal learning process...). It’s very important that when participants finish to speak they don’t throw the ball of wool, but they wait for another person asking to take the word.</p>

# **APPENDIX – DESCRIPTION OF THE TiA WORKSHOPS**



Below you can find the description of the TiA workshops participants ran during the training course. Starting from the standard template provided, each group decided how to design the descriptions. For this reason the descriptions you will find below will respect the shape each group decided.

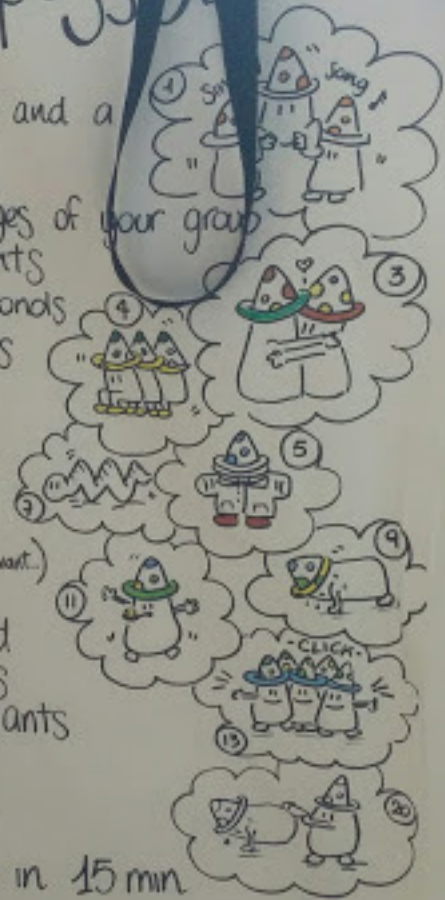
<b>TITLE</b>	<b>Gymkhana</b>
<b>TARGET GROUP</b>	Kids, teenagers, adults
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>➤ To give participants the opportunities to express themselves within a group</li> <li>➤ Team Building</li> <li>➤ Cooperation</li> </ul>
<b>TOPIC</b>	Any
<b>METHODS USED</b>	<ul style="list-style-type: none"> <li>➤ Painting</li> <li>➤ Human Pyramid</li> <li>➤ Evaluation through pictures - emoticons</li> </ul>
<b>DURATION</b>	35 minutes or more + Evaluation (* Evaluation can be done in 10 minutes like it was done but it's not ideal to rush people in creative activities)
<b>MATERIALS NEEDED AND LOGISTICS</b>	<ul style="list-style-type: none"> <li>➤ Painting: Paper, colours, human shape - closed space.</li> <li>➤ Human Pyramid: soft ground</li> <li>➤ Evaluation: emotion icon</li> </ul>
<b>DESCRIPTION</b>	<ul style="list-style-type: none"> <li>➤ Painting: During the painting activity the participants colour a human shape in three separate groups. At the end of the activity, they realize that the shape is a unique shape and it is possible to do it only with the cooperative work and collaboration.</li> <li>➤ Human Pyramid: Participants have to build a human pyramid to focus about collaboration between them.</li> <li>➤ Evaluation: Participants evaluate their activities - how they felt (happy, sad, angry, lost, neutral) and if they felt inside or outside the group.</li> </ul>

<b>TITLE</b>	<b>Mission impossible</b>
<b>TARGET GROUP</b>	Teenagers
<b>OBJECTIVES</b>	Cooperation
<b>TOPIC</b>	Team dynamics
<b>METHODS USED</b>	Outdoor activities
<b>DURATION</b>	60 minutes
<b>MATERIALS NEEDED AND LOGISTICS</b>	Papers, drawings
<b>DESCRIPTION</b>	<ul style="list-style-type: none"> <li>➤ Energiser: 4 minutes</li> <li>➤ Description: 5 minutes</li> <li>➤ Group division: 11 minutes</li> <li>➤ Activity: 25 minutes</li> <li>➤ Debriefing: 15 minutes</li> </ul>

# HANDOUT\_Mission impossible

## Mission impossible

- ① Create a name, a coreography and a scream for your team
- ② Learn "I♥U" in all the languages of your group
- ③ Hug all the group participants
- ④ Make a human chair for 20 seconds
- ⑤ One person of the group wears as much clothes as possible
- ⑥ Find the hidden ball
- ⑦ Walk 100 meters like a worm
- ⑧ Hot & Cold Game
- ⑨ 2 min - 100 push ups (the way you want...)
- ⑩ Cooperative jacket
- ⑪ spoon challenge in football field
- ⑫ eat an apple without hands
- ⑬ One big photo of all participants (No smartphone!)
- ⑭ Draw a "logo" of your group
- ⑮ Find the "cliptorius" flower
- ⑯ Take a selfie in Colosseum in 15 min.
- ⑰ Sing a song all together
- ⑱ Play a limbo of 1 meter
- ⑲ Draw a face with natural things
- ⑳ Play the roman cart in football field
- ㉑ Make a meme of one of the facilitator
- ㉒ Find a word which is similar in all the languages
- ㉓ make a human tower (with facilitator)



The hand-drawn illustrations on the right side of the page depict various challenges from the list. They include: 1. A group of characters singing into microphones. 2. A character holding a heart. 3. A character hugging another. 4. A group of characters sitting in a human chair. 5. A character wearing multiple layers of clothing. 6. A character looking for a hidden ball. 7. A character walking like a worm. 8. A character playing a game. 9. A character doing push-ups. 10. A character wearing a jacket. 11. A character using a spoon. 12. A character eating an apple. 13. A group of characters posing for a photo. 14. A character drawing a logo. 15. A character finding a flower. 16. A character taking a selfie. 17. A group of characters singing. 18. A character playing limbo. 19. A character drawing a face. 20. A character playing a game. 21. A character making a meme. 22. A character finding a word. 23. A group of characters making a human tower.

<b>TITLE</b>	<b>Toxic waste</b>
<b>TARGET GROUP</b>	Teenagers
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>➤ Group dynamics: to create cooperation</li> <li>➤ Trust building – communication - team building</li> <li>➤ Taking initiative – caring for each other</li> </ul>
<b>TOPIC</b>	Group dynamics
<b>METHODS USED</b>	<ul style="list-style-type: none"> <li>➤ Work in groups / team cooperation</li> <li>➤ Reflecting on our feelings</li> </ul>
<b>DURATION</b>	50 minutes
<b>MATERIALS NEEDED AND LOGISTICS</b>	<ul style="list-style-type: none"> <li>➤ Ropes</li> <li>➤ Cans</li> <li>➤ Chairs</li> <li>➤ Boxes</li> <li>➤ Random objects for distraction</li> </ul>
<b>DESCRIPTION</b>	<ul style="list-style-type: none"> <li>➤ Welcoming and concentration technique (3minutes)</li> <li>➤ Energiser (10 minutes): creating shapes (car wash, toaster, piking kangaroo, eagle). <ul style="list-style-type: none"> <li>➤ One facilitator explains and works at the centre of the shape.</li> <li>➤ 2 facilitators are helping the main person speaking showing the shapes.</li> <li>➤ 2 facilitators participate in the group and one is keeping the time.</li> <li>➤ The activity starts with the leaders asking people to form shapes and it can get more difficult as the time passes by.</li> </ul> </li> <li>➤ Toxic Waste Activity (20 minutes): One morning in your village (Poggio Mirteto) when you wake up, you realise that your arm has fallen off. All the villagers are the same and they run into the town</li> </ul>

centre where they find a huge pile of toxic waste: It was a toxic monster that passed through the town and really needed a poop.

- The only way to stop everyone from dying is to move the toxic waste into the toilet and flush it away.
  - The villagers gathered some materials that might help them to throw away the toxic waste without getting too close to it. The only way to save your village is to cooperate and work together.
  - We expect participants to cooperatively create a strategy to put the waste in the toilet. They have to find the best tools to use.
- Debriefing (10 minutes):
- To give an opportunity to everybody to express their feelings by finding one animal and one adjective that represents how they're at this moment.
  - To ask people if they feel part of the group "Do you feel included in the groups?" (Group Dynamics)
  - To ask if the fact that they were missing one hand created an obstacle for their cooperation.

<b>TITLE</b>	<b>Message distortion</b>
<b>TARGET GROUP</b>	Teenagers
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>➤ To show how a message can be distorted, particularly in a large group</li> <li>➤ To educate in a fun way</li> </ul>
<b>TOPIC</b>	Sending messages, communication, media distortion
<b>METHODS USED</b>	<ul style="list-style-type: none"> <li>➤ Puppet movement (in pairs)</li> <li>➤ Energiser - Getting into groups</li> <li>➤ Caterpillar (long line of movement)</li> <li>➤ Dance (broken phone)</li> <li>➤ Debriefing</li> </ul>
<b>DURATION</b>	60 minutes
<b>MATERIALS NEEDED AND LOGISTICS</b>	Blindfolds, large space, speakers and music
<b>DESCRIPTION</b>	<ul style="list-style-type: none"> <li>➤ Energiser (10 min): Lottery balls. The facilitator says a number and the participants have to make groups of that number said</li> <li>➤ Puppet movement (10 min): participants are grouped in pairs. One person guides the other one by touching his/her: <ul style="list-style-type: none"> <li>➤ the leading person has to tap the appropriate shoulder of the 'puppet' to turn left or to turn right.</li> <li>➤ to move forward, he / she has to tap gently in the centre of the back, between shoulder plates.</li> <li>➤ to move backwards, he / she has to tap gently on top of the head.</li> </ul> </li> </ul>

- Caterpillar (15 min): Participants are gathered into groups of six people.
  - 5 of them are blindfolded and stand up in a line.
  - The 6th person can see and stands at the very end of the line, behind the blindfolded team members.
  - The person who can see has to lead the team by tapping the person in front of him / her as they did in the previous activity: left shoulder to turn left, right shoulder to turn right, shoulder plates to move forward and head to move backwards. To stop, the guiding person has to tap both shoulders at the same time.
- Dancing - broken phone (15 min): All participants are divided into two straight lines opposite to each other. In each line, participants are standing behind each other, facing the back of the person in front of them. Only the first person is facing in the opposite direction:
  - The facilitator shows the first person a dance move while the rest of the group look the other way.
  - Then this first person who saw the movement turns around and taps the shoulder of the person in front of him / her to show the movement again.
  - And so on: Everyone has to show the movement they got from the previous person to the person in front of them.
  - The last person in the line shows the movement they received to the facilitator.
- Debriefing (15min): Participants are asked to sit in a circle and answer the following questions.
  - What happened?
  - How did you feel during the activity? And now?
  - What did you find difficult?

# **SPECIAL THANKS TO ALL THE ACTORS:**

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**COOKING AND LOGISTIC SUPPORT:** Elena Dojmi Di Delupis, Flavia Sorohan

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# PRISM

BREAKING DOWN GENDER STEREOTYPES  
IN TEENAGERS' PROJECTS

TOOLKIT OF THE  
TRAINING COURSE

7TH-12TH FEBRUARY 2017

TENUTA SANT'ANTONIO, POGGIO MIRTETO  
ITALY