

SEEDS OF CHANGE

NON FORMAL EDUCATION
TOOLS FOR SUSTAINABLE
CONSUMPTION



TOOLKIT OF THE TRAINING COURSE



Erasmus+





Erasmus+

KEY ACTION 1
MOBILITY PROJECT FOR YOUNG
PEOPLE AND YOUTH WORKERS
MOBILITY OF YOUTH WORKERS

SEEDS OF CHANGE

NON FORMAL EDUCATION
TOOLS FOR SUSTAINABLE
CONSUMPTION

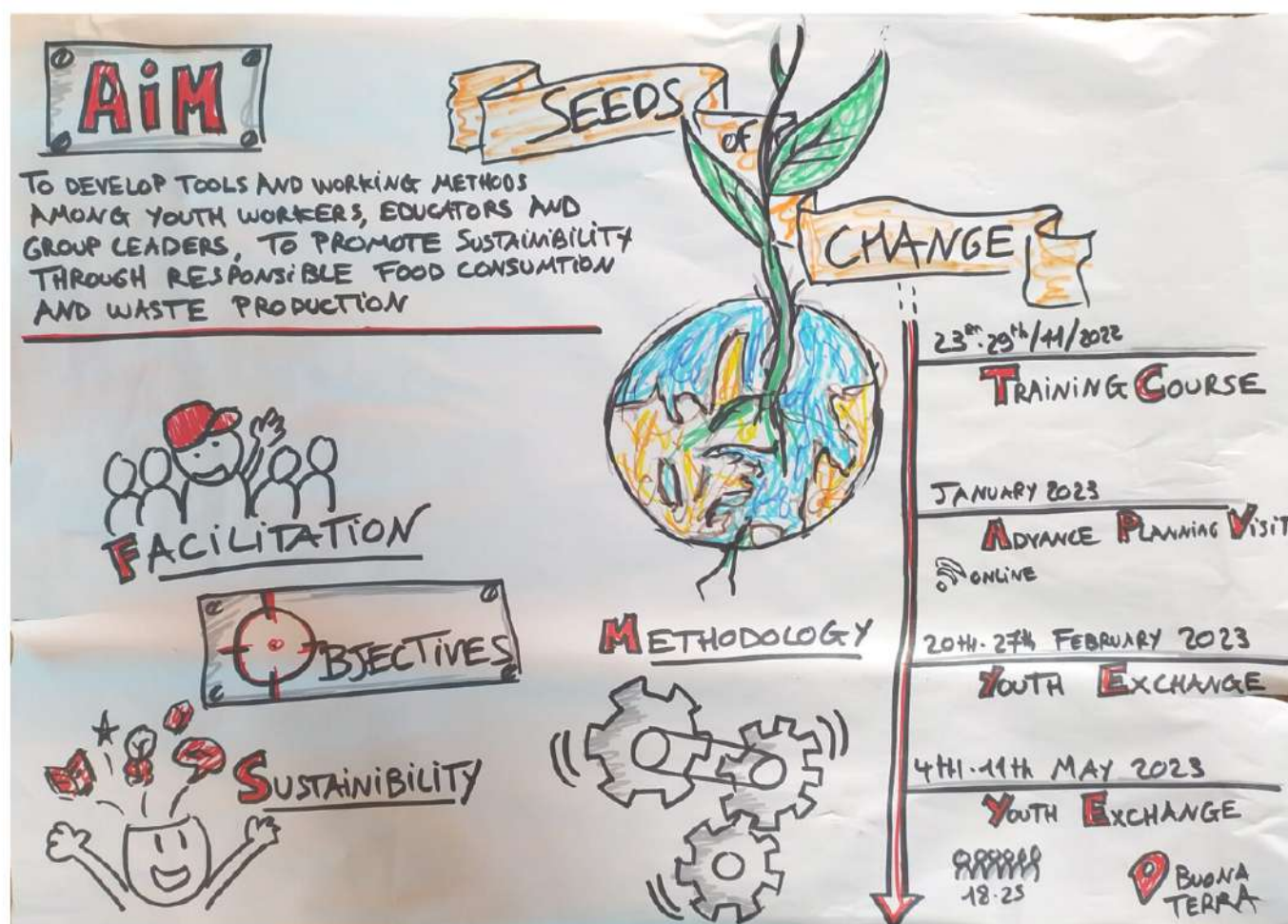
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LA BUONA TERRA,
Passignano sul Trasimeno (PG) Italy

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GENERAL BACKGROUND



PROJECT DESCRIPTION

SEED OF CHANGE aims to develop tools and working methods, among youth workers, educators and group leaders, to promote sustainability through responsible food consumption and waste production.

SEEDS OF CHANGE Non Formal Education Tools for Sustainable Consumption is a project, within the Erasmus+ programmes, forecasting four strategic actions:

TRAINING
COURSE

ONLINE
ADVANCE
PLANNING
VISIT

YOUTH
EXCHANGE
1

YOUTH
EXCHANGE
2

METHODOLOGIES USED - NFE

THE ACTIVITIES
IMPLEMENTED DURING THE TRAINING
COURSE ARE SET WITHIN THE
NON-FORMAL EDUCATION CONTEXT
AND ARE BASED ON PARTICIPATIVE
AND INTERACTIVE TECHNIQUES.

NON-FORMAL
EDUCATION - NFE WAS
DEFINED IN 1974 AS ANY
ORGANIZED,
SYSTEMATIC
EDUCATIONAL ACTIVITY,
CARRIED ON OUTSIDE
THE FRAMEWORK OF THE
FORMAL EDUCATION
SYSTEM (SCHOOLS-
UNIVERSITY)

THUS NFE IS THE MACRO-
UMBRELLA INCLUDING
ANY ORGANIZED
EDUCATIONAL ACTIVITIES
BOTH OUTSIDE THE
FORMAL EDUCATIONAL
SYSTEM AND OUTSIDE
THE
FORMAL EDUCATIONAL
CURRICULUM.

Accordingly to the Council of Europe, non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.

Non-formal education is what happens in places such as youth organisations, where young people meet to undertake projects together.

Non-formal education should also be:

- VOLUNTARY BASED
- OPEN AND ACCESSIBLE TO EVERYONE
- LEARNING PROCESS ORGANISED WITH EDUCATIONAL OBJECTIVES
- BASED ON EXPERIENCE AND ACTION
 - PARTICIPATORY
- LEARNER-ORIENTED TO ACQUIRE LIFE SKILLS AND KNOWLEDGE
 - BASED ON ACTIVE PARTICIPATION AND EXCHANGE, BOTH FOR INDIVIDUAL AND GROUP
- HOLISTIC AND PROCESS-ORIENTED
 - BASED ON THE PROMOTION OF ACTIVE CITIZENSHIP



LEARNING PILLARS

LEARNING BY DOING APPROACH:

specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process

LEARNER CENTRED:

pedagogical approach centred on the person who is learning and based on the promotion of participatory processes

LIFE LONG LEARNING - LLL APPROACH:

human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being

SHARED LEARNING PATH:

among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts

FLEXIBILITY:

methods have to be readapted all along the process, taking into account the learning needs of the participants and of all the involved actors.

PERSONAL
EMPOWERMENT
ENHANCEMENT OF
THE SELFESTEEM
AND OF THE
SELFCONFIDENCE

SOFT SKILLS
AND KEY
COMPETENCES
ANALYSIS AND
RECOGNITION

HORIZONTAL
INTERACTION
AMONG TRAINEES
AND FACILITATORS/
TRAINERS

LEARNING IN KEY WORKS

PARTICIPATIVE
METHODS,
PERMANENT
TESTING,
DEVELOPMENT
AND UPGRADING

TRANSMISSION
OF KNOWLEDGE
AND METHODS TO
OTHER
BENEFICIARIES

EXCHANGE
OF FEELINGS,
FEEDBACKS,
EXPERIENCES
AND
KNOWLEDGE

LEARNING
ASSESSMENT
OF INDIVIDUALS
AND GROUPS

HOW TO USE THE TOOLKIT

THE TOOLKIT AIMS TO SHOW THE ACTIVITIES RUN
DURING THE TRAINING COURSE HELD IN NOVEMBER
2022.

This Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work framework, to promote sustainability and intercultural learning.

SEEDS OF CHANGE project and the Toolkit part of it, are conceived as an “open format”, to be used with different shapes and duration, which can be replicated in the involved partner countries and in new ones, not directly participating in the project. Moreover, the Toolkit, thanks to its participative methodologies, can be used in different setting and backgrounds.

The Toolkit is conceived as a flexible tool, by this we mean that the activities presented can be used and readapted according 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 event or a project.

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

TRAINING AGENDA

	DAY 1	DAY 2	DAY 3
MORNING	NAME GAMES <ul style="list-style-type: none"> Name and food Find your name GETTING TO KNOW <ul style="list-style-type: none"> Speed dating EXPECTATIONS <ul style="list-style-type: none"> Silent debate 	SUSTAINABILITY 1 <ul style="list-style-type: none"> Snow ball TIA PREPARATION <ul style="list-style-type: none"> TiA Work in groups 	FACILITATION <ul style="list-style-type: none"> Body, voice, mind Museum of facilitators
AFTERNOON	TEAM BUILDING <ul style="list-style-type: none"> The melting ice river FOOD & WORLD <ul style="list-style-type: none"> Impertinent meal 	CLIMATE CHANGE <ul style="list-style-type: none"> Cafeteria ACTIVE LISTENING <ul style="list-style-type: none"> Active listening 	SUSTAINABILITY 2 <ul style="list-style-type: none"> Survival of the countries Canadian Box
DAY 4	DAY 5	DAY 6	DAY 7
ENVIRONMENT <ul style="list-style-type: none"> Silent forest 	TIA IMPLEMENTATION <ul style="list-style-type: none"> Worshop "Last Dinner" Worshop "The Sultan's Lunch" 	SHARING METHODS <ul style="list-style-type: none"> Games analysis Open Space 	FACILITATION <ul style="list-style-type: none"> The perfect facilitator
TIA IMPLEMENTATION <ul style="list-style-type: none"> Worshop "Act Production" Worshop "Feel Eat" 	INTERCULTURAL LEARNING <ul style="list-style-type: none"> Albatros 	TIA IMPLEMENTATION <ul style="list-style-type: none"> Worshop "Let's cook a sustainable dinner" 	FINAL EVALUATION <ul style="list-style-type: none"> Stations Circle of wold

ACTIVITIES INDEX

The Index of Activities is conceived to present the activities not in a chronological order but in alphabetic order, according to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Sustainability and food - indicated with: SF
- Methodologies Testing and Upgrading - indicated with: TiA
- Final Evaluation - indicated with: FE

ACTIVITIES	GD	SF	TiA	FE	PAGE
Active listening			X		26
Albatros	X	X			38
Body, voice, mind			X		27
Cafeteria		X			25
Canadian Box		X			31
Circle of wold	X	X	X	X	50
Find your name	X				16
Games analysis		X	X		41
Impertinent meal		X			21
Museum of facilitators			X		28
Name and food	X	X			15

ACTIVITIES INDEX

ACTIVITIES	GD	SF	TiA	FE	PAGE
Open Space		X	X		42
Silent debate	X	X			18
Silent forest	X	X			32
Snow ball		X			23
Speed dating	X				17
Stations	X	X	X	X	48
Survival of the countries		X			29
The melting ice river	X	X			19
The perfect facilitator			X	X	46
TiA Work in groups	X	X	X		24
Worshop "The Sultan's Lunch"		X	X		37
Worshop "Act Production"		X	X		34
Worshop "Feel Eat"		X	X		35
Worshop "Last Dinner"		X	X		36
Worshop "Let's cook a sustainable dinner"		X	X		44

TOOLKIT OF THE TRAINING COURSE



NAME & FOOD

Description

The activity is organized according to the following steps:

Step 1. Name round

Participants are invited to stand in a circle, one by one saying their names, following the circle order.

Step 2. Name and food

Participants are still standing in a circle, one is starting saying their name and adding their favorite food. Then all the group repeats the name and the food. The second is saying their name and their favorite food and then all the group repeats the name and the food.

MACROTOPIC	Getting to know each other's
AIM	To remember the names and to make participants interact
DURATION	20 minutes
MATERIALS	/

FIND YOUR NAME

Description

The activity is organized according to the following steps:

Step 1. Sharing names

Participants are asked to walk in the space.

Once the facilitator says "stop" the participants have to say their names to the person in front of them, one at a time without saying their names together. After saying their own name and hearing the other person's name, they exchange names. For example introductions are "John" & "Mary", John will become Mary and vice versa.

Step 2. Exchanging names

Once they meet another person they have to introduce themselves with the name of the last person they met. The game ends when they find their name again.

MACROTOPIC	Getting to know each other's
AIM	To remember the names and to make participants interact
DURATION	15 minutes
MATERIALS	/

SPEED DATING

Description

The activity is organized according to the following steps:

Step 1. Pairs

Participants are asked to walk through the space. When the facilitator says "stop" they have to find their pair.

Step 2. Questions

When each one is in pair, they have to answer a question that the facilitator will read loud. Each pair will have a maximum of 3 minutes to answer the question.

Step 3. Next rounds

After the first appointment participants start walking in the space again until the facilitator tells them to stop and look for the next pair.

The speed date follows that way and ends with the end of the questions.

MACROTOPIC	Getting to know each other
AIM	To ease participants' interaction and the first exchange
DURATION	45 minutes - the duration depends on the n. of appointments fixed
MATERIALS	/

SILENT DEBATE

Description

SETTING: facilitators need to have prepared in advance three tables, each one with a flipchart including a key question in the middle, some markers, pens, colours and post-it. The key questions are:

- **CONTENT:** What subject/thematic you would like to work on?
- **TOOLS&METHODS:** What tools and methods do you expect or would you like to learn?
- **FACILITATION:** In the field of facilitation, what do you expect to learn?

MACROTOPIC	Expectations
AIM	<ul style="list-style-type: none"> • To share within the group the expectations toward the 3 topics • To experiment another types of discussion, such as the silent one
DURATION	30 minutes
MATERIALS	Flipcharts, markers, pens, post-it, colours

The activity is organized according to the following steps:

Step 1. Filling the silent debate

Participants are invited to move from table to table, to read the question on the flipchart and give their answer/feedback/comment on the subject. While they are answering they should also read the answers of the others and, in case, they can create some links and draw connections between them. When they finish with one flipchart, they can move to the next one.

NOTE: there is not a precise order to follow in filling in the flipcharts: participants can mingle in the space, passing from one to another, and then be back to the first one filled, if other elements popped up in their brain.

Step 2. Final overview

At the end the three flipcharts are put on the wall and participants are asked to give a final look at the contents. If there is still time at disposal, it's possible to close the session with a last plenary, where in brief, participants can highlight the element striking the most their interest or make comments on the technique used.

THE MELTING ICE RIVER

Description

SETTING: before to start the activity the workshop room has to be properly arranged in the following way: there should be two ropes on the ground parallel to each other, about 20 feet apart.

The activity is organized according to the following steps:

Step 1. Scenario and instructions

Participants are asked to line up on one side of the rope, and they are informed that they are looking at a giant ice river. They must get their entire team across the river, but it is too dangerous to swim across because there is a Orca that wants to eat them. The river is also too deep to walk across. 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 stones that will be provided by the facilitators (such as carpet squares, poly spots, paper plates or, in this case, A4 paper).

Participants will receive around eight or nine pieces of paper that correspond to pieces of ices, so that they have enough to get across with one or two left over.

Unfortunately, due to global warming, chunks of ice may melt, so they must pass the river quickly.

Step 2. First crossing

Participants, in a whole group, have to start to play immediately and they have to find their way to arrive on the other side of the river. Voice can be used while crossing.

MACROTOPIC	Cooperation, communication, active listening
AIM	To make participants experience group cooperation, active listening and different ways to communicate
DURATION	90 minutes
MATERIALS	Sheets of paper A4, ropes

Step 3. Second crossing

After all the participants manage to pass to the other side, the activity starts again. But this time the group has five minutes to think and discuss about a strategy to cross. After that, they have to play in silence, trying once again to cross the river and to pass to other side.

Step 4. Debriefing

It follows a debriefing in plenary, focused on observation, team responsibility and communication among the group members.

Key questions for the debriefing:

- What did you feel?
- First round: what happened?
- First round: did you manage to find a way/strategy? And if yes, which one?
- First round: do you feel everybody was included?
- Second round: what happened?
- Second round: did you manage to find a way/strategy? And if yes, which one?
- Second round: do you feel everybody was included?
- Second round: when you were in silence, did you manage to communicate? If yes, how?

Description

RULES: this activity is a role play game, there are many steps to follow and you can modify it according to the topic you want to talk about. We chose for this training to introduce economic world system. The activity is organized according to the following steps:

MACROTOPIC	Sustainability, Interculturality (Food & World)
AIM	To raise awareness about inequalities around the world and questioning the role of world institutions.
DURATION	180 minutes
MATERIALS	Food, costumes, paper, candels

Step 1. Entrance in the world

The participants are wanted to estimate world reality about different subjects you choose. Ask them questions, give them answers, and then, after some explanations, you can start the game.

a) The group represent the world population, you have to split the group on different Geostrategic areas which are the Industrialized Countries (Europe, USA, Japan), Arabic World, Africa, Asia and Latin America. Those Geo-strategic areas are created according to GDP (Gross Domestic Product). When the participant think the repartition is correct, you check and ask the participant to join the table related to their Geo-strategic area. (if you have disguises, it can help participants enter faster in this role playing activity).

b) Now, put as much chairs than the amount of participant, those chairs represent the World GDP.

Those chairs are splitted on the different Geo-strategic areas.

c) Time now to estimated the Farming population of each area in percentage. Each area take forks, 1 fork representing 5% of the population working on farming.

d) Put on the table 30 candles that represent the world oil production

e) Put now food in plates, you can stick colored papers under each plate to make the correcting easier.

f) Distribute to every areas their objectives and the summary of what they are producing, ask each area to find a claim before starting the game. (You can ask the industrialized country to chose the claim of Africa to symbolize the political interferences of northern countries)

Step 2. World Exchange

- a) Time for exchange, every area has to fulfill their objectives, there are no rules to shape the exchange, some area can be stool, other can be gift, it doesn't matter.
- b) You stop the exchange by introducing the World Trade Organization. The idea is to create with the participants the rules that are going to take place to fix exchanges in this world. You invite one representative from each area in the negotiation table, but Industrialized country can have 2 representatives (to symbolized the importance of the delegation) and Arabic world, Latin America and Africa can have 1 representative for all of them (to symbolized the under representation of those countries in the negotiation table).
- c) Just after, a little theater scene that represent a consumer in a market in Bamako that has to choose between powder milk from industrialized country and local milk. The participants are the actors.
- d) The IMF comes in and collect a big part of the industrialized country food and spread it to other areas, this food is the debt, then the IMF collect back the dept, and the interest...
- e) Official Development Assistance (ODA) is symbolized by a little part of the food which go from the rich areas to the poor ones.
- f) The meal finish on the waste, there is big trash and each area can choose if they want to recycle in exchange of food or through it away. At the end 30% of all the food is collected and put in a "false trash".

Step 3. Debriefing

It follows a debriefing in plenary, focused on what has happened during the activity.

Key questions for the debriefing:

- What was the strongest moment for you in the game? Why?
- How did you felt during the game? Why?
- What did you learn?
- What did you understand?

DIFFICULTIES - TIPS: leading this activity is quite complex because of the amount of information and time of preparation you need. It is even harder if you never personally experimented an impertinent meal before. Prepare yourself well, read through the manual on startingblock.fr, you can download the complete animation on the site but you will have it in French: [HTTP://WWW.STARTING-BLOCK.ORG/IMAGES/PDF/OUTILS_PEDA/LIVRET_RI_2010.PDF](http://WWW.STARTING-BLOCK.ORG/IMAGES/PDF/OUTILS_PEDA/LIVRET_RI_2010.PDF)

<https://www.alimenterre.org/repas-insolent>

SNOW BALL

Description

Each participant receives a post-it and a pen.

The activity is organized according to the following steps:

Step 1. Individual

Each participant has to write alone, on the post-it what "Sustainability" is. There are five minutes at disposal.

Step 2. Couples

Groups of two participants are created. They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have seven minutes at disposal.

Step 3. Merging couples

Groups of four participants are created (a group of two is mixed with another group of two). They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have ten minutes at disposal.

Step 4. Merging groups

Groups of eight participants are created (a groups of four is mixed with another group of four). They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have fifteen minutes at disposal.

Step 5. Presentation and debriefing

In plenary the three groups present their definition and if there is still some time at disposal, it's possible to ask the following key questions for the debriefing:

- How was the process?
- Did you cooperate within the group?
- Did everybody participate?
- Was it hard to find common definitions?
- Accordingly to what factors did you set up your definition?

MACROTOPIC	Sustainability
AIM	To share ideas and different points of view to define what "Sustainability" is for us
DURATION	60 minutes
MATERIALS	Post-it, paper, pens, flipcharts and markers

TIA WORK IN GROUPS

Description

The activity is organized according to the following steps:

Step 1. Preparation

Participants, divided in groups will work on the preparation of a short workshop long 90 minutes, using non-formal education tools. To each group will be assigned a facilitator, that will join the group and will give the following tasks to be run in chronological order, during the workshop preparation:

- Internal sharing: who we are and how do we feel comfortable to work in team
- Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives, group dynamics/atmosphere
- Group discussion: how to cover the subject
- Definition of the workshop specific learning objectives
- Workshop preparation: definition of tools and methods for each part and answering the specific learning objectives set
- Logistic and practice: space identification, tasks and responsibilities division, materials, rehearsal of the workshop before to deliver it
- Fill in the toolkit

Step 2. Feedbacks

At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect about how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized. The Sandwich model is presented in plenary and participants can ask questions and clarifications. The main elements that are going to be analysed are: your feelings, something to improve, something good.

MACROTOPIC	Method & TiA Preparation: interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session is very important for the upcoming workshops creation
DURATION	180 minutes
MATERIALS	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop

CAFETERIA

Description

SETTING: the space is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers.

Step 1. Introduction

Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.

NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.

Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of equal size per each table.

Step 2. Discussions

Once all the participants are sitting on their table, the table-host (one trainer per table) presents the activity. In each table there is a relevant topic to discuss, the topics are not presented before in plenary, but the group members discover the new topic when they join the new table.

Below the different topics to discuss:

- Education & Climate Change
- Political, Law & Climate Change
- Media, Social Networks & Climate Change
- Agriculture, Industry & Climate Change

Step 3. Final outcomes

At the end of the activity participants are back in plenary and the table-hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.

MACROTOPIC	Climate Change
AIM	To share what is happening in the different countries, for what concerns Climate Change and its specific sub-issues in: Education, Politic&Law, Media&Social Networks, Agriculture&Industry
DURATION	90 minutes
MATERIALS	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria

ACTIVE LISTENING

Description

The activity is organized according to the following steps:

Step 1. Entrance

Participants are entering one by one in the workshop room: they are explained that when they are ready and feel comfortable, can sit and relax (better if they are lying on the ground than sitting).

Step 2. Couples reation and rules

Participants create couples they are comfortable to work with. The generals rules of the activity are then introduced:

- this is not a debate!
- this is not a discussion!

Step 3. Expression and listening

6 questions are asked and 3 minutes are allocated to answer each question.

NOTE: the 6 questions have to be asked not simultaneously but one by one, to each couple composed by 2 people (A and B).

- 1 st round: 'A' and 'B' can speak freely without any rules.
- 2 nd round: 'A' has to speak, and 'B' listen.
- 3 rd round: 'B' has to speak, and 'A' listen.
- 4 th round: 'A' speaks, and at the very end 'B' reformulates.
- 5 th round: 'B' speaks, and at the very end 'A' reformulates.
- 6 th round: 'A' speaks, and at the end of each concept 'B' reformulates. If 'A' is not satisfied by the reformulation, can explain the content again and then 'B' reformulates.
- 7 th round: 'B' speaks, and at the end of each concept 'A' reformulates. If 'B' is not satisfied by the reformulation, can explain the content again and then 'A' reformulates.

Step 4. Debriefing

It follows the debriefing about the activities with a "step by step approach" asking questions from the 1st round to the last round.

MACROTOPIC	Active Listening
AIM	To reflect (and practically experiment) active listening
DURATION	90 minutes
MATERIALS	/

BODY, VOICE, MIND

Description

The activity is organized according to the following steps:

Step 1. Warm-up

After a short muscular warm-up, participants are explained what the "neutral position" is in

theatre, to keep the body relaxed and tension-free. The aim is to become a 'blank canvas'.

Step 2. Breathing and diaphragm

Guided breathing with the diaphragm begins. After the participants have understood breathing, the facilitator makes them experience the use of the voice using the diaphragm.

Step 3. Volume, sound and rhythm

All participants, after experiencing vocalisations, follow the facilitator's instructions. The facilitator inside the circle with their hands decides the volume of some of the participants' vocalisations. Some will vocalise loudly, some in a lower tune. In addition to the volume, the facilitator will tell some participants to change the sound and rhythm. In this way, there will be a constantly changing orchestra of voices.

Step 4. Body and Mind

Participants are asked to keep walking in the space. While walking, the trainer gives different inputs as:

- walk in the space (life boat)
- walk win the space with different rhythms
- feel your feet when you walk
- keep breathing
- listen how your body (and the different parts) are moving in the space
- stop and feel your body
- jump or go down
- stop and look in the eyes of the person near you

NOTE: facilitators can add or change the inputs to be given to the group as needed. The purpose is to familiarize with the other participants from a body perspective using creativity, and getting in touch with emotions. This activity is preparatory for the next activity on "Museum of facilitators," where participants will have to touch each other's bodies to create a sculpture.

MUSEUM OF FACILITATORS

Description

SETTING: participants enter the workshop room, and the facilitators welcomes them in the "Museum of Facilitators".

The activity is organized according to the following steps:

Step 1. Walking and modelling

Participants walk through the space and when they hear "Stop", they have to find a person to work with in pairs. At that moment they choose who will be the sculptor and who will be the statue. Then, the facilitator will say the topic of the "exhibition": therefore, all the sculptors have to build their statues, modelling the body of their partner.

Step 2. Statues

Once they have completed their masterpiece the facilitator tells all the sculptors to move around the space and look at the other statues they have made, discovering how there have been different interpretations of the same topic.

Step 3. Different rounds

Once the exhibition is over, the sculptures now become the sculptors and vice versa. This is repeated 3-4 times depending on how many themes the facilitator proposes.

Example topics of the exhibition

- The friendly facilitator
- The understanding facilitator
- The authoritarian facilitator
- The multitasking facilitator

Step 4. Debriefing:

Participants and facilitators stand in a circle and the facilitator begins the group reflection with the following questions:

- How do you feel?
- What interested you the most about the activities and why?
- Were there different sculptures impersonating the role of facilitators?
- Which sculpture struck you the most and why?

MACROTOPIC	Facilitator role
AIM	To rereflect on the role of the facilitator and on how the facilitator should be
DURATION	90 minutes
MATERIALS	Chairs (one for each participant), sticks (around 20 per participant), markers, flipcharts

SURVIVAL OF THE COUNTRIES

Description

SETTING: on the wall there is a flipchart with a table drawn, where one facilitator will write the results of each round, in each phase. Participants sit on chairs in circle, with their back to the inner part and looking outside the circle (not inside). The activity is played in 4 phases, and each phase has several rounds (for example 4 or 5).

The activity is organized according to the following steps:

MACROTOPIC	Sustainability and international relation
AIM	To understand sustainability as product of a complex system that starts with personal and collective attitude on which are included economic relations, international relations, environment, hystory ecc,
DURATION	90 minutes
MATERIALS	Chairs (one for each participant), sticks (around 20 per participant), markers, flipcharts

Step 1. Instruction

Participants are told the following instructions: "Each of you is a country, please tell the name of the country you are (the name can be of an existing country or be invented). Your responsibility is to survive. You will close your eyes and we will throw these sticks to the floor, and when we say "now!" you can open your eyes and you have to go as fast as possible and take the sticks you need to survive. When we say "stop!" you won't be allowed to take any more sticks. You need 4 sticks to survive! If you don't get the 4 sticks, your country will die, and you won't be able to participate until the next phase".

NOTE: participants can take more than 4 sticks if they want. Trainers don't encourage nor discourage participants to do so ... and are not given more instructions than the previous ones. Despite that, the trainer will adopt the tone of a contest, to stimulate their attitude.

Step 2. country names:

When the participants tell the country they represent, the facilitator writes it on the flipchart table.

Step 3. Phase 1 – game:

Once instructions are told and sticks (around 20 per participant) are thrown on the floor (they are thrown unequally around the participants), participants hear "now" and they can go and get them. When the trainer says "stop!", it will be then time to count the results. One facilitator will write the results (sticks collected).

Those participants who have less than 4 sticks are eliminated, and the facilitator tells it with big grief. Those who took 4 are correct. And those with more than 4 are received with surprise and admiration (“wow! They took that many!!” But it’s never said that it is good or bad).

Step 4. Phase 2 – game:

After the results are communicated to the groups, all the sticks they have collected are taken (participants did not know it in advance). Only the sticks still on the floor remain. The new round, using only the sticks remained on the floor starts with the same rules of the previous one. After the trainer says “stops” it’s counted how many countries have survived and how many died and it’s taken note on the flipchart, as it was done before.

Step 5. Phase 3 – game:

The next phase starts, again with all the participants. It’s explained that those taking more than 4, now will have an advantage: the trainer will say a first “now!”, and only they could go for the resources. Then, after few seconds, a second “now!” is said and the ones who survived with only 4 sticks in the previous round, can go as well for the resources. Different rounds are played and after the “stop!” is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

Step 6. Phase 4 – game:

The next phase starts, again with all participants. The rules will be the same of the phase 3, but after each round the trainer will throw again on the floor half of the sticks the participants took. Different rounds are played and after the “stop!” is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

Step 7. Analysis and debriefing:

Then, it’s run in circle the analysis of the activity.

Below some key questions that can be used as a general track for the analysis.

- What do you think about the results?
- There were enough sticks for everybody to survive?
- Why did you collect more sticks than necessary?
- Who do you think the facilitator symbolizes?
- What strategy did you use?
- Did you communicate during the game? If yes, with whom? And why?
- Can you identify any connections between the game and the real life?

NOTE: according to the participants’ answers, it can be added an extra question concerning the subject.

CANADIAN BOX

Description

The activity is organized according to the following steps:

Step 1. Two groups

Two sub-groups are created and brought in different rooms (it's better to have no more than 14 people for group, otherwise it can be

harder to manage the methodology and it can be less effective and participative).

Step 2. Sub-groups

To each group is assigned a facilitator/moderator. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other and to take position about a given subject for each round.

It's possible to add different rules in each round, as for example:

- No ping pong
- Ball of speech – you take the floor and you speak
- Those who did not speak yet, now speak
- 20 seconds to express yourself
- You speak making a step forward and standing in front of the others
- Free style

Step 3. Round 1

The first statement is read, the facilitator/moderator is saying in each round who is the group “agree” with the statement and the group “disagree” with the statement. Then the groups are left 60 seconds to find a common strategy in defending or contrasting the statement and the different arguments that can be expressed.

Step 4. Round 2

Back on line, other 180 seconds are allocated to defend or contrast the statement. One person is taking the floor from the “agree” group, making their comment, then it's following another person from the “disagree” group and so on (one per group).

NOTE: the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group's members is never taking the floor. In the case someone is too much talkative, the facilitator/moderator can allocate a slot of seconds for each person to express.

Step 5.

The activity follows in this way till all the statements are asked and the two groups are back in plenary. It follows the debriefing.

MACROTOPIC	Thinking critically about sustainability
AIM	To encourage participants to develop critical thinking towards the subject
DURATION	60 minutes
MATERIALS	Handout with questions

SILENT FOREST

Description

INTRODUCTORY PHASE: the activity starts with the facilitator using calm and relaxing voice's tone to introduce the mood that participants will have to follow throughout the activity.

MACROTOPIC	Environment
AIM	To inspire reflection on the relationship between our lives and our environment
DURATION	90 minutes
MATERIALS	Sheets of paper A4, ropes

The activity is divided into two parts, the first taking place in the outward direction, and the second in the return.

Step 1. On the way forward

Participants are asked to walk, guided by the facilitators, in silence, exploring the path and observing the details of the nature around them. In silence they should think about their daily habits in relation to the environment.

Step 2. On the way back

Participants are asked to walk back. If they wish, they can walk in pairs. With their pair they can talk, in turns, about their relationship with nature and their good habits in relation to the environment respect and protection.

TIA IMPLEMENTATION



"ACT PRODUCTION"

Description

The activity is organized according to the following steps:

Step 1. Energizer: robot game

One person is encharged of the movement of two others touching their shoulders. The 2 robots have to meet at the end.

Step 2. Division and rules

Facilitators provide the explanation of roles assigned: in each group all people must impersonate a different role.

- There are 5 possible roles: farmer, industry, consumer, journalist, politic.

There are 4 different tables and in each table the subject is different. Topics in each table:

- quality vs quantity
- packaging and transport
- resources: water&Co2
- Effort vs Convenient.

The debate on each table can be approximately 10 minutes.

Step 3. Discussion and interaction

After 10 minutes passed, each group changes tables. The group memmmbers can change their character and a new discussion starts, according to the table subject. Therefore, also the way characters are discussing and interacting is changing.

Step 4. Last round and summary for the presentation

In the last round, the group, in addition to table's discussion topic, must also prepare the summary of their discussion board, for the upcoming plenary (10 minutes at disposal).

TIPS:

- more information about the topic
- more time for each debate

MACROTOPIC	Food Production
AIM	To debate about the problematic of Food Production
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To realize the complexity of food production • To understand the different perspective of the actors of food production
DURATION	120 minutes
MATERIALS	Chairs, table, flipchart, marker

"FEEL EAT!"

Description

The activity is divided in two main parts and organized according to the following steps:

FIRST PART - "MATCHING YOUR PAIR"**Step 1. Pairs**

Everybody is blind and have to find a pair, walking around the limited space in silence.

Step 2. Guessing who

Participants can just touch the hands of the person to choose the pair and try to guess who the person is. Just after a few minutes they can also touch the face of the person to guess the identity. Participants after the use of touch, they can make a noise with their own voice (the facilitator gives an example).

Participants receive a paper and a pen to write the name of their partner.

Everybody take off the fabric to discover who is their partner.

SECOND PART "MEDITATION"**Step 3. Eating**

The facilitator invites participants to take their plate and wait before to eat.

Participants eat but they can do it just with non verbal communication.

Step 4. Debriefing

Participants are invited to share their emotions. It follows a debriefing about the food and the activity, being focuses on what has happened in each table.

TIPS:

- Timing, be conscious about the timing
- Coordinanation, food logistic
- Think about having a good closure.

MACROTOPIC	Food consumption awareness
AIM	To acquire consciousness about the process of eating
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To go out of comfort zone • To use non formal communication • To express and share emotion
DURATION	90 minutes
MATERIALS	/

"LAST DINNER"

Description

The activity is organized according to the following steps:

Step 1. Energizer - Pizza Massage

the group is in circle and they all turn to their right, finding the back of the person in front of them. The whole group is asked to give a massage to the person in front, imagining that it is a pizza dough.

Step 2. Relay

Relay - Division in 4 groups, each group have 4 people. Relay where each participant joins the next step to create, with the last one, the full team.

- 1 relay: run with garbage
- 2 relay: spoon in the mouth
- 3 relay: spaghetti breaker
- 4: link with rope

Step 3. Rubbish bag

Once each group finished the relay, has to join the room. Participants in their team have to find inside the garbage bag the ingredients and who they are (ex. A Family of Europe with 2 children). Inside rubbish bag the food is represented with drawings of the different ingredients on pieces of paper.

Step 4. Receipts

It follows the presentation of the receipt prepared by each group.

Step 4. Debriefing

It follows a debriefing focused on the following aspects:

- Feelings
- Facts on future
- Sharing of what they know about the food waste

MACROTOPIC	Food Waste
AIM	To raise awareness about food waste
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To sensitize about personal/household food waste • To learn in a creative way how to re-use food
DURATION	90 minutes
MATERIALS	Paper, plastic bag, rope, markers, pens, spaghetti, spoon, garbage

"THE SULTAN'S LUNCH"

Description

This activity involves role-playing by the participants, and is a simulation of a lunch at the Sultan's house, where diplomats, soldiers, Sultan's farmers and the family of the Sultan's future bride meet. Since it's a role play game it need to take in consideration participants comfort level whit roleplay.

The activity is organized according to the following steps:

MACROTOPIC	Intercultural eating
AIM	Learning intercultural dimension in the group dynamic
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To learn different cultural habits • To explore multiculturalism through food and culinary traditions • To raise awareness on the importance of the food • To enjoy the meal
DURATION	90 minutes
MATERIALS	Food, customs, papers.

Step 1. Role-play preparation

Prepare the table with all the characters card. The cards are divided in 3 different colors which correspond to 3 different types of roles: hard, medium, easy. Participants choose the role they feel most comfortable with. They will have one hour to read and prepare themself to act the role.

Step 2. Entering the character

Once gathered, all participants are divided into two groups and guided through a small meditation to get into the role.

Step 3. Team's dynamic

Participants are then asked to meet each other within their group to create the dynamic of the team. After that phase, they are welcomed in the dining room.

Step 4. Story line and interaction

It follows the explanation of the story line. Some questions are asked start the interaction among the different characters.

Step 5. De-rolling

After the lunch, facilitators help participants to do the derolling from the roleplay and to step out from their character.

TIPS:

- Scenario more detailed, as facilitator, remember to eat first!
- This activity need a lot of time for preparation

ALBATROS

Description

The activity is divided in two different parts, the first consists of performing a ceremonial greeting between members of an imaginary culture (Albatros) and foreigners. The second consists of a debriefing in plenary and extended discussion.

SETTING 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 male.

MACROTOPIC	Stereotypes, Prejudices and Intercultural Learning
AIM	To jointly reflect on the stereotypes and prejudices that might appear while meeting a new culture and to reflect on the Intercultural Learning process. NOTE: if you have never taken part in the Albatros exercise, it would be best to do first as a participants before you decide whether it is useful for your teaching, training, and orientation purposes
DURATION	120 minutes
MATERIALS	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

The activity is organized according to the following parts:

Part 1. Ceremonial performing

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.

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 male on the chair, the female 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 Albatrossian male 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 female 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 female resumes a kneeling position.

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

1.f. drinks offer: in the same way, the Albatrossian female first gives the cup to the Albatrossian male to drink from, then among the females, at the end she returns to her place and resuming her kneeling posture. **1.g. pauses:** during the pauses Albatrossian male gently pushes the female's head from time to time downward as she kneels.

1.h. 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 female) kneels next to his chair.

1.i. greetings of goodbye: the last activity of the ceremony is a repeat of the greeting. The Albatrossian male rises and makes the round of the circle, greeting each male participant. He is followed by the Albatrossian female, greeting each female 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.

Part 2. Debriefing in plenary and extended discussion

The Albatross exercise allows 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:

- what did you see? (pure observation): in this step, avoid any kind of interpretation
- what did you feel? (emotions/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.
- what do you think? (interpretation): in this part probably participants will show up again their frustration, is possible they will perceive the Albatrossian female oppressed and the Albatrossian society completely male based. After this stage the facilitator presents the main elements of the Albatrossian culture (see the below "Characters and Culture Explanation") and it followed an extended discussion on prejudices, stereotypes and Intercultural Learning process.

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 a 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 brings 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, males must wear shoes, and thus their greeting does not deal with the Earth, while the one of women emphasized the ground and feet. Only females are able to prepare and offer the fruits of the Earth. The roles of males and females in the society reflect this relationship to Earth. For example, the fact that the Albatrossian male pushes down the head of the kneeling female 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 which 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 timehonoured 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.

GAME ANALYSIS

Description

The activity is organized according to the following steps:

Step 1. Introduction

Facilitators propose small games, energiser and activities/tools with different shape, and different involvement of the participants.

Step 2. Experimentation

After the first introduction of the activities/tools, the different activities/tools are implemented with the group, one by one. This is conceived to allow a practical experimentation of the tools before to pass to the upcoming step which will consist in their analysis.

Step 3. Debriefing

Facilitators ask to participants, for each activities/tools presented and experimented, where they could be included in the agenda of a youth exchange and according to what specific learning objectives and criteria. For this work is provided, as a reference support, the Tuckman Curve related to group dynamics.

MACROTOPIC	Facilitation
AIM	<ul style="list-style-type: none"> To deepen Tuckmann Model To analyse when and why to organize/propose an activity during a youth exchange
DURATION	From 60 to 90 minutes
MATERIALS	Flipchart with Tuckman Curve For the games: depend of the game choosen

OPEN SPACE

Description

The activity is organized according to the following steps:

Step 1. Introduction

In plenary participants are asked if they have:

- extra subjects they want to discuss
- actions or project to present
- methodologies and tools to present/share

Step 2. Organization

One of the facilitator is in charge to collect the expression of interest of those willing to present. Different slots are created and a participant/facilitator/chairperson (the one who wants to present the project/action) is assigned to each slot.

NOTE: the facilitator is the person who proposed the session. To be facilitator of the Open Spacer it's not needed to have previous experiences in the field of facilitation. The facilitator should simply present the project/action and then it's left free space for questions and clarifications.

Step 3. Slots

The slots can be organized as followed (some of them are taking place in the same time):

- SLOT 1 - 45' Subject:
- Subject:
- Subject:
- SLOT 2 - 45' Subject:
- Subject:
- Subject:

GENERAL REMARK ON THE TECHNIQUE: the technique of the Open Spce, allows participants to discuss about sensitive topics, to share ideas and experiences. Participants, following the principles of this technique, are free to choose in what slot/s they want to participate, accordingly to their interest and are free to fully participate/contribute or to simply listen actively.

MACROTOPIC	Sharing Methods
AIM	To make participants share information and knowledge, to go more in depth on the topic/s and to explore sub-topics and issues not yet explored, to generate a bottom-up approach where knowledge is shared in a horizontal way among participants in a self-organized session
DURATION	120 minutes
MATERIALS	Flipcharts, markers, pens, paper/notebooks, post-it

Each thematic table/slot is facilitated by a chairperson who comes from the participants group and proposed the experience to share. The person stands on a voluntarily base for the position and has to organize the presentation (possibly also summing up on a flipchart the main elements). In the Open Space there is not a standard template to facilitate the summing up: for this reason, probably the reports of the different thematic tables might have different lengths, structures and shapes.

In the Open Space , the main pillars are:

- projects/actions have to be proposed by participants: bottom up approach
- tables are “self-organized”: are the participants themselves the facilitators/ chairpersons of the tables
- once a participant has join a workshop, cannot leave it: they should remain from the beginning till the end of the workshop.

"LET'S COOK A SUSTAINABLE DINNER"

Description

The activity is organized according to the following steps:

Step 1. Introduction

Facilitators introduce the activity, explaining that the group will cook for the evening and that it will take some time. It's also explained that the bigger group should split in different sub-groups.

Step 2. Energizer

The whole group, before to split, is gathered for an energizer to warm up and enter into the food topic (potatoes game)

Step 3. Group division

The sub-groups will consist in 3 teams, each with a different task: 1. cook for breakfast, 2. cook for lunch, 3. cook for dinner.

Step 4. First round

The teams separate and go to their first 45 minutes workshops (e.g. 2. cook for lunch):

- Starter: preparing a Panzanella and having discussion about food waste reuse.
- Main dish: preparation of a soup and discussion about seasonal products
- Dessert: preparation of a crumble and discussion about good cooking habits

Step 5. First transition break

It's called the first transition break of 20 minutes. Here it's run an activity all together to reflect upon nutrition values and needs. Pyramid of needs as a puzzle is presented.

Step 6. Second round

The second part of the workshop of 45 minutes starts. Here, each team change to the next workshop and keep cooking and talking about a new topic, filling in the mind map.

MACROTOPIC	Cooking & Sustainability
AIM	<ul style="list-style-type: none"> • To raise awareness about local food and discover how to reuse food waste • To develop a good cooking routine • To activate energy while cooking • To learn about nutrition values and needs
SPECIFIC LEARNING OBJECTIVES	To make participants experiment group cooperation, active listening and different ways to communicate
DURATION	210 minutes
MATERIALS	Flipcharts, markers, food and tools. 4 different spaces including a kitchen.

Step 7. Second transition break

It's called the second transition break of 20 minutes. Here it's run an activity all together to reflect upon energy on cooking.

Step 8. Third round

The third part of the workshop of 45 minutes starts. Here, each team change to the next workshop and keep cooking and talking about the new topic, finishing the meal preparation.

Step 9. Dinner and celebration

It follows the celebration and dinner, all together discussing and sharing the results of the mindmaps and including the funny vegetable song from one participant😊

THE PERFECT FACILITATOR

Description

SETTING: participants stand in the circle and the facilitators present theatrically the cards representing different roles, skills and characteristics regarding facilitation, and spread the sheets where they are written on the ground.

The activity is organized according to the following steps:

Step 1. Adjectives/Characteristics

Participants are asked to reflect individually on which of these adjectives they feel most affinity with, which ones reflect them most. They will have to prepare a list of 4 characteristics.

Step 2. Our stiles in the team work

Then 4 groups are formed, each group share their own list and has to reflect as if they were a pool of trainers working together. How can they work together according to their characteristics? Their main task is to find the balance between different styles, while facilitating different kind of activities.

Step 3. Plenary presentation

Each group present in plenary their own "pool of trainers" characteristics/styles/approaches.

NOTE: this activity is useful to make participants reflect on the role of the facilitator, their own skills and group work as future groupleaders.

MACROTOPIC	Role of the facilitator
AIM	<ul style="list-style-type: none"> To reflect on the role of the facilitator To indentify individual skills and how to work as a team of future groupleaders
DURATION	45 minutes
MATERIALS	Sheets of paper A4

HANDOUT_FACILITATOR CHARACTERISTICS

TEACHER	GUIDE	COP	GARDENER	SPARKLING
SOLDIER	IDOL	COACH	HANDYCRAFT	"BIRTH GIVER"
SOBSTITUTE OF "FATHER"	SPY	ARTIST	MEDIATOR	SCULPTOR
SOBSTITUTE OF "MOTHER"	EXPLORER	SUPPORTER	INSTIGATOR	PSYCHIATRIST
"ARTIFICIAL PARADISE" SELLER	PARTNER	CHILD	MANIPULATOR	ACTOR

STATIONS

Description

SETTING: we need a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere

BEGINNING: one of the facilitator makes a short introduction on the activity' tasks. Participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.

Space 1 - food and lodgement

Instruction: comment with post-it and messages how the accommodation and food was

Methodology: drawings representing food and accommodation and post-it to leave comments and feedbacks

Space 2 - topics/contents

Instruction: draw a face on each section, representing the training specific topics. More you are satisfied and more the face is with a smile and is closer to the target centre. Less you are satisfied and more the face is serious and closer to the external part of the target

Methodology: on a board there is a big flipchart with a target. The target is divided in different areas, according to the specific objectives of the training. On the floor, there are pens and coloured markers to comment

Space 3 - tools and methods

Instruction: leave comments on the methods in the agenda, using the pieces of paper, to share what you have learnt and you would like to bring back home

Methodology: a chair under the agenda represented with the graphic facilitation, with pens and post-it

Space 4 - group dynamics

Instructions: tell it with a drawing! You can paint, use colours, drawings and all your creativity to comment the group dynamics

MACROTOPIC	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, deepening the analysis on the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
DURATION	90 minutes
MATERIALS	All the material needed to arrange the different spaces and settings

Methodology: a big flipchart on the table, with tempera colour and coloured markers

Space 5 – Training in Action

Instruction: write a letter to yourselves to comment your participation during the training.

When you finish, please hung the letter on the rope, using a cloth peg

Methodology: a rope is tined between two sides of the room. There are cloth pegs on the rope (as in a laundry) and on a chair, many pieces of paper (A4 cut in half) with pens, to write the letter

Space 6 – pool of trainers

Instruction: write a feedback, comment, suggestion you would like to leave to the pool of trainers

Methodology: post boxes on the ground with pieces of paper and pens to write down the comments/feedbacks.

CIRCLE OF WORDS

Description

SETTING: participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor, one by one, and they have to say “something to themselves” and “something to the group”.

NOTE: when the turn to speak arrives, if a participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express themselves.

MACROTOPIC	Collective evaluation
AIM	To run a collective evaluation in plenary
DURATION	The time necessary for each person to share, freely, their feelings, impressions, comments and ideas
MATERIALS	/



Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.



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