

# IVS-NET

Tools and Methods to Lead  
IVS Short-term Activities

## TOOLKIT OF THE TRAINING COURSE



**23th- 29th April 2024**  
**La Buona Terra, Passignano sul Trasimeno**  
**(PG), ITALY**



# INDEX

PROJECT DESCRIPTION	1
MAIN TOPICS	3
METHODOLOGIES USED	4
LEARNING	5
HOW TO USE THE TOOLKIT	7
TRAINING AGENDA	8
ACTIVITIES INDEX	9
TOOLKIT of the TRAINING COURSE	11

# PROJECT DESCRIPTION

## AIM

IVS-NET project aims to develop skills and competences to become camp leaders/youth leaders in short term International Voluntary Service projects.

## TARGET

TARGET: the project, foresees to empower activists, volunteers, youth workers and camp/youth leaders in the use of non-formal education techniques, to afterwards apply them on their local contest and at international level.

# PROJECT

## WHAT

IVS-NET project includes one international Training Course.

The Training Course was conceived to boost participants' capacities, to share, test and upgrade methodologies and approaches for voluntary service projects.

## WHEN

The international Training Course was held between the 23rd and the 29th of April 2024.

## HOW

IVS-NET is a project realized within the support of Erasmus+ programs



# MAIN TOPICS

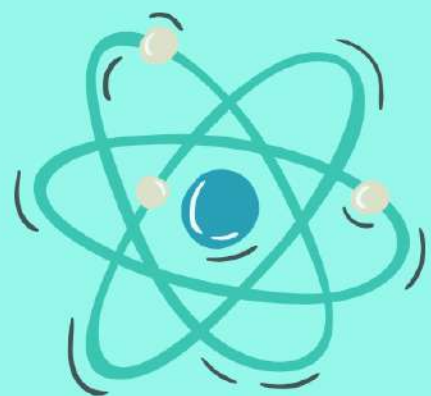
**GROUP DYNAMICS AND  
GROUP'S FUNCTIONING**



**LEADERSHIP AND  
COORDINATOR'S ROLE**



**PEDAGOGICAL APPROACH  
IN THE WORK**



# METHODOLOGIES USED

## NON FORMAL EDUCATION

The activities implemented during the training courses are set within the non-formal education framework.

“NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal 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 ... where young people meet, for example, to undertake projects together ... Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.”

From: <https://www.coe.int/en/web/european-youth-foundation/definitions>

Non-formal education should be also:

- voluntary based
- open and accessible to everyone
- participatory
- learner-oriented
- based on active participation and exchange
- based on experience and action
- holistic and process-oriented

In the NFE, the learning process grounds on specific educational objectives previously identified, then monitored during the process and eventually, modified according to the learners 'needs.

# LEARNING

In the Non-Formal Education activities applied during the training, Learning was articulated accordingly to a set of specific 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

the pedagogical approach is 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 we all learn and acquire different competences and skills in different moments and spheres of our life

## SHARED LEARNING PATH

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

## FLEXIBILITY

methods are re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors



# KEY WORDS

## PERSONAL EMPOWERMENT

enhancement of the self-esteem and of the self-confidence

## HORIZONTAL INTERACTION

among trainees, facilitators and trainers

## PERMANENT EXCHANGE

of feelings, feedbacks, experiences and knowledge

## PARTICIPATIVE METHODS

permanent testing, development and upgrading

## LEARNING ASSESSMENT

of individuals and groups, through participatory approaches

## SOFT SKILLS/KEY COMPETENCES

analysis and recognition at individual and at group level

## TRANSMISSION/SHARING

of the knowledge and methods acquired to other beneficiaries, once back home

# HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in April 2024.

---

## ACTORS

the Toolkit is targeted 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 activism and voluntary service.

---

## FORMAT

IVS-NET project and the Toolkit part of it, are conceived as an “open format” that can be used with different shapes and duration and could 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.

---

## FLEXIBILITY

the Toolkit is conceived as a flexible tool. By this, we mean 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 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

---

1

## NAME GAMES

How do I feel?  
The blanket

## GETTING TO KNOW EACH OTHER

The hand  
The portrait

## METHODOLOGY OF THE TRAINING

Formal, Non formal or Informal?

## DEFINING WORKCAMP

Workcamp; what?

## TEAMBUILDING

Save your group!

2

## GROUP DYNAMICS

Lost in the Sea  
The garden of respect and care  
The Zombie and Tuckman model

## FACILITATION

The perfect facilitator

## TRAINING IN ACTION

Training in Action Presentation

3

## LEADERSHIP

Tibetan bridge

## INTERCULTURAL LEARNING

Albatros

## TRAINING IN ACTION IMPLEMENTATION

The Treasure Hunt

4

## CONFLICT MANAGEMENT

What would you do?

## TRAINING IN ACTION IMPLEMENTATION

Let's help the community  
Work hard. Play hard

5

## CAMP LEADERS' ROLES AND FACILITATION

Do – Make do – Let do

## TRAINING IN ACTION IMPLEMENTATION

An Alien's Journey to the Earth

6

## CAMP LEADERS' RESPONSIBILITIES

Canadian Box

## CONFLICT MANAGEMENT

What can we do?

## TRAINING IN ACTION IMPLEMENTATION

Time capsule

Tools analysis based on Tuckman model

7

## ME AS FACILITATOR/GROUP LEADERS

Are you ready?

## TO DO LIST

To-do-list before, during, after

## FINAL EVALUATION

The other hand



# 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  
 International Voluntary Service Projects: IVSP  
 Methodologies Testing and Upgrading - indicated with: TiA  
 Final Evaluation - indicated with: FE

ACTIVITIES	GD	IVSP	TiA	FE	PAGE
Albatros		X			40
An Alien's Journey to the Earth		X	X		57
Are you ready?		X			65
Canadian Box		X			59
Do – Make do – Let do		X			55
How do I feel?	X				12
Let's help the community		X	X		52
Formal, Non formal or Informal?		X	X		16
Lost in the Sea	X	X			24
Save your group!	X	X			21
The blanket	X				13
The garden of respect and care	X	X			28
The hand	X				14
The other hand				X	67
The perfect facilitator		X	X		34
The portrait	X				15
The Treasure Hunt		X	X		45
The Zombie and Tuckman model	X	X	X		30
Tibetan bridge	X	X	X		38
Time capsule		X	X		63
To-do-list before, during, after		X			66
Tools analysis based on Tuckman model	X	X			64
Training in Action Presentation		X	X		35
What can we do?	X	X			61
What would you do?	X	X			47
Work hard. Play hard		X	X		53
Workcamp: what?		X			20







# TOOLKIT OF THE TRAINING COURSE

# NAME GAMES

TITLE	HOW DO YOU FEEL?
TOPIC/S	Introduction/Getting to know each other
AIM	<ul style="list-style-type: none"> <li>• To let participants introduce their names and their preferred pronouns</li> <li>• To encourage participants have the first interaction with the group</li> </ul>
TOOL TYPE	Short free speech with a simple body movement
DURATION	20 minutes
MATERIAL	/
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Round of names and pronouns</b> Participants are invited to stand in a circle, one by one saying their name and their preferred pronoun(s), following the circle order.</p> <p><b>Step 2. Name and Mood</b> Participants are still standing in the circle. This time, they are invited to say their name and to make one movement that shows their mood/feeling at that moment. Then all the group repeat the name and the movement. The activity goes on until the last person in the circle finishes and everyone repeats that person's name and movement.</p>

TITLE	THE BLANKET
TOPIC/S	Introduction /Getting to know each other
AIM	To encourage participants learning each other's names in a funny and interactive way
TOOL TYPE	Name games/Ice-breakers
DURATION	15 minutes
MATERIAL	A big blanket
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction</b> Participants are divided into two groups, ideally with equal numbers of people. Two facilitators hold a large blanket between the two groups, so that each group cannot see behind the blanket.</p> <p><b>2. Game</b> The game is played in several rounds. For each round, each team chooses a volunteer to stand (or sit) behind the blanket. One facilitator counts "1, 2, 3" and then drops the blanket. The first player who correctly identifies the name of the other player wins the round. The participant who says the name later have to move to the 'winning' team.</p> <p><b>3. Closure</b> Repeat until participants move to the 'winning' team. If the game takes too long, the facilitator can end the game. In this case, the team with more participants at the end is the winning team.</p> <p><b>NOTE:</b> another variation is that participants don't switch the team but the winning team gets a point each round. At the end, the team with more points wins.</p>



# GETTING TO KNOW EACH OTHER

TITLE	THE HAND
TOPIC/S	Getting to know each other
AIM	<ul style="list-style-type: none"><li>• To encourage participants to learn more about each other</li><li>• To facilitate the participants' interaction</li></ul>
TOOL TYPE	Drawing, reflection, sharing
DURATION	40 minutes
MATERIAL	A4 Papers and pens/colour pens/ markers (one per each participant)
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction</b> Participants are sitting in circle, they receive an A4 paper and a marker and are asked to draw on paper the shape of their hand. Each finger represents a different element that should be shared with the group:</p> <ul style="list-style-type: none"><li>• THUMB: what you like</li><li>• INDEX FINGER: why you are here (what you expect)</li><li>• MIDDLE FINGER: something you dislike (what you fear)</li><li>• RING FINGER: your values</li><li>• LITTLE FINGER: what connect you with others</li><li>• HAND'S CENTRE: what I would like to give to the others and/or how would you like to contribute to the training course.</li></ul> <p><b>Step 2. Hand's filling</b> Participants have 3 minutes to fill in their hand.</p> <p><b>Step 3. Sharing</b> In circle everybody has a maximum of 1 minute to present their hand to the group members.</p>

TITLE	THE PORTRAIT
TOPIC/S	Getting to know each other/Ice-breakers
AIM	To get participants interacting by having the group collaboratively draw portraits of each member
TOOL TYPE	Drawing and art
DURATION	30 minutes
MATERIAL	A4 paper (1 per person), multi-coloured markers (1 per person)
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Instruction</b> The facilitator gives each participant one piece of A4 paper and a marker. Participants are instructed to fold their paper into 4 equal parts and write their name on the first part. Then they put their papers in the middle of the room/space.</p> <p><b>Step 2. Draw hair and forehead</b> Everyone walks around the room until the facilitator says 'Stop'. When hearing that, participants should pick up a paper (not theirs) and draw the hair and forehead of the person with the name on the paper on the second part of the paper. They have about 1-2 minutes to do this. When time is up, they should put the paper back in the middle of the room/space.</p> <p><b>Step 3. Draw eyes and nose</b> Everyone continues walking around the room until the facilitator says 'Stop' again. When hearing that, participants should pick up another paper (not theirs, and not the first paper they draw on) and this time draw the eyes and nose of the person with the name on the paper on the third part of the paper. They have about 1-2 minutes to do this. When time is up, they should put the paper back in the middle of the room/space.</p> <p><b>Step 4. Draw mouth</b> Everyone continues walking around the room until the facilitator says 'Stop' again. When hearing that, participants should pick up another paper (not theirs, and not the first two papers they draw on) and this time draw mouth of the person with the name on the paper on the last part of the paper. They have about 3 minutes to do this and to finish/finalise the portrait. When they finish, all portraits are collected and presented in the middle of the room/space for everyone to see.</p> <p><b>Step 5. Gallery of portraits</b> The portraits will be kept and put on the workshop room's wall throughout the training course as a gallery.</p>



# METHODOLOGY OF THE TRAINING

TITLE	FORMAL, NON FORMAL OR INFORMAL?
TOPIC/S	Methodology: Formal, Non-formal, Informal Education and Learning
AIM	<ul style="list-style-type: none"> <li>• To reflect on the characteristics of different methodologies and fields of education/learning (formal, non-formal, informal) as well as the connection between them</li> <li>• To connect with the methodology applied within the training course and within projects/youth activities</li> </ul>
TOOL TYPE	Moving debate
DURATION	30 minutes
MATERIAL	Papers and markers, ropes, scotch tapes
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Setting creation</b>  The facilitator creates a triangle (with ropes or tapes) with three corners respectively being marked with 'Formal' (F), 'Non-formal' (NF) and 'Informal' (I).</p> <p><b>Step 2. Statements and positioning</b>  The activity starts with participants standing in the middle of the triangle. The facilitator reads several statements and participants are asked to take a position if the situation represented in the statements reflect formal, non-formal or informal education/learning.  The facilitator should read the statements as much clear as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement. After hearing each statement, participants should reflect and take position in one of the corners of the triangle according to their understanding of the statement in connection with F-NF-I.  The facilitator then asks people placed in different positions to comment and to explain why they took the position in the space.</p> <p><b>IMPORTANT RULES FOR THE MOVING DEBATE:</b></p> <ul style="list-style-type: none"> <li>• participants cannot remain the middle of the triangle, but have to take a position</li> <li>• they can choose a position in the space, accordingly to the level of connection they see between the statement and any of the corners (F-NF-I)</li> <li>• they can change their position if convinced by arguments from others.</li> </ul>

## DESCRIPTION

**NOTE:** the questions can be intentionally contradictory or complex to help participants not just to reflect on F-NF-I but also to go in depth on the links and the inter-relation among the three.

### **Step 3. Extra discussion**

At the end of the activity is allocated extra time to answer questions, if there are, and clarify the differences and similarities between formal, non-formal and informal.

It is also the time for participants to reflect on the methodologies used in the training and workcamp context and on which characteristics of formal, non-formal, informal could/should be used in the training and workcamp context.

**Handouts below.**



# HANDOUT – STATEMENTS

A TEACHER IS GIVING A LECTURE ON GEOGRAPHY AT A UNIVERSITY.

YOU CREATE A THEATRE PLAY WITH YOUR CLASSMATES FOR THE LITERATURE CLASS.

YOU WERE INVITED TO DINNER AT A FRIEND'S HOUSE AND YOU LEARNED THE RECIPE OF THE DINNER.

YOU COME TO LA BUONA TERRA FOR A PROJECT AND ANOTHER PARTICIPANT SHOW YOU A NICE PLANT THAT YOU HAVEN'T KNOWN BEFORE.

THE FACILITATORS ORGANIZE AN ACTIVITY TO HELP YOU LEARN ABOUT TEAM WORK.

YOU PRESENT THE AGENDA OF THE WORKCAMP ON A FLIPCHART TO THE GROUP.

# HANDOUT – FORMAL, NON-FORMAL AND INFORMAL LEARNING

Formal learning	Non-formal learning	Informal learning
Learning is structured (e.g., linear objectives)	Learning <b>may be</b> structured	Learning is not structured
Learning is promoted through direct teaching behaviours	Learning is promoted through indirect teaching behaviours	
Learning is intended (by educator and learner)	Learning is intended by the <b>learner</b>	Learning may not be intended by the learner
Learning is recognised by the learner and educator	Learning is recognised by the <b>learner</b>	Learning may not be recognised by the learner
Motivation for learning may be extrinsic to the learner		Motivation for learning is intrinsic to the learner
Learning takes place in educational institutions	Learning <b>can</b> take place in educational institutions	Learning can take place anywhere
Learning has a mandated dimension	Learning has a voluntary dimension	
Learning may be recognised or measured through qualifications		Learning is not recognised or measured through qualifications
Learning may primarily focus on propositional knowledge	Learning may focus on both propositional and procedural knowledge <sup>1</sup>	
Learning tends to have a cognitive emphasis	Learning involves cognitive, emotional, social and behavioural elements	

References: (Johnson, M., and Majewska, D. (2022). *Formal, non-formal, and informal learning: What are they, and how can we research them?* Cambridge University Press & Assessment Research Report.)

# DEFINING WORKCAMP

TITLE	WORKCAMP: WHAT?
TOPIC/S	Defining workcamp
AIM	To have participants sharing their understanding of workcamp
TOOL TYPE	Theatre, Sketch
DURATION	45 minutes
MATERIAL	Depending on what participants need for their sketch and what are available
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Definitions</b> Participants work in small groups of max 5 people per group to exchange ideas on their understanding of workcamp. Each group should come up with a kind of 'definition' or 'concept' of workcamp.</p> <p><b>Step 2. Sketch preparation</b> After that, each group is asked to prepare the presentation of their 'definition' in a sketch/theatre scene to other participants.</p> <p><b>3. Sharing</b> The groups take turn to present their 'definition' of workcamp to others. After each sketch, the facilitator first asks the audience what idea of workcamp is presented. Then the facilitator asks the presenting group to share their understanding of workcamp. There is then time for questions and answers or comments, if any.</p> <p><b>4. Highlights</b> After all groups have presented their sketch, the facilitator wraps up and highlights the important characteristics of workcamp as well as briefly shares the history of workcamp and the <a href="#">Alliance</a> of European Voluntary Service Organisations, a network that organises many international workcamps every year.</p>



# TEAM BUILDING

TITLE	SAVE YOUR GROUP!
TOPIC/S	Communication, teamwork, cooperation, leadership
AIM	To reflect on the importance of communication, cooperation, teamwork and the connection with leadership
TOOL TYPE	Simulation
DURATION	90 minutes
MATERIAL	Flipchart, markers, chairs or benches (enough for all participants) – in case there are not enough chairs or benches, participants can sit on the (clean) floor or on mattresses/blankets, sticks or clothes pegs (6 per participant), costume (ideally formal clothes) for facilitators
DESCRIPTION	<p><b>Setting and general remarks:</b> on the wall there is a flipchart with a table drawn, where one facilitator can write the results of each round, in each phase. Participants sit on chairs (or on mattresses/blankets) in circle, back to the inner part and looking outside the circle (not inside).</p> <p>Ideally, the activity should be led by two facilitators – one being a ‘professor’ or a workcamp ‘master’ and one being the ‘assistant’ to the ‘master’. The facilitators then dress in the ‘formal’ way to play their roles.</p> <p>The activity is played in 3 phases, and each phase has 3 rounds.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Setting and group’ names</b></p> <p>The ‘master’ tells participants: <i>“I’m the workcamp master. I’m here to teach you how to run your workcamp. Each of you is a leader of a workcamp, please tell the name of the group that you are leading (the name can be a real name or invented).”</i> All the names are written on the flipchart (by the ‘master’ or the ‘assistant’).</p> <p><b>Step 2. Instructions</b></p> <p>After all everyone has chosen a name, the ‘master’ goes on: <i>“Your responsibility is to keep your group survive. You will close your eyes and my assistant will throw these sticks to the floor, and when I 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 I say “stop!” you won’t be allowed to take any more sticks. You need 2 sticks to survive! If you don’t get the 2 sticks, your group will die, and you won’t be able to participate until the next round”.</i></p>



**NOTE:** participants can take more than 2 sticks if they want. Facilitators don't encourage nor discourage participants to do so ... and are not given more instructions than the given ones. Despite this, the facilitators adopt the tone of a contest, to stimulate their attitude.

### Step 3. Phase 1 – Game

Once instructions are told and sticks (6 per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants get them. When the 'master' says "stop!", it will be then time to count the results. The 'assistant' counts the sticks collected by participants and the 'master' writes the results on the flipchart. Those participants who have less than 2 sticks are eliminated, and the 'master' tells it with big grief. Those who took 2 survive. And those with more than 2 are received with surprise and admiration (*"Wow! They took that many!!"* But it's never said that it is good or bad). The game goes on for another two rounds, with the same rules and same procedures. At the end of the third round, the 'master' reads the final results and announces how many groups survive and how many don't. The 'master' then asks if everyone is satisfied with the results. Usually, participants say no. And that is the reason to continue Phase 2 of the game.

### Step 4. Phase 2 – Game

The game starts again. All the sticks have been collected again by the assistant. The master says: *"I will give you now a second chance to make your group survive. This time there is a new rule. Those who take more than 2 sticks in the first/previous round have an advantage. That means, they can start collecting the sticks in the next round a few seconds earlier than others."* The master asks everyone to close their eyes again and in the meantime the assistant put the sticks (intentionally unevenly) around the circle. The master then says "now" and after a few seconds "stops". The results are recorded on the flipchart and announced to everyone, like the previous phase.

From the second round of this phase, those who take more than 2 in the previous round have the advantage (as explained above). The 'master' says a first "now!", and only they go for the sticks. Then, after few seconds, a second "now!" is said and the ones who only survived with 2 to the previous round, go as well for the resources.

Two more rounds are played and at the end of each round, the 'master' announces the results to everyone. At the end of the third round, the 'master' reads the final results and announces how many groups survive and how many don't. The 'master' then asks again if everyone is satisfied with the results. If participants still say no, the game continue to phase 3.

### Step 5. Phase 3 – Game

Phase 3 can be similar to phase 2, or a new rule can be added: for every 2 sticks more than the 2 survival sticks, 1 stick is put back to the floor. Three rounds are played, following same steps with the previous phases. At the end of the third round, the 'master' reads the final results and announces how many groups survive and how many don't. The 'master' then asks again if everyone is satisfied with the results. If participants say 'yes', the 'master' congratulates to everyone. If participants say 'no', the 'master' says: *"Sorry, you have no more chance."*

### Step 6. De-Rolling

The facilitators then get out of the roles and ask everyone to turn their back so they can all sit in a circle facing each other. The facilitators then ask participants to also get out of their role and invite everyone to the debriefing session.

### Step 7. Debriefing

Some guiding questions for debriefing:

- What were the results on each phase? (How many groups have survived until the end? How many survived at least 2 phases? Any phase with all surviving?) - here participants shall reflect on the fact that the "death" of one group is already a failure ... and most of them have died

## DESCRIPTION

- Did anybody try to change behaviour? If yes, what happened then?
- Were there at any moment dynamics of cooperation?
- Which alternatives could have arisen? (collaboration-solidarity, communication, using common strategy...)
- What is the connection between this activity and a workcamp? What can we learn from this activity that can be applied into leading a workcamp?

**NOTE:** according to the participants' answers, it can be added an extra question concerning Communication, Cooperation, Teamwork, Leadership.



# GROUP DYNAMICS

TITLE	LOST IN THE SEA
TOPIC/S	Group Dynamics, intercultural learning, communication
AIM	<ul style="list-style-type: none"> <li>• To boost the participant interaction in small groups</li> <li>• To enhance the reflection on different ideas and perspectives and how to make a common agreement with other people</li> </ul>
TOOL TYPE	Simulation, Discussion
DURATION	60 minutes
MATERIAL	Flipcharts, markers, small papers and pens (1 per person)
DESCRIPTION	<p><b>Setting:</b> the facilitator acts as a sailor/captain of a ship and invites everyone onto the ship. The facilitator can sing some sailing songs and invites everyone to sing along. While singing, they can make some sailing movements to create the atmosphere of sailing at sea.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction and explanation</b>  The facilitator tells everyone: <i>"You are sailing for the holiday trip of a lifetime across the Atlantic Ocean. Unfortunately in mid Atlantic a fierce fire breaks out in the ships galley. Much of the yacht is destroyed and is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall. You have managed to save 16 items, undamaged and intact after the fire (see in the picture below). Your task is to make a list of 5 items of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth."</i></p> <p><b>Step 2. Individual rankings</b>  The facilitator reads out loud the list of the items and allows time for questions and answers, if any. Then the facilitator asks each person to decide their own rankings on a piece of paper.</p> <p><b>Step 3. Group rankings 1</b>  After the individual work, the facilitator invites everyone to work in pairs/trios to discuss their individual choices and work together to agree on a collaborative list.</p>

## DESCRIPTION

### Step 4. Group rankings 2

After that, the facilitator invites everyone to get into teams of 4-6 to share their rankings and work together to agree on a collaborative list.

### Step 5. Final lists sharing

Everyone gathers in circle and each group shares their final list.

If everyone wants expert opinions about the importance of the items, the facilitator can share the coast guard expert analysis as shown below.

However, please note that it is not important for this activity what is on the list – there is no right or wrong answer in this case. The activity is more about how participants work together to agree on a common list.

### Step 6. Debriefing:

- Was it difficult to come up with the list alone? With others?
- Was the list of the last group the same with your individual list?
- Was the list of the last group totally different from your individual list?
- How did you choose the items? What was the strategy you used to come up with the common list with the others?
- Were you happy with the final list?
- What was the message of the activity? What can you learn from it?

Handouts below.



# HANDOUT – LOST IN THE SEA LIST

LITTLE MIRROR
LIQUID CONTAINER (25 LITERS)
MAP OF THE OCEAN
FLOATING SEAT
OIL CONTAINER (10 LITERS)
SEXTANT
CHOCOLATE BAR
3M2 OF DARK PLASTIC SHEET
SHARK SPRAY
FISHING KIT
BOX OF MILITARY FOOD
CONDOMS (20)
BOTTLE OF RHUM (65°)
500 METERS OF ROPE
NOTEBOOK
RADIO

# HANDOUT – ANALYSIS

## Coastguard expert analysis

According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signaling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival:

Item	Coast Guard Ranking	Coastguard Reasoning
A sextant	15	Useless without the relevant tables and a chronometer.
A shaving mirror	1	Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
A quantity of mosquito netting	14	There are NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else.
A 25 liter container of water	3	Vital to restore fluids lost through perspiration. 25 liters will supply water rations for your group for several days.
A case of army rations	4	This is your basic food intake
Maps of the Atlantic Ocean	13	Worthless without navigation equipment.
A floating seat cushion	9	Useful as a life preserver if someone fell overboard.
A 10 liter can of oil/gasoline mixture	2	The second most critical item for signaling. The mixture will float on water and can be ignited using the matches.
A small transistor radio	12	You would be out of range of any radio station.
20 square feet of Opaque plastic sheeting	5	Can be used to collect rain water and shelter from the wind and waves.
A can of shark repellent	10	To repel sharks, of course!
One bottle of 160% proof rum	11	Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive.
15ft nylon rope	8	Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses, but none high on the list for survival.
2 boxes of chocolate bars	6	Your reserve food supply
An ocean fishing kit with pole.	7	Ranked lower than the chocolate as there is no guarantee you will catch any fish. The pole might be used as a tent pole.



TITLE	THE GARDEN OF RESPECT AND CARE
TOPIC/S	Social Agreement/Common grounds for living and working together
AIM	<ul style="list-style-type: none"> <li>• To set up the common grounds for living and working together within the training</li> <li>• To learn how to make an agreement within a big group</li> </ul>
TOOL TYPE	Discussion
DURATION	30 minutes
MATERIAL	Ropes
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction</b>  The facilitator creates a circle with ropes and invites everyone to stand around the circle (outside of the ropes). The facilitator explains that the group is going to decide some social agreements to be applied by all members during the training course. It is important that the social agreements should not be objected by anyone and once agreed, should be followed by everyone.</p> <p><b>Step 2. Proposals</b>  Anyone who wants to propose a social agreement to the group can go into the centre of the circle and say the proposal out loud. For example: <i>"I want to propose that we respect the agreed timing."</i>, or <i>"I want to propose that we use hand signals instead of clapping when we want to show appreciation or congratulations to someone."</i>, or <i>"I want to propose that we turn off the light and keep silent in the sleeping area from 11pm to 7am to respect the rest of the others."</i></p> <p><b>Step 3. Taking position on the proposals</b>  Once a proposal has been made and clearly understood, everyone who agrees to the proposal can step inside the circle. The closer everyone goes to the centre (to the one who made the proposal), the more they agree to the proposal. If everyone goes inside the circle, the proposal is passed and will be written down on the Social Agreement flipchart.</p> <p><b>Step 4. Disagreement and counter-proposal</b>  Those who don't agree with the proposal remain outside the circle. They need to explain why they don't agree and explain what changes/adjustments should be made to the proposal so that they will agree. After the adjustments have been made, and everyone agrees with that, the adjusted proposal is passed and will be written down on the Social Agreement flipchart. If the adjusted proposal still doesn't receive agreement from all participants, it will not be written on the social agreement flipchart.</p> <p><b>Step 5. Proposals finalization</b>  The activity goes on until all proposals (usually 4-6) have been made and agreed upon.</p>

## DESCRIPTION

### **Step 6. Social Agreement finalization**

The facilitator then reads again all the social agreements made and agreed by the group, which can be written in the shapes of trees/plants/flowers in a garden of respect and care. Like a garden, each social agreement is like a plant, which is grown for the benefits of the gardener(s).

The social agreement is created, enforced and amended by mutual agreement of the team members. Therefore, although the session ends here, anyone can proposal any new social agreement at any point, if they find it necessary and important to the group life.



TITLE	THE ZOMBIE AND TUCKMAN MODEL
TOPIC/S	Teamwork, communication, strategic thinking, group decision making
AIM	<ul style="list-style-type: none"> <li>• To develop teamwork</li> <li>• To explore non-verbal communication</li> </ul>
TOOL TYPE	Work in group and plenary
DURATION	60 minutes (30 minutes of the game + 30 minutes of explaining the Tuckman theory)
MATERIAL	Chairs (1 per person + 1 empty chair) – In case there are not enough chairs, (used) A4 papers can be used instead of chairs
DESCRIPTION	<p><b>Setting:</b> before starting, the facilitator should check the space to ensure safety to participants. The chairs are placed randomly in the space. The facilitator invites participants to sit on the chairs. In case of using papers instead of chairs, the facilitator asks everyone to take one piece of paper and find their position in the space. Once they have found their position, they are invited to put their paper on the floor and stand on it. The facilitator will then place one empty paper on the floor.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. The Zombie</b>  The facilitator explains that a Zombie is coming and try to sit on the empty chair or stand on the empty paper. The aim of the group is not to let the Zombie to sit/stand on the empty chair/paper. The goal of the person in the middle is to sit in the empty chair. The facilitator exits the room and give 2 minutes to the group to discuss a strategy. When time is up, the facilitator is back and sends the Zombie (played by another facilitator) to the room. The game starts. Every time the Zombie goes close to the empty place, another player tries to take the empty place before the Zombie, creating a new empty place. The game continues until the Zombie makes it safely to the open seat/position.</p> <p><b>Step 2. Group's strategy 1</b>  The facilitator exits the room one more time and give another 2 minutes to the group to discuss their strategy. When the facilitator enters back the game starts again.</p> <p><b>Step 3. Group's strategy 2</b>  If the group still doesn't succeed in keeping the Zombie from taking the empty place, the facilitator leaves the room one more time and give 3 minutes to the group to find a common strategy. When the facilitator enters back, the game starts again.</p> <p><b>Step 4. The Zombies</b>  This time the facilitator sends two Zombies (played by two facilitators) whose goal is to steal two chairs/empty places. The game starts again.</p> <p><b>Step 5. Revise the strategy and closure</b>  The facilitators exit one more time the room and give 4 minutes to the group to adjust/revise their strategy. When they enter back the game starts again.</p>

## DESCRIPTION

The game continues until the group wins over the Zombies. If the group doesn't manage to win, the facilitator will still end the game when the time is up.

### **Step 6. Debriefing**

- How did you feel at the beginning of the game?
- What strategy did you use?
- Were you happy with the process?
- Were you happy with the result?

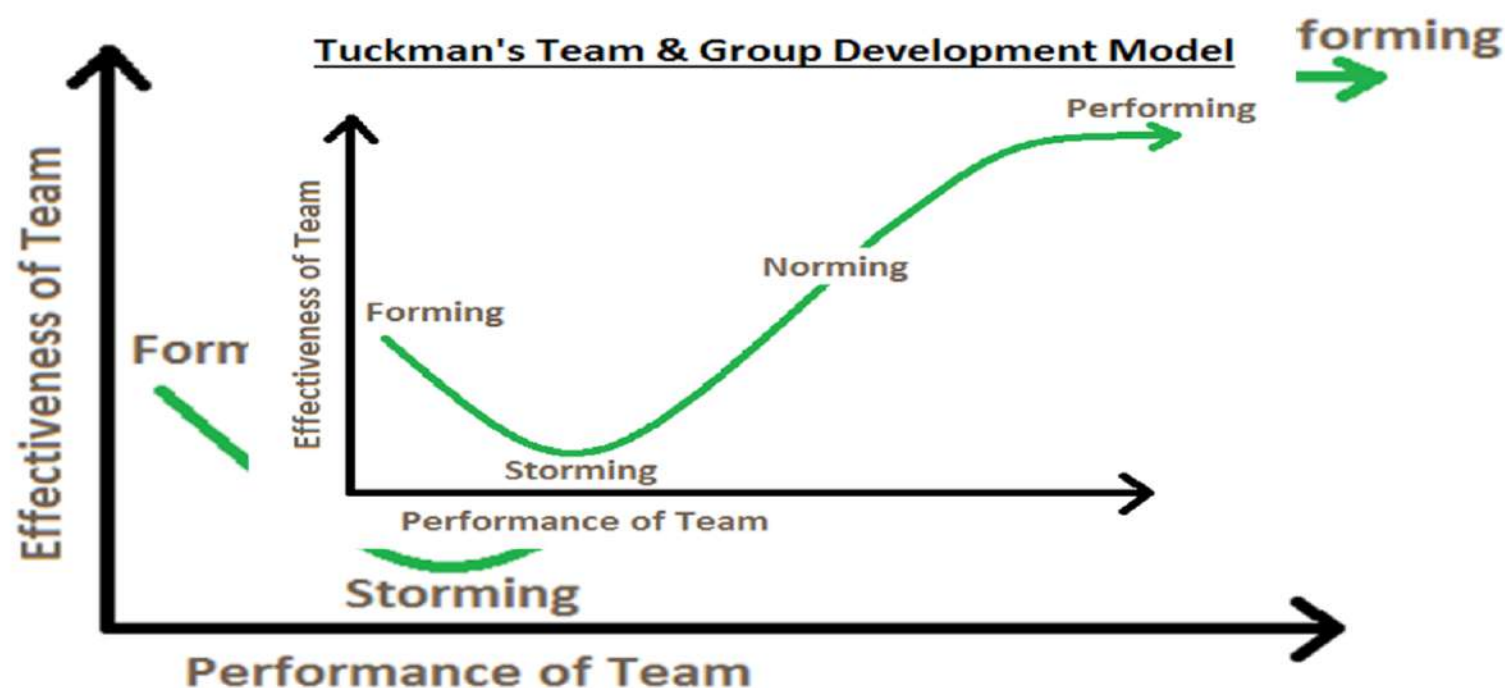
### **Step 7. Introduction and explanation of the Tuckman theory**

In plenary the Tuckman's stages of group development is presented with the support of visual material and flipcharts. After the presentation is left extra space for questions and answers from the group and extra feedbacks/comments.

**Handouts below.**

# HANDOUT – TUCKMAN'S STAGES OF GROUP DEVELOPMENT

## Tuckman's Team & Group Development Model





## STAGES OF GROUP DEVELOPMENT

These stages are commonly known as: Forming, Storming, Norming, Performing, and Adjourning. Tuckman's model explains that as the team develops maturity and ability, relationships establish, and leadership style changes to more collaborative or shared leadership.

It is important to note that, each group is different. Some groups may go through all these stages, some may skip one or two. Some may go back and forth from one stage to another and so on. It is still crucial for group/camp leaders to understand the common patterns of group development to decide on appropriate methodology/activities for the group accordingly.

### FORMING

The initial forming stage is the process of putting the structure of the team together. Team members feel ambiguous and conflict is avoided at all costs due to the need to be accepted into the group. To advance from this stage to the next stage, each member must relinquish the comfort zone of non-threatening topics and risk the possibility of conflict.

**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

This stage begins to occur as the process of organizing tasks and processes surface interpersonal conflicts. Leadership, power, and structural issues dominate this stage. In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping teams move to the next stage is the ability of team members to listen to their team mates and to try to understand what are they trying to say.

**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

In this stage, team members are creating new ways of doing and being together. As the group develops cohesion, leadership changes from 'one' teammate in charge to shared leadership. Team members learn they have to trust one another for shared leadership to be effective.

The major task function of this stage is the data flow between group members: they share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. Collaboration emerges during this stage when team work, ethic and shared leadership is understood.

The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the team and they may resist change of any sort.

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

### PERFORMING

True interdependence is the norm of this stage of group development. The team is flexible as individuals adapt to meet the needs of other team members. This is a highly productive stage both personally and professionally.

The Performing stage is not reached by all groups. If group members are able to evolve to this stage, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal competencies.

**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!

### ADJOURNING

In this stage typically team members are ready to leave causing significant change to the team structure, membership, or purpose and the team during the last day(s) of the project. They experience change and transition. While the group continues to perform productively, they also need time to manage their feelings of termination and transition.

The final stage, adjourning, involves the termination of task behaviours and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension – in effect, a minor crisis, which needs to be dealt with a delicate and thoughtful way.

**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.



# FACILITATION

TITLE	THE PERFECT FACILITATOR
TOPIC/S	Competences and qualities of the facilitator
AIM	To reflect on the competences/skills and qualities of facilitators
TOOL TYPE	Work in group and plenary presentation
DURATION	45 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Discussing and preparing</b> Participants work in groups of 4-5 people to discuss within the group about the facilitator's skills, competences and qualities. Each group has to give a graphic representation of the main outcomes.</p> <p><b>Step 2. Plenary presentations</b> After the group work, each group has maximum 5 minutes to present the work in plenary. There is time for questions and clarification requests after each presentation.</p> <p><b>NOTE:</b> this activity is considered preparatory for the "Training in Action".</p>

# TRAINING IN ACTION

TITLE	TRAINING IN ACTION PRESENTATION
TOPIC/S	Activity preparation
AIM	<ul style="list-style-type: none"> <li>• To introduce the Training in Action session</li> <li>• To give the group a clear task that is usually part of the group life within the workcamp so that they can be ready for the experience</li> <li>• To practice working together in preparing activities for the group</li> </ul>
TOOL TYPE	Plenary and group work
DURATION	30 minutes
MATERIAL	Flipchart
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction</b>  The facilitator explains to the group the objectives and presents five topics or types of activities for the group to prepare. These are the activities that are usually part of the workcamp.</p> <ul style="list-style-type: none"> <li>• Activity to discover the local area</li> <li>• Work</li> <li>• Thematic session</li> <li>• Intercultural night/party</li> <li>• Activity based on the need of the group</li> </ul> <p><b>Step 2. Topic selection and group division</b>  Everyone has a few minutes to reflect on the types of activities and to choose the one that they are more interested in. They should coordinate among themselves, so that each sub-group (for each type of activity) has more or less the same number of members and a balance of nationalities.</p> <p><b>Step 3. Groups finalization</b>  After all sub-groups are formed, the facilitator asks one more time if everyone is fine with this division/arrangement. Everyone has one last chance to switch as they feel like.</p> <p><b>Step 4. The process</b>  When no (more) change is made, the facilitator shares briefly the process of preparing the activities:</p>

## DESCRIPTION

- Defining the objectives and the needs of the group
- Deciding on the specific activity/tool
- Clarifying the different steps and task division among the team
- Checking logistics (materials needed, timing, location, safety issues...)

### Step 5. Feedback session

The facilitator also explains that, after each activity, there will be a Feedback session (about 30 minutes), dividing in three steps:

- reflection and writing feedback following the 'Banh Mi Model' (Banh Mi is Vietnamese Sandwich)
- feedback sharing in plenary, following the order: feedback from the group who facilitated the activities, feedback from some participants who participated in the activity (including one from the pool of trainers)
- congratulation on the work done by the group.

### Step 6. Workshops preparation

Then all the sub-groups have time until the end of the afternoon session to prepare for their activities.

**Handout below.**



# HANDOUT – BANH MI MODEL



HOW I FELT/FEEL  
DURING OR ABOUT  
THE ACTIVITY

ONE THING TO  
IMPROVE

WHAT I LIKE ABOUT  
THE ACTIVITY

# LEADERSHIP

TITLE	THE TIBETAN BRIDGE
TOPIC/S	Communication, interaction with others, leadership
AIM	<ul style="list-style-type: none"> <li>• To develop communication skills, problem solving, creative thinking and reflection on leadership</li> <li>• To develop trust and cooperation among participants</li> </ul>
TOOL TYPE	Team Building and Group dynamics
DURATION	60 minutes
MATERIAL	Simple ropes (3 x 1 cm size) for walk and protection, one rope for junction (0,8 cm size) three or pole for connect the sides
DESCRIPTION	<p><b>Setting:</b> it is important to find a suitable place with enough space for this activity. Furthermore, the facilitator who leads the activity should also know how to tie stable/strong knots with rope.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Explanation</b> Participants are divided into 3 groups and they receive the presentation about how to connect the central rope of the bridge between the 2 sides and how pull it with simple knots.</p> <p><b>Step 2. Bridge building</b> Then each group receives the task to build a functional bridge within a limited amount of time, with one rope in the middle for walk (high 50cm/1m max), 2 parallel ropes in the sides (1 meter high from the walk rope), and one final rope for junction to hang from the first three and cross the 3 ropes until the other three, so to have a unique ropes system.</p> <p><b>Step 3. Roles</b> In each group, there are 'special' roles assigned to some of the members: one cannot see (blindfolded), one cannot move with the arms (their hands are tied).</p> <p><b>Step 4. Bridges' testing</b> When the time is up, each group, rotating, has to test the bridges of the others (2 min for each passage). Each group has to make sure that all members (including those with 'special' roles can pass the bridge safely.</p>

## DESCRIPTION

### Step 5. Debriefing

At the end, there is a debriefing on group dynamics and leadership within the group. Key questions for the debriefing:

- What happened inside the group?
- How was the dynamic?
- How did you work together?
- Did you equally participate?
- What challenges did you face? How did you overcome them?
- Who played which role?
- How were the decisions made?
- What is needed to have an effective team?



# INTERCULTURAL LEARNING

TITLE	ALBATROS
TOPIC/S	Stereotypes, Prejudices and Intercultural Learning
AIM	<p>To jointly reflect on the stereotypes and prejudices that might appear while meeting a new culture and to reflect on the Intercultural Learning process.</p> <p><b>NOTE:</b> if you have never taken part in the Albatros exercise, it would be best to do so first as a participants before you decide whether it is useful for your teaching, training, and orientation purposes</p>
TOOL TYPE	Simulation activity, plenary debriefing and discussion
DURATION	120 minutes
MATERIAL	<ul style="list-style-type: none"> <li>• One small bowl for drinking water (can be some other kind of liquid to drink, like lemonade or a mixed fruit/vegetable juice – but make sure no one is allergic to the drink)</li> <li>• Some food to eat (small cookies or crackers work well) – optional (in case of food, make sure no one is allergic to any ingredients)</li> <li>• Sheets or other cloth for the use of the Albatrossian man and woman</li> <li>• Candles, incense or other "extras" as desired for decoration of the space.</li> </ul>
DESCRIPTION	<p>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.</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 takes 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.</p> <p>The workshop includes 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> <p><b>1.1. Introduction:</b> one facilitator tells participants that they are invited by some people from far away, who are interested in getting to know them and sharing them with their cultures.</p>



Then the facilitator starts accompanying participants (in pairs or a group of three, if possible, of mixed genders) to the Albatrossian's place. While taking the participants to the other place, the facilitator tells them in a soft voice that they should put their phone on silence, so to create a soft and silent atmosphere.

**NOTE:** the facilitator doesn't say that participants have to be silent or that they cannot talk.

**1.2. Entering:** participants are brought (by one facilitator), one by one, in the room where there are the Albatrossians, the female participants with shoes off and the male participants with shoes on. One of the Albatrossians indicates the male participants to sit on a chair and the female ones to sit on a blanket on the ground.

**1.3. Setting:** the male and female Albatrossians are in their places, the male on the chair, the female kneeling beside him.

**1.4. 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.

**1.5. Welcome gesture – the 'Fluc-fluc':** when all participants are brought into the room, the Albatrossian male gently pushes the female's head downward as she kneels and touches her head on the floor.

**1.6. Circle of greetings:**

- The Albatrossian male stands up and greets each male participant in turn around the circle. He signals male visitors to stand up, holding their shoulders and gently rubbing their right leg with his right leg. After such greeting, he signals the male visitors to sit back in the chair.
- Then the Albatrossian female greets each female participant in turn around the circle. She stands in front of female visitors, signals them to stand up. Then she kneels in front of them and runs both hands down the lower legs and feet in a ceremonious way. After such greeting, she signals female guests to sit back on the floor.

**1.7. The 'Fluc-fluc':** the male and female Albatrossian do the 'Fluc-fluc' again.

**1.8. Drink offer:** the bowl of water (or other drink) is brought around the circle by the Albatrossian female. She holds the bowl and first lets the Albatrossian male drink it. Then she holds the bowl close to each male visitor and let them drink – one after another in the circle. After all male visitors have drunk, the female Albatrossian returns to her place, drinks a sip out of the bowl and goes again in the circle to offer the drink to female guests. With female guests, she gives the bowl to them and let them drink by themselves. After all female guests have been offered drink, the Albatrossian female returns to her place for a few seconds before beginning the next activity.

**1.9. The 'Fluc-fluc':** the male and female Albatrossian do the 'Fluc-fluc' again.

**1.10. Food offer (optional):** this is done similarly to drink offer. The female does it, starting with the male Albatrossian, then all the male visitors, then herself, and then all the female visitors. She gives the food to all the male visitors and let all the female visitors pick up the food by themselves.

**1.11. The 'Fluc-fluc':** the male and female Albatrossian do the 'Fluc-fluc' again.

**1.12. Female selection:** 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.

## DESCRIPTION

That participant is then brought to the other side of the Albatrossian chair where the Albatrossian male sits, and she (like the Albatrossian female) is signal to kneel next to his chair. Then the Albatrossian male does the 'Fluc-fluc' with both the female Albatrossian and the female guest.

**1.13. Closing:** the two Albatrossians rise and indicate the selected female participant to stand up and 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:

- **2.1. What did you see? (pure observation):** in this step, avoid any kind of interpretation.
- **2.2. How 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 how they felt/feel.
- **2.3. What do you think? (interpretation):** in this part probably participants will show up again their frustration. It is possible that they think the Albatrossian women have inferior position and the Albatrossian society is 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 follows an extended discussion on prejudices, stereotypes and intercultural learning process.

At the end of the activity, the facilitator can wrap up by sharing the Culture Iceberg Model or the Intercultural Learning Process model.

**Handouts below.**



# HANDOUT – 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 a serene and pleasant expressions. They do not register any facial reactions to the various feelings or emotions they have.

## CULTURE EXPLANATION

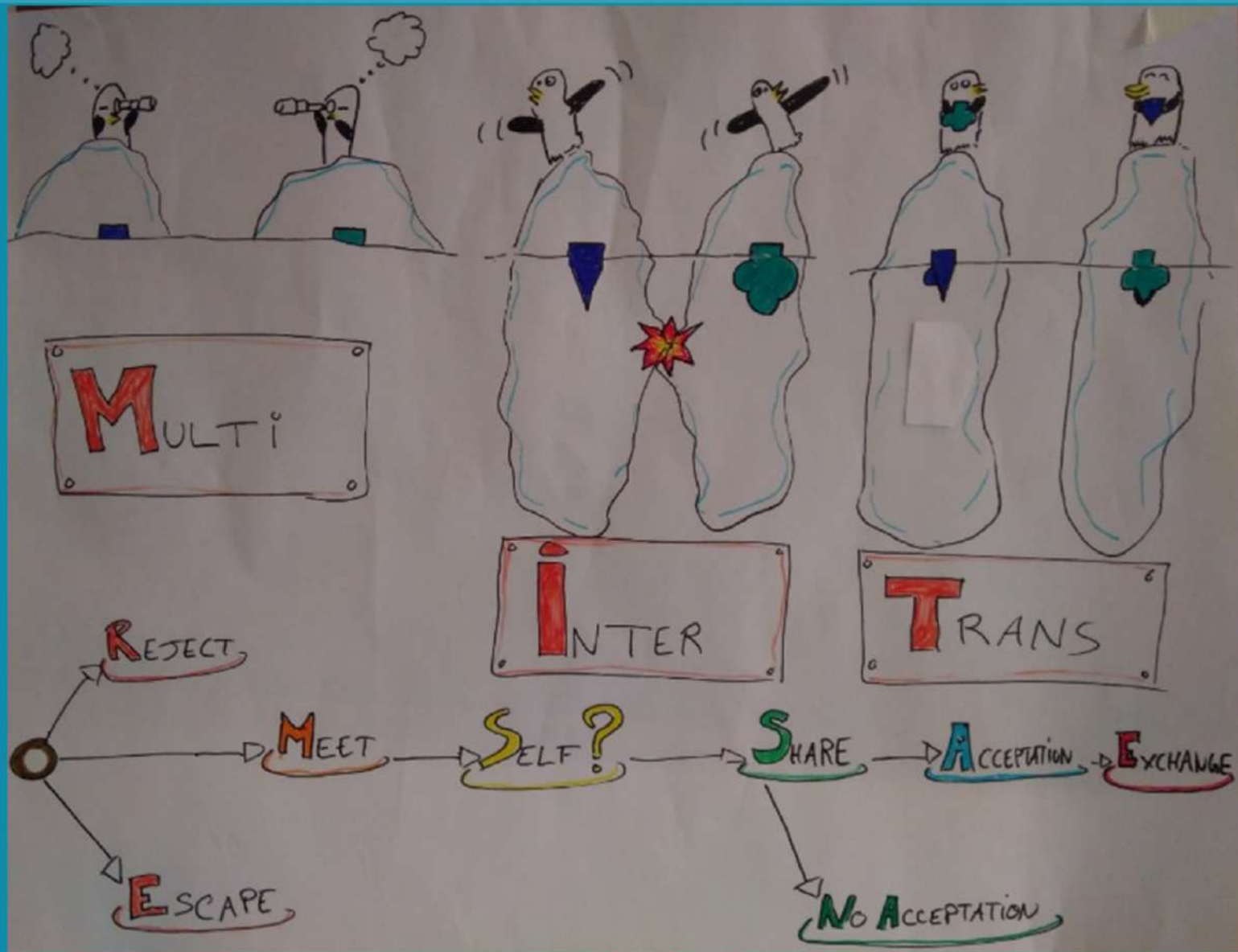
The Earth is sacred, all fruitfulness is blessed, those who bring life inside them (women) are with the Earth, and only they are able (by virtue of their inherent qualities) to walk directly upon the ground. Thus, men must wear shoes, and thus their greeting does not deal with the Earth, while the one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

# HANDOUT – ICEBERG



INTERCULTURAL LEARNING MODEL BY THOMAS D.



# TRAINING IN ACTION IMPLEMENTATION

<b>TITLE</b>	<b>THE TREASURE HUNT</b>
<b>TOPIC/S</b>	Training in Action Implementation – 1st Activity Exploring the local area
<b>AIM</b>	To support participants in the exploration of the project's environment in a funny and interactive way
<b>TOOL TYPE</b>	Team building and team work
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	Paper, tape, or anything needed for your activity, try to be creative with the stuff you have available.
<b>DESCRIPTION</b>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Get an overview of the place you're planning to use for the treasure hunt</li> <li>• Come up with a clear story/objective you're trying to convey</li> <li>• Think of stations that help you to achieve the objective or to complete the story</li> <li>• Specify the stations and come up with activities for each of them</li> <li>• Think of how your participants will move through the station</li> <li>• Think of an introduction on how you will present the activity to your participants and how to group them</li> </ul> <p><b>NOTE:</b> come up with an engaging story that connects the activity to the place you're at.</p> <p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction and recommendations</b></p> <ul style="list-style-type: none"> <li>• Introduce the activity to your participants</li> <li>• Divide them into smaller sub-groups</li> <li>• Make sure that they are safe on the way between stations</li> <li>• Take care of their needs at the different stations (maybe provide water, snacks, etc.)</li> <li>• Ensure the participants have a clear way to follow (Guides, Signs, Maps, etc.)</li> <li>• Try to stay committed to the story/scenario (It can help to come up with characters that you embody)</li> </ul>



## DESCRIPTION

### Step 2. Stations

Once the groups start, they have to pass through the different spots where the activities take place or where the participants can find clues. The facilitator remains around supporting for whatever question/doubt/needs.

#### NOTE: for Adjustment/Adaptation

- Introduce guides between points or a Map to make sure the participants don't get lost
- If you use this tool to introduce the place to your participants for the first time, move with them between the points
- If the participants already know their way around the place, you can stay at stations and for example use riddles to send them between the places.

# CONFLICT MANAGEMENT

TITLE	WHAT WOULD YOU DO?
TOPIC/S	Conflict Management
AIM	To reflect on different problematic situations that can happen during the project and what strategies can be used to intervene or manage the situations as camp leaders
TOOL TYPE	Forum Theatre
DURATION	150 minutes
MATERIAL	Whatever you might need for the sketches presented in this activity
DESCRIPTION	<p>The activity is run in three different rounds, each round a different conflict or a problematic situation in project is presented with a sketch/a theatre play.</p> <p><b>NOTE:</b> the conflict situations and the characters have to be well defined. There should be at least one representing "the oppressor" – or the one with 'bad' behaviours/actions, another one representing the 'good' camp leader, and other secondary characters. These characters are played by the trainers/facilitators of the training. A facilitator plays the role of the Joker, who will manage the flow of the activity.</p> <p><b>Step 1. First situation–Racism/Discrimination:</b> the technical leader of the workcamp share some 'racist' comments on some participants with the general leader of the workcamp.</p> <p><b>1.1. Situation presentation and analysis:</b> the pool of trainers, as actors, represents the first story as a theatre play. The representation stops when the general leader doesn't know how to react to the 'racist' comments.</p> <p>When the scene is over, the Joker asks the audience (the participants of the training):</p> <ul style="list-style-type: none"> <li>• Who are the characters?</li> <li>• What is the problematic situation?</li> <li>• Are you satisfied with the situation?</li> <li>• Who would like to try to intervene the situation? (playing the role of the 'general' leader)</li> </ul> <p><b>1.2. Intervention proposed by audience and analysis:</b> those from the group of participants who want to try to intervene can enter the stage and can take the role of the general leader. Once on the stage they should try to act in the way they think better to manage the conflict in a more positive way. It's not possible to take the character of the 'bad' character.</p>



During each representation of intervention, the Joker can stop the scene by clapping if no new argument/solution is proposed. The Joker can also stop the scene when seeing the replacing 'actor/actress' doesn't know what to do anymore.

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

- What has changed compared to the last sketch/intervention? (to the audience)
- Are you satisfied with the result? (to the audience)
- How do you feel? (to the actors/actresses – starting with the secondary characters, then the replacing role, and then the 'bad' character)
- Are you still satisfied with the situation? (to the audience again)

Those who are not satisfied and want to propose another solution can enter the scene again.

At the end of each intervention, the Joker asks the questions above again.

If everyone is satisfied with the last intervention or if there is no more proposal for intervention, the Joker closes the situation and move to the next one.

**Step 2. Second situation– Smoking joint/using drugs:** the camp leader sees one participant smoking joint and tells him to stop but doesn't succeed.

**2.1. Situation presentation and analysis:** the pool of trainers, as actors, represents the second story as a theatre play. The representation stops when the camp leader doesn't know how to stop the participant from smoking joint.

- When the scene is over, the Joker asks the audience (the participants of the training):
- Who are the characters?
- What is the problematic situation?
- Are you satisfied with the situation?
- Who would like to try to intervene the situation? (playing the role of the camp leader)

**2.2. Intervention proposed by audience and analysis:** those from the group of participants who want to try to intervene can enter the stage and can take the role of the camp leader. Once on the stage they should try to act in the way they think better to manage the conflict in a more positive way. It's not possible to take the character of the participant.

During each representation of intervention, the Joker can stop the scene by clapping if no new argument/solution is proposed. The Joker can also stop the scene when seeing the replacing 'actor/actress' doesn't know what to do anymore.

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

- What has changed compared to the last sketch/intervention? (to the audience)
- Are you satisfied with the result? (to the audience)
- How do you feel? (to the actors/actresses – starting with the secondary characters, then the replacing role, and then the 'bad' character)
- Are you still satisfied with the situation? (to the audience again)

Those who are not satisfied and want to propose another solution can enter the scene again.

At the end of each intervention, the Joker asks the questions above again.

If everyone is satisfied with the last intervention or if there is no more proposal for intervention, the Joker closes the situation and move to the next one.

**Step 3. Third situation– (Sexual) Harassment:** the camp leader sees two participants in the morning during breakfast – one seems very tired and hangover, and one seems very upset. The camp leader comes to talk to the upset one and asks what happens. The upset one looks at the other participant and just replies that everything is fine. The camp leader senses that something might have happened between the two participants but doesn't do anything.

**3.1. Situation presentation and analysis:** the pool of trainers, as actors, represents the third story as a theatre play. The representation stops when the camp leader doesn't react to the reaction of the upset participant.



## DESCRIPTION

When the scene is over, the Joker asks the audience (the participants of the training):

- Who are the characters?
- What is the problematic situation?
- Are you satisfied with the situation?
- Who would like to try to intervene the situation? (playing the role of the camp leader)

**3.2. Intervention proposed by audience and analysis:** those from the group of participants who want to try to intervene can enter the stage and can take the role of the camp leader. Once on the stage they should try to act in the way they think better to manage the conflict in a more positive way. It's not possible to take the character of the participants.

During each representation of intervention, the Joker can stop the scene by clapping if no new argument/solution is proposed. The Joker can also stop the scene when seeing the replacing 'actor/actress' doesn't know what to do anymore.

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

- What has changed compared to the last sketch/intervention? (to the audience)
- Are you satisfied with the result? (to the audience)
- How do you feel? (to the actors/actresses – starting with the secondary characters, then the replacing role, and then the 'bad' character)
- Are you still satisfied with the situation? (to the audience again)

Those who are not satisfied and want to propose another solution can enter the scene again.

At the end of each intervention, the Joker asks the questions above again.

If everyone is satisfied with the last intervention or if there is no more proposal for intervention, the Joker closes the situation and move to the next step.

### Step 3. Debriefing

A general debriefing on the activity is done in plenary, on the different ways to manage the conflicts and on the proposed methodology. The Hodgson Model is introduced and is left extra space for questions and clarifications.

**Handouts below.**

# HANDOUT – 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)

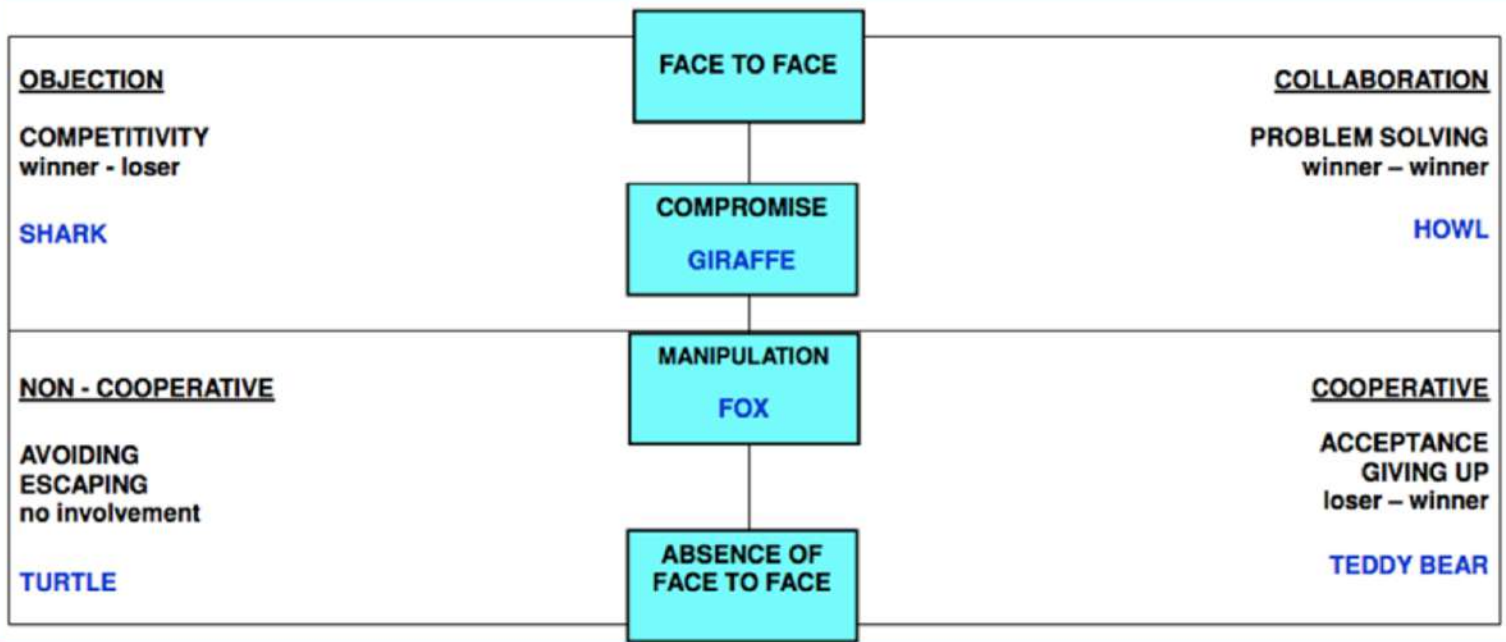
**ACCEPTANCE:** a cooperative style, without any face to face Adapted when you notice that you have made a mistake, when the issue is less important for you or in the case where you want to make a good impression on the other side's and/or on the mediators

**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.



# HANDOUT – DIFFERENT STYLES IN MANAGING CONFLICTS



DRAWING BY PAUL C.



# TRAINING IN ACTION IMPLEMENTATION

TITLE	LET'S HELP THE COMMUNITY!
TOPIC/S	Training in Action – 2nd Activity Work: organising the work part of the workcamp
AIM	<ul style="list-style-type: none"> <li>• To take care of the hosting venue/project</li> <li>• To learn some manual work and how to use different tools</li> <li>• To improve connections within the group</li> <li>• To support the community and improve the environment where they live</li> </ul>
TOOL TYPE	Manual work
DURATION	150 minutes
MATERIAL	Tools for the manual work, safety equipment, first aid kit
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Instructions</b></p> <ul style="list-style-type: none"> <li>• Gather everyone in the same place and do one energizer (Hi-Ha-Ho).</li> <li>• Explain the work that should be done and present the 5 different tasks/missions the group could choose from. For example: they are chopping wood, carrying wood to the kitchen area, carrying wood to the heating area, clearing grass around the herbs, and digging a hole to save rain water.</li> <li>• Give participants some time to choose the mission they want to do.</li> </ul> <p><b>Step 2. Mission implementation</b></p> <p>After the groups are formed according to the missions, each group go to their working space for the mission they choose. Each group is led by one facilitator, who shows them the place and explains the work and how to use the needed tools.</p> <p>Each group work at their station to complete their mission.</p> <p><b>Step 3. Congratulation and appreciation</b></p> <p>After finishing the work, everyone meets up at a common meeting point. The facilitator team expresses congratulation and appreciation to the group and the work done.</p> <p><b>NOTE: for Adjustment and Adaptation:</b></p> <ul style="list-style-type: none"> <li>• Check in advance the working place to be sure that everything is ready</li> <li>• Prepare some additional activities in case the weather is not suitable for outdoor work.</li> </ul>

# TRAINING IN ACTION IMPLEMENTATION

TITLE	WORK HARD – PLAY HARD
TOPIC/S	Training in Action – 3rd Activity Intercultural Evening: organising an intercultural night/party
AIM	<ul style="list-style-type: none"> <li>• To encourage participants to learn about different cultures and interact with people of different cultures</li> <li>• To improve connections in the group</li> <li>• To help the group enjoy and have fun after the hard work</li> </ul>
TOOL TYPE	Interactive activities
DURATION	90 minutes
MATERIAL	Music, speaker and any other stuff that will be needed for decoration and to create the mood for party, traditional food/drink brought by the participants (optional)
DESCRIPTION	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Discuss with the group which activity could be organized during the evening, in order to connect the group and create fun</li> <li>• Decorate the place to create the mood for party</li> <li>• Test the speaker and music to make sure everything works well</li> <li>• Check with participants if they brought traditional food/drinks. Collect the food and drinks and place them on a table in a suitable place in the venue of the event</li> <li>• Check the timing and make sure everybody is aware of the time and location of the event.</li> </ul> <p>The workshop includes the following steps:</p> <p><b>Step 1. The energy game</b> Everyone holds hand with their eyes closed. The facilitator starts sending energy to one participant, who then passes energy to another by making signals with their hands.</p> <p><b>Step 2. Fun fact from different countries</b> Everyone is invited to write on a piece of paper a fun fact about their country. All fun facts are collected. Then in a circle, each participant picks up a fun fact and guess which country it is. The game goes on until all fun facts are disclosed.</p>

## DESCRIPTION

### **Step 3. Follow the music**

Songs from different countries are played – one after another. When participants hear a song, they need to guess which country it is and run to the place where this country is indicated.

### **Step 4. Closure**

At the end, everyone is invited to enjoy the food/drinks brought by participants. Then free music is played and everyone can dance along.



# CAMP LEADERS' ROLES AND FACILITATION

TITLE	DO – MAKE DO – LET DO
TOPIC/S	Camp leaders' roles and facilitation
AIM	To reflect on camp leaders' roles and facilitation
TOOL TYPE	Moving debate and discussion
DURATION	60 minutes
MATERIAL	Papers and markers, scotch tape, rope
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Space setting</b>  The facilitator creates a triangle (with ropes or tapes...) with three corners respectively being marked with Do, Make do, and Let do.</p> <ul style="list-style-type: none"> <li>• Do = the facilitators/leaders of the workcamp do things by themselves</li> <li>• Make do = the facilitators/leaders of the workcamp 'make' the participants do things</li> <li>• Let do = the facilitators/leaders of the workcamp let the participants do things</li> </ul> <p><b>Step 2. Taking position and explaining why</b>  The activity starts with participants standing in the middle of the triangle. The facilitator will read several situations that might happen during the workcamp and participants are asked to take a position if they think it is a 'Do', 'Make do' or 'Let do' situation. Participants cannot remain the middle of the triangle, but have to take a position. The facilitator then asks people placed in different positions to comment and to explain why they take that position. Participants can change their position if convinced by arguments from others.</p> <p>The situations are:</p> <ul style="list-style-type: none"> <li>• Planning the menu of the week</li> <li>• Task division on the building site</li> </ul>

## DESCRIPTION

- Shopping with the bank card for the workcamp
- Organising the evening activities
- Organising activities to connect with local people

### Step 3. Questions and answers

At the end of the activity there is extra time for questions and answers. The activity can be wrapped up with the revisit of the Tuckman model and which strategy facilitators can take during different stages of workcamp – when the facilitators should do things by themselves, when they should ask participants to do, and when to let them organise things by themselves.

# TRAINING IN ACTION IMPLEMENTATION

TITLE	AN ALIEN'S JOURNEY TO THE EARTH
TOPIC/S	Training in Action – 4th Activity Gender: organising a thematic session/workshop during the project
AIM	<ul style="list-style-type: none"> <li>• To raise awareness about gender roles, stereotypes and inequalities</li> <li>• To facilitate communication among participants</li> </ul>
TOOL TYPE	Simulation, Discussion
DURATION	90 minutes
MATERIAL	Pens, papers, flipcharts, alien costume, scientist costume
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction</b> Divide participants into 4 groups and give them pens and papers. The alien – John, and a scientist walk in and explain the situation. The alien travels from a far away planet to the Earth and is curious to learn about the role of women and men on Earth.</p> <p><b>Step 2. First steps</b> The alien asks two questions to the groups in a strange language, translated by the scientist:</p> <ul style="list-style-type: none"> <li>• What was a woman and a man on Earth a hundred years ago?</li> <li>• What is a woman and a man on Earth in the current time?</li> </ul> <p>For each question, participants need to discuss in their groups and present their findings to the alien.</p> <p><b>Step 3. Closure</b> After hearing all the presentations from the groups for two questions (one after another), the alien leaves.</p> <p><b>Step 4. Debriefing</b> The activity ends with a plenary discussion on the progress through history and how the viewpoints have changed as well as the predictions for the future. Participants can also share their feelings, thoughts, and reflection about the topics.</p>



## DESCRIPTION

### NOTE:

- Not all the projects needs a thematic session. However, a thematic session can bring an additional value to the project, if it reflects the needs and interests of the group
- Sometimes, the thematic session has already been pre-defined. For example in project on sustainability or environmental protection ... In case no specific theme has been defined, the theme of the thematic workshop can be defined by observing and reflecting on the needs and interests of the group
- A thematic session can be organized by the facilitator/camp leaders. In some cases, it can be proposed and organized by one participant or a group of participants
- For sensitive topics, it is important to prepare the participants emotionally in advance, and to let them know that they can leave the activity anytime if it is too much for them.

# CAMP LEADERS' RESPONSIBILITIES

TITLE	CANADIAN BOX
TOPIC/S	Facilitators/Camp leaders' responsibilities
AIM	<ul style="list-style-type: none"> <li>• To reflect on facilitator/camp leaders' responsibilities</li> <li>• To practice speaking and debating skills</li> </ul>
TOOL TYPE	Work in group/debate
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Group division</b> Two sub-groups are created and brought to different spaces. 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.</p> <p><b>Step 2. Sub groups</b> Each sub-group is led by a facilitator who acts as the moderator for the debate. The group members are divided into two smaller groups (possibly with the same number of participants). Two groups are asked to stand in line, one in front of the other.</p> <p><b>Step 3. Debate</b> The moderator explains that the two groups need to debate on different statements, one side being for or agreeing with the statement and one side being against or disagreeing with the statement. Before reading each statement, the moderator decides which side being 'for' and which side being 'against'. After each statement is read, the groups have 60 seconds to find arguments for or against. Then the groups have 120 seconds exchange their arguments. One person is taking the floor from the "agree" group, making their comment, then one person from the "disagree" group shares their argument, and so on (one per group). The statements are:</p> <ul style="list-style-type: none"> <li>• Facilitator should take as less shower as possible</li> <li>• Facilitator should respect the law</li> <li>• A relationship between facilitator and participant is totally fine</li> <li>• Facilitator are allowed to put alcohol restrictions</li> <li>• Excluding a participant is a failure.</li> </ul>

## DESCRIPTION

**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 (giving them the floor). In the case someone is too much talkative, the facilitator/moderator can allocate a slot of seconds for each person to express.

Alternatively, the facilitator/moderation can apply different debate rules for different rounds/statements. For example:

- the group members of the two groups take the speech when and how they prefer
- the facilitator decides who speak
- ping pong (one person from a group takes the floor, then one from the second, then the floor goes back to the first and then to the second ...)
- ping pong + twenty second speech for each group member
- ping pong + body gestures (while arguing, the person makes a step forward from the line and uses also their body to explain the argument).

### Step 4. Debriefing

A debriefing follows at the end of the activity. Key questions for the debriefing:

- How was the activity for you? (one idea, one sentence, one round)
- We used different rules. How did they influence the communication and the dynamics among the two teams' members? (In case different debate rules are used).



# CONFLICT MANAGEMENT

TITLE	WHAT CAN WE DO?
TOPIC/S	Conflict Management
AIM	To reflect on different conflict or problematic situations that can happen during workcamp and find strategies or ideas for intervention as camp leaders
TOOL TYPE	Case study, Discussion
DURATION	90-120 minutes
MATERIAL	Conflict/problematic situations collected from real workcamps, flipcharts, markers, music and speaker
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Preparing cases for the activity</b>            There are 8 cases for this specific activity.</p> <ul style="list-style-type: none"> <li>• Day 1. of the workcamp (WC). You arrive at the WC site with the participants. The accommodation site is not clean. The toilet and shower area are not well cleaned either. Many participants seem disappointed and feel unwelcomed.</li> <li>• Day 2. first day on the building site. A participant hits their finger with a hammer and is in pain.</li> <li>• Day 4. of the workcamp. Since the second day the participants are stuck on their phones during free time, no one is really interacting.</li> <li>• Day 5. for 3 days a participant is arriving late to any activity (both work and daily life). The participant seems unmotivated and absent-minded.</li> <li>• Day 7. the Hungarian and the Turkish groups don't get along with one another. They only talk in their language and are not nice to the other group.</li> <li>• Day 8. the group finishes the working project. The local partner has no more work for the group, but the workcamp only ends in 7 days.</li> <li>• Day 10. a person from the local community comes to the place where you live again and shows special interest in one participant. The participant seems uncomfortable.</li> <li>• Day 15. on the youth workcamp, departure day. A participant is still sitting in the tent and hasn't packed or cleaned. The participant doesn't want to leave, but departure time is in 45 minutes.</li> </ul> <p><b>Step 2. Intervention strategies</b>            Participants work in 4 small groups. Each group work at a different spot/location which are not too far away from each other. (This can be done indoor or outdoor, depending on the weather). Each group starts by analysing and discussing possible intervention strategies for two situations.</p>

## DESCRIPTION

### Step 3. Rotation 1

After 30 minutes of discussing, the groups switch places (clockwise). One person from each group remains at the original place. When the group arrives to a different place, the remaining person briefly shares the situations and the strategies that have been proposed by previous groups. The group can then add comments or other strategies to the situations. After 15 minutes, the groups switch places again.

### Step 4. Rotation 2

The groups continue switching places every 15 minutes, until they have passed through all the situations. The facilitator can play music as signals for group switching.

### Step 5. Reflection on the proposed strategies

When all the situations have been discussed by all the groups, the flipcharts with the situations and the proposed strategies are collected and placed in the middle of the workshop room, where all participants gather at the end. The facilitator invites participants to spend a few minutes to look at all the situations and reflect on the proposed strategies.

### Step 6. Debriefing

A debriefing follows at the end of the activity. Key questions for the debriefing:

- What are the cases?
- Have you managed to go through all the cases?
- Are you satisfied with the proposed strategies? Any strategies that you don't agree with? Why?
- Which cases did you find more challenging?
- What other cases that might happen during the workcamp that you want to share with the group?
- How useful was this activity to you?



# TRAINING IN ACTION IMPLEMENTATION

TITLE	TIME CAPSULE
TOPIC/S	Training in Action – 5th Activity Needs: organising an activity based on the need(s) of the group
AIM	<ul style="list-style-type: none"> <li>• To prepare the participants for the adjourning stage</li> <li>• To create and keep memories of the project</li> </ul>
TOOL TYPE	Simulation, creativity, filming, recording
DURATION	90 minutes
MATERIAL	Smart phones (for recording), pens + papers (for brainstorming), needed accessories for the videos
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Introduction and scenario</b> Explain the story (the world is ending so we need to keep memories and habits of humans) and the technical aspects (you need to make the video horizontally up to 5 minutes on a smart phone and then edit it.)</p> <p><b>Step 2. Record the memories</b> Divide participants into groups. Each group needs to create and record the memories at designated place (activity area, the dining area, the sleeping area, the (dry) toilet area). Each group has a facilitator with them, who helps them with the technical aspects.</p> <p><b>Step 3. Videos presentation</b> At the end of the activity, the facilitator team collects all the recording materials from the groups and edits them. The final videos are presented to everyone on the last night of the training.</p> <p><b>Adjustment/ Adaptation:</b> the story for the scenario can be changed or adjusted according to the group profile and history/process.</p>



TITLE	TOOLS ANALYSIS BASED ON TUCKMAN MODEL
TOPIC/S	Facilitation
AIM	<ul style="list-style-type: none"> <li>• To deepen Tuckman model</li> <li>• To analyse when and why to organise/propose an activity during workcamp</li> </ul>
TOOL TYPE	Group games, discussion
DURATION	60 minutes
MATERIAL	Flipchart with Tuckman model, any other materials needed for the selected games
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Round of games</b>  A series of three different games are played with the participants. The games should have different shapes and require different levels of contact and involvement from participants. In this case, three games 'Passing apple', 'Fight club', and 'Princess and Dragon' are played. The games are played continuously, one after another.</p> <p><b>Step 2. Game analysis</b>  After participants have played the three games, a discussion follows in plenary. The facilitator first asks participants: What are the games?  For each game, following questions are asked: <ul style="list-style-type: none"> <li>• What can be the negative aspects of this game?</li> <li>• What can be the positive aspects of this game?</li> <li>• In which phase of Tuckman model can we use this game? Why?</li> </ul> </p>

# ME AS FACILITATOR/GROUP LEADER

TITLE	ARE YOU READY?
TOPIC/S	Individual reflection on the readiness to become facilitator/leader of workcamp
AIM	To accompany participants in the reflection of their strengths and weaknesses as well as the readiness/confidence to become facilitator/leader of workcamp
TOOL TYPE	Individual sharing, Q&A
DURATION	30 minutes per person
MATERIAL	/
DESCRIPTION	<p>For this individual reflection, each participant has 30 minutes of reflection with the support of one facilitator.</p> <p>Each reflection consists of two parts: one about general reflection and one focusing more on specific aspects of workcamp.</p> <p>The guiding questions for the individual reflection are:</p> <p><b>GENERAL REFLECTION:</b></p> <ul style="list-style-type: none"> <li>• Do you feel ready to be a facilitator/camp leader?</li> <li>• What are your strengths and weaknesses as a facilitator/camp leader?</li> <li>• Who from the group could be in the facilitator team with you as complimentary to your strengths and weaknesses? Who would you like to lead the workcamp with?</li> </ul> <p><b>SPECIFIC ASPECTS OF WORKCAMP:</b></p> <ul style="list-style-type: none"> <li>• How do you feel about organising daily life within the workcamp?</li> <li>• How do you feel about facilitating the organisation of the work?</li> <li>• How do you feel about facilitating group dynamics within the workcamp?</li> <li>• How do you feel about facilitating intercultural learning for participants during workcamp?</li> <li>• How do you feel about dealing with conflict situations that might happen during workcamp?</li> </ul> <p>The questions can be adapted depending on the answers of the participants.</p>

# TO DO LIST

TITLE	TO-DO-LIST BEFORE, DURING, AFTER
TOPIC/S	To-do-list of camp leader before, during and after workcamp
AIM	<ul style="list-style-type: none"> <li>• To reflect on possible tasks to be done before, during and after workcamp</li> <li>• To have a clearer idea/picture on the roles and responsibilities of cam leaders</li> </ul>
TOOL TYPE	Discussion
DURATION	60 minutes
MATERIAL	Papers, markers, flipcharts, depending on the needs of participants for note-taking and presentation
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Work in pair</b> Participants work in pairs to discuss what camp leaders should do before, during and after project.</p> <p><b>Step 2. Gathering two pairs</b> Then two pairs get together to exchange ideas.</p> <p><b>Step 3. Group To-do-list</b> After that, one group of 4-6 participants present their To-do-list in plenary. Other groups can ask questions about or comment on the To-do-list and add things that are not on the list. At the end, a common To-do-list is created.</p>



# FINAL EVALUATION

TITLE	THE OTHER HAND
TOPIC/S	Final Evaluation of the Training
AIM	<ul style="list-style-type: none"> <li>• To reflect on the learning during the training</li> <li>• To provide the space to share emotions and feelings towards other group members</li> <li>• To prepare participants for adjourning</li> </ul>
TOOL TYPE	Sharing
DURATION	60 minutes
MATERIAL	The papers with the hand that participants created on the first day (see activity 'The Hand'), the portraits of participants, pens/markers (one per person), soft music and speaker (to create the mood and atmosphere)
DESCRIPTION	<p>The workshop includes the following steps:</p> <p><b>Step 1. Mental journey</b>  A mental journey through different stages of the training: participants are invited into the workshop room. Soft music is played. They are invited to walk slowly and look around the room, seeing all the flipcharts created throughout the training with different activities. Then, they are invited to find a comfortable place and sit down, closing their eyes. The facilitator then tells the story of the training, starting from the arrival day until this very moment, when everyone sits in the room for the final evaluation. The story doesn't need to be very detailed, but includes beautiful memories from the training that make the participants laugh and cry ... The story can include jokes created by the group.</p> <p><b>Step 2. Expectations achievement</b>  Once everyone is in the mood of reflection, the facilitator asks everyone to open their eyes and look around, sharing eye contact with other fellow participants, who a few days earlier were still strangers and now have become friends. Then the facilitator invites participants to stand up and walk around the room, looking at their paper with the hands they created on the first day (the papers are placed in the middle of the room). Participants are invited to pick up their 'hand' and reflect if their expectations have been achieved, their fears have been gone away, and they have been able to contribute to the training or connect with everyone as they expected.</p> <p><b>Step 3. The hand</b>  Participants are invited to draw their other hand on the other side of their paper. On this hand, they can share different points corresponding to different fingers:</p>

## DESCRIPTION

- THUMB: a moment you like
- INDEX FINGER: something you would like to say to the group
- MIDDLE FINGER: a challenging moment
- RING FINGER: something you have learned
- LITTLE FINGER: how you felt in the group
- HAND'S CENTRE: what you want to give to your future volunteers.

Participants have 3 minutes to fill in their hand.

### **Step 4. Hands sharing**

In circle everybody takes turn to present their hand to the group members.

### **Step 5. Closure**

Once everyone is finished, the facilitator thanks everyone for their participation and contribution. The ending of the training course is a new beginning, where participants will embark on an exciting journey of becoming a facilitator/camp leader.

### **Step 6. Messages**

At the end of the session, participants are invited to write messages for each other on each other's portrait that was created on the first day.







**A SPECIAL THANKS TO THE PARTNER ORGANIZATIONS INVOLVED IN  
THE PROJECT:**

**ITALY LUNARIA  
GERMANY IJGD  
FRANCE CONCORDIA  
GREECE ELIX  
SERBIA YRS-VSS  
TURKEY GSM**

**ANOTHER SPECIAL THANKS TO ALL THE ACTORS THAT MADE THIS  
TRAINING REAL AND CONCRETE.**

**WE COULDN'T HAVE DONE, WHAT WE HAVE DONE ... WITHOUT THEIR  
SUPPORT:**

**ANGELOS GIANNOPOULOS, ANOUK DUNEZAT-OLAZABAL, CLARICE  
GUASTI, DARIA VORONOVA, ENRICO STELLA, EVDOXIA CHALDAIOU,  
FLAVIA MARTINELLI, FURKAN YILDIZ, IRINA RADOJEVIC, ISIDORA  
PETKOVIC, JONATHAN MARCHAND, JULIETTE CHARLOTTE FLAMAND,  
KARDELEN YILMAZ, LILI BLANCHE CHATANAY, LORENZO  
DOMENICHINI, MARGOT RENARD, NATALIJA PANTOVIĆ, NEVENA  
ANDREJIĆ, NIEVES TORRES RODRIGUEZ, ÖZGÜR KATIKOL, PAUL  
CSIPAI, PAUL SIREJOULS, SIDAR BABAOĞLU, SIMON ZEITZ, SOPHIE  
NOS, SU MEÇO, THOMAS DURAND LALLOUETTE, TUNA AKBULUT,  
VANJA ĐORĐEVIĆ, YOUSSEF BAHANNI**

**TOOL KIT EDITING AND GRAPHIC BY: SARA MANDOZZI**







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.



The project was Co-funded by the Erasmus+ programme of the European Union.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the  
Erasmus+ Programme  
of the European Union



