

TEENS 4 FUTURE

AWARENESS RAISING TOOLS ON
ENVIRONMENT, MOBILISATION, INCLUSION
AND SUSTAINABILITY

TOOLKIT OF THE TRAINING COURSE

26TH FEBRUARY - 03RD MARCH 2024
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ITALY

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PROJECT DESCRIPTION

AIM

TEENS 4 FUTURE PROJECT AIMS TO DEVELOP SKILLS AND COMPETENCES TO WORK WITH TEENAGERS - SPECIFICALLY IN YOUTH EXCHANGES - RAISING YOUTH AWARENESS ON SUSTAINABILITY

TARGET

THE PROJECT, FORESEES TO EMPOWER YOUTH WORKERS AND YOUTH LEADERS IN THE USE OF NON-FORMAL EDUCATION TECHNIQUES, TO APPLY THEM ON THEIR LOCAL CONTEST AND IN YOUTH EXCHANGES

PROJECT

WHAT

TEENS 4 FUTURE PROJECT INCLUDES ONE INTERNATIONAL TRAINING COURSE, TWO PREPARATORY VISITS AND TWO YOUTH EXCHANGES.

THE TRAINING COURSE WAS CONCEIVED TO BOOST THE PARTICIPANTS' CAPACITIES, TO SHARE AND EXPERIMENT NON-FORMAL EDUCATION METHODOLOGIES AND APPROACHES TO WORK WITH TEENAGERS IN SHORT TERM RESIDENTIAL ACTIVITIES, AS YOUTH EXCHANGES.

THE YOUTH EXCHANGES WERE CONCEIVED TO ALLOW PARTICIPANTS TO EXPERIMENT AN INTERCULTURAL LEARNING EXPERIENCE, FAVOURING THE EXCHANGE WITH OTHER PEERS FROM EUROPEAN COUNTRIES AND TO RAISE AWARENESS ON SUSTAINABILITY AND GREEN PRACTICES.

WHEN

THE TRAINING COURSE WAS HELD BETWEEN THE 26TH OF FEBRUARY AND THE 03RD OF MARCH 2024

THE PREPARATORY VISIT 1 WAS HELD BETWEEN THE 20TH AND THE 21ST OF MAY 2024

THE PREPARATORY VISIT 2 WAS HELD BETWEEN THE 13TH AND THE 14TH OF JUNE 2024

THE YOUTH EXCHANGE 1 WAS HELD BETWEEN THE 06TH AND THE 13TH OF JULY 2024

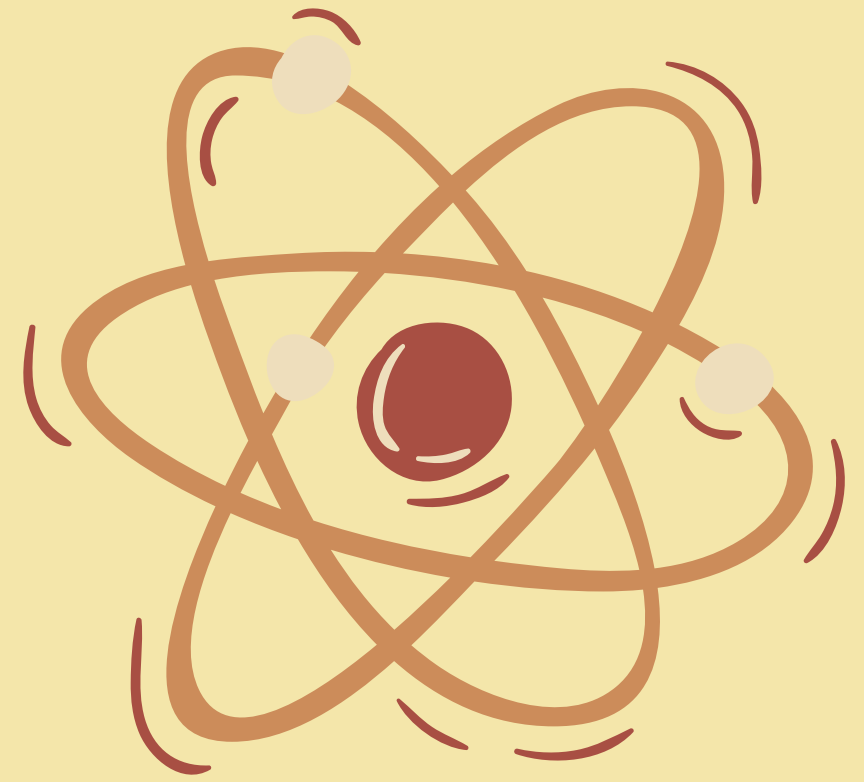
THE YOUTH EXCHANGE 2 WAS HELD BETWEEN THE 19TH AND THE 26TH OF AUGUST 2024

HOW

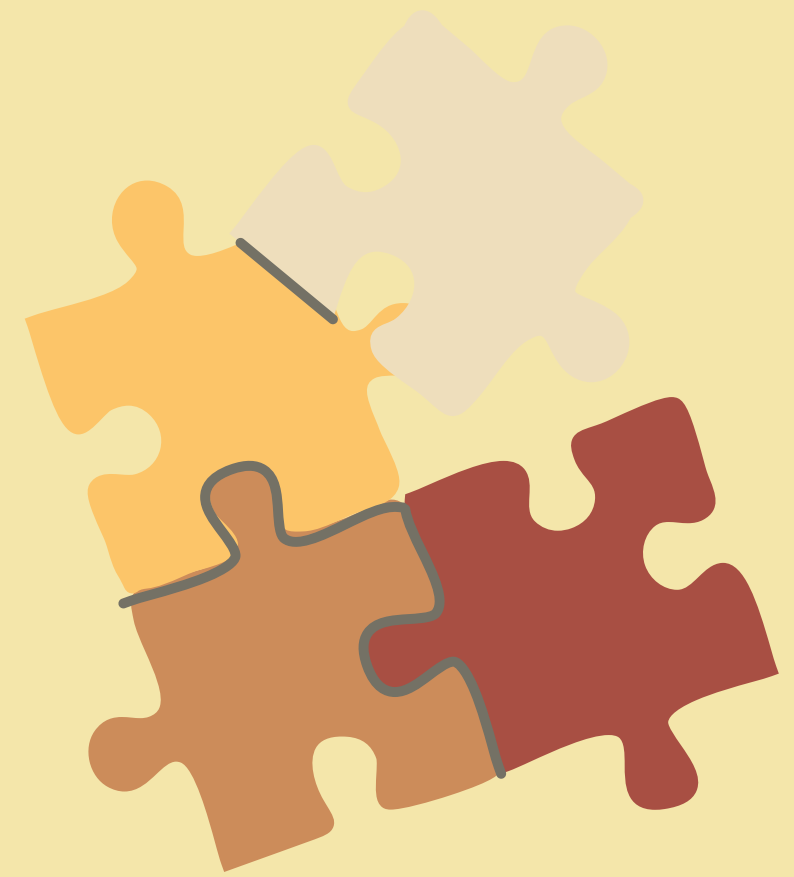
TEENS 4 FUTURE IS A PROJECT REALIZED WITH THE SUPPORT OF ERASMUS+ PROGRAMS

MAIN TOPICS

APPROACHES IN
TEENAGERS PROJECTS



GROUP DYNAMICS AND
GROUP'S FUNCTIONING



SUSTAINABILITY AND
GREEN PRACTICES



METHODOLOGES 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](https://www.coe.int/en/web/european-youth-foundation/definitions)

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.

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

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

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

LEARNER CENTRED

THE PEDAGOGICAL APPROACH IS CENTRED ON THE PERSON WHO IS LEARNING AND BASED ON THE PROMOTION OF PARTICIPATORY PROCESSES

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 FEBRUARY - MARCH 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 TEENAGERS INVOLVEMENT.

FORMAT

TEENS 4 FUTURE 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 GAME AND GETTING TO KNOW EACH OTHER'S The hand GROUP DYNAMICS The melting glacier TEAM BUILDING Survival of Countries SUSTAINABILITY COMMON GROUND The gallery	TEENAGERS: NEEDS AND CHARACTERISTICS World Café WORKING WITH TEENAGERS Moving Debate SUSTAINABILITY AND CONSUMPTION The hungry planet
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2

3

INTERCULTURAL LEARNING Albatros WORKING ON CONFLICTS WITH TEENAGERS Conflicts with Forum Theatre	FACILITATION 1 Facilitation Skills FACILITATION 2 Body and space awareness	TRAINING IN ACTION PREPARATION Training in Action: work in team and Feedback TRAINING IN ACTION IMPLEMENTATION Sustainability: Terra Motors
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4

5

6

TRAINING IN ACTION IMPLEMENTATION Manual workshop: Turn Around Outdoor activity: Eco Zombie Challenge Evening activity: Nightly treasure hunt	CO-CREATION AND NEXT STEPS Creating together FINAL EVALUATION Training evaluation
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7

ACTIVITIES INDEX

THE INDEX OF ACTIVITIES IS CONCEIVED TO PRESENT THE ACTIVITIES NOT IN A CHRONOLOGICAL ORDER BUT IN ALPHABETIC ORDER, ACCORDING TO THE TOPIC ADDRESSED, INCLUDING THE REFERENCE PAGE NUMBER.

TOPIC ADDRESSED:
GROUP DYNAMIC - INDICATED WITH: GD
SUSTAINABILITY - INDICATED WITH: SU
METHODOLOGIES TESTING AND UPGRADING - INDICATED WITH: TIA
FINAL EVALUATION - INDICATED WITH: FE

ACTIVITIES	GD	SU	TIA	FE	PAGE
ALBATROS					
BODY AND SPACE AWARENESS					
CONFLICTS WITH FORUM THEATRE					
CREATING TOGETHER					
EVENING ACTIVITY: NIGHTLY TREASURE HUNT					
FACILITATION SKILLS					
MANUAL WORKSHOP: TURN AROUND					
MOVING DEBATE					
OUTDOOR ACTIVITY: ECO ZOMBIE CHALLENGE					
SURVIVAL OF COUNTRIES					
SUSTAINABILITY: TERRA MOTORS					
THE GALLERY					
THE HAND					
THE HUNGRY PLANET					
THE MELTING GLACIER					
TRAINING EVALUATION					
TRAINING IN ACTION: WORK IN TEAM AND FEEDBACK					
WORLD CAFÉ					

TOOLKIT OF THE TRAINING COURSE

NAME GAME AND GETTING TO KNOW EACH OTHER'S

TITLE	THE HAND
TOPIC/S	Getting to know each other
AIM	<ul style="list-style-type: none">• To break the ice• To support the participants get to know each other and their names better
TOOL TYPE	Ice breaker
DURATION	40 minutes
MATERIAL	Paper and colour pens
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Drawing the hand</p> <p>Each participant is handed a sheet of A4 and is asked to draw a copy of their hand on the paper. After the hand is ready, they are asked to write some information about themselves on different parts of the hand. The hand is going to be used to share 6 separate things about themselves in plenary.</p> <ul style="list-style-type: none">• The thumb: What I like• The index finger: Where I want to go• The middle finger: What I don't like• The ring finger: What I value• The pinky: What is itching me/Disturbed by ...• The palm: What I can share, my contribution <p>Step 2. Sharing the hand</p> <p>Once all participants are done with writing, a round of sharing in plenary takes place, the participants share the information relevant to each finger and the palm with everyone.</p>

GROUP DYNAMICS

TITLE	THE MELTING GLACIER
TOPIC/S	Climate change, sustainability, group dynamics
AIM	<ul style="list-style-type: none">• To initiate and support team building• To allow the group to go through different stages of team building• To provide theoretical information on group dynamics with Tuckman’s model
TOOL TYPE	Team building and group dynamics
DURATION	75 minutes
MATERIAL	1 A4 paper per participant
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Introduction The facilitator informs participants they are penguins and they find themselves on separate pieces of glaciers (meaning A4 sheets of paper). They have to try to reach to land in order not to drift away or be eaten by the other hunting animals in the sea. Glacier is melting, they all try to reach the land, and they all have to cross in order to succeed. Every participant is on their own, on a sheet of A4. They are allowed to speak. No planning time is given for them to make a strategy.</p> <p>Step 2. Activity Once the instructions are finished, they are asked to proceed immediately. During the course of the activity, they are allowed to interact with each other or the facilitator(s). There are also some sharks/piranhas nearby. If a piece of ice is left unattended, the sharks/piranhas take it. The penguins should also keep out of the water. If they step into the water, they may lose their limbs. The group is expected to first act independently but as time passes, should be interacting to form a strategy and cross the river without leaving anyone behind. They may succeed in the first try, or the challenge may be increased as they “break the rules” or when they are given limitations by the facilitator(s).</p> <p>Step 3. Debriefing Participants are gathered in plenary to run a debriefing to reflect on what happened during the activity. During the debriefing, the observations, feelings, and if seems necessary, connections to real life can be explored.</p>

DESCRIPTION

The questions during debriefing should focus on and guide participants to bring out their observations, ideas and feelings of the process, whether it was a success or a failure.

Step 4. Group dynamic and Tuckman’s model

It is presented in plenary the model of Tuckman about the group dynamics. It’s left extra space for questions/clarification if needed.

Handout below.

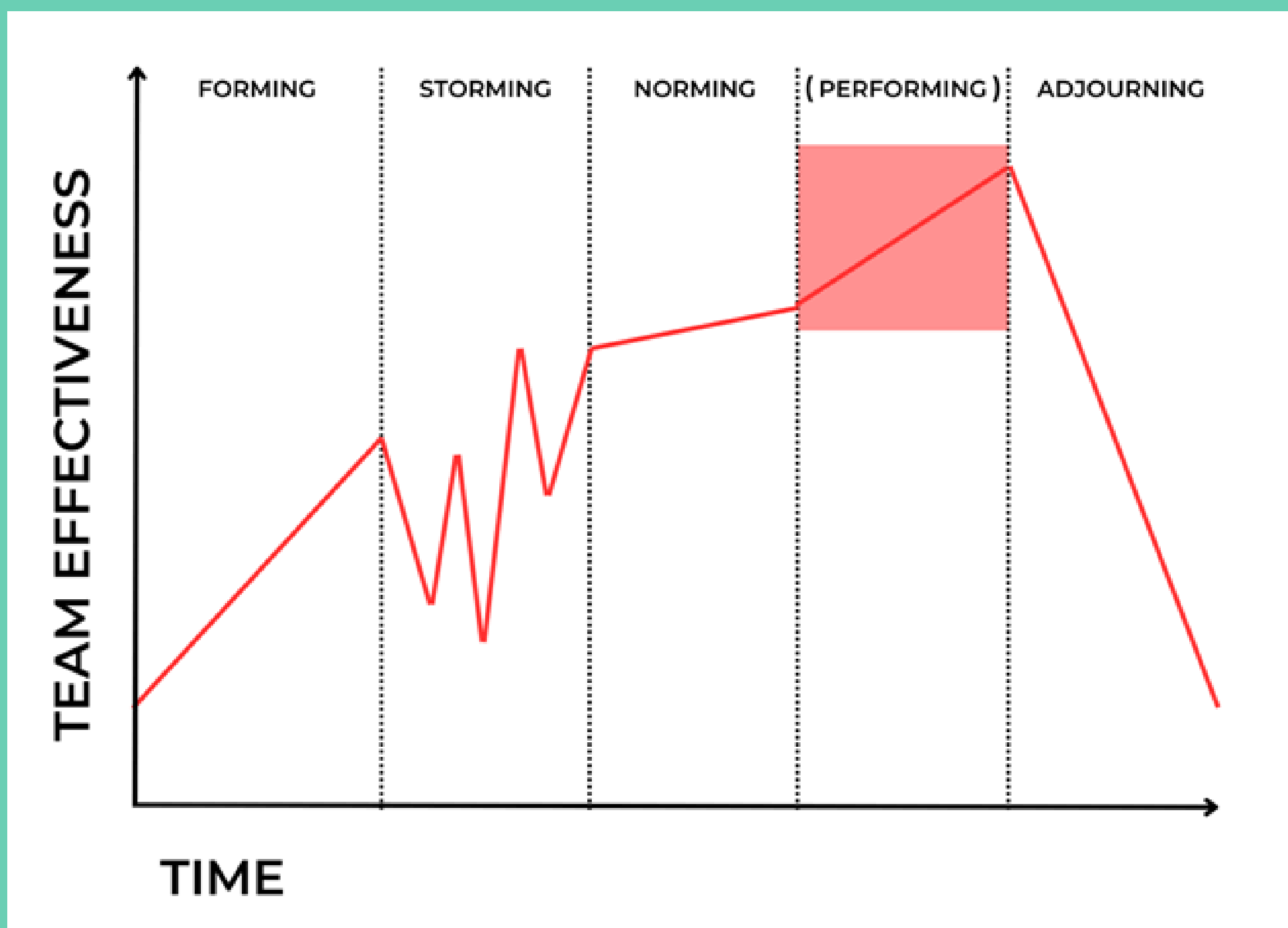
HANDOUT - TUCKMAN MODEL

THE TUCKMAN'S MODEL OF GROUP DYNAMIC WAS PROPOSED BY BRUCE TUCKMAN IN 1965, WHO IDENTIFIED DIFFERENT PHASES IN THE GROUP DEVELOPMENT: FORMING, STORMING, NORMING, ADJOURNING.

THESE PHASES ARE NECESSARY AND INEVITABLE IN ORDER FOR A TEAM TO GROW, FACE UP TO CHALLENGES, TACKLE PROBLEMS, FIND SOLUTIONS, PLAN WORK, AND DELIVER RESULTS.

IT WAS HYPOTHESIZED THAT, ALONG WITH THESE FACTORS, INTERPERSONAL RELATIONSHIPS AND TASK ACTIVITY WOULD ENHANCE THE FOUR-STAGE MODEL THAT IS NEEDED TO SUCCESSFULLY NAVIGATE IN ORDER TO CREATE AN EFFECTIVE GROUP FUNCTION.

IN EVERY FACE, THE ROLE OF THE FACILITATOR CHANGES AND ADAPT TO THE MOMENT IN WHICH THE GROUP IS.



FORMING

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

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

STORMING

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

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

NORMING

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

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

ADJOURNING

The work is starting to lose its efficiency because the objective has been achieved and the group members focus starts to be on the emotional separation. If the process is not well managed, the group will focus only on the emotional separation, forgetting the process itself and the objectives achieved.

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

PERFORMING

In some precise tasks the group arrive to a level of autonomy and efficiency really high. The duration of the “performing” stage is very short.

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

TEAM BUILDING

TITLE	SURVIVAL OF COUNTRIES
TOPIC/S	Inequality, sustainability, resource management, cooperation
AIM	<ul style="list-style-type: none">• To explore sustainability and the usage of resources• To explore cooperation, collective action and competition as well as their results
TOOL TYPE	Role playing/simulation
DURATION	90 minutes
MATERIAL	Sticks/skewers (quantity: at least 5 times the number of participants), flipcharts, markers for the points, 2 facilitators “one assistant” and “one expert”
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Introduction and chose the country name Participants are welcomed by the “assistant” into the room silently and are asked to sit on the chairs arranged in a circle, but all facing outwards. There is a flipchart prepared with 4 columns and the same number of rows as the participants. An “expert” is invited to teach the participants (namely, the representatives of their countries) how to rule their countries. At this moment, participants are invited to chose the name of the country they are going to represent to participate to this lesson. The names of the countries are written in the first column of the flipchart.</p> <p>The instructions are explained:</p> <ul style="list-style-type: none">• the lesson on how to rule a country consists in an exercise composed by 3 rounds and, in each round, there are going to be 3 steps• for each step, they have first to close their eyes and some sticks are going to be spread on the floor by the assistant• after that, once they hear the “start”, they can open their eyes and grab the sticks. They are informed that they need at least 2 sticks for their countries to survive• after each steps, the points are noted on the flipchart. If the country has less than 2 sticks, is not going to participate to the next steps and rounds, but the participant has to stay on the chair• the steps 2 and 3 continue with the amount of sticks left on the ground from the previous step. <p>Step 2. Second round The activity starts and some elements are added by the “expert” in the round 2 and 3.</p>

DESCRIPTION

Round 2 is proposed: the same 3 steps are repeated for a second round, where they are informed that picking up more than 2 sticks in the first step leads those countries having extra time, compared to those with only 2. All other rules from the first round applies for this round.

Round 3. Third and final round

Here, the “expert” leaves the room for a short period with some excuse, allowing the group to make up some tactics and strategies. Once the “expert” is back, they continue with the sticks and the first step. Upon having done a strategy, the group may follow a different route, picking fewer, allowing other countries and their own to survive until the end. Also, this time some more sticks are added while the eyes of the participants are closed (this is due to the “recycling” introduced, meaning more materials are available thanks to recycling efforts in the world. This should allow more discussion in the debriefing).

NOTE FOR FACILITATORS:

- a few seconds are given to the participants to collect sticks and then they are told to stop picking up anymore and they get back to their seats
- the expert continuously encourages quick and mass collection of the sticks.

Step 3. Debriefing

A debrief is done regarding the limited resources, focusing on the way the participants were placed (not facing each other) as well as cooperation over competition. Changes from round to round can be discussed thoroughly depending on the connections to be made to real-life (i.e. faster collectors having even more time to do so, recycling allowing more materials etc ...).

Handout below.

HANDOUT - FLIPCHART

COUNTRIES	ROUND 1			ROUND 2			ROUND 3		
N. OF LINES = N. OF PARTICIPANTS	Step 1 (Points)	Step 2	Step 3	Step 1 (Points)	Step 2	Step 3	Step 1 (Points)	Step 2	Step 3

SUSTAINABILITY COMMON GROUND

TITLE	THE GALLERY
TOPIC/S	Sustainability
AIM	<ul style="list-style-type: none">• To reflect on sustainability on different levels• To share opinions and experience around sustainability• To reach a relatively common understanding and definition of sustainability, creating common ground
TOOL TYPE	Role playing/discussion
DURATION	90 minutes
MATERIAL	Images related to sustainability, rope, paper, pens, post-it
DESCRIPTION	<p>Setting: a gallery with the images on sustainability, hanged on a rope is prepared before the activity.</p> <p>The activity includes the following steps:</p> <p>Step 1. The gallery and The silent debate The participants are gathered outside the gallery. The participants are informed that they are going to be visiting a gallery. First, for around 10 minutes, they are allowed to observe the images and do some self-reflection while viewing. Afterwards, they are asked to use pens and post-its to take notes and stick them on the most relevant image for them related to the topic, initiating a silent debate. Silent debate means that if any of the notes, already taken, create any new ideas, participants may react to each other's notes through other notes, without speaking. Once all participants are done with self-reflecting, taking notes and responding to those of the others, they are asked to form a circle.</p> <p>Step 2. The snowball For the snowball, the participants are asked to form pairs first, and share with each other what they have been self-reflecting on, and reach a common sustainability definition as a pair.</p>

DESCRIPTION

After 10 minutes, they are asked to form groups of four through the combination of 2 pairs (may change depending on the number of total participants) and repeat the same procedure. As soon as there are two groups left, they are asked to make a presentation regarding what they reflected on, sharing common points within the group. The groups can be reminded that they are free to choose any way to present, to both energise a little and make the presentation more interesting, allowing space for those whose voices are heard less.

Step 3. Restitution

Participants are gathered in plenary and each group is invited to present their definitions. They are invited to share comment on differences and similarities of each definition. The session is closed with brief closing statements focusing on the common understanding and issues relevant to sustainability.

TEENAGERS' NEEDS AND CHARACTERISTICS

TITLE	WORLD CAFÉ
TOPIC/S	Characteristics and needs of teenagers
AIM	<ul style="list-style-type: none">• To explore the physical, psychological and biological characteristics of teenagers• To explore the “legal status” of teenagers in different countries
TOOL TYPE	Group discussion
DURATION	90-120 minutes
MATERIAL	Flipcharts (one per specific topic, in this case 4), pens
DESCRIPTION	<p>Setting: the space is arranged so that there are 4 separate tables and, in each one is hosted one of the facilitators.</p> <p>The activity includes the following steps:</p> <p>Step 1. Introduction Participants are split in 4 groups and they are invited to participate to a world café where to discuss about needs and characteristic of the target group of teenagers. There are 4 table and 4 aspects to discuss, and participants are going to take turns to visit each station. Starting from the first table they are at, they are expected to write the information/knowledge they have on the flipcharts, relevant to the needs and characteristics of teenagers. The first round lasts 15 minutes and every other round lasts 10 minutes. In the final round, the groups end up at the same table they started at and go through what was written since they left the table for other rounds. In this last round, the groups are asked to prepare a summary of the written text on the paper by all groups that visited, including themselves.</p> <p>Step 2. World café The activity is implemented as described above.</p> <p>Step 3. Plenary Once the final round is completed with the review of everything written, the groups pick 2 people to go through and present the flipchart in plenary, taking 4 - 5 minutes each. The session is finalised with very brief closing comments on the variety of characteristics & needs as well as the lack of opportunities meeting these in many cases/realities.</p> <p>Handout below.</p>

HANDOUT - WORLD CAFE

TABLE 1: PHYSICAL/PHYSIOLOGICAL: WHERE THE PHYSICAL/PHYSIOLOGICAL CHARACTERISTICS AND NEEDS OF TEENAGERS ARE WRITTEN

TABLE 2: PSYCHOLOGICAL: WHERE THE PSYCHOLOGICAL CHARACTERISTICS AND NEEDS OF TEENAGERS ARE WRITTEN

TABLE 3: SOCIAL: WHERE THE SOCIAL CHARACTERISTICS AND NEEDS OF TEENAGERS ARE WRITTEN

TABLE 4: LEGAL: WHERE THE LEGAL STATUS OF TEENAGERS IS WRITTEN. THESE MAY INCLUDE ANY LEGAL ISSUES REGARDING DRIVING, MARRIAGE, WORK, DRINKING, SMOKING ETC.

WORKING TEENAGERS

WITH

TITLE	MOVING DEBATE
TOPIC/S	Working with teenagers, ethics, dilemmas
AIM	<ul style="list-style-type: none">• To initiate discussions and exchange ideas• To share relevant factual information
TOOL TYPE	Debate/discussion
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>The activity aims to have participants engaged in a collective debate. At the beginning, they are given the instructions and are asked to gather together at one neutral point, in the middle. Then, they are given statements asking whether they personally agree or disagree. The participants are only given two choices to either agree or disagree, without an option to stay indecisive.</p> <p>Once a statement is read out loud, participants move to either the agree or disagree side. Then, they are asked to share their ideas and reasons to why they agreed or disagreed. If there are participants on both sides, opinions from both sides can be heard or some comments to further elaborate can be made by the facilitator. The participants are encouraged to not take strict stances and move to the other side in case they have their ideas changed.</p> <p>In case of very high or total agreement or disagreement, where the vast majority or all of the participants line up on one side, the facilitator may add additional comments in favour of the opposite side, in order to provoke/stimulate ideas and discussion.</p> <p>Handout below.</p>

HANDOUT - STATEMENTS

TENTS FOR TEENAGERS SHOULD BE SEPARATED ACCORDING TO SEX

IT IS IMPOSSIBLE FOR TEENAGERS TO FOLLOW THE RULES

THERE SHOULD NOT BE ANY ROMANTIC RELATIONSHIPS DURING YOUTH EXCHANGES
WITH TEENAGERS

THERE SHOULD ALWAYS BE AVAILABLE CONDOMS WHEN YOU WORK WITH TEENAGERS

TEENAGERS CAN HAVE A BEER

YOU READ IN AN APPLICATION FORM THAT A PARTICIPANT HAS HIV

YOU CAN EXCLUDE A PARTICIPANT THAT DOESN'T FOLLOW THE RULES

SUSTAINABILITY AND CONSUMPTION

TITLE	THE HUNGRY PLANET
TOPIC/S	Sustainability, consumption, ecological impact
AIM	<ul style="list-style-type: none">• To self-reflect on eating and consumption habits• To share knowledge and experience on different ways of nutrition in different cultures• To open up space for discussion on sustainability, consumption and ecological impact
TOOL TYPE	Group discussion
DURATION	90 minutes
MATERIAL	Photos, flipcharts, colour pens
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Photos</p> <p>The photos by Menzel are laid down on the floor in a line with no specific order, but with spaces in between. Once all the participants have a chance to view the images, they are asked the following questions. Moreover, they are asked to group close to the image that is the closest to their answer and they are given a chance to speak why they chose the relevant image. Then, the group moves on to the next question after a couple of answers as to why the image was selected. This is repeated with all the questions. Below the questions:</p> <ul style="list-style-type: none">• With which of these families would you like to have dinner?• Which family has the healthiest food?• Which family is the happiest?• Which family produces the most waste?• Which family eats more locally grown/produced products?• Which family is the most dependent? To what, and why? <p>Step 2. Work in groups</p> <p>Participants are divided into groups and are asked to reflect on their eating habits. Considering what they ate during the week before they arrived at the training, they prepare collective pictures similar to photos they watched in the previous step.</p>

DESCRIPTION

The preparation of images can vary from painting to cutting and pasting from magazines as a collage, depending on the time available.

Step 3. Debriefing and conclusion

After the brief presentation of the images, the activity is closed with a debriefing. The following questions can be asked to guide the reflection:

- Were you surprised with the diets of the families?
- Did you ever think about your eating habits? Why yes/no?
- Our own consumption, what are the reasons and the impact?
- Have you ever thought about the impact of food in terms of sustainability in the planet?

INTERCULTURAL LEARNING

TITLE	ALBATROS
TOPIC/S	Stereotypes, prejudices, intercultural learning
AIM	<ul style="list-style-type: none">• To jointly reflect on the stereotypes and prejudices that might appear while meeting other people and to reflect on the Intercultural learning process.• NOTE: if you have never taken part in the Albatros exercise, it would be best to do it first as a participants before you decide whether it is useful for your teaching, training, and orientation purposes
TOOL TYPE	Simulation activity, plenary debriefing and discussion
DURATION	120 minutes
MATERIAL	One small bowl for hand washing, some kind of liquid to drink (lemonade or punch is fine), some food to eat (small cookies or crackers work well), sheets or other cloth for the use of the Albatrossian man and woman, candles, incense or other "extras" as desired
DESCRIPTION	<p>Setting: Albatros activity is conceived for small groups, between 12 and 15, but it can be readapted also for bigger groups. If possible, participants should be represented by both sexes, possibly equally. In the room where the activity 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 man.</p> <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 and the second consists of a debriefing in plenary and extended discussion.</p> <p>Part 1. Ceremonial performing</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>The first part is organized in the following steps:</p> <ul style="list-style-type: none">• 1. entering: participants are brought, one by one, in the room where there are the Albatrossians, females with shoes off and males with shoes on. Males are made sitting on the chairs while females on a blanket on the ground• 2. setting: the male and female Albatrossians are in their places, the man on the chair, the woman kneeling beside him

DESCRIPTION

- **3. 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
- **4. circle of greetings:** the Albatrossians man stands up and greets each male participant in turn around the circle, holding by the shoulders and by rubbing the right legs together. After such greeting, the visitor has to sit back in the chair. Then the Albatrossian woman greets each female participant in turn around the circle. She kneels in front of a standing female guest and runs both hands down the lower legs and feet in a ceremonious way. The women resume a kneeling position
- **5. bowl of water:** the bowl is brought around the circle by the Albatrossian woman. Beginning with the Albatrossian man, each male in the circle dips the fingers of his right hand into the bowl and lifts or waves the hand gracefully to get them dry. The women's hands are not washed. The Albatrossian woman returns to her place for a few minutes before beginning the next activity
- **6. food offer:** the Albatrossian woman offers food to each male in turn, beginning with the Albatrossian man. She sticks her hands into the food and stuffs a little into each mouth. Upon being fed, the Albatrossian man indicates his appreciation by a loud hum or moan (which can be accompanied by a rubbing of the stomach). After the men are fed, the Albatrossian woman then feeds each woman in turn. After this, she returns to her position next to the Albatrossian man
- **7. drinks offer:** in the same way, the Albatrossian woman first gives the cup to the Albatrossian man to drink from, then among the females, at the end she returns to her place and resuming her kneeling posture
- **8. pauses:** during the pauses Albatrossian man gently pushes the woman's head from time to time downward as she kneels
- **9. female selection:** after another pause, the two Albatrossians rise and proceed around the circle of guests, communicating with each other through the customary clicking sounds. Without making clear indications to the participants, they select the female guest with the largest feet. That participant is then brought to the Albatrossian chair, and she (like the Albatrossian woman) kneels next to his chair
- **10. greetings of goodbye:** the last activity of the ceremony is a repeat of the greeting. The Albatrossian man rises and makes the round of the circle, greeting each male participant. He is followed by the Albatrossian woman, greeting each woman in turn. At that point, the two Albatrossians indicate the selected female participant who is still sitting kneeling by the chair and with a gesture ask her to follow them outside. She does it and the three people leave the circle, concluding the first part of the exercise.

Part 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:

- What did you see? (pure observation): in this step, avoid any kind of interpretation
- What did you feel? (interpretation): in this part probably participants show up their frustration for some parts in the activity, is important to keep note and let them share what they have felt
- What do you think? (interpretation): in this part probably participants show up again their frustration, is possible they perceived the Albatrossian women oppressed and the Albatrossian society completely male based.

DESCRIPTION

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.

Handout below.

HANDOUT - ALBATROSSIAN CULTURE

ALBATROSSIANS

THE SOCIETY VALUES CALM, SERENITY, AND STATELINESS. ALBATROSSIANS ARE CALM, RESERVED, GENTLE, LOVING PEOPLE, PEACEFUL, GENEROUS, WELCOMING OF STRANGERS AND TAKING CARE OF THEIR GUESTS. TOUCHING IS ONLY DONE IN CEREMONIAL WAYS, SUCH AS IN THE GREETINGS. THE ALBATROSSIANS ARE NEVER SMILING BUT THEY REMAIN WITH SERENE AND PLEASANT EXPRESSIONS. THEY DO NOT REGISTER ANY FACIAL REACTIONS TO THE VARIOUS FEELINGS OR EMOTIONS THEY HAVE.

CULTURAL EXPLANATION

THE EARTH IS SACRED, AND ALL FERTILITY IS BLESSED. THOSE WHO BRING LIFE WITHIN THEM (WOMEN) ARE CONNECTED WITH THE EARTH, AND ONLY THEY HAVE THE ABILITY (DUE TO THEIR INHERENT QUALITIES) TO WALK DIRECTLY UPON THE GROUND. THEREFORE, MALES MUST WEAR SHOES, AND THEIR GREETING DOES NOT INVOLVE CONTACT WITH THE EARTH, WHILE THE GREETING OF WOMEN EMPHASIZES CONNECTION WITH THE GROUND AND FEET. ONLY FEMALES CAN PREPARE AND OFFER THE FRUITS OF THE EARTH. THE ROLES OF MALES AND FEMALES IN SOCIETY REFLECT THIS RELATIONSHIP WITH THE EARTH. FOR INSTANCE, THE ACTION OF THE ALBATROSSIAN MALE PUSHING DOWN THE HEAD OF THE KNEELING FEMALE SIGNIFIES HIS FULFILMENT OF SOCIETAL OBLIGATIONS. IT IS HIS DUTY TO REMIND HER OF SACREDNESS, TO APPROACH IT THROUGH HER, AND TO PROTECT HER (AND ALL THAT SHE REPRESENTS) FROM HARM AND 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 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 WITH 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 cultural explanation have been taken and readapted from the description of Theodore Gochenour, Vice President of International Programs, from Beyond Experience, Batchelder and Warners, The Experiment Press, 1977.

HANDOUT - INTERCULTURAL LEARNING

ICEBERG MODEL

THE ICEBERG MODEL, BY EDWARD T. HALL'S CULTURAL, REPRESENTS HOW THE PERSONAL CULTURE OF EACH INDIVIDUAL IS SHAPED AND CONSTRUCTED, AND HOW OUR BEHAVIOURS ARE INFLUENCED BY INHERITED STRUCTURES AND BELIEFS.

THE ICEBERG IS DIVIDED IN 3 MAIN PARTS, 2 OF WHICH ARE LOCATED UNDERWATER:

- VISIBLE: WAY OF ACTING (LANGUAGE, FOOD, ART CUSTOMS, DRESS, FOOD, MUSIC, RITUALS, GREETINGS, ETC).
- INVISIBLE: WAY OF THINKING (WORLDVIEW, RELIGION, POWER RELATIONSHIPS, ROLE MODELS, STATUS, ETC).
- INVISIBLE: WAY OF FEELING (CONCEPTS OF TIME, JUSTICE, AUTHORITY, SPIRITUAL BELIEFS, MANAGEMENT OF EMOTIONS, ETC).

FROM MULTICULTURAL TO INTERCULTURAL

WHEN TWO ICEBERGS/CULTURES COLLIDE WE MIGHT HAVE DIFFERENT REACTIONS (THE MODEL OF THE DOUBLE ICEBERG OF INTERCULTURAL LEARNING IS PRESENTED).

FIRST MEETING: WHEN TWO CULTURES ARE CLOSE TO EACH OTHER, THEY CAN SHOW ONLY THEIR VISIBLE SIDE, THE HABITS, THE CUSTOMS THAT CREATE THE CULTURE. THEY CAN HAVE DIFFERENT CHOICES OF REACTION:

1. ESCAPE: YOU DON'T WANT TO HAVE NOTHING TO DEAL WITH THAT CULTURE, ESCAPING CONFRONTATION
2. REJECT: YOU EVALUATE AND DECIDE THAT YOU DON'T WANT TO HAVE ANYTHING TO DEAL WITH THAT CULTURE
3. SELF QUESTIONING: YOU WANT TO DISCOVER MORE AND YOU GET CLOSER TO THE CULTURE.

FROM MULTI TO INTER-CULTURE: AS WHEN TWO ICEBERGS COME CLOSER TOGETHER, SO CULTURES THE MORE THEY ARE GETTING CLOSE THE MORE ARE RISKING TO COLLIDE IN THEIR UNDERWATER SIDE. WHEN A DEEP SHARING, NOT ONLY ON THE SURFACE, HAPPENS, WE CROSS THE LINE BETWEEN A MULTICULTURAL AND AN INTERCULTURAL SHARING.

IN THAT CASE I COULD HAVE TWO REACTIONS:

1. NOT ACCEPT: AFTER TRYING, I UNDERSTAND I AM NOT TRULY INTEREST IN THE CULTURE, I CAN SELF-QUESTION AGAIN, OR REJECT, OR ESCAPE
2. ACCEPT: ENJOY THE DEEPER ASPECTS OF THE CULTURE.

FROM ME TO WE: DURING THE ACCEPTANCE PHASE I CAN MAKE CERTAIN ASPECT OF THE OTHER CULTURE PART OF MINE CULTURE AND VICE VERSA, MUTUALLY INFLUENCING EACH OTHER AND PROMOTING A TRUE INTERCULTURAL EXCHANGE. AFTER AN EXCHANGE, BOTH PARTS ARE CHANGED, THEY ARE NOT THE SAME AS BEFORE SINCE THEY GOT TOUCHED IN THE DEEPEST PARTS OF THE ICEBERG.

HANDOUT - INTERCULTURAL LEARNING



WORKING ON CONFLICTS WITH TEENAGERS

TITLE	CONFLICTS WITH FORUM THEATRE
TOPIC/S	Working with teenagers
AIM	<ul style="list-style-type: none">• To provide some possible real-life conflicts to participants• To work on conflicts with teenagers in a safe space, finding alternative options• To work on styles of conflict management
TOOL TYPE	Forum Theatre
DURATION	150 minutes
MATERIAL	/
DESCRIPTION	<p>Setting: the space is set as some sort of theatre with a stage. The participants, once the activity starts, can sit as audience viewing the staged acts.</p> <p>The activity includes the following steps:</p> <p>Step 1. Introduction</p> <p>The activity aims to act out some possible conflicts where the characters & actions happening are clear, and to allow participants safe space to act out possible solutions they might have for the initial conflicts acted out. The acting out is handled by the facilitators first. Also, a presenter (a.k.a. Joker) gets on and off the stage to facilitate the activity. The Joker is the narrator/presenter. Explains the topics, explains that there are going to be different topics focusing on various problems that may have been experienced while working with teenagers. Three sketches are prepared to work on, in advance. More can be prepared as backups or alternatives depending on how active the participants are.</p> <p>Step 2. Forum Theatre</p> <p>After the first sketch is acted, the Joker asks the audience some questions. These questions need to be accurately answered:</p> <ul style="list-style-type: none">• Who the actors are?• Are you satisfied with the result/ending?• Now you have the opportunity to change the situation. If you have an offer for a solution, please do not share it, but act it out taking the role of group leader/facilitator.

DESCRIPTION

Anyone who has an alternative proposal to deal with the situation goes on the stage, replacing the team leader/facilitator role and the sketch is acted out again, with an alternative ending.

With the new actor on stage, the joker asks the audience:

- What changed with this proposal?
- After description, the second question to the audience is: Are you satisfied with the result/ending this time?.
- After that, turning to the stage, the participant is asked: How do you feel?, followed by the original actor answering the same question.

The scene is finalised when three conditions are met:

- The feelings on the stage are not negative
- The actors are satisfied with the result
- The audience is satisfied with the result.

Even after these conditions are met, space can be allowed to the audience if someone comes up with another solution/recommendation.

TIPS: if the acting on the stage becomes repetitive, the act is allowed to be stopped by the Joker. Some input from the participants on possible conflict cases can be acquired in previous sessions, before starting the activity. This would allow both the participants to be more active and included in the activity, and also to work on possible negative scenarios they may have faced or imagined.

Handout below.

HANDOUT - SCENES

SCENE 1

DURING THE 2ND-3RD DAY OF THE WEEK, ONE PARTICIPANT KEEPS MISSING THE MORNING ACTIVITIES DUE TO EXTENDED STAY IN BED. THE FACILITATOR ARRIVES TO TALK TO THE PARTICIPANT.

SCENE 2

MIDDLE OF THE WEEK, ONE PARTICIPANT FALLS IN LOVE WITH A VOLUNTEER FROM OUTSIDE THE GROUP AT THE FARM AND WANTS TO SPEND THE NIGHT WITH THEM. THE PARTICIPANT COMES AND OPENS UP TO THE FACILITATOR AND THE FACILITATOR IS EXPECTED TO DEAL WITH THE SITUATION.

SCENE 3

TOWARDS THE END OF THE WEEK, A PARTICIPANT IS SMOKING WEED IN THE TENT AND IS EXPECTED TO FACILITATE AN ACTIVITY IN 10 MINUTES. THEY HAVEN'T MISSED ANY ACTIVITIES OR CAUSED ANY PROBLEMS UNTIL THAT MOMENT. THE FACILITATOR COMES NEXT TO THE TENT TO INVITE THEM AND REMIND OF THE ACTIVITY AND NOTICES THAT THE PARTICIPANT IS SMOKING WEED.

FACILITATION I

TITLE	FACILITATION SKILLS
TOPIC/S	Role of the facilitator
AIM	<ul style="list-style-type: none">• To reflect on the facilitator’s role• To identify individual skills and how to work in a team of future group leaders
TOOL TYPE	Reflection and group work
DURATION	45 minutes
MATERIAL	A4 papers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Adjectives/Characteristics Participants stand in a circle and the facilitator theatrically introduces cards representing different roles, skills, and characteristics related to facilitation. These characteristics are previously written on A4 paper. While presenting them, the facilitator spreads the sheets on the ground. Participants are invited to reflect individually on which of these adjectives they feel most affinity with and which ones reflect them the most. They prepare a list of 4 characteristics.</p> <p>Step 2. Styles in teamwork Four groups are formed, each sharing their list and reflecting as if they were a pool of facilitators working together. How can they collaborate effectively based on their characteristics? Their main task is to find a balance between different styles while facilitating various activities.</p> <p>Step 3. Plenary Each group presents their "pool of facilitator" characteristics/styles/approaches in a creative way during the plenary session.</p> <p>Handout below.</p>

HANDOUT - FACILITATOR CHARACTERISTICS

TEACHER	GUIDE	SCULPTOR
COP	GARDENER	EXPLORER
SPARKLING	SOLDIER	SUPPORTER
IDOL	COACH	INSTIGATOR
HANDICRAFT	"BIRTH GIVER"	PSYCHOLOGIST
SUBSTITUTE OF "PARENT"	SPY	PARTNER
ARTIST	MEDIATOR	CHILD
MANIPULATOR	ACTOR	

FACILITATION 2

TITLE	BODY AND SPACE AWARENESS
TOPIC/S	Body and space awareness while facilitating
AIM	To raise awareness on body and space while facilitating
TOOL TYPE	Body movement
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Body scan Participants are asked to walk in the space slowly for 1 - 2 minutes. The facilitator encourages participants to cover the space, imagining that the room is a boat, so they need to cover the space evenly as a group. The facilitator then asks participants to walk/move with the guide of different parts of their body. Each time, they are encouraged to try with different speeds and exploring the space with their movements.</p> <p>Walking on the feet, as if the feet have eyes, following the direction the feet guide them to go</p> <ul style="list-style-type: none">• Walking following the directions the knees let us to• Walking following the directions the back let us to• Walking following the directions the belly let us to• Walking following the directions the hands let us to• Walking following the directions the shoulders let us to• Walking following the directions the head let us to <p>The facilitator then introduces the neutral position - keeping muscles relaxed, not tensed but in a state of alertness: <i>“My eyes are open observing the space and the people in it, feeling available for my partners. Observe how my personal walk is and what needs to change in order to get in the neutral position (if I need to focus on aligning my spine, or not moving my hips so much or not shrugging my shoulders or even relaxing the muscles of my face).”</i></p> <p>Step 2. Movement with different body qualities The facilitator introduces the body movement qualities in opposite pairs:</p>

DESCRIPTION

- Big-small
- Slow-Fast
- Introvert-Extrovert
- Round-Square

Step 3. Guiding in pairs

Participants are invited to create pairs. In each pair one is the “guide” (allowed to keep eyes opened) one is the “follower” (eyes closed). The “guide”, with a “finger to finger” contact has to accompany the “follower” in the exploration of the space.

Step 4. Debriefing

Participants are gathered in circle and they are asked to reflect on the experience. Key questions:

- Feelings
- Something that surprise you during the activity
- What this activity tells you about the facilitator role?

TRAINING IN ACTION

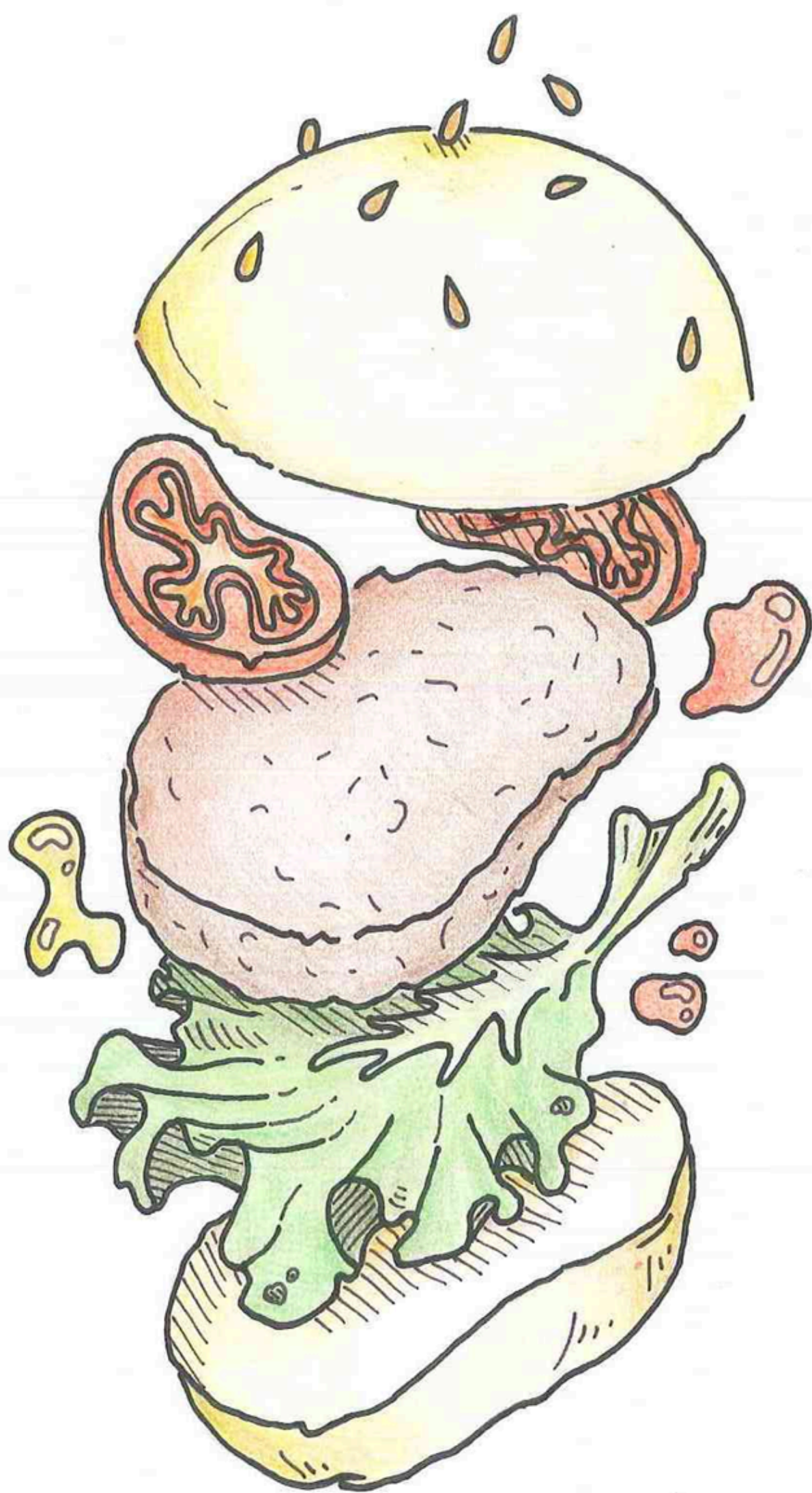
PREPARATION

TITLE	TRAINING IN ACTION: WORK IN TEAM AND FEEDBACK
TOPIC/S	Method &TiA preparation: interactive methods within non-formal education to run a workshop
AIM	To make participants practice how to conceive, organize and implement a workshop of 90 minutes. This session is very important for the upcoming workshops creation
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissors, glue, post-it, scotch tape and any other material that participants might need to prepare the workshop
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Preparation</p> <p>Participants are divided into groups and tasked with developing a short 90-minute workshop using non-formal education tools. Each group is assigned a facilitator to guide them through the process. The following tasks are assigned to the groups in chronological order:</p> <ul style="list-style-type: none">• Internal Sharing: participants discuss who they are and how they feel comfortable working in a team• Role and Responsibilities: group members appoint different roles, focusing on time management, learning objectives, and workshop dynamics• Group Discussion: collaboratively determine how to cover the workshop's subject matter• Definition of Workshop Learning Objectives: clearly define the specific learning objectives of the workshop• Workshop Preparation: determine tools and methods for each part of the workshop to meet the learning objectives• Logistics and Practice: identify space requirements, allocate tasks and responsibilities, gather materials, and rehearse the workshop before delivery. <p>Step 2. Feedback</p> <p>Following the preparation phase, a feedback session is conducted. Participants reflect on how to provide positive feedback to their peers after the workshop is concluded.</p>

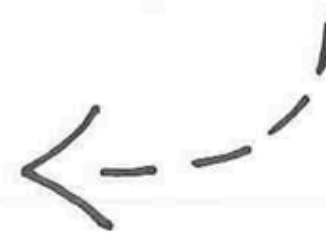
DESCRIPTION

An additional 30 minutes is allocated for feedback after each workshop. The Sandwich model of feedback (comprising positive feedback, areas for improvement, and positive feedback) is presented during a plenary session, allowing participants to ask questions and seek clarifications. Key aspects analysed during feedback include participants' feelings, areas for improvement, and positive aspects of the workshop.

Handout below.



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



TRAINING IN ACTION

IMPLEMENTATION

TITLE	SUSTAINABILITY: TERRA MOTORS
TOPIC/S	Green washing and difference in working conditions
AIM	To raise awareness on the consequences of a production chain on workers and on environment
TOOL TYPE	INDOOR activity, simulation
DURATION	90 minutes
MATERIAL	Paper, scotch tape, scissors, laptops/computers, projector, mobile phones/cameras, speaker, chairs, tables, 2 separate spaces
DESCRIPTION	<p>This activity puts participants into the role of employees of Terra Motors, an apparently “sustainable” company that is building a new car.</p> <p>Setting (before the activity):</p> <ul style="list-style-type: none">• 5 facilitators are needed with the following roles: CEO, production manager, assembly manager, engineering manager and marketing manager• 2 separated environments are needed: factory and office• setting up all the needed materials in the factory and the office, as explained below. <p>Environments characteristics:</p> <ul style="list-style-type: none">• Factory: noisy (play some annoying “industrial sounds” on a speaker), crowded, not well illuminated, uncomfortable (dirty), well-divided spaces, production line facing to the wall, strict rules and messages on walls. Shared between the “production line” and the “assembly line”.• Office: well-illuminated, comfortable, leisure time opportunities (such as a “relaxation room”, “yoga activities”, games...), chairs and tables, laptops and computers. Shared between the marketing team and the engineering team. <p>Management roles characteristics:</p> <ul style="list-style-type: none">• CEO: rich, well-dressed, a bit silly, focused on results• Production manager: rude, angry, strict, unreasonable

DESCRIPTION

- Assembly manager: strict, manipulative, reasonable
- Engineer manager: kind, relaxed, smart, precise
- Marketing: sociable, kind, focused on giving a good image

The activity includes the following steps:

Step 1. Introduction

This activity is composed by different teams that are working simultaneously on different stages of the production of a new car for Terra motors. The different teams have to interact with each other only when requested by their managers following the timeline in the Step 2.

Step 2. Implementation following the timeline

1. Participants are asked to close their eyes. One of the facilitators explains, in a narrative way, that participants are going to be part of a simulation taking the role of a worker who desperately needs the job for providing to their families.

2. Participants open their eyes. The marketing manager and the CEO give a welcome speech to Terra Motors (welcome, main company values, different departments, and their objective). Managers of each section select their employees and bring them to their spaces.

3.a. Each team has perform the following tasks:

- Production line (factory): create the main basic assembly units in a repetitive and monotonous way
- Assembly line (factory): create the second level assembly units and then build the car following the blueprint produced by engineers
- Engineering (office): design the car using the basic assembly units as a base. Transmit the design to the factory. Propose improvements to the assembly and production line. Relax and have fun in the office with leisure activities
- Marketing (office): create the logo and a communication strategy. Gather audio-visual materials on each department. Create a presentation of the new car with the information gathered following the values of the company. Prepare the final event

3.b. During the performance of the different stages there are going to be interactions among the different teams following the timeline described. Managers (facilitators) need to play their roles, ensuring that each team experience the characteristics of their department and encouraging participants to embody their roles. It's expected that factory workers needs to feel monotonous and repetitive work, harsh conditions and miss treatment. It's expected that office workers experience kinder treatment and better work conditions. Managers need to ensure that the final presentation shows only happy faces and "sustainable practices", even if they need to make employees lie.

3.c. Presentation of results

All the teams stop their work to attend the marketing team presentation on the new car production in the office. The prototype is shown to everyone in the presentation. Here, the simulation ends.

Step 3. Debriefing

The debriefing needs to consider that each team experienced something different. Therefore, first two questions should be asked to each team in plenary.

- What happened during the activity? (This question helps to unveil the different working conditions and tasks)
- How did you feel? (Considering that they can't lose their job or they can't feed their families)
- Do you think that a real production chain looks like this one? (Open debate, encouraging to talk about real experiences or stories).

TRAINING IN ACTION

IMPLEMENTATION

TITLE	MANUAL WORKSHOP: TURN AROUND
TOPIC/S	Notice materials and resources around us
AIM	<ul style="list-style-type: none">• To raise awareness on the use we make of resources and materials• To create items for daily practical use through up cycling• To stimulate self-reflection on own habits of recycling and up cycling
TOOL TYPE	Manual workshop
DURATION	120 minutes
MATERIAL	Olive tree trunk, up cycling fabric, tools (scissors, saw), crochet hooked
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Grouping and discussion Participants enter the room one by one and find a bunch of items made of different materials (e.g. plastic bottles, toothbrush, wooden spoon, wool. ...), one per person. On both sides of the room there are papers for brainstorming prepared. On one of the paper sheets, a “chemical” symbol and on the other one a “natural/organic” symbol is painted without any further explanation. The participants are asked to choose a side and build groups according to the material of the item they chose. They have to associate the item that they chose to the symbols lying on both sides. The facilitators should be present and give impulses for the discussions, if needed. There is no right and wrong about the sides. After two groups formed the participants are asked why they chose their group and what they know about materials. Further questions could be about recycling, lifecycles, and up cycling. Up cycling is the trigger for the next step.</p> <p>Step 2. Manual workshop In the next step, the manual up cycling workshop is introduced. Info sheets about how to make threads from used clothes, tools and materials are prepared, so that everybody could work either independently or in pairs or groups, as they prefer.</p>

DESCRIPTION	<p>Also, the participants have a choice to go outside and work with the olive trees by both doing the necessary cutting and collecting of more branches for the workshop. Depending on the skills of the participants, the items to be built using the available up cycling materials can be briefly discussed as well or they can be offered alternatives such as bird house, small toys etc ...</p> <p>Step 3. Conclusion in plenary</p> <p>The activity ends with a conclusion in plenary. The results can be presented, questions about cooperation, inclusion in teamwork and inspiration for further up cycling could be asked for reflection.</p> <p>NOTES TO FACILITATORS: the facilitators need to be present to answer questions. While working with the olive trees, in order to make sure the trees are not harmed and the questions the participants have are answered, the group should be accompanied by a well-informed persons.</p> <p>The facilitators should watch the safe use of tools and eventually give impulses. Working with manual tools may be slightly dangerous and precautions should be taken.</p>
FEEDBACK - ADAPTABILITY FOR TEENS	<p>This activity can be adapted for the teenagers as it instigates the sense of craftsmanship along with group dynamics involved. It allows them a free and relaxed environment to find their own capabilities in this field or art and can be challenging. While working with tools, individuals should be careful and ensure safety of themselves and their surroundings.</p>
FEEDBACK - IMPROVEMENTS	<p>Extending the duration of the workshop and crafting sessions could alleviate the challenge of completing projects. Additionally, forming smaller groups could enhance communication and collaboration within the teams. More working spaces might be required.</p>
FEEDBACK - WHAT TO KEEP	<p>The relaxed atmosphere created during the activity helped with creativity. Helped in 'Find your own thing'. Up cycling of products and the final creations of groups.</p>

TRAINING IN ACTION

IMPLEMENTATION

TITLE	OUTDOOR ACTIVITY: ECO ZOMBIE CHALLENGE
TOPIC/S	Sustainable habits and lifestyle of young people
AIM	<ul style="list-style-type: none">• To connect with nature, others and self• To improve consciousness/awareness about global challenges• To build solutions for some of the problems
TOOL TYPE	Outdoors
DURATION	120 minutes
MATERIAL	<ul style="list-style-type: none">• Group formation: cartons, cards, bag, markers, scissors, pens• Kitchen station: local, non-local, organic and processed types of food and 3 boxes• Farm station: scarves/blindfolds, 1 basket, almonds, bay leaves, olive tree leaves and rosemary• Rubbish station: 4 boxes, different types of waste (plastic packages, papers, organic waste and glass);• Dry toilet station: 5 spoons, 1 measure cup, 1 bucket with water• Clues: pine cones
DESCRIPTION	<p>Setting: it is a treasure hunt with some challenges to do in each station. The spaces/stations need to be prepared in advance as described in the step 2. Please consider the environment where you are going to propose this activity, since it might need some adaptations according to the spaces and the clue.</p> <p>The activity includes the following steps:</p> <p>Step 1. Welcoming and introduction to the zombie scenario</p> <p>Participants are explained how zombies are destroying the planet and the task of the group is to fight against them through sustainable practices. Here, they are asked to search for a natural object to protect themselves and fight against the zombies, to present at the end of the activity.</p> <p>To enter the mood of the challenge, it is proposed the “Zombie energizer” as it follow.</p> <p>The group form a circle, standing. One participant is the zombie and moves towards someone else on the other side of the circle.</p>

DESCRIPTION

Before the zombie reaches that person, the person should make eye contact with someone else in the group and that person with whom the eye contact is made should say the name of someone else, so that the zombie starts to move towards the person whose name is told. Now, the new target of the zombie does the same thing by making eye contact with someone else and should be saved by the person they make eye contact with by saying someone else's name. If zombie reaches its target person, that person becomes the new zombie. There is only one zombie during the energizer and it may last for any number of rounds.

Step 2. Eco Zombie challenge

All the participants must take a piece of card from the bag to form groups. There are 4 puzzles into 4\5 pieces, and they must match them.

Every team must go to the station drawn in their puzzle to start the activity.

- **Station "Kitchen":** one table there where there are 8 - 10 food products. They have to put them in one of two boxes: one more sustainable, one less. Or, they can be asked to order them from the most sustainable to the least. Afterwards, there is a discussion about the correct answer.
- **Clue from the kitchen to the farm:** the participants have to follow the clue to the next station following the "sounds of farm animals".
- **Station "Farm":** the participants are going to be asked to recognize 4 - 5 parts of plants surrounding them. They are given the leaves or fruits of the plants while they've blindfolded and are asked their thoughts regarding the texture, smell, taste as well as guesses. Additionally, the participants may be asked to identify the plants. Also, a couple of questions regarding the animals in the farm can be asked to initiate discussions on biodiversity and farming.
- **Clue farm to rubbish station:** follow the pine cones on the path.
- **Station "Rubbish":** there are going to be different kinds of rubbish distributed on the ground as well as colour-coded boxes for different types of waste or packaging. The participants have to look for them and throw in the bin they think is the correct one in a limited time. There may be some confusion regarding some of the items. This can be analysed during the short discussion that should take place after the items are separated in the right boxes, along with a discussion about the importance of reducing, reusing, and recycling waste in connection with their daily habits.
- **Clue from the bins to the toilets:** the participants are informed that zombies don't like climbing neither human pee.
- **Station "Dry toilet and showers":** this station consists of 2 separate activities.
 1. A game is played, consisting of transporting water from one bowl to a measure cup fixed at 10 metres apart. The participants must stand in one place without moving and pass the water onto the next person with a spoon, without spilling. They have to reach 100ml in the measuring cup before the timer runs out
 2. The participants are asked some questions about water consumption by guessing the answer and positioning themselves on a scale drawn on the floor. After each question is asked, the participants should take a guess and stand in a line comparative to each other's answer, from lower to higher.
- Once both activities are finished, a brief discussion on the use and waste of water can be carried out in connection with the activities and with the individual daily habits.
- **Clue from dry toilets:** the participants are informed that the next station is the place they could feed themselves and have more energy to fight against zombies.

Step 3. Discussion and closure

After the groups have passed through the four stations, they are asked to go back to the starting point for doing a reflection\discussion. Some questions can be asked to initiate and stimulate the discussions:

- What new things did you learn?
- How did you feel during the activity?
- What you can do or change at home or in your daily life?

DESCRIPTION	<p>NOTES FOR FACILITATORS: there is one facilitator per station (4) and if possible, another facilitator coordinating, going for needs in every station, time controlling, etc. So, the coordinator has to move around all the station.</p> <p>The facilitators in each station should be well-prepared for any questions by the participants.</p> <p>Any questions asked at the dry toilet station regarding water should be fact-checked and resources for any questions or answers should be ready.</p>
FEEDBACK - ADAPTABILITY FOR TEENS	<p>Highly adaptable for young people, the activities are intellectual and at the same time very interesting and not too difficult.</p>
FEEDBACK - IMPROVEMENTS	<p>The activity could go deeper on some environmental issues. For example, one participant asked the organizers where the water for Coca-Cola comes from, and we couldn't answer that question.</p>
FEEDBACK - WHAT TO KEEP	<p>Compact, interesting and thematic.</p>

TRAINING IN ACTION

IMPLEMENTATION

TITLE	EVENING ACTIVITY: NIGHTLY TREASURE HUNT
TOPIC/S	Competition, cooperation, connection
AIM	<ul style="list-style-type: none">• To have fun and unwind after the activities of the day• To become aware of the connections made during the project
TOOL TYPE	Group dynamics and teambuilding games
DURATION	120 minutes
MATERIAL	Two blankets (or more depending on the number of the participants: 8 per blanket), benches and chairs, balls and a bucket, paper and markers, playing cards/pieces of paper, one or multiple objects to hide, a long rope, music speaker, flash lights, final prize
DESCRIPTION	<p>Setting: facilitators have to prepare materials and tasks before to implement the activity. It is a treasure hunt so the activity described below might need some adaptation to the place where it is implemented.</p> <p>The activity includes the following steps:</p> <p>Step 1. Energizer The participants are asked to enter the room where the energizer will take place. Before the treasure hunt starts, the group is asked to participate in a dynamic energizer called The Islands. Depending on the number of participants, the group is divided into smaller groups (not more than 8 people per blanket) and each smaller group is assigned to a blanket that is spread out on the floor in front of them. All the participants are asked to step on their blanket and to hold hands (everybody has to hold hands with different people meaning one hand with one person and the other hand with another). During the game, the participants are not allowed to "free" themselves from the others, they have to hold hands for the whole game. The back-story of the game is pretty simple: the floor is lava and the only thing saving the participants from major burnings is their blanket. The challenge is that after a while the blanket starts to get hot and the only way to save it is to flip it on the other side, always being careful of not stepping out of the blanket.</p>

DESCRIPTION

When the music starts/when the facilitator says "go" the group has to start trying to flip the blanket over.

There are no rules as to how that should be achieved other than the one of not letting go of the hands of the others. Thinking outside of the box is welcomed. If the game is taking a long time and the facilitators think that the groups could need a little help, then it can be added a rule: 2 people can have the possibility to use one of their hands to help the group flip the blanket (the other hand stays connected).

To motivate the groups and already start creating a sense of competition, the facilitators can tell the participants that whoever finishes first is going to have an advantage on the next activity (for example a 30 seconds advantage on the start).

Step 2. Night treasure hunt

When the energizer is finished, the groups are divided in as many smaller groups as the number of facilitators so that every group has a facilitator/guide with them.

The participants are then told that they are going to participate in a nightly treasure hunt and the main rules are explained (for example: no running, no shouting outside).

Every group also gets:

1. their own personal map (it can be a visual representation of the places where the mini-challenges take place, each place connected to its own number)
2. a paper with the order to follow of the numbers (so that not everybody is going to be at the same place, at the same time). The winning group starts with their advantage and then the other groups follow along.

The tasks in their order:

1. Jumping on cards (indoor activity)

On the floor there are 6 rows of 4 cards (playing cards or just pieces of paper, secured on the floor with a piece of scotch or with patafix). The goal is to jump/walk from row to row and find the right path to follow. The participants try their luck one after the other and when they get it wrong they have to go back to the end of the line and they wait for their turn to try again. The facilitator has the solution and has to tell the participants if what they do is right or wrong. The facilitator is the only one that can speak (thus speaking between the participants is not allowed), giving tips or making whatever other kind of signal is prohibited.

When one has done it, they have to wait for the other members of the group to make it and cheer them on in the meantime.

2. Throw in the bucket (outdoor activity)

From an elevated spot (the top of the stairs, a balcony, a window) the group has to try and throw a number of balls (better if light balls like ping-pong balls or balls made with tin foil) into a bucket filled with water. The facilitators choose how many balls have to get in the bucket (based on the number of participants in each group) before the group can pass to the next challenge. Everyone has to try and throw the ball when their turn comes.

3. Crocodile (indoor or outdoor activity)

The space is prepared like an obstacle course. The facilitators can use whatever they can find as obstacles (chairs, beaches, jackets, bottles filled with water). The facilitator tells the team to choose a group leader. This person is going to be the only one with their eyes open, and they are in the front of their team. The goal is for the whole group to arrive at the end of the track, without hitting any of the obstacles. If anyone of the group touches an obstacle, the whole group has to start from the beginning. The facilitator has to check that nobody hits anything and that everybody keeps their eyes shut (except for the group leader). The group leader, who is placed in the front, has to guide all of the others, just by using their voice (for example by saying "person x take a step to the right"). All the participants have to be connected somehow but they can't just be in a line. The best solution would be to create a sort of animal: the group leader would be the head and the others would be on the group leader sides, creating the legs and arms and the tail in the back. They could also create an octopus or a centipede where all the participants are legs with just one head at the front.

DESCRIPTION

4. Lip reading challenge (indoor or outdoor activity)

One participant is asked to put headphones on with music going/to cover their ears and sing or hum a song in order not to hear the others. In the meantime, the facilitator shows one of the participants a sentence that they have to try and make the "deaf" one guess. The sentence has to be long enough (for example "The lake of Trasimeno is 6 meters deep") and the facilitator has to check that nobody cheats.

5. Counting as a team (indoor or outdoor activity)

The goal of this mini-challenge is to count from 1 to 19 (or a higher number, this is just an example) without talking to each other and deciding who says what. If two people speak at the same time, they have to start again.

The facilitator has just to explain the rules and let the group figure out the rest.

6. Find the clue (indoor or outdoor activity)

The facilitators have to hide something (an object, a drawing, a photo, something related to the group and their project) and the group has to find it. The only role of the facilitator here is to tell them where the bounds are (= till where to search).

7. Tongue twister (indoor or outdoor activity)

Everyone on the team has to try their best to say an English tongue twister. (for example "Betty Botter bought a bit of butter, but the butter Betty bought was bitter, so Betty bought a better butter, and the better butter Betty bought was better than the bitter butter Betty bought before").

The facilitator can decide to make the participants repeat the tongue twister if they think that they didn't say it correctly or fast enough! (To add a twist of fun they could have to record/film themselves while they say it to keep as a memory for later).

8. Red light green light (outdoor activity)

This game is the typical "statues game" (un, deux, troissoleil in French). The facilitator is the referee in the game and is placed at one end of the field or wherever the game is played. The group has to stand far enough from the facilitator. The goal is to reach the facilitator in the fastest way possible. The facilitator can either shout "*green light, yellow light or red light*".

- Green light: they can move, walk or run
- Yellow light: the participants have to make a funny face/funny pose
- Red light: they have to stop completely. The facilitator looks, and if someone moves, they have to start from the beginning/take some steps back.

NOTE: after each mini-challenge, the group has to answer a question (we based the questions on anecdotes based on events that happened during the project). Each answer has to be only a word long (for example the name of one of the participants) and will be written down on a piece of paper. Each answer has one letter highlighted. After receiving the last answer, the group has to put together all the highlighted letters and form a word. That word is going to tell them where to go in order to find the prize.

Before looking for the prize, the participants are asked to recreate a picture that the facilitator shows them (we had the picture of a totem). The facilitator can take a photo of the result so that the group can keep it as a memory).

After that, the group can go to the final location to look for the prize. The prize should have been previously hidden by the facilitators. The first group to find the prize, wins it (even if it is recommended to share the prize between everyone who participated!).

If the participants seem a bit tired, this could be the right moment to give them a 5minute break.

Step 3. Closure - The double circle

Below several activities are proposed. Facilitator can choose and adapt according to the needs and level of energy of the participants.

DESCRIPTION	<p>Proposal 1. Funny faces</p> <p>Participants are divided into two groups of the same number (if the number of participants is not even, one of the facilitator can join). The groups form two circles, one inside of the other (the inner circle facing the outer circle).</p> <p>The facilitators start the music and the people of the outside circle start to move in a counter clock motion, turning around the other group. When the music stops: the participants firstly have to make funny faces and expressions at each other (the people of the outer circle creating couples with the people of the inner circle). The second time they have to do a funny greeting and the third time play rock paper scissors. (It could be decided to play a variation of rock, paper, scissors where when two people get the same gesture they have to either hug, high five or wink at each other). The last action to do when the music stops for the last time: the people in the outer circle have to say something that they find beautiful about the person that they have in front of them (it can be about whatever, their character, their features, their nature) and the people of the inner circle are not allowed to say "thank you", they just have to accept the compliment and sit with it. At this point, the people of the outer circle sit in front of the person that they paid a compliment to. The facilitators place two papers and some markers in front of each couple.</p> <p>Proposal 2. Portraits</p> <p>The facilitator now explains the rules of the next activity that is called Portraits. One of the facilitators control the music and start it and stop it whenever they feel like it. When the music is going, the participants of the outer circle have to sit in front of a person of the inner circle and start to draw their face (note that they won't have a lot of time to do so, normally the facilitators leave them maximum 10 seconds, so the participants probably only draw a small section). Whenever the music stops, the outer circle has to move forward, clockwise, and the participants stop at the next person in the inner circle. They wait for the music to start again and they add something else to the new drawing that's in front of them. This goes on until the couples of the beginning meet again. After this, the inner circle and the outer circle switch (who was first being drawn is now the artist) and the process starts again. When the original couples meet again at the end, the people of the outer circle have to say something that they like about the person that they have in front of them (like before).</p> <p>Proposal 3. The single circle</p> <p>Participants are asked to sit in a big circle. This game has three phases. The facilitators ask them to close their eyes and think of someone in the group. When asked, the participants open their eyes and stare at the person that they were thinking of. If two people are staring at each other they have to:</p> <ol style="list-style-type: none"> 1. The dramatic phase: they have to both dramatically fall on the ground and die 2. The deep phase: they have to keep staring at each other for 10 seconds and really accept that moment and feel the connection. 3. The love on phase: they have to both stand up and hug 4. At the end a group hug is appreciated! <p>Proposal 4. The rope circle</p> <p>The group is still in a circle and is still sitting on the floor. The facilitators place a long rope (with the ends tied together) in the middle of the circle and ask the participants to grab the rope with both hands until the rope in the middle is also in the shape of a circle. The participants are then asked to stand up then sit back down. They achieve this by creating the most possible tension on the rope. The timing is really important because if someone is slower or faster than the others, the whole thing seem more complicated.</p>
FEEDBACK - ADAPTABILITY FOR TEENS	<p>Good to adapt with teens. Dynamic and not repetitive. A facilitator per group helps the process.</p>

FEEDBACK - IMPROVEMENTS	<p>Better location choice and more beforehand testing.</p> <p>Clearer descriptions of the challenges.</p> <p>Having a connection between the treasure hunt and the closing activities.</p>
FEEDBACK - WHAT TO KEEP	<p>Variety and dynamic. Fun!!!!</p> <p>Healthy competitiveness.</p> <p>Collaboration between the participants.</p>

CO-CREATION AND NEXT STEPS

TITLE	CREATING TOGETHER
TOPIC/S	Self-reflection, group reflection, team building, collaboration skills and co-creation
AIM	To reinforce the idea of collective effort and emphasizes the value of collaboration in achieving shared goals
TOOL TYPE	Artistic and interactive session, group work
DURATION	90 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	<p>Towards the end, this activity can serve as a final moment of teamwork and co-creation, demonstrating to the participants that they have truly become a cohesive group and have accomplished something together. The mission itself can be adapted based on the topic or specific needs of the project. It reinforces the idea of collective effort and emphasizes the value of collaboration in achieving shared goals.</p> <p>The activity includes the following steps:</p> <p>Step 1. Introduction The facilitator begins with a brief introduction of the activity, which involves creating an artistic piece as a group to represent future actions on sustainability they would like to start back home.</p> <p>Step 2. Implementation The activity is implemented as described above. This collaborative task encourages the participation of all individuals present. Participants are encouraged to unleash their creativity and use any available materials within the room.</p> <p>NOTE AND VARIATIONS: it's worth noting that the artistic creation can serve various purposes depending on the project's focus. For instance, it could represent concepts like sustainability (if conducted at the beginning of the week), articulate participants' aspirations for sustainable changes to take home, or even serve as a heartfelt gift to the logistical team and host organization.</p>

FINAL EVALUATION

TITLE	TRAINING EVALUATION
TOPIC/S	Final evaluation of the training
AIM	<ul style="list-style-type: none">• To evaluate the learning outcomes, the programme, logistics and the venue of the training• To share any final comments and feelings before the closing of the training
TOOL TYPE	Personal and plenary work, self-reflection, feedback
DURATION	150 minutes
MATERIAL	Different sizes of paper, pens, ropes, the hands drawn on the first day of the training
DESCRIPTION	<p>Setting: we need a big workshop room that can be divided into different spaces or different rooms or spaces outside (if there is good weather). In case we are going outside, we need to take care that the spaces are separated but not too distant. Soft music and good decorations are welcomed to create the atmosphere.</p> <p>NOTE: participants are invited to join the activity taking with them the piece of mosaic created in the welcome ceremony. It is going to be used in one of the station.</p> <p>The activity includes the following steps:</p> <p>Step 1. Individual evaluation</p> <p>The facilitator makes a short introduction on the activity' tasks, inviting participants to enter the room and discover the different settings for the evaluation. They are going to find some aspects to evaluate the training, with instructions and materials. The first part of the activity is individual and they are invited to keep silence in order to find their focus and respect the group. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Stations for evaluation:</p> <p>Food and lodgement</p> <p><u>Instruction:</u> comment with messages how the accommodation and food was</p> <p><u>Methodology:</u> a drawings representing food and accommodation and papers to leave comments and feedbacks</p>

DESCRIPTION

Learnings

Instruction: write on a letter to yourself, to share the learning achieved all along the training course (about yourself, from the others, about the topic)
Methodology: laundry (represented with a rope and pieces of paper) on the ground pens to write down the letters and cloth pegs

Programme, methods & methodology

Instruction: leave your feedback and evaluation regarding the whole programme of the week, including the general approach (NFE methodology) and the specific methods used.
Methodology: post it on the flipchart of the agenda, pens

Messages to each others’

Instruction: write on the collective portrait (done in day 1) nice messages to the once you connected the most during the process
Methodology: collective portraits of all the participants are spread on the floor with markers and pens

Missing points and points to improve

Instruction: leave your thoughts if, according to you, any part was missing in the training.
Methodology: letter box with pens and papers

Step 3. Collective circle

Once all the participants are done with writing any feedback or evaluation comments they have on the relevant paper sheets, the group gathers in plenary and space is opened for final comments and feelings. Once either all participants share their comments and feelings in plenary or nobody is willing to share further, the session is closed, marking the end of the training.

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