

TC- FACILITATOR TOOL BOX

Salerno, Italy, from 7th of October 2013 to 13th of October 2013

Action 3.1.2 of the Youth in Action Programme

Training and Networking with Neighbouring Partner Countries



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Introduction

“TC- Facilitation Tool box” project is the follow up of international activities carried on by AMESCI in partnership with international organizations based in Europe and neighborhood countries. During recent years, Amesci has participated in different International initiatives which have strengthened ties and partnership with many International non-governmental organizations. This allowed us to immediately share an idea with those organizations which, over the years, had concentrated their main mission on developing opportunities for youth participation.

Non formal education is often underestimated, Institutional resources for non formal education and youth work are very low, compared to those addressed to formal education and there is a few understanding of its educative effects on young people. For all this reasons we have proposed a project potentially able to raise awareness of policy makers, youth workers and youth itself to promote non formal education as important part of the individual learning process and strengthen its social acknowledgement.

It was precisely during the last international exchange that we laid the groundwork for sharing with partners common needs and start a solid work together. The project appears, therefore, as a natural consequence of the exchange of ideas on a "shared ground" on future developments in terms of mission and intentions of the promoters. Moreover that is why the idea of TC tool box totally meets the needs of the partners who place in this experience a big expectations of growth. In addition, on one hand is placed in the project a willingness to share courses already underway, On the other hand there is an interest to discover strategies for a deeper and stronger youth involvement.

What we aim is to give a deeper and greater visibility to non formal education. Since years European commission is debating about Non Formal Education recognition. It would be very important for youth work, as it will allow to give it the right importance among the educational tools. It's is a long way, but we strongly believe in the positive effects of Non Formal Education among youth and it's important to tighten the forces to make this way easier. This publication goes in this way and we hope it will be only the beginning of a long cooperative work together about on Non formal Education and it validation.

The Programme of the training

	Day 1 7-10	Day 2 8-10	Day 3 9-10	Day 4 10-10	Day 5 11-10	Day 6 12-10	Day 7 13-10
Morning	Arrivals	Getting to know each other Intro to course Fears & expectations Teambuilding	Group dynamics Give & Take Feedback	Concept of NFE/how improve the learning outcomes Coaching	Practice makes Perfect Facilitation tools	Youth in Action & Erasmus plus programme Networking & support Youthpass	Departures
Afternoon		What is facilitation Role and competences of a facilitator Personal action plan	Conflict management & Debriefing Session & program Planning	Preparation for practice Free time	Practice makes Perfect Role play	Definition of the index of the Kit Follow-up Final Evaluation	
		Learning groups	Learning groups	Learning groups	Learning groups		
Night	Welcome evening	Organisations market	National fair	Free night	Game night	Farewell party	

What is “Facilitator tool box”

Training Course “Facilitator tool box” was a 3.1.2. activity of the Youth in Action Programme held in Salerno, Italy from 7th to 13th October 2013. The TC gathered 23 young leaders, youth workers and volunteers from: Italy, Bosnia and Herzegovina, Estonia, Hungary, Montenegro and Turkey who spent 6 hard working days on discovering and learning about the processes of group facilitation.

Facilitating group processes presents an essential competence in present day youth work. For this reason, the aim of TC - Facilitator tool box, was to provide participants with basic competences in facilitating group process with young people both in local, national and international context.

This resource document highlights and explains in details the promoters who took part in the TC, presents the goals and objectives of the TC, but also activities and resources that were used and presented during the TC - Facilitator tool box.

The reason for creation of this resource document is to provide specific tools for all of the participants of the TC, but also other interested youth leaders, youth workers and volunteers, which they could use in their future work and thus improve their facilitation processes. The document gathers and explains various dynamic activities which could be used during a facilitation process and that cover many aspects of facilitation, such as:

- Planning of the programme and sessions
- Team building activities
- Group dynamic activities
- Conflict management activities
- Coaching, etc.

All of the above mentioned aspects are very important for a good facilitation process, and for that reason we hope that this document will be of great help to whoever will use it.

The Promoters

AMESCI - ITALY

AMESCI is a no profit youth organization, established in 1996 thanks to the commitment of young conscientious objectors. Based in Naples (Italy), it operates in the national territory and 24 foreign countries.

AMESCI aims at fostering and supporting the empowerment of youth generations as keystone of processes of change in the society. To respond such a challenge it organizes training, projects and networking activities to help young people develop their knowledge, their abilities and competencies, promoting a generation of citizens who are able to combine, in their actions, professionalism and social responsibility.

It is a member of the National Consultancy for the Civil Service, instituted at "The Presidency of the Council of Ministers", is member of the National Youth Forum and has a certification ISO 9001 of good quality related to social project management, Non Formal Education trainings and qualitative – quantitative projects monitoring.

From 2002 AMESCI has realized 459 Civil Service projects, involving 15.000 youngsters of age between 18 and 28 years in volunteer activities in Italy and abroad. The main field of the projects are: education, youth participation, environment, social policies, people care, international exchange, civil protection, legality, culture, sport, tourism.

The International dimension of the organization is developed thanks to participation and implementation of different youth exchanges and intercultural training and seminars founded by the European Union through the programs "Youth in Action and Euromed. AMESCI has participated to 30 European projects about active citizenship and youth participation in partnership with different Italian and International partner.

From 2008 to 2012 AMESCI by the National Agency for Youth of evaluation activities aimed at all young foreigners who are doing EVS in Italy until 2010, and even the young Italians who have done this experience abroad. Since March 2013 he received the National Agency for Youth custody of the assets of arrival training aimed at all young foreigners who carry out EVS in Italy.

Among the activities of the organization, great importance is covered by the campaign "Citizens 2.0", launched in 2007 thanks to the funding of the Ministry of Youth. The Campaign has realized a social network for youth participation in partnership with different national realities promoted by AMESCI.

UDRUŽENJE MOST – BOSNIA AND HERZEGOVINA

Association MOST is non-governmental, non-profit organization which is focused on development and strengthening of civil initiatives and civil society within the local community on the principle of sustainable development, and by active and responsible efforts within social life of the local community.

The principles of the sustainable development have led us to the establishment of three active programs within the organization and local community. These three programs are:

- *Environmental Program*
- *Youth Program*
- *Local Development Program*

Over the years the organization has positioned itself as a leading civil society organization within the Municipality of Gradiška, but also became a member of several national and international networks.

SBC – MONTENEGRO

Student Business Club is a non government organization which main aim is to promote entrepreneurship among students. Our main activities are focused on two areas: practical and theoretical. Regarding the practical activities, in cooperation with Montenegrin and international companies, we provide part time jobs and internships for students. In addition to that, we organize trainings, workshops and seminars regarding the business skills which help students be more competitive on a labor market.

HABEAS CORPUS EUROCENRE ASSOCIATION – HUNGARY

The Habeas Corpus Association was formed in 1999 by young lawyers, teachers, social workers to help the diffusion of the ideas of European Integration, the protection of Human Rights and fundamental freedoms. Its goal is to help disadvantaged organisations and individuals with weak ability to enforce their interests, to inform and educate young people in order to become self-conscious citizens of the home country and the European Union.

We are also involved in generating and implementing projects. We prepared and gained domestic and international project proposals. Activities: Setting up project management, determining the needs of the target groups with survey, legal advising, disseminating information to the target group. Training and teaching the voluntary workers and employees for consultancy.

ÇANAKKALE KOZA GENÇLİK DERNEĞİ – TURKEY

Çanakkale Koza Youth Association is an active, energetic youth organization in Çanakkale which is located in North-western part of Turkey. It was founded in March 2010 by a group of young people. Target group of organization is especially socially, economically disadvantaged children and young people aged between 7-30. Our main working areas are cultural, social, sportive activities and courses. We are also working on youth policies and human rights education with young people by organizing workshops, training courses and other social activities.

Besides, we as Çanakkale Koza Youth Association not also takes part in national-international projects and trainings but also arranges for development of project ideas addressing social, educational, environmental and economic changes.

We are collaborating with Çanakkale Municipality, Çanakkale 18 Mart University, City Council and High Schools to reach youngsters and to improve our studies.

Our main objectives are;

- To help young people (especially aged from 17 to 25) to join social life in Çanakkale.
- To support personal, social and cultural development of children and young people.
- To raise awareness of community on social and environmental issues.
- To make knowledge raising studies on youth rights and human rights with young people.
- To enable young people from diverse backgrounds in producing together.
- To develop solutions on youth problems and foster their participation to social and democratic life.
- To make specific studies on the subjects concerning youth of the city and country.
- To foster young people's involvement on decision-making and managing of the city.

OVAALSTUUDIO - ESTONIA

Ovaalstuudio is a unique Creative Development Space in the heart of Tallinn, Estonia.

The creative services we offer are:

- Creative events for teams
- Team building courses
- Creative space with 6 rooms (Desert, Oasis, Fire, Earth, Water, Air) for courses, meetings, coaching, events.

LIFE ZONE – ESTONIA

The Life Zone is a non-governmental, non-profit, independent youth organisation, which was founded in the year 2005 by volunteers of different nationalities in Estonia in order to offer a diversity of cultural and social activities to the European youth and involve them in active citizenship worldwide.

Life Zone creates, develops, and manages social projects that help to transform the lives of people via their personal development.

Life Zone core mission is promotion of development of the people including development of their powers, involvement into civil society process and protection of their rights and interests. Projects' activities aim to contribute to the preservation, emergence, and the revival of the talents of minority groups in Europe.

Methodologies

In conducting training activities, we have used dynamics that actively involved participants in defining the contents: from knowledge to team building activities, simulations and evaluation.

The non formal approach allowed participants to freely express themselves in an intercultural context, ensuring the widest participation possible. All participants were involved in the activities without compromising the quality of the educational topics, which have been guaranteed through the empowerment of the individual participants themselves, motivated to be key players in the training process.

That is why methodological approach has been non-formal and based on the idea of learning by doing. Group dynamics and simulations have allowed participants to be the leading actors of their learning process. The experience gained through this approach has become a wealth of knowledge for all the participants and formed the new starting point for further group and individual developments.

This method has provided an intensive process of learning from experience, whether it was cognitive, sensorial or emotional. The process has been realized through actions and the experimentation of situations, tasks and roles where the subjects, active actors, have had the chance to put in place their own resources and competences to elaborate or re-organize theories and concepts aiming at reaching a specific goal. Experiential learning has enabled participants to address situations of uncertainty and developing adaptive behaviors while improving the ability to manage their emotions in times of increased psychological stress. It has also allowed them to develop their problem solving skills, including through the creative ability, and to gain self-awareness through self-observation and hetero-observation in order to redefine any inappropriate attitudes and behaviors to enhance the building.

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Tools

1. Icebreakers

NAME OF THE ACTIVITY: Name & Action

TYPE OF ACTIVITY: Funny name-game

RESOURCES: Nothing

TIMING: 10 minutes

GROUP SIZE: 30-40

DESCRIPTION:

The participants are disposed in a circle and they have to turn to say their name by associating a gesture or a sound that would distinguish them from the other participants. The aim is to introduce themselves by being easily remembered by the other participants.

NAME OF THE ACTIVITY: Mission impossible

TYPE OF ACTIVITY: Funny name-game to share information among the participants

RESOURCES: mp3 player (mission impossible Track), pens,

TIMING: 10 minutes

GROUP SIZE: 30

DESCRIPTION:

Participants are encouraged to look under their chairs where they can find an envelope with a letter describing their mission. At the same time music starts, it determines the time to complete the mission. At the end the group will verify who have completed the mission, and if any name corresponds to every question.

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Date: Monday, 7th October 2013

Subject: MISSION IMPOSSIBLE

Task

To enter the TC Facilitator tool box project you have to accomplish successfully this mission. Read the instructions given below and start the mission.

Instructions

On the other side of this page you will find lots of different questions written. You have to go around the room, find a person matching the certain statement and write his/her name above the statement. The mission will be accomplished when all your statements will have at least one name written next to it.

Time

To accomplish this mission you have ... oh my God!!!!...you have time till this song come to the end!!!

Recommendations

Hurry up and good luck!!!

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You are looking for somebody who...

Can touch his/her
nose with the
tongue:

Has more than 2
brothers and sisters:

Has more letters
than 5 in his/her
first name:

Has talked with a
politician:

Can move his/her
ears:

Is afraid of heights:

Was born in 1986:

Speaks at least
three languages:

Had rode a horse:

Sings in the bath:

Has slept in an airport:

Was born in a different
country to the one they
live in now:

Has a goldfish:

Likes early mornings:

Likes swimming:

Has been in a "foam party":

2. Energizers

NAME OF THE ACTIVITY: Animal Roundup

TYPE OF ACTIVITY: Physical energizer

RESOURCES: None

TIMING: 10 minutes

GROUP SIZE: 5-50

DESCRIPTION:

1. Tell group members to silently think of their favorite animal.
2. Then tell group members that without talking, they need to arrange themselves from largest to smallest animals.
3. Group members can only make gestures and the noise of their animal.
4. After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.

NAME OF THE ACTIVITY: Jump in Jump out

TYPE OF ACTIVITY: Circle game, hilarious energizer

RESOURCES: None

TIMING: 5-10 minutes

GROUP SIZE: 8+

DESCRIPTION:

Holding hands in a circle, facing the centre, a group jumps in, out, left or right of the circle in synch with your instructions.

This exercise is almost impossible not to stuff-up – which is the whole point. We promise you, “Jump in, Jump out” will cause your group to laugh out loud.



Ask your group to “SAY WHAT I SAY, AND DO WHAT I SAY”. Next you practice a few rounds, by calling one of four commands – “JUM IN, JUMP OUT, JUMP LEFT, JUMP RIGHT”.

The aim is for each person (the group) to repeat exactly what you say, at the same time they are copying what you have asked them to do. Pretty simple, you’d think. Not! There is always a few people who move to their other left (or right) or just simply get confused, causing the circle to crinkle.

After 20-30 seconds of this first “introductory” level, re-form the circle, and announce that you now want to move to the next (more interesting) level.

This time announce “SAY THE OPPOSITE OF WHAT I SAY, AND DO WHAT I SAY” Get it? For example, if I say “Jump in”, the group says “Jump out” as they literally jump into the circle. Just typing this out is doing my head in! You may need to say this a few times for it to sink in.

One more variation is “SAY WHAT I SAY, AND DO THE OPPOSITE OF WHAT I SAY”.

3. Group division

NAME OF THE ACTIVITY: Find your Family

TYPE OF ACTIVITY: To divide a group into smaller groups

RESOURCES: Little cards with family names

TIMING: 5 minutes

GROUP SIZE: Any size

DESCRIPTION:

The trainer hands out small cards/papers with family names that sound the same, for example: Smith, Rith, Flith... as much names as groups needed. Participants are not allowed to look at the cards. The trainer explains the game: After his/her "Go" the participants read their names on the cards and try to find family members by screaming out their names. PS: advantage: the trainer has the possibility to determine the group members beforehand.

4. Checking expectations

NAME OF THE ACTIVITY: Clothes Line

TYPE OF ACTIVITY: Expectations, fears and contributions

RESOURCES: Rope, pegs, A4 papers, markers

TIMING: 50 minutes

GROUP SIZE: 30

DESCRIPTION:

An effective method for collecting the expectations of participants is called the 'Clothes Line'. All participants receive papers on which items of clothing are drawn.

Each item of clothing stands for a different kind of expectation: for example, Hopes, Fears or Offers to the programme that participants may wish to make.

Time is given for participants to reflect on their expectations using the categories of clothing as a prompt. They write their different ideas related to each category on the clothing shapes and stick them on a clothes line made of string (hung in an appropriate space in the working room) or drawn on the wall. Everybody has a chance to look at the "laundry" of the others. It is important that the group has the time for it.



5. Outdoor activities

NAME OF THE ACTIVITY: Spider web

TYPE OF ACTIVITY: Team building

RESOURCES: Ropes, paper tape

TIMING: 1h

GROUP SIZE: 25

DESCRIPTION:

The goal of this activity is to physically pass each team member through a human-sized spider web within the time limit. Challenging rules create situations that encourage the group to work together. Key learning areas include resource utilization, problem solving and creative planning, as well as bringing strength and gender stereotypes to light. Easy: have lots more holes than people, allow holes to be used more than once, allow people to crawl under. Medium: Give the group a "magic" stick which can re-open a hole if necessary. Hard: If anyone touches the web, all must go back. Variation: 1) tie the knots so the difficulty can be adjusted by moving the string, 2) pass a whole length of rope in and out of the spider's web instead of people. If the rope touches the spider's web, it starts again.

NAME OF THE ACTIVITY: Key punch

TYPE OF ACTIVITY: Team building

RESOURCES: 30 plastic plates

TIMING: 1h

GROUP SIZE: 10-30

DESCRIPTION:

Arrange casually, on a playing field, 30 plastic plates previously numbered. In this way you have created your keyboard. Determine a start/arrival point, approximately 10 meters away from the keyboard. In this point, the group must assemble. The location has to be far enough to not be allowed to have a clear view of the keyboard and then the position of the numbers.

Procedure: The group must touch all the "keys" numbered as quickly as possible and go back to the starting point. The team is given five attempts and 30 minutes of time to try to:

- complete the task;
- if possible, improve performance.

The group is penalized when a number is pressed out of order and if more than one person is at the same time inside the field of play. The penalty can be, for example, that the group should start again, but the time continues to run during that extra effort. Give the group five minutes to plan, then part of the countdown of 30 minutes and start the measurement of the first attempt. Start the measurement of performance when the group announces that it is ready.

6. Daily and Final evaluation tools

NAME OF THE ACTIVITY: Thermometer

TYPE OF ACTIVITY: Daily evaluation

RESOURCES: Post-it, flip chart

TIMING: Snap-shots

GROUP SIZE: Any size

DESCRIPTION:

A simple method for “taking the temperature in the group” is the Thermometer. The thermometer can be drawn on a flip chart and participants are invited to put a personalised mark (their name or initials) on the temperature they feel best represents how they view a particular part of the programme or how they feel the group is. In this example, the atmosphere in the group is evaluated. But, other aspects can be evaluated with the thermometer, for example the informal moments, group life. Participants can also be asked to share their evaluations and to discuss how things can be improved.

The flip chart depicting the group evaluation can be posted on the wall and at a later stage of the activity can be used again, to see how things have developed.

NAME OF THE ACTIVITY: Speedometer

TYPE OF ACTIVITY: Daily evaluation

RESOURCES: post-it, flip chart

TIMING: Snap-shots

GROUP SIZE: No limit

DESCRIPTION:

How do participants feel about the pace of the programme? The “Speedometer” offers participants to express their feeling about the rhythm of the activity and can be used as an ongoing (daily) evaluation method.

Draw the speedometer on a flip chart and ask participants to put their personal mark according to their opinion about the pace of the programme. Further instructions needed to understand how this can be used, for example, let all the participants take a look at the other participants’ opinions and discuss as appropriate.

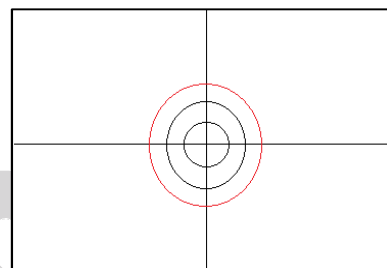
Remember to mention what the team will do with the information.

NAME OF THE ACTIVITY: Schieramenti**TYPE OF ACTIVITY:** Final evaluation**RESOURCES:** Flip chart, markers, A4 papers, camera**TIMING:** 30 minutes**GROUP SIZE:** No limit**DESCRIPTION:**

Prepare three billboard indicating respectively: (0) - (50) - (100). Place it on a wall of the working environment. Then prepare a sheet for each of the aspects that you wish to evaluate. The group is positioned on the (0) and waits for you to show them the first aspect. Based on the judgment that each intends to give it, they move at a precise point on the scale (0-50-100), at which point shooting to fix the outcome of the evaluation. The operation is repeated for all the aspects that you wish to evaluate.

NAME OF THE ACTIVITY: Target game**TYPE OF ACTIVITY:** Final evaluation**RESOURCES:** flip chart, markers**TIMING:** 10 minutes for each point to evaluate**GROUP SIZE:** No limit**DESCRIPTION:**

Realize a target composed of 3 concentric circles. Starting from the center of each layer representing a degree of judgment decreasing as you move away. The wheels shall be divided into quadrants (as are many issues to be considered). Each participant must place a dot in each quadrant at the value judgment that it intends to express.



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7. Key words/brainstorming

NAME OF THE ACTIVITY: Five words game

TYPE OF ACTIVITY: Collective processing

RESOURCES: papers, pens, flipchart, markers

TIMING: 1h

GROUP SIZE: 12+

DESCRIPTION:

Participants are invited to write on a sheet the five key words of the topic assigned to them. When you have finished you create the couples. At that point, each pair has ten words, and has the task of finding the five key common words to the pair through a processing which takes into account the points of departure and that leads to a shared synthesis. No matter what words are some of one and some of another; five new words can also be the result of the comparison. If the couple does not reach an agreement on five-word writes only those on which you agree.

After this second phase, each pair joins to another. At this point, the quartet is that you end up with ten words and with the same tasks.

This continues depending on the number of participants until they have formed two groups which are each producing its own five words and elect a spokesperson. Back at the two plenary spokesman write the five words on a flip chart and comparing them with those produced by the other group behind different words explain if there might be the same meaning or if there are actually different meanings. This is in order to understand whether the two groups have come to the same conclusions or less and otherwise as there are distances between respective processing. Spokesmen only have the mandate to report on what it means for your group and that word does not have a mandate to negotiate. All those present may request an explanation from the spokesman of the other team and eventually express their assent or dissent.

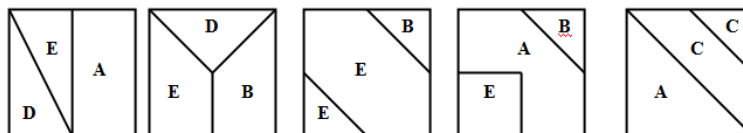
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8. Group dynamics (specific topics)

NAME OF THE ACTIVITY: The squares game

TYPE OF ACTIVITY: Group dynamics, leadership.

RESOURCES: For each group of 5 people we will need to 5 envelopes labeled A to E and 5 squares of thin cardboard of 6 cm side. For each group are cut 5 squares exactly as in the following diagram:



TIMING: 1h

GROUP SIZE: 10+

DESCRIPTION:

The participants are divided into groups of five. If there are not enough people, some may have two envelopes, but if people are not too many, some must divide the envelope with someone else. Each group of five takes all of one color envelopes, and each person takes one. They are then announced that the following rules will also be transcribed on a flip chart:

- 1) do not talk;
- 2) does not gesturing, do not smile, do not grumble, nor does any grimace or gesture;
- 3) no one can touch or take a piece belonging to another;
- 4) you can give some or all of the pieces to other members of the group.

Remind participants that the letters on the pieces are irrelevant to the game. The aim of the groups is of course to complete the five squares.

DEBRIEFING:

DIMENSION

It 'easy to say that "most people" means more experience and "brain" in the service of a task. However, since many people are inhibited by large groups, small groups are often more efficient in solving problems and get to make the decisions. The optimal number is 5-15 members, depending on the type of task that the group must perform.

STRUCTURE

Each group has its own reason for existing, and often has a task to perform. As soon as a group begins to face his task, crop diversity among members. Some with more experience in the field, they know (or think they know) more than others. Some are more or less extroverted than others, more or less dominant, more or less creative, more or less sensitive than others. From these differences emerge quickly an informal structure of the group, based on the degree of participation of each.

There may also be a formal type of hierarchical or egalitarian collective, or mixed. Many groups adopt a formal structure without realizing how it will work alongside the informal structure. A collective does not work if the members do not trust each other, in a small and limited group of friends, a formal structure with a boss, a secretary and a treasurer can be ridiculous.

ROLES

In groups the roles are generally divided into: the roles of task, role of maintenance, self-centered roles.

Roles usually emerging into groups		
TASK ROLES	OBJECTIVE	TECHNIQUE
The orientation giver	To give a guidance counselor or a target to the group	proposes tasks , objectives , defines the problem , suggests procedures
The news seeker	To make the group aware of the need to be informed	Remind significant facts
The news giver	To demonstrate to the group that information is important for his work	Offers significant facts ; does not trust a subjective opinion when you require objective evidence oggettive
The opinion seeker	To bring out the opinion of the members of the group	takes suggestions, ideas, feedback , feelings
The opinion giver	To express his/her own opinion	Gives suggestions, ideas, feedback , feelings
The clarifier	To overcome the confusion	Defines the terms, interprets the ideas, opportunities and alternatives indicates
The pointer out	To highlight the consequences of projects and positions , and to end the confusion	Make examples , helps each one to understand the meanings explained
The synthesizer	To show the relationships between various ideas	brings together like-minded , shows the contradictions , restates the suggestions , indicating conclusions
The consensus checker	To try to find out if there is an agreement or to show that it is now near	Tracks the progress , expresses the perception of common positions , suggests agreements to be verified
MAINTENANCE ROLES	OBJECTIVE	TECHNIQUE
The encourager	To value the opinions of others and acknowledge each person	He/she is friendly, affectionate and sensitive, accepts the opinion of all
The raiser	To call the group's attention on the emerged reactions , ideas and suggestions	Shows his/her impressions, restates the opinions and impressions of others
The conciliator	To reassemble disagreement and reduce tension	makes conciliatory remarks, jokes, convinces people to express differences
The intermediator	To keep group cohesion	proposes transactions ideas , accepts the conditions , admits mistakes
The communication -facilitator	To keep discussions open	asks the opinion of all , it meets the needs expressed by the group , listen, suggests procedures
The keeper of the order and style	To make the group aware of its own horizon and its journey	Recall the purpose of the group and suggests tasks
The listener	To make the group a capable of active listening and interested	Listen and accept the ideas of others
EGOCENTRIC ROLES	OBJECTIVE	TECHNIQUE
The ruler , playboy , gratification hunter, cynical, gregarious	Satisfy personal needs at the expense of the group	An infinite number of ways to do clever and flashy

Each group has a task or job. It can be specific, such as writing a manifesto, or vague, as discussing generally on a theme. To be successful the team needs to complete its task, and the members who occupy positions of responsibility must ensure that this happens.

Within the group there must be a balance between the various forces and tensions. Here is the task of the roles of maintenance.

COMMUNICATION

In small as in large groups, communication can be a problem. It 'important that the roles of communication are well defined so that someone can feel isolated and alienated. The information (the content of communication) is power and who has it, even with the best intentions in the world, will be in a position of dominance. If groups want to really work, the information must be accessible to all those who wish to cards through collection systems and libraries adapted to the demands of the group. One of the best ways to store is to prepare the reports (reports) on the problem at hand or on recent events.

INFLUENCE AND DECISIONS TAKEN

The group leader is one who exercises a certain influence on others. The group in question assumes a hierarchical structure. In democratic groups each member has more or less the same influence on others. It must be said, however, that an influence is equal to a target smoky also for most of the so-called democratic groups. The structure of a group and its influence patterns are closely linked to how decisions are made on the inside. The way in which decisions are made is truly democratic only when each has its own contribution on the basis of influence "informed" and when contributions are considered equally.

CONSENSUS

Consensus is a general agreement within the group, such that each has agreed to go forward in the direction determined. So even those members who do not consider it a big decision, they are willing to continue in the line taken. A decision based on consensus implies a contract, an agreement, according to which all members will discuss it.

NAME OF THE ACTIVITY: Lead the blind

TYPE OF ACTIVITY: Group dynamics

RESOURCES: Two objects

TIMING: No limit

GROUP SIZE: No limit

DESCRIPTION:

Divide the participant's in two group standing in scattered circles. One person in each group is blindfolded and one object in each group is given to a "holder" who raises it up so all can see it. Everyone can guide the "blind" person to find the person with the object. Two groups are competing initially. So speech is important. When the object is found the "blind" goes to the other group and a new person is blindfolded. In the end is only 1 group and is winners or losers. The game ends when everyone has been the "blind" and found the object.

NAME OF THE ACTIVITY: Don't drop it

TYPE OF ACTIVITY: Team building

RESOURCES: Towels or similar for every two participants , two different small objects

TIMING: No limit

GROUP SIZE: 6-30

DESCRIPTION:

Three phases with increasing difficulty level:

- 1- Create a row of couples facing each other, holding the towels. distance between couples: 1mt. Throw the object from one end of the row to the other using towels only, no speaking. When dropped, start again.
- 2- When reaching the end, throw back towards the other end, only every couple is moving constantly. Back and forth.
- 3- When reaching the end, throw two different object starting from two ends.

NAME OF THE ACTIVITY: Be a picture!

TYPE OF ACTIVITY: Team building

RESOURCES: Paper, color pen, sticker, envelope

TIMING: 1h30'

GROUP SIZE: 8 <

DESCRIPTION:

The group will be split into small groups, we have stations. At the station the group gets a task to be solved. Then they get an envelope from the animator at the station. Every group goes in every station. If every group have their own envelope, they must collaborate to put together the pieces of a big pictures – puzzle. Everybody is an important part of the big pictures. Without any part the picture is not ready!

NAME OF THE ACTIVITY: Prisoner's dilemma

TYPE OF ACTIVITY: group dynamic/conflict management/

RESOURCES: Four pieces of paper (usually of the size of half of an A4) , the letters that are used to the game, the red X and Y, blue A and B, almost 3 copies of the score model.

TIMING: 1h30'

GROUP SIZE: no limit

DESCRIPTION:

In the " prisoner's dilemma " the group split into two teams: the red team and the blue team. Each team must have an observer, that is, one of the participants that instead of playing with the other, observes them from a detached (the risk is that " fall " in the set of the team that observed). His task is to take detailed notes on how the events took place. During the debriefing, the observers of the game will be the first to speak.

The teams play in two separate locations, without communicate with the other group, the way they communicate is defined by the score. In fact, in the game each team will have to choose which letter to play at the same time (the X or Y, for the red team , the A or B for the blue team), meaning that each team will know what is the choice of the antagonist in the same time. Depending on the choice that is made (in a total by both teams), as seen from the card game, the score changes.

A "messenger", the trainer and / or his assistant, in addition to keeping time, has the task of collecting the letters and notify the result of the two teams. They will then teams themselves on the board, to come to terms (partial and total). You have to realize eight heats. The times that the trainer will give the two teams have ten minutes to play and the first of up to five minutes for the next play. In the third round is doubled, ie, the scores will be doubled (eg XA , +6 +6 instead of +3

+3).

At the sixth and eighth rounds, there is the square. It is a particular square persists where the sign (-6 to -36 square ago, rather than, as would be mathematically correct, +36). Between the fourth and fifth played two teams have the unique opportunity to communicate. Must elect at the end of the fourth round an " ambassador " and decide what to say and what to ask the opposing team, his "mandate".

The meeting between the two ambassadors is implemented in a different space and isolated from the two teams, and should last a maximum of five minutes.

The aim of the game is to: OBTAIN THE MAXIMUM RESULTS POSSIBLE. One must be careful not to say anything more, even under the pressure of the formation. It is advisable in any case to repeat the task without adding anything (it is suggested also not to change the word " maximum " with the word "major" or , even worse, "better"). You can of course answer any questions about the operation of the game, but not on purpose. The trainer will have to prepare, prior to the game, out of four pieces of paper (usually of the size of half of an A4) , the letters that are used to the game, the red X and Y, blue A and B.



THE PRISONER'S DILEMMA

Score

Choice Group		Choice Group		Result Group		Result Group
RED		BLUE		RED		BLUE
X		A		+3		+3
Y		A		+6		-6
X		B		-6		+6
Y		B		-3		-3

Results Table

Play	Group RED		Group BLUE		Total Result Group RED	Total Result Group BLUE
	Letter selected	Partial Result	Letter selected	Partial Result		
1.						
2.						
3. Double						
4.						
5.						
6. Squared						
7.						
8. Squared						

NAME OF THE ACTIVITY: Thomas Kilmann model**TYPE OF ACTIVITY:** Conflict management**RESOURCES:** Pens, tape, paper, marker.**TIMING:** 1h30'**GROUP SIZE:** no limit**DESCRIPTION:**

The participants were asked to brainstorm about the words and phrases they associate with conflict. Among the words mentioned were angry, result, differences, misunderstanding, strategy, winning, losing, etc.

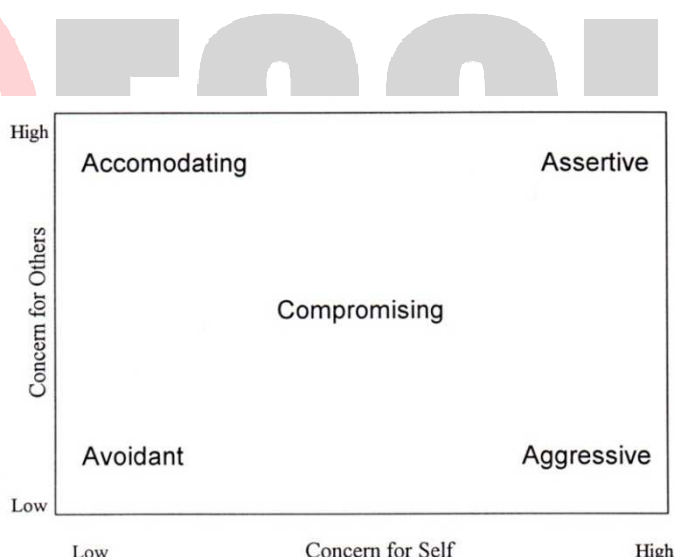
The trainer mentioned that the words mentioned by the participants can be classified as those that view

- Conflict as negative
- Conflict as positive
- Conflict as inevitable

Then the participants were asked to take a paper, three-fold it and write on the sides

1. What they are good at during conflict
2. What they are not good at during conflict
3. What they admire others do in conflict

Some of them share their strengths and weaknesses with others. The trainer present the Thomas-Kilmann model of conflict handling styles, using the floor, take and papers for it. The participants learn about two aspects: assertiveness (concern about oneself) and cooperativeness (concern about others).



The five styles (avoiding, collaboration, compromise, accommodation and competing) describe in details. The trainer explain that all styles can be successful if used in correct situation. The participants discuss in which situation suits a particular style. E.g. when there is not much information or the power is imbalanced between parties, or when the issue is minor, it is better to avoid the conflict.

The participants were asked to stand on the style which they think they are tended to use the most. Afterwards they filled in the questionnaire to identify their style and see whether they guessed it correctly.

NAME OF THE ACTIVITY: Albatros

TYPE OF ACTIVITY: Cultural diversity

RESOURCES: Dishes or bowls for hand washing; liquid to drink; food to eat; sheet or cloth for Albatrossian man and woman; chairs; candles;

TIMING: Depending on the number of participants, it can extend to up to 90 minutes

GROUP SIZE: 20

DESCRIPTION:

Setting: a circle of chairs is put in a room. Only the workshop leaders are in the room.

- a. The male workshop leader is sitting on a chair, while the female leader kneels barefoot on the floor next to him.
- b. The participants enter the room /the only information they are given beforehand is that they are now visiting a new culture as guests/.

There are three ways of communicating /which are not known to the participants at the beginning of the game/.

“Sssssssss!!!” = negative signal, (for incorrect behavior)

„Mhmhmhmhhh!!!” = positive signal (for correct behavior)

Clicking one’s tongue = an order to do something The activity could be defined as follows /there are however no limits to being creative!/
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Taking position: The female leader signals to the participants that the female participants should kneel on the floor just like her; the male participants should sit down on the chairs; the female participants should take off their shoes.

Welcoming: The male leader welcomes the other men by standing up and signaling to one man at a time to also stand up. Then the two men rub their knees together (right knee to right knee). The female leader welcomes the other women, by making them stand up one at a time and rubbing their legs with her hands from hip to toes.

Drinking water: The female leader walks around and offers water by holding the glass to the mouths of the men to let them drink, with the women she passes the glass to them and they drink themselves.

Eating bread: The female leader walks around and hands out the bread, by feeding the men and passing the bread into the hands of the women to eat.

Choosing a woman: Afterwards both male and female leader walk around and look at the feet of the individual women /they are signaled to stand up one at a time to have their feet inspected/. They choose the woman with the biggest feet and signal her to take her place (kneeling) on the other side of the chair the male leader sits on.

Hand on head: The leader places his hands on the heads of the two women kneeling beside him and tilts their heads gently towards the floor. He motions to the other men to do the same to the women on their sides.

c. Now the activity is over and the leaders ask the participants to resume their seats /now back in the language we are used to/ and evaluate the game by asking questions like “What did you observe?”; “Did you notice anything in particular?”; “What happened?”; “How did the men feel?”; “How did the women experience their roles?”;

d. Now the meanings of the actions are explained. In the Albatross culture, the ground is considered holy. In the social hierarchy the women rank above men, therefore only women are allowed to touch the holy ground barefoot. The women are considered holy, too. The men must not touch what comes from the ground; therefore the men are fed by the women, whereas the women may touch the food and the water. The woman was chosen by the size of her foot, and the honor to kneel beside the leader was given to her as the woman with the largest feet because she has the biggest area of contact with the holy ground. The bending of the heads was a sign of gratitude - in this way the men can come closer to the holy ground (by touching the women!).

Reflection: Follow-up questions: “Why did most of you immediately assume that the women were being discriminated against?” /this is often the case – women feel obliged to work in the course of the game/; “Do you believe that in a foreign country/culture you would feel like you felt in this game?”; “How can we try to find out what the underlying reasons for behavior are if we are not sure of interpreting the behavior correctly?”

NAME OF THE ACTIVITY: Eggsercise

TYPE OF ACTIVITY: To demonstrate the cooperation cycle among a multicultural group

RESOURCES: A raw egg attached to the ceiling with a string; scissors, scotch tapes, and a pile of sheets of paper.

TIMING: 10 minutes to explain the rules of the game; 30 minutes for the game itself; 15 minutes for the follow-up discussion.

GROUP SIZE: Groups of 5-6 people in each

DESCRIPTION:

a. Prepare the rooms where small groups of participants (4-5) are going to work. For each small group, bind a string around a raw egg and hang the egg from the ceiling, at approximately 1,75 – 2m from the ground. Do not wrap the egg, if it falls to the ground it should still be able to break... For each small group, put ready for use a pile of old paper, scissors, glue.

b. Split the large group into small groups of about 4-5 participants each. Introduce the exercise to the group: Exactly 30 minutes after the start of the exercise the facilitator will pass by the room and cut the string holding the egg. As a team, it is their task to build a construction that would prevent the egg from breaking.

Rules:

- Neither the egg itself nor the string holding it may be touched by the participants or by the material they use
- They can only use the material you have prepared for them, chairs and tables that may be around cannot be put into use!
- c. Watch the groups (you may need one facilitator per 2 small groups) and ensure that they observe the rules.

d. After 30 minutes exactly, stop the groups. Make a tour then cut each string and see if the teams have succeeded in preventing the egg from breaking.

Additional suggestion: To add up more on the intercultural environment, you might want to add up a simulation with different cultural groups adopting different working styles.

Reflection: What was the most difficult thing in working together? Were there moments when you felt fed up and simply wanted to walk away from the game? Did you feel excluded? Did you notice different communication and working styles within the group?

NAME OF THE ACTIVITY: Lost at sea

TYPE OF ACTIVITY: Team building/leadership style

DESCRIPTION:

This exercise can be used in many different settings and training programmes, it is designed to work mainly within team building/leadership style training.

The delegates should be divided into groups of 4 and then given 10 minutes to individually score the items.

After this time the team members should confer and decide on the team's priority list. A maximum of 20 minutes should be allocated for the section.

When the second phase is complete a pre-prepared answer sheet should be revealed and they should score their individual and teams answers.

A discussion should then take place where individuals should compare their individual score against the team looking at why the scores are different What changed their minds, how where they influenced etc.

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Scenario:

- You and your team have chartered a yacht.
- None of you have any previous sailing experience, and you have hired an experienced skipper and two-person crew.
- As you sail through the Southern Pacific Ocean a fire breaks out and much of the yacht and its contents are destroyed.
- The yacht is slowly sinking.
- Your location is unclear because vital navigational and radio equipment has been damaged.
- The yacht skipper and crew have been lost whilst trying to fight the fire.
- Your best guesstimate is that you are approximately 1000 miles South West of the nearest landfall.
- You and your friends have managed to save the following 15 items, undamaged and intact after the fire.

1. A sextant
2. A shaving mirror
3. A quantity of mosquito netting
4. A 5 gallon can of water
5. A case of army rations
6. Maps of the Pacific Ocean
7. A floating seat cushion
8. A 2 gallon can of oil/petrol mixture
9. A small transistor radio
10. 20 square feet of Opaque plastic sheeting
11. Shark repellent
12. One quart of 160 per cent proof rum
13. 15ft nylon rope
14. 2 boxes of chocolate bars
15. A fishing kit

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In addition to the above, you have salvaged a four man rubber life craft. The total contents of your combined pocket's amounts to a packet of cigarettes, three boxes of matches and 5 dollars notes.

YOUR CHANCES OF SURVIVAL WILL DEPEND UPON YOUR ABILITY TO RANK THE ABOVE 15 ITEMS IN THEIR RELATIVE ORDER OF IMPORTANCE. GOOD LUCK!

Rationale

According to the experts (US Coastguard), the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and articles to aid survival until rescue arrives. 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 the requisite amount of time. Without signalling devices, there is almost no chance of being spotted and ultimately rescued. Furthermore, most rescues occur within the first 36 hours and a person can survive with only a minimum of food and water during that period.

So, the following is the order of ranking the items in their importance to your survival:

1.	Shaving Mirror	Critical for signalling
2.	2 gallon can of oil/petrol mixture	Critical for signaling. The mixture will float on water and could be ignited with one of the 5 notes and a match.
3.	5 gallon can of water	Necessary to replenish fluids lost through perspiration
4.	One case of army rations	Basic food intake
5.	20 square feet of opaque plastic	Can be utilised to collect rain water and provide shelter from the elements
6.	2 boxes of chocolate bars	Reserve food supply (<i>what were you going to do with that much chocolate?</i>)
7.	Fishing kit	Ranked lower than the chocolate as 'a bird in the hand is worth two in the bush' There is no guarantee you will catch any fish.
8.	15ft of nylon rope	Could be used to lash people or equipment together to prevent it being washed overboard.
9.	Floating seat cushion	A life preserver if someone fell overboard
10.	Shark repellent	Enough said
11.	One quart of 160 per cent proof rum	Contains 80% alcohol, which is enough to be used as an antiseptic for any injuries, otherwise of little value – would cause dehydration if ingested
12.	Small transistor radio	Of no use without a transmitter. You would also be out of range of any radio station.
13.	Maps of the Pacific Ocean	Worthless without navigation equipment. It does not matter where you are but where the rescuers are!
14.	Mosquito netting	There are NO mosquitos in the midpacific ocean. As for fishing with it? – stick to the fishing kit.
15.	Sextant	Useless without the relevant tables and a chronometer.

Annex

Coaching guide https://www.salto-youth.net/downloads/4-17-938/coaching_guide_www.pdf

Short movie about coaching <http://www.youtube.com/watch?v=UY75MQte4RU>

Short movie about 8 Key competences <http://www.youtube.com/watch?v=RD-elxXm1lw>

Manual for facilitator in non-formal education

http://www.coe.int/t/dg4/youth/Source/Resources/Publications/2009_Manual_for_facilitators_en.pdf

Facilitator tool kit (University of Wisconsin)

<http://ogi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf>

Theatre of the oppressed (Augusto Boal)

http://www.youth-worktraining.org/module_files/res_38_EN_doc.pdf

T – Kit 6 – “Training Essentials”

http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/6/Tkit_6_EN

Useful Link

<https://www.salto-youth.net/>

<http://youth-partnership-eu.coe.int/youth-partnership/>

<http://www.coe.int/en/web/european-youth-foundation>

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