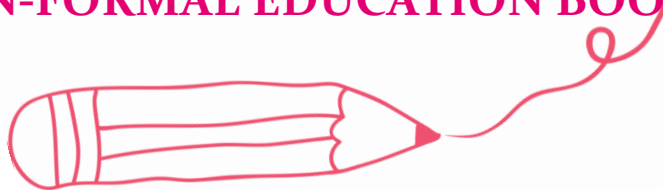




NON-FORMAL EDUCATION BOOKLET



IDEA

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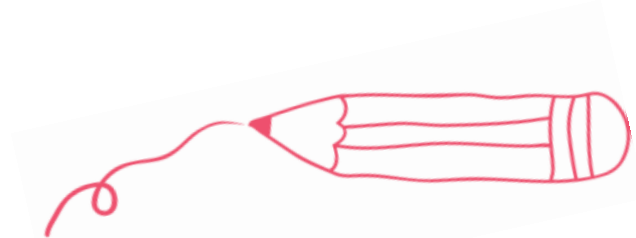


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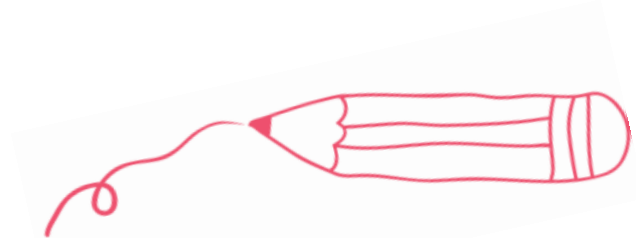


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FIND OUT ME

PURPOSE: INTRODUCE ONE'S SELF

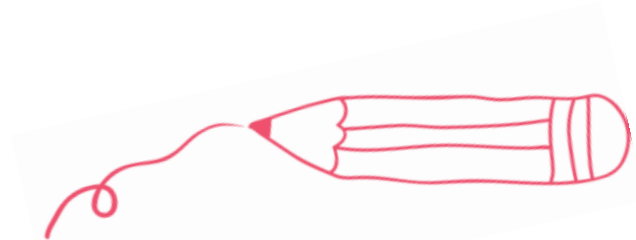
Materials: None

PROCEDURE:

Ask members of the group to stand in a circle. Each participant thinks of an action that she will execute or do as she introduces herself. Each participant introduces herself to the group in the following manner:

- ⇒ Greet the whole group.
- ⇒ Greet the person immediately to her left while imitating the action that person earlier made.
- ⇒ Introduce yourself to the group while doing her action.

The next person introduces herself following the same procedure.



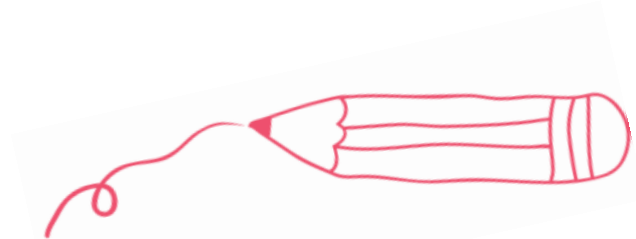
BALL A NAME

PURPOSE: TO RECALL AS MANY NAMES OF GROUP MATES

Materials: A ball

PROCEDURE:

Ask the members of the group to stand in a circle. One person can start the activity by calling out another person's name as she throws the imaginary ball. The person who catches the ball then calls out another person's name as she throws the ball. Members of the group toss the ball to as many different people as possible to call out names of as many people as possible.



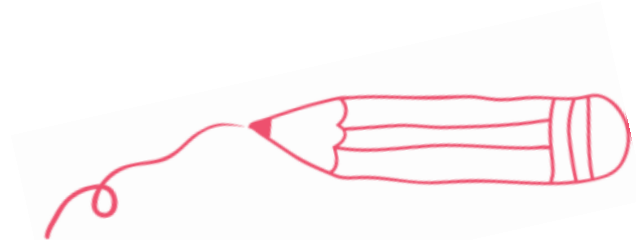
BRAND YOURSELF

PURPOSE: KNOW HOW YOU WILL PRESENT YOURSELF

Materials: Pieces of paper, pencils, markers or crayons

PROCEDURE:

Distribute one piece of paper each to participants. Each participant writes her nickname on a piece of paper. Besides the name, each participant is responsible for adding a branding element on the tag. This way he can tell about his passions or how he would like to be seen by the others.



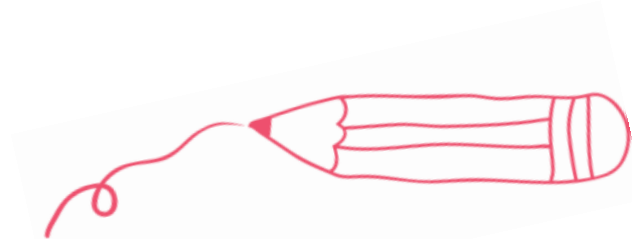
MAPPING ME

PURPOSE: ENDORSE YOUR VISION ABOUT THE FUTURE

Materials: 3 types of paper (a yellow paper for the past, a blue one for the present and a green one for the future), crayons, pencils, magazines, scissors, pencils

PROCEDURE:

Provide each participant with 3 pieces of paper and drawing and cutting materials. Give them 30 minutes to draw on their pieces of paper their vision of their past, present and future. When everyone has finished, pair them in teams of 2 and invite them to talk about the drawing. Encourage them to discuss why they chose the objects to represent themselves and the characteristics of the objects that resemble their personal qualities. After that ask them to present the others persons drawing to the group.



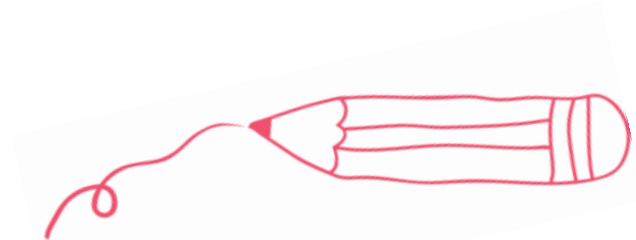
WHERE DO I FIND MYSELF

PURPOSE: FEEDBACK AND EVALUATION

Materials: Newsprint and marking pens

PROCEDURE:

The leader goes up to the newsprint and draws a square to represent the place where the group is currently holding its session. After that he invites the participants to mark with an x the place where they feel they find themselves. Besides that they can argue why they choose that place.



TALK TO MY PHOTO

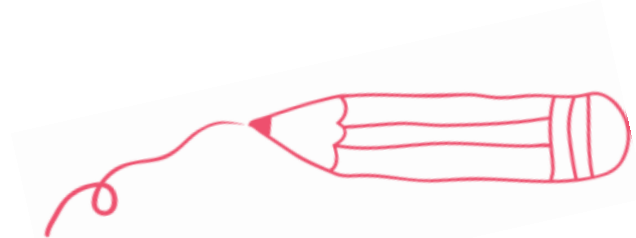
PURPOSE: PRESENT YOURSELF TO THE GROUP

Materials: Photographs cut out from old magazines

PROCEDURE:

Cut a number of 3 times the number of the participants with images that represent people, doing different things from old magazines.

Arrange the photographs in a circle before participants enter the room. When participants come into the room, ask them to go around the circle to find the photography that they can identify themselves with. Each participant should choose one photograph which says something about herself/ himself, her/ his values or concerns. Ask them to motivate the chosen image.



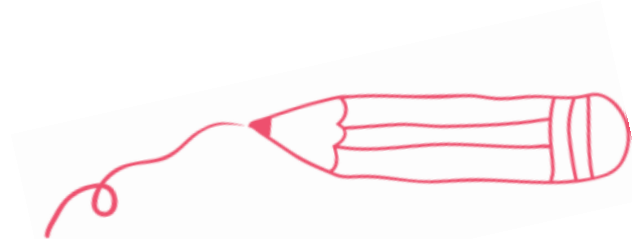
DO YOU MISS ME?

PURPOSE: WAYS OF INCREASING AWARENESS OF AND SENSITIVITY TO OTHERS IN THE GROUP

Materials: A blanket

PROCEDURE:

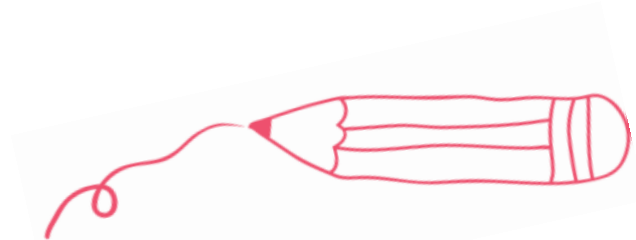
Ask the group to form one big circle. Make sure that there is enough space between each person so that one's movements does not affect the person next to her. Ask them to turn their backs towards the center and close their eyes. In the meantime, tap one person on the back and take her to the center. Cover her with the blanket. Ask the rest to open their eyes BUT to look straight ahead. Ask them not to turn around or look around so that they do not see everyone. Allow three guesses on who the missing person is.



After three guesses or when the group identifies the missing person, repeat the process. Each time, rearrange the people in the circle so they get to sit near a different person.

DEBATE:

- ⇒ How did you guess who was under the blanket?
- ⇒ You only saw the persons closest to you. How did you feel about the situation?
- ⇒ Did you feel from which part of the room the 'missing person' was taken? How?



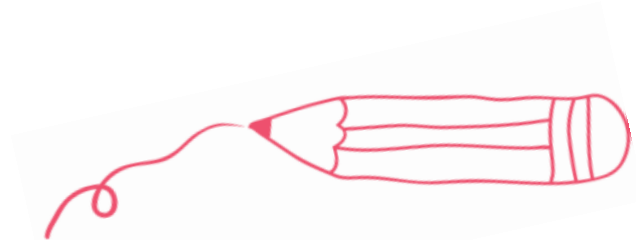
UNDER MY SKIN

PURPOSE: PRESENT YOURSELF

Materials: Different type of objects, pencils, papers, mascots, balls, games, books, toys etc

PROCEDURE:

Gather a pile with all kind of materials. Ask the participants to go to the pile and choose a single object that represents them. After all the participants have chosen an object ask them to talk about their object and motivate how it represents them.



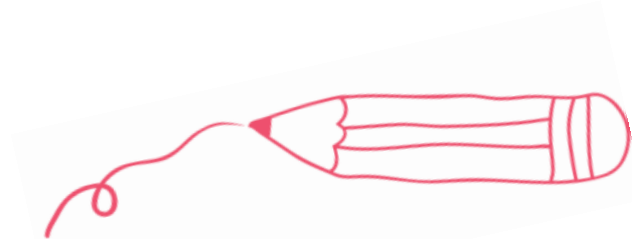
THE MESSENGER

PURPOSE: DEMONSTRATE THE IMPORTANCE OF GOOD COMMUNICATION

Materials: none

PROCEDURE:

Ask all the participants to form a circle. The facilitator then whispers a task to the first person on his right or to his left. Pass on the message on, by whispering to the next person and the next until the message gets to the other end of the circle. Ask the last person to receive the message to complete the task. The first person to whom the facilitator whispered the message will verify the accurateness or correctness of the task completed by the last participant.



THE POWER OF SILENCE

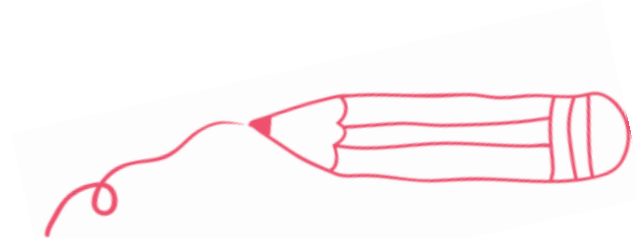
PURPOSE: TO INCREASE LISTENING VS SPEAKING

Materials: None

PROCEDURE:

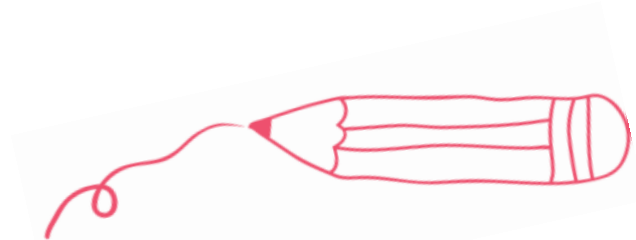
Ask participants to form two equal lines. Ask the groups to count off to check that groups have the same number of people. This procedure will likewise determine pairs. People who called out the same number may pair off. Before people start stepping out from their lines, give further instructions for the exercise.

Ask participants in Line A to be the listeners. As listeners, they should remain silent throughout the entire exercise. They are only to listen to their partners. Participants in Line B are to be the discussants. As discussants, they should speak throughout the



entire exercise. Discussants should give their partners a positive comment. The comment may be on their partners' behavior in the training, her clothes, her appearance, etc. However, she should only give one positive comment.

Pairs may go and sit anywhere they choose to after receiving instructions for the game. The discussion should take only five minutes. After that, participants should be back in the hall to process the activity.



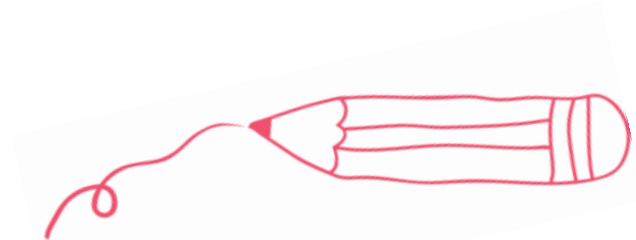
WRITE A LETTER

PURPOSE: DEMONSTRATE THE VALUE OF EFFECTIVE COMMUNICATION AND PLANNING
IN TEAM WORK

Materials: None

PROCEDURE:

Divide participants into four groups. Give them a theme for a letter, then ask each team to create a letter, by saying team 1, first word, team 2 2nd word, team 3, 3rd word, team 4, 4th word, team 1 again, team 2... and so on. Ask them to say the word fast and to make coherent letter.



COMMUNICATION IN A TOWER

PURPOSE: FOLLOWING PROJECT PLANNING STEPS THROUGH COMPLETION

Materials 4 sets that include:

3 sheets of flip-chart paper

4 full-size paper plates (stiff, not flimsy)

4 paper cups (12 or 16 oz)

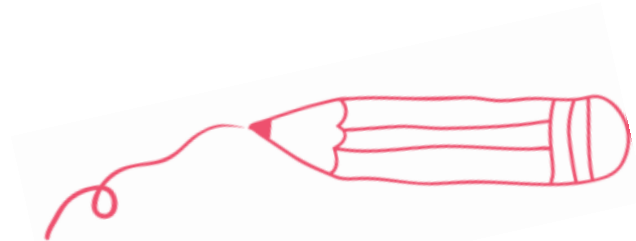
4 straws (regular drinking straws)

3 feet of masking tape

1 pair of scissors

PROCEDURE:

Ask the team members to count till 4. The people that are number one are to blind folded, the number two will have his hands tight to the back, the number three will have a scotch on the mouth, and not be allowed to talk during the exercise, the



number 4 will have a set of headphones with loud music on. After that, create 4 groups that includes a blind folded person, a non-hearing one, a person who cannot use his/ her hands and a person who cannot talk. Bring all the materials and ask them to build a 3-dimensional free-standing tower using only the materials provided by the facilitator.

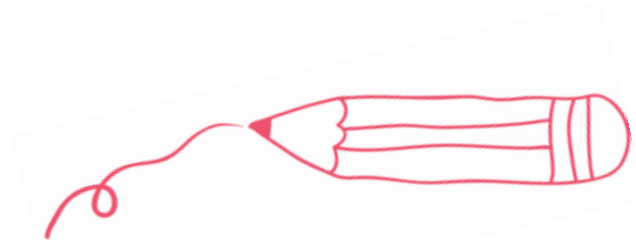
DIMENSIONS OF SUCCESS:

Results

- ⇒ Completion of task
- ⇒ Achievement of goal

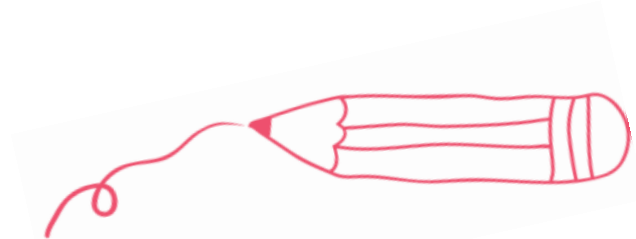
Process

- ⇒ How the work gets done
- ⇒ How the work is designed and managed
- ⇒ How the work is evaluated and monitored



Relationship

- ⇒ How was your experience working with the people in your group?
- ⇒ How people feel about their involvement and contribution to this project?
- ⇒ How did your team balance the three dimensions of success during the exercise?
- ⇒ Did you complete the task but neglect relationships?
- ⇒ Was everyone in your group involved?
- ⇒ Did the process work for you, or did you sacrifice results so that everyone felt good about the group and the exercise?



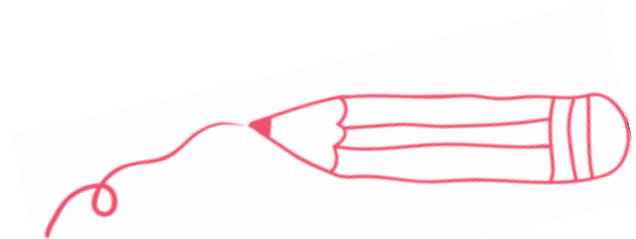
MY DREAM TRIP

PURPOSE: TRUST, COMMUNICATION, MOTIVATION, TEAMWORK

Materials: None

PROCEDURE:

A light-hearted introductory activity, which encourages participants to find out a bit more about their work colleagues. Working in pairs, participants are asked to describe how they would spend their time and money if they were given one month away from usual work and domestic routines and responsibilities with an unlimited budget. These Dream Trips are then shared with the group as a whole.



PURDUE CREATIVITY TEST

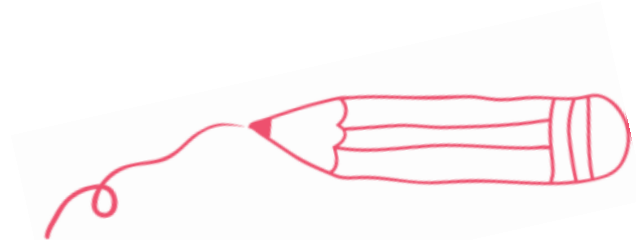
PURPOSE: SELF EDIT OURSELVES AND APOLOGISE FOR OUR CREATIVE IDEAS AND OUTPUT.

Materials: paper, pencils

PROCEDURE:

Ask each person in the audience to draw the person next to them. They have around 30 seconds to complete the picture. At the end of the task ask them to show the person next to them what they had drawn, the picture and as expected there were lots of “I’m so sorry”, “my drawing ability isn’t great”, “I can’t draw”.

Embrace your creative vision!



ONE EQUALS ONE

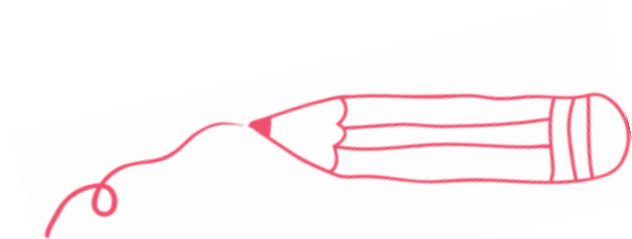
PURPOSE: KNOW AND ACCEPT EACH OTHER IN THE GROUP

Materials: none

PROCEDURE:

Differences:

- ⇒ Make sure you have plenty of space and that the room is as empty as possible.
- ⇒ Explain to the group that they have to imagine a line down the middle of the room dividing it into two halves. Stand on the line.
- ⇒ Ask everyone to stand at one end of the room, and then say: "Cross the line those who... are wearing trousers".
- ⇒ After those who were wearing trousers have crossed the line say another characteristic: e.g. "Cross the line those who...like cooking".
- ⇒ Once the group is warmed up, you could include more challenging characteristics related to the topic.

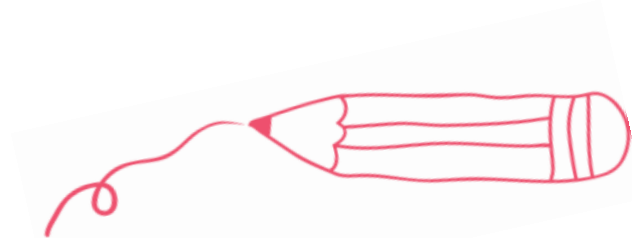


Uniqueness:

- ⇒ Ask the group to think about the T-shirts they wear, especially those that have logos or slogans relating to campaign issues on them. Do they wear them because they like the design or because they want to show that they support a particular cause?
- ⇒ Explain that each person is now going to design a very personal logo for their T-shirt, a logo which proclaims them and says who they are.
- ⇒ Share out paper and pens to the members of the group and give them 15 minutes to draw their personal design.
- ⇒ When they have finished, ask them to pin or tape the designs onto their shirts and walk round the room so that they can see what each other have done.

Seeking things we have in common:

- ⇒ Ask the players to find a partner and identify three things which they have in common; one should be something that they always do, feel or think; the second, something which they sometimes do, feel or think; and the third, something which they never do, feel, or think.
- ⇒ Now ask the pairs to try to find another pair who shares those characteristics. If they can't find

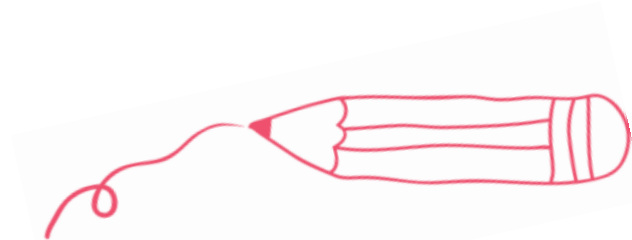


another pair, then they have to make a four and negotiate three new characteristics which they each claim and all share.

- ⇒ Then ask the fours to join to form eights and repeat the negotiations. The activity is over once all the participants form one single group and have identified three things which they all hold in common.

Debriefing and evaluation

- ⇒ Ask the players if they enjoyed the activity and talk about what they learned:
- ⇒ What did it feel like to have to cross the line by yourself?
- ⇒ How did you feel showing yourself as a unique person different from everybody else?
- ⇒ How did it feel when you saw how many characteristics you share with the rest of the group?
- ⇒ In our daily lives, when do we like to feel unique and different, and when do we need to feel the same as or equal to everybody else?



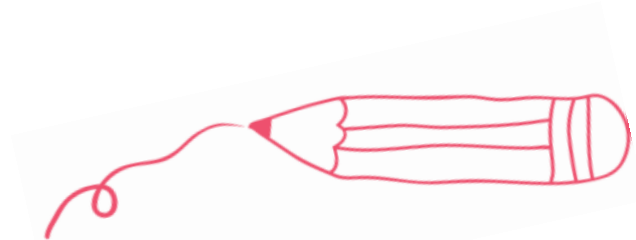
GO CIRCLES

PURPOSE: THINK OUTSIDE THE BOX

Materials: A paper with 30 circle drawn (made at the pc, so they are symmetrical), pencils

PROCEDURE:

When we say go! Transform each circle into something recognizable, such as a ball, a planet, bicycle wheels etc.



PERSONAL HEROES

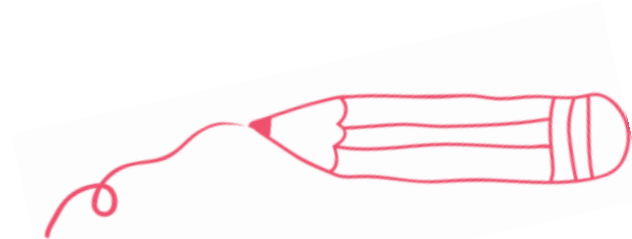
PURPOSE: RAISE PARTICIPANTS' CURIOSITY ABOUT OTHER PEOPLE'S HEROES

Materials: Flip chart and markers, paper and pencil for the participants.

PROCEDURE:

If the group is large, divide the participants into groups of 5 to 6 people.

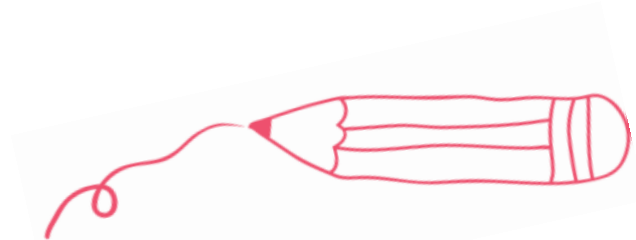
Ask people to start by thinking on their own about three people who are their personal heroes. After about five minutes invite the participants to share their choices and to say what they admire in those people. Allow sufficient time for a real exchange and questioning. Ask each group to list on a flip chart the names of the heroes, their nationality and, if appropriate, the areas in which they became famous e.g. sports, music, culture, politics...



DEBRIEFING AND EVALUATION:

You should note down which heroes, if any, are mentioned more than once or appear frequently. Then invite the participants to say if they enjoyed this activity and then to discuss the following questions:

- ⇒ Were there any surprises or any heroes who were unknown to anybody? Say why.
- ⇒ Was there a trend in terms of, for example, nationality or sex? If so, why are most heroes from the same nationality, cultural background or gender? Are they nationals or foreigners?
- ⇒ What is it that makes us appreciate some heroes rather than others?
- ⇒ Do you think your heroes are universal? Why or why not?



PUBLISH ME

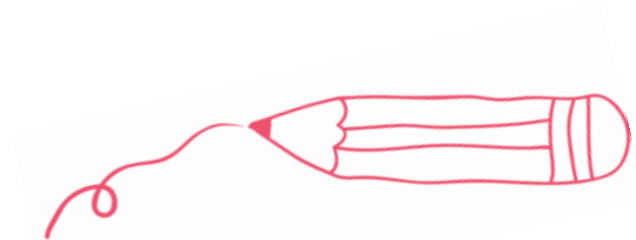
PURPOSE: DISCUSS TECHNIQUES IN EFFECTIVE PUBLIC SPEAKING

Materials: None

PROCEDURE:

Ask the participants to role-play on a specific theme. The role play may include the following behaviors:

- ⇒ Long, winding speech; no goal/point in view
- ⇒ Face buried in her notes
- ⇒ Distracting mannerisms
- ⇒ No pauses; continuous talking in the same volume, tone and pitch
- ⇒ Very long warming up period
- ⇒ No'feedback', no summary at the end



After the presentation, ask the group what was wrong about how the speaker delivered his material. As answers are given, note these down on the board. Techniques in public speaking may then be discussed based on the responses. The following areas may be considered in listing down the techniques:

- ⇒ Presenting information
- ⇒ Audience contact
- ⇒ Verbal and visual aids
- ⇒ Mannerisms and gestures
- ⇒ Speech design
- ⇒ Beginning and ending

