Easy Learning Toolkit

This brochure is a result of the Easy Learning Project organized by AIM Network in Ferrara, Italy between 10th – 16th of May 2015, in partnership with: Greek Acting Youth, Centre for Academic Excellence, Ceipes Spain, Big Herat Group, Pro Consensio, Düzce Provincial Directorate of National Education and Voice of the Youth.

The project aimed at generating new **experiential learning techniques** that education practitioners can use in order to develop new trainings meant **to facilitate youth access to labour market**. Supporting youth workers and youth leaders to think in innovative ways of approaching youth related topics and develop creative solutions will increase the impact and efficiency of youth activities and will generate innovative methodologies that increase effective participation of all project-actors involved in youth projects: partners, young people, youth workers, local communities, and policymakers.

Learning methods in the project activities are founded in accordance with the principle of **learning by experience**, designed to give young people active roles. Group activities are conceived in order to increase their motivation and initiative, as in the early days of the project several ice breakers and energizers are programmed. Through these activities, participants will be introduced to each other and thus better cohesion will be achieved and an increased solidarity among the participants of the training will provide the desired quality.

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Organizer: AIM Network, coordinator: Maria Kavouri

Easy Learning Toolkit

The toolkit consists of a collection of methods that can be used by trainers and youth workers in projects developing topics like: human rights and Intercultural dialogue and entrepreneurship. The design of the methods has followed 5 steps:

1. *Why to use this method?*
2. *What are the steps for preparing this kind of activity?*
3. *In what context can we use it? And for what topics?*
4. *What are the learning points?*
5. *What is the impact that it should have on the participants learning process?[1]*

The toolkit was designed in accordance with the following objectives:

❖ *capacity of the tool to transfer educational objectives into practice*

❖ *the capacity of engaging participants in the learning process*

❖ *use of elements of generic methods (role-play, simulation, etc)*

❖ *capacity to adapt to different backgrounds, target groups, context, etc[2].*

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[1] Source: „Art In (E)Motion: New A.I.M.s for Non-formal Learning" Toolkit - https://www.salto-youth.net/tools/toolbox/tool/art-in-e-motion-new-a-i-m-s-for-non-formal-learning-toolkit.1697/
[2] Idem

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The methods were designed following the next guidelines[3]:

- their **OBJECTIVES**: adequacy, adaptation to the context

- their **CONSISTENCY**: between the objectives, the values, the contribution

- the **CHANGE**: that they promote in the learning of participants, focusing on certain issues affecting young people…

- their **INNOVATION**: beyond technicalities, new learning approaches, new ways of participation…

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[3] *L. Harvey - "Beyond Total Quality Management"*, *D. Green - "Approaches to Quality Assessment"* – Salto Newsletter on Educational Tools, https://www.salto-youth.net/about/newsletters/nl-tools/

Intercultural
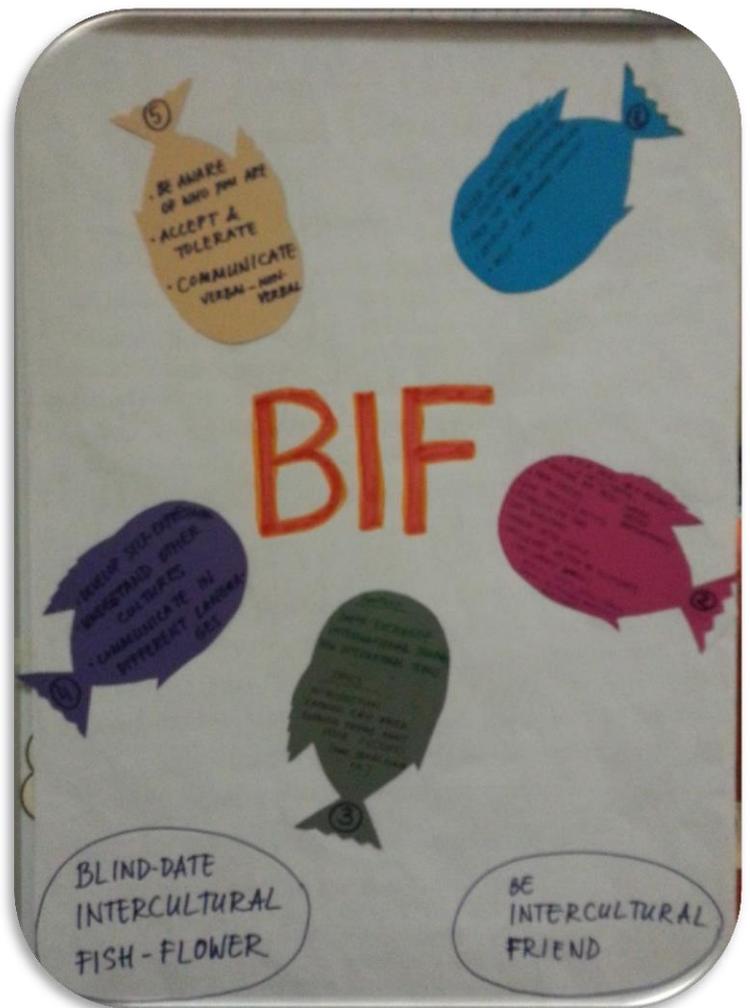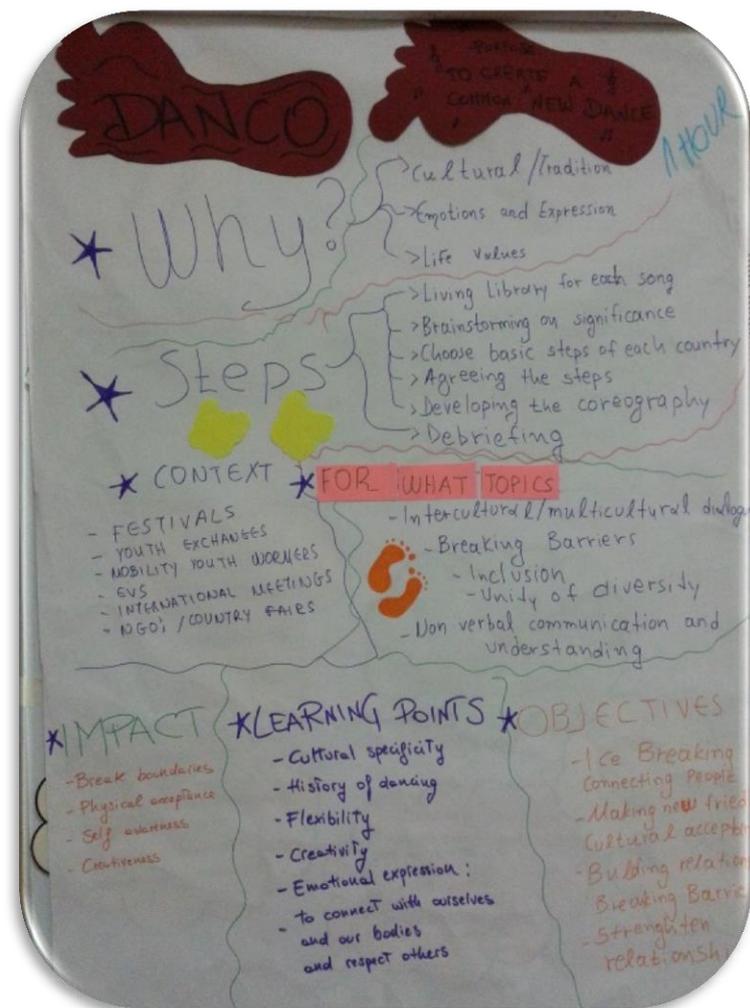
Dialogue

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Cultural Stand-up

Why to use this method?

- ✓ "Cultural Stand-up" is a tool for promoting and understanding intercultural dialogue and it consists of 5 stages: speed dating, representation of different cultures, discussion about the ideas that emerged, feedback from observers on the group processes, another round of speed-dating.
- ✓ The aim of this method is for participants to gain a more complex understanding of intercultural differences and similarities.

Objectives

- ▪ Increase participants' knowledge about different cultures around the world.
- ▪ Gain new perspectives about other cultures' stereotypes and stand-outs.
- ▪ Increase participants' abilities to use teamwork in intercultural dialogue.

What are the steps for preparing this kind of activity?

- ▪ Speed-dating exercise
- ▪ Choose the instruments needed (flipcharts, markers, video abilities, lap-tops, smart-phones).
- ▪ NB! The content over quality is more important than a quality of technical montages. We recommend using a maximum of 25 participants, in order to be able to provide the deserved attention to each culture.

In what context we can use it? For what topics?

- ▪ This method is meant to be used by people who are working with youth (youth workers, teachers, social workers etc.). "Cultural Stand-up" can be used in order to facilitate a deeper understanding of cultural differences and similarities, to provide the opportunity for team work, to dismantle stereotypes, to generate discussions about intercultural dialogue, to create a more understanding community in relation to cultural differences and similarities, to foster a more tolerant attitude towards different cultures.

What is the impact it should have on the participants' learning process?

- ▪ Participants will have the change to improve their knowledge about other cultures and become more tolerant towards them.

What are the learning points?

- ▪ Promote intercultural inclusion.
- ▪ Engage youth in attitudes of respect and empathy towards cultural differences and identities.

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DANCO

Why to use this method?
- ✓ To create a common new dance in inter/multicultural groups and to approach subjects as cultural/tradition related specificities, emotional expressions and life values.

Objectives:
- Ice-breaker in order to facilitate participant's interaction;
- Make new acquaintances;
- Cultural acceptance, building & strengthening relationships

What are the steps for preparing this kind of activity?
- Organize a Living Library for a specific song of each country represented in the group;
- Brainstorm on the significance of the songs;
- Choose some basic steps of each country's songs;
- Agree on some basic steps for the new common songs;
- Create the choreography and put it in practice;
- Dance until you feel & learned it;
- Debriefing.

In what context we can use it? For what topics?
- Youth exchanges/ festivals/ mobility's for youth workers;
- International meetings/ trainings; EVS, NGO's, country fairs;

Topics:
- Intercultural/Multicultural dialogue; Unity in diversity;
- Inclusion; Getting out of the comfort zone;
- Breaking (cultural) barriers;
- Non-verbal communication and understanding.

What is the impact that it should have on the participants' learning process?
- Develops creativity, flexibility and collaboration;
- Breaking boundaries between cultures;
- Builds physical acceptance and self-awareness.

Which are the learning points?
- Becoming aware of the History of dancing;
- Embracing emotional expression;
- Connecting with ourselves, our bodies and respecting others, through that;
- Understanding the meaning of arts and cultural specificities.

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BIF Blind-date Intercultural Fish-Flower /

Be Intercultural Friend

Why to use this method?
- ✓ Better understanding of cultural differences
- ✓ Develop language skills
- ✓ Ice-breaking

What are the steps for preparing this kind of activity?
- 8-10 pairs (16-20 persons)
- 1 facilitator
- Explain the tasks (verbal, written,bodylanguage)
- Form circles (one inner circle facing an outter circle)
- Give pencils and post-its
- Establish the time
- Give questions
- Change outer circle
- Conclusions written on flipchart (the exact words used by the groups)

Materials needed: pencils, post-its, bell, timer, space, flipchart, markers, questions

In what context can we use it? For what topics?
- Youth exchange, international seminar, new international teams
- **Topics:** introduction, knowing each other, knowing things about other cultures

What is the impact that it should have on the participants' learning process?
- Develop self-expression
- Understand other cultures
- Communicate in different languages

Which are the learning points?
- Be aware of who you are
- Accept and tolerate others
- Communicate verbalyl and nonverbaly

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Culture creators

Why to use this method?

- ✓ Getting participants out of their comfort zone when interacting with other cultures.

Steps for preparing the activity

- Divide participants in 4 groups
- Tell them to create a tribe greeting, distinctive gesture, yes/no sign, I like it /I dislike it phrase without using language or already known signs
- Half of each group go on the stage and try to communicate for 10 minutes. The other part is the audience (and the vice versa)
- Fishbowl: actors – inner circle; audience – outside circle
- Inner circle discusses advantages, problems, what was most difficult part/ what was hard/easy to understand
- Debriefing

In what context can we use it? For what topics?

- Approaching problems and difficulties in communication
- Facilitating dialogue with disabled people
- Encourage and promote Intercultural dialogue

What is the impact that it should have on the participants' learning process?

- Developing tolerance
- Learning through experience
- Self-awareness

Which are the learning points?

- Creativity, teambuilding, learning to learn
- Cultural awareness and expression
- Social and civic interaction
- Reflection and debate

Entrepreneurship
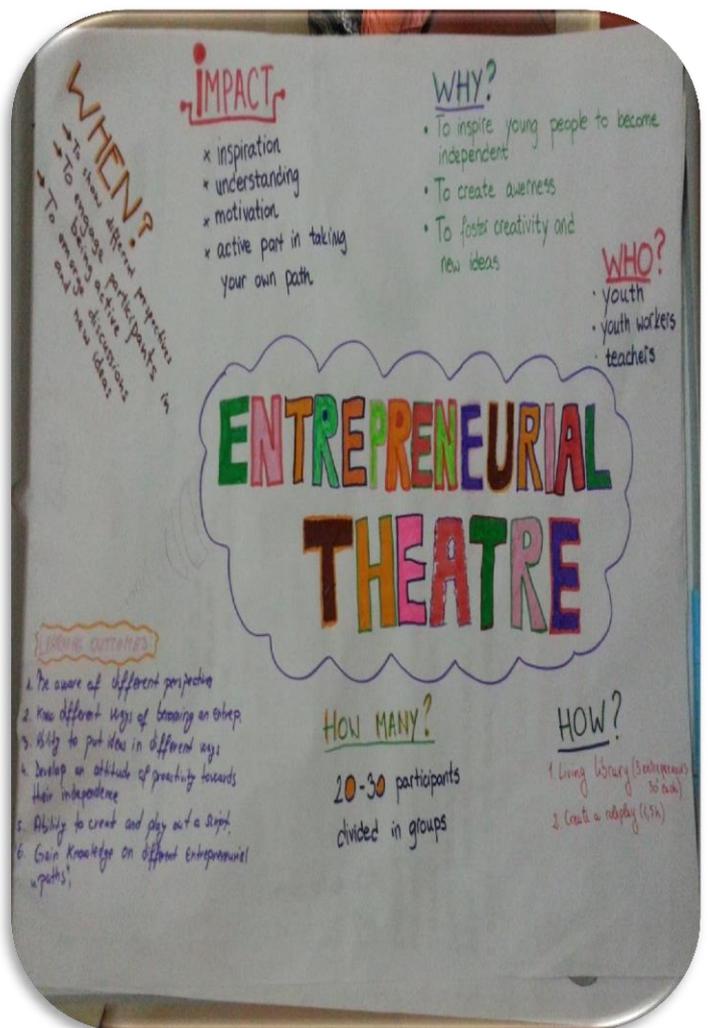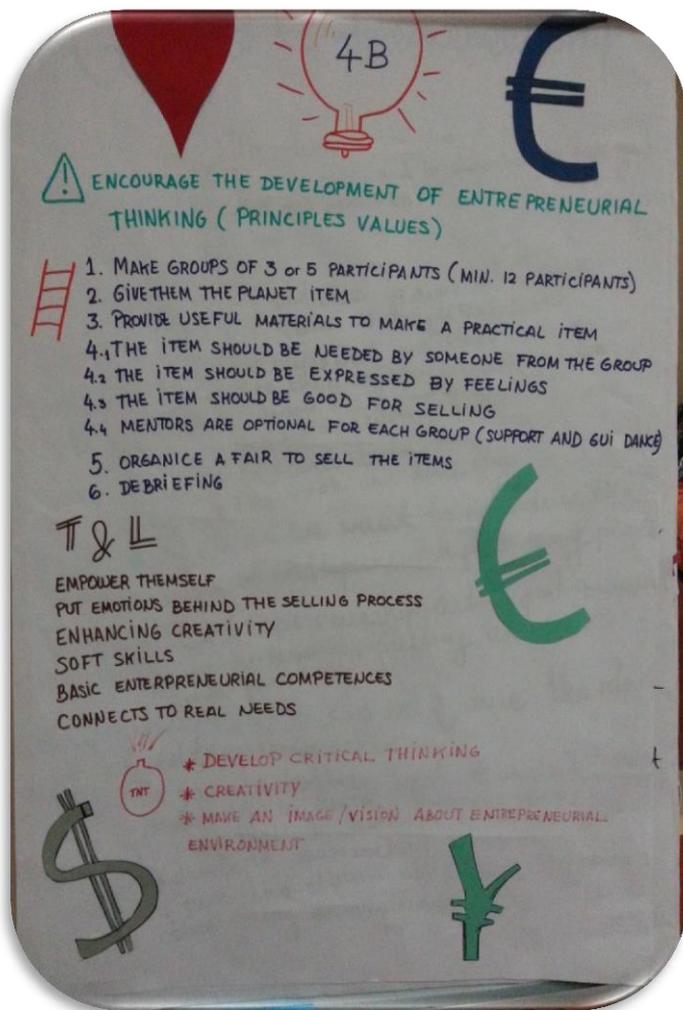
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4B

Why to use this method?

- ✓ To encourage the development of entrepreneurial thinking (principles & values).

What are the steps for preparing this kind of activity?

- Make groups of 3 or 5 participants (min. 12 participants);
- Provide them with a central object, as the basis for creating new products and services;
- Provide useful materials to make a practical/useful item;
- The item should be needed by someone from the group;
- The item should be expressed by feelings;
- The item should be good for/worth selling;
- Mentors are optional for each group/team (for support & guidance);
- Organize a fair to sell the items created;
- Debriefing.

In what context we can use it? For what topics?

- Introducing young people into the entrepreneurial spirit and delivering entrepreneurship competencies, on topics such as:
    - Youth Empowerment;
    - Enhancing creativity;
    - Soft skills development;
    - Basic entrepreneurial competencies;

What is the impact it should have on the participants' learning process?

- Develops critical thinking and creativity;
- Inspires an image/a vision about/on the entrepreneurial environment.

What are the learning points?

- Putting emotions at the core of the selling process;
- Connecting to the real needs of entrepreneurs/clients.

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Quasi entrepreneurship

Why to use this method?

- ✓ To introduce the idea of entrepreneurship to young people and show them how to put their ideas into practice.

What are the steps for preparing this kind of activity?

- Make groups of 5 people (in total 15 to 30 participants). The groups will then work on their entrepreneurship ideas with a starting package received from the trainer (materials, marketing plan, business plan, etc).
- Groups present their ideas;
- Discussions and debriefing.

In what context can we use it? For what topics?

- When we want to introduce the concept on entrepreneurship.
- **Topics:** entrepreneurship, active participation, civic involvment, putting an idea into practice.

What is the impact it should have on the participants' learning process?

- To develop teamworking skills;
- To gain an attitude of respect towards other young entrepreneurs.

Which are the learning points?

- To gain a better understanding about developing a better business idea;
- To know how to develop a business plan.

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Entrepreneurial theatre

Why to use this method?
- ✓ To inspire young people to become independant;
- ✓ To foster creativity and new ideas;
- ✓ To generate awareness towards the entrepreneurial phenomenon.

Steps for preparing the activity
- Invite 3 successful local entrepreneurs to participate at a living library;
- Create together with the participants a scenario for different entrepreneurial topics (how to overcome failure, how to get from idea to practice, etc)
- Divide roles among participants.
- Organize a live performance based on the created scenario.
- Have discussions and debates about the topics included in the play.

In what context can we use it? For what topics?
- We can use this method when we want:
    - o To show different perspectives on entrepreneurial topics;
    - o To engage participants in being active;.
    - o To emerge discussions and new ideas

What is the impact that it should have on the participants' learning process?
- Active part in following your own path;
- Motivation and inspiration for becoming an entrepreneur.

Which are the learning points?
- Developing an attitude of proactivity towards youth financial independence;
- Gain knowledge on different entrepreneurial paths;
- Becoming aware of the opportunities provided by an entrepreneurial approach.

Human Rights

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KANTI

Why to use this method?

- ✓ Singing is one of the 7 Arts and, through different dynamics, one can acknowledge about Human Rights.

What are the steps for preparing this kind of activity?

- ▪ Organize a World Café on Human Rights Topics and invite participants to compose lyrics at each table/subject of the Café;
- ▪ After compiling the strophes and calibrating the song, sing the whole composition individually or as a group;
- ▪ Debriefing.

In what context can we use it? And for what topics?

- ▪ Cultural diversity;
- ▪ Youth exchanges/ festivals/ mobility's for youth workers;
- ▪ international meetings/ trainings;
- ▪ EVS, NGO's, country fairs/ affairs;

Topics:

- ▪ Unity in diversity; Inclusion;
- ▪ Getting out of the comfort zone;
- ▪ Breaking (cultural) barriers;

What is the impact it should have on the participants' learning process?

- ▪ Develops creativity, open-mindness, flexibility and collaboration.

Which are the learning points?

- ▪ Embracing emotional expression;
- ▪ H/R purposes;
- ▪ Understanding the meaning of arts and their use in educational purposes;
- ▪ Discover cultural specificities.

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Model Human Rights Declaration (Model HDR)

Why to use this method?
- ✓ The aim of this method is to introduce human rights to young people.
- ✓ "Model Human Rights" is an introductive tool promoting and understanding human rights.

- ✓ **Objectives:**
- ✓ Increase awareness about human rights;
- ✓ Developing an attitude of respect and understanding about human rights;
- ✓ Foster new ideas about human rights;
- ✓ Sustain active participation while discussing about human rights;
- ✓ To engage an attitude of respect about human rights;
- ✓ To increase participants' abilities to use team work while working with human rights;

What are the steps for preparing this kind of activity?
- ▪ 4-5 groups who will make a declaration about human rights. We recommend for this method the average classroom number (around 25) in order to provide enough attention and time to each group's declaration.

In what context we can use it? For what topics?
- ▪ This method should be used by people who are working with young people (youth workers, teachers, social workers etc.)
- ▪ "Model Human Rights" can be used to increase the awareness about human rights, to provide an opportunity to foster discussions and debates about human rights and to facilitate active participation.

What is the impact it should have on the participants' learning process?
- ▪ Becoming more aware of the importance of rights and obligations;
- ▪ Taking a future active role in protecting human rights.

What are the learning points?
- ▪ Knowing how to create a document for human rights protection;
- ▪ Increasing the ability to debate different topic related to human rights.

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Right'S Theatre

- ✓ An innovative method for transferring educational objectives that concern human rights, into practice.
- ✓ The key element that we used as the axis, around which we structured the whole activity is the "Theatre of the Oppressed", slightly transformed from a new interpretational point of view.

Why to use this method?

- ✓ "Theatre of the oppressed's main goal is to promote and to transform passive attitude into active, with the ultimate purpose to promote social and political change.
- ✓ The audience needs to be consisted of spect-actors that actively explore, show, analyze and transform the reality they are living.
- ✓ Promotion of the learning process of participants
- ✓ Focus on a matter that concerns young people
- ✓ Innovation: New learning approach, new ways of participation

- ✓ **Objectives:**
- ✓ Strengthen respect for fundamental freedom
- ✓ Ensure gender equality
- ✓ Empower towards more active citizenship
- ✓ Promote social justice
- ✓ Encourage the creation of "Culture of Peace"

Our target group is children of the primary school and the two first grades of high school but can be widened a bit (6 to 12 years of age)

What are the steps for preparing this kind of activity?
- ▪ Create a scenario that involves from minimum 5 to maximum 8 actors
- ▪ 1 Protagonist (oppressed) (male)
- ▪ 1 Antagonist (suppressor) (male)
- ▪ 1 Friend of the protagonist (male)
- ▪ 2 (at least) girls that consist a group

Process of the activity:

- ▪ **First step**:
- ▪ The teacher introduces to the classroom the concept of human rights and presents some of them to the children (among who are those who are going to be violated during the play) (5-10 min)
- ▪ After this introduction the play starts
- ▪ Soon after the ripping off of the Protagonist the teacher/mentor/facilitator (no Joker is used) says "Stop" and asks the children if they noticed any violation of the human rights that they were presented in he beginning and of which rights in particular.

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- If the children notice no violation (or maybe are afraid to speak or take any initiative) the plays goes on and on until someone of them says "Stop" and points out the violation (from 20 to 40 min approx.)

- **Second Step:**
- After they figure out the violation/s, they do not yet suggest any solution or alteration to the scenario or to the attitude of the roles but the teacher/mentor/facilitator starts asking on whether anyone from the classroom was ever involved in such a situation, in which position/role, how they felt, how did they react and how would they react if they were in a same situation and in the same position. (10-15 min)
- *(One more bonus step can be included, during which the children are asked to imagine the future life story of each one of the characters when they become adults, after 20 years)*

- **Third Step**
- Concluding the last debate, the teacher/mentor/facilitator separates the classroom into two groups and asks them to write down and alternative scenario based on the former one with the purpose to create a story, in which by transforming the passive roles into active ones an altered scenario would be formed, that from then on it would include no violation of these human rights that they pointed out in the previous debate. (15 -20 min)

- **Last step:**
- Each group present their story on stage (using the same actors of the initial story) and children debate on and compare their stories in order to ensure that the scenario has been "cleared" of all violations of human rights.

In what context can we use it? For what topics?
- On the basis of forming and shaping an active and sensitized school attitude for the children that belong to the particular target group of this method, that may set the solid pillars and the foundations of their future active citizenship.
- Concepts being comprehended: Justice, Equality, Dignity, Freedom, Non-Discrimination

What is the impact it should have on the participants' learning process?
- , Appreciation of Diversity;
- Promoting Social Development and Social Change.

Which are the learning points?
- Skills being enhanced: Imagination, Creativity, Active Listening and Communication, Active involvement, Critical Thinking, Co-operative Work. Empathy/Solidarity

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HxR

Why to use this method?
- To understand the role of Human Rights;
- To motivate and learn more about human rights;
- To connect rights, obligations and situations;
- To know how to react in different situations;
- To develop argumentation skills.

What are the steps for preparing this kind of activity?
- Make groups of 5 people
- Explain the connection between rights and obligations
- Give examples of different situations
- Distribute working instruments (cards with rights, obligations and situation)
- Establish the time (30-40 minutes)
- When a participants shows what is written on his card (either a right, an obligation or a situation) other participants have to show their card if they think they are a match (the pair right/obligation or situation)
- Groups presentations (rights) (obligations) (situations)
- Final decisions on the matching cards
- Debriefing.

In what context can we use it? For what topics?
- global education, schools, exchanges, trainings, transition societies
- **Topics:** HR, empathy, tolerance
-

What is the impact that it should have on the participants' learning process?
- Putting HR into context;
- Acting for protecting;
- Understanding "assumptions";
- Critical thinking.

Which are the learning points?
- Democratic behaviour;
- Active citizenship;
- Volunteering.

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Partner organizations:

Italia
Aimnetwork

Greece
Greek Acting Youth

Bulgaria
Voice of the Youth

Estonia
Pro Consensio

Spain
Ceipes Spain

Croatia
The Big Herat
Group

Romania
Association Centre
of Academic
Excellence

Turkey
Duzce Il Milli Egitim
Mudurlugu
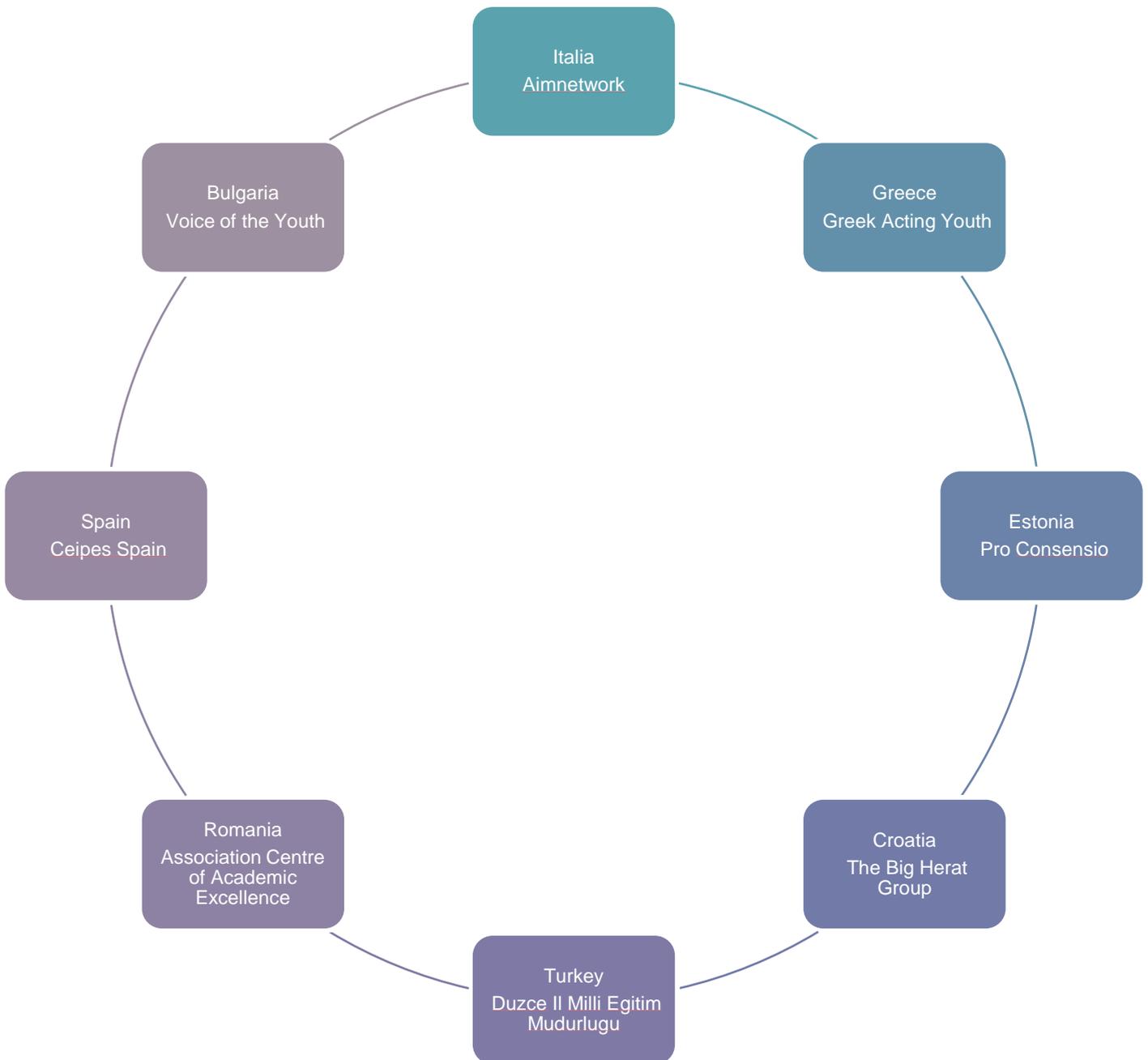
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AIM Network

Is a cultural association, founded in 2012 in Ferrara, in a strategic location between Florence and Venice. Its mission is the promotion of intercultural dialogue through projects in partnership with local schools and private organizations. AIM Network is also partner in various European projects, both in the field of school education and in adult education. Moreover it also works with young people by involving them in European youth mobility's projects.

CEIPES is an European network of non-profit associations present in TURKEY, HUNGARY, SERBIA, GREECE, ITALY, BELGIUM, SPAIN and PORTUGAL, working in collaboration with all sectors of educational institutions, with formal and non-formal activities. Framed within the framework of Erasmus + projects funded by the European Commission, develop activities and training courses at national and international level.

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.The Centre's main goals are:

• to facilitate access to relevant information for youth (scholarships, internships and jobs);

• to mobilise public and private resources in order to implement youth-oriented programmes;

• to promote ideas and programmes • to enhance the cultural education through art and non-formal education methods;

• to encourage students to take part in public analysis;

• to increase the people awareness on the necessity to have professional public leaders.

"VOICE of the YOUTH" - Plovdiv was founded in 2011 and it takes part in the Association "Voice of the Youth" - Bulgaria, which is represented by regional structure in Plovdiv. Our cause is to help us realize the enormous potential that lies in the people at our age. We want to give them the opportunity to them, to stimulate all the young people to prove their self and to the society that our voice should be heard and that chance should be given on showing their capabilities.

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Greek Acting Youth

Is an informal group of young people and youth workers, based in Gytheio, Greece. They were born as organisation from the need to stay together in productive way in a such economical crisis period.Greek Acting Youth, is mentored by Association of Intercultural Mediators Network of ItalyTheir mission is to help young people to valorise the local resources in order to create his own business in his town avoiding the desertification of the town and surrounds .

Düzce Provincial Directorate of National Education is a local authority involved:

-making strategic plans for education

-planning EU projects, monitoring and evaluating EU projects in the province.

-guiding and training other teachers about projects in the province

-making researches, analysing and developing about education and learning programs

--making local researches about determining educational needs

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Pro Consensio aims at promoting the active co-operation between state actors, institutions and competent authorities, promotion and training for the staff of local authorities promoting benefits of the early intervention in the filed of the prevention of crime, ttrainings for NGO-s promoting the possibilities of the early intervention and presenting different conflict resolution possibilities. Under special attention is prevention of the youth crime and opportunities of early intervention in the cases when youth under 26 are in conflicts with the law,
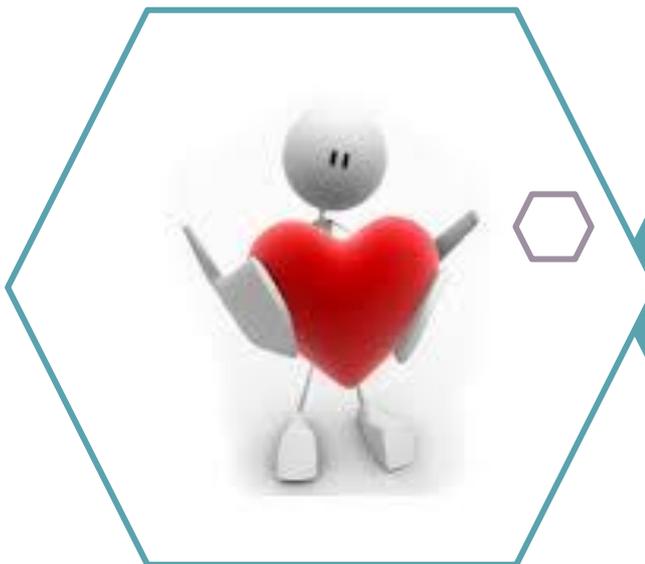
The Big Herat Group

Is an informal group established in Knin, Croatia that aims at developing educational projects for youth.

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During the design process ... ☺

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Easy Learning Project

Ferrara

10-16 May, 2015