



Training Course' s

# HANDBOOK & ACTIVITY MEMO



[outwardboundcroatia.com](http://outwardboundcroatia.com)

Please, use this handbook in a responsible fashion and be aware of your knowledge and skills considering the context of outdoor education and rural youth.

The authors of this handbook are not responsible of incorrect use.

We do not hold any credit for the activities and methods which are gathered here



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## INTRODUCTION

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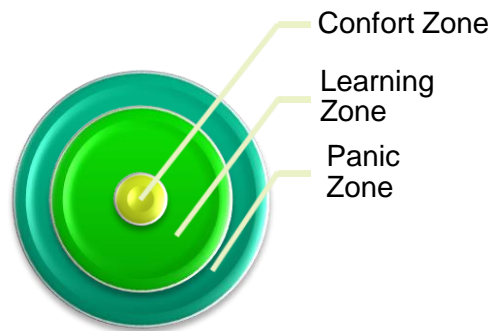
Twenty participants from five different countries (Croatia, Macedonia, Malta, Portugal and Turkey) joined in Erasmus+ Training Course Inform and be Informed promoted by Outward Bound Croatia, in Gospić, Croatia, from the 20th to 29th April 2015 in the effort to promote dialogue and encourage the utilization of European Union funding, active citizenship, inter-cultural dialogue and social inclusion of youth from rural areas as well as feelings of tolerance, solidarity and improvement of foreign language competencies.

The methods used were standard Outward Bound methods which include workshops, teamwork, creative work, teambuilding activities, commitment activities, activities of trust, role plays, imaginary scenarios, problem solving activities, outdoor activities and evaluation activities.

This handbook was gathered by participants of Inform be Informed Training Course. It is an activity memo of the experiences during the course. The document is thought to help the participants of the course to remind of the activities and methods used and learned during the course, but also for people familiar with the context of working with rural youth. The handbook contains activities from icebreakers, team building, trust games, self-awareness and the experience from the outdoor activities as a tool of learning.

## THE LEARNING ZONE METHOD

Outward Bound Methods are based in this graphic. The organization believes that education and progress happens when you get out of your comfort zone, willing to learn and get new experiences but do not reach the panic zone where the learning does not happen.



### THE COMFORT ZONE

The comfort zone is where many of us operate. It's the location of the skills and abilities we've acquired. While the comfort zone is by definition the most 'comfortable', we can't make progress or build skills in the comfort zone since it consists of the abilities we can already do easily.

### THE PANIC ZONE

If you've ever become so anxious you can no longer think, you've probably run into the panic zone. Activities in the panic zone are so tough that we don't even know how to approach them. The overall feeling of the panic zone is that you are uncomfortable and possibly discouraged. Like the comfort zone, we can't make progress in the panic zone. You may be in the panic zone when attempting something dangerous, far beyond your reach or under high stress.

### THE LEARNING ZONE

Between the panic zone and the comfort zone is the learning zone. **One** can only make progress by choosing activities in the learning zone. The skills and abilities that are just out of reach are in the learning zone; they're neither so far away that we panic nor close enough where they're too easy.

## ICE-BREAKERS

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### NAME GAME

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#### DESCRIPTION

All the participants made a circle and each person told her/his name alongside an animal name which starts with the same letter of their names. Each person had to repeat the name of the people and animals who talked before them. So the last person repeated the names of the whole group with the animal names (ex. Bernardo – bear, Stephan – snake and Josip – Jellyfish.)

#### PURPOSE

- Learning names;
  - Growing team spirit.
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### BINGO

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#### DESCRIPTION

Each participant prepared a table of 4x4 on a piece of paper and then walked around the group asking each person various questions (ex. What is your hobby? What makes you happy?) When the sheets were filled, we exchanged them among us and tried to find the person who said each sentence. The one who found the teller of the sentence crossed that square. The one who finished crossing the names on a line shouted BINGO!

#### MATERIALS

- Pens and papers;

#### PURPOSE

- Communication;
- Getting to know the names.

## THE KNOT

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### DESCRIPTION

Participants stand in a circle and join hands. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a '*knot*'. They must then unravel this knot, without letting go of one another's hands.

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## TOUCH THE COLOUR

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### DESCRIPTION

Participants are given instructions to touch a colour that should be visible on the groups clothes with a part of their body. Instructions are given like «right elbow in green»

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## BLIND MIMICS GAME

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### DESCRIPTION

All the participants join the activity blindfolded and are told that they are not allowed to use words. They need to give a message to another person somehow without seeing each other or speaking.

### MATERIALS

- Blindfolds;

### PURPOSE

- Using different communication styles, teamwork, leaving the comfort zone.

### REFLECTION

- Was it difficult?
- How did you feel?
- Could you express yourself to the other person?
- Did anyone understand the story that has been told?

## FORMING AN AGE LINE

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### DESCRIPTION

All the participants are blindfolded and told that they are expected to touch the others and make a line from the oldest at one end to the youngest at the other end of the line, without talking.

### PURPOSE

- Using other possible senses except from the usual ones;

### REFLECTION

- Instructor asks all the people their ages and check if they stand in the right place.
  - Why did you stand in the wrong place? What made you to decide to stand where you are?
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## THE BLIND AND THE MIME

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### DESCRIPTION

The group is divided into groups of three and each element has one of three functions: be the speaker, the mime or be blindfolded.

The mime knows where the treasure is hidden and where the obstacles (the bombs) are. He must not speak and still give the message to the speaker by gestures.

The speaker gives the blindfolded the message that the mime is sharing with gestures, guiding him through the field.

The blindfolded person should be able to find the treasure, avoid the bombs and return safely using only the information given by his/her team in order to win the game.

### MATERIALS

- One treasure for each team (can be a small ball, orange, or any small object);
- Other small objects to be obstacles;
- Blindfolds.

### PURPOSE

- Trust and bonding within teams;

- Be open to practice other ways of communication.

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## CATCH THE FINGERS

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### DESCRIPTION

The participants make a circle and position their hands alongside the hands of the two people in our side. The goal is to catch a finger of this person and don't let the other caught our finger.

### PURPOSE

- Test attention, concentration and speed;
- Following more than one direction at the same time.



## ACTIVITIES

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### SETTING THE RULES

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#### DESCRIPTION

As a group we discussed the rules that should be followed during the sessions and breaktimes. We all came up with ideas and the ones agreed on were written on a paper and hung on the walls. We also wrote some punishments for not obeying the rules.

#### MATERIALS

- Flipchart and boardmarkers.

#### PURPOSE

- Make the group set the rules for themselves so that they can follow them without any problems;
  - Note - If there are some important rules missing, instructors can make some contributions.
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### EXPECTATION AND FEARS

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#### DESCRIPTION

We wrote our expectations and fears on small papers (of different colours) and stuck them on big papers and hung them on the wall. At the end of the week, we are going to check if we still have the fears and if our expectations are met.

#### MATERIALS

- Two different colours of post-its.

#### PURPOSE

- To make participants see if their expectations were met and fears overcome.

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## RECEIVING ORGANIZATION PRESENTATION - OUTWARD BOUND CROATIA

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We were introduced to the concept of Outward Bound Experimental Learning, its history, methodology and aims. Programme types for different age groups and institutions were explained. The outcomes of the programme and the durations were stated.

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## EUROPEAN SESSION - PRESENTING RURAL YOUTH

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Each country had prepared a presentation about the problems that rural youth face in their countries and one by one participants from each country did their presentations which was followed by questions from other participants.

After the presentation session, we came up with solutions to the problems mentioned by each country and wrote our solutions on pieces of papers and stuck them on a line of thread. After that one of the participants came front and read all the solutions to the whole group.

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## ORGANIZATIONAL MARKET (1) & INTERCULTURAL NIGHT (2)

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- (1) Divided by countries groups, the participants presented their organization, its objectives and characteristics.
  - (2) Divided by countries groups, the participants presented their country, their food, music and culture.
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## PREJUDICE AND STEREOTYPES SESSION

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### DESCRIPTION

The participants are asked to describe of the terms prejudice and stereotypes giving some examples. The instructor provided some some ironic prejudices for European people and asks the group if they are right. They were also asked to describe a typical woman from Brazil and after the given descriptions, the participants were informed that the type of woman described constitutes only a very small percentage of the women from Brazil. We talked if prejudices are always negative and concluded that they can also be positive.

The group was asked to come up with some prejudices and stereotypes about rural youth in general and write them on a flipchart.

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## THEATRE OF THE OPPRESSED

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### DESCRIPTION

The technique of interactive theatre was introduced. The audience (spec-actors) interfere in the play through if they feel they need to change something in order to convert the situation.

The participants are divided into two equal groups and are told them to create a play which includes a conflict to be resolved. They should decide the scenario and roles and construct the dialogues for 40 minutes as well as rehearse the play.

The first group performed their play and their joker asked if anyone wants to intervene and change something in the play. Participants from other team told their opinions on what should have taken place differently. The same procedure happened for the second group, too. The technique was applied.

### PURPOSE

- To feel how it is to be in someone else's shoes, solving problematic situations

### REFLECTION

- How did you feel about the play?
- Why did you feel a need to make a change in the situation?
- How would you feel if you came across a situation like the one experienced in the play?

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## SPREAD YOUR MESSAGE SESSION

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The participants begin a game by throwing a paper ball at one person (target). Every participant had to make a ball from plain paper and throw it at same time on one person and that person's task was to catch as many balls as they can (they usually don't catch any ball). That game served to explain an example how all people receive the message on social media (Facebook, Instagram, etc.)

They had a presentation about using social media tools and how to spread your message to other people. The presentation showed bad and good examples about using social media tools.

After the group was separated into teams, instructions on how to use the movie maker were given. Each team had to find the means to promote the training to reach rural youth using social media.

Each team decided to make a video about the program, guided by the example of previous groups who participate on this type of program we have concluded that this is the best way how to show others what was happening on the program.

## PRESENTATION OF THE PROJECT

After showing each video someone from the team explained its main message.

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### ERASMUS+ SESSION - PROGRAMS, MOBILITY TOOLS AND SALTO

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The participants we explained to the trainer their doubts about Erasmus + program. To answer our questions, she made a presentation about Erasmus + program, mobility tools and SALTO.

The trainer began by explaining that Erasmus + is an EU program for young people and youth workers, referring also which European countries are involved on this program. She said what are the key actions, the objectives and features.

We made a group exercise where we organized a sequence, showing the correct order of the tasks required to develop a project. We had two columns: the first had the steps that we need to follow; the second had the organization or persons involved on this tasks. At the end, we made a list with seventeen tasks and eight personalities involved.

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### WRITING PROJECTS SESSION - DEVELOPMENT

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The trainers gave the participants the key questions to ask in order to start constructing an Erasmus+ Project.

- |                               |                                |
|-------------------------------|--------------------------------|
| • Title / Theme / Type        | • Resources (Humans/Materials) |
| • Objectives / Aims / Goals   | • Partners                     |
| • Duration / Venue            | • Sustainability               |
| • Participants / Target group | • Dissemination                |
| • Time table / Activities     | • Budget                       |
| • Methods                     | • Impact                       |
| • Tools                       |                                |

After that, the participants worked on their projects in different groups.

## GETTING INVOLVED WITH THE LOCAL COMMUNITY DAY

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### DESCRIPTION

The participants arrived at the OBC Educational Center where they worked on the building rehabilitation in conjunction with town's youth in order to get involved with the local youth and share experiences, as well as promote international programs.

### PURPOSE

Get involved with the local youth in the construction of a building that will prepare them for the future

- Growing team spirit;
  - Meet the local youth;
  - We get to know a bit of Gospic.
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## ADVENTURE SESSION - OUTDOOR ACTIVITY

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The Adventure day consisted in a number of outdoor activities that included zip-lining, wall-climbing, highropes path and 30meters swing. The goal was to promote outdoor activity as a mean to achieve trust, teambuilding and selfknowledge in order to overcome the confort zone.

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## WRITING PROJECTS SESSION - PRESENTATION

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Malta, Macedonia and Turkey presented their project proposal entitled **.COM** (Catholics, Orthodox and Muslims). The aim of the project is to increase language competences, awareness of cultural and religious diversity, reduce stereotyping, prejudices, religious intolerance, racism and discrimination. Malta will be the co-ordinator of this youth mobility project.

Croatia, Macedonia and Portugal made their presentation on **IMPROVE YOUR FUTURE**. The aim of the project is to train youth workers using modern technology to enhance the chances of youth getting employment. They would be using Microsoft Office Tools. Portugal will be the co-ordinator of the project.

Each group had an question and answer session on their project and got feedback from the trainers. Hopefully projects will be submitted during the next call for proposals in October and implemented 2016.

12-00 – 13-30 Each participant was given an hour by themselves to reflect their experiences of the training and document their feelings and reflections in a letter addressed to themselves. These letters will be posted by the trainers in 6-months time. This will serve the purpose of checking on the impact of the learning outcomes and also to remind the participants of things they learnt and what they have achieved after the training.

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## EVALUATIONS

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The trainers gave the participants 5-questions. Each question was answered separately in pairs. For each question participants had to change partners. Seven minutes was allocated for each question, after which the participants gathered together to give their response.

The daily smiley evaluation was done.

Participants were asked to give their views on an evaluation pie chart using symbols of their feelings and thoughts. The pie chart represented all the aspects of the training, ie logistics, food, accommodation, activities, etc.

Participants were then asked to complete the official training evaluation form either anonymously or named.

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## CLOSING CEREMONY

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The trainers gave their votes of thanks to the participants.

The trainers presented the Youth Passes by describing the characteristics of the recipient of the certificate they were handing over which the participants had to guess. The youth workers mobility ended on a very high emotional note for some of the trainers and participants. The Turkish delegation had surprise gifts for all trainers and participants.