



Erasmus+



MOVE¹EM ALL

International Training Course

Sepólno Krajeńskie, Poland - APRIL 11-19, 2016

ACTIVITIES, TOOLS, RESULTS...

SUMMARY

Kinesthetic learning is often one of the most neglected ways of learning both in formal as well as in non-formal learning settings, but it has to be taken into account that kinesthetic learning has a lot of potential and power in it, because it is usually opening new "channels" and "connections" in people, generating new emotions, helping them to become more open, self-aware and creative and to realize their full potential through holistic learning. The quality of working with young people that we do could increase a lot if the people who provide non-formal learning activities and develop different competencies for youth would be more skilled in using bodily learning. Therefore, we organized this training course in order to gather people that work with young people so that they experience it on themselves. We wanted to "move them all" and encourage them to move all people that they work with. To be aware what kinesthetic learning is and what is its power is crucial for including more elements of it in work with youth - thus improving the quality of youth work.

The training course „**MOVE'em ALL!**” took place in Sępólno Krajeńskie, Poland from 11th to 19th of April 2016. It was designed for 24 participants from Poland, Latvia, Portugal, Estonia, Croatia, Italy, Belgium, Greece, Spain and Czech Republic. The training course included many practical exercises and was based on Experiential Learning approach, giving the chance for the participants not only to experience the power of kinesthetic learning, but also to understand it and develop concrete ideas and skills to apply it in their reality - work with young people. A long term benefit of our TC was and still is improved and more exciting powerful youth work that is able to support young people's learning.



ACTIVITIES

DESCRIPTION OF THE EXERCISES THAT HAVE BEEN USED DURING „MOVE'em ALL!" TC.

BREAKING ICE

I HELLO 1! All group together.

Steps:

- 1.) Walking, finding the common timing in the group and filling equally all space;
- 2.) As leader claps palms one time each person in the group hugs the first one with whom she/he has an eye contact. The hug is held as long as the leader claps palms two times;
- 3.) As a development of the exercise: during the hug each wants to put her/his partner on the floor and the same time does not allow to be placed on the floor by the partner.

! If there is an odd number in the group, the person who stays with no partner, sings out loud any song. Does not matter if this song exists or not.

Challenge= Learning: Keeping high intensity, fast reaction, sending clear information, voice.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group	Level of group
Fast	Whole space, All levels	High	Bring up energy, brings group to focus	Clarity of movement and voice	Responsibility: am I in or out (with the focus).	Beginners

II HELLO 2! All group together.

Steps:

- 1.) Walking, finding the common timing in the group and filling equally all space. Remember to walk different ways – front, backwards, sideways. And do not lose the intensity;
- 2.) People in group can join somebody by walking side by side, taking in partner's timing, direction, way of walking;
- 3.) Whenever being in couple people agree without verbal communication in the same timing to:

stop → roll down the spine starting from the head, then vertebra by vertebra until the tailbone is the highest point in the vertical. Legs can be bent if needed → bend the legs until sitting on heels → place bottom on the floor → lie down on the back → breathe in → breathe out → come back to vertical the same way as went down → separate.

Challenge = Learning: togetherness, common timing, trusting kinesthetic sense, awareness towards breathing.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Medium	Whole space, All	Medium	Warm up, Listening, brings	Awareness towards body (spine,	Responsibility: Support by following	Beginners

	levels		group to focus	center of gravity, breathing), kinesthetic sense.		
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III CATCH – SEND! All group together.

Steps:

- 1.) Standing in a circle. Sending and catching a ball, calling out loud the action one is doing : „Send!“ or: „ Catch!“ The group tries to build the rythm as fast as it is possible;
- 2.) Game with two balls is possible;
- 3.) People start to move in space;
- 4.) Balls are taken away, people does the sending and catching action with any body part (arms, legs, beck, head, stomack etc.)

Challenge = Learning: eye contact, voice and movement sinchronity in time and intensity, clear information in voice and action.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Fast	Circle --- whole space	High	To bring group to focus, to bring energy level up, to cooperate, to be aware of energy use	Awareness towards body (wight, center of gravity). Clarity of movement and voice.	Responsibility: To send clear information through the ball and through the energy flow	Beginers

IV EYE CONTACT. All group together.

Steps:

- 1.) Standing in a circle. People make eye contact each to another. One couple at a time cross the middle of the circle, keeping eye contact → comimg each to another → turning 180 degrees, still keeping the eye contact → moving backwards to partners place in the circle still keeping eye contact → take away eye contact;
- 2.) Group tries to build common rythm of the changing couples as fast as it is possible;
- 3.) As spee is becomming higher, together with the turning jump can be added.

Challenge = Learning:keeping the eye contact, moving backwards in the same intensity as forward, feeling the energy waves meeting in the moment of turning and moving away each from another.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Medium	Circle -- - lines	medium	Eye contact, to be aware of energy	Awareness towards body (eyes, center of gravity,	Responsibility towards the partner: To send clear information	Beginers

			use through the body	energy).	through eyes, read the intensity and speed of the partner	
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TRUST BUILDING

I LIQUIDS IN THE BODY. 7 people in a group or so.

Steps:

- 1.) Two people is on back, eyes closed. The rest of group is around one of them. At the same time each takes one limb (arm, arm, leg, leg, head) of lying person and imagines liquids in the body and letting it flow in air. Group works in a team, following the logic of the movement in lying person's body;
- 2.) As leader gives sign to change roles, group moves to another lying person and does the same thing. First lying person still stays on the floor to recover;
- 3.) When next time there is a sign to change roles, somebody else from the group lies on the floor, but first lying gets up and joining the group.

Challenge = Learning: team work, sensitivity towards the idea of liquids in the body.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Slow	On a spot	Low	Releasing unnecessary tension in the body, imagination, awareness, team work	Awareness towards body (liquids, imagination, weight).	Responsibility: To support the logic of person's movement	Intermediate /Advanced

II BODY FLOATING. 7-10 people in a group or so.

Steps:

- 1.) One person is on the stomach, eyes closed. Supporters are arond, placing their hands on the laying person and do actions with a light intensity what can release unnecessary tension in joints and muscles: hold, shake, brush, squeeze, pull, push, clap;
- 2.) Starting from one hand or one leg, through the spiraling movement they turn the laying body to the back;
- 3.) Simultaneously supporters place their palms on all over the laying body. Through the palms they listen to breath of laying body;
- 4.) After 7 exhales simultaneously they take palms off the body and simultaneously they lift the laying body over the heads, carrying it through the space and changing levels, letting the floating body be like on waves;
- 5.) Supporters place the body on the ground, simultaneously place the palms on him/her again, listen to 3 exhales, simultaneously takes palms off the bdy and simultaneously step back, letting the laying person to come to him/herself.

Challenge= Learning: Touch. Letting the control go. Feel the group and to be together. Listen to the breath through the touch.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group

Slow	Spot – traveling through space. All levels	low	Releasing unnecessary tension in the body, hands on work, team work	Awareness towards body (different body parts including skin, muscles, bones, weight). Physical contact. Breathing.	Responsibility towards the partner: clarity of the touch (what’s the action), Towards the group: timing, focus, sharing receiver’s weight	intermediate
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III SURFING. IT IS NOT IMPORTANT THAT YOU FALL. IMPORTANT IS – HOW YOU GET UP. 6

people in a group.

Steps:

- 1.) One is standing in the circle of others. Whenever decides, together with exhale – falls... to fly. The group – as a team, together catches the momentum and of the fall and exhale of the person, lifts him/her above the heads on inhale and then placs him/her down on next exhale again. The feeling of the falling person as if he/she dive in and the is brought above and placed on the shore;
- 2.) Next time the group moves into the direction of the fall and travels through the spacetogether with the lifted person;
- 3.) Next time, instead of landing on feet, all group lets the gravity to take them along and goes down in the ground, not losing the momentum of fall, which brings everyone up again.

Challenge=Learning:Breath . Feeling the breezing together in the group. Giving and receiving weight.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Medium	Traveling through space --- All levels	medium	Releasing unnecessary tension in the body, Folowing the momentum, team work.	Awareness towards body (weight). Safe landings while following the momentum. Physical contact. Breathing.	Responsibility towards the group: timing (catching the momentum), focus, sharing receiver’s weight, feel people personal space (kinesphere) and not to crush into other bodies during the 3) session.	Intermediate / advanced

IN THE GROUP.

I RED STRINGS. 3 people in a group.

Steps:

- 1.) Three people – attached to two strings. They move keeping the strings stretched always. Movers do not want to let it loose or break it;
- 2.) One in trio is a leader. Two followers close eyes.

Challenge=Learning: timing, ability to feel all the partners through the strings.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Medium	Whole space	medium	To read partners' movement direction, levels through stretched string, what is not flexible. To follow with eyes closed.	Getting rid of expectations towards partners. Listening. Awareness towards imagination – diversity of ways how to move, still staying in a group.	Responsibility towards the group: respect partners interpretations and timing. Listening.	beginners

II CIRCLE DANCE. 7 - 8 people in a group.

Steps:

- 1.) Standing in the circle. Leaning back so, than one has hanging feeling in arms. Through them – feel people in the group group;
- 2.) As a group start to move. The main task – to support anything what is happening in the circle. Never let arms go;
- 3.) A circle starts to move in space;
- 4.) One by one people in circle have their little solo moment – the person can do whatever she/he needs and the rest of the group always supports the soloist staying „in shadow“;
- 5.) People in circle let hands go, still staying in circle and doing whatever they need to respond to what just happened to them.

Challenge = Learning: being a supporter to stay „in the shadow“. To stay in the circle even if it seems overwhelming. Take the attention.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Medium	circle	medium	To warm up. To take soloist role and enjoy the	Awareness towards the body (own choices what physical actions to do)	Responsibility towards the group: Listening. Ability to	Intermediate / advanced

			support. To read what wishes soloist . To keep energy flow through the arms – circle.	Listening. Ability to support by „staying in a shadow” Awareness towards imagination – diversity of ways how to move, still staying in a group.	support by „staying in a shadow”. To stay focused. To read the dynamics in the group.	
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III NO DOUBTING – DIAMOND. All people in a group.

Steps:

- 1.) Walking in space;
- 2.) Following the instruction, keeping walking people gathers in two groups. No verbal communication;
- 3.) Each one is free to change groups as he/she wants. One feels her/himself a leader when needed and takes the leadership without doubts. It is possible to lead one person group;
- 4.) Following the instruction, the two group formation stays constant and stops. Members of the group should be placed more or less equal distances neighbour from neighbour;
- 5.) The person whom everybody can see, takes the initiative and starts to move slowly. The whole group follows staying exactly in the same timing and shape. No turning heads towards the leader. The task is – a witness from outside can not see the leader;
- 6.) As the leader wants to change roles, she/he has to turn so that another person in the group is seen by all in the group. The she / he takes leadership immediately and passes on whenever wants;
- 7.) Within the same task the group starts to move in space, interacts with another group.

Challenge= Learning: to feel role changes (leader/ follower with no doubts), to feel common timing and relationship with space.

Characteristics:

Time	Space	Energy	Task	Personal research	Self in a group / partner	Level of group
Slow /Medium	Whole space, all levels	Low/medium	To read the group with kinesthetic sense. To take leadership with no hesitations. To make choices with no	Awareness towards the kinesthetic sense. Listening. Making clear choices. Improve	Responsibility towards the group: Listening. Ability to be in the same timing and intensity with the group. Clear information about the role	beginners

			hesitations. To interact with other groups.	taking initiative and ability to follow. Timing	in a group. To stay focused.	
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AWARENESS TOWARDS THE MOVEMENT QUALITIES

I SENSITIVITY, MOBILITY AND POWER OF CENTER OF GRAVITY. Duets.

Steps:

Sensitivity:

- 1.) Standing. One person (listener) has eyes closed. Another (supporter) places palms on partner's center of gravity. Listener send her/his breezing into partner's palms;
- 2.) Supporter takes one palm off the listener's belly. A firm contact beteewn lower back of the listener and palm of the suported is present;
- 3.) Supporter starts to guide the listener in space. All directions, including silent moments in movement. Supporter listens to partner's and respect her/his interpretation about given directions. She /he does not push the comfort zone of the listener;
- 4.) Following the instructions of the leader, supporter stop the moving, places both palms on center of the listener and listener sends her/his breezing in partner's hands. Then supporter smoothly takes palms off partner's center of gravity and listener opens eyes;
- 5.) Changing roles;
- 6.) Next level: the base of the exercise is the same. Instead of just walking and standing all the possibilities for movement are open: different levels, different shapes;

Mobility:

- 7.) Next level: Both partner – eyes opened. Now listener is the one who's palm is on partner's ower back. Supporter moves however she/he wants. Listener's task is – to stay in physical contact with her/his palm on partner's center all the time. As a development of the exercise: physical contact can be taken away and listener's task is with her/his cnter to be always in the same level with the partner;

Power:

- 8.) Standing. One person lifts another vertically off the floor. Next time liften person says: „No!“ in his mind and grounds the energy. Next time liften person says: „Yes!“ in his mind and sends the energy up. The difference is easy to notice;
- 9.) One person pushes another off the standing place. First time: pushed person tenses all the muscles to be strong. Another time: pushed person grounds the energy (breezes through the vertical, through the feel in the ground). The difference is easy to notice;
- 10.) One person is lying on stomack, firmly contacts the floor. Another tries to turn him on back. One must find the strategy hw to make it (not to be turned around and to be able to turn the partner);
- 11.) One person is lying on stomack. Another – perpendiculary on the lying body. The person's, below, task is to rotate and person's above task is not to let it happen.

II MOVEMENT 1-2-3. In duets

Steps:

- 1.) Eachin the duo, one after another, calls out one random word. Without choosing, 1 min;
- 2.) Calling out a word one after another, the duo builds a story. 1 min;

- 3.) Each in the duo, one after another, propose a random movement. Without choosing, 1 min;
 - 4.) Proposing a movement one after another, duet builds a movement sequence. 1 min.
- Challenge:** Awareness towards continuation and development needs more time, less is more, being open towards unexpected situations and support them in a creative way.

III DIFFERENT WAYS TO BE. Solo.

Steps:

- 1.) Lying on the back: dropping body parts towards the floor;
- 2.) 7 exhales and inhales;
- 3.) With the next exhale person makes a move and changes the position, she/he is placed on the floor. As person arrives she/he says out loud :”HERE!” . Then changes the position again, registers the arrival and says : „HERE!”. „ HERE!” comes together with the awareness, how the body is located in relationship with space. Gradually „HERE!” comes more and more often as the awareness is more there. Voice is not needed anymore. Exercise can be done also crossing floor.
- 4.) Following leader’s instructions, find different ways how to:
Slide, roll, follow your center of gravity, spirale, fall, ballance, go against, suspend, run, jump, met and separate. Each actions is done for 2 min.

Challenge: stay focused even if tired or bored. Finding the curiosity if bored.

IV SOUND AND TIMING. Solo.

Steps:

- 1.) Dance to catchy music. Try to be as musical as possible – illustrate with movement every single sound what you hear in the music. Eyes can be closed;
- 2.) Next time use the music as a structure to fill with your movement (step in the silent moments, or be quiet when music is loud, or be fast when music is quiet, or be off beat, or go along for a while and then suprily go off etc). Trust your intuition. Eyes can be closed
- 3.) No music. Listen to sounds of this moment. React to every sound you hear.Eyes can be closed;
- 4.) No music. Listen to sounds of this moment. You are free to react whenever you feel like. Still stay sharp with hearing but choose sounds, you relate to. Eyes can be closed.

Few Things to see, Composers - to listen.

Choreographers and works:

Meridith Monk: <https://www.youtube.com/watch?v=nMFLct2laqw>

William Forsythe / *On Flat Thing* - https://www.youtube.com/watch?v=cufauMezz_Q

William Forsythe / Scattered Clowd- <https://www.youtube.com/watch?v=oV70LwHQVw4>

Pina Bausch – <https://www.youtube.com/watch?v=Ys5xfdn5rlo>

<https://www.youtube.com/watch?v=RvXWtHxxBUs>

Nos Passos de Pina Bausch - <https://www.youtube.com/watch?v=aUFXpXVL9F0>

Alain Platel / *et Fabrizio Cassol* - <https://www.youtube.com/watch?v=laXDpMwVfOc>

Alain Platel / *Wolf* - https://www.youtube.com/watch?v=8t_xT-XVS7U&list=PLB2EBBCE71FD587F8

DV 8 / *Enter Achilles* - <https://www.youtube.com/watch?v=5PFR2OXf9iQ>

Ko Murobushi /*Ritournelle* - https://www.youtube.com/watch?v=3oRLt7fFn_I

Composers:

Nicolas Jaar ; Alva Noto; Recoil; Kruder & Dorfmeister; Manu Chao

WORKED OUT TOOLS

1. MOVING STATUES

Activity created by (names):

Marko-Rachel

Title of activity (if you have one...)

Moving status

Learning outcomes –SENSE or concrete competence that you would like to develop by this activity

- To Learn how the others feel (improving tolerance and respect about the others)experiencing different feeling and emotions through the body
- Self awareness about the own reality and give more value about their own circumstances.
- Self expression and self confidence

Activity description (minute by minute). 25-minute session can consist of several activities that are linked, but remember not to overload the sessions with too many activities (less is sometimes more...) and definitely remember to include also debriefing (minimum 5-10 minutes..):

- give to all participants a role on paper that they should keep for themselves
- the participants should concentrate to feel this character whit close eye
- put them in a line, and give instruction that they should move forward and express through the body the emotion connected whit the statement that we ask if they believe that their character can achieve the statement said. If they character cannot achieve they should remain and also express the feeling whit they body
- tray to imagine role the roles of others

Questions for debriefing – discussion after the exercise:

- how you felt?
- How you felt whit your character?
- How you felt when you look around for the others?
- How you see your own prejudices and statement right now?
- How you can connect this activity whit daily life?

Potential for adaptation (can be filled in later on..)

It can be adopted for different target groups (children, teenagers or specific subjects)

2. Let's go to the beach

Activity created by (names):

Suzana-Katarina-Dimitra

Title of activity (if you have one...)

Lets go to the Beach

Learning outcomes –SENSE or concrete competence that you would like to develop by this activity

-teambuilding
-cooperation
-bodylanguage
-social capacities

Activity description (minute by minute). 25-minute session can consist of several activities that are linked, but remember not to overload the sessions with too many activities (less is sometimes more...) and definitely remember to include also debriefing (minimum 5-10 minutes.):

Story: You are a team on a board. But the ship has a hole and sinking. To save each member of your crew you must cooperate as a team. You have a rescue mission to save each other. You only have 4 stones setting yourself up to get to the beach (finish). But to get to the beach you have to stay with each member in touch (body language). And in totally silence.

- 1.lvl. – pass through specific ways using 4 papers (stones are heavy) without talking (silence).
- 2.lvl. –The only change is that one person is blind and second have motor disability. You must navigate them without losing touch.
- 3.lvl. – It's the same as 2.lvl. but the only change is time limit.

Questions for debriefing – discussion after the exercise:

- What level was the hardest for you? Why?
- Where were you in group? (Leader, part of the group or out)
- How you can connect this activity whit daily life?

Potential for adaptation (can be filled in later on..)

It can be adopted for different target groups (children, teenagers or adults).

3. MOA Performance

Activity created by (names):

Ori, Majlinda, Ark

Title of activity (if you have one...)

MOA Performance

Learning outcomes –SENSE or concrete competence that you would like to develop by this activity

Sound, Emotions, Kinestetia/Body language

Activity description (minute by minute). 25-minute session can consist of several activities that are linked, but remember not to overload the sessions with too many activities (less is sometimes more...) and definitely remember to include also debriefing (minimum 5-10 minutes..):

Introduction 5'

Warming up

The facilitator read different words, and participants have to act according to the word, how they

feeling

Words : emotions, traffic, work , game, music, forest, family, friendship, power

Part 1

We invite to the participants to stay in the circle and we ask to choose in their mind two person. The one

That they won't to follow and the want they want to avoid . Then we ask participants to approach these persons only by sounds and movements.

And the second part, participants at a certain point will hear music, and they will need to stop their

sounds, and to respond to the music their hear only with movements, till the music ends.

Sounds :

- Rainig waterfall
<https://www.youtube.com/watch?v=0YvagYt-SH8>
- Forest
https://www.youtube.com/watch?v=f_iq4kB4Z5w
- Wild Nature
<https://www.youtube.com/watch?v=x-W2AD-A5bU>
- Psicosis
https://www.youtube.com/watch?v=8N_ot6YyqMY
- Sea
<https://www.youtube.com/watch?v=F-l6wHoYVhl>

Questions for debriefing – discussion after the exercise:

1. How do you feel?
2. Was it easy for you to allow your body to respond to the sounds
3. Which is easier for you responding with sounds or movements?
4. How do you react to the sounds in your daily life?

4. Who let the dogs out?

Activity created by (names):

Beata, Tiago, Paulina

Title of activity (if you have one...)

Who let the dogs out?

Learning outcomes – SENSE or concrete competence that you would like to develop by this activity

Sensibility through touch & hearing,
Building trust and connection between participants

Activity description (minute by minute). 25-minute session can consist of several activities that are linked, but remember not to overload the sessions with too many activities (less is sometimes more...) and definitely remember to include also debriefing (minimum 5-10 minutes.):

I PART

10 minutes -

- 1) exploring the marked space, counting steps, checking the distance between things, when meeting other person making an eye contact
- 2) spin around like in 1st from 5 Tibetians , up to 21 times with eyes closed. Since this moment, the participant shouldn't open their eyes until the end of the activity
- 3) exploring the space with eyes closed – when meeting somebody, changing the direction to find an empty spot without nobody

II PART

10 minutes -

“You are a sheep (animal :D) You are afraid of dogs and escape from them. You want to be safe, so when you find the other sheep, you stay connected. Remember to keep your eyes closed.¹

You are a group now. You need to act as one.

It is time to go home. Follow the voice of the shepherd.”

Meantime the instructions are given by the narrator, the dogs (2 or 3)* try to lead the group barking at the them and leading them in this way out of the designated beforehand area that is already known to participants. They can mislead them in different directions, out of their “comfort zone” – the area they know.

¹ facilitators should be careful not to let sheep get out of the marked area. They can observe and approach when sheep is going out of marked zone, if following the instructions, should change direction when meeting other person.

As a dog, don't push participants. Act only with the voice – barking. At some point of the game, the figure of the shepherd should be introduced. He/She guides sheep toward him with the voice. It can be modulated in the way participants will understand when is time to stop moving.

*Interesting would be to include participants to change their roles and become dogs/ shepherd, not leaving this roles solely to facilitators. The participants could explore different roles and how their perception changes.

Narrator should be the same person during the whole process, to make it clearer for the participants.

III PART

2-3 minutes -

“Take the hand of the person that is closest to you. Don't open your eyes “ – the idea is to make participants to stand in one line facing beautiful landscape ex. shore of the lake, sunset, etc.

Finally,

“When you feel ready, open your eyes in your own rhythm”.



Questions for debriefing – discussion after the exercise:

How did you feel at the beginning with your eyes closed?
Were you eager to find other sheep or would you rather prefer to stay alone?
Was it easy to stay connected as a group?
How did you feel when you had to act as one organism?
Did you feel safer within a group?
How did you perceive the voice of the dogs and the shepherd?

Potential for adaptation (can be filled in later on..)

The best is to be played outdoors. With modification, possible playing inside.

5. Audition

Activity created by (names):

Robert, Matthias, Ilze

Title of activity (if you have one...)

AUDITION

Learning outcomes – SENSE or concrete competence that you would like to develop by this activity

- Learning to connect imagination, emotions and movement
- Expressing own emotions through movement
- Creating strategies to overcome negative emotions through movement

Activity description (minute by minute). 25-minute session can consist of several activities that are linked, but remember not to overload the sessions with too many activities (less is sometimes more...) and definitely remember to include also debriefing (minimum 5-10 minutes.):

2 min INTRODUCTION

8 min STORY

Facilitator reading/telling the story slowly. The story is about you going to an audition and all the feeling involved. Participants are closing their eyes, listening to the story and moving according their feeling and emotions. When the story's ended participants are invited to open their eyes slowly, but still expressing their emotion through movement.

2 min FORMING GROUPS

Participants are forming small groups (cooperating people with the same/similar emotions).

6 min CREATING STRATEGIES

People in small groups are discussing how they can overcome their emotions through movement. Each group is preparing 1 min example to share with other groups.

After that participants are asked to make a circle.

4 min SHARING STRATEGIES

Each group is invited to show their strategy of overcoming negative emotions

3 min REFLECTING strategies

Participants are sharing their impressions what they saw in other groups "performance"

10 min DEBRIEFING

Questions for debriefing – discussion after the exercise:

- How did you feel during the exercise? Did your feelings correspond with the story?
- How did it feel to express emotions through movement during the story? (Was it more an act or "real"? How easy or difficult was it to relate to the story? Did you want to listen more or move more?)
- Do you use some specific movement strategies to overcome negative emotions in your daily life?
- How can you use these strategies in your daily life?

Potential for adaptation (can be filled in later on..)

- There might be emotions mentioned on the walls already so people can form the group faster.
- Participants might think of strategies individually instead of group work.
- The story is very adaptable to every setting. Be it auditions or giving a presentation.

6. Balancing movement

Activity created by (names):

Karmen; Julieta; Kornelia; Jana

Title of activity (if you have one...)

Balancing movement

Learning outcomes –SENSE or concrete competence that you would like to develop by this activity

Participants should be able to experience balance, cooperation, touch, synchrony with others, trust awareness of sound and body movement and team work.

Activity description (minute by minute). 25-minute session can consist of several activities that are linked, but remember not to overload the sessions with too many activities (less is sometimes more...) and definitely remember to include also debriefing (minimum 5-10 minutes..):

The activity will be introduced by explaining where is our center of gravity and how important is to our body, and telling people to try to find it in a position of legs slightly bended. Then we will explain that the participants will start by walking around with their eyes closed, listening and

moving with the sound of music, and when they touch someone, they should slowly join back to back and align their gravity center.

Then, they will slowly go to the floor and start moving like snakes, first alone and then find another partner. In that moment they will move like snakes in the floor without touching, and then, when instructed to do so, they will start moving in pairs like they were one. When a pair of people finds another pair, they will merge, and **15 minutes** so on until there is only “one snake”.

In this moment, ask participants to take their time, and slowly get back on their feet.

When reaching this position, they will be instructed to form a balanced position, by leaning on each other's, without grabbing with their hands, meaning, just by being in contact (all in one). **10 minutes**

Optional: If there is still time, do a trust and balance dynamic, where 2 persons are lifted by the whole group. They should be approximately the same stature and be “glued” front to front (they should embrace each other and stand together with their eyes shut). The group should place themselves around and try to lift them by pushing with their feet to the front and up (see in the picture):



After every one tried both positions (lifting and being lift), we move on to reflection and

debriefing.

Questions for debriefing – discussion after the exercise:

What was the differences you find in your bodies and behaviors doing the snake, with and without touching?

Was it easy or difficult to find a balance point with your partner? How did you managed to deal with difficulties?

What was your main difficulties during the whole activity? And what did you enjoyed most?

Did you learned something new about yourself or others?

Did you felt that the group was working together? If not, what did you felt it was missing?

Opt: How did you felt when lifted? How did you felt, being in the ground and lifting the other participants? And when being lifted? Do you find any link between these exercises and some difficulties you found, and your daily life?

Publications

Some of the articles/press-release/web information that appeared in media in participants' countries:

POLAND

Taniec w edukacji. Tak najlepiej można się sprawnie komunikować

Sępólno

Zakończyło się międzynarodowe szkolenie „Move'em All!” zorganizowane przez sępoleńskie Stowarzyszenie „Dorośli - Dzieciom”.

Lucyna Sztandera
lucie.@op.pl

Uczestniczyły w nim 24 osoby z Portugalii, Chorwacji, Hiszpanii, Włoch, Łotwy, Estonii, Belgii, Czech, Grecji i Polski. Projekt finansowany był przez program Erasmus plus. Całość koordynował Daniel Wargin z sępoleńskiego stowarzyszenia. Uczestnicy przez cały czas pracowali nad teorią i praktyką związaną z wykorzystaniem zajęć ruchowych w edukacji. Przygotowywali własne performanse ruchowo-taneczne - można je było zobaczyć na ulicach Sępólna, opracowywali nowe, oryginalne narzędzia edukacyjne oparte na ruchu. Wszystko po to, żeby uświadomić i sobie i innym, że dzięki zajęciom ruchowym można uzyskać lub zintensyfikować efekty edukacyjne w wielu dziedzinach.

Połowa kwietnia zaskoczyła wszystkich piękną pogodą, a Sępólno zrobiło na uczestników ogromne wrażenie. Zachody słońca nad jeziorem - szczególnie malownicze z balkonu gościnnego Hotelu Jan, piękno otaczającej natury, rozwinięta infrastruktura to największe zaskoczenie dla uczestników.

Mało kto spodziewał się, że małe miasteczko może wyglądać właśnie tak, że jest tyle miejsc do wykorzystania i tyle możliwości. Przekonało się o tym wielu obcokrajowców z aż dziesięciu krajów. Sępólno bardzo im się spodobało. ●



► Młodzi ludzie z Portugalii, Chorwacji, Hiszpanii, Włoch, Łotwy, Estonii, Belgii, Czech, Grecji i Polski. Połączył ich taniec

SEPOLNO

MOVE ALL!

W dniach 11-19 kwietnia w Sępólnie odbyło się międzynarodowe szkolenie „MOVE'em ALL!” zorganizowane przez sępoleńskie Stowarzyszenie „Dorośli - Dzieciom”. Był to projekt finansowany przez Program Erasmus plus (www.erasmusplus.org.pl).



Uczestnicy warsztatów na sępoleńskim placu Wolności

Profesor Ciekawski w Społeczności Szkół nr 1

nia uczniowie klas 0-III Zespołu Szkół nr 1 w Sępólnie Uczniowskiej Akademii Nauk po raz kolejny uczestniczą z Profesorem Ciekawskim. Tym razem spotkanie pod hasłem „Ekologia i ochrona środowiska”.



Najmłodsi uczniowie dowiedzieli się co „pożerał” stary rybak, jak zrobić lawę, potardzić z butelki po napoju oraz jak można wyprodukować chmurny. Dzięki energii wzbudziła obserwacja fal dźwiękowych oraz gra na plastikowych rurkach. Asystent Profesora Ciekawskiego udowodnił, że świat nauki jest fascynujący, a dzieci od najmłodszych lat mogą zgłębiać jego tajemnice. Z niecierpliwością czekamy na kolejne spotkania.

J. Chart



24 uczestników z Portugalii, Chorwacji, Hiszpanii, Włoch, Łotwy, Estonii, Belgii, Czech, Grecji i Polski szkoliło się w Sępólnie pod okiem fachowców z Łotwy: Ilze Zīrina – choreograf i edukator tańca oraz Ieva Grundsteine – trenerka edukacji pozaformalnej. Całość projektu koordynował Daniel Wargin ze stowarzyszenia.

Uczestnicy przez cały czas pracowali nad teorią i praktyką związaną z wykorzystaniem zajęć ruchowych w edukacji. Przygotowywali własne performanse ruchowo-taneczne - można je było zobaczyć na ulicach Sępólna, opracowywali nowe, oryginalne narzędzia edukacyjne oparte na ruchu. Wszystko po to, żeby uświadomić i sobie i innym, że dzięki zajęciom ruchowym można uzyskać lub zintensyfikować efekty edukacyjne w wielu dziedzinach.

A co nasi goście myśla o Sępólnie? Połowa kwietnia zaskoczyła wszystkich piękną pogodą, a Sępólno zrobiło na uczestników ogromne wrażenie. Zachody słońca nad jeziorem, piękno otaczającej natury, rozwinięta infrastruktura to największe zaskoczenie dla uczestników. Mało kto spodziewał się, że małe polskie miasteczko może wyglądać właśnie tak, że jest tyle miejsc i możliwości do wykorzystania.

Przy okazji, już w lipcu również w Sępólnie odbędzie się kolejne międzynarodowe szkolenie organizowane przez Stowarzyszenie „Dorośli - Dzieciom”, a finansowane z Programu Erasmus plus: Start a CHANGE with Youth EXCHANGE”. Tym razem uczestnicy będą uczyć się jak zorganizować i przeprowadzić dobry jakościowo projekt Wymiany Młodzieży.

Daniel Wargin
Stowarzyszenie „Dorośli - Dzieciom”

PORTUGAL

Rancho Folclórico de Chãos na Polónia




O RANCHO Folclórico de Chãos esteve representado numa formação (training course), na Polónia, financiada pelo programa Erasmus+.

Foi em Sepolno Krajenskie, uma pequena cidade polaca, que tivemos o cenário perfeito para a realização deste projecto, com o título «Move em All», e que envolveu participantes de Portugal, Espanha, Croácia, República Checa, Polónia, Itália, Letónia, Estónia, Bélgica e Grécia.

A temática deste curso era sobre a aprendizagem cinestésica e a importância do movimento e expressão corporal, como forma de explorar e ser mais auto-consciente dos nossos movimentos ou gestos. Assim, esta formação compreendeu actividades e exercícios práticos, que visavam desenvolver o nosso conhecimento cinestésico, que variaram desde a exploração da

nossa percepção de como vemos o mundo, percebendo como o nosso cérebro funciona (a que tipo de estímulos somos mais sensíveis ou menos primazias), e também exercícios de consciência corporal, entre outros.

Houve também espaço para uma partilha cultural de jogos tradicionais e danças dos vários países representados.

Através deste projecto aprofundamos o conhecimento cinestésico, permitindo assim aprender diferentes estratégias e ferramentas que poderemos colocar em prática com os jovens e contribuir para que estes possam tornar-se mais conscientes das suas emoções e expressões corporais, que são tão significativas no mundo das interações humanas.

Diana Nogueira e Rogael Esteves




LATVIA

Kustība un dejas darbā ar jauniešiem

Ilze Zvejniece,
ABJC jaunatnes lietu metodiķe

Manuprāt, pavasaris ir īstais laiks kustībai, kaut kā jauna izmēģināšanai. Un tieši pavasari, aprīļa vidū, man bija lieliska iespēja piedalīties programmas «Erasmus+» atbalstītā pasākumā – apmācībās «MOVE em ALL» Polijas pilsētā Sepolno Krajenskie.

Apmācībās, kuras vadīja pieredzusi neformālās izglītības trenere Ieva Grundšteine (Latvija) un laikmetīgās dejas lietpratēja un pasmeidzēja Ilze Ziriņa (Latvija), piedalījās 23 cilvēki no 10 valstīm – Beļģijas, Horvātijas, Čehijas, Igaunijas, Grieķijas, Itālijas, Latvijas, Polijas, Portugāles un Spānijas. Apmācību galvenais mērķis bija dot iespēju cilvēkiem, kas strādā ar jauniešiem, iepazīt un izmēģināt dažādas kustību tehnikas un laikmetīgo deju, lai ar šo pieredzi turpmāk bagātinātu jauniešiem piedāvātās neformālās mācīšanās iespējas. Nedēļas pirmajā pusē iepazinām sevi, citus un apkārtni, otrajā pusē – radījām jaunas neformālās izglītības



Improvizācijas teātra jauniešu nodarbība Jaunās Pils parkā

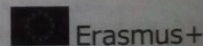
Zanetes Ludvigas foto

metodes, izmantojot apgūto.

Tā kā pēc atgriešanās man ļoti gribējās iegūto pieredzi izmēģināt, darbojoties ar vietējiem jauniešiem, priedzējos par Iezenes pamatskolas Teātra sporta skolotājas Agitas Lūdumnieces uzaicinājumu novadīt nodarbību Teātra sporta bērniem un jauniešiem, kā arī iespēju nodarbību novadīt Alūksnes Bērnu un jauniešu centra Improvizācijas teātra jauniešiem. Izmantojot dažādas kustību uzdevumus un pārrunas procesa laikā, aktualizējām tādās ikvienam cilvēkam aktuālas tēmas kā ticība

un uzticības sev un citiem, atbildība, būšana sev pašam, vienlaikus esot daļai no sabiedrības.

Kustība un dejas ir lielisks un demokrātisks veids personības attīstībai un ciešāku savstarpējo attiecību veidošanai. Dažādas metodes piemērojamas ļoti atšķirīgām cilvēku grupām. Šis ir mans pavasara atklājums. Novēlu ikvienam jaunatklāšanas azartu!



GREECE

Χορεύοντας... κιναισθητικά, στην

Πολωνία! Ανταπόκριση από ένα εξαιρετικά ενδιαφέρον σεμινάριο!



YOU MOVE' em ALL???

Αυτό το ερώτημα είχαμε στο μυαλό μας φτάνοντας στο πανέμορφο Σεπούλνο της Πολωνίας για να παρακολουθήσουμε το σεμινάριο MOVE_ em ALL, στο οποίο συμμετείχαμε με το You in Europe από τις 11-19 Απριλίου. Και οι απαντήσεις άρχισαν να δίνονται μόνες τους μέρα με την μέρα, μέσα από όλες τις δραστηριότητες και τις εμπειρίες που ζήσαμε!

Μέσα από την κιναισθητική μάθηση και τον σύγχρονο χορό ανακαλύψαμε νέες δεξιότητες, αναπτύσσοντας μεγαλύτερη επίγνωση για τη δύναμη της κιναισθητικής έκφρασης, και τη χρησιμότητα του σύγχρονου χορού καθώς και τις ευκαιρίες μάθησης που μπορεί να προσφέρει τόσο στον τομέα της νεολαίας όσο και στην ενίσχυση της συνεργασίας, της εμπιστοσύνης και της αλληλουποστήριξης μέσα στην ομάδα.

Η αλήθεια είναι πως ποτέ δεν είχαμε σκεφτεί πως θα μπορούσαμε να δημιουργήσουμε την δική μας δραστηριότητα, ενσωματώνοντας στοιχεία της κιναισθητικής μάθησης. Ότι θα χορεύαμε στο σκοτάδι, ούτε φυσικά πως θα μπορούσε ένα beach party να πραγματοποιηθεί σε κλειστό χώρο, αρκεί να υπάρχει μια μικρή δόση τρέλας και καλή παρέα.

Επιπλέον μπορεί και εσύ να ένιωθες περίεργα αν έβλεπες μικρές ομάδες νέων, να αναζητούν το καλύτερο σημείο, προκειμένου να δημιουργήσουν τη δικιά τους χορογραφία και τον ενθουσιασμό τους παίρνοντας μέρος σε αυτήν και θίγοντας ένα κοινωνικό ζήτημα της εποχής.

Όσο για το take it or make it;! τον τίτλο της θεατρικής παράστασης στην εκδρομή μας στο Bydgoszczy της Πολωνίας, το μόνο σίγουρο είναι ότι αν δεν τολμήσεις δεν θα μάθεις, γιατί τελικά το μεγαλύτερο εφόδιο είναι να ξεπερνάς τον εαυτό σου μέσα από την δημιουργικότητα!

Από την Πολωνία με αγάπη για το You in Europe,

Δήμητρα και Ειρήνη!

<https://youineurope.gr/2016/05/13/%CF%87%CE%BF%CF%81%CE%B5%CF%8D%CE%BF%CE%BD%CF%84%CE%B1%CF%82-%CE%BA%CE%B9%CE%BD%CE%B1%CE%B9%CF%83%CE%B8%CE%B7%CF%84%CE%B9%CE%BA%CE%AC-%CF%83%CF%84%CE%B7%CE%BD-%CF%80%CE%BF%CE%BB%CF%89%CE%BD%CE%AF/>

MORE materials can be found here:

TOTALLY AWESOME VIDEOS made by Rizvan Azdaev (EVS volunteer in Sępólno Krajeńskie, Poland):

Trailer:

https://www.youtube.com/watch?v=PIJGfgC_14c

Training overview:

<https://www.youtube.com/watch?v=HA9yaZs3b2I>

VIDEO by Karmen – a participant from Estonia:

<https://www.youtube.com/watch?v=64extJluTww>

Information on applicant organisation web page:

<http://www.doroslidzieciom.pl/miedzynarodowe-szkolenie-moveem-all/>

FACEBOOK group:

<https://www.facebook.com/groups/1676124795968673/>

Participants' evaluation

Training course “MOVE’em ALL”

EVALUATION FORM

Dear participant, we would like to kindly ask you to take few minutes to give your valuable feedback on the training you participated in. The information you provide will be processed anonymously and will be used only for evaluating and improving the quality of our future events.

1. How much did the training meet your expectations?

(Please indicate one of the boxes)

None of the expectations	Some of the expectations	Most of the expectations	All expectations
	4	8	12

Comments:

It was exactly what expected and a bit more

I expected a training with a lot of “Dance Lessons” and choreograph. Luckily this was not the case.

Best E+ training course I ever attended. Everything was prepared and implemented with care,

love and great professionalism.

I was expecting more dances not only the movement of the body

I thought there'd be more active dancing, but I danced in a different way so I don't feel like something is missing

The only expectation not completely succeeded was learning some more movements on contemporary dance

At first training was not so clear to me but then training completed some of my expectations.

2. Your involvement?

(Please indicate one of the boxes)

	Never	Some of the time	Most of the time	All the time
Active participation		2	14	8
Taking initiative		9	11	4

Comments: Sometime because of the tiredness I didn't want to be fully active. But I did in the end anyway because people were empathic and so on...

3. Please name the sessions/topics of the training which were the MOST useful for you.

Please explain why:

First days of moving and reflecting. But the second part was necessary as well. Everything completed everything. And sport in the morning was excellent.

The most important thing was putting the experience that we received in each day in practice (creating our own exercises)

The session "on the stadium about focus and about the body sounds."

Dancing in the dark. Really opens a door to freedom in me.

Laboratory- working on our activity. I have never did it before, usually I was using activities I've seen at many workshops. I really enjoyed the process of creating that guided to the vision of what I want to do generally working with youth (maybe with the adults someday)

The most useful sessions for were the one connected directly with movements because they were very challenging for me.

Everything with kinesthetic movement. The idea of creating the movement and observing the body movement.

Dancing in the dark: making another step into myself and stripping away new layer of useless stuff.

Morning jogging: re-connecting with an almost lost attitude of honoring life from the early morning. I was hoping to find this before coming.

The photosophy

The performances

The kinesthetic and activities that need to be in contact with your sense

To have the opportunity to give some ideas for the structure, like ones, prepare activities..

Clearly the dance in the darkness because it helped me free myself – something that sometimes my eyes don't allow me to do.

Improvisation exersizes with movement and voice – (3 first days – very intense, but in positive sense)

Dancing in the dark, because I appreciated the results of the experience and its something that makes sense to me to reply in the future.

Kinesthetic moving

Connecting with people through touch

Dancing in the dark

Activities in the city

The making of the movement "exercises"

Day when we go to gym and have practice with following touch. I train kids American football and I think its easy way to teach them to stick to each other in game.

All the topics were useful

All the parts when use the improvisation with our body. Because I'm experiment more in this direction

Dancing in the dark, I had time to be with myself, to think and to see how to works my brain. It was incredible experience.

Lab phase because we were able to develop and test one activity that I hope to use in future Creation of a performance and watch it happen

Day when we were outside and lifting each other. Why: we build trust in each other.

Engigzer games it was useful, because help you more to come close with the others. The topics which based in trust and team building.

Dance in the dark room. It was amazing. I liked it because I really challenged myself and I feel free to express my body.

Making our own activities in group.

Exercises in the gym hall, because there were a lot of things, which involved move and kinesthetic. It will be very useful for my work with youths.

4. Please name the sessions/topics of the training which were the LESS useful for you. Please explain why:

There was nothing like that. Of I engage myself fully, everything is useful.

Some of the laboratory sessions of the participants

I have no this kind of session

I can not find a useless session

Everything was somehow useful

Its not meaningful for me to search with memory for the down moments. The training was really structured well and with clear connections between activities.

The sessions of moving in the ground and making weird noises, but it wasn't useless

Erasmus+ - I know it.

Lab activities, because I think that are so many already, and also because splitted the group and even wasn't possible to participate in all.

I think everything was valuable and even if I felt at some point that some activity wasn't for me, I didn't waste my energy that much during that time.

I think all activities were great because in all activities we have an opportunity to learn.

The part of privation sensorial. Its more interesting, but very hard to work

I cant remember, because I saw sense in all exercises and I thought what exercise gives me.

We used a lot of aspects of perception and I cant to say that one of them was less useful for me.

Don't remember any moment I felt or saw less useful

All were great because in every activity we learn something new.

One of the first days in the lake when we have all the group to keep one person up. Why?

Because its little weird specially the first days to feel comfortable and trust the others. But in the end it was ok.

The game in which all the group had to lift one person on the beach. Because it was so easy and a little bit boring.

When we were in..bed.. do not have in mind activities, that I can put here.
For me weren't the topic, which were the less useful, because every part was very connected with others

5. Please mention what are the 4-5 most important things you learnt, discovered and realized during this training?

I discovered that I have changed in the part already so I acted differently in this TC
I enjoy sports in the morning. Would like not to loose this trace back home.
I enjoy moving & touching of other people during the exercises and kinda formal reasons.
Still need to work on "informal" situations touching reaction.
Every Body can dance!
The Body has memory and no real limits.
Focusing in one topic randomly (football, love,..)
Can be start to any kind of Dance work
Working in Dance/Arts/Body makes you always fell. Correct and create.
I can do what I want I just need to believe
My body is my best teacher
So many countries/cultures and so many personal similarities
Its hard to be focus but its easy to training this possibility
I can dance
I should trust more people and keep on open mind
I discovered that I have certain defense mechanisms that are unnecessary.
I have discovered the power of movement/dancing make and the most important I saw an incredible outcomes participants and I had.
I have discovered the possibilities Erasmus+ is giving, I didn't know it before
I have realized that Im on my personal right way.
I realized the importance of the experience and knowledge I have (my background).
Sometimes it necessary to put yourself in really nonregular space and to see who you really are being out of comfort zone.
Body language.
The power of our energy.
The importance of movements.
How to manage with space and sounds.
Importance of movement, touching and cooperation within a group of people.
To be more focused and concentrated on the body movement
Deeper understanding of the needs of the body
To be flexible
That my voice, despite I don't like it was a value for some other person, I got a bit more self-confident and self-loving
I cant explay one them choose all the theoretical and practical lessons that we have idas be useful for me to personal and to my studies in the dance area
That there are interesting people all around the world, not to think so much, allow my body to move in free way.
That I am able to improvise in front of the people and that I have "that thing" inside of me.
That sometimes no movement is more significant , if it comes from inside, its authentic and pure, than beautiful aesthetically combinations of steps.
That silence is my friend, not enemy.
That I love myself. And the people.
Debriefing questions (very well exposed)
Importance of explore the ... of the body expression going through the challenge and panic zones.

And more and more about myself, and myself with others.
You can express yourself, your emotions and you can communicate through dance.
The good things aren't always in the light.
Darkness is colorful
Nothing is wrong in dance if you do it for yourself not to impress others.
Building trust, team building, self awareness, sensibility
Kinesthetic game and its motion about it
Team group
Energize
Debriefing for our sensation after all exercise (difficult to reflect on)
I am very happy
Stay well
Very interesting for me
Trust other people
To be more bold
To show and explain how you see this word (photo)
To do some sounds when in the room are a lot of people, before I didn't do it. Before for me it was very uncomfortable.
Responsibility for others when following/interacting
Importance of anticipating possible negative outcomes of activities
Building confidence in group sets the pace of activities
Give time to experience and merge in every attitude
Self-conscious, teambuilding, awareness of myself and others and surround
Be open to the new things
Accept the challenge
Respect the other people in the group
Discover activities that based on needs and interests of people
Explore myself
Different culture
Express myself with movement
Cooperation is too important for a team
I learned that my synchronization of mind and body still need improvement and training.
Activities I make have to be not a scenario but also count with random issues.
Debriefing time is a very important part of activity
How can we use a move to show our feelings
How music influence for us, create our reactions
Gravity point
How we can explore the area around us

6. How do you plan to use the experience from this training in the future?

In my work whenever I can adapt methods and approaches. In relationship to myself and other close people. I hope to keep myself doing sports regularly.
Create workshops about topic
Use it in every day work with kids.
I want to use all these experiences in my personal life (be more confident, challenge more) and in my professional life, trying to inspire and help other people.
Keep it moving.
Keep challenging myself with dance.
I am planning to suggest some training for youth and people (teachers, kindergartens, schools, people who represent non-formal education), at my hometown. I already have

spoken to my organization I am coming from.

Using movement as a crosscutting theme in the activities of awareness raising on capacity building

I will use some of the game and activities to develop stronger sense of team working among the young people

Integrating new activities, reflections and topics in my job as trainers

To try to discover training or studies to improve my knowledge in these area, cause I moved like to work in something that combine the social area and the art performances, that its really usefull to know and express feelings...

Honestly I have no idea... but this program helped me in the way of living life, it showed me a different perspective

In youthwork, but also in my personal development – I plan to inscribe myself in different theater, drama, impro courses – this TC confirmed to me that I want to train myself in those techniques and become drama movement trainer in the work with children. Long road, but I already started.

I think I'll adapt the regarding topics /subjects/ activities /target group and I think the questions of debriefing were very good.

I want to try some activities with children and also with people who can't communicate through language (different nationalities)

I will use it on my training with kids and in my everyday life

Taking into consideration the importance of movements and putting them into practice

I wanna expand this concept and use for practice my work. Import this concept on the training.

I'm thinking about it, but first of all I would like to use them with my friends and in my company (some energizers)

Apply with group of youngsters

Some learning I will also in my job when teaching mindfulness skills

I will apply it inot a move trainings with kids and older to work on this stuff we also doing here.

I share this experience in group of young people. To discover better themselves and this relationship with movement and how to take part in activities based on team building and creativity.

I gonna use one part of this training by working with children and young people.

In my personal life and development. In my activities as a youth worker.

For sure I'd like to use this activities, exercises during my activity, work with youths

7. Mention at least one follow-up activity – how will you share and use the results from this training at your organization and with young people/

I will offer to had a workshop to yp.

Will try to plan a program for teachers involving movement

I will try to use almost al them changing just the age of action to undurtend if its helpful and possible.

All the broken-ice games.

The exercises about focus.

The exercises about the sound of body.

Team trust building activity – lifting person up

Body awakens through the breathing exercises

I am going to have an orientation with my colleagues and to work on a plan of action how to incorporate movements in every exercise.

I will use the activity called "Moving statues" because it can change an attitude of young people towards live and towards themselves.

2 lessons with my students (high school) will be
The performance, introducing in those world step by step, to understand these bodies,
create new things and express.
Some of the energisers and activities of movement, probably the dance in the dark
In workshops I already give in schools 0 I want to use movement exercises for integrate and
connect young people together.
Article in newspaper.
A sharing in fbgroup page.
I give classes to youngster from age 8 to 14 so I could do some activities with them
American football training to build up confidence and team spirit with little kids and young
people
Organisation a replicoliou with youth for this training course
I think start to condvide this experience with my team and try to sorce one way for upper
the training
I'm thinking about it, but also I want to share my experience with my friend and my
organization
I will do a workshop with a group of youngsters from complicated families in my hometown
Follow each other with closed eyes to build trust in group or in each other
I recommend them to create an activity based on the movement and creating similar with
this that we have and focus inside the movement in one topic that consider them. About
politics, daily routine, rights.
The activity in which every group created one video and the rest of people participated as
actors. I will show the videos to organization and I will courage a group of young people to
do the same.
In impro theatre training and with young scouts
The exercises with red thread, inhale and exhale exercises. I will use it during my training.

8. Any comments about trainers team and organizers.

Great. Thank you very very much. Let there be more quality cooperation professionals of various
field.
Everything was absolutely amazing! "You all" destroyed all the expectations in a good way.
It was a big pleasure met our trainers. Its really clear that they really love what they do and their big
and good experience.
You are great. Thank you for challenging me and making me a better person. I hope we will see each
other again.
Big thanks for travel organization!
The organization of activities really on a high level.
I really do appreciate their professionalism and fact being so close to participants
Trainers very well prepared, experienced, very good cooperation between them. Flexible, sensitive,
sunny – great team!!!
I participated to many TC in E+/A programs... but never found such an excellent mix of trainers
expertises, organizational and support quality, food, accommodation... This is how European
projects should be implemented. Grateful for being here.
They so fantastic and I learnt a lot as them theoretical and they're lesson push me to discover more
things in these area.
Perfect
Good job guys... And I really mean it, not just because I'm polite.
Very well prepared!!
You're super cool. I appreciate your work a lot.
Best of the best. Love it.
Great job

Wonderful all team
 Everything was very good!
 Great, brilliant, comprehensive, supportive. Thanks for the wonderful experience.
 Great cooperation, teamwork, visible informations, all clear.
 They tried to give us clear instructions for everything. It was a nice cooperation.
 Very good organize. Always on time!
 Trainers – at the start very high energy, last 2-3 days very low (just energy, its not about quality of program)
 The trainers and organizers are awesome. Everything was prepared great. They have a big experience and know how to share it with participants.

9. Was the training held in an environment where you felt comfortable to work?

(Please indicate one of the boxes)

	Not at all				Fully satisfied	
	1	2	3	4	5	6
Food		1	2	8	3	10
Accomodation				2	6	16
Training space			1	4	3	16
Logistical and organizational support					2	22

Comments:

Less meat and a chance to put your own portion on plate. Breakfast were cool.
 Training space at hotel for me wasn't that safe for activities according to dance and moving
 Beautiful and calmly environment, hotel, lake area around!
 Thanks Daniel

10. Anything else you would like to add.

Thank you
 Thank you for everything it was brilliant great team
 That was my first tc. The impression of this TC encourages me to take part in any other TC provided by Erasmus +
 Thank you very much for all your efforts to make this tc such an amazing experience
 I like the training very much. Would be good to have next level training in future
 Update me for next one. Would love to join and keep dancing and working with you.
 I would like to participate in the next level.
 Thank you. I've been to many TC, but only 1 until now changed significantly my life – and that is the second.
 Loved the view from the balcony
 Thank you
 Thank you! For me it was very useful TC!!!
 I just suggest in future to give a little bit more time in the middle of the week maybe. It was really exhausting.
 Just do as you did, you are changing our point of view and we are that can change something to

better in our local community. Small steps for bigger more. Thank you.

Thank you guys. You did a really good work.

It was a great, great time. It was a great journey inside me. Thank you for a chance to be a part of this awesome project.



THE END

