

OLDE VECHTE FOUNDATION

FREE

WAVES

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Toolkit

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Erasmus+



erasmus+jeugd  
subsidie voor internationale jongerenprojecten



## Introduction of Tool Kit

This ToolKit was created during the short term EVS project Free Waves for and by volunteers. Its purpose is to:

- build team spirit
- get to know each other better through practical activities using different methods
- provide opportunity to learn practical skills (riding a bike, cooking food, shopping independently, managing budget, etc.)
- living in unknown environment and different culture
- develop communication skills

This Toolkit is for youth workers, mentors, organizations and all people who work within the framework of EVS (European Voluntary Service) and young volunteers.



## Introduction of project

Free Waves was a short term EVS project of Olde Vechte Foundation, co-funded by ERASMUS+, that took place in Ommen, The Netherlands. The project was divided in two parts - Free Waves I & Free Waves II, from 11th April till 10th of June and from 13th June till 12th August, 2016 respectively. All together 30 volunteers with fewer opportunities- economical, geographical obstacles, educational difficulties and cultural differences - came from 12 different countries - Croatia, France, Hungary, Italy, Lithuania, Portugal, Romania, Spain, Macedonia, United Kingdom, Poland and Greece. They had the opportunity to get to know new cultures and gain new knowledge and experience through practical work in and around Ommen.

In the hosting organization Olde Vechte Foundation, volunteers have the chance to have a joyful, useful and unique experience, which they can take home and use to create new opportunities in their personal and professional life.



## Logistics of Free Waves

The hosting organization Olde Vechte Foundation with ERASMUS+co funding is providing accommodation, covering travel costs according to ERASMUS+ program and covering food costs, also providing pocket money during the project. Volunteers live together with 14 other people for two months in the beautiful camping place "Besthmenerberg", which is located 2 km from Ommen and provides full entertainment facilities for free time activities - football field, swimming pool, restaurant and many more.



## Introduction of activities

The activities were designed mainly by volunteers while volunteer mentors for the group were supporting the workshops with facilitation and logistics. Activities were divided in weeks. The first week was designed to introduce volunteers with new environment, local community and their new home for the following months, since they started the volunteering work only on the second week. In the following weeks, there were 2 activities per week on Tuesdays and Thursdays as part of their working hours.

In the first week volunteers were introduced of concept of informal learning and workshops, since for most of them this was their first time experiencing non-formal education. Though, after the first week of introduction and practice, volunteers took strong initiative in creating their own learning and fulfilling EVS experience. Further in this toolkit you will find out what they came up with.

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## Name Games

Throw the Ball (10 min)

### **Materials needed:**

3 balls in different sizes (soft balls; size between tennis ball and football ball; easily to throw and not to break something around)

### **Where?**

Inside or Outside with space for the group to stand in a circle

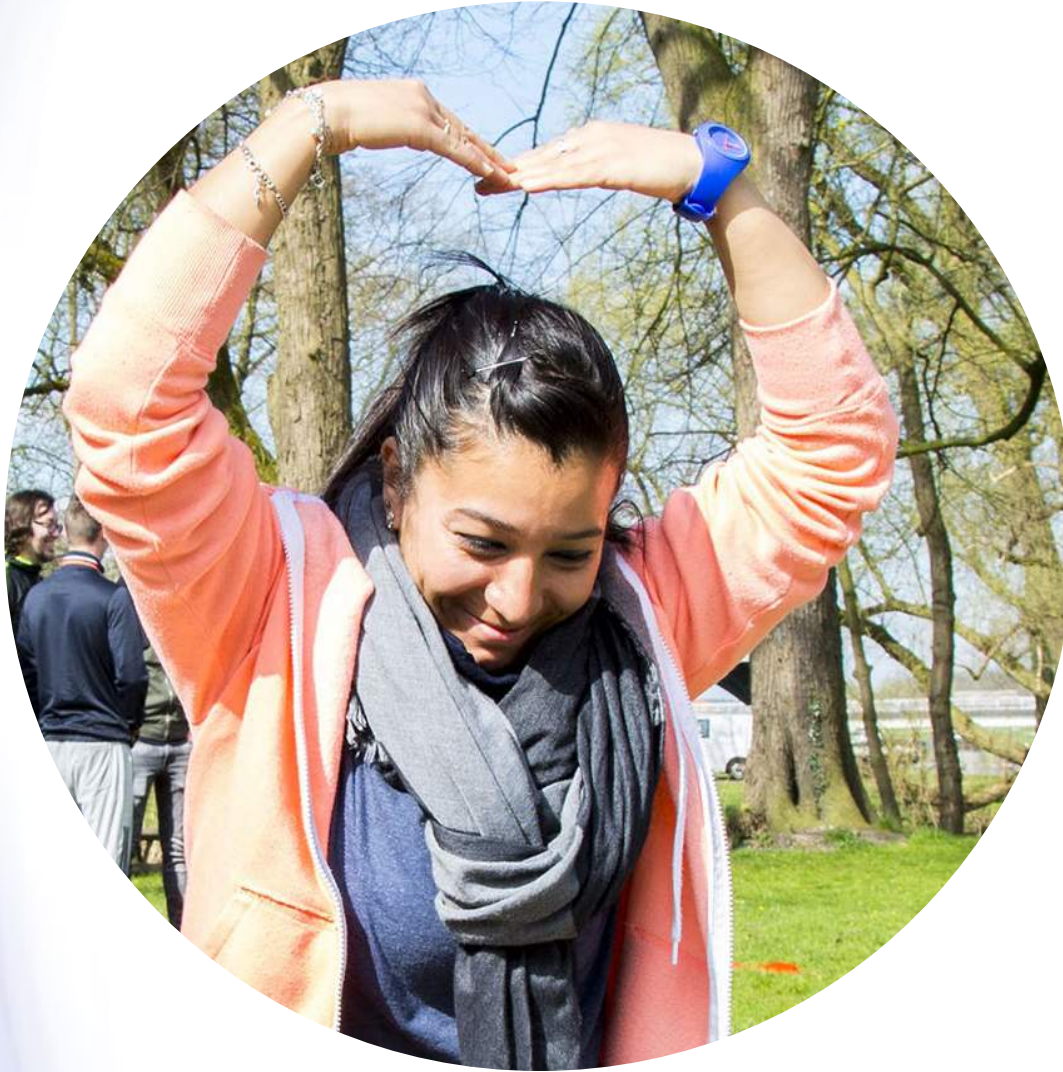
### **Instructions:**

- 1) Ask the group to stand in a circle
- 2) Hold the ball in your hands
- 3) Introduce the game. This is a name game where a ball is used. The facilitator chooses a person in the circle, calls the name of the person and throws the ball to them. Each volunteer has to remember the person they chose, as they will continue throwing the ball to this person. Participants can't throw ball to someone who already has had the ball. At the end, the ball returns back to the facilitator.
- 4) When group has done it 2-3 times, introduce a second ball – the game starts again. This time at some point the facilitator will start another round with the second ball (while first ball is still in game)
- 5) If there is time and the group is doing well, introduce the third ball
- 6) After a few rounds, stop the activity when facilitator get all the balls back

### **Reflection:**

Did you get to know at least one person's name? Was it fun?





## Name Games

Name Twist (20 min)

### **Materials needed:**

Space where group can easily move around, music - optional

### **Where:**

Inside or Outside, with space

### **Instructions:**

- 1) Form groups of 7-8 people
- 2) In each group, every participant will show their name letter by letter with their body
- 3) The facilitator shows an example with their own name
- 4) Participants are not allowed to speak while showing their name
- 5) Other group members are guessing every letter and at the end say the name
- 6) The game is finished when everyone has shown their name

### **Reflection:**

All come together, say something funny or curious about amazing forms people can make with their bodies







## Name Games

### Name Letter Market (10 min)

**Materials needed:**

Paper tape (wide), Markers (number=number of participants),  
Soft music (optional)

**Where?**

Inside or outside with space

**Instructions:**

Ask volunteers: "Has anyone of you have been in a market?" This name game is similar to a market where they will be exchanging letters in their names. (E.g. My name is ILZE so in my name I have 4 letters). Take paper tape and draw a number of lines (as many as the letters in the name). Volunteers stick the paper tape on themselves in a visible place for others, preferably on their chest. By the end of the activity the purpose is that the group shall have their full names written on the paper tape. Facilitator says «start the market» and everyone goes to other people and ask their names. If a volunteer hears that in their name the other person has a letter that they have then they ask if the person in front of them wants to exchange the letter.

For example, my name is Ilze and I go to Lela and I hear that she also has letter L in her name). I ask Lela if she wants to exchange the letter in our names. Then, if she says yes, then she writes letter L in place it is in my name and I write letter L in her name.

Volunteers can exchange only one letter with one person. Then they go and look for next person who also has another letter of their name. When they have their full name, then they can still give letters to others. The game is finished when all of them have a full name written on paper tape.

**Reflection:**

Ask if all has their names, if someone doesn't – ask if anyone else can give letter to that person, if not ask maybe someone has this letter in their surname and still fill in empty space. Ask them to keep paper tape in a visible place.





## Getting to know each other

Make a line (10-20 min)

### **Purpose:**

Learn non verbal communication in case of language barrier, get to know each other better

### **Where?**

In place where all of the group can stand in a straight line

### **Introduction:**

In this activity the group is going to form a line. Each time they will make a line according to different instructions. The activity is done in silence.

1. Standing in line in alphabetical order according to their name (A-Z, show where A starts and Z finishes). At end check their names and if they managed to do it.

2. Standing in line by their age. Show to them where youngest ones start and where oldest finish. At the end check if they managed to do it correct (also check the month and date).

3. Standing in line according to their heights. Show to them where tallest person shall stand. This time they close their eyes. At end they open their eyes and see how they managed to complete it.

### **Reflection:**

How it was to discover other ways of communication? How it was to make line with eyes closed?





## Getting to know each other

Create a country map (10 min)

### **Purpose:**

To move and see from where people are Awareness of multicultural setting and that we are all from different places.

### **Where?**

Inside or outside

### **Instructions:**

The group is going to create a country map. This is done by creating a map in space according to the country where everyone is from.

1. Facilitator shows where is the town you are in currently.
2. Then shows where is North, South, East, West
3. Then asks them to stand where they are coming from according to where is Ommen.
4. Let them play around and figure their place
5. Then facilitator asks everyone where they are from, if they want to correct something

### **Reflection:**

Ask volunteers to gather where current town is located and bring to their attention how they all come from different cultures and places. There, they bring it all together and make it an amazing experience to learn from each other.



Introducing myself to the group (10min instruction + 2min per person)



### **Purpose:**

To allow people to know each other better and present themselves to the other group in a creative way

### **Materials needed:**

A4 papers (min 1 per person), markers/pens (min 1 per person)

Flipchart with questions:

Name, Age, Country, What you do in life? What is your favorite TV series / movie? What music you like to listen? What are your hobbies? How come you are here?

### **Where?**

Inside with chairs or outside with place for everyone to sit



### **Instructions:**

This activity happens in two parts – for the first part, each participant will find a person they don't know from before and is from a different country than them. They will have about 7-10 minutes to talk to each other about the questions on the flipchart. The facilitator asks the volunteers to pay close attention to the other person and also write things down. For the second part of the activity: When each person has finished talking to their pair, the group sits again in a circle and present each other. They do not talk about themselves – they will talk about the other person. For example, my person is Cathy – so I talk to Cathy and then I will present her by giving answers to all these questions. If volunteers want, they can also be creative on their A4 paper – draw the person's portrait or hobbies. Before volunteers start introduction of each other, the facilitator may add the last question – say something nice/ give compliment about / to the other person. When they start the facilitator can mention (depending on the reaction of the group) – listen to what hobbies people have, maybe something you can learn or do together, watch tv series together and so on.

### **Reflection:**

What did you learn from each other? Is there something you can do together?







#### **Purpose:**

To see how the group is working together, to promote cooperation, team-work, listening to each other, supporting each other

#### **Where?**

Preferably outside (in case of need can be done inside)

#### **Instructions:**

Split the group in half (give instructions that in each group genders/abilities are balanced). So now we all have arrived to the Jungle. And not any Jungle – to Amazon jungle where the beautiful and very dangerous Amazon river flows. All of you have arrived to Jungle to look for treasures and discover mythical tales. And you are not any kind of explorers – you are real explorers and nothing has stopped you to get here. You even have a pregnant person (give ballon so they put it for 1 person as belly), a blind person (give blindfolds) and a mute (put paper tape on one person) in your group.

So you have been exploring the jungle for months and now you have ended up at the Amazon river. The river is beautiful but full of dangers – hungry crocodiles are swimming there and ready to eat anyone who steps in river and river is so strong that even if crocodile doesn't get you you are still taken with the river flow if you end up in the water. But you know that you want to continue exploring the jungle and you need to get to other side. And when you look to other side you also see that there are more explores who want to get to your side.

What you find with your things are four boats (show A4 papers). But these are very special boats. They are great and in same time have some limitations – if a boat doesn't not have anyone inside, it floats away and amazon river takes it. So if you want to keep your boat – at all times there should be a person stepping on it. Also these boats you cannot move in river, because you might lose them in that moment.

If you step out of boat – you are eaten by hungry crocodiles or taken by Amazon river.

And still you really wish to get to the other side of river to continue exploring. So you take your boats (give 4 to each group) and decide to cross the river as group – so what you need to do is that group on left gets to other side and whole group of right gets to other side. You can use the boats to get there, if you leave a boat empty – it is taken, if you step out of boat – you die. If anyone dies – the whole group (both smaller groups) start again (in this moment you also get your boats back in case you lost any of them). When both of groups have crossed river – the game is finished. When last person from each group is crossing the river – you may leave boats in river as you will not use them anymore (or you can collect them – to take with you for rest of time in jungle, but you cannot place these boats anymore in the river).

#### **Reflection:**

When they finish task – ask how was it? How was it in start, in middle, how are they now?

What was challenging? What were they solutions? How they can improve it? How they can work better together?



**Purpose:**

Team building, Improving communication skills, cooperation, budget management, time management

**Where?**

Inside or outside with place where everyone can sit

**Materials needed:**

Flipchart- Markers-Tables(2), Chairs,Glue, pens -different colours- printed food pictures with real prices

**Instructions:**

Divide the group in their house groups. The budget is set upfront. Volunteers are shopping visually, using the food pictures. Based on the pictures, they come up with ideas for a meal and present it to the rest of the group. As a homework, volunteers go together to the supermarket and prepare the presented meal they created as a team for dinner.

**Reflection:**

How was it working within the group?

What did you learn?

How will you implement what you learnt in the next 2 months?

Was there a leader in your group or you did all together?







## Team-Building

City Safari (3 hours)

### **Purpose:**

Getting to know people in the new group  
Team Building  
Improving communication skills  
Cooperation  
Time management

### **Where?**

Town where volunteers reside

### **Materials needed:**

Bikes, prepared papers with missions to accomplish

### **Instructions:**

The facilitator divides volunteers in small groups that are not from the same country or house. They are given papers with missions and a time limit, with the extra task to take photos and videos during their adventure. Volunteers are invited to enjoy the time in the town and accomplish as many missions as possible in the set time frame. Facilitator instructs participants to prepare presentations with the materials made during the City Safari adventure for the next day as a homework.

### **Reflection:**

How was it working with in the group?  
What did you learn?  
How will you implement what you learnt in the next 2 months?  
How was the interaction with local community?



### Working Places Safari (6 hours)

**Purpose:**

Getting know each other by working in small groups, team building and bonding, increase sense of initiative, sharing and exchanging information about the working places, practicing presentational skills

**Where?**

Introduction part: inside

Implementation of activity: outdoor part

Reflection part: inside

**Materials needed:**

Bikes, flipchart, pens, markers, papers

**Instructions:**

The facilitator shall have arranged already the small groups of volunteers who will go to the working places safari and also which places each group will visit. This will be their group with which they will work the day of the activity and together with them visit the working places assigned in the paper. After having given the info about the activity, to give them their paper with the assigned working places and to check if volunteers have any question or clarification needed. Setting the time to be back for the presentations. Volunteers shall be informed from the previous day to bring with them their lunch package and that for the activity they will need their bikes.

Intro part: Each group will visit 2 working places. During their visiting time in their working places, they can include their lunch time and break. They will go by bike to the working places and it's up to them how to find where the working place is located. The working places are informed upon their visit. It doesn't have to be that the working places the visit will be the ones they will work at. Once they are there, volunteers communicate with the bosses there, have a look around in the working places, check if they can get extra info about the work there etc.

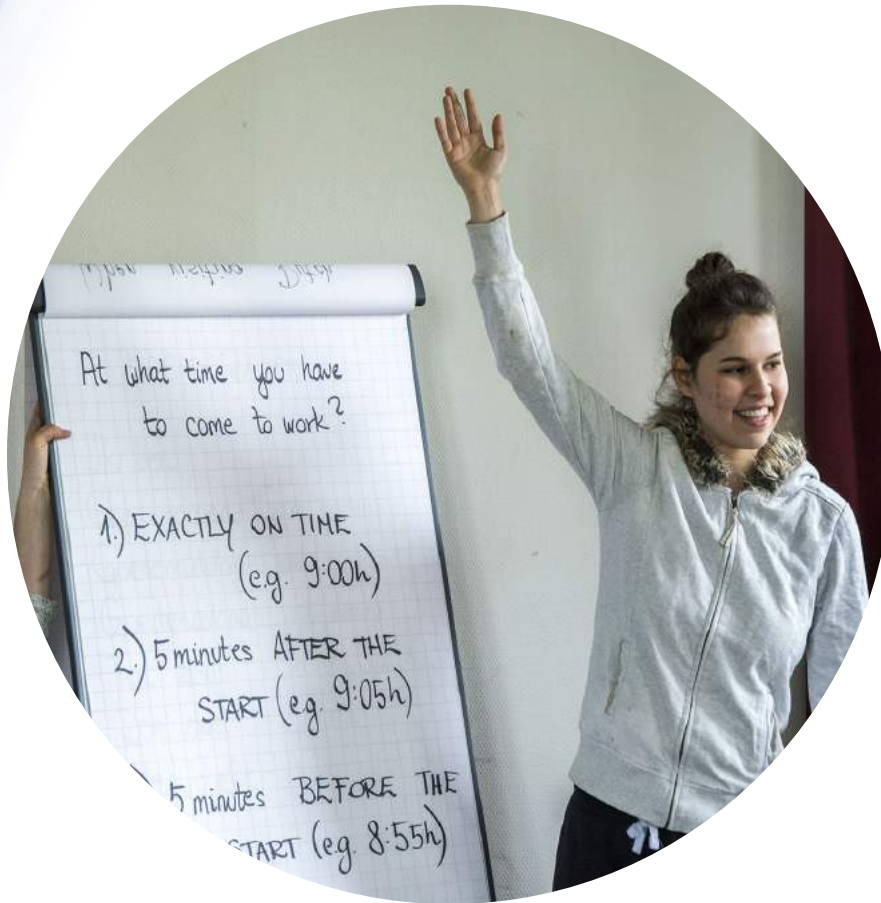
Presentation Time: One by one the groups are stepping up in front to present their experience and share about their visits in each working place. They can share about: how the working places look like, what do they have in the buildings, materials etc, show the maps of the working places if they brought with them, if they speak with people there or not, what are common activities and work there, how much time does it take to reach the working place.

**Reflection:**

Volunteers are invited to ask questions each group and get clarifications regarding the experience and sharing of each group. Ask each group general and open questions: how was the experience for you? How was it to cooperate and find the working place? Whom did you meet there? Etc.







### **Purpose:**

Learning basic Dutch language phrases  
Intro of Dutch culture  
Traffic rules

### **Where?**

Somewhere inside, Center of closest city or town

### **Materials needed:**

Glasses, water, flip chart, markers, table, chairs

### **Instructions:**

Quiz about Dutch culture - volunteers get introduced to the traffic rules, food, traditions of the Netherlands  
Basic Dutch phrases introduction  
Go to center of closest city / village with bicycles to show volunteers the bicycle lanes and traffic signs

### **Reflection:**

How was it working with in the group?  
What did you learn?  
How will you implement what you learnt in the next 2 months?







## Introducing the Netherlands

Pimp my Bike (1 hour)

### **Purpose:**

Learn how to fix the bike themselves and learn basic traffic rules.

### **Where?**

Outside

### **Materials needed:**

6 x Flat tire repair kit, 5 x Front and back lights, 2 x Chain repair tool, 6 x flat tires

### **Instructions:**

Split participants in small groups. Facilitators ask if anyone from the group has any experience in fixing bikes. The participants who know may start to explain and show step by step how to repair a flat tire. Then, volunteers get materials and fix one flat tire, put lights on bike in small groups (if possible, facilitators also show how to fix a broken chain).

### **Reflection:**

What is challenging? What else might be needed to repair the bike? Where to look for help?





### Rope Labyrinth

**Where?** Outside

**Purpose:**

Connect with each other, develop communication skills and have fun all together.

**Materials needed:** 2 ropes more than 5 meters long

**Instructions:** Make groups of 5 and 6 people and for each group there will be one labyrinth of rope. There will be obstacles (holes represented of paper). There will be one blind folded person, guided by the team to reach the end of the labyrinth. Every team member can use only one word to guide the blindfolded person to get to the exit. They can use different words each time but speak one by one. When one person finished, they rotate, and when the next person put on the blindfold, we change the obstacles. The game is finished when everybody has done the obstacle race. If they step on the rope or if they touch the obstacle participants restart the round.



### Balance the stick

**Where?** Outside

**Materials needed:** 2 sticks around 3 meters long

**Instructions:** Make 2 groups of 11 people. In each group we form 2 lines and they face each other. Facilitator gives them the sticks and they have to balance the stick holding only with 2 fingers, and to put it on the ground without speaking and giving instructions.



### Sticky race

Keep the groups. They will work in couples and they have to hold small stick with one finger from each side. They have to go around 3 trees (obstacles) and go back to the group. Then volunteers leave the stick on the ground and the next couple continues the same race. In case there is an odd number of people, the last person can choose another person from the team who already was racing to complete the race. They are racing with the other group. The first group that finished the race wins.

### Pull it hard

**Where?** Outside

**Materials needed:** 2 ropes longer than 5 meters

**Instructions:** Make 4 groups of equal number of participants and each group is competing with each other. Facilitator gives to each group one rope and they have to make the middle of the rope reach their field through pulling together as a team and they win the game. After, make another round but mix the people of the groups.

**Reflection:** How is to communicate with the people without speaking?

How do you feel when you are working in a team?



## Team building fun activities Pt.2 (2 hours)



**Where:** Open space in nature

**Materials needed:** 1 blindfold per each participant, 3 blankets, 4 balls

### Blind walk/blind run

**Instructions:** Make couples, one person is blindfolded. The couple will hold their hands and they start walking, then the facilitator tells them to start running. They switch the roles after.

**Reflection:** How is it to lead/to follow, trust another person without having visual contact?

### Ball and Blanket

**Instructions:** There are 3 teams, each of them has a blanket and a ball. The whole team hold the blanket in every corner and the aim is to bounce the ball without the ball touching the ground. (as many times as possible/as high as possible).

In the next round, the aim is to cooperate with other teams and pass the balls simultaneously from one team to another without the balls touching the ground.

**Reflection:** How was it to cooperate with one group/more groups? Which strategies worked and which didn't? (cooperation, teamwork, leadership)



### Polygon

**Instructions:** There are 2 teams competing against each other. Within their teams they divide in couples and they need to make a round and do different activities (roll while holding hands, run and throw ball, spin together etc.) When the first couple from the team finishes the round, the next one can start. The winning team is the fastest one where all the couples finish the rounds.

**Reflection:** How did you work as a team (the cooperation, team work, delegating, leadership, support)



### Counting until 20 together

**Instructions:** The whole team cooperates to count from 1 till 20 in a random order of people. If two people say one number at the same time, the whole team has to start again from number 1.

**Reflection:** How did you work as a team? (the cooperation, teamwork)



## Volleyball (1.5 hours)



**Purpose:**

Connect with each other and to have fun all together.

**Where?**

Outside or inside where is a Volleyball field

**Materials needed:**

4 volleyballs

**Instructions:**

Facilitator asks the group if anyone is experienced in volleyball and if they could explain the basic steps. Divide volunteers in 3 groups. During the time when two groups play, one is prepared with practicing basic steps. The facilitator keeps the time and after a set of volleyball, the groups rotate. The purpose is for all the groups to play a set and practice the basic steps.

**Reflection:**

How was it to play by the rules?





## Swimming and Aqua Aerobic



### **Purpose:**

To have fun, become more relaxed in the water, learn how to breathe while swimming. How to move one's body according to specific rhythm in the water and on the sand

### **Where?**

Lake / swimming pool / river

### **Materials needed:**

Swimsuits

### **Instructions:**

#### Aqua aerobic workshop

It consists of two parts:

A warm up and one minute choreography. Practicing choreography and repeating till all group can do it without the facilitator.

#### Swimming Workshop

Group goes in the water, trainer introduces the technique. Practicing on land and after in the water. After the practicing, volunteers swim one by one, keeping in mind the new knowledge they received. Then, facilitator introduces them to the concept of how to be more relaxed in the water by breathing and keeping the correct posture.

### **Reflection:**

What did you learn? How was the experience? Where can you use it in the daily life?





**Purpose:**

Improve English while enjoying learning

**Where?**

Inside so people have place where to sit and move

**Materials needed:**

Papers (as many as people), pens (as many as people), flipchart, Dixit game cards (or any kind of different pictures), markers (colorful), words on papers for pantomime game (depending on the level of the language of the group)

**Instructions:**

Storytelling: Split group in two smaller groups. In each group, every person chooses one Dixit card and everyone shares what they see and why they chose it. They may share a story connected with the card.

Pantomime: each person chooses from a basket of papers a word and has to perform it in front of the group (the group has to guess). This game can also be used to determine the level of English (or any other language) of the group.

Invite volunteers to help each other to improve English speaking skills on daily basis

**Reflection:**

How did you experience this workshop?

What new did you learn?

How can you improve your language skills on daily basis?





**Purpose:**

Express emotions through art

**Where?**

Inside with space for people and covered floor / tables so they can express themselves

**Materials needed:**

Colorful Paper, Colors, Paper tape, something to cover the ground

**Instructions:**

Facilitators explains to volunteers that the activity focuses on self-expression. Volunteers are instructed to pick two paint colours and a paper of their choice. They start drawing on the paper using their fingers, each on their own. After a few minutes, they are asked to join their paper with another person. Volunteers continue painting, this time using their own and their partners' colours, painting on both papers. Further in the process, couples join their papers with other couples; creating a picture of four papers together and they paint all over the new canvas. At the end, the whole group joins their paintings, in order to create the bigger picture. Everyone may get creative on the collective image using all colours available.

Volunteers are asked to stand back and look at the result.

**Reflection:**

How was the process for you? How come that you chose these specific colors? What does the picture mean for you?







## Art & Movement

Wild Dancers (2 hours)

### **Purpose:**

Unlock creativity, have fun, develop concept of movement, bring awareness to the body

### **Materials needed:**

Speakers, Laptop/phone (for putting on some music), Dance Outfit – comfortable clothes, Video Camera

### **Instructions:**

Warm up with a little stretching, moving in space exercises. Facilitator explains to volunteers the activity. It starts with the names choreographies: each of them has to prepare a choreography by using their letters of their name with dance moves. The second part of the activity consists of the facilitator showing the steps for a basic choreography in which the individual choreographies are included.

### **Reflection:**

What did you discover about yourself? What was challenging / easy ? Do you feel more connected to your body?





## Art & Movement

### Dancing Advanced (1.5 hour)

**Purpose:**

Having fun, observe and experience the development of creativity

**Where?**

Inside or outside with enough place to move for all the group

**Materials needed:**

Speakers, printed pictures of paintings or photographs

**Instructions:**

Volunteers divide themselves in couples and dance to music, after the music stops they find a new partner and switch.

Facilitator gives out the pictures explaining that they create their own choreography upon the picture received. They have to do so within a time limit. Afterwards, each person presents to the group what they created.

**Reflection:**

How did they experience the workshop in the group and individually?





### **Purpose:**

Understand where and why the towns' population volunteer, out of which motivation and why they benefit from it

### **Where?**

Inside and outside

### **Instructions:**

Groups of 5 going out in thw town, interview at least 5 people about volunteering and get to know their motivation

### **Reflection:**

Why people volunteer and what they get out of this?

Facilitator may give additional information on Erasmus+ to the participants. For instance:

Actually, EVS is not volunteering, make this clear to the group. In EVS the European Commission spends around 1.000 euro per month, per volunteer, so there is something expected back from the EC.

The EVS people come and go voluntarily, but there are consequences and rules to follow to justify the grant. Making an overview of the costs for the group on what the European Commission all pays (house, bike, insurance, travel, food, pocket money, activity money)







**Purpose:**

Bring their attention to their here and now of EVS

**Where?**

Open space

**Materials needed:**

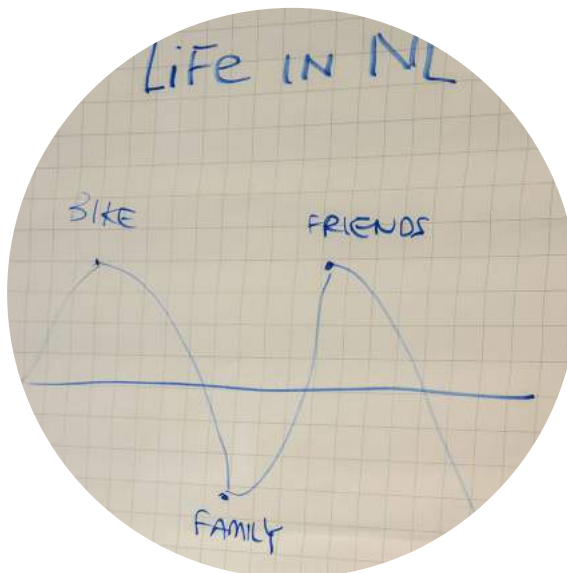
Papers, pens, markers (as many as participants)

**Instructions:**

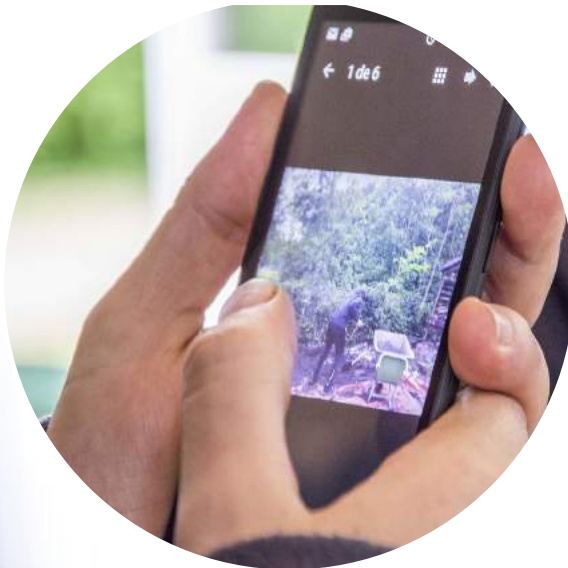
Facilitator splits the group in 4 smaller ones. Ask them to draw on paper their EVS line - the high and low points of their EVS (e.g. I like my job, I miss my dog, I don't like Dutch weather, I like stroopwafels). After they finish drawing, they share with each other in between their groups.

**Reflection:**

Volunteers are invited to share their experience and EVS line in the big group







## Video making in the Working Places

**Duration:** Intro: 10 minutes

Activity itself: a day in the working place, timing is up to volunteers

Presentation of videos: maximum 1:30 hour (depending on the material that volunteers bring)

**Purpose:** For volunteers to increase their video making skills and their competences in story-telling through video making, enhance their cooperation with their working place, increase their creativity and self-expression by making a presentation of their working place, their work there, take interviews (optional) etc., exchange on information about their working places

**Where?** Inside and outdoor in working places of volunteers

**Materials needed:** Flipchart holder, flipchart paper, markers, video cameras, microphones, tripods, projector, projector table

**Instructions:** Before the intro:

Intro: About the activity, what will happen, logistics and practical information. Logistically, to brainstorm and let volunteers work on how will they approach their working places and bosses for making a video. How to introduce the idea to them? Etc

Volunteers will have one day to create a video of max 3 minutes, in which they film "a day at their working place". It's up to volunteers what they will film. There shall be a moment for a short brainstorming and exchange of ideas of what they can film: interviews of their bosses or colleagues, spaces of their working places, activities and tasks they do there. Additionally, each volunteer or group of volunteers who work together, will film their own working place. The same day, they will also have time and arrange it themselves on how to edit their videos and create their final product.

The presentation of their final products will happen the next day after their working hours, during the workshops time. Before volunteers leave: to assign equipment to them and write to the list, who took what material. To check with them: which materials they need: do they need microphones, tripods? Do they prefer to film with their personal video camera or mobile phone?

Presentation: Each volunteer brings their final video product. Then, to start the presentation. Each volunteer or team of volunteers to have a moment of sharing regarding their video: About their experience, any fun stories etc. After watching: giving feedback to each other.

**Reflection:**

The reflection on their learning is happening on the spot during their presentation. The facilitator to be flexible to ask questions connected with their video creations both in technical parts of video making and both in story-telling and about their experience. To encourage also the rest of the volunteers to support each other by giving feedback, sharing what worked for them in the video, what they liked or what didn't work and provide their suggestions and tips for the next time.





**Purpose:**

For the volunteers to practice and increase their media skills, increase their competences in story-telling through photography, enhance their cooperation and organizational skills working as a team. In this activity volunteers will work in small intercultural teams to create photo-stories promoting volunteering and their experience.

**Where?**

inside and outdoor, depending on volunteer's choice

**Materials needed:**

Flipchart holder, flipchart paper, photo cameras, mobile phones, colorful paper, markers, crayons, scissors

**Instructions:**

Before the activity, volunteers shall be informed either in previous meeting or through fb group to bring their photo cameras or mobile phones for the activity. Intro part: Volunteers are gathered.

- Sharing what will happen today: we are going to work with media and photography.
- A short brainstorming about photography: exchanging tips and tricks on how to take better pictures, what to avoid, what to take care when taking a picture
- Explanation about the activity. (In the flipchart to have written the practical information about the activity: time? How? What? When? Etc.)
- "Create a photo story of using max 6 pictures promoting volunteering and your experience"
- Volunteers create their small working teams of max 4 to 5 people. They will have 40 minutes to work together and create their stories. They can take their pictures, and once they have finished, to upload their photo-story in their fb group along with a message that presents the content of their story.
- Short reflection on working with media and photography

**Reflection:**

A short debriefing in a big group on how it was for them to work with photography and create their stories. Together with them to identify and write down tips and tricks when create a photo-story.





## Personal Development

What makes you special? (all activities together 2 hours)

### **Purpose:**

To reflect, realize and appreciate impact that volunteers created during their EVS, appreciate and acknowledge each other.

### **Where?**

Inside with place to sit and also place to move around.

### **Scale of truth**

On the one side of the area, there is a paper with word NO\NEVER and on the opposite side is a paper with the word YES\ALWAYS. This creates a scale. The facilitator says statements {eg. I steal food from my bungalow(house) mates, I am in love with one of the volunteers, I am homesick} and volunteers can place themselves on the scale accordingly their answer.

**Reflection:** Energizer, to raise up the atmosphere, to see what we have in common

### **Speed dating**

There are two lines of people facing each other. The facilitator points out which is line A and which is B, then instructs A to ask a specific question and B couple answers. After two minutes the facilitator rings the bell, B asks and A answers the same question. After that, the bell rings again and one line moves one seat to the right so everyone faces a new person and they get a new question to answer.

**Reflection:** How much more we can learn about each other, what connects us, what we have in common

### **What makes you special**

Everyone puts a piece of paper on their back and walks around the room. People are invited to write on the back of others a word or a sentence that is about what makes you special for me or what did you bring to me. The activity finishes when everyone wrote what they wanted.

**Reflection:** What is the impact I created on other volunteers?





#### **Purpose:**

To reflect on cooperation & communication for group, to create connection between physical game and GEVS experience, entertainment

#### **Materials needed:**

Ropes for vertical spider net (2-4 mm diameter, length depending on size of group) 2 trees or poles with free space around where to set up the activity (approx 2-4 m from each other)

#### **Where:**

Outside (trees needed around)

(To set activity uptake ropes and create «spider web» - tie ropes together to create a rope web to have space in between ropes where a person can get through (size differs, at least for every participant there is at least one space to fit their shoulders size through)

#### **Instructions:**

Facilitator explains that the game is about cooperation (can also tell a story) and that it is played in silence.

In this activity, everyone needs to get to the other side of the spider web. They are not allowed to touch the ropes or go around the spider web. Every part of the web can be used only once to get to other side (show the space/figure made by tying ropes together). They can help each other. Before they start, they have 2 minutes for planning.

#### **Reflection:**

Depending how they planned and did it – about touching the rope, about communication. About how active and not active they were. Supported others or not. Was it cooperation?







## Closing & Evaluation

### Slackline Triangle (45 minutes)

**Purpose:**

To have fun while cooperating, help each other

**Materials needed:**

2-3 slacklines (depending how far are trees from each other and length of slacklines), 3 carpets for protecting trees

**Where?**

Outside between the trees

**Instructions:**

The facilitator explains that the game is about cooperation and the ways people communicate.

They will split as a group in three equal parts (or as equal as possible, if needed just say numbers how many people at each tree) and stand up on a slackline next to each of trees. During this game everyone of them needs to touch every tree where slacklines are put on (every person needs to touch all three trees). At all times everyone needs to be up on slacklines. If they touch the ground, they start again. They can help each other. Before they start, they will have 2 minutes to plan.

**Reflection:**

What worked in the communication? What did they use from their learning during their EVS these 2 months in this activity?





## Closing & Evaluation

### Youthpass Islands (1 hour)

#### **Purpose:**

Introduce Youthpass competences to short term EVS people, learning through experience

#### **Materials needed:**

8 cones or anything else to mark places of 8 YP islands, Printed stamp; laminated island instructions 4 YouthPasses for stamps Printed stamp; laminated math problem A4 papers (white & other colours) x 20, Pens and markers, iPad, Papers, glue, plasticine, crayons, Table or other place for 1, person who gives stamps, Stamp  
(For islands make sure they have space to be there, check that iPad is working, you have all materials. One person is giving stamps, another is walking around in case teams need more explanation, if some people don't talk so much english – have people around to help them. Create it as fun activity, that learning is fun)

#### **Where?**

Inside or outside where 8 islands fit

#### **Instructions:**

The facilitator may check how much information on the Youthpass participants have. They can be a short reflection on competences volunteers have acquired. According to their knowledge, they may share what they know and what they learned.

Then, the facilitator explains what is a Youthpass, what are the 8 competences and how they will be explored in the activity.

There are 8 «islands» - 8 places for understanding 8 different competences from Youthpass. They split in smaller teams. Every team gets a Youthpass checklist. For every island they visit they will get a stamp for that island. As a team they pick a number (1-8) and go to the island with this number. At every island, there is a paper with instructions. Each group reads and completes the tasks written there. Once finished, they return to the facilitator to get a stamp, pick a new number and go to the next island. If someone is already there – they pick another number, if they already have a stamp in that number – the game finishes in 40 minutes or when one group gets stamps at all 8 Youthpass competencies.

#### **Reflection:**

How was it? What was goal of this activity? Did you get all stamps? How many did you get? Should you get all stamps? When you were receiving a stamp – did someone check if you learned one thing or another? Would you prefer on one island a longer time?



## Summary of the project and its results, successes and values for volunteers:

Free Waves group EVS was a significant and impactful experience for all people involved in both parts of it. The young volunteers created their own experience and learning in an intercultural environment, while enjoying it. They contributed to the development of local organizations in Ommen.

Workshops were created to motivate volunteers for their own initiatives, show them different possibilities of lifestyle and learning. Both parts of Free Waves were constructed to emphasize that each individual is the creator of their own life, while giving them the actual opportunity to discover it. Volunteers created their own safe environment at home and working places. They had the chance to organize their own free time, house maintenance and social events.

We, as Olde Vechte Foundation, acknowledge the involvement of the volunteers, who are now using their new skills and knowledge back home! We wish that this toolkit will be a fruitful asset for their present and future.

Here you may watch more of the volunteers' successes:

- [Working Places](#)
- [Testimonials](#)





## About the Hosting Organization Olde Vechte Foundation



Olde Vechte Foundation was conceived as an initiative of a group of people, who in 1966 identified a great need for learning that is not provided by the established educational system. Society keeps on changing over the years, becoming more and more intercultural. Still, the need of an “out of the school system” education stays around. The Foundation’s mission is to create a learning environment out of love, care and cooperation for everyone; especially for people whose needs cannot be met by formal education methods.

Modern approaches of non-formal learning are used in all the activities of the Foundation. Kindaesthetic, auditory and visual senses are involved, bringing about learning by experiencing and enabling the full participation of the trainees.

Olde Vechte Foundation is a learning place for everybody. For more information:

**[oldevechte.com](http://oldevechte.com)**



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Ogni esperienza ha un punto di partenza



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