

# TOOLBOX FOR TRAINERS

**A booklet of inspiration on non-formal  
education activities**

created by the participants of training for  
trainers "Youth Catalyst"

**2019  
Czech Republic**

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## Introduction

**Dear reader,**

We created this booklet as a toolbox for inspiration that can be useful for trainers, facilitators, youth workers, educators or simply anybody, who works with people and wants to design creative, interesting and interactive sessions and programmes, using non-formal education methods.

This booklet is an outcome of an international training for trainers "Youth Catalyst" that happened 16. - 23.3.2019 in the Czech Republic, ecocentre Loutí, organised by Brno Connected and happening thanks to a grant of the European Commission from Erasmus+ programme, supporting mobility of youthworkers. The training was designed and delivered by Kateřina Martínková and Ivan Kobelev.

The toolbox was created by trainers, facilitators and youth workers from the Czech Republic, Italy, Romania, Greece, Hungary, Portugal, Lithuania, Bulgaria and Croatia, who came to spend eight days together with intention to improve their training skills, expand their toolboxes, find their own training style and gain confidence to create and deliver non-formal education activities in various groups and fields. As part of practice, they wrote down an activity outline that they wanted to share and offer to others.

You will find here 24 activity outlines from different areas, each one of them written by a different person. This means that the language and style is different, as well as the length and topics. We didn't edit the texts on purpose, leaving each activity its original touch from the person who wrote it down. Some of the activities were created during the training, some of them were used and adapted here, some are coming from previous experience of the participants who wrote them down.

We want to share them with you and we hope you will find them useful!

**Youth Catalyst team**

# 1. WORLD MAP

**AUTHOR: IEVA POCIUTE**

- OBJECTIVES:**
- Participants get to know each other
- PARTICIPANTS:** Anyone (no experience or role needed)
- NO. OF PARTICIPANTS:** Even number (from around 10 till how many it is possible to manage)
- DURATION:** 15 - 17 mins
- PREPARATION:**
- Open space (place with no chairs etc.)
  - Questions (10)
- IMPORTANT NOTES:** The participants should clearly understand which corner/side of the space corresponds to certain continents. They should imagine the world map. The questions about countries are set as examples. Discussion topics can be designed in 2 ways:  
As a warm-up and getting to know each other activity (ask questions about general things: favorite book, fun memories, etc.)  
As a starting activity for a certain topic (ask questions which ask for opinions regarding certain topic)  
Important note: you can change the time for answers if the topic requires that.  
It was tested in various ESN events.

## ACTIVITY FLOW AND INSTRUCTIONS:

**TIME:**

2 min

### **Explanation of the concept**

Trainer tells that he/she will ask some questions to which the answer will be a certain country. Once they choose the country, they go to the corresponding place to that country. Once going to a certain spot of a place, participants can talk and check at which country "they are". Once they all stand and stop moving, the trainer asks a question in general or regarding to the certain topic and participants have to discuss them with the nearest person and shortly talk in total for minute (both).



2 min

**1 question and first discussion**

Question: Which country you visited last?

Discussion topic: (according to workshop needs)

2 min

**2 question and second discussion**

Question: Which country cuisine do you like the most?

Discussion topic: (according to workshop needs)

2 min

**3 question and third discussion**

Question: What is your dream country (where you would like to visit)?

Discussion topic: (according to workshop needs)

2 min

**4 question and fourth discussion**

Question: What is the country you know nothing about?

Discussion topic: (according to workshop needs)

2 min

**5 question and fifth discussion**

Question: What was first ever foreign country you ever visited?

Discussion topic: (according to workshop needs)

3 min

**Debriefing**

Were opinions on certain topics similar or different?

Did similar choices on countries make you feel more connected?



# 2. ACE OF SPADES

**AUTHOR: DANIELA VIGGIANO**

- OBJECTIVES:**
- To understand the process of integration of minority in community - awareness
- PARTICIPANTS:** No specific characteristics, but the participants have to have a good knowledge of the language of the activity (e.g. English or national language), because it's important they understand the rules
- NO. OF PARTICIPANTS:** 16 - 24
- DURATION:** 30 mins
- PREPARATION:**
- 4+ tables with 4 chairs each
  - Printouts with game rules and 1 pack of playing cards each 4 ppl
  - Cards are either BLACK or RED (usual Deck of cards)
- IMPORTANT NOTES:** I've never tried this activity in an international project, and it's been used to understand how the integration of 1st - 2nd generation immigrants works.

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME:

2 min

### **Groups creation**

Divide participants in 4+ groups made up by 4 ppl each

5 min

### **Opening and rules explanation**

Introduce the activity explaining them that they are going to sit on the table with their group and play a card game. They will find the instructions to play on the table and they will also find the cards. The only BIG rule is that **NO TALKING IS ALLOWED DURING THE PROCESS.**

10 min

### **Card game**

Participants have 1 minute to read the instructions of the game on the table without talking and then they have to play the game for 2 minutes. At the end of the first round the winner of each table will move to the table at his/her right. Without talking they will play another round of the game (without reading again the rules) for another 2 minutes, and again the winner will move to the next table and so on for at least another round. (So at least 3 rounds in total). The process is stopped when everyone is adapted to the new rules of each tables.

What they will discover during the second round is that each table has different and opposite rules.

### **CARD GAME RULES:**

All tables: Give 4 cards to each participant on each table and then put 4 more cards on the same table. Then the first will start to play and then in order each participant will play.

Table 1: The person with the most points at the end of the game will win. You have 1 point if you match one card in your hand with one card on the table with the same color (RED/BLACK). You match the card by picking it up. If you have no card to match you have to put one card on the table.

Table 2: The person with the most points at the end of the game will win. You get 1 point if one of the cards in your hands with a number that is equal to the number of one card on the table or to the sum of the number of 2 or more cards on the table. You match the card by picking it up. If you have no card to match you have to put one card on the table.

Table 3: The person with the least points at the end of the game will win. You get 1 point if one of the cards in your hands with a number that is equal to the number of one card on the table or to the sum of the number of 2 or more cards on the table. You match the card by picking it up. If you have no card to match you have to put one card on the table.

Table 4: The person with the least points at the end of the game will win. You have 1 point if you match one card in your hand with one card on the table with the same color (RED/BLACK). You match the card by picking it up. If you have no card to match you have to put one card on the table.

You can invent other rules if you want to add more tables.

The second round of the game will be a mess because of the different rules in force on each table (the person who moved from one table to another will play with the rules of the previous table because he/she was playing with different rules before). So maybe people will have conflicts on either the person that came to their table is following the rules or not. Remind them that they cannot speak to each other.

If after the second round there will be a conflict to proclaim the winner (who will move to the next table), the majority of the table rules.

From the third round and on, people will probably understand that they play with different rules and that they have to adapt to rules to the current table.

10 - 15 min

### **Reflection**

The participants will reflect on the activities following some questions:

How did you feel during each round?

What have you felt during the second round?

How have you solved the problem?

In which other situations can we adapt this solution?

(The trainer will explain in case that it can be applied to all the situation regarding integration of minorities)

What are you going to take out from this experience?

5 min

### **Closing**

Connection with the next activity/bye bye belli.



# 3. DEVELOPING CULTURAL UNDERSTANDING

**AUTHOR: ANDREA FAZEKAS**

- OBJECTIVES:**
- Questioning prejudices
  - Openness
  - Development of empathy
- PARTICIPANTS:** Teenagers, adults
- NO. OF PARTICIPANTS:** 6-15
- DURATION:** 20 - 40 mins  
(it depends from the number of the participants)
- PREPARATION:**
- Room
  - Role cards
  - Ribbon (blue, red, white)
- IMPORTANT NOTES:**
- Ribbon specifics - ribbons symbolise countries  
Red ribbon role card says: like meeting foreigners, but doesn't like being touched, doesn't look in the eyes of other people  
Blue ribbon role card says: sometimes touches others, doesn't like white ribboned people  
White ribbon role card says: like meeting new people, gesticulate a lot, enthusiastic, greet others by touching their own earlobes and bending.

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME:

5 min

### Preparation

The trainer gives out the ribbons to participants. Each participant gets a role card according to their colour. The trainer explains the task. The task is to walk around the room and talk to everyone at least for 2 minutes, playing the role. Participants don't know the content of the other players' cards.



15 min

### Activity

Participants walk around the room. They have to talk to as many people as they can, and realise the roles the ribbons represent. Everybody has to play their role when meeting others.

20 min

### Discussion

Trainers' debriefing questions: How did you feel in your role? Have you ever experienced anything similar at home or abroad? Was it hard to play the role? Does your culture have any habits that would be disturbing for people coming from other cultures?



# 4. SILENT STORYTELLING

**AUTHOR: RARES CRACIUN**

- OBJECTIVES:**
- communication between the team members
  - team building
- PARTICIPANTS:** It works best with people who know each other, or have something in common (an experience in common)  
Age: 15+
- NO. OF PARTICIPANTS:** 7+
- DURATION:** 20-25 minutes (it depends on the participants)
- PREPARATION:**
- Outside or big room
  - Materials: Paper, pen
  - 30 - 40 minutes
- IMPORTANT NOTES:** The participants will receive pieces of paper with a part of a story. They have to move around and create a story/ put a story together. The objective of the activity (game) is to put the story together, arrange the sentences in their order.

## ACTIVITY FLOW AND INSTRUCTIONS:

**TIME:**

30 - 40 min

### **Create a story**

This is part of the preparation. You do this on your own, without the participants.

Create a story with simple sentences. The number of sentences should be the exact number of the participants you have. The story should be created in such a way that the participants know the order of the sentences if they hear/see them. This can be done if you make a story about a common experience of the participants (for example if you have more days of training/workshops, you can make a story of their workshop so far).

Here is an example of a story, based on the experience with “Youth Catalyst”:

Sentence 1: Once upon a time there was a project.

Sentence 2: The project took place in the Czech Republic.

Sentence 3: The participants were coming from 9 countries:

Sentence 4: Romania, Portugal, Greece... (insert countries here, thank you).

Sentence 5: ....

Check how you write the sentences so that the participants can connect them in the right order. Use “connecting” words from one sentence to another. Example: the first sentence ends with “project” and the second one starts with “project” as well. In this way it is easier for the participants to connect these sentences.

### **Write sentences on separate pieces of paper**

Write each sentence on a small piece of paper, without the numbers.

15 - 20 min

### **The activity itself**

You have to present them the game. You tell them they have to move around and create a story/ put a story together. The objective of the activity (game) is to put the story together, arrange the sentences in their order.

You hand out the little pieces of paper to the participants.

Rules of the game are:

The participants are not allowed to speak.

The only thing that you can say is what you have written on your little piece of paper (a sentence from the story).

You can't look at the pieces of paper of the others. (You can even tell them to put the piece of paper in their pocket)

You can't stop moving, you have to move all the time

A way to “solve” the game is for the participants to make human chain (see picture below), in such a way that they have the story in order. The suggestion is not to tell them this solution before.

5 - 10 min

### **Debrief**

After the people finish putting the story together people will stay in a circle and the debrief can start.

Debrief questions:

What have you done in this activity?

What do you think this activity was about?

How did you communicate to each other? (maybe they will communicate through hand signs, intonation of voice)



# 5. LEAK PHANTOM

**AUTHOR: DIMITRIS KAVELIDIS**

- OBJECTIVES:**
- Communication in the team
  - Sender - Receiver
- PARTICIPANTS:** Children/Adults, teams with motivation on developing communication skills
- NO. OF PARTICIPANTS:** 6+
- DURATION:** ~40 min  
( - 50 if you go for the upgraded version mentioned above)
- PREPARATION:**
- Space (you just need a room, even a corridor works)
  - Materials (1 A4 paper with a drawing of shapes on it, markers and 1 A4 blanc) (for the upgraded version, + one A4 per participant)
  - In the drawing that we do, we make sure that there are different colors and shapes.
- LINKS:** “How miscommunication happens and how to avoid it” / Ted Ed - <https://www.youtube.com/watch?v=gCfzeONu3Mo>
- IMPORTANT NOTES:** Make sure that people are standing in a way that supports the activity (being silent and in a distance between them), so you create the environment you want. In the instructions, don't engage too much with telling many details as example on what they should do, so they get into being specific by themselves. About the reflection on it, you can choose either you want to go on a general communication related topic, but this activity is mostly designed to present the “Sender” and “Receiver” roles, when it comes to message/information spread.

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME:

2 min

#### **Team Division**

We tell participants to stand in a line with a specific order (based on alphabetical order of the names, or heights etc.)

2 - 5 min

#### **Instructions**

“First, we would like to ask you to stand in way that you have a distance between yourselves. The following game is similar to the classic “Broken Telephone” game. We will now divide you in some roles:

The first person is the observer of the group and goes out of the room. There, one of the trainers will show a drawing to this person. Then, this person gets into the room and describes the drawing to the next person in the line (by whispering in their ear).

The other people between the first and the last person are the messengers. While listening to the information from the previous person, they are not allowed to talk. They can only have one question for the previous messenger in order to clarify directions and information. After they get the information, they go and describe it to the next person in the line (also by whispering).

The last person of the group is the painter. After getting the information, this person has to make a drawing in a new A4 paper, using the markers provided.

Your goal as a group is to make a perfect copy of the drawing that the first person sees. During the activity, we will ask you to remain completely silent and in your position until your turn is up.”

(If we want the upgraded version, we simply change the roles. Everybody is a messenger and a painter. Each one of them gets a paper when they can paint on what the previous person told them. They only share the information, not their painting with the other people and in the end we compare their papers from start to the end to check how much it changed through the process)

5 - 25 min  
(5 - 35 for  
upgraded  
version)

### During the activity

We are showing the drawing to the first person and then the process starts. While they describe, we are following them and note what they are saying to the next person, and also the questions that they asked. (If it can be done, it is useful to record them while they spread the information so they know at which point there has been distortion in the information, so you can use it in the reflection to address to each one of them with concrete examples). After the first time, you can show them the result, and letting them know that without speaking to each other between rounds, they will go through the process one more time so they can improve their final result.

25 - 40 min  
(35 - 50 for  
upgraded  
version)

### Reflection

We compare the drawings of the 2 rounds with themselves and with the original paper, so they can see their result. We address to them individually to get their actual contribution to the result. We reflect on how we can be a better "Sender" of a message (K.I.S.S. Keep It Specific and Simple) and a better "Receiver" of a message ("Clear questions get clear answers"). If we tried the hardcore version, we also check the process step by step through their personal drawings.



# 6. SILENT DISCUSSION

**AUTHOR: ANKA HUVOS**

- OBJECTIVES:**
- Solving conflicts in a group
  - conflict management
  - better communication
- PARTICIPANTS:** teams with bad communication, problematic teams
- NO. OF PARTICIPANTS:** 6+
- DURATION:** approx. 40 mins
- PREPARATION:**
- Room
  - Flip charts
  - markers/pens
- IMPORTANT NOTES:** It is important that everybody understands the activity must go in complete silence. The trainers must create a safe space, because during this activity it is possible that the participants will really open up and talk about difficult topics.  
The point of the activity is to solve problems within the team/group.

## ACTIVITY FLOW AND INSTRUCTIONS:

**TIME:**

5 min

### **Preparation**

Trainers introduce the activity to the participants. It is going to be completely silent. In the room, not so far from each other there are 3 flip charts with 1 question each, about the team's/participants' work/feelings. The participants will have approx. 15 minutes to walk around, write on the flip charts, answering the questions, and comment on each other's comments.

Example: An NGO's team. Questions: How do you feel in the team? What kind of problems are you facing in the team? How do you think the team's work could be improved?

15 min

## Silent Discussion

Participants start to walk around. They can find markers next to the flip charts with which they can write down their thoughts. It is important that they can comment each other's comments. This is how the discussion will be created. It is advisable to put on some calm music during the writing. One favourite is: <https://www.youtube.com/watch?v=CQG7KVUDaJM> If participants need more than 15 minutes to write, this part can be longer.

5 min

## Closing of the activity

Slowly turning off the music, participants can leave their last comments. Sit down in a circle with everybody.

15 min

## Debriefing

Participants might have written things down that they would never say out loud, therefore this activity can be very emotional. There are no questions from the trainers, participants share and discuss what they want in connection with the things written.



# 7. ELEVATOR PITCH

**AUTHOR: DANIEL ANGELKOFF**

- OBJECTIVES:**
- How to create a short pitch about yourself, an idea, NGO, company, project for a short period of time (usually 1 min)
- PARTICIPANTS:**
- This workshop works for people starting something new (business, NGO, project)
  - Entrepreneurs
  - Promoters
  - Social workers
- NO. OF PARTICIPANTS:** From 3 to 30, I have seen this working very well with groups of people from 10 to 30 people
- DURATION:** 60 - 120 minutes
- LINKS:**
- <https://www.investopedia.com/terms/e/elevatorpitch.asp>  
<https://www.mindtools.com/pages/article/elevator-pitch.htm>  
<https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976>  
<https://www.businessknowhow.com/money/elevator.htm>
- PREPARATION:**
- A list with the key tips (list down below with all 7 of them)
  - Sheets of papers and pens
  - Chairs to sit on
- IMPORTANT NOTES:** This is a very useful workshop that has a reasonable amount of content.  
This is an activity that can take up to 2 hours if done in the fullest. If it has to be done for a shorter time you can start from the 4th point



## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME:

5 min

#### **Jump into it and try it by yourselves**

The best way to start with this activity is to split the group into pairs of 2 people and to give them the chance to present themselves in front of the other person for 1 minute. When they are over they can swap and the second person can present their pitch.

5 min

#### **Short reflection**

The second part is a short reflection of how it went and what was hard, what easy

15 -20 min

#### **Elevator pitch qualities**

This step is connected with writing down the qualities that a pitch should have. It can be done with sticky notes on a flipchart or with a marker with a board where the trainer can write down the ideas.

So everyone can write on this sticky note their idea and make a round to put it on the board. Depending on the group or the number of the participants it can be done on several rounds of circles of people putting these notes. So people can add two or 3 things which are different

10 min

#### **Theory time**

The next step is to present the theory. You can use the sticky notes that were used before and point out the main points or the theory can be used from online sources:

An elevator pitch is a brief, persuasive speech that you can use to spark interest in what your organization does. You can also use one to create interest in a project, idea, or product.

1. It needs to be succinct, while conveying important information.
2. To craft a great pitch, follow these steps.
3. Identify your goal.
4. Explain what you do.
5. Communicate your uniqueness
6. Engage with a question.
7. Practice.

Try to keep a business card or other takeaway item with you, which helps the other person remember you and your message.

5 min

## Examples

An example can be used and a bit of help for the structure.

Example 1:

“My name is Daniel and I work as a tour guide in Sofia. I would like to make my city as a more popular place for tourism and I’m working on this with my NGO. We are a team of 25 people and we offer a unique tourist service in the city that Trip Advisor ranks as a number one thing to do in Sofia.”

Example 2:

My name is Sarah, and I run a trucking company. It's a family-owned business, and we think the personal touch makes a big difference to our customers. Not only do we guarantee on-time delivery, but my father and I personally answer the phones, not an automated system.

5 -10 min

## Create your own pitch

Now the participants can create their own elevator pitch.

45 - 50 min

## Present the pitch

( for 30 people this will take 45-50 min)

Now it’s time for the participants to present their elevator pitch. Either everyone can present their pitch or whoever wants. You can decide depending on the size of the group, their mood, or other factors. The people presenting have one minute to make the pitch. There are 2 ways to make it:

- A) Everyone presents in front of the other people in the group
- B) A more authentic setting can be created, where the trainers are playing the role of some corporate businessmen that are just coming in the elevator. The participants have one minute to talk with them and present their ideas. The trainers can rotate every one minute and play roles of either being too busy, too talkative, and uninterested or whatever role they want to take.

10 min

## Final reflection

After everyone (who wants) has finished the pitch it’s time for the reflection.

How did you feel during the process?

Was this activity useful for you and how?

Was one minute too long or too short?

What would you do differently the next time?

With one word describe this experience

Would you use this pitch in your future work? Was this helpful?



# 8. READY, SET, GO!

**AUTHOR: FOTINI KAFFETZAKI**

- OBJECTIVES:**
- Team working
  - Improvement of body language skills
  - Work on self-confidence
- PARTICIPANTS:** The people that work better in this activity are those who are involved with arts, can be creative. It's good to have some experience with acting but it's not necessary. Their role should be to be active during the process and to transfer a story with a language that nobody understands.
- NO. OF PARTICIPANTS:** In order for this activity to work properly it's better to be a small team for instance 6 to 8 people so that everyone will be involved and take part in this game.
- DURATION:** 25-30 minutes
- PREPARATION:**
- This activity can take place in an area with a lot of space like a training room so that people are able to move their bodies easily and have a lot of place to sit or to show their story in a kinesthetic way. It can also take place outdoors if the weather is good and people feel comfortable with that.
  - A4 papers
  - markers/pens
- IMPORTANT NOTES:** It's important for everyone to understand the activity completely and to try to interact with it. The environment should be friendly enough and not judgemental so that each one individually feels part of the procedure.  
In the whole process the trainer will remain passive and he/she will only ask to give them the papers and to discuss the results.

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME:

5 min

#### **Preparation**

Trainers will ask the participants to put themselves in a convenient place and to look at one specific direction. Then they will introduce the activity as clearly as possible to the group and make an example so the whole procedure can be clearer for them. After that, they will give the participants some A4 papers and one pen per each.

15 min

#### **Action**

One person will stand up and try to act out a story with others with words that do not make sense. (For example: polaktodt jfief srifud ptomaltke forfpaf). The story can be anything from a weather report, an embarrassing story from their childhood or a revelation of a secret that someone keeps. The trainer will try to explain that the rest of the team should try to guess by the body language, the gestures and the expressions of the storyteller what is he/she talking about and then the trainer will ask them to write on their papers what they think that the story is about. After that, the trainer will ask from the storyteller to reveal the whole story and all of them together will discuss the results.

10 min

#### **Reflection**

Final discussion, they should be concentrated on the fact that the outcome of this activity is to express themselves and their feelings by gestures and body language and that language is not necessary once you want to deliver something. Also, what helped them to understand the story (for example the body language) and what didn't (for example that the storyteller had a poker face and nobody could understand what was the story about).

# 9. GAME OF LIFE

**AUTHOR: FRANCESCA AGNESE**

- OBJECTIVES:**
- Cooperation
  - Teambuilding
  - Communication
- PARTICIPANTS:** Suitable for everybody (adjusting the way to divide the group at the beginning and the level of difficulties you add during the process).
- NO. OF PARTICIPANTS:** Minimum 6
- DURATION:** Depending on the levels of difficulties and on how quickly people get to the solution.  
Tested in 20 minutes.
- PREPARATION:**
- Room: empty room, apart from 3 containers (tested with 3 boxes and with one box and two glasses)
  - Materials: 3 containers, random objects (tested with markers)
  - Visuals: (if wanted) flipchat with the rules, flipchart with the acronym of team (Together Everyone Achieves More) or any other theory related.
- IMPORTANT NOTES:** It is important to be ready for groups who might get to the solution very quickly. It is recommended to prepare multiple levels of difficulty.  
It might be useful to collect facts about what happened, so to use them to address the debriefing.
- The idea behind the workshop is to underline how we are usually going for fighting against each other, instead of see other people as opportunities and allies in order to achieve more.
- The theoretical content is not a must, but it can be an addiction. Present it more or less specifically accordingly to the target group that you are working with.

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME:

3 min

### Dividing groups

Before starting, the whole group needs to be divided in two. [Here there are different suggestions about how to do it:

- play scissor/rock/paper, then ask to who win to stand on one side, and who lost on the other side;
- ask them to stay in a line and give them numbers one or two, then ask to the ones to stand on one side, twos to stay on the other side
- simply ask them to divide themselves in two equal groups
- place something on the floor so that people understand where to go when they enter the room

Keep in mind that this decision influence the mood of the group, create a more playful energy/more serious... choose accordingly to what target group you are addressing

Place the two glasses on the two sides of the room, then, once the group is divided, ask to each of the subgroup to stand nearby one glass.

Place the box filled with the materials at the same distance between the two glasses.

3 min

### Instructions

Read the instructions (+ show them if you wish)

“The goal of this activity is to have all the markers (or the chosen material) transferred from the box to ONE of the glasses.

My/our role will be to ensure that you are following the rules and keep track of the time. I will tell you how when time is up.

Rules of the activity:

- You cannot move the box.
- You cannot move the glasses.
- You can only carry one marker at the time.

I will repeat the instructions. (repeat)

You might start”.

If people ask for more details, simply repeat the instructions.

Never mention the word team, in case, use the word group A/B.

As long as  
you wish

### Activity

People start, accordingly to what happen you might tackle them (ex: “is this the best that you can do?”) or add levels of difficulties to reach the time frame that you are planning to, or to address the group in the direction that you want.

### Suggestions:

- Do the same but in silence
- Do the same but faster
- Do the same but half of the group is blindfolded and only who cannot see can touch the materials
- Do the same but now every object has to be carried by two/three/four... people at the same time (in case increase the number till the point that the people of one group are not enough to do it, but they understand that the only way is that they merge with the other group. Ex: the group are formed by 5 people, you give the instruction that every object has to be carried by 6 people at the same time).

Keep in mind what kind of energy you want to create and choose the suggestion accordingly.

### Debriefing

Gather them together and ask questions to reflect upon what happened and lead to the conclusion that we tend to get automatically in the direction of fighting against each other, but in order to achieve the final goal we need to cooperate.

Suggestion of questions:

- So, what happened there?
- How come that you (group) didn't reach the goal?
- What could you have done differently?
- What was your part in it?
- How can you relate it with the topic of the activity?
- How can you relate this activity with your everyday life behaviour?
- What is your learning from it?

### Theory

If you wish you can point out at the end a theoretical content. Ex: TEAM = Together Everyone Achieves More

10 - 15 min

5 - 10 min



# 10. SAFE SPACE TO SPEAK FROM THE HEART

AUTHOR: MARCELO YAMADA

<b>OBJECTIVES:</b>	<ul style="list-style-type: none"><li>• To strengthen the connection between a group;</li><li>• To give voice to people in suffer about some attitudes of their group members;</li><li>• To diagnose a source of possible conflict in a group;</li><li>• To solve conflicts in a group</li></ul>
<b>PARTICIPANTS:</b>	Group of people who are together for more than 5 days, having already created connections and disconnections among themselves.
<b>NO. OF PARTICIPANTS:</b>	10+
<b>DURATION:</b>	30- 50 minutes
<b>PREPARATION:</b>	<ul style="list-style-type: none"><li>• Chairs in a closed circle (1 less chair then the number of participants)</li></ul>
<b>IMPORTANT NOTES:</b>	This activity may is thought to diagnose a source of possible conflict and solve it among the group.

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

2 min

#### **Introduction**

Presentation of the activity. "I invite everyone to speak from the heart during this activity."

4 min

#### **Explanation - 1st part**

The facilitator invites the group to sit on the chairs and she starts explaining the game while also participating. "I am going to go to a person and say 'I like you' then the person replies 'why?' and I tell her the reason: 'Because you have beautiful eyes' (for example).

The ones who also think this person has beautiful eyes will stand up and run to another empty chair and sit. Now the person who is left standing will repeat this dialogue to another person and people will again change chairs”

6 min

This process (“I like you/why?/because.../changing seats) will repeat for a while. When the facilitator decides the end of it, s/he must stay standing on purpose in order to make herself heard to explain the next phase of the activity.

3 min

### **Explanation - 2nd part**

Now the facilitator announces some changes in this process: “Now that we have experienced this compliments, let's try to point out some negatives aspects we don't like in a person. You can talk about things you dislike in general in anyone, or you can address directly the person you are talking to. So, now I would say: 'I don't like you' and the one you are talking to must ask 'When?'. Then you point out a situation you don't like, for example: 'I don't like it when you say things behind my back and not saying it to my face.' The ones who also don't like this about this person must to stand and switch the chairs.”

6 min

This process (“I don't like you/when?/because.../changing seats) will repeat for a while. When the facilitator decides the end of it, s/he must stay standing and then pick up chair for her to sit in the circle.

20 min

### **Reflexion time**

The facilitator introduces a discussion about the experience they just had, by posing questions to the group such as the following ones: “What did you feel about this experience? / What are the differences you can point out about the first and the last part? /In which of the the dialogues was it easier for you to express your feelings? / By receiving other people’s feelings, in which part of this activity did you feel more comfortable?”

5 min

### **Closing the activity**

The facilitator invites the participants for a hugging marathon. The participants should hug themselves from the left side, so that their hearts will be connected.



# 11. ANIMAL PAIRING

**AUTHOR: MILA MILIEVA**

- OBJECTIVES:**
- To form pairs of the participants in a fun, quick and energizing way
  - To bring their attention to concrete topic (depending on the variation of the activity you choose to use)
- PARTICIPANTS:** This activity can be used with participants of any age. Please keep in mind that it requires body movement so it might not be suitable for participants with specific physical disabilities.
- NO. OF PARTICIPANTS:** The activity is suitable for minimum 4 participants. You can use it for unlimited number of people.
- DURATION:** 5 - 7 min
- PREPARATION:**
- You need enough space without obstacles so people can move easily around. It can be done on open air as well.
  - Small post-it notes with the names of the animals for each participant
  - No visuals needed
- IMPORTANT NOTES:** Prepare the notes with the animals according to the number of the expected participants but have 2-3 pairs more in your pocket in case of unexpected changes of the number of the people. Prepare an additional note with an animal in case you have uneven number of participants. In that case, there will be one group of 3 people to find themselves and work together. Variations: Different subjects to be paired depending on the topic and the audience (food, stereotypes, professions etc.)



## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

1 min

#### **Instruction**

Give clear instruction saying that the next game should be done in complete silence - no one is allowed to talk or make any kind of a sound. If they make a sound it will be too obvious who is which animal. Tell the participants to act as an animal and find the person who is the same animal as they are. While acting they can move around the space.

1 min

#### **Notes distribution**

Provide the notes with the names of the animals in a hat/bowl and let everyone choose and read the note for themselves without showing it to the others.

5 min

#### **Acting out**

The participants will act till everyone finds a couple and then you can stop the activity and call their attention to the topic.



# 12. SENSES AND INTROSPECTION

AUTHOR: IOANA CAPRARU

- OBJECTIVES:**
- It can be used as an activity for VAK(OG) theory in a bigger session
  - Awareness of how our senses can affect our remembering, emotions and the way we see things
- PARTICIPANTS:** Open minded people, who want to experiment and be prepared for introspection . Not kids.
- NO. OF PARTICIPANTS:** 8-12
- DURATION:** 50 min
- PREPARATION:**
- The place needs to be cozy. In the room needs to be no disturbing light.
  - In the middle of the room there will be a circle formed out of pillows (not chairs)-one pillow for every person.
  - On the floor there can be spreaded Dixit cards or cards that have written on them positive values (courage, independence, etc) or every kind of empowering visuals.
  - On the background can be a meditation music. Example: <https://www.youtube.com/watch?v=yICgJ9oNdN8>
  - Materials:
  - Pillows for every person
  - Dixit cards or cards that have thoughtful words on them
  - Objects for the senses (one for every participant) like materials that have some smells (soapbar, cap of a toothbrush, cap of a perfume etc), kinesthetic objects (a stone, a brush, etc). Not objects with which the participants can get dirty and not fluid objects that they can spill.
- IMPORTANT NOTES:** It is also important to prepare yourself before, to be able to be in the feeling. Also in this activity the voice it is very important so be aware of the way you are going to talk

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

5 min

#### **Accommodation**

The participants will enter the room. You need to frame the activity and to specify to them to keep the talking to a minimum or maybe not at all. Now you give them some time to adapt to the environment; tell them to make whatever they want: listen to the music, walk around the room, look at the cards on the floor.

5 min

#### **The meditation (auditory)**

The participants need now to stay in the circle with the faces on the exterior of the circle and maybe make a connection if they're feeling like it (their knees or their shoulders can touch). You invite them to close their eyes and to find their inner core. Then you turn up the music a little louder and you let them accommodate with it, connect with it. You can also tell them a story in a hushed voice, something relevant to induce them into the experience or just invite them to take a moment for themselves.

16 - 24 min

#### **The senses (kinesthetic and olfactive)**

After the meditation you will need to turn down the music (not turn off) and to specify to the pax that they need to keep their eyes shut. Then you invite them to extend their hands in order for you to give them some objects ( assure them that is nothing dirty or unpleasant ). When everyone has an object in their hands you invite them to experiment with them. To smell them, to touch them, to feel them. After 2 minutes you put the pax to offer their object to the person staying in their left side so that way all the objects are going to travel the circle till are again in the possession of the first person who had it . One person needs to have just one object at a time for 2 minutes. Say to them when is the time to switch the objects. In the process remind them to experiment with the objects and to stay focused on themselves.

2 min

#### **Realization**

After all the objects circled the circle shut down the music and let the participants take some time for themselves. Some objects might remind them of some pleasant times, family members, friends, childhood memories, etc. Tell them that. Focus on the positive things. Tell them to identify a feeling that they had during the process and just focus on it.

10 - 15 min

### Debrief (visual)

You invite the participants to walk in the room and look at the Dixit cards and cards with words that are on the floor. You also can start some relaxing music in the background but not just as the one at the meditation (not so deep). Tell them to take their time and then select a card which they are feeling that represents their feelings and thoughts at the moment. After everyone finishes you put them again in the circle and invite them to tell the word that crossed their mind when they chose it or the word that they assign to the Dixit card that they chose.

10 min

### Shake it off (closing)

Tell them to concentrate on the word, the feeling and then put some music. This can be done with their eyes close tell them to express themselves, to let the feelings wash away. Start with a calm melody and increase the rhythm so at the ending they can really „shake it off”



# 13. BODY IS OUR BUDDY

**AUTHOR: LUIGI PIGNATELLI**

<b>OBJECTIVES:</b>	<ul style="list-style-type: none"><li>• overcome rigidity and inhibitions;</li><li>• increase awareness of ourselves and our capacity for action;</li><li>• facilitate interpersonal and group relationships;</li><li>• develop the capacity for expression and individual and collective creativity (physical-gestural or sound-verbal);</li><li>• favor the inclusion of the individual in the group, and of the group in the social body.</li></ul>
<b>PARTICIPANTS:</b>	14+ years old
<b>NO. OF PARTICIPANTS:</b>	8+
<b>DURATION:</b>	150 minutes
<b>PREPARATION:</b>	<ul style="list-style-type: none"><li>• chairs in circle, blindfolds or pieces of cloth, colours, pens, A4</li><li>• papers, music, speakers, chairs, pillows</li></ul>
<b>IMPORTANT NOTES:</b>	Set the space without any obstacles in the middle

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

10 min

#### **Introduction, to get to know each other and create a safe space**

In circle, each participant introduces his/herself, saying his/her name, passions, how he/she feels and what he/she expects from this experience. At the end we remove the chairs.

5 min

#### **Game of the names, to learn the names and to create connections**

In a circle we have to look in the eyes one person, go to him/her, shake his/her hand, say our name, take his/her place. This person does the same with an other one and so on.

After we use a wool ball and, saying our names, we pass the ball. At the end we pass the ball in the contrary direction and we say the name of the person we pass the ball to (which is the person that passed the ball to us in the previous round).

10 min

**Team building activity, to break the ice, to make group and to feel that you can also enjoy yourself during the activities**

We have twenty tasks (for instance: take a picture with three participants jumping; take a video with four participants singing and dancing; find five yellow objects; hug at least 5 people) and we have to execute them in a limited time.

25 min

**Walking in the space, to explore the space and our body in the space; to become connected with the others; to feel supported by the others; to warm-up.**

We walk in the space with different speeds (1 to 10), trying to occupy all the space like we are in a ship. Then, when the facilitator says "Stop", they freeze and, when the f. says "Pose", they have to take an unusual position. They start to walk again, with an added task: they have to create eye-contact with others participants. They have to walk also in different ways (for instance back, on the 3 right, jumping) and assume different behaviors (for instance, children, stressed worker, very old people, as animals) and connect with the others, creating short stories. After, walking without talking, they have to chose one person, create and keep eye-contact only with this person and when the f. says "magnet", they have to join this chosen person, create a pair and walk together, connected with some parts of their bodies (for instance left arm, shoulders, right leg). Walking again alone, in the same way, they have to chose another person. This new couples have to execute two new tasks: the mirror game and the finger of trust.

10 min

**Mirror, to create a stronger eye-contact and explore power of the body**

In pairs, keeping strong eye-contact, A guides B doing some movements that B has to repeat as a mirror, exploring different speeds. After, the roles are exchanged and B leads.

10 min

**The finger of trust, to feel confidence with the others and to believe that you can feel trust in them**

In pairs with a piece of blind fold for each couple. One is blind folded and the other guides connecting only with the index finger, taking care of him/her. After, they switch the roles.



3 min

**Connections, to start to propose any kind of connection without fear of judgment**

In a circle one by one we says one word and the person on the right has to say the first word appears in his/her mind.

7 min

**I am..., to start to express with our body any kind of ideas**

One participant goes to the middle of the circle and says "I am [for example] a tree", takes the position of a tree and stands. A second person joins him/her, saying (for instance) "I am an apple" and assuming the position of this fruit. A third person add a new character (for instance a dog) with the same rule. The 4 first one says "I take [for example] the apple" and leaves the scene with the apple. The person in the scene (the dog) repeats what/who he/she is and other two people create a new scene and so on.

10 min

**Circle with images, to feel that you can express yourself also through the body and without words**

The participants are in a circle. The facilitator says a word or a topic, participants close their eyes and turn their bodies into a pose that expresses this image. Then at the facilitator's signal, they open the eyes and see the images the others created.

30 min

**Image Theatre, to use the body to show that there are different points of view about a same topic**

This is the process of creation of image theatre. They are divided into groups of 3 or 4 people. They have to decide a topic or a word that has to be secret to the other groups. Then every person of the group chooses a personal image or movement with the body which represents the word. After this, they put all the movements together and follow the following structure:

1. everyone is in neutral position (the facilitator shows what it is), sitting down on the chairs, positioned in a row in front of the other groups, who are the audience now and are sitting on pillows;
2. one by one, each performer stands up, does his/her own image and comes back to the neutral position;
3. for the second round, everyone copies the image of the first person; for the third round, everyone copies the image of the second and so in;
4. for the last round, the first person stands up again and show all images one after the other. Then comes the second person, and so on. Then the rest of people are asked by the facilitator: What did you see? (performing group can confirm)  
What can you conclude? The follower groups perform with the same rules.

15 min

**Sculptures and sculptor, to work in group and collaborate, to develop creativity, to trust and let be inspired In pairs,**

A is the sculptor and B is the sculpture. The facilitator choose the topic and A creates the statues but the topic is unknown to B. B keeps their eyes closed until A finishes. At the end the Bs take look at themselves and guess what they represent. Then the sculptors move and interact with each other, as if they are in a Museum, that at this moment is revealed with the sentence «Welcome to the Museum of ... (the topic)», pronounced by the facilitator. After, B is the sculptor and A the sculpture and the process is repeated.

10 min

**Debriefing, to think about what we did and how we felt**

In circle, each participant shares his/her feedback, if he/she prefers through a drawing or a sound or a movement.

5 min

**Closing dance, to enjoy, to feel part of all the group and to say thanks and celebrate**

Music to dance and celebrate the activities and our active participation.





# 14. LANGUAGE OF THE BODY

AUTHOR: IVA KESER, LILLA NYIKITA

- OBJECTIVES:**
- awareness of your own body language
  - awareness of body language in general
  - conscious and unconscious body language
  - connections between body language and feelings
  - how can values and feelings be represented through body language
- PARTICIPANTS:** 14+ years old
- NO. OF PARTICIPANTS:** 5 - 20
- DURATION:** 25 - 30 minutes
- PREPARATION:**
- big quiet space so people are able to walk without bumping into each other
  - bell
  - situations you will provide to participants in which they will imagine themselves (for ex. going to the gym, going on a date, going to the job interview)
- IMPORTANT NOTES:**
- Space needs to be big enough so people can walk around without bumping into each other.  
Bell is not obligatory, sound can be provided with a clap.  
Make up situations in which participants are connecting body language to a feeling. Think of situations they will unconsciously connect body language to. Something with a lot of feelings/emotions.

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

10 min

Let participants start walking in the space.  
The only rule is that they can not have verbal communication.

Provide them situation in which they are feeling really calm and relaxed:

“Position yourself in a park or any place you will really comfortable to have a walk.  
Free your mind.  
Have a relaxed walk.  
Feel the space around you.  
Acknowledge the people around you. “

Let them some time 2-3 minutes so they can really imagine themselves being in a park. Use a calm way and soft language.

Ring a bell or clap so they are aware that new situation is going to be provided.

Introduce to them a new situation they will imagine themselves in:  
“Imagine yourself on the way to the gym.  
Think about how you feel?  
Are you carrying something in your hands?  
What are you wearing?  
What are you thinking about?”

Give them 2-3 minutes or as much time as you consider is needed to.

Ring a bell or clap so they are aware that new situation is going to be provided.

Introduce to them a new situation they will imagine themselves in:  
“Imagine yourself on the way to a place where you’ll have a date.  
How do you feel?  
What are you thinking?  
Think about that person.  
What feelings do you have about this person?”

Give them 2-3 minutes or as much time as you consider is needed to.

Ring a bell or clap so they are aware that new situation is going to be provided.

Introduce to them a new situation they will imagine themselves in:  
“Imagine yourself on the way to a job interview.  
How do you feel?  
What goes through your mind?”

Give them 2-3 minutes or as much time as you consider is needed to.

Ring a bell or clap so they are aware that new situation is going to be provided.

Through the game pay attention to their body language and changes they make between situations.

(As an extra, you can ask them to pay attention to the other participants through the whole game. )

15 min

### Reflection

Start by reflecting on each situation separately then try to point out differences between situations.

How did you feel in certain situation?

What were you thinking?

Did you relay on a real life situations/experiences to position yourself in that situation?

Where there any connections with feelings you've had and body positions?

Where you aware of your body language?

Where there any changes in your body language between situations?

Did you change your body language on purpose or was it on intention?

...

2 - 3 min

### Closing

From the reflection bring awareness to:

- conscious body language
- unconscious body language
- are we aware of our own body language
- connections between feelings and body language
- connections between our own values and how do we show them through body language
- body language represents ourselves even if we are not aware of it



# I VALUE IN MYSELF...

**AUTHOR:** LILLA NYIKITA, IVA KESER

- OBJECTIVES:**
- Discover the values of the participant
  - Use conscious body language while speaking
  - Raise awareness of hidden and visible potentials, feelings and values through body language
- PARTICIPANTS:** 14+ years old
- NO. OF PARTICIPANTS:** 5 - 12 (The activity is designed for participants who already know each other)
- DURATION:** 20 - 30 minutes
- PREPARATION:**
- A comfortable, cosy room, where participants are seated in a circle or U shape
  - Stage (if possible)
  - Paper, scissors, markers (for YOURSELF)
  - Flipchart/whiteboard
- IMPORTANT NOTES:** The participants are told that they will give a one-minute speech about each other and they are left in this belief until they step in front of their audience and they need to highlight their own values. A small trick is applied here. The intention is to make everybody believe (during the whole activity) that the speaker is presenting someone else, and after being on stage, the actual speaker should have the feeling that he/she was the only 'lucky one', who chose YOURSELF from the bowl. The trainer has to give the instructions very carefully and clearly, otherwise the participants may realize the trick.

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME

2 - 5 min

### Instruction

Ask participants to sit down in a circle or U shape comfortably and listen to the instructions very carefully. Tell them that they are going to give a one-minute speech about a person who is participating at the workshop. Each of them will stand out and present the values they appreciate the most in that person.

They will choose each other's name from a bowl and they have to keep the name as a secret. While one is presenting, the others are observing the person and (in silence) try to guess who might be the person behind the speech.

The instructions are the following:

Highlight 3 values of this person.

Present this person as it was you, use first-person singular.

Start your talk with the following sentence: "I value in myself..." (If it is written down on a flipchart/whiteboard, it can support this explanation, so whenever they go to the stage they will also see this sentence. )

Convey your message with a conscious body language which is typical of the person or shows his/her values.

### **Version 1 - For workshops where the focus is rather on values**

No preparation time is given, the participant has time only while he/she is heading to the stage.

### **Version 2 - For workshops where the focus is rather on conscious body language while exploring the values**

Give participants 3 minutes to think about their own values before they would talk about other's values. Ask them to find 3 important ones that they would elaborate if they should talk about themselves.

1 min

### **Choosing the names**

Stand a bit further from the group and ask one of the participants to stand up and choose a name from the bowl you have prepared beforehand. YOURSELF has to be written on every slip of paper. After they open the paper they may be surprised, so keep an eye contact with them and reinforce them with a smile if they doubt whether they need to talk about the person

7 - 14 min

### **1-minute speech**

The participant goes to the stage and talks for 1 minute, the trainer measures the time.

#### **Version 1**

In this challenging situation participants unconsciously focus more on content and forget about their body language.

#### **Version 2**

This way the content is already given in their head, they can focus more on their body language and awareness.

As for the presenter, he/she should have the impression that only he/she chose YOURSELF. After the speech the participant sits down, becomes an observer until everybody finishes the presentation.

The trainer has to be very conscious with the words and play the role of asking participants for giving speech about someone else. Sometimes these can be commented:

“Very specific presentations, thank you!”

“Woow, I already have some guesses about this person.. Do you also have?”

10 min

### **Debriefing**

Ask participants to keep the name of the presented person during the debriefing session.

Ask the following questions:

How did you feel as a presenter/an observer?

How much did you manage to present this person’s values?

To what extent could your body convey the values you wanted to highlight for your audience?

What did you discover about yourself and the others?What are those values that are hidden for you, but visible for the others?

Once you are ready with the questions, ask everybody to point at the person who presented them. A short discussion can be about how much they were aware about it during the activity, then close the whole process.





# TOUCH THE CLAY, TOUCH THE HEART

AUTHOR: KATKA ŘMOTOVÁ

- OBJECTIVES:**
- To raise awareness of contact with the Earth
  - Expression of feelings
  - To be more connected with the others ( “be blind” experience)
  - Support creativity
- PARTICIPANTS:** 6+ years old
- NO. OF PARTICIPANTS:** 4 - 6 +
- DURATION:** 60 minutes
- LINKS:** Hélène Bourgeois  
<https://www.facebook.com/hel.bourgeois>
- PREPARATION:**
- Room with tables, chairs
  - Ceramic clay, water
  - Scarf
  - Tools (chisels, knives, forks, rollers, small jars for water, whatever you want... shells, beads...)
  - Phone/laptop and speakers for background music
- IMPORTANT NOTES:** In this activity, participants do a sculpture with the clay as a blind person. After their experience, there is a facilitated group reflection.  
In first step you have to prepare all materials, tables, chairs, music...  
(It is better if you did this activity with using their eyes a the beginning and blinded in the second step), to compare both processes.

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

5 min

### Introduction, instruction

You have all things prepared on a table or on the ground. Participants take amount of clay, what they want and they also choose tools they need for the activity. Then they choose their spot. Sit on their chairs. You can help them to tie a scarf over their eyes. And then they can start.



15 min

### **Sculpture** (with background music)

At the beginning of the process you can say that they can make anything what they want. "No rules in this process. Just keep the silence and listen to your heart. Let your creativity work."

You can also use more than one song and you can change the type of music.

E.g. (tips): Ibrahim Maalouf - Beirut, Ólafur Arnalds - Kjurr

15 min

### **Sculpture** (without background music, in silence)

After the first 15 minutes, you can stop the music and they continue their creations without music, just in a silence.

2 - 5 min

### **Ending of the experience**

Now, they put off their scarfs and see what they created. Let them be with their masterpieces for a while. You can also let them show each other's work, but its not necessary, because the most important thing is the process.

If you need, split participants in two small groups (if you have co-trainers, and also in case there are a lot of people) and then start with a reflection.

20 - 23 min

### **Reflection**

To facilitate the process, let people feel and name their emotions and thoughts.

Then ask them the questions:

How was it for you? Do you like it or not?

How did you feel during the process? Could you express your feelings?

Do you prefer the part with the music or in silence? (What kind of music?) Why?

(Which part, do you think, was longer - with music or in a silence?)

What did you learn (about yourself)?

Anything else to share?

# 17. BREAD-MAKING ACTIVITY

**AUTHOR: RALITSA TSVETANOVA**

- OBJECTIVES:**
- To connect participants each other using bread-making activity ( that is both traditional and creative way ).
  - To overcome personal challenges and social barriers, to create friendships and shared memories.
  - It also can be used as a tool for unleashing a social problem.
- PARTICIPANTS:** 6 - 96 years old
- NO. OF PARTICIPANTS:** This session works best for a group of 10-15 people, but it can be used in smaller or bigger groups.
- DURATION:** 60 minutes
- LINKS:**
- <https://www.breadhousesnetwork.org/>
  - <https://www.youtube.com/watch?v=G788WowKFMU>
  - <https://www.youtube.com/channel/UCMg3Nv45UCbZfRoA6gHrC6Q>
  - <https://www.scienceinschool.org/2012/issue23/bread#w5>
- PREPARATION:**
- table and bowls for kneading
  - flour sieve, flour (different types-white, whole wheat, cornmeal...)
  - water, salt, sugar, yeast
  - an oven and tray to bake the bread (optional).
- IMPORTANT NOTES:** The creator of the method called Theater of Crumbs is Nadezhda Savova. Ralitsa Tsvetanova and Katka Řmotová tested a part of this method and used it in order to unleash ecological problem.

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME	
1 min	<b>Introduction</b>  “...We will prepare bread together in order to cooperate through communication and creativity. We will make our hands messy and covered with dough. Are you ready to start? For our bread-making activity we will use different types of flour. You can imagine that the different types of flour resemble us, our different cultures, pointes of view, background. We can never say that one is better than the other. We all are simply different and wonderful. We need each other in order to have an interesting and shared life !”
5 min	<b>Spread the flour</b> First, shift the flour and spread it over the table to reach white surface. Each participant should cover with flour the section of the table in front of himself / herself. It is important to respect the next participant space.
3 min	<b>Topic</b>  Tell/ read a real story that refer to a social problem or select a topic (for example- Who am I? What is my dream?)
5 min	<b>Drawing</b> Give instructions to participants to express their feelings and thoughts, related with the topic, by drawing over the white surface in front of them. This is their canvas to draw on. They can use sticks or their fingers for drawing. It is good idea to release some music during this stage. We used “Atlas Hands” by Benjamin Francis Leftwich.
7 - 15 min	Each participant share what did he/she draw and why.
10 - 15 min	<b>Kneading</b> Participants will prepare their breads in pairs. Each pair will dispose with a bowl and should find a way to share the work. Begin mixing the ingredients. Each ingredient reminds as a metaphor in our own life- our feelings, virtues, improvements... that we want to create in the society. Different types of flour resemble us, humans, our different cultures, pointes of view, background. Add small amount of salt into your flour. In most cases people associate salt with personal difficulties in life, or social problems. But at the same time salt reminds us that the bread will have no taste without it. Thus, difficulties can make us stronger if we accept them as lessons.

To balance salt we will add sugar in our bread as it is and in our life. Sugar is like sweet things in our life- people who support us. To prepare bread we also need yeast. The yeast makes you think about time and the things that help us grow. The proportion of the ingredients are not so important, but you can use some basic bread recipe as a guideline.

10 min

### **Finish the bread**

When the dough is ready, take it out of the bowl. Start kneading together the ball with one hand each, as if it is one body. Respect each others speed. Then divide the big dough ball into two small pieces for each participant. Form the bread in shape that you like- it can be puppet or something abstractive. You can also add other ingredients in your bread like seeds, herbs, dried fruits. While preparing your bread, think about the TOPIC.

3 min

### **Storytelling**

It is time to make a collective story, connected with the TOPIC. The facilitators can give the begging of the story and each participant will continue the story by giving one more sentence. Think about the shape of the bread you made or your feelings during the process and try to include them somehow in your piece of the story.



# 18. MY COURGETTE IS GROWING! - SCHOOL GARDEN

**AUTHOR: ANNA GREGIS**

- OBJECTIVES:**
- Create/increase awareness on food production
  - Stimulate the senses
  - Boost environmental education
  - Create/Re-establish a connection with nature
- PARTICIPANTS:** Children between 6 and 11 years old.  
Nevertheless it's an activity that can be practised by everyone at every age.
- NO. OF PARTICIPANTS:** 6+
- DURATION:** Sessions every week around 90 minutes each for 1-5 years.  
The advice is to start the project activity as soon as the kids are in the first class till the last one so they can see the development of the project during these 5 years.
- LINKS:** <https://www.slowfood.it/educazione/orto-in-condotta/>
- PREPARATION:**
- School Garden
  - Boots, gloves and comfortable clothes
  - Garden tools + water and seeds
- IMPORTANT NOTES:** The activity explained in this sheet is the first session of a project that could last 1 semester/one year as 5 years. The longer the cycle the more the outcomes.  
To reach the goal of the project, the session has to take place at least once a week. In this way the kids will see the improvements, developments and changes little by little and understand nature's time. You will see them surprised and excited of what will happen and change every week. With time they will also have the possibility to eat what they have grown during the year.  
If the project lasts for more than a year you could also start having parallel outcomes.

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

10 min

#### **Put on farmer clothes - appropriate fit**

Because it is the first time, kids will be surprised and really excited to start an activity in the garden of their school. Before starting the project, it will be decided which day of every week they will have this activity. In this way the parents know that on day "X", kids have to wear comfortable and easy clothes that could be ruined during the session and the entire project. So, it is supposed that when they will arrive at the garden, ready to start the activity, they dress these kind of clothes. Before entering to the garden, they will have to change their shoes with their boots and carry their gloves with them. Because it will be the first time it will take a few minutes more than the next sessions.

10 - 15 min

#### **Introduction to the activity - aim**

Briefly the trainer will explain what they will do during these sessions and which ones are the goals, according to their ages. Otherwise the best way to understand which one is the aim of the entire project will be by practise, so learning by doing. The duration of the activity depends of the age of the kids, the younger they are, the shorter it will be.

20 min

#### **Soil Revitalising by hands - experience the Tact sense**

The first thing to do to start a vegetable garden is by revitalising the soil. The trainer will ask the kids to choose a part of the garden to start from there. They will start digging first with hands, wearing their gloves to make sure they don't hurt themselves. By doing it they will have fun because they actually enjoy to get dirty and play with materials, that in this case is the soil

20 min

#### **Help yourself with tools and be responsible of it- cooperation and responsibility concepts**

When they understand that the garden is too big to be dug just with their hands, they will be introduced by the support of using tools: the spades.

The trainer will explain and show practically how the spades are made, how to use them and what's their purpose.

Because it's a common garden and the "owners" are the kids, it is not possible to have one tool per kid, that means that they will have firstly to share the tools in couples or groups (cooperation) and that they have to take care of them (responsability).



10 min

### Going deeper you find a treasure

Using the tool of spades can speed the work and be less hard than making it by hands. But with it they can also revitalise better the soil because thanks to it they can go deeper and move soil that is not at the first 5 cm but 10-15-20; the depth of they digging depends by their age and their strength.

20 min

### Discovering the soil: who does it host? - soil's guests

During the digging by hands and by spades they will see what the soil hosts: many living beings and other elements. So the new task will be to list what they found during the digging: weed, earthworms, maggots, stones, seeds, bulbs, spiders...etc.

At the same time the kids will list which living beings they have found, the trainer will write them on a paper. During the next science class they will go back to it and will make a flipchart with those elements. At the next digging, after a crop, they will see if the soil hosts the same elements or new ones or something is missing. They will not understand it at the beginning but they will see that the diversifying of the cultivations will enrich the soil; differently, growing the same cultivation for years on the same pitch of land will impoverish the soil, especially living beings and chemical elements. The First session will end with this step; kids will reorganize all the tools and settle them on their place; they will undress the boots and clean their hands.





# 19. FEEL-IN WITH SHAPES

**AUTHOR: ELOY MIRANDA GARCIA, VASILIS PETROU**

- OBJECTIVES:**
- To identify the potential of communication in shapes and lines as visual elements
  - Learn how to elaborate attractive visual materials to be used in non formal education according to our communicative purposes
- PARTICIPANTS:** People with an interest on improving their knowledge about any element of visual communication (p.g., poster design, graphic facilitation, photography, drawing)
- NO. OF PARTICIPANTS:** 5 to 10 participants
- DURATION:** 30 minutes
- LINKS:**
- Use of shapes in composition:  
<https://www.youtube.com/watch?v=SNmwQumlvbQ>  
<https://www.youtube.com/watch?v=wg-So3EIA8g>  
<https://www.slideshare.net/MarkiyanVavrykovych/uxellent-lines-shapes-in-visual-composition>
- The visual elements - Shape:  
[http://www.artyfactory.com/art\\_appreciation/visual-elements/shape.html](http://www.artyfactory.com/art_appreciation/visual-elements/shape.html)
- The visual elements - Lines:  
[http://www.artyfactory.com/art\\_appreciation/visual-elements/line.html](http://www.artyfactory.com/art_appreciation/visual-elements/line.html)
- Wassily Kandinsky: <https://www.wassilykandinsky.net>
- PREPARATION:**
- Closed room, no chairs, no tables required. A white or light-coloured wall is needed in order to project examples. People sits down in the floor, in half circle.
  - Flipchart. Markers. Three small boxes facing to the participants. Three post-its (or papers) per participant.
  - The visual elements to be used will be: three shapes (1 square, 1 circle and 1 triangle) to be pasted on the frontal part of each box, facing the participants. The flipchart will be the place where the inputs from the participants will be recorded (written down). It will also be needed to have the digital files that will be used as an example.

**IMPORTANT NOTES:** If there is no possibility of using a projector, it will be needed to print the examples to be used to debate with the participants.

The flipchart must be already set in order to write down the participants' inputs regarding the shapes.

## ACTIVITY FLOW AND INSTRUCTIONS:

### TIME

3 - 5 min

#### **Introduction**

The trainer introduces the concept of visual communication by asking to the participants which is their idea about it. The answers will generally be concrete examples of types of visual communication (posters, photography...) or, less often, comments about mass media or other communication channels.

The trainer must listen all the possibilities and suggest a proper definition, in order to frame the concept. A good example would be:

'Visual communication is the transmission of a message through the visual channel. The communication is effective if the message perceived by the receptor matches the intention of the emissor, and it is visual if the only sense involved is the eyesight'

Once the concept is clear, the trainer should specify that the following activity will allow participants to improve their training methods and materials.

**NOTE:** Sometimes, the audience suggests that text is not visual information. That is wrong, because the text is entirely perceived through the eyes.

A good suggestion in this case would be to ask if a coloured text is or not visual, for the participants to debate between them.

3 - 5 min

#### **Writing the feelings - concepts**

The trainer will uncover the flipchart, where there will be already set three columns (one for the triangle, one for the square, one for the circle).

On top of the three shapes there will be certain concepts that the participants can use as suggestion or example of what we are looking for (this exercise was tested with the following examples: stability, direction, calmness, harmony, structure, attention).

Ask participants to write three concepts they relate to these shapes (each participant will write one concept per shape and paper). Tell them to use the examples in the flipchart only if they don't have any other idea.

Once they are ready, they have to put their ideas in each of the boxes.

10 - 15 min

### Recording the answers and understanding the 'shape profile'

We will take out all the papers of one of the boxes and will write in the flipchart all the concepts contained inside, in the corresponding column.

NOTE: To make the process more dynamic, we can ask participants about ideas or feelings that we may find interesting when we read them (or wrong, but without specifying that is not the 'right' answer). For example, if the triangle was assigned to 'harmony' or 'calmness' (circle concepts), we could ask: Would the person who write this tell us why he or she did it?

NOTE2: In case of having a co-trainer, one can read the concepts while the other one writes them down in the flipchart.

This enables the debate between the participants and allows them to realize about the different concepts 'naturally assigned' to each shape.

Once each shape has all its concepts, we can ask the participants if they can find any pattern. As the process will be repeated with Shape2 and Shape3, they will realize of the meaning of each form.

5 - ? min

### Showing Examples - varies according the number of examples

The trainer will display examples of visual communication, telling to the participants to identify the shapes they just have worked with and what is the opinion about the intention in the poster or the graphic element.

We have asked participants which was the idea behind these examples:

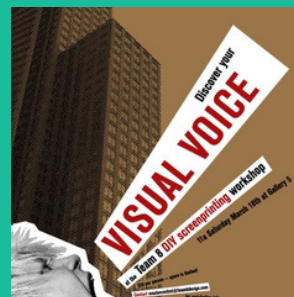
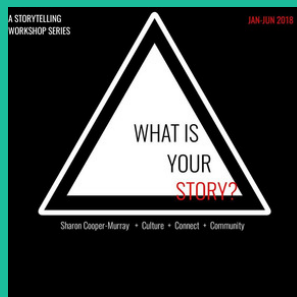
Circle - completion, perfection, harmony. The conclusion was that circle 'includes' all the elements and 'shows perfection', reinforcing that the workshop and the concert have anything that is required and matches our expectations.



Square - stability, structure, sobriety. The conclusion is that squares 'informs' in a neutral way, communicates 'seriousness' and 'trust', so the information in the presentation and the tax workshop is trustable.



Triangle - attention, danger, direction (the 'arrows' in the first square example are also a triangle), intensity. About the first example, the participants tend to remark the similarity with a traffic sign. This allows the trainer to ask if the shape of traffic signs is or not casual, and why do they have that shape.



A comment was noted about the discomfort that produces the placing of the text, since it is not 'where it should be'. In that case, it can be interesting to go deeper on the reasons of that discomfort, proving visual communication as something with real influence.

The last example is really good to show how shapes can be 'imagined' or 'created', even if they are not explicitly there. In this case, the words make a triangle (arrow) which points to that person shouting. When we realize about the shout, we want to read the text. The shape of the squares makes as thing that the volume is louder at every word.

5 min

### Debriefing - how can this be used

Ask participants how the information can be useful in their daily life. Relate to the examples in order to show them how even promotional posters, photos or presentations can take profit of the knowledge.

# 20. HUMAN CANVAS

**AUTHOR: VASILIS PETROU, ELOY MIRANDA GARCIA**

- OBJECTIVES:**
- Participants are able to understand how to position elements in an empty space for aesthetic purposes (Powerpoint, Picture, Poster, Infopacks, even a room)
  - Participants are able to fill an empty space with elements in order to point viewers attention at a specific point of a canvas
  - Material created by trainers to be improved.
- PARTICIPANTS:** People that create visual materials, trainers.
- NO. OF PARTICIPANTS:** 6 - 12
- DURATION:** 10 - 30 minutes
- PREPARATION:**
- Room with an empty white wall (min empty wall width 3m, height 2m)
  - Black Tape
  - Form a frame using tape on the empty wall with landscape or portrait orientation with a ratio of 2:3, 3:4, 16:9 ( depends if we want to show a specific application)
- IMPORTANT NOTES:** With this activity, an empty enclosed canvas will be formed on a wall, while asking participants to position themselves, or place other elements on this empty space, trying to simulate the process of composing an empty space(e.g. photographs, Powerpoints, posters, infopacks etc). This can also work as an energizer

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME  
5 min

### Introduction

Trainer can do an introduction on the purpose of this activity and give emphasis on how important it is to manage the elements of our content in order to occupy an empty given space. Trainer can mention that in our daily lives we see visual material everyday of which we like or not but we never wondered why. Some of the material pass a message , some of them do not. Mention that Forming shapes can also attract attention and for this we can consult the activity in this PDF called " feel-in with shapes". The trainer is advised not to provide rules of composition yet, but in the end.

## The Human Canvas

The layout on the wall can be hidden with a curtain or a cloth and can be revealed at this point in order to wake audience and attract attention. Then the activity starts by asking a trio, duo or solo to stand up and try to accomplish a specific goal using their bodies only (goals will be given later). Repeat with more tries and ideas while asking and commenting with the audience. Then continue with a new goal and discuss if the goal is achieved or not and why.

Take pictures to save the creations. :)

At the end examples can be shown with real material in order to understand and discuss!

### Goals:

- Point attention of the viewer to the Left/Right Up/Down Corner (They will probably position themselves somewhere and start pointing at it with their hands. Then ask to use their bodies. For this purpose formed lines using their bodies can be helpful, especially if the lines are converging to the point. Just like we point at something when we want people to look at it, by positioning certain lines and shapes in certain ways we can control the viewpoint of our design, aka where viewers' eyes go when they see our design. Creating a triangle for example can work as an arrow. Use 2-3 people)
- Place a human body on the canvas in a way that looks dynamic (This idea is implementing the theory of using the "rule of thirds" [The rule of thirds is a "rule of thumb" or guideline which applies to the process of composing visual images such as designs, films, paintings, and photographs etc. The guideline proposes that an image should be imagined as divided into nine equal parts by two equally spaced horizontal lines and two equally spaced vertical lines, and that important compositional elements should be placed along these lines or their intersections. Proponents of the technique claim that aligning a subject with these points creates more tension, energy and interest in the composition than simply centering the subject])
- Use colors to create contrast (let them choose who is going to represent them on the canvas according to the clothes they are wearing. Contrast attracts attention. This is very important for an image in order to be interesting and attractive. The most simple negative example is when using fonts or shapes with same luminosity with the background (e.g White background, sky blue letters). Observe what colors they are using and comment/discuss.
- Further composition goals can be: elements balance, element alignment, color combinations etc)



More ideas for some goals can be inspired from composition rules in photography, design, or art composition books. We found useful this rules from this website: <https://www.canva.com/learn/visual-design-composition/>

Time will depend on the amount of goals we chose and iterations for each one of them. Adjust.

Examples can be seen in the end of this document.

### **Closing - Debriefing**

Ask them to fit all together in the canvas and laugh! Make a short discussion mentioning how all these can be implemented in someone's work and in which material exactly can fit (e.g. photographs, power points, posters, infopacks etc)..

### **Transforming this activity in an energizer**

This activity can easily be transformed into an energizer. Just ask participants to place themselves on the human canvas one by one to create a story. Start by giving a task to the first volunteer, like "stand in the middle and form a tree". The people that will follow can chose their role by their own. E.g Now I am a bird sitting on the tree. Keep three people only on the canvas with the rule of "First In First Out"



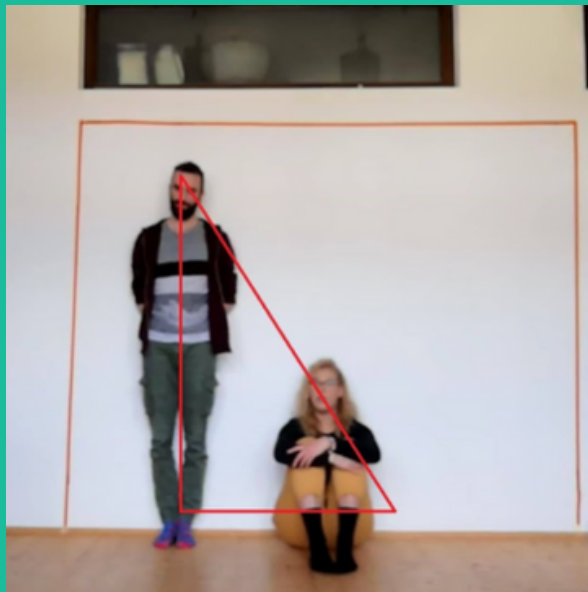
Example 1 : Leading Lines With Bodies (to point the upper left corner)

5 min





Example 2 : Leading Lines With Bodies (to point the upper left corner)



Example 3 : Triangle with bodies (to point the upper left corner)

# 21. EMBODIED PEDAGOGY WITH A PHYSICS CONCEPT AND COOPERATION

AUTHOR: KATERINA-NIOVI TRIANTAFYLLAKI

- OBJECTIVES:**
- Teaching physics and cooperative concepts through body movement
- PARTICIPANTS:** People from different backgrounds
- NO. OF PARTICIPANTS:** 15-20
- DURATION:** 60 minutes
- LINKS:** Reference article: Zohar R, Bagno E, Eylon B-S; Abrahamson D. (2017). Motor Skills, Creativity, and Cognition in Learning Physics Concepts Functional Neurology, Rehabilitation, and Ergonomics 7(3), 67-76.  
Video made from the previous article:  
[https://www.youtube.com/watch?v=oLCTJQ-GCLQ&";](https://www.youtube.com/watch?v=oLCTJQ-GCLQ&)
- PREPARATION:**
- Outside, big field, Materials: One bottle
  - Other place such as a training room,
  - Materials : different materials for drawing, crayones, papers, etc
- IMPORTANT NOTES:** Directed bodily experiences act as a resource enable the learner to relate complex and abstract ideas in sciences to the learner's everyday experiences. Their purpose is to enhance people's visualization of a new idea as well as its analysis, expression, and actualization by working in groups passing them the values of cooperation, teamwork, critical thinking and explaining in a simple way.  
The learning is implemented through the body. The people then are able to express their personal capabilities, interests and emotions while associating them to physics concepts.

# ACTIVITY FLOW AND INSTRUCTIONS:

## TIME

15 min

### **Angular Velocity**

PLACE: outside

MATERIALS: a water bottle

People have a group assignment. To walk as one body around a bottle while maintaining a straight line. (see video)

“Walk as a one body around a bottle while maintaining a straight line”

People on the outside have to walk faster to keep up with people on the inside

During the assignment the participants will realise the conflict between their personal velocity (walking speed) and the constant group velocity. In physics the group’s constant velocity is called “angular velocity”

The trainer is observing. Then, he makes them walk faster/slower.

“Now you speed up”

“Now you slower down”

Understanding through the body precedes understanding verbally.

This activity ends. They transfer the people in another room/class/

20 min

### **Explaining Angular Velocity**

PLACE: inside

MATERIALS: crayons, papers etc.

People go to another room and the trainer asks for them to make duos. They are given the “creative” materials and each one has to describe to the other the previous activity and what is angular velocity without talking.

“Describe angular velocity with the materials you have in front of you”  
One goes first and then the other. (~10 minutes each)

20 min

### **Reflection time on both activities-Debriefing**

In couples, they discuss their experience on the previous activities based on questions:

For the first part:

“-How did you made the straight line?

-Was everyone walking at the same speed?

-How did it make you feel when everyone had to speed up/slow down?

-Did you cooperate?”

For the second part:

“-Was it clear what the other person was describing?”

# 22. PSYCHOLOGY IN POLITICS

**AUTHOR: MARIAN-GABRIEL NECHIFOR, DIMITRIS KAVELIDIS**

- OBJECTIVES:**
- Make the participants understand why it is important to know what they vote for
  - Make the participants understand on which criteria some people vote
- PARTICIPANTS:** This workshop has a general public and can be delivered to anyone who care about the decisions being taken for them by the parliament, the president and other empowered people chosen with a voting procedure.
- NO. OF PARTICIPANTS:** 6-25
- DURATION:** 60 – 90 minutes
- LINKS:**
- [https://www.huffingtonpost.in/debashis-sarkar/3-tactics-that-helped-donald-trump-win-hearts-and-influence-peop\\_a\\_21602131/?guccounter=1&guce\\_referrer\\_us=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce\\_referrer\\_cs=jqYvLR2dNdJ71nLGhwBpzW](https://www.huffingtonpost.in/debashis-sarkar/3-tactics-that-helped-donald-trump-win-hearts-and-influence-peop_a_21602131/?guccounter=1&guce_referrer_us=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_cs=jqYvLR2dNdJ71nLGhwBpzW)
  - <https://highexistence.com/12-psychological-tactics-donald-trump-uses-to-manipulate-the-masses/>
  - <https://www.socialbenchers.com/big-data-and-psychographic-profiling-helped-donald-trump-win-the-us-presidential-election>
  - <https://www.the-american-interest.com/2018/03/01/putins-strategy-chaos/>
  - <http://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-72>
  - <https://www.citylab.com/life/2018/11/state-voting-patterns-occupational-class-data-politics/575047/>
  - <https://www.bbc.com/news/election-2017-40060583>
  - <https://www.people-press.org/2006/10/18/who-votes-who-doesnt-and-why/>
  - <https://www.psychologium.com/7-ways-to-manipulate-someone-to-do-anything-you-want/>

## PREPARATION:

- A pretty big room, depending on the size of the group you will work with.
- Clipboard, papers, markers, rope
- Clipboard with the country's details, maybe two other real countries so they can compare the information they are given with something more familiar.
- Some pictures of drawings of the candidates or their names (or two papers with "Candidate A" and "Candidate B").
- Optional\*: clipboard papers with the candidates' statements

## IMPORTANT NOTES:

One of our favorite roles is the one with question marks at the usual information.

Example:

Name: ?

Gender: ?

Age: ?

Occupation: ?

Annual income: ?

Familial status: ?

Additional info: You do not remember who you are. You must take your decisions so that it benefits everyone living in your country, as you do not know exactly in which class you are.

In fact, this is how politics should be done, so they benefit everyone. It is interesting to have one or two participants who will have this role.

\*Bonus: if you have two participants with these roles you can compare their decisions.

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME

7 min

### Focus

This activity is up to you to choose what exactly to do, but we recommend you to make the participants enter a state of mind which encourages them to leave behind the thoughts they have right now and enter the role-play easier.

### Giving the context

You will present them the country (you may choose an existing country or invent one – name ex.: Fenoria) in which they live in with some basic data about it (ex.: average income, population, debt rate, unemployment rate, population growth rate, death rate, number of people leaving the country every year, percentage of urban/rural population, life expectancy, etc. – you can be as inventive as you want as long as you give a grounded context).

\*You can also present the situations from two real countries so they can have a better understanding of the context (ex.: America, Nigeria, South Korea, etc.).

3 min

### **Giving the roles**

On a 1/4 or 1/8 of an A4 paper (card) you will write some details about the role which they will represent. They only know as much as their character knows and what they hear during the two discussions.

Role example:

Name: Alex

Gender: male

Age: 42

Occupation: farmer

Annual income: 9000 euros/year

Familial status: married, has 4 children

Additional info: He is skeptic about any significant political change for the good for the nation and this is why he votes with a small amount of information about the political candidates. He will go for the one of which he has heard of and who promises more.

We recommend you to use representative roles: students, unemployed people, farmers, policemen, teachers, retired people, etc.

After they understand the context of the role-play they will be given their card, which they have to represent. They have to make their decisions as if they would see the world through the role-play character's eyes and with the information the character has. They can't know about the characters of the other participants.

10 - 15 min

### **First discussion**

On two opposed walls of the room in which the training is taking place there will be the two candidates/parties. Each of them will have a representant which will say 6 - 10 statements about the things which they want to do if they win the elections.

We recommend that the statements cover various areas which are in the people's interests.

One of the candidates should promise more, but has no concrete plans of implementing what he is saying and also has a not that well-seen background. Also, he has a lot of charisma, talks loud and clear and has a lot of self-confidence (may be ambiguous too). He/she can use many other tactics practiced by real politicians to win the election.

The other one has to have a very clear image on how he/she will create a better future for the country, but has deficits in making clear for everyone that he/she is the right choice and has a clear plan to do the changes he states he'll do. In his statements he will state what he actually wants to do, but is not clear about how he will do it. Also, he is not that loud or emotive. He is very structured and tactic, but it is hard for him to gain the audience to his side because of lack of charisma.

Also, he is not that loud or emotive. He is very structured and tactic, but it is hard for him to gain the audience to his side because of lack of charisma.

Each of them will say one statement at a time and after both of them made their no. x statement they will have to take a step towards one of them, so they can show who is most probably that their character will support.

Statement examples:

We will lower the taxes.

We will not increase the taxes anytime soon.

We will make changes regarding the environment.

We will ban old card in the big cities.

We will give free assurance to the children.

We will invest more money in education.

After all the statements are finished and every character has a clear position regarding his political orientation there will be drawn a map on the flipchart

with everyone's positions after the first discussion.

\*Bonus: It will be helpful if there are some ropes on the ground in order for everyone to make equal steps.

5 min

### **Short debrief**

The trainers will entertain a short discussion with the participants about how it made them feel. They can say what they feel saying, but it would be useful if they talk about how it feels to not have all the information that you would want or how they feel to represent someone's else interests.

15 - 30 min

### **Second discussion**

You repeat the first discussion, but this time you will present the background of the two candidates at the beginning. Another change is that after each statement, the candidate's representative will answer to one question (just one) asked by one of the participants. The question must be related to the statement he just made.



One of the candidates should have some very general, evasive and ambiguous answers prepared beforehand which he will just read. He won't adapt to the question.

The other candidate has to have his plan very clear in his head and give proper answers to the question which he receives.

After the second discussion is finished, there is also drawn a map of the participants' positions towards which candidate they support more. It is better to be drawn under the first map so they can be compared.

The change in people's level of information regarding the candidate's plan, but also about their background should change their perspective and their decisions.

15 - 25 min

### **Debrief**

After the second discussion is finished and the maps are drawn (the role-play is over) there will be a normal discussion between the trainers and the participants regarding the activities.

Some of the answers to which this debriefing session should answer are:

How did you feel this time?

Can someone compare the two sessions? Is the result different? Why? Why is it important to be informed for whom you vote? Can it change something?

How is it to represent someone's else perspective? Do you have now a clearer understanding on why some people make some decisions which would seem maybe counterintuitive to us?

Is politics a sensible subject? Should we avoid to talk about it?

Will it change anything if we talk about it and try to understand it's mechanisms?

These are just some guidelines. The debrief session should be adapted to the participants, the trainers and their objectives (what they want to point out).

# 23. NEWS FROM THE FUTURE

AUTHOR: SOLVEIGA SKAISKIGYRE

<b>OBJECTIVES:</b>	<ul style="list-style-type: none"><li>• Empowering participants to take action</li><li>• Encouraging creativity</li><li>• Helps to evaluate nowadays situation and trying to predict future events (analytical thinking)</li></ul>
<b>PARTICIPANTS:</b>	It works very well with participants that are older (15+). Does not need them to be very experienced, just have a better level of language skills
<b>NO. OF PARTICIPANTS:</b>	4+
<b>DURATION:</b>	60 minutes
<b>LINKS:</b>	<a href="https://www.globalab.org/copy-of-six-steps-to-global-citizen">https://www.globalab.org/copy-of-six-steps-to-global-citizen</a> <a href="https://docs.wixstatic.com/ugd/2ec575_7eb039d7da81450b911c942aa53c2df4.pdf">https://docs.wixstatic.com/ugd/2ec575_7eb039d7da81450b911c942aa53c2df4.pdf</a>
<b>PREPARATION:</b>	<ul style="list-style-type: none"><li>• Chairs</li><li>• Participants need to sit in groups</li><li>• A4 paper and pens</li></ul>
<b>IMPORTANT NOTES:</b>	This activity is a nice way to look for issue solving solutions. It can be used on any topic and encourages creativity.

## ACTIVITY FLOW AND INSTRUCTIONS:

TIME

5 min

### Preparation

Divide participants into groups of 2-5 people (depends on how you prefer, but 5 or more can be more complicated). Ask them to sit in groups and give each group A4 paper and pens.

15 min

### Headlines

Ask participants to imagine, that they are journalists for the newspaper in a society 30 years from now. Ask them to think about headlines of articles related to the topic, you are talking about on your workshop.

What do they think will be the future of the topic your working on?  
Positive- negative, realistic- unreal future is ok, let them be creative on that.

10 min

Ask groups to share what kind of headlines they came up to.

15 min

### **Action plan**

Ask groups to choose one headline, that they like the most from all the ones they came up with (realistic, preferably, doesn't matter if positive or negative). And ask for the same groups to make an action plan, that would help them to make that headline come true, or if it's negative, than what can we do to stop it

10 min

Ask groups to share what have they planed

5 min

### **Debriefing**

Final discussion. Underline, that each and every person can be a part of good changes in the world and now they even have an action plan, that they can use, to make their environment better than it was before.

Why your group chose that specific headline? What makes you think, that it is going to happen?

How realistic it is, that it will really happen?

Do you think, that we can make a big change for it to happen/ not to happen?

What else we could do?



## About Brno Connected:

Brno Connected is a non-governmental organisation (NGO) active in the field of nonformal education, personal development and volunteering, both on the local and international level. We believe in unique potential of every individual and we aim to support youngspirited people in discovering and fulfilling their personal goals and dreams. We focus mainly on local and international projects, programmes and workshops. We both create and deliver them or we cooperate with foreign organisations as project partners. At the same time, we are engaged in promotion and support of volunteering. We are part of International Synergy Group, an informal network of organisations all around Europe, with whom we share a common vision: to create a world that works for everyone.

More about us on our website: <https://brnoconnected.cz/>



## About Erasmus+:

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. It offers opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries, as well as there are opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses

More about the programme:

[https://ec.europa.eu/programmes/erasmus-plus/about\\_en](https://ec.europa.eu/programmes/erasmus-plus/about_en)



## Project partners:



ACADEMIA  
CIDADÃ



Toolbox graphically edited by: Kateřina Martínková



**Good luck with creating your  
own programmes and sessions!**

