

International project within Erasmus+ Youth framework:
“%M²UN1C@10N”

Training course (Miedzywody, Poland): 9 – 14 September 2019

Follow up meeting (Milan, Italy): 20 – 23 October 2019

Partner organizations:

- Foundation Manufacture of Science and Adventure (Poland);
- S.S.D. ar.l. L'Orma (Italy);
- Asociatia Economeq (Romania);
- Biedriba Piedzivojuma Gars (Latvia);
- Stichting Buitendoor (Holandia);
- Associação Inspirar o Futuro (Portugalia)

5 following scenarios of workshops were created by participants of the course. Scenarios were tested in the high school of Lodi in Italy during the follow up meeting.

Organizations and participants do not hold any credits for the activities and methods gathered in this book and are not responsible of incorrect use.

SCENARIO I

Authors:

1. Alessia Ceresoli
2. Catarina Pereira
3. Elena Vlaicu

Concept of workshop

This workshop tries to teach young people how to cooperate, while doing a game. Also this game makes them be more honest about their intentions, so they work on their feedback.

Title of workshop

It's not Rocket Science - Ways of Cooperating

Goals for a whole workshop

Understand the differences between personalities, people and communication styles. Practice new ways of giving feedback and being empathic.

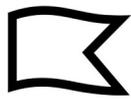
Course of the workshop (plan)

(around 2 hours)

1. Presentation
2. Instructions + Attribution of Role Cards
3. Game - ACE
4. Debriefing
5. Final Conclusions

For every activity use following structure:

- **Name of activity**
The Rocket
- **Goals**
Recognize some of the differences in communication styles among the four simulation teams.
Discuss the misunderstandings that occurred during the simulation.
Recognize the compromises that are needed to work together as a team.
Gain a better understanding of group dynamics.
- **Size of the group**
20-22 persons from 14 to 17 years



- **Materials**

Pair of scissors, Tape (scotch and also clear packaging tape), Paper, Markers, Post-its, A3 Paper (4), Aluminium foil, Rubber bands, Paper clips, Stapler String, Name Stickers, Rule Sheets + Role Cards, Empty plastic containers (butter tub, yogurt, etc.), Bottles (water, juice, soda), Toilet paper and paper towel rolls, Lightweight cardboard boxes (cereal, fruit snack or other), Newspapers, Burger Hut decal

- **Instructions**

1. Participants gather (greet participants and welcome them, introduce simulation and go over objectives)
2. Divide participants into four groups or space agencies (if you have not already done so) and either ask them to choose their roles or assign roles to them, then read their rule sheets and role cards. Allow enough time for participants to study the rule sheets carefully and discuss how they plan to implement the rules during the simulation.
3. Ask participants to work together within their agencies to form their plans, decide how to approach the other agencies with financial or time issues, and begin to build their rocket part. Remind participants of the importance of adhering to their country's cultural norms, communication styles and political and economic objectives. Ask the Lead Engineer to go to the head table and select the most appropriate recycling materials for the team's specific assignment.
4. Work with the other space agencies to build the rocket. As participants interact, constantly check to make sure that all agency participants adhere to their rules and roles, including the cultural norms, as well as political and economic objectives. When the construction of the rocket is successfully completed and the messages written, all four teams will read the message and do any necessary editing to make the message succinct and clear.
5. Debrief

- **Variations (differentiation)**

1 hour or 2 hour simulation

- **Debriefing**

Emotions game - The class remains divided in the previous groups. Each member will get a random emoji (happy, nervous, excited...). The participants have to think of a moment during the game that made them feel like that specific emoji. They have 5 minutes to share with their group their feelings. After that, they will be asked if they want to share with the trainers their teammates' story.

This activity's goal is to make sure participants understand the importance of being attentive to the teammates' opinions and feelings because this is a crucial part of cooperation.

Like/dislike - The class is sitting in a circle. When asked a question, at the count of 3 they have to show the sign of like, dislike or "maybe/a little", depending on their opinion regarding the question.

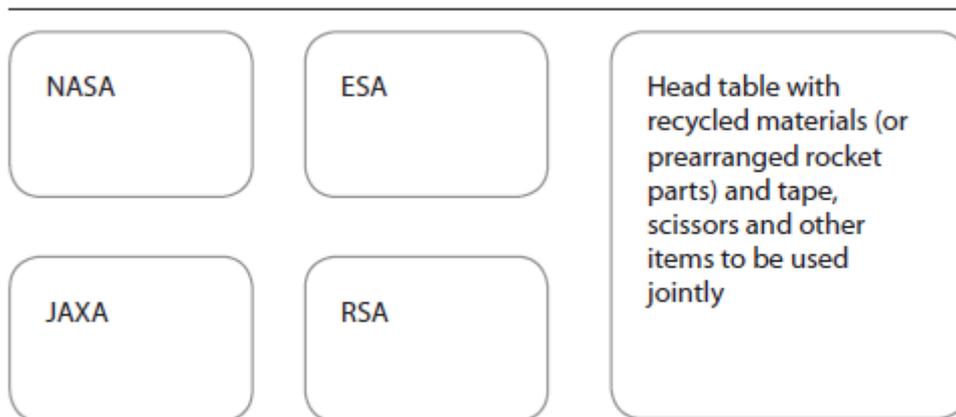
Questions used:

1. Do you think you cooperated well with your team?
2. Do you think your team cooperated better than the other teams?
3. How well do you think the teams cooperated with one another?
4. If you had to do this activity again, would you have a better strategy for working with your team?
5. Did you think that your rocket assembling strategy was efficient?

This activity's goal is to make them think about the importance of cooperation and how involved they can be in a team.

- **Include illustration/visualisation of floor plan**
(Class, gym, school yard)

Figure 1.1 Sample Room Set-up



- **Role Cards and Rules**

RULE SHEET FOR JAXA (JAPAN)

Agency Specific Task: The task of the Japanese Aeronautics Exploration Agency (JAXA) is to supply the rocket with fins. Design and make the fins using the materials provided, checking in with the other agencies for fit and design compatibility. Then attach the fins to the body of the rocket.

More than a fifteen-minute delay in fin attachment will cost JAXA \$500,000. This is why you must make sure that the fins are attached to the rocket prior to the engine or the nose. You will have to ask NASA for money if you have to cover any late fees from your vendors.

After the rocket has been assembled, you will work together with the other agencies to write a message for the astronauts aboard the Space Station. All four agencies must sign off on the message.

Culture Specific Information

Language and Communication Style: All communication between you and the other agencies takes place in English. Because English is not your native language, you often have to ask others to repeat themselves or to speak more slowly so you can understand. You often hold additional conversations in Japanese in order to make sure that everyone in your group correctly understands what is being said.

Decision Making: Your team must make all decisions together. You often have meetings with International Space Station (ISS) for making sure that all of you agree with every decision.

Work Ethic and Time Orientation: You feel that work comes first, before family and personal time. Likewise, you are similar to Americans in your view of being on time for meetings and appointments. To be late is disrespectful.

Politics and Economics: The Japanese Space Agency is very organized and enjoys planning ahead. You need to be flexible because of the additional economic burden you bear when you need to pay vendors more money for changes or for delays.

RULE SHEET FOR ESA (EUROPE)

Agency Specific Task: The contribution of the European Space Agency (ESA) to the rocket is the nose. You have to design the rocket nose using the materials provided, then consult with the program managers of the other teams to ensure size and fit of the nose to the rest of the rocket.

The Americans have recently cut funding for one of your projects (Rocket Retrieval System), which is a point of hard feelings between your two agencies. Before you will agree to attach the nose to the rocket, you must negotiate with the Americans to reinstate \$100 million dollars in funding for the project.

After the rocket has been constructed, you will work together with the other agencies to write a message for the astronauts aboard the Space Station. All four agencies must sign off on the message.

Culture Specific Information

Language and Communication Style: English is the official language of the International Space Station (ISS) Program. You are concerned that the Americans, in their efforts to be polite, mask problems that you think should be stated and dealt with.

Decision Making: You are, by the multinational nature of your team, unique among the agencies. Many of the European countries within ESA have their own style of decision making. To achieve consensus you need to work harder than the other teams.

Trust and Relationship Building: As Europeans, you are sometimes frustrated when Americans tend to change jobs and responsibilities often. It is difficult for you to trust the Russians because you think they don't keep their word and lack commitment.

Work Ethic and Time Orientation: Weekends and vacation time are cherished. Employees are expected to take time off for vacation and spend time with their families. You will need to take a vacation at least once while the rocket is being constructed (leave the room for five minutes midway through the simulation).

Politics and Economics: You generally feel that the rocket is an American project with foreign participation, not a partnership. You are angry on Americans for cancelling the 100\$ milion dollars for Rocket Retrieval System.

RULE SHEET FOR NASA (UNITED STATES)

Agency Specific Task: The NASA contribution to the rocket is the body. You will first design the body of the rocket using the materials provided. Although you must check with the other three teams for fit and size, you expect them to adapt their structures to yours. You are the lead space agency on this project and are concerned with maintaining good relations with the other agencies, especially the Russians.

NASA has a budget of \$100 million dollars for this. You expect the other three teams to come to you to check for proportion and fit of their rocket parts. After the rocket is constructed you will work together with the other agencies to write a message for the astronauts aboard the Space Station. Although all four agencies must sign off on the message, you need to make it clear that you are the leader in this project.

Culture Specific Information

Language and Communication Style: English is the official language of the International Space Station (ISS) Program. Many of your American colleagues feel that all of the space agencies should make more of an effort to learn to speak English. However, you allow the Russians to use an interpreter, which you find annoying. Having to speak slowly or repeat yourselves for the Japanese and Europeans is stressful and frequently makes you frustrated. When you are concerned about financial matters, you often use a very direct, to the point, form of communication.

Decision Making: Individual team members are empowered to make decisions without fearing they will lose their jobs or suffer serious reprimands for unwise decisions.

Work Ethic and Time Orientation: You see it as your duty to be available whenever you are needed. When others are late to meetings and appointments, you see it as a sign of rudeness and expect people to be on time.

Politics and Economics: You are the lead agency on this project and hold most of the power. Even so, you try hard to keep the partners happy, especially the Russians (for political reasons), by being careful not to offend them.

RULE SHEET FOR RSA (RUSSIA)

Agency Specific Task: The contribution to the rocket by the Russian Space Agency (RSA) is the engine. Design and make a rocket engine using the materials provided, checking in with the other agencies for fit and design compatibility. Then attach the engine to the body of the rocket.

Russian economy are, unfortunately, in need of money, and Burger Hut has offered to pay you \$20 million dollars for advertising on the side of the rocket. You must convince the other space agencies to allow the Burger Hut ad to be placed on the side of the rocket.

When the rocket is completed, you will work together with the other agencies to write a message for the astronauts aboard the Space Station. This message needs to be written in both Russian and English. All four agencies must sign off on the message.

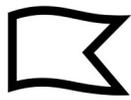
Culture Specific Information

Language and Communication Style: English is the official language of the International Space Station (ISS) Program. Russian team is the only one who does not speak English, so it is the only team that has an interpreter. Your interactions with the other teams can only be done through the translator, but he is not allowed to make any decisions for the team, he just translates.

Decision Making: The person who will act as The Program Manager is expected to make all decisions. Other team members are fearful of experiencing negative consequences or even losing their jobs for making the wrong decision. Before making any decisions regarding the engine, you must get permission from the Program Manager at headquarters in Russia.

Work Ethic and Time Orientation: You are often late to meetings and feel that tardiness is acceptable. You also value your private time and are quite protective of weekends and vacations. You work hard during work hours, but you strongly object being interrupted during your free time.

Politics and Economics: You are excellent negotiators therefore your spirit allows you to achieve your objectives.



RUSSIAN (RSA) AGENCY ROLE CARDS

Roles are numbered and listed in order of importance. For the Russian group assign an Interpreter, Program Manager, Financial Officer and Lead Engineer first. Depending on group size, add a Communications Officer, an Administrator and an Integrator.

1

Interpreter: You are an outside contractor that was hired to act as an interpreter. Your job is to help the Russians to communicate with the other space agencies. You are to translate what others are saying and are not empowered to make any decisions or initiate communication.

2

Program Manager/ Headquarters: You alone are responsible for making all of Russia's decisions. You are physically located at Russian headquarters, away from the rest of your group; therefore you should sit on the other side of the room, away from the group, or leave the room and have them contact you by cell phone when decisions need to be made.

3

Financial Officer: Your task is to make sure that the Burger Hut advertisement is placed on the side of the rocket in order to help infuse \$20 million into the Russian space program.

4

Lead Engineer: Your job is to help your agency design the engine of the rocket. If you are building your rocket from recycled materials, then your job is to choose the items that will best fit your purpose. You will help, in coordination with the other three teams, to attach them to the other rocket parts. (If you are doing the one-hour simulation, the engine will be pre-assembled.)

5

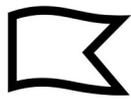
Communications Officer: Your job is to call and communicate with the Program Manager who is located in Russia whenever a decision needs to be made.

6

Administrator: Your job is to help write the final message. You must make sure that it is written in both Russian and English and that all four agencies sign off on the message.

7

Integrator: Before the engine can be attached and integrated with the other rocket components you must establish trust with the other agencies.



JAPANESE (JAXA) AGENCY ROLE CARDS

Roles are numbered and listed in order of importance. For the Japanese group assign a Program Manager, Financial Officer and Lead Engineer first. Depending on group size, add a Communications Officer, an Administrator and an Integrator.

1

Program Manager: Your job is to make sure that all Japanese agency members reach a consensus on all decisions.

2

Financial Officer: Your task is to make sure that the Japanese stay within budget and that extra costs aren't added because of construction delays. Delays cost \$500,000. If fin attachment is delayed, you must ask NASA for money to help cover the late fees from your vendors.

3

Lead Engineer: Your job is to help your agency design the fins of the rocket. If you are building your rocket from recycled materials then your job is to choose the items that will best fit your purpose. You will help, in coordination with the other three teams, to attach the fins to the other rocket parts. (If you are doing the one-hour simulation, the fins will already be pre-assembled.)

4

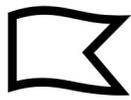
Communications Officer: Your job is to make sure that your team members are able to understand and to be understood by the other agencies. You may have to ask others to speak more slowly or repeat themselves. You can request side bar conversations with other Japanese team members whenever you feel it necessary to make sure that everyone understands.

5

Administrator: You are concerned with relations with the other space agencies and the political effects. You use an indirect form of communication designed to "save face." Yes doesn't always mean yes. It is also your responsibility to make sure that all four agencies sign off on the message.

6

Integrator: You are to help make sure that the fins are the first item to be attached to the body of the rocket and are concerned with how well the fins fit together with the other country's components. After your fins have been attached, you must work with the other agencies to make sure that your fins are not compromised.



EUROPEAN (ESA) AGENCY ROLE CARDS

Roles are numbered and listed in order of importance. For the European group assign a Program Manager, Financial Officer and Lead Engineer first. Depending on group size, add a Communications Officer, an Administrator and an Integrator.

1

Program Manager: Vacation time and time spent with families is an important European value. Because you value your time off, it is your job to make sure that your entire agency goes on vacation and leaves the room at least once for about five minutes during the building of the rocket.

2

Financial Officer: You are to convince the Americans to reinstate \$100 million in funding for the Rocket Retrieval System (to be built at a later date) before you will attach the nose. Although you would prefer that all of the funding be reinstated, you are willing to negotiate.

3

Lead Engineer: Your job is to help your agency design the nose of the rocket. If you are building your rocket from recycled materials, then choose the items that will best fit your purpose. You will help, in coordination with the other three teams, attach the nose to the other rocket parts. (If you are doing the one-hour simulation, the nose will already be assembled.)

4

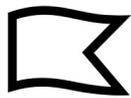
Communications Officer: Because you all speak different languages, your team must use English to communicate with each other. You must make sure that everyone understands each other, as well as what the other agencies are saying.

5

Administrator: Your job is to make sure that all of the countries who are working together as part of the European agency are in agreement with each other. Although you are one agency, because you represent different countries, you may have different ideas. It is also your responsibility to make sure that all four agencies sign off on the message.

6

Integrator: For safety reasons, before you will allow the nose to be attached to the rocket body, you must make sure that money for the Rocket Retrieval System has been reinstated



AMERICAN (NASA) AGENCY ROLE CARDS

Roles are numbered and listed in order of importance. For the American group assign a Program Manager, Financial Officer and Lead Engineer first. Depending on group size, add a Communications Officer, an Administrator and an Integrator.

1

Program Manager: You are concerned with relations with other space agencies and the political effects of actions taken. You are to make sure that the partner agencies, especially the Russians, are kept happy.

2

Financial Officer: You are concerned with the bottom line and will do whatever it takes to make sure that the rocket gets built and budget constraints are met. You have a total budget of \$100 million for this project.

3

Lead Engineer: Your job is to help your agency design the body of the rocket. If you are building your rocket from recycled materials, then your job is to choose the items that will best fit your purpose. You will also help the other three teams attach their components to the rocket body and are the primary person responsible for the overall rocket construction. (If you are doing the one-hour simulation, the rocket will use pre-assembled parts.)

4

Communications Officer: You are polite and use an indirect form of communication in order to help your partners save face. That is unless you aren't getting your way! In that case you utilize a more direct, to the point, form of communication and push hard to get what you want and need.

5

Administrator: You are to make sure that the rocket is built in a timely manner and stays on schedule. It is your responsibility to make sure that the rocket is built and the message is written in the time allotted for the simulation—and that all four teams sign off on the message.

6

Integrator: You are concerned with how well the rocket parts fit together with the other country's components and you must ensure that each rocket part is high quality and safe to fly. It is your responsibility to make sure that the final rocket is structurally sound and flight ready.

- Photos of the Activity



SCENARIO II

Authors:

1. Iasmina Chisăliță
2. Marats Abdullajevs
3. Vilia Rugel

We had 3 plans:

- plan A (for 3 hours, and a high level of English needed)
- plan B (for 2 hours and a B1-B2 level of English minimum)
- plan C (for 1,5 hours and a basic level of English needed -A1,A2-, which was more about doing physical activities and energisers)

Plan A

Concept of workshop

Mainly it's for the participants in order to shed some light about why is it so important to be conscious communicator - why, how and to whom we are talking. To answer questions such as - how do we send messages with and without words.

What do you want to do in general?

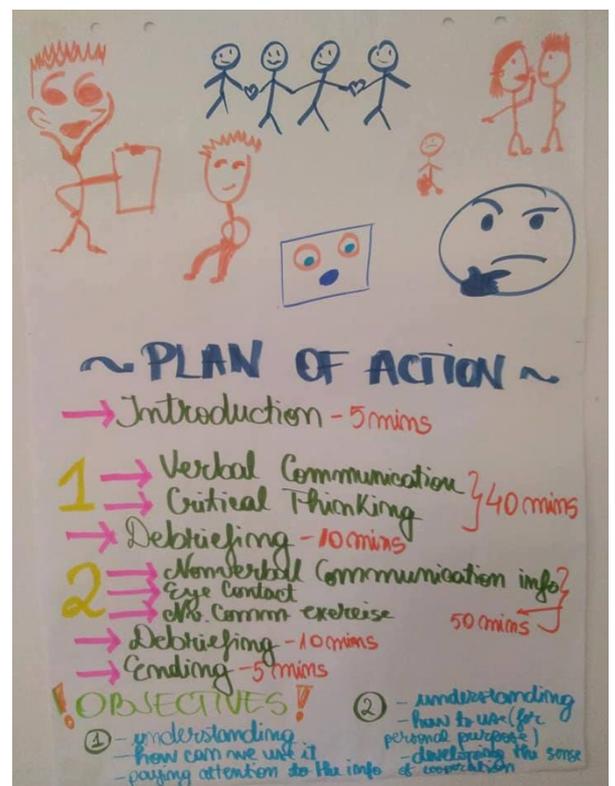
By using various different techniques, let the participants explore themselves and their peers a bit more. mainly we would like to get knowledge (even though shallow) about non-violent communication, critical thinking and also non-verbal communication.

Goals for the workshop

To understand what it means, how can we use it, why is it so necessary to communicate.

Course of the workshop (plan)

1. Introduction - (icebreaker activity, getting familiar with each other)
2. Verbal Comm (A story is a parent to other 100 stories)
3. Critical thinking (theory)
4. Critical thinking (quiz)
5. Non- verbal communication (theory)
6. Non-verbal communication (chair exercise)
7. Non-verbal communication (Mirror exercise)
8. Debriefing/ reflection
9. Ending.



Name of activity No. 1

A story is a parent to other 100 stories (20 min)

- **Goals**

- tackle the idea of “gossip” and how they can create victims out of their day to day verbal communication
- get familiar with what verbal communication is
- understand what perception is and the fact that is unique for everybody
- understand the core message of the exercise: “interpreting only the verbal communication can often lead misconceptions”

- **Size of the group**

15-30

- **Materials**

- the story has to be prepared ahead

/Example of story As a thick cloud of mist rolled over the dimly lit road, a shadowy figure walks alone looking back every now and then, as though someone was chasing him.

“But in reality, he doesn't know where he is, he doesn't know why he is here, he doesn't even know who he is. The last thing he remembers is waking up from the water completely drenched. But for some reason he knows what he should do next - kill Robin. That's the only thing that is going on his head - “Kill Robin! Kill him! Kill him! Kill him! Kill him!”, but the problem is who the heck is Robin?

His head hurts, he can't think clearly, yet he keeps walking. The more he tries to remember something.. anything that could help him understand the situation, the more his head hurts. He sees a crossroad and he is puzzled. He can't decide which way to go, but he makes a left turn which confuses him.

He feels as if he is not in control of his own body like there is someone else at the driving seat and he is just a passenger. Even while he is thinking this, Out of nowhere, two men appears in front of him wearing a weird looking helmets and carrying heavy guns. He is petrified and stupefied at the same time. But he just picks up his gun and *BANG BANG*, just like that the attackers are dead. He then holsters his gun as if nothing happened.

He becomes even more afraid on this new development. He killed two guys in cold blood, without a second thought as if it was the natural thing to do. Yes it was on self-defence and yes it was him or them but he doesn't feel anything - no remorse nothing and that's what scares him the most.

Even though his mind is preoccupied by these thoughts, his feet continues to move. After what seemed like an eternity, he finally reaches a huge but heavily guarded

mansion. He could see at least 15-20 armed soldiers wearing a similar helmets. The sound from his steps alert them and they open fire on him. But once again, he effortlessly takes them out.

Once inside the mansion, he quickly searches for anymore enemies but he couldn't find any. But suddenly a man wearing a black suit enters the room and points his gun straight at his face. The next thing he knows is he is shot on his head.

Everything around him slows down as he flies back.

As his body hits the ground, he suddenly remembers everything. "I remember everything, I now know who he is," he says in his dying breath "I am-" as he says this everything around him goes pitch black. But all of a sudden, he hears a voice "Robin! What are you doing? Turn the stupid game off and come down for dinner"/

- **Instructions**

The participants can be either static or active players. As a facilitator, you need 5-7 volunteers, depending on the size of the group. The static players will remain in the room together with one of the volunteers and the others are going outside of the room accompanied by another facilitator

- A. The outside group will be talking with the facilitator about stories they have been through and asked to put some fantasy elements in it to encourage them to use their imagination- this part is important as it is a distraction from their main task
- B. The inside group, at the same time, will be listening to a story and the volunteer that stayed in the room has the task to narrate the story as accurate as possible to the next person entering the room.

The next step is done by the person that just heard the story to narrate it further to the next person entering the room and so on.

→ the static players cannot talk, mimic or give hints, they can only observe.

→ After the last participant would have told the story, the facilitator will tell again the original story.

- **Debriefing**

The static group is important in this process as they were the observers of the entire game-but it also recommended that they will be the last talking at the debriefing so they don't alternate the volunteers' experience.

-how was for you to participate in the exercise?

-what do you think was the exercise about?

-what is a message you want to take out if it?

- **Location**

-a classroom and the static player should be in a circle so everyone can see everybody

Name of activity no. 2

Critical Thinking (20 mins)

- **Goals**

- Understanding what it means
- Learning the types of thinking
- Understanding the intellectual standards
- Knowing the benefits of critical thinking
- Having fun while doing the small quiz

- **Materials**

- Flipchart
- Sticky notes
- Markers (black, red, green and blue)

- **Instructions**

We will "deliver" a few information about thinking, in general, and about critical thinking, especially.

We have the following plan for this activity:

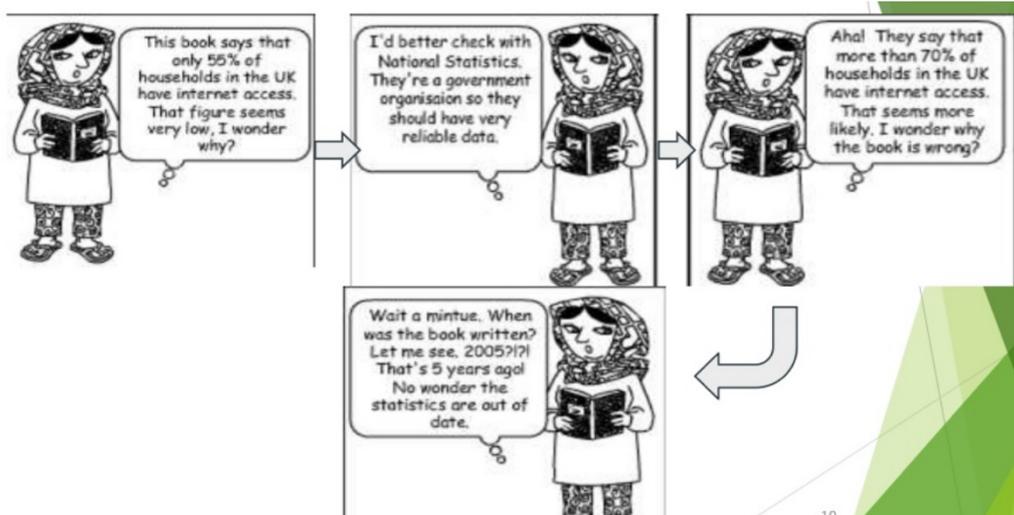
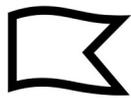
1. What is thinking?
2. Types of thinking
3. What is critical thinking?
4. An example for critical thinking
5. Intellectual standards
6. Benefits of critical thinking
7. (maybe) A funny quiz

There will be presented information about each one of the topics (1-6). At the end, we would like to do a funny quiz with questions based on what we have presented about critical thinking and make them understand the information by putting them in several situations, when they have to think critically or to make some decisions.

An example for the quiz questions: How do you put a giraffe into your refrigerator?

- **Debriefing**

- ask them to define - what is critical thinking by using only 1 word
- let the participants tell some examples of critical thinking in their life



Name of activity no. 3

Non Verbal Communication (15 mins)

- **Goals**

- Understanding what it means
- Understanding the difference between verbal comm and non-verbal comm and, also, that they are interconnected
- Understanding the importance of non-verbal communication
- Knowing the types of non-verbal comm
- Finding out how non-verbal communication is used around the world

- **Materials**

- Flipchart
- Markers (different colours)
- Maybe a video projector or something that we can use to show them some pictures

- **Instructions**

In this activity, we will deliver some information about NON-VERBAL COMMUNICATION, generally speaking.

We have the following plan:

1. What is non-verbal communication?
2. Verbal communication & non-verbal communication - interconnected + differences
3. Importance of non-verbal communication
4. Types of non-verbal communication + categories
5. Forms of non-verbal communication
6. Non-verbal communication around the world

There will be presented information about each one of the topics (1-5). At the end (6), we would like to show them some pictures with situations around the world and to explain them how people are using non-verbal communication in their countries.

- **Debriefing**

- ask the participants some examples from their life, that revolves around non-verbal comm.
- the participants are randomly split into 2 groups. 1st group are the actors that have to think of a quick sketch/ situation and act it out, but they can't talk. the second group are dubbing.
- this sounds more like a activity, rather than a debriefing

Non- verbal communication exercise No. 4

- **Goals**

- understand what non-verbal communication is
- create a challenging environment whereas only cooperation can bring a solution
- make the participants understand the importance of non-verbal communication
- propose non-verbal communication as a feasible way of establishing cooperation relationships
- transmit the message: " We communicate not only through words"

- **Size of the group**

15-30

- **Materials**

Post-its, a pen and at least 25 chairs (the chairs should be more than the participants)

- **Instructions**

1. The participants are split into 3-5 groups and every group will receive a post-it with instructions that they are not allowed to show to anyone else but the members of their group.
2. The goal of the activity is that everyone accomplishes the task written on the paper.
3. The unbreakable rule of the game is that no one can talk or write, they can only use their body to communicate with their own team or the other teams.
 - the members cannot change teams
 - the members cannot talk under any circumstances

Team 1: 12 chairs have to touch their back two by two

Team 2: all the chairs have to be in a circle

Team 3: 10 chairs have to be upside down

Team 4: 7 chairs have to touch each other in a line

Team 5: 7 chairs touch their front legs

- **Debriefing**

-How did you feel during the exercise?

-How was it not to be able to use words?

-What is the learning you want to take out of this?

- what do you think what were the tasks each of were given?

- what would you change if you had another chance in order to successfully do each task (maybe let the participants have another go, pretend to record their time.)

- **Safety note or risk assessment**

The activity is in a lot of cases unsuccessful and can create a lot of tension in the group and frustration. It is recommended to have a second short round round if needed where the participants can solve the exercise with the help of some hints given by the facilitator (ex: the exercise can work only if all the teams cooperate ; a chair that is upside down and also touch other chair)

The rooms should be as empty as possible besides the chairs needed in the activity and it should NOT be a small room.

Name of activity

Mirror (40 min)

- **Goals**

-understanding the body posture in communication and its implications

-understanding the role of emotions in communication

- **Size of the group**

8-20

- **Name of activity**

The land of the mutes (30 min)

- **Materials**

none

- **Instructions**

The participants are divided randomly (can be done by asking them to stand in a line - darker eye colour and lightest one) in pairs and are asked to stand facing each other. In the beginning one is moving and the other is acting as their mirror.

Participants are asked to be totally silent and try to communicate only through eye contact and body movement. After 10 minutes they are asked to change. In the end they are given 10 min in which they should act both as the mirror and mirrored one.

- **Debriefing (Discussion with the whole group)**
 - how was it to keep eye contact?
 - was it easy to focus on the other person ?
 - was there anything that was difficult for you?
 - how did you feel when you had to mirror someone and when you were being mirrored
 - is there anything you would change that would make things easier in terms of performance? (easy movements, speed of those movements, etc.)

Comments:

in case participants are to shy, facilitator can ask to focus on some specific parts (e.g. hands, face, eyes)

Debriefing / reflection

- Participants can choose where they literally stand on the scale (1-10) by us asking them questions in order for us to understand how useful it was for them.

Materials: 10 pages of paper, a marker.

Another debriefing method - anonymous notes for us- the facilitators, of the activities, that they can put in a box or an envelope.

Materials: small pieces of paper, pens, envelope

Plan B

Course of the workshop (plan)

(around 2 hours)

1. Introduction
2. Energizer game - Hu, Ha, Cha
3. Critical thinking presentation
4. The dubbing game
5. Debriefing

Name of the activity:

Introduction (20 min)

Instructions:

This is the beginning of the workshop, when we present ourselves.

Maybe we ask some questions:

Who had a good breakfast today?

Who expects to have fun?

Who needs energy today?

Who knows how many types of Communication are there?

We can add a short presentation of the workshop (shortly present some info about verbal and nonverbal communication, the differences, etc.).

Name of activity:

Hu-Ha-Cha (20 min)

Goals:

-energize people

-introduce the concept of giving money aning to signs

Size of the group:

5-30

Materials:

Nothing

Instructions:

The participants are staying in a circle and one of them (the facilitator) takes "the ball of energy" from the middle of the group and sends it to anyone in the circle by saying "Hu".

The receiver is taking it by saying "Ha".

The neighbours of the receiver, the help him stabilize the energy, them both, left and right side say "Cha"

*every time someone says one of the commands has to have his arms straight and his palms touching. (the person saying "Hu" will point with the arms in this position to the receiver and the receiver will bring his arms in the position mentioned over his head as a response. The stabilizers use the same hand position to "cut" the receiver.

Name of activity:

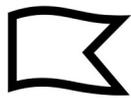
Critical thinking presentation (25 min)

Goals:

- Understanding what it means
- Learning the types of thinking
- Understanding the intellectual standards
- Knowing the benefits of critical thinking
- Having fun while doing the small quiz

Materials:





- Flip chart
- Markers

Instructions:

We will "deliver" a few information about thinking, in general, and about critical thinking, especially. We have the following plan for this activity:

1. What is thinking?
2. Types of thinking
3. What is critical thinking?
4. An example for critical thinking
5. Intellectual standards
6. Benefits of critical thinking

Is the same as the one in plan A, but without the funny quiz.

Name of the activity:

Dubbing activity (40 min)

Goals:

- Developing non- verbal and verbal communication skills
- Understanding the importance of body language

Size of the group:

6-30

Materials:

none

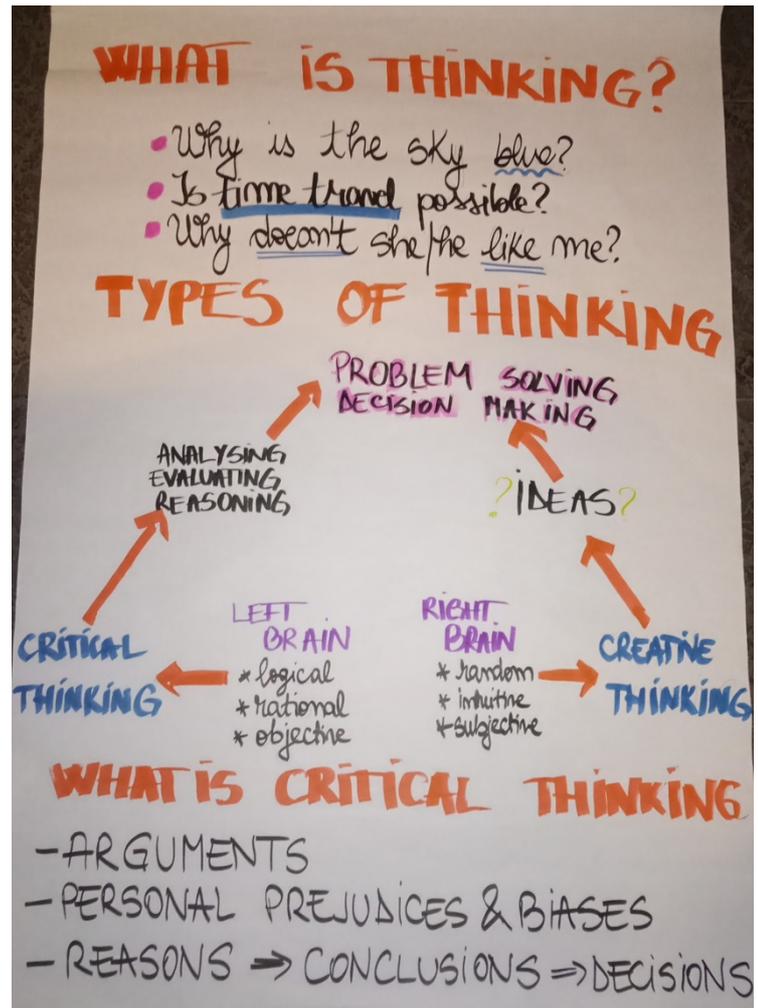
Instructions:

Participants are divided in teams of 4 people. Two of them are the actors and two are the dubbing team. The actors are given a certain topic, that they have to play out, mime out (e.g. having an argument with a family member; being betrayed by someone; having fun while celebrating a friend's birthday; helping someone in danger.)

The dubbing team is interpreting the dialogue, by trying to imagine what they are talking about.

Debriefing:

- Do you feel that you were well dubbed?
- What was important when trying to dub?



Comments:

- Teams can be divided into 4 people by asking the participants to stand in an order of their eye colour (from lightest to darkest) or by the participants height (tallest to shortest)
- If the participants are an uneven number, a person called joker can be introduced. A joker is someone that can get themselves involved into actors play anytime they feel like it, but they must wait 1 minute to do that and the joker mustn't know the scenario. The participant that will become the joker can be found when the group is getting divided in teams - asking the group: which person is really energized, creative, extraverted.

Plan C

Course of the workshop (plan)

(around 1,5 hours)

1. Introduction
2. Energiser game - Hu, Ha, Cha
3. Ball Factory game
4. Debriefing

Name of activity:

Ball Factory game (45 min)

Size of the group: 15-30

Materials:

-balls different sizes

(it can also be throwable objects or even vegetables: ex carrots, cabbage, onions and as extra hard object: eggs)

Goals:

- create a space for cooperation
- stimulate the problem solving and creative thinking of the participants

Instructions:

Group is given a box full of "magical balls", while standing around a marked, square formed area - "the black box". The task of the game - to produce as many balls they can from the starting point to the final point. In order to get a ball from start to finish, the ball has to travel through all participants who are standing around a marked square without dropping it on the floor and following couple of rules within a given

time of 2 minutes. There's a basket/box full of balls in the start point and empty basket in the finish point across the opposite corner of the "black box".

Rules:

- The ball has to be passed through all of the participants (including the first person who picks the balls up from the box.
- Participants cannot pass the ball to their "neighbour" or a person standing in the same line as them.
- group has to inform the game master who will be the designated "basket emptier" who is allowed to bring the basket with balls when it's full to the basket in the starting point.
- If a ball touches the ground it goes inside the "black box" and can't be used later during the game.
- The participants are only allowed to move with one leg staying at the ground when they have a ball
- participants are not allowed to step inside the "black box" or touch the borders of it.

Encourage the group to do the activity a couple of times, each time evaluating the round and coming up with a better strategy for the next round. Ask the group what went wrong, what could be improved, are they having fun during the process etc.

*The game can be modified to be played inside by creating the square out of chairs and the participants have to be seated and they can't move from the chair.

SCENARIO III

Authors:

1. Damian Blejdea
2. Laura Scardino
3. Leonor Vital

Concept of workshop

There are a lots of ways to communicate. We want them to focus on non-verbal communication, so will be aware of the body language.

Title of workshop

Non-verbal communication

What do you want to do in general?

We want to put them in a situation where they have to work as a group to build something. They have to cooperate and understand each other without talking.

Goals for a whole workshop

Paying attention to other people in a way to communicate better.

Course of the workshop (plan)

(around 2 hours)

1. Presentation / Name game
2. Slice Game + Debriefing
3. Fake Language Game
4. Final Debriefing

1. Name Game *(15min)*

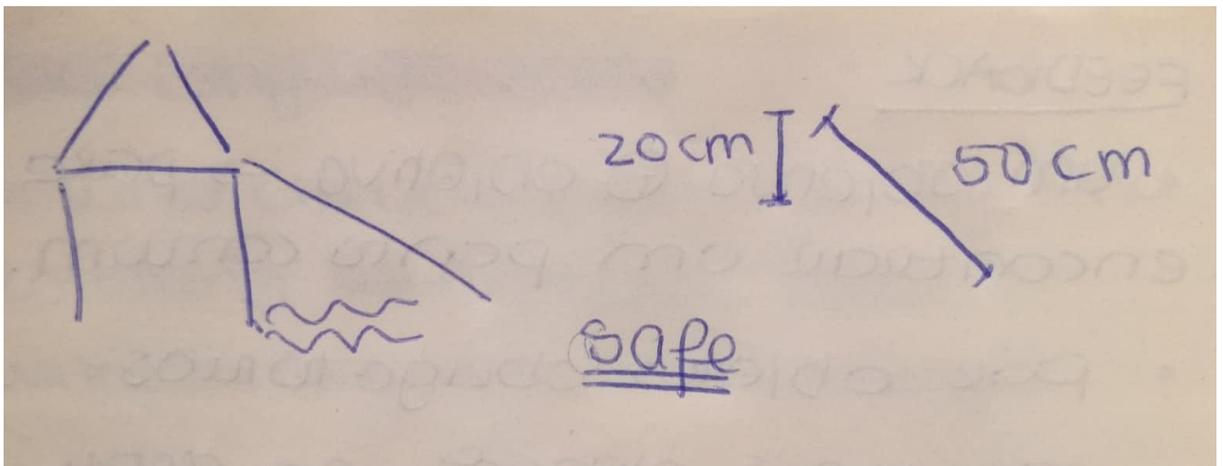
- **Goals** - To know each other and break the ice
- **Size of the group** - all
- **Materials** - Balls (2/3)
- **Instructions** - After the trainers presentation we make a circle and then divide the game in two parts: 1) you say your name and through the ball to someone else; 2) you say the name of the person you want through the ball to.
Then you can start to add one more ball.

2. Chicken Game *(35/40 min)*

- **Goals** - Paying attention to other people in a way to communicate and cooperate better.
- **Size of the group** - 5 or 6 people per group, at least two group



- **Materials** - recycled materials (rolls of toilet paper, newspapers, adhesive tape, etc.) + plastic chicken
- **Instructions** - **(First thing to do is giving a name to the chicken)** In this game we have a very important mission: to save our friend (the chicken). It lives in a farm, but it is very unhappy, so we want to help the chicken escape. For that we decide to build a slide, that have to be tall at list 20 cm and long at least 50 cm, because all around the farm there is a hole with water and everybody knows that chickens aren't able to fly.
So have to build a slide with the materials that we have. But there is one problem... We are animals so we cannot talk.



Note: if you feel that they need, you can give them some time to speak with each other. If you don't have a plastic chicken you can use something else.
For this game we plan at least 25 min. (but can be more 5 or 10 min.)



- **Debriefing** - we create an imaginary scale on the floor from 0 to 10 and then ask some questions. They have to answer choosing their position on the floor and then we ask them to share why they chose that position (we wait some time to let them think about it).

Questions:

- 1) Did you like the game?
- 2) Have you ever tried this kind of game? Do you would like to play more activities like this?
- 3) Did you felt comfortable communicate without speaking?
- 4) Did you felt part of the group during the game?
- 5) Were you able to have a strategy without talking?
- 6) Did you like the final result?

Note: If you feel that the group needs, ask more or different questions.

3. Fake language game (10 min)

- **Goals** - This game can be used to show people how language and symbols help to find a common ground and how hard it is, when you don't know this code.
- **Size of the group** - all group divided in 2 groups.
- **Instructions** - Divide people into 2 groups and ask to each person of one group one of to invent his own language. Tell them to choose different places to sit in a room. Ask the second group to walk around a room and try to join some person and try to talk in this invented language.

After 2 min make a switch and let people to go further and talk in different languages. After few switches, change a group that is inventing languages with the listening one. Make few more rounds.

4. Final Debriefing (10 min)

We use the gumizela and ask the young students to resume the workshop in one word and then we invited to explain the meaning of the chosen word. (Ex. strange - what is strange for you).

SCENARIO IV

Authors:

1. Anna Kanepone
2. Jekabs Krūziņš
3. Justyna Schimanda

Concept of workshop

Provide a fun and engaging activities for students or a school group which requires collaboration and communication.

What do you want to do in general?

We want to create a fun, engaging experience for the group that would challenge and improve their ability to work together and reach the goal. We'll start with fun, energizing activities that will break the ice, after which we'll go into a more challenging activity and reflection part.

Goals for a whole workshop

Develop group's ability to communicate, cooperate and work together as a team.

Course of the workshop (plan)

1. Welcome talk and introduction, the goal of the workshop (2 min) - introduce yourselves and tell shortly about what's the plan for the workshop & what skills can they develop during the games
2. Name game and getting to know each other (3 min) - ask everyone to tell their name & do a simple activity, then others repeat it
3. Games with gumizella: lean back & the bull game (20 min) - Start with making sure that everyone takes off their accessories and anything that can damage the gumizella or hurt others. Check group's trust within each other by getting inside of the gumizella and then leaning back all together on a count of three. If successful, give them a challenge to do the same with their eyes closed. After that introduce the "bull game" where one person stands in the middle and tries to get out of the circle by either touching someone's hand or pulling gumizella down and getting out. Other participants are standing outside of gumizella and pulling it away.
4. Team building game "Cross the lava field" (10 min for the introduction of the rules and strategy + 40 minutes for the game itself) - instructions are described further
5. Optional game: magic stick (20 min) - give participants a "magical" stick (it can be a bamboo stick or something similar) and give them a task to lift it up without anyone letting go of the stick. They are only allowed to place the stick on the tips of their fingers without holding it or grabbing with pressure.
6. Reflection and feedback (15 min) - check the description underneath as a part of "Crossing the lava field game"

7. Closing of the workshop in gumizella (10 min) - Ask everyone to get back in the gumizella and ask participants by themselves to try out leaning back all together, seeing if there's any improvement compared to the first time when they did it in the beginning of the workshop. Ask them if they feel that their communication and cooperation have improved during the workshop and what have they learned.

Name of activity

"Cross the lava field"

- **Goals**

Develop team's ability to work together, communicate and cooperate with each other

- **Size of the group**

8 - 16 participants

- **Materials**

Wooden planks, cones (to mark start and finish point), blindfolds, hula-hoops (for the safety islands)

Obstacle course: ropes, trees or something stable like bamboo sticks to tie the ropes to in order to create the obstacles

- **Instructions**

Participants have to cross the lava field all together as a group to get to the safety area before lava destroys everything on its way. Participants have to cross the field avoiding different obstacles on the way (ropes tied in different directions) and going through 3 safety islands (marked with hula-hoops).

Participants are only allowed to stand on wooden platforms that they get in the beginning of the game (depending on the amount of participants; 8 participants - 3 platforms, 16 participants - 5 platforms etc.) and safety islands. If someone touches the floor - the team has to go back to the beginning and start again. Participants have to be all time connected with the platforms either by standing on them or holding them. If the platform is left unattended - the lava can take it, so the group will be left with one platform less.

During the game there might be some unexpected "volcano eruptions" leaving one or more participants without their senses, such as blindfolding them, not allowing to speak, tying together their hands etc., depending on the groups abilities and the level of challenge.

In the beginning of the game, the team gets time to create a strategy and decide on how long will it take for them to cross the field. When they are ready - trainer can start the timer, informing the team about the maximum amount of time that can be spent for the activity - 40 minutes.

- **Variations (differentiation)**

The game can be done both outdoors and indoors, creating the obstacles tying ropes to chairs, tables etc. During the game team can receive extra challenges such as blindfolded participant, no talking etc. to make it more challenging.

- **Debriefing**

At the end of the activity, participants are asked to get in a circle and discuss how did the activity go following a structure: what happened, what was challenging, what helped/didn't in succeeding, rating the communication/team-work/cooperation of the team etc. and sharing learning insights with others. In the end participants are encouraged to see the connection with daily life and their time together in school.

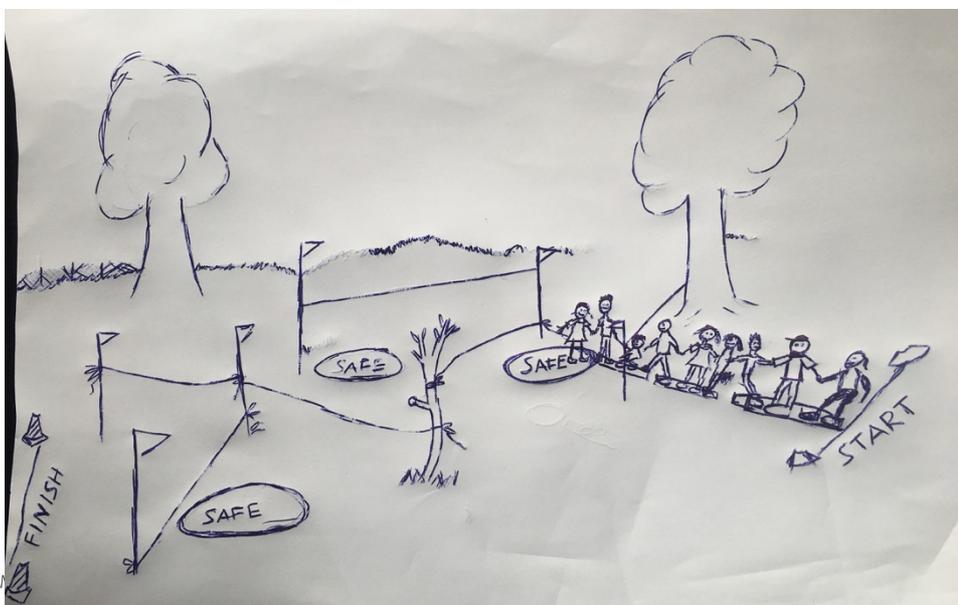
After the discussion, participants are asked to think about one person from the team who showed the most support/leadership/encouragement/positive attitude etc. and then go up to the person and put a hand on their shoulder, encouraging participants to appreciate each other and different roles of the team.

- **Safety note or risk assessment**

In the beginning of the game, mention that the participants should be careful during the activity and support each other, taking care of everyone's safety, especially if someone is blindfolded etc. Check if someone has any disabilities, joint problems etc. that could affect their ability to participate. In case of someone not being able to participate - give them a "special" role of how they can support team members - being able to walk on the lava etc.

Evaluate also how comfortable participants are with touching each other during the game - add extra wooden platform if needed, if you see that the participants don't feel confident being too close to each other etc. If you put a blindfold on somebody, make sure to check with them before if they are alright with it.

- **Include illustration/visualisation of floor plan**



SCENARIO V

Authors

1. Aneta Chmielińska
2. Inês Bom
3. Roberta Locatelli

Concept of workshop

Use the NVC list of needs as a tool to help teenagers to have a different approach over their problems and better understand their needs. This way they can also better communicate their needs to others.

Title of workshop

Needs Investigation

What do you want to do in general?

In this workshop we introduce concept of NVC (non-violent communication) by organising a detective game in which participants use the list of needs to invent solutions for problems common for teenagers.

Goals for a whole workshop

- Show that all human beings have the same set of needs;
- Show that needs are objective and therefore easier to understand by others;
- Show that there are several possibilities to fulfill each need;
- Show that analyzing the needs behind a problem can help people to find more alternatives to solve the problem, than when they consider only the problem itself.

Course of the workshop (plan)

(around 2 hours)

1. Introducing

Presentation of the trainers (name, background, professional experience, motivations, hobbies, etc.). Introducing subject of workshop - non-violent communication.

2. Name tags

After an introduction a trainer says to participants that now they know his name and he would like to call them also by name. Now is a time for giving participants a name tags or tape on which they can write their name on.

3. Thumb Game

Goals: It is an Ice Breaker, we can use it to raise the level of energy and attention.

Instructions: All the guys are in a circle. The trainer have to ask them to raise the thumb of his right hand and place the palm of his left hand on his neighbour's thumb. At the start they must try to grasp the neighbour's thumb with their left hand and not get their thumb on their right hand. The trainer have to say "GO" to give the start and play the game with the group. Several rounds are played.

4. Go if

Goals: Show that the elements of the group have several things in common

Size of the group: All group and trainers (minimum: around 5 participants maximum: there is no limit for the number of elements playing this game)

Materials: Chairs or an object to mark everyone's place

Instructions:

The participants should do a big circle with chairs, or stand in a circle and mark their place with one personal object (for example, a shoe, an elastic, a scarf...) One trainer starts in the middle while participants are seated in chairs in a circle.

The trainer says a sentence starting with "Go if...", and those who have done what the sentence says, or have that characteristic have to stand up and find someone else's chair/place. The person with no chair/place left goes to the middle and says a new sentence.

This game can be played for as long as the trainers feel necessary.

Tip: The trainer that gives instructions next should decide when the game should finish by not finding a place in the final round. That way the trainer is already in the middle of the circle and ready to give the next instructions, or explain the next game.

Closing: Make a small conclusion about all the things that the elements of the group have in common and say that during the workshop we expect to find more things in common.

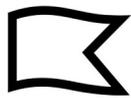
5. Detective Game

Goals: Showing on a real-life examples that listing needs behind problems can be an effective way to come up with many solutions for a problem.

Size of the group: Group should be divided into teams of three to make sure that every person is included in a discussion.

Materials

- Balloons
- Flipcharts paper (1 for each group)
- Post-it



- Pencils or markers
- "Detective" music
- Needs List (1/person)

Instructions

Detective Game is divided into 4 phases - dividing teams, finding solutions in silence, writing down needs behind problems and finding strategies that fulfill these needs. During every phase there is a background music on. During dividing teams, in a balloon activity - something energetic e. g.. *Shake it off* song, during phases of investigation - detective theme.

a) Dividing teams and balloon activity

After previous activity, group is standing in a circle. Trainer says:

Today we are going to play a detective game in which you will be able to check your detective skills and find more things you have in common. Your task is to solve a mystery, a problem that you will get to know in a minute. But to this, you need a great team of investigators that will work with you. Please count to X (trainer chooses a number that enables to divide people into 3-people teams), starting from here.

After counting, trainer asks people to join in groups accordingly to their Number and assigns each team a balloon colour. After this the trainer asks everyone to go back in a circle and gives a random balloon to each person.

(There should be at least three balloons of each colour, one balloon of each colour should have a piece of paper with a teenager problem inside - it was used problems of real teenagers found on the internet, please find examples of this problems on Annex II), the other two should be empty)

Trainer says:

As detectives your first mission is to treat this balloons as evidences, detectives are really careful with their evidences and don't want to lose any of it. Therefore, while the music is playing you have to guarantee that no evidence is lost by touching the floor. When the music stops you should find the balloons with the colour assigned to your group, when you have all the balloons of your colour you should sit with your group in a circle and wait for further instructions.

After all the participants are seated in groups with all the balloons with their colours the trainer asks the participants to pop the balloons and find the problem that is inside one of the balloons.

b) Finding solutions in silence

The participants are seated together in their groups. The trainer gives each group:



- a sheet of paper
- few post-it notes (around 30)
- markers/pens
- tape to attach their problem into a paper

The trainer asks them to tape their problem into a flip chart sheet. Their next task is to read a problem and think **in silence** of solutions for this problem. After 2 minutes every participant should write the **number of solutions on a post-it note** and put it on a back of the paper the group was given (it will be needed at the end). At the end of this phase every group should have 3 post-it notes at the back of the paper - on every one of them should be a number of solutions.

c) Writing down needs behind problems

Trainer asks groups to stand up and go to a different piece of paper with problem on it. At this phase of investigation participants are given a documents that may help them with solving this problem - **a list of needs** (document in attachment). Their task for the next 10 minutes is to write down on post-it notes needs that are behind this problem and put the notes on a sheet of paper.

d) Finding strategies that fulfil these needs

Trainer asks groups to stand up and go to a different piece of paper with problem on it. The last task for each group is to write down strategies that can fulfil needs that were written down by the previous group and to make a detective mind map out of it. This phase should last around 10 minutes.

Variations (differentiation)

In the basic scenario teams change their seats in every phase of a game so they have a chance to see different problems. **If there is a time limit** it's possible to make a game faster by not changing seats and working for the whole time on one problem only.

Debriefing

After last phase of investigation, trainer asks group to gather all detective mind maps and make a gallery of it - on a wall, board or a car :)

Before hanging the mind maps trainer should show the groups the difference in number of solutions they had before on their post-it notes (usually from 1-4) and they have now (usually 10-20). Trainer invites group to read all solutions and see the work of other groups.

Trainer gather the group together in a circle and asks participants of their opinion about solving problems this way. The questions you can ask at this point:

- Was it useful/fruitful for you?
- How does this resonate with you?

The goal in this discussion is to come up with conclusion that seeing the needs behind problems can be very helpful for inventing more solutions. From this conclusion you can make a bridge into NVC basics.

And this exactly how NVC (non-violent communication) works. All human beings have got the same needs. If we talk about needs it's impossible to argue, because **they are objective**. Maybe at this specific moment we have different ones but generally, as a human beings, we have the same needs.

The things we usually argue about are the **strategies** to fulfil these needs. As you saw at the beginning, you had usually 1 strategy to solve the problem. This is something you can argue about, because one person has got 1 strategy (and usually thinks it's the best) and the other person has got different one. But since needs are objective, when you talk about your needs, instead of strategies - you cannot argue and you can actually find a common ground. It's also very useful for solving problems on your own - when you see the needs behind your problem, you realise there are so many ways of fulfilling them.

After introducing this theory it's good to talk about trainer's personal experience with NVC and solving problems this way.

7. Closing up a workshop and thanking for participation

Photos of the workshop



Annex I - List of Needs

CONNECTION	HONESTY	MEANING
acceptance	authenticity	awareness
affection	integrity	celebration of life
appreciation	presence	challenge
belonging		clarity
cooperation	PLAY	competence
communication		consciousness
closeness	joy	contribution
community	humor	creativity
companionship		discovery
compassion	PEACE	efficacy
consideration		effectiveness
consistency	beauty	growth
empathy	communion	hope
inclusion	ease	learnig
intimacy	equality	mourning
love	harmony	participation
mutuality	inspiration	purpose
nurturing	order	self-expression
respect/self-respect		stimulation
safety	PHYSICAL WELL- BEING	to matter
stability		understanding
support		AUTONOMY
to know and be known	air	choice
to see and be seen	food	freedom
to understand and be understood	movement/exercise	independence
trust	rest/sleep	space
warmth	sexual expression	spontaneity
	safety	
	shelter	
	touch	
	water	

Annex II - Detective Game's Problems

The following 5 problems were chosen for the activity :

- I'm really chubby and I hate my body. I like to think I'm relatively good at hiding my insecurity but I know that is not always the case. I know if I stick to it and lose enough weight that will make me super confident but I just lack the willpower to do so.



- I moved to a new country and new school 6 months ago. At my old school I was popular and never had a shortage of friends. Teachers, kids, their parents, everyone seemed to like me. But at my new school I just don't fit in and I don't know why. I'm pretty smart in my classes (well most of them), and I'm not nerdy looking or anything like that. I try talking to others and try to join in convos, but I feel like an idiot cause nobody pays much attention to me, or gives me any importance. I feel like a pathetic loser. I'm in 11th grade now, and I don't know how I'll survive another year like this.
- When I'm doing homework my mind sorta goes everywhere. I can focus for a while but then half an hour goes by and all of sudden my brain goes on a thousand side tangents and I end up creating a new conspiracy theory about World War 2 while I'm trying to read a book or prepare for classes.
- I am starting university in three weeks and I am super super scared. I wasn't sure if it was something I wanted to do so I took a gap year and then decided to apply and go this year. I don't know how I am going to cope with cooking and doing my own laundry and I am scared that I won't make friends and will miss home lots.
- All my friends can go home later than me, my parents always make me come home too soon!

Here are other problems that can be used for this activity :

- I honestly hate math so much. And it's not just cause it's hard and takes a lot of time it's because I don't understand it. None of it. Just hate it so much. It lowered my confidence and self-esteem when people laugh when I don't know the answer to 9×7 .
- So it's my first year of high school and things aren't going so well. I haven't made a single friend and the school year is getting closer to the end. I want to go back to my old school
- I don't have a scooter, all my friends live in the same country and to visit them I always have to ask my parents. But they can never take me.
- I just changed schools and all my friends are in my old school. I'm afraid of not being able to integrate myself and losing my old friends
- My sister always takes higher grades than me at school and my parents always compare me to her



- I commit myself more than all to training, but I will never be the strongest! The coach never lets me do the captain!
- Ever since I was small I used to have group of people always around me. As we grew older my friendship with this group got quite unhealthy as they used to always pick on me and leave me out, but I had nobody else to be with so I stayed.
- I am currently going into my second year of college at a community college. Last year the first semester was okay, the second semester everything went downhill. I am just not interested in what I am studying, at all. I ended up dropping a few of my classes. I can't focus and it's like I cannot make myself care enough to study?
- I am starting university in three weeks and I am super super scared. I wasn't sure if it was something I wanted to do so I took a gap year and then decided to apply and go this year. I don't know how I am going to cope with cooking and doing my own laundry and I am scared that I won't make friends and will miss home lots.