

ERASMUS+ MOBILITY OF YOUTH WORKERS

Take A Step Towards Creativity

1-10 DECEMBER 2019

BRATISLAVA, SLOVAKIA

HANDBOOK FOR YOUTH WORKERS

ABOUT

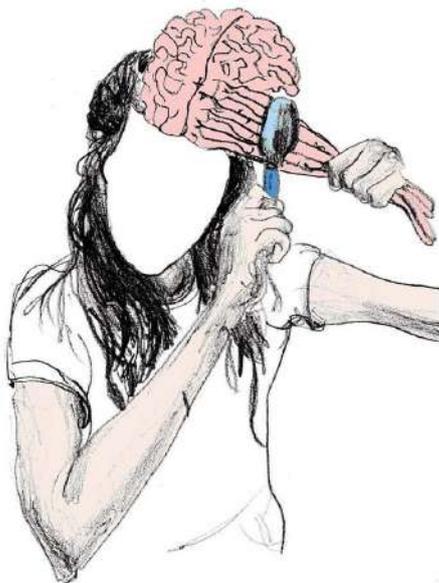
This training course is prepared for the aim of fostering the creative skills of youth workers who seek to foster their experiences in discovering themselves and facilitating others to do so. The project is based on the idea that it is possible to improve the creative skills in people by improving their cultural competence.

Through looking at a piece of art and trying out different forms of art, being introduced to the realistic contexts of a new culture, seeing the world from a different perspective; we can explore deeper talents and develop 21st century skills in ourselves; such as creativity, confidence, collaboration and critical thinking. All of the learning methods of this training course are based on non-formal learning and the youth workers who has become a part of this action worked on these methods throughout the project days.



CREATIVITY

The limitation of opportunities in cultural & artistic fields is not only a disadvantage in Slovakia, but all over the world. With projects that go beyond borders, facilitate people in learning more about their own talents and reaching to this discovery through Erasmus+, learning about a new culture and new forms of arts, drama, non-formal education, travel, collaboration and courage; we believe that lots of youngsters can find opportunities that would allow them to bring out the creativity hidden inside. We wanted to create a change via showing ways to youth workers that they could use to make more young people to take a step towards seeing what they are capable of.



For one week, we have tried to find our inner creativity through different means of non-formal education tools and arts and we have aimed to set young creativity free and see how far it can reach. In the end of the week, the youth workers produced three different non-formal learning methods that are combined with different types of arts and shared their experience and motivation with young people from Slovakia to inspire others to seek chances for self improvement, character building, exploring, learning, taking a step forward in life.

ACTIVITIES

- Brainstorming on Interculturality
 - *Awareness*
 - *Body Language*
 - *Differences and Similarities*
 - *Intercultural Communication*
 - *Judgement*

- Discussions: Equal Chances to Support Creativity in Europe
- Creative Drama
- Non-formal Learning Methods
- Creative Writing
- Art Therapy
- Street Journalism

- Creating Non-Formal Learning Tools
 - *Tool 1: Letter Writing*
 - *Tool 2: Differences = Creativity*
 - *Tool 3: Audiovisual Storytelling*
- Ice Breakers & Energizers*

- Visit to the Academy of Performing Arts
- Applying the Non-Formal Learning Methods

- Pieces from a Youth Worker's Life
 - *An Art Project in Madrid: La Casa B*
 - *Being a Movie Director In Turkey - Short Movies Session*

BRAINSTORMING ON INTERCULTURALITY

THE SOURCE

Rudi Camerer &
Judith Mader on
Intercultural
Communication



THE TASKS FROM THE SOURCE

- 1.Awareness on Culture
- 2.Awareness on Body Language
- 3.Awareness on Similarities and Differences
- 4.Intercultural Communication
- 5.Judgement

The youth workers exchanged ideas on the similarities and differences on body language, getting to know people, politeness, judgement, high and low cultures, language capitalism via using their critical thinking skills. One thing that is needed to be remembered is that, you never meet a culture, but you always meet individuals!

Our trainer used this thought-provoking tool that includes discussion-based questions and activities firstly handled as pair-work and then as a group discussion. The trainer let the youth workers be more conscious about the differences between cultures to understand how this affects the creativity level of people. In addition, it should not be always assumed that any specific culture is always the reason for conflicts or difficulties in international communication; these may well be caused by individual differences and have little or nothing to do with nationality, ethnicity, religion or culture.

AWARENESS

Focus: stereotypes and preconceptions

Duration: 20 minutes

Activity type:



Trainer's notes

1. Photocopy the task sheet for each student. In addition, give each student a small piece of paper.
2. Lead-in: Discuss what culture can mean - national, regional, family, company, professional, religious or another. In a multinational group, each student can choose their national culture, in a group where several students are from one country or area, students should choose a different culture.
3. Explain to students that they should think about which culture/s they belong to. Once they have decided and written this on the piece of paper, they should find someone with (a) different answer/s.
4. Hand out the tasks.
5. Follow the instructions for the task.
6. Students answer the questions individually for themselves and then for their partners.
7. In pairs they ask each other the questions and compare the answers they gave for their partners.

Follow-up

Discuss differences in the answers and what they are based on – stereotypes, pre-conceptions, mistakes, assumptions?

AWARENESS



Think about:

How far do you represent your culture/s?
 What culture/s do you belong to?

Write your answer (your culture/s) on a piece of paper and find a partner who does not have the same culture/s as you. Give your partner your piece of paper.

Now, working on your own, give your personal answers to these questions.

1. What is your favourite food?

2. What do you usually wear?

3. How do you greet people?

4. Where do you usually have lunch?

5. What time do you start work?

6. What sort of weather do you like best?

7. How many languages do you speak?

Remember:

Culture can be national, regional, family, company, professional, religious or another. In fact: every individual belongs to several cultures, the particular mix of cultures stands for much of what is considered that person's individuality!



How far do you think your answers are representative of the culture/s you gave above?

Now answer the questions for your partner's culture/s. Base your answers on what you know of the culture and not the person.

How far do your partner's personal answers correspond to your ideas?

BODY LANGUAGE

Focus: body language

Duration: 15 minutes

Activity type:



Trainer's notes

1. Photocopy the task sheet for each pair of students and cut in half.
2. Tell students to decide individually about each example of body language and then discuss them with their partner.
3. Those who finish quickly can then think of more examples of polite / rude body language?

Follow-up

- Discuss the difference between body language and gestures and elicit examples of each and what they mean in different cultures.
- Think of more examples of unacceptable body language and gestures.

KEY - BODY LANGUAGE

The following are considered rude in many cultures:

Blowing your nose
 Eating with your mouth open
 Sitting with your legs crossed
 Sitting with your legs apart
 Staring at the person you are talking to
 Pointing at the person you are talking to

The following may be acceptable in some cultures:

Holding up one finger to make a point
 Looking at the floor when someone is talking to you

Folding your arms in front of your chest
 Looking away when someone is talking to you

The following may depend on the situation and people involved:

Taking off a piece of clothing (e.g. shoes, tie, T-shirt)
 Yawning
 Sniffing
 Picking your teeth
 Looking at the ceiling when someone is talking to you
 Pointing at someone you are talking about
 Adjusting a piece of clothing (e.g. bra, tie, belt)
 Sighing

BODY LANGUAGE

TASK



Task sheet A

Are the following examples of body language (when other people are there)

- a) polite
 - b) fully acceptable
 - c) sometimes acceptable
 - d) generally unacceptable
 - e) rude or very rude
- in your culture?

Confidential! Do not show this copy to your partner!

Answer the questions yourself first and then discuss your answers with a partner and the whole group.

Blowing your nose

Eating with your mouth open

Holding up one finger to make a point

Looking at the floor when someone is talking to you

Pointing at the person you are talking to

Sitting with your legs crossed

Looking away when someone is talking to you

Taking off a piece of clothing (e.g. shoes, tie, T-shirt)

Pointing finger

Yawning

Sniffing

Picking your teeth

Folding your arms in front of your chest

Looking at the ceiling when someone is talking to you

Pointing at someone you are talking about

Sitting with your legs apart

Staring at the person you are talking to

Adjusting a piece of clothing (e.g. bra, tie, belt)

Sighing



DIFFERENCES AND SIMILARITIES

Focus: cultural differences and similarities

Duration: 20 minutes

Activity type:



Trainer's notes

1. Photocopy the task for each student.
2. Lead-in: Write the names of countries students are from on the board. If all the students are from one country, elicit countries they have been to or feel they know well and write these on the board. In this case, ask each person to choose one country.
3. Hand out the tasks.
4. Ask students individually to make their own questionnaire and to interview a partner. They should then report on the differences between their cultures.
5. Working in pairs, they should then find as many similarities between their cultures as possible. These can be of any sort, connected with attitudes, geography, political system, size etc.

Follow-up

- Brainstorm stereotypes about these countries (see also S for Stereotypes) and discuss these.
- Students find out (Internet research) if the stereotypes are confirmed by facts.
- Discuss the usefulness or otherwise of stereotypes.
- In groups, students make a poster about a particular country (their own or one they are interested in).
- Students prepare a short presentation on a particular country (their own or one they are interested in).

DIFFERENCES AND SIMILARITIES



Here are some common differences between cultures:

- Extrovert / introvert
- Attitude to work
- Rules and flexibility
- Attitude to time
- Attitude to power
- Formal / informal
- Attitude to space
- National pride

Can you think of any more?

What questions would you ask to find out about these?

Write them down.

Remember:

In intercultural communication, you can focus on differences but also on similarities, i.e. things you have in common, which often makes communication easier.

Find someone from another culture or country to your own and ask them the questions.

Note the differences between your cultures and present the differences you find to the class.

Now try and find as many similarities between your countries as you can.



INTERCULTURAL COMMUNICATION

Focus: introduction to culture

Duration: 30 minutes

Activity type:



Trainer's notes

1. Photocopy one copy of the task for each student.
2. Lead-in: before handing out the sheet, write Culture on the board and ask the first questions.
3. Elicit the factors defining culture and write them (and any others suggested) on the board.
4. Hand out the worksheet and clarify any questions.
5. Ask students for their comments.
6. Students work individually and decide on their answers to the questions and then compare them in groups.

Follow-up

- Discuss the following questions:
 - What aspects of behaviour in your culture / country would you describe as "normal" to a visitor?
 - What would you say is "typical" for your culture? In groups (from the same culture if possible) decide on something you can describe as typical for your country or culture and decide how you would describe it and its significance to a visitor.
- Conduct a debate.

It is often said that globalisation means that cultures become more and more alike. Do you agree? Give reasons for and against this position.

INTERCULTURAL COMMUNICATION



How would you define the word culture?

Here are some factors which are sometimes said to define cultures:

- agriculture and food
- art and literature
- attitudes to money and business
- buildings and architecture
- educational institutions
- geographical position and climate
- history
- language
- political system
- religious beliefs



Remember

Culture has many meanings and can be interpreted in many different ways.

Which of these things would you do / perhaps do / never do? Why (not)? Are your reasons personal or cultural?

Accept a marriage partner your parents choose for you.

Kiss someone when meeting them for the first time.

Arrive at an important appointment (e.g. a job interview) 20 minutes late.

Start eating without saying anything.

Eat an animal which is regarded as a pet.

Use someone's first name without explicitly being allowed to.

Interrupt an important business partner or superior when they are talking.

Think of some more examples!

JUDGEMENT

Focus: judgemental statements, stereotypes

Duration: 10 minutes

Activity type:



Trainer's notes

1. Photocopy the task for each student.
2. Students do the task and compare answers.
3. Discuss what is wrong with the judgemental statements.

Follow-up

Change the judgemental statements to make them more acceptable.

KEY - JUDGEMENT

1. Cars made in my country are the best in the world. Their design is perfect. __J__
2. During my last holiday in Britain I ate some wonderful food. __R__
3. Everyone knows that English food is bad. __J__
4. French people are unpunctual. They are always late for everything. __J__
5. Germans drink a lot of beer and are very rude. __J__
6. I would say that if Italians were totally disorganised, they would not be able to run a country. __R__
7. Just because something is different doesn't mean it is bad. __R__
8. Politeness is expressed in different ways in different cultures and languages. __R__
9. The Italians are completely disorganised and can't run any business properly. __J__
10. We all have different concepts of time and communicate differently about it. __R__
11. We must be careful about stereotypes. __R__
12. Mediterranean people are very emotional. __J__

JUDGEMENT

Which of these statements are judgemental? Mark them with a J. Which could you use to reply to a judgemental statement? Mark them with an R.

1. Cars made in my country are the best in the world. Their design is perfect. ___
2. During my last holiday in Britain I ate some wonderful food. ___
3. Everyone knows that English food is bad. ___
4. French people are unpunctual. They are always late for everything. ___
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9. The Italians are completely disorganised and can't run any business properly. ___
10. We all have different concepts of time and communicate differently about it. ___
11. We must be careful about stereotypes. ___
12. Mediterranean people are very emotional. ___

TASK



Remember

In intercultural communication it is important not to be judgemental about cultural differences, so as not to offend or anger the people you are talking to.



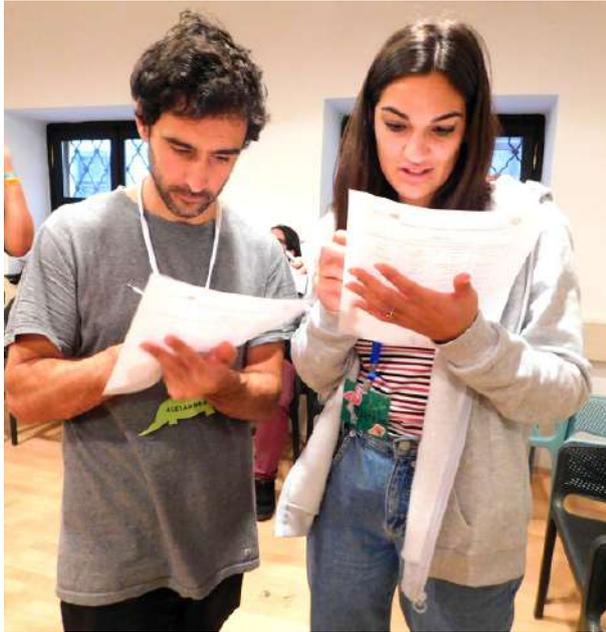
DISCUSSIONS: EQUAL CHANCES TO SUPPORT CREATIVITY IN EUROPE



During these discussion activities, the youth workers used the results of the researches that they conducted before their arrival to the project. In the preparation process, in order to understand how the "creativity" concept is understood in different European countries, we sent them a list of questions to inspire them to look for answers, to talk with their peers to learn public youth opinion and to share with us. The questions were:

- How are "culture" and "creativity" understood and valued in your country?
 - What are the main activities held for culture and arts promotion in your country? Are cultural & creativity-based activities only held in big cities?
 - What is the interest of people (youngsters, adults, elderly) in improving their culture level?
 - What kind of actions do the government and NGOs take to improve the cultural awareness & creativity building?
 - Who is more interested in cultural actions in your country? Women? Men? Children or university students? How does the government support artists?
 - To what extent are people interested in theatre, music, painting, cinema, museums?
 - Can people easily find possibilities to improve their talents?
 - What is the main inclination of people in selecting a particular type of hobby?
 - How does your country support cultural projects, entrepreneurship ideas on creativity?
-

NON-FORMAL LEARNING METHODS



In a training course in which we have aimed to create brand new non-formal learning tools to be used in the creative field, it was essential to explain what non-formal learning, informal learning and formal learning was. In this informative session, as clearly as possible we explained the differences between these three types of learning and specifically on which type of learning youth work deals with. In this way, we managed to prepare the youth workers for the lab sessions in which they prepared creative non-formal learning tools that are combined with different types of arts.

Non-formal learning includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with '**formal learning**', but have more structure than that associated with '**informal learning**', which typically take place naturally and spontaneously as part of other activities.

Non-formal learning is acknowledged as "**life-long learning**" by OECD since 1996. This includes 23 countries from five continents, who have sought to clarify and validate all forms of learning including formal, non-formal and informal. This has been in conjunction with the European Union which has also developed policies for life-long learning which focus strongly on the need to identify, assess and certify non-formal and informal learning, particularly in the workplace.

CREATIVE DRAMA



Creative Drama is a contemporary form of art and also a method of non-formal learning in order to let people bring out their feelings through body-based expressions. We strongly believe in the power of creative drama in terms of bringing out the deeper personality traits of people in different ways and it is adaptable for many topics that you would like to create awareness about. It is most useful when the aim is to foster personal and cultural awareness of youth workers.

The Creative Drama activities in this project are collected under the umbrella term "**cultural awareness and creative reactions**".

Especially for youth workers who work in the fields of non-formal learning, communication, social development and creative arts; it is crucial to improve this awareness notion regarding empathy, courage, productivity, imagination and open-mindedness.

CREATIVE DRAMA - METHODS



One of the tools that we used was named "**Hello**". Participants are asked to stand up, see the empty spaces in the room and walk as they wish in the room and care about the directions that the leader gives, such as "Give a small 'hello' to the person passing next to you". The participant does this in her/his way, in his/her native language. Then, the participants are asked to say "hello" in one of the languages they have just heard. Later, the participants are asked to make up a gibberish word themselves which would mean "hello". In this way, the aim of creating a sense of intercultural awareness in communication is achieved.

The following tool is named "**Write Your Name to the Space**". The participants are asked to imagine the working space as a piece of paper and their bodies as a pen. Then, they write their names to the space with body movements by telling about the story of their name in the meantime.

Another tool is named "**Concepts and Forms**". In this activity we create a circle and youth workers turn their faces out of the circle. We select a leader to shout a word, a concept, a feeling. The participants turn inside the circle and react to the word with their facial and body expressions and act as if they are a sculpture. The leader changes from time to time. The participants can become a sculpture of "love", "courage", "help", "freedom", in their own ways.

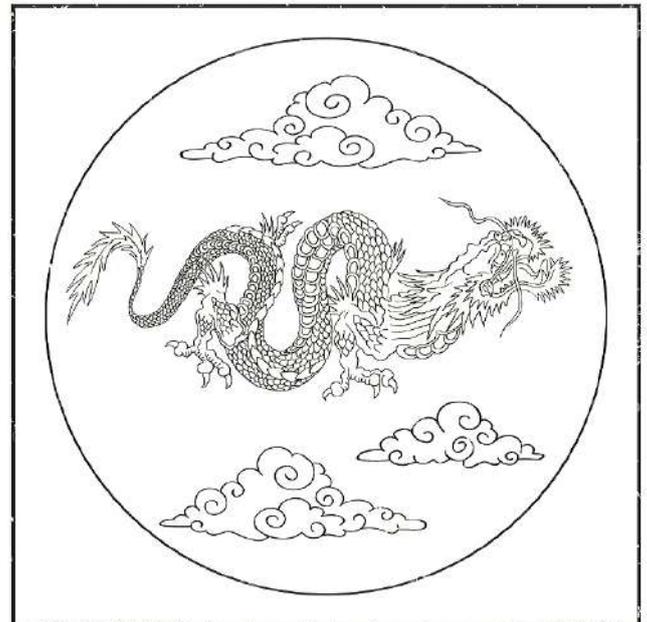


CREATIVE DRAMA - METHODS



Another tool of creative drama is called **"The Part of a Whole"**. The participants in groups of 4-5 agree on the first player who secretly chooses a group project and initiates an activity related to it. When the nature of the whole general activity becomes apparent, other team members join in, one at a time and take part in the project. Their project could be a very simple thing such as washing dishes together or something more sophisticated as creating a scene of pantomime. The rest of the participants try to guess what is going on in the group action.

The most expressive activity of creative drama was a unique one that the trainer created herself. It took the case of a child whose dreams were ignored or almost killed by one of his parents. The story is based on a 6 year old child who sees a dragon in a cloud and tells that to his father and gets a disappointing reaction from the father. The youth workers tried to imagine this child in the age of 12, 25 and 40. They improvised the case and played it. A discussion and evaluation of the drama activity should follow in order to get the learning outcome out of it and to reflect on how different groups imagine and perceive the rise or fall of creativity from the same base of a story.



CREATIVE WRITING

In our creative writing workshop, we showed youth workers two different ways to respond to a written or visual tool that is presented to them. The first was called "**Fortune Cookie Writing**", in which they picked a piece of paper on which a single sentence was written and commented on what was written on the paper. We allowed the participants to write from that prompt for two or three minutes, then told them to pass their papers to the person sitting to the left. They repeated the cycle, passing stories to the left until each story has gone around once. Once participants receive their own papers back, we asked them to conclude the story. The end results were usually surprising, and sometimes hilarious!

In the second cycle of the workshop, we used Pierre Augusto Renoir's "The Luncheon of the Boating Party" and used "**Writing on a Piece of Art**" technique.

The participants look at the picture in detail, select one of the characters and objects in the picture and create a short story on it. We put a relaxing song to give inspiration to the atmosphere. Some participants wrote a story from the perspective of a wine bottle, some from the dog and some from the whole context. This activity allowed the youth workers to see how people look at the same piece of art and see such different things, focus on the different parts of a whole.



Creative Writing techniques can be used especially after a full and busy day of a training course in order to let youth workers relax, work in a comforting environment and put forward their individual creativity.

ART THERAPY



To have two-hours long art therapy session, we have visited Artevia Art School in the city centre of Bratislava. Receiving a very fruitful training from professional art therapists, we practiced several therapy methods that can be applied with any age group and with different experience levels in arts and awareness. In our first activity, the therapist asked each youth worker to draw an object that would represent their current mood. The therapist selected some volunteers to speak about their last work in the last evaluation phase.

The second activity was the main task of the art therapy session. The therapist asked the youth workers to draw one of their friends in the room as they wish. The youth workers did so, some of them using colors and some of them using black pens. The representations of people from different perspectives were rather interesting.

Then, the youth workers were asked to walk around the room, check each portrait that was created and write an adjective to each one of them that appeared in their minds as they saw the portrait. Again, it was possible to see how divergent people look at the world and look at the same picture and thinking of different definitions.



In the evaluation part, our art therapist explained us some of the messages that our portraits are trying to express: the way we draw, the colors we use, the shapes we choose all have a meaning about our psychological stance and it is possible to lead young people to better ways through arts and creative expression.



STREET JOURNALISM



In order to get the public opinion regarding the questions below, our youth workers were in the streets of Bratislava fostering their initiative, communicative, digital and literary skills. The findings were collected together in a newspaper template.

- How do you describe “culture” in your own words? What does it mean to you?
- How could you describe your learning culture? Could you use ADJECTIVES to describe it.
- Do you think you have had difficulty in learning English because of your own culture and learning culture? If yes, how?
- Do you think that everybody living in Slovakia can find equal chances to improve themselves? Do you think that the country / government / NGOs offer enough opportunities for creativity-building?
- Do you think that young people give enough emphasis on their talents? Do they find enough time / money / chance to foster or even discover their talents? Are they aware of their talents? What is the level of awareness in this?
- What can you say to talented young people all around the world to motivate themselves for self-development?

ERASMUS+ NEWS

TOWARDS CREATIVITY CULTURE IN BRATISLAVA

During the 10 days a group of 20 people from 7 different european countries, get to know more about creativity, arts and learning culture.

During the workshop they had the chance to interview different people in Bratislava to understand the local situation.



Interviews group 3

Tania. Spain
Vaida. Lituania
Phaedon. Greece
Juliana. Spain

Street View



Hanna and Nella
Bratislava Arts School

Hanna and Nella are two art students, we found them doing an artistic project for the University so was perfect to approach them. We were asking about how they feel and how they see the educational system and this are the conclusions of the little time we spent with them:

They take art as it comes, it is part of them. There are different kind of cultures. In terms of the learning culture, they are not satisfy about the education system, from their perspective they is not providing them enough opportunities to develop their artistic side. Somehow

The society is not ambitious enough and for that reason the scholar system too, so they don't have powerfull references to follow and to reach. They feel that if they want to develop their artistic career they have to move abroad.

GENERATIONS

LUCY AND HOLMAN

Lucy was worker in an art gallery, Holman is a tattoo artist and he has a studio.

While we were talking with both of hem we discovered that was a that they see that people from Bratislava are not interested at all in arts,.

There is a gap between generations when it comes to art. The society still having a socialist heritage and new generation they have the new globalization opportunities, That means new horizons in terms of creativity and art.

Holman believes that there are more chances provided in cities like london or berlin, that was he aims to have and international career.



SLOVAKULTURE

MONTHLY EDITION



“

*CULTURE IS
HISTORY...*

*CREATIVITY IS
THE ABILITY TO
PRODUCE...*

MUSICIAN
Plays guitar...

Where are you from?
I'm from here, I'm Slovakian, but I'm half Czech.

Can you speak a little about Slovak culture? What is culture for you?

Culture, it means history. Look opposite and this is a place which is called Radocka. This is the oldest building which was established 13th century and here was nothing just this and another place then slowly other buildings started coming.

Do you think that art is important for Slovakian people?
Of course, we are very artistic people, even people who are not making art love art.

CREATIVE | CULTURE

VOICE OF THE PEOPLE

CAMILLA

What is creativity for you?
Creativity is the ability to produce some kind of art.

Are you an artist, or practicing some kind of art?
Music: I play 3 instruments.

How can you describe your culture, Slovak culture?

I think it's mostly based on food, dance and singing, like local folk music and on Hungarian history. Some things are closer as we were Hungarized at some time.

Do you think you have difficulty learning english because of Slovak culture?

No I don't think so, we are told to learn Slovak from a very young age even when I was in kindergarten so we were used to it. We have been learning english for long but we have a lot of occasions and opportunities here to learn english. People learn from the internet also.

Is the TV in english or Slovak?

It is basically Slovak or maybe some Slovak with english subtitles or Czech with no subtitles.

Do you think people in Slovakia have equal chances to improve themselves?

This may sound strange as I am from eastern Slovakia and I moved here about 7 years ago and my parents had to move because of the war. As there are less chances to get success and work.

NADIA

What is creativity for you?
To like the creation of ones mind. What a specific person creates.

How could you describe aspects of your culture, the Slovak culture?

It's a hard question, it depends per person. For me I like to describe it like I am originally from Serbia but I'm Slovak I've been living in Bratislava for 5 years.

Do you think you have problems learning English in Slovak?

No I don't think so.

Do you think you have enough opportunities to improve your talents?

Well I don't know, with creative stuff I don't think there are a lot of opportunities but for example learning my English I go to bilingual school so we have American profs to probably there are some opportunities for us to learn some stuff.

In terms of the arts, music, theatre etc are there opportunities?

There are also schools about that, for example we learn a lot. We have lecture classes about our writers and the books about them and the times they were around.

Who is your fav Slovak writer?

I don't know his name his name his last name.

How do you spend your time after school or with friends? Is it expensive in Slovakia to learn to play an instrument?

I think there are a lot of opportunities for kids but if you get older for like high school I think there's still opportunities but it's more expensive.

What can you say to talented people around the world to motivate them towards self development?

I think they should just believe in themselves and not doubt due to what other people think. As I think they should go after what they really love and not care what other people think.

CREATING NON-FORMAL LEARNING TOOLS



As the week went on and our youth workers empowered their creative skills through artful activities and enriched their experience in non-formal learning methods, it was time to combine these learnings and transfer them into new non-formal learning tools that can be used by youth workers anywhere, to invite young people to cultural and personal expression, to arts, to creativity and courage.

We have divided youth workers to work in 3 groups to create 3 activities: The Audiovisual Group, Writing Group and Creative Drama Group. Having been divided in these groups, the participants were given a detailed and explanatory NFL sheet to work on in order to be on the same page about how to prepare a non-formal learning tool. Before they started working, our trainer gave some information about how to go in the logic of a youth worker while preparing a whole new activity from the beginning, how to think of the time, place, learning goals, how to give instructions, how to check progress and learning, how to address to young people, etc.

We met several times with youth workers to check their progress, to share ideas about their work and to give them feedback about how to move forward.

NON-FORMAL LEARNING TOOL 1: LETTER WRITING

Alina, Vaida, Tania, Ania, Emin, Emiliano



Summary of the activity: Write a letter with random words which participants choose during brainstorming

Target group: Teenagers, school students

Themes and issues addressed: Creative writing & basics of journalism

Learning outcomes: Creativity Skills & Writing Skills & Problem Solving & Public Speaking

Aims and objectives: To improve language skills, to improve creativity skills, to develop imagination, to concentrate on writing

Group size: More than 2 participants

Time: 60 Minutes

Materials: Board, Colorful Markers, Sheets of Paper, Pens

NON-FORMAL LEARNING TOOL 1: LETTER WRITING

Alina, Vaida, Tania, Ania, Emin, Emiliano

Instructions:

1. Give a sheet of paper one per person.
2. Ask participants to write 5 random words on subject named “things you like”.
3. Then ask them to write one word on each subject named “famous person”, “tool in the kitchen”, “universal problem” and “the city”.
4. Now ask them to choose 3 words from the word group called “things you like”.
5. According to words they have chosen ask them to write a letter to “famous person” talking about the “universal problem” in “the city” and try to solve this problem with a “tool in the kitchen”. And don't forget that you have “things you like” part which should be used about memory with “famous person” you did something together.
6. Tell the participants to write as much as they want during 20 minutes.
7. At the end ask volunteers to read out their letters.

Debriefing and Evaluation:

- Start by asking participants about what happened and how they feel about the activity
- Then go on to talk about issues raised and what they learnt and ask these questions:
 - How do you feel after exercise?
 - What do you think about this activity?
 - It was easy or not?
 - Do you like these kind of activities which use creativity?
 - Have you ever try these kind of activities at school or somewhere else?
 - Do you have any question?

Tips for facilitators:

- Divide roles between trainers of the team. Make sure that the participants can hear you. You can use a board to write down subjects.
- To make the beginning more dynamic you can ask to send paper to next participant after each subject. At the end you can also ask them to exchange letters and to read it out. You can also ask questions about personal evaluation on creativity topic.

NON-FORMAL LEARNING TOOL 2: DIFFERENCES = CREATIVITY

Monika, Anuli, Justina, Anthonis, Yaren, Fedon



Summary of the activity: Touching on the effects of discrimination in our communities and how it effects our daily lives.

Target group: Teenagers, school students

Themes and issues addressed: Combatting discrimination, building tolerance and acceptance, to raise awareness of intercultural diversity

Learning outcomes: Understanding what tolerance is, group work, conflict management, active citizenship

Aims and objectives: Using arts as a form of expression, understanding the concept of tolerance, using creative and critical thinking

Group size: 18-20 people

Time: 90 Minutes

Materials: Printed images, a ball

NON-FORMAL LEARNING TOOL 2: DIFFERENCES = CREATIVITY

Monika, Anuli, Justina, Anthonis, Yaren, Fedon

Instructions:

1. Brainstorming (10 Mins):

- Ask the participants what they understand from the words “tolerance”, “discrimination”, “Racism”, “Inequality”. Collect answers

Short debrief:

How do you connect these words and feelings you have expressed with your school environment?

2. Main Activity (40 Mins):

- Split the participants into 3 groups of 6 people.
- Facilitators will present 3 different photos linked to the key words above.
- The participants should create a piece expressing what they feel about the image they have been presented.
- The groups will have 30 minutes to prepare their pieces.
- Each group will have up to 5 minutes to showcase their creation to the rest of the group.

Debriefing and Evaluation (20 Mins):

-Ask the following questions:

- In one word, how was this experience for you?
- What did you learn?
- Group dynamics : Do you feel all of you were fully engaged in the tasks?
- If you would do this again is there something you would change?
- How can we use what you’ve learnt and understood from this workshop in our daily lives?

Tips for facilitators:

- Be aware of the participants in your group and adjust your debrief questions based on how they react and interact to previous ones.

Pictures being used:



NON-FORMAL LEARNING TOOL 3: AUDIOVISUAL STORYTELLING

Juliana, Alejandro, Nicolo, Stefano, Panos, Eri



Summary of the activity: Using media tools as an expression of emotions

Target group: Teenagers, school students

Themes and issues addressed: Understanding emotion through art, how to express emotions through audiovisual language, how to use familiar sources as Instagram, Facebook, etc. to represent art

Learning outcomes: Teamwork, creativity-building, tolerance, leadership, critical thinking

Aims and objectives: Using social media as a form of expression, learning how to piece together a message through disconnected ideas, improvisation

Group size: 5 people x 6 groups

Time: 60 Minutes

Materials: Papers, camera, pens, a social media account

NON-FORMAL LEARNING TOOL 3: AUDIOVISUAL STORYTELLING

Juliana, Alejandro, Nicolo, Stefano, Panos, Eri

The Activity:

Students will be given time to brainstorm emotions and feelings that they have.

Afterwards they will brainstorm about

The reasons causing the specific 5 emotions. 5 different groups will have to create an audiovisual representation of the given emotion picked by them.

An object provided by the facilitator will be picked by them in random, and they will choose an additional object.

The audiovisual will be a representation using the given 2 objects, using photos, videos, sound effects, and will be

Presented at the end of the session.

Instructions:

1. Brainstorming:

- Ask participants: What emotions or feelings do you know? List positives and negatives. What have you felt this week? (eg.) sadness, stress, love etc.
- Take 5 topics out of the brainstormed ideas and brainstorm ideas or reason per emotion. Eg.) gifts, boyfriends, girlfriends, good exams etc.

2. Main Activity:

- Separate into groups of 5 people and create an audiovisual product with a selected topic. An object provided by the facilitators and another random object will be chosen by the students.
- The final product must include the following;
Thumbnail/Music/Pictures/Video/Drawings together with the 2 objects. --Either maximum 30 second video or 20 pictures slideshow.
- Observe participants completing their work, give feedback and support if needed.

Debriefing and Evaluation:

- By showing their piece of work, see how the product affects others. Ask participants what emotions they want to transmit.
- Ask the participants how the creative process was and how they felt doing it.
- Ask participants what was easy/difficult about the production.

Tips for facilitators:

- Encourage participants to broaden their minds and try and make them think of many ideas for emotions as well as different ways to express them.

ICE-BREAKERS & ENERGIZERS

1. Hot Potato

Form participants in a circle. One person has a ball (the hot potato) bouncing it because it is hot. As they throw the ball they need to pick something e.g. (a wolf) the person who catches it has to act it out to pass it onto the next person. The game goes on in this loop.

2. Musical UNO

The game consists of 3 movements

- "Heya": Wave movement with arms towards the person on the left
- "Heehoo" - Hold both arms up and reverse the flow direction
- Clap twice - skips the next person's turn.

Participants will be in a circle, the person who starts must make a wave movement and say "Heya" to the person next to himself / herself. The next person can either, follow and say "Heya" again, say "Heehoo" or clap.

3. James Bond & Toaster

- The players are standing in a circle, only one person is standing in its center. The person in the middle points at one person and names one of the tasks, like "toaster". The person pointed at AND both its neighbors now have to fulfill the task as quickly as possible (the neighbors form a toaster with their hands around the toast in their middle, who has to jump up and down; other tasks, see below). If one of the three fails to fulfill the task quickly enough, he is the next person standing in the middle in the following round.

- James Bond: The person in the middle poses like James Bond with a gun, the players left and right impersonate Bond girls.
- Washing machine: Similar to the toaster, but the person in the middle is spinning around (like being washed in a washing machine).

Elephant: The player in the middle forms the trunk of the elephant with his arm, the neighbors form the ears of the elephant.

4. Pizza Making

- Form a circle with participants. Tell participants to turn right and face the back of the person next to them. They need to create pizza on the back of next participant. You start to make a massage pretending as making a pizza. Firstly, you do the dough, using your hands to create this. Then you add other ingredients, f. e. tomatoes, cheese, mushrooms, etc.

VISIT TO THE ACADEMY OF THE PERFORMING ARTS

Faculty of TV and Film



We were hosted by two different faculties of the Academy of Performing Arts, namely the Faculty of Theatre and the Faculty of TV and Film. Our first stop was the Faculty of TV and Film and the staff showed us many of their award-winning short movies shot by students, some of them still on the process of completion. These movies were inspiring, to understand how young talents work on their creative ideas, how they deliver social messages through art and how contemporary arts are developing in Slovakia.

www.vsmu.sk



VISIT TO THE ACADEMY OF THE PERFORMING ARTS

Faculty of Theatre



Our second stop was the Faculty of Theatre. Here, we were able to see how the stage decoration and costumes were created and stored, how the lights were arranged in a theatre play, what kind of stages students follow to create a theatre play and to put it into action, what happens in the backstage of a play and a lot of details about the creative drama field. For our youth workers, it was eye-opening to get the chance to see the theatre field from the creating-perspective and especially for the participants who were involved in theatre-based fields.

APPLYING THE NON-FORMAL LEARNING METHODS WITH YOUNG PEOPLE



In Gymnasium Ceska in Bratislava, with more than 75 students we met to apply the non-formal learning tools created by our youth workers. The students were divided into three groups and the youth workers were also divided into their working groups according to the topic of the learning method they created. The youth workers successfully applied the ice breakers, energizers and non-formal learning tools with the young people in the gymnasium and we have received a lot of creative energy from the Slovak youth. It was a great experience to show young people ways to direct their energy into creativity, to use social media in an effective way, to express their emotions and messages from a unique perspective and to overcome intolerance. After our sessions were finalized, we gave information about the Erasmus+ program and how they could apply to the international actions, we delivered brochures and contact information as well. We left the gymnasium having created new friendships and new creative ideas.

APPLYING THE NON-FORMAL LEARNING METHODS WITH YOUNG PEOPLE



BEING A MOVIE DIRECTOR IN TURKEY - SHORT MOVIES SESSION

Ezgi Büşra Çınar



Throughout the project, we gave the space for young talents to express their voices to become an inspiration for others. Our first participant to share her work in the local area was Ezgi, who is a movie director in Turkey with multiple national and international awards. Ezgi showed us two of her most well-known works in which she depicted the crumbled areas of the society in which we reject what is colorful, what is different than others and what is unknown and we try to shape individuals according to society expectations. Her movies, one of them available in online sources with the name "Enkaz" clearly depicted her clever ways of giving a social message through art and symbolism. She also told us about the challenges that she has faced throughout her career as a female movie director in her country, how she found local fundings for her dreams to come true. From her, we have learned that dreams take hard work, motivation, creativity and courage.

Enkaz: www.youtube.com/watch?v=vsPJdR9NpGs
www.kameraarkasi.org/yonetmenler/ezgibusracinar.html

AN ART PROJECT IN MADRID - LA CASA B

Alejandro Moreno de Carlos & Juliana Constain



Throughout the project, we gave the space for young talents to express their voices to become an inspiration for others. Our participants Alejandro and Juliana told us about their great project in Madrid named La Casa B, which is an artful project that brings young people together to share, express and discover. They are a community of international like minded people, entrepreneurs, creatives and experience seekers are connecting together to empower society goals around charing and collaborative values. CasaB is a live creative house, that since 2017 is creating a platform for people to connect with each other and express themselves through creativity. In La Casa B people are welcome wether they have an idea, need support or just want to have a good time. Through the events, meetings and workshops our community has grown. CasaB is organizing events for music, poetry, visual arts and others to invite young people to have a space for their work and creativity, along with making friends and building a community.

www.casabresidency.com

www.instagram.com/lacasabmadrid

PARTNER ORGANIZATIONS



Youth Innovation Ltd - United Kingdom



TOGEL - Turkey



Eurodemos Youth Mobility NGO - Italy



Asociacion Cultural Gremio Luna - Spain



Asociacija Apkabink Europa - Lithuania



Youth for Equality

Youth for Equality - Slovakia



**Zachodniopomorska Wojewódzka Komenda
Ochotniczych Hufców Pracy w Szczecinie -
Poland**



Sindemos Sistima Kai Genia - Greece



Erasmus+



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