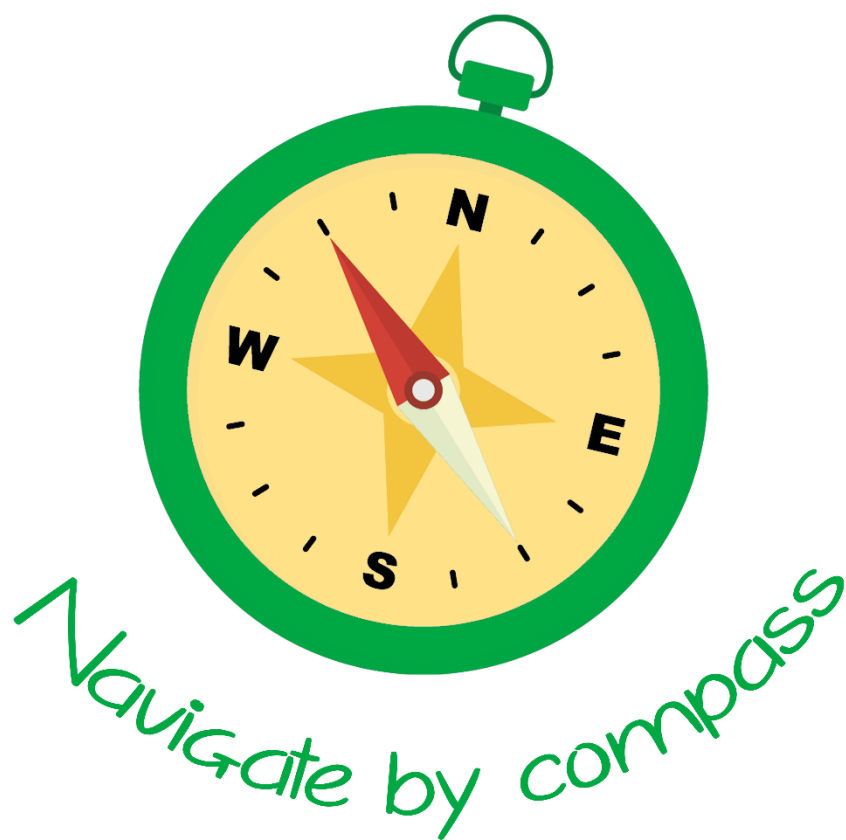


# NAVIGATE BY COMPASS METHOD'S BOOKLET



HUMAN RIGHTS WORKSHOPS ON PREVENTING  
RADICALISATION

## INTRODUCTION

THIS METHODS' BOOKLET WAS MADE BY THE PARTICIPANTS OF NAVIGATE BY COMPASS TRAINING COURSE, WHICH WAS HELD IN SFANTU GHEORGHE, ROMANIA BETWEEN THE 18TH AND THE 25TH OF SEPTEMBER 2019, SUPPORTED BY THE ERASMUS PLUS PROGRAM AND THE ANPCDEFP ROMANIAN NATIONAL AGENCY.

THE PROJECT WAS ORGANIZED BY ORGANIZED BY ASOCIATIA SICFESZT EGYESÜLET. THE BOOKLET INCLUDES WORKSHOPS WHICH HELP TO PREVENT RADICALISATION, THESE WORKSHOPS ARE BASED ON THE COMPASS MANUAL OF COUNCIL OF EUROPE. PARTNER COUNTRIES : HUNGARY, BULGARIA, FRANCE, GREECE, ESTONIA, LITHUANIA, TURKEY, ITALY AND ROMANIA.

GOOD LUCK WITH THIS ! :)

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### PARTICIPANT COUNTRIES:

HUNGARY, BULGARIA, FRANCE, GREECE, ESTONIA, LITHUANIA, TURKEY, ITALY AND ROMANIA.



EDUCATION IN ORDER TO PREVENT  
RADICALISATION OF YOUNG PEOPLE.  
PARTICIPANTS WILL BE AWARE OF THE TOPIC  
OF MIGRATION AND PRACTICE ACTIVITIES FOR  
PROTECTION OF HUMAN RIGHTS OF YOUNG  
PEOPLE, AND FOSTER THE CRITICAL WAY OF  
THINKING. TO ENABLE THEM MULTIPLY HUMAN  
RIGHTS IN THEIR SETTINGS AND LOCAL  
ENVIRONMENTS BY USING COMPASS MANUAL  
OF COUNCIL OF EUROPE.

## COMPASS MANUAL

COMPASS HAS BECOME A REFERENCE MANUAL  
FOR MANY PEOPLE INVOLVED IN VALUE-BASED  
YOUTH WORK AND NON-FORMAL EDUCATION. IT  
IS CURRENTLY AVAILABLE IN MORE THAN 30  
LANGUAGES, RANGING FROM ARABIC AND  
JAPANESE TO ICELANDIC AND BASQUE. IN  
SOME COUNTRIES IT HAS BECOME PART OF  
THE RESOURCES FOR RIGHTS EDUCATION IN  
SCHOOLS AND IN SOME OTHERS IT IS NOT  
POSSIBLE TO USE IT IN SCHOOLS. THE  
ADVENTURES OF COMPASS ACROSS EUROPE  
OFTEN MIRROR THE CONTRASTED REALITY OF  
HUMAN RIGHTS EDUCATION: PROMOTED HERE  
AND COMBATED THERE, PRAISED BY SOME AND  
DESPISED BY OTHERS. COMPASS AND ITS  
PUBLICATION IN VARIOUS LANGUAGE VERSIONS  
HAS BEEN THE MEDIUM THROUGH WHICH

HUMAN RIGHTS EDUCATION HAS BEEN BROUGHT ONTO THE AGENDA OF YOUTH WORK AND INTO THE CURRICULA OF MANY SCHOOLS.

NATIONAL NETWORKS FOR HUMAN RIGHTS EDUCATION HAVE BEEN CREATED IN SEVERAL COUNTRIES WHERE THEY REINFORCE THE WORK DONE BY HUMAN RIGHTS ORGANISATIONS AND EDUCATIONAL PROFESSIONALS IN MAKING THE RIGHT TO HUMAN RIGHTS EDUCATION A REALITY FOR MORE CHILDREN AND YOUNG PEOPLE ACROSS EUROPE. THE FORUM ON HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE, LIVING, LEARNING, ACTING FOR HUMAN RIGHTS, HELD IN BUDAPEST IN 2009, STRESSED THE IMPORTANCE OF HUMAN RIGHTS EDUCATION TODAY:

HUMAN RIGHTS CANNOT BE DEFENDED AND PROMOTED BY LEGAL INSTRUMENTS ALONE.

HUMAN RIGHTS EDUCATION – LEARNING ABOUT, LEARNING THROUGH AND LEARNING FOR HUMAN RIGHTS – IS ESSENTIAL TO MAKE SURE THAT THEY ARE UNDERSTOOD, UPHELD AND PROMOTED BY EVERYONE.

## WORKSHOPS

OUR PARTICIPANTS WERE ASKED TO DEVELOP SOME WORKSHOPS BASED ON MANUAL COMPASS. THE OUTCOMES WERE THE FOLLOWING:

### WORKSHOP 1: FEELING DISCRIMINATED

#### **AIM OF THE WORKSHOP:**

- FIGHTING AGAINST DISCRIMINATION
  - SOLIDARITY
  - ACCEPTANCE
  - EMPATHY

**TIMING 60 MINUTES**

#### **MATERIALS:**

PAPER, PEN, POST-IT, CUPS.

#### **METHODS STEP BY STEP:**

#### **PREPARATION OF THE WORKSHOP:**

- 1. AT FIRST THE TEAM MEMBERS CREATE SEVERAL ROLES: THE INTERVIEWER, THEIR ASSISTANT, SECURITY GUARD, MORE EMPLOYEES TO BE PLAYED BY THE GROUP MEMBERS. ALSO SOME CHARACTERS AND THEIR CVS, TO BE PLAYED BY VOLUNTEERS. IT IS ADVISABLE TO BE MORE CVS THAN THE VOLUNTEERS ARE, SO THE GENDER OF THE VOLUNTEERS AND THEIR CHARACTER TO BE THE OPPOSITE. IT MIGHT BE FAMOUS PEOPLE OR MADE UP CHARACTERS.



2. CREATE QUESTIONS, SOME OF THEM PROVOCATIVE, RELEVANT TO THE CVS.
3. PREPARE “I’M OUT” CARDS FOR EACH APPLICANT, IN CASE THEY FEEL TOO UNCOMFORTABLE.

### **“THE IMPERSONATOR”**

THE ORGANISERS SHOULD ASK THE GROUP TO IMITATE SOME ANIMALS OR SOME PEOPLE. IN CASE THE ROLES OF THE APPLICANTS ARE FAMOUS PEOPLE, THEIR IMITATION MIGHT BE INCLUDED AS

### **EXPLANATION AND FORMING: ~ 5 MINUTES**

FIRST, THE ORGANISERS ASK FOR THREE VOLUNTEERS AND THEY PART THEM FROM THE REST OF THE GROUP. THE ORGANISER IS RESPONSIBLE FOR THE VOLUNTEERS AND SHOULD GIVE OUT THE CVS MAKING SURE THE GENDER OF THE CHARACTER IS THE OPPOSITE OF THE GENDER OF THE VOLUNTEERS AND GIVE THEM THE “I’M OUT” CARDS. THE ORGANISER RESPONSIBLE FOR THE GROUP SHOULD GIVE OUT SOME PAPER AND PENS AND EXPLAIN TO THEM THE OBSERVANT ROLE. THE REST OF THE ORGANISERS SHOULD SET THE SCENE,

NEEDING AT LEAST 3 CHAIRS. THE TWO OF THEM FACING EACH OTHER, FOR THE INTERVIEWER AND THE APPLICANT AND ONE ON

THE SIDE FOR THE ASSISTANT. THERE MIGHT BE DESKS BUT IT IS NOT NECESSARY

### **PERFORMANCE:**

THE FIRST APPLICANT COMES IN THE ROOM AND GETS CHECK BY THE SECURITY GUARD. THEY RECEIVE SOME INSULTING LOOKS FROM THE PERSON WITHOUT ANY FURTHER INTERACTION. THEN THEY ARE PROVIDED WITH THE CHAIR IN FRONT OF THE INTERVIEWER. THE PROCEDURE STARTS WITH SOME USUAL QUESTIONS AND AS THE DISCUSSION GOES FURTHER THE INTERVIEWER IS IMPLYING THAT SEVERAL CHARACTERISTICS OF THE APPLICANT WOULD BE BAD FOR THE COMPANY, DISCRIMINATING THE PERSON DURING THAT PROCEDURE THE ASSISTANT IS ASKED TO MAKE COFFEE FOR THE INTERVIEWER AND THE APPLICANT IN A RUDE WAY, WHILE SHE CONTINUES BEING INSULTING TO THE APPLICANT MAKING THEM FEEL DISCRIMINATED. EACH INTERVIEW LAST 8-10 MINUTES.



## **OBSERVANT FEEDBACK:**

THE OBSERVANTS SHOULD MAKE A SMALL PRESENTATION ABOUT WHAT THEY OBSERVED AND MAKE SUGGESTIONS FOR THE ORGANISERS.

THE WHOLE GROUP SHOULD DISCUSS THE FEELINGS THEY GOT DURING THE PERFORMANCE.

## **LEARNING OUTCOMES:**

- THE ENERGIZER WILL HELP THE PARTICIPANTS TO CONNECT AND WILL BE A CALMING EXPERIENCE HELPING THE GROUP TO GET RID OF THE TENSION SO TO BE READY FOR THE PERFORMANCE.
- THE PARTICIPANTS WILL EMPATHISE WITH DISCRIMINATED PERSON.
- THEY WILL RECOGNIZE THE DIFFERENT SITUATIONS WE FACE EVERY DAY IN OUR LIFE.
- THEY WILL LEARN ABOUT DISCRIMINATION IN THE WORKPLACE.

- THEY WILL LEARN TO LISTEN TO OTHER OPINIONS AND RESPECT THEM.
- ANALYZE DIFFERENT SITUATIONS SO THEY WILL BE ABLE TO MAKE THE WORLD A NICER PLACE



## WORKSHOP 2 : DOMESTIC VIOLENCE AND YOUNG MEN

### **AIMS OF THE WORKSHOP:**

- RAISING AWARENESS AND INFORMING
- RECOGNITION OF POSITIVE ROLE MODELS OF YOUNG MEN IN THEIR RELATIONSHIPS
  - NAVIGATING FIRST LOVE

**TIMING: 90 MINUTES**

**MATERIALS: A4 PAPER, MARKERS**

### **METHODS STEP BY STEP:**

### **PREPARATION OF THE WORKSHOP:**

1. AT FIRST THE TEAM MEMBERS DIVIDE ROLES AND FIELD OF RESPONSIBILITIES.
2. THE GROUP CHOOSES THE LITHUANIAN COMIC NOVEL “BIRUTE BEBAIME” AND DIVIDES THE GROUP IN FOUR (4) SMALL TEAMS: TEAM 1 – SOCIAL ISOLATION, TEAM 2 – PSYCHOLOGICAL VIOLENCE, TEAM 3 – ECONOMICAL VIOLENCE, TEAM 4 – PHYSICAL VIOLENCE

## **ENERGIZER “HI-HA-HO”: ~ 6 MINUTES**

THE GROUP STANDS IN A CIRCLE. THE FACILITATOR EXPLAINS THAT THE ENERGIZER WORKS WITHOUT TOUCHING EACH OTHER; THE PARTICIPANTS DON'T “REALLY” ATTACK THEMSELVES, THEY JUST SEND IMPULSES TO EACH OTHER. A PERSON TAKES THE ENERGY BY RAISING HIS/ HERS HANDS AND SHOUTS “HI”. THE TWO PERSONS NEXT TO HIM/ HER DEFEND HIM/ HER BY DOING A MOVEMENT LIKE CUTTING HIM/ HER IN HALF AND SHOUT “HA”. THE FIRST PERSON SENDS THE ENERGY TO ANOTHER PERSON SHOUTING “HO”. AND THIS IS HOW IT

GOES ON. WHEN A PERSON FORGETS TO SHOUT THE RIGHT WAY OR MISTAKES THE MOVE, THEN HE/ SHE LOSES AND GETS OUT OF THE CIRCLE. EVERYONE HAS TO BE FAST AND ALERTED.

## **INTRODUCTION: ~ 6 MINUTES**

TWO TEAM MEMBERS INTRODUCE THE TOPIC IN THE GROUP AND GIVE GUIDELINES OF THE WORKSHOP'S

## **MAIN ACTIVITY: ~ 20 MINUTES**

THE GROUP IS DIVIDED IN FOUR (4) SMALLER TEAMS. EACH TEAM HAS A DIFFERENT PART OF THE COMIC NOVEL TO DISCUSS AND REFLECT ON. THE QUESTION IMPOSED BY THE ORGANIZERS TO THE TEAM IS “WHAT CAN BE WORSE?” AND WHICH ARE THE WAYS OUT OF EACH SITUATION.

## **DISCUSSION: ~ 14 MINUTES**

SHARING OF FEELINGS  
PERSPECTIVES OF FRIENDS, PARENTS, SOCIETY  
OR NEIGHBOURS ON DOMESTIC VIOLENCE  
THINK OF POTENTIAL WAYS OUT

## **CLOSE UP: ~ 14 MINUTES**

THE GROUP STAND IN A CYCLE. AT THE BEGINNING THEY WALK FREELY IN THE ROOM, THEN STAND IN THE CYCLE AND OFFER MASSAGE TO EACH OTHER FOR TWO MINUTES. THE GOAL OF THIS CLOSE UP IS TO GET OUT OF THE ROLE AND REVEAL PRESSURE.



## LEARNING OUTCOMES:

- THE ENERGIZER WILL HELP THE PARTICIPANTS TO CONNECT WITH EACH OTHER.
- THE PARTICIPANTS WILL LEARN HOW TO WORK IN A SMALL GROUP.
- THEY WILL LEARN TO LISTEN TO OTHER OPINIONS AND RESPECT THEM.
- THEY WILL RECOGNIZE THE DIFFERENT FORMS OF DOMESTIC VIOLENCE IN DAILY LIFE.
- ANALYSE DIFFERENT SITUATIONS SO THEY WILL BE ABLE TO FIND WAYS OUT OF DIFFICULT SITUATIONS.





## WORKSHOP 3 : POWER, MINORITY

**AIM OF THE WORKSHOP:** THE DIFFERENT  
PERCEPTION OF POWER

**TIMING:** 45 MINUTES

**MATERIALS:** COLOURED POST-IT, PENS,  
FLIPCHART

**METHODS STEP BY STEP:**

**PRESENTATION OF THE GROUP AND THE TOPIC**

**ENERGIZER “RAM ZAM ZAM SONG”: ~ 5  
MINUTES**

**[HTTPS://WWW.YOUTUBE.COM/WATCH?V=93  
5UBEMOGGO](https://www.youtube.com/watch?v=935UBEMOGGO)**

**PUT SOME QUESTIONS IN ADVANCE:**

- WHAT KIND OF POWER DO YOU KNOW?
  - WHAT IS THE POWER FOR YOU?
- GIVE SOME EXAMPLES TO SOURCES OF  
POWER

## **SHORT DISCUSSION ABOUT THE QUESTIONS FROM THREE GROUPS**

**HAND OUT POST-IT FOR EACH GROUP**

**THE ORGANISERS PRESENT THREE DIFFERENT  
STORIES AS ROLE PLAYS**

### **STORY 1:**

**CHARACTERS:** MOTHER OF 5 CHILDREN JUST  
MOVED TO THE COUNTRY, SEEKING FOR A JOB  
SOCIAL WORKER, WHO WANTS TO HELP THE  
MOTHER

### **SITUATION:**

THE WOMAN ENTERS THE OFFICE OF THE  
SOCIAL WORKER. THE SOCIAL WORKER  
GREATS THE LADY AND ASKS HOW CAN HE/SHE  
HELP. THE WOMAN TELLS HER SITUATION  
(MOVED HERE JUST NOW, HAS 5 CHILDREN, SHE  
IS ONLY 25 YEARS OLD) AND ASKS FOR HELP  
TO FIND A JOB. THE SOCIAL WORKER IF SHE  
HAS AN EMAIL ADDRESS. THE LADY SAYS NO,  
THE SOCIAL WORKERS ASKS IF SHE KNOWS  
WHAT IS IT. THE WOMAN SAYS YES. THE SOCIAL

WORKER OFFERS THAT SHE CAN CREATE ONE AT THE OFFICE JUST NOW, BUT THE WOMAN GETS SCARED AND SHE WANTS TO GIVE AN ANSWER TOMORROW. THE SOCIAL WORKER GETS SURPRISED AND ASKS THE REASON, AND THE LADY'S ANSWER IS THAT SHE HAS TO ASK HER HUSBAND BEFORE.

## **STORY 2:**

**CHARACTERS:** FATHER WHO DOES NOT ALLOW HIS DAUGHTER TO GET A DRIVING LICENCE  
SOCIAL WORKER  
**SITUATION**

THE SOCIAL WORKER WANTS TO CONVINCE THE FATHER TO ALLOW HIS DAUGHTER TO GET A DRIVING LICENCE. HE IS SAYING THAT IT IS NEEDLESS TO HAVE ONE, BECAUSE HE IS HER FATHER, AND HE WILL TAKE HER TO PLACES. THE SOCIAL WORKER GOES ON AND TELL HIM "WHAT WILL HAPPEN WHEN YOUR DAUGHTER WILL BE MARRIED?" THE FATHER POLITELY ANSWERS THAT IN THAT CASE, HER HUSBAND WILL HAVE TO DRIVE. THE SOCIAL WORKER IS TRYING TO SHOW HIM AN

EXAMPLE: WHAT WILL HE DO WHEN HE OUT OF THE BLUE BECOMES SICK AND HAS TO BE TAKEN IN A SHORTEST TIME IN A HOSPITAL? JUST HIS DAUGHTER WILL BE BY HIM. WITH THAT EXAMPLE THE SOCIAL WORKER MANAGES TO CONVINCE THE FATHER TO ALLOW HIS DAUGHTER TO GET A DRIVING LICENCE

### **3 STORY:**

CHARACTERS: FATHER WHO WANTS TO GIVE HIS DAUGHTER IN MARRIAGE  
DAUGHTER, TEENAGER

### **SIUTATION:**

THE FATHER TELL HIS DAUGHTER THAT HE WILL GIVE HER IN A MARRIAGE. THE GIRL DOES NOT WANT THAT FORCED MARRIAGE. SHE WANTS TO GET MARRIED BY LOVE AND TRUST, NOT BY FORCE. AND SHE IS ALSO TOO YOUNG FOR MARRYING. HOWEVER HER FATHER DOES NOT CARE ABOUT HER FEELINGS. THE GIRL SINKS ON HER KNEES AND ASKS HER FATHER NOT TO DO THAT WITH HER.

EACH GROUP HAS TO CHOSE ONE STORY AND DISCUSS ABOUT IT. TAKING INTO CONSIDERATION THE FOLLOWINGS: SOURCES OF POWER, SOLUTIONS, HAVE YOU EVER MET SITUATIONS LIKE THESE.

THE GROUPS HAVE TO WRITE ON POST-ITS WHERE THE POWER COMES FROM IN THESE STORIES IN THEIR OPINIONS. (PUT THE POST-ITS ON A FLIPCHART TO BE MORE READABLE)  
PRESENTATION OF THE GROUP'S OPINIONS REGARDING TO THE CHOSEN STORIES.  
DISCUSSION

### **LEARNING OUTCOMES:**

- WE HAVE OUR HUMAN RIGHTS, BUT HOW CAN WE PRACTISE THEM.
- IN CLOSED COMMUNITIES, OFTEN FATHERS AND NON-FORMAL LEADERS HAVE THE POWER TO DECIDE ABOUT PEOPLE'S LIVE AND TO JUDGE
- WORKING IN GROUPS

## **WORKSHOP 4: BE SPECIFIC!**

- **AIM OF THE WORKSHOP:**  
EXPERIENCE HOW OFTEN WE MAY ASSUME  
THAT OTHERS UNDERSTAND WHAT WE  
MEAN.
- IDENTIFY HOW IMPORTANT SPECIFIC  
LANGUAGE BY THE SPEAKER CAN BE IN  
CREATING GENUINE UNDERSTANDING.

**TIMING:** ~ 30 MINUTES

### **MATERIALS:**

- ONE SHEET OF LIGHTWEIGHT PAPER FOR  
EACH TEAM OF PARTICIPANTS
- ONE SHEET FOR THE FACILITATOR

### **METHODS STEP BY STEP:**

1. PLACE PARTICIPANTS IN TEAMS OF TWO.
2. EXPLAIN THAT THE PURPOSE OF THIS  
EXERCISE IS FOR EACH TEAM TO  
CREATE A PAPER “SNOWFLAKE” THAT LOOKS  
EXACTLY LIKE THE ONE YOU  
ARE GOING TO CREATE. EACH TEAM WILL  
HAVE A “TEACHER” WHO WILL



OBSERVE YOUR ACTIONS AND TELL THE  
“LEARNER” WHAT TO DO.

3. ASK EACH TEAM TO SIT IN CHAIRS THAT  
ARE ARRANGED BACK TO BACK  
(SO THE TEACHER AND LEARNER CANNOT SEE  
EACH OTHER) AND SO THE  
TEACHER IN EACH TEAM CAN SEE YOU. PLACE  
CHAIRS SO PAIRS WON'T BE  
ABLE TO HEAR OTHER PAIRS, IF POSSIBLE.

4. MAKE 8–10 MANIPULATIONS OF YOUR  
SHEET OF PAPER, ALLOWING  
A FEW SECONDS AFTER EACH ACTION TO  
GIVE THE TEACHERS TIME TO  
TELL THE LEARNERS WHAT THEY WANT THEM  
TO DO. FOR EXAMPLE,  
YOU MIGHT:

- A. FOLD THE PAPER IN HALF.
- B. FOLD THE PAPER IN HALF AGAIN.
- C. TEAR OFF ONE CORNER.
- D. TEAR OFF ANOTHER CORNER.
- E. FOLD THE PAPER AGAIN.
- F. TEAR OUT A SECTION OF THE MIDDLE.
- G. TEAR OUT A CORNER.
- H. FOLD THE PAPER ONE MORE TIME.
- I. TEAR ONE MORE CORNER.

**5. UNFOLD YOUR PIECE OF PAPER AND INVITE THE LEARNERS TO DO THE SAME AND TO CONTRAST THEIR “SNOWFLAKE” WITH YOURS.**

## **6. DEBRIEF.**

### **DEBRIEFING QUESTIONS:**

- WHAT HAPPENED DURING THIS EXERCISE?
- WHAT WAS MOST HELPFUL IN ACHIEVING THE GOAL OF REPLICATING THE FACILITATOR’S SNOWFLAKE?
- WHAT WAS LEAST HELPFUL IN ACHIEVING THE GOAL OF REPLICATING THE FACILITATOR’S SNOWFLAKE?
- WHAT ARE THE IMPLICATIONS FOR CROSS-CULTURAL COMMUNICATION?

### **LEARNING OUTCOMES:**

- WHEN WE ARE NOT FACE-TO-FACE (E.G., VIRTUAL TEAMS; E-MAIL) SPECIFICITY IN INFORMATION PROVIDED IS USEFUL IN CREATING ACCURATE UNDERSTANDING.

- ASKING FOR CLARIFICATION CAN HELP CREATE ACCURACY IN UNDERSTANDING.
  - WE MAY NOT USE DETAIL OR ASK QUESTIONS IF WE ASSUME WE HAVE A COMMON UNDERSTANDING.

## **WORKSHOP 5: ME, MYSELF, AND E-MAIL**

**TIMING: ~ 50 MINUTES**

### **AIM OF THE WORKSHOP:**

- DISCUSS IMPACT OF E-MAIL ON COMMUNICATION.
- EXPLORE DIFFERENCES IN PREFERRED STYLE/FORM.
- COMPARE INTENT AND IMPACT IN E-MAIL.
- ENHANCE ELECTRONIC COMMUNICATION EFFECTIVENESS

### **MATERIALS:**

- POST-IT NOTES
- PEN/PENCIL FOR EACH PARTICIPANT
- CHART PAPER OR DESIGNATED AREA FOR POSTING

## METHODS STEP BY STEP:

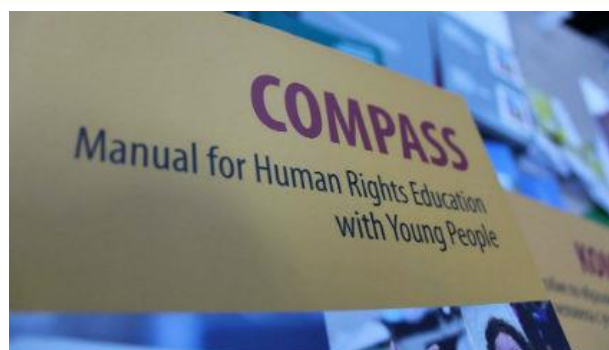
1. INTRODUCE THE TOPIC WITH A BRIEF DISCUSSION ABOUT SHEER VOLUME AND TIME CONSUMED BY E-MAIL. INCLUDE ANECDOTAL COMMENTS (E.G., “I THOUGHT YOU WERE TALLER IN YOUR E-MAIL.” “I WAS SURE YOU HAD RED HAIR.” PRIVATE THOUGHTS: “GEE SHE IS ALWAYS SHOUTING. SOMEONE SHOULD TELL HER TO LAY OFF THE CAPITALS.” “OH NO, AN E-MAIL FROM JOE: IT WILL TAKE 20 MINUTES TO SORT OUT WHAT HE IS TRYING TO SAY.”)
2. HAVE PARTICIPANTS WORK IN SMALL GROUPS (4–6). MIX GROUPS TO INCLUDE AGE, GENDER, AND NATIONAL CULTURAL DIVERSITY. IF APPROPRIATE, YOU COULD ALSO MIX GROUPS ACROSS ORGANIZATIONAL DIVISIONS OR REGIONS.

**3. ASK EACH GROUP TO DISCUSS THEIR “PET PEEVES” IN ELECTRONIC COMMUNICATION. ASK THE GROUP TO COME TO CONSENSUS ON THEIR TOP FIVE PET PEEVES AND LIST THEM ON INDIVIDUAL POST-IT NOTES.**

**4. HAVE EACH GROUP DISCUSS CHARACTERISTICS OF EFFECTIVE E-MAIL STYLE AND GENERATE FIVE POST-IT NOTES FOR EFFECTIVENESS.**

**5. POST THE TEAM CHOICES IN THE DESIGNATED AREA FOR “PET PEEVES” AND FOR “EFFECTIVE E-MAIL.” ASK PARTICIPANTS TO CLUSTER THE SIMILAR ISSUES THAT HAVE COME FROM DIFFERENT GROUPS ON BOTH CHARTS.**

**6. ASK A VOLUNTEER TO READ BOTH CHARTS. DEBRIEF PET PEEVES/EFFECTIVE E-MAIL WITH THE LARGE GROUP.**



*SPECIAL THANKS TO ALL THE PARTICIPANTS,  
PARTNER ORGANISATIONS AND STAFF OF THE “  
NAVIGATE BY COMPASS ” TRAINING COURSE,  
HELD IN SFANTU GHEORGHE, BETWEEN THE  
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Erasmus+