

# TOOLBOX FOR TRAINERS

vol. 2

**A booklet of inspiration on nonformal  
education activities**

created by the participants of the training for  
trainers "Youth Catalyst 2.0"

**2021  
Czech Republic**

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## Introduction

**Dear reader,**

If you are opening this, you are probably interested to find inspiration for your nonformal education activities. Continue reading, this booklet is full of ideas and tips!

We created this booklet with the intention to share what was created in the training and might be useful for trainers, facilitators, youth workers, educators or simply anybody, who is active in non formal education and youth work and wants to design creative, interesting and interactive sessions and programmes.

This booklet is an outcome of an international training for trainers "Youth Catalyst 2.0" that happened 30.10. - 6.11.2021 in the Czech Republic, the ecocentre Loutí, organised by Brno Connected. The project was funded through a grant of the European Commission from Erasmus+ programme, supporting mobility of youthworkers. The training was designed and delivered by Kateřina Martínková (CZ, organisation Brno Connected) and Arianna Impinna (IT, organisation Youth Connect).

The content of this toolbox was created by all the participants - trainers, facilitators and youth workers from the Czech Republic, Italy, Romania, Greece, Hungary, Poland, Lithuania, Bulgaria and Croatia, who came to spend eight days together with intention to improve their training skills, expand their toolboxes, find their own training style and gain confidence to create and deliver nonformal education activities in various groups and fields. As part of their practice, the participants worked in small teams and designed and delivered an hour long nonformal education session on a topic that was relevant for the group. Here you will find the description of the full sessions, feel free to use part of it, get inspired with a certain activity or a technique or maybe the full session.

We wish you a lot of creativity in your learning programmes!

**Youth Catalyst 2.0 team + participants**

# 1. CONFIDENCE

**AUTHORS: IRMA RADKEVIČIENĖ, AURIMAS RADKEVIČIUS, ARSENIY TURLIUK**

<b>TOPIC OF THE SESSION:</b>	Confidence with play
<b>AIMS AND OBJECTIVES:</b>	To activate participants, energize, introduce the topic of confidence, reinforce self-confidence of participants
<b>PARTICIPANTS:</b>	Mostly for young adults; participants of nonformal education process
<b>GROUP SIZE:</b>	15 - 30 ppl
<b>DURATION:</b>	1 hour
<b>MATERIALS, PREPARATION:</b>	Room/Environment – big room, chairs. (Materials are mentioned in a separate activity description)
<b>IMPORTANT NOTES:</b>	The idea was to create a session about confidence, but also fulfill the need of participants for joyful and playful interactions. The session was created as the first working session of the day and the topic itself. It consists of 6 activities, each of them has a certain idea related to the structure plus a version of a specific activity. The whole session was made during the creative process of our trio for the purpose of community learning, so please, treat it as something you can easily modify for some of your preferences or even create a whole new thing. The important thing – activities were created for <b>3 trainers</b> acting.

## SESSION FLOW AND INSTRUCTIONS:

5 min

### Theater

The idea is to play a theatre scene related to confidence.

Goal:

- To introduce the topic of confidence, put participants in a playful mindset.

Materials:

- Sheet or blanket to cover a player, chairs, pumpkin (value obj.).

Two trainers – actors (A) – are standing on an improvised scene, covered by a curtain. Third – narrator (N) – calls everyone to sit in a half-circle shape. Invites and greets everyone in a theatrical manner, as right before play should start.

In our version, we played a scene from the Stone Age:

N starts in the way: As you maybe know, the confidence issue was known for long ago, even in times of ice ages...

\*He uncovers players, commenting on them in a way to distinguish 2 types of low self-confidence people. One manifests in weak posture and pliability. Second, with aggressive posture and dominance\*.

By finger snap, N gives A the sign to start acting.

We played an action about carrying a pumpkin and dividing it unfairly and another one with assertive behaviour. N finishes the story with the last words.



15 min

## Circle of support

### Goals:

- To express support between participants
- To raise confidence/safety feeling.

### Instruction for participants:

Form a circle. The volunteer steps in and stands in the middle of the circle with closed eyes. Rest of the participants are moving in a circle in silence. As they feel better, they come and touch or hold for some moments the person in the middle. After the last participant takes hand away the process ends and another session starts with another volunteer coming in the middle of the circle. All the process ends with a single circle reflection.

### Instruction for trainers:

Pay attention to the “respect for private space”. It is a tactile experience, so make sure everyone understands that. Keep quiet and maintain silence during exercise. If the group is 20+ members in, consider dividing them into two groups as we did. Give the instruction to the whole circle and then divide them into two groups. In our case, one trainer kept an eye on time, two of us were inside the circle facilitating the process.

25 min

## Narrative

### Goals:

- To experience a negative and positive surrounding
- To raise confidence

### Materials:

- Material for your tasks

### For trainers:

This activity was a total improvisation. The idea was to create some tasks for volunteers and comment on their process out loud with negative words and after that with positive words. You will need to make tasks and think about how you want to provide a narrative. We strongly advise to keep it separated. First, negative, after half of time positive one. Decide if participants can take a voice or only trainers. If yes, think about how they should do it. If everyone will speak at any moment it might be very noisy, with not much of a trigger in a sense of confidence. We emphasized that we comment on the process. No personal judgments. Also, we found that the category of tasks that includes following the model is not efficient. The participant is concentrated on one person to imitate, so the narrative is not really getting the attention.

**Instruction:**

Explain to the participants in a circle that we will need some volunteers for some tasks. Tasks should be performed with the presence of the narrative (negative than positive). Explain the rules according to your plan.

This activity requires a reflection part after tasks have been done. Make a circle and pass a speaking object to those who want to share. We suggest starting with volunteers and then proceeding with the rest of the participants.



10 min

**One to circle**

**Goal:**

- To boost self-confidence.

**Instruction:**

Form a half circle with standing participants. Everyone goes one by one and stands in front of others, looking mutually in the eyes. The one should answer the question “what makes you proud of yourself?”. Out loud.

**To trainers:**

You can make the participants go voluntarily as they wish, or go in a row if you need to speed things up

10 min

## Reflection round

Goal:

- To share reflections

Materials:

- talking object (ball or a toy).

Instruction:

Participants sit in a circle and one by one, handing the speaking object in a circle and answering prepared questions or just taking some minutes for an out-loud reflection upon the experience.

For trainers:

Think about the time you have and choose how many questions you want to bring and what tempo you should modulate.

You may prepare such questions like:

- How did you feel during the session?
- What do you take from this activity with you?
- What needs did you support in this experience?

2 min

## Laughing Yoga

Goal:

- To energize and bring the fun

Materials:

- something to sit on

Instruction:

Sit in a circle. Take a deep breath. Inhale. Exhale. Then on count to three, take an inhale and laugh from your belly. As much as it goes.

Make 3 to 5 repeats.

Stand up, breathe in and thank each other at once, saying thank you with a bow towards. (You can make it international style and ask to speak in mother tongues or even whatever they prefer).



# 1. YE "TELL ME SOMETHING"

**AUTHORS:** MELITA RENESANOVIC, REMUS  
IOSIFESCU, JOSIPA VINCETIC

<b>TOPIC OF THE SESSION:</b>	Simulation of the beginning of the YE, introductory meeting with the participants
<b>AIMS AND OBJECTIVES:</b>	<p>Aim: Supporting facilitators in gaining confidence for designing and implementing introductory meetings for YEs.</p> <p>Objective 1: Gaining experience and knowledge about the method of simulation through participating in it.</p> <p>Objective 2: Gaining methods and knowledge about introductory meetings for YEs.</p>
<b>PARTICIPANTS:</b>	Beginner and non-experienced facilitators, trainers and youth workers who want to improve their skills and gain knowledge with the intention of organizing and facilitating YEs.
<b>GROUP SIZE:</b>	10 - 30 ppl
<b>DURATION:</b>	1 hour
<b>MATERIALS, PREPARATION:</b>	<ul style="list-style-type: none"><li>• Room</li><li>• Flipchart, music, speaking object, sticky notes, pens, markers</li><li>• Small ball</li></ul>
<b>IMPORTANT NOTES:</b>	Facilitating a simulation is an extensive task and needs good framing and rules, in order to safeguard both the participants and the facilitator. Thus, we strongly advise to stick to the following guidelines:

- Prepare the participants thoroughly, by giving them very specific descriptions of their characters. Dividing them in groups based on a specific wished behaviour/characteristics/national traits might help.
- Establish a way of getting in and out of the simulation, so that both participants and the facilitators can stop it and ask for reflection at any time. E.g. It can be done by turning music on and off, or by an object that can be raised, a sign, or even a piece of clothing (like a hat) that can be removed.
- Give time for participants to step out of their roles, by suggesting some quick relieving activity, like shaking off and/or leaving 5 minutes to take fresh air, etc.
- Be sure there is plenty of time for reflection at the end.

## SESSION FLOW AND INSTRUCTIONS:

10 min

### Intorduction to the activity

The trainers begin by explaining the simulation activity, setting up the imaginary stage, carefully dividing the roles as specifically as possible, and establishing the core rules for time-out and reflection. The objectives and learning goals for both the facilitators and the participants need to also be pointed out now. An example of how to prepare the participants:

“The activity simulates the introductory meeting of a Youth Exchange called ‘Tell me something’, focused on the Nonviolent Communication technique called ‘Me talk’. The meeting takes place in the evening of the day of the arrival of the participants, right before dinner, and has as its main goal setting out a safe space for the participants for the next days of the event. You will be the young participants and we will now assign to you, either individually or in groups some specific traits based on which you can act during the simulation. (Role assignment) There will be a time-out sign (shows sign) that anybody can use at any time during the simulation for any reason (e.g.: discomfort, missed objective) and then we go into reflection for 5 mins (see reflection and feedback for questions to be asked). After that, we go back in and we try to change our behaviour based on the conclusions of the quick reflection session. At the end, there’ll be time for a big reflection and feedback session.”

## Simulation of the Introductory Meeting of the YE

- Entering the role - duration 1 min

Starts with everyone sitting in a circle and closing their eyes. One of the facilitators guides the group into the role with short visualisation of the situation. - e.g. "I invite you all to take a deep breath and settle in. You are now entering your new assigned role, it's evening, you traveled the whole day to get to this YE. The first meeting is about to start, the excitement is in the air, maybe even some anxiety. Take another deep breath and on the count of 3 we will open our eyes and be on the said YE. 1., 2..., 3."

- Greeting the group - duration 4 min

Participants continue to sit in the circle. Facilitators of the YE greet the group and welcome them to the YE. They present themselves, their role on the YE, the space where the YE is happening, any special rules that need to be followed from the start (e.g. regarding the facility where the YE is happening being completely eco) in a few short sentences.

- Getting to know each other activities
  - name&country - duration 5 min

The participants of the YE introduce themselves to the group. One of the facilitators of the YE explains the format - saying your name and where are you from and starts with his example and it continues in the circle, participants one by one say their name and where are they from until it was everyone's turn.

- Ball of names - duration 10 min;

Participants are asked to stand up in a circle. One of the facilitators presents the game: Starting person has to throw the ball to someone and say their name, the person that got the ball throws it to someone else accompanied with saying their name until everyone in the circle gets their turn. (It's helpful if people who got the ball sit down so it's visible who still didn't get the ball.) The same facilitator can start by saying someone's name and throwing the ball. Once everyone is sitting the game is over.

- Getting to know the YE topic - duration 10 min

Non-formal presentation of the topic of the YE: "I-language"

- small and short discussion with the participants on their thoughts, ideas and understanding of the topic. Questions like: What comes to your mind when someone says "I-language?; Have you heard of I-language before?; etc. Participants give their answers and once no one else wants to offer an answer.
- Presentation of the definition of the I-language and examples; one of the facilitators presents the definition written on the flip

chart, reads it and makes sure all of the participants understand the basic idea of I-language. Questions like: “Is there a part of the definition that doesn’t make sense to you or is too complicated?”

Always be prepared for time-outs from the simulation or even the ending before the plan. Have in mind that after the time-out you might have to improvise or change parts to accommodate activity towards the group better.

20 min

## Reflection and feedback

After the end of the simulation, we take 2 minutes to step out of the roles and whatever feelings they might have caused. We can use body shaking or destressing techniques or just going out to take air or a drink.

Questions that can be asked during the reflection session: ‘What actually happened?’, ‘How did it make you feel?’, ‘In a YE facilitated by you, what would you do the same or differently?’, ‘Do you think this workshop helped you understand the method of simulation better?’

At the end, an anonymous feedback session can be also organized in various ways (e.g.: on pieces of paper, verbally, electronically).



# PASSPORT OF PERSONAL BOUNDARIES

AUTHORS: EMY KANYO, LYDIA SIMONI, KRISTINA CHOTZA

<b>TOPIC OF THE SESSION:</b>	Setting boundaires
<b>AIMS AND OBJECTIVES:</b>	<p>To set boundaries for the work between:</p> <ul style="list-style-type: none"><li>- trainers and trainers</li><li>- trainers and facilitators</li><li>- facilitators and facilitators</li><li>- trainers and partners</li><li>- trainers and participants</li><li>- participants and participants</li></ul> <p>To be able to understand stakeholders behaviour</p>
<b>PARTICIPANTS:</b>	Well-experienced and less-experienced youth workers, trainers, facilitators, young professionals, participants who are eager to widen their experience and knowledge in the field of boundaries and setting the boundaries.
<b>GROUP SIZE:</b>	24 - 30 ppl
<b>DURATION:</b>	1 - 1,5 hour
<b>LINKS, RESOURCES:</b>	<a href="https://positivepsychology.com/great-self-care-setting-healthy-boundaries/">https://positivepsychology.com/great-self-care-setting-healthy-boundaries/</a>
<b>MATERIALS, PREPARATION:</b>	<ul style="list-style-type: none"><li>• training room where at least 4 small groups can discuss and work together on a flipchart separately</li><li>• flipcharts, markers, questions</li><li>• written questions, passport and boundary imaged flipchart</li></ul>
<b>IMPORTANT NOTES:</b>	The activity is created for people who would widen their knowledge and experience on the field of boundary setting. With the activity participants will most likely gain knowledge in their personal, social and learning to learn competence and in the competence of cultural awareness and expression for Youthpass.

## SESSION FLOW AND INSTRUCTIONS:

3 min

Divide the participants in groups of 6 people (4 - 5 groups)

### **Explain the activity**

5 min

In small groups, participants discuss the boundaries and the setting methods between two kinds of stakeholders in NFE field.

- set boundaries for the work between trainers and trainers
- set boundaries for the work between trainers and facilitators
- set boundaries for the work between facilitators and facilitators
- set boundaries for the work between trainers and partners
- set boundaries for the work between trainers and participants
- set boundaries for the work between participants and participants

After every group had the chance to discuss each boundaries between the stakeholders of the topic, the participants of the last topics will present the results to each other.

In every 5 minutes participants fold the flipchart, change the flipchart and the discussion topic. By folding the flipchart the first 5 people's work will be invisible for the next group. (This way every group can start the discussion from the basic thoughts till the upgraded discussions.)

After each small group had the chance to discuss each given boundary topic, participants will sit together in one big circle and discuss the results of the boundary settings of the stakeholders, what are more and what are less important, what can be missing.

### **Participants are going to the stations of discussion**

5 - 6 flipcharts, markers, pens, music box and the specific question can be found in each station.

### **Participants discuss the given topics in small groups and create some mindmaps on flipcharts**

In every 5 minutes participants fold the flipchart, change the flipchart and the discussion topic. By folding the flipchart the first 5 people's work will be invisible for the next group. (This way every group can start the discussion from the basic thoughts till the upgraded discussions.)



(Trainer silent activity: walk through the groups, in case someone needs help)

Also, some relaxing music can be playing on the background as the teams are thinking about their topic on the flipcharts.

3 min

### **Sitting in one circle, new instructions**

The last groups with the flipchart will have 5 minutes to open the whole flipcharts and go through what the previous groups have written regarding the boundaries of the given stakeholders. Participants in small groups will prepare together for a small presentation to be able to show the most and less common boundaries that are important for professionals in the NFE field.

### **Preparing the mindmaps in small groups for presenting the ideas to the rest of the group**

markers, coloured pens are needed for the groups

### **Presentations**

2 - 3 minutes / small groups to present the flipchart to the rest of the group

2 - 3 minutes for a small discussion after each flipchart and topic

### **Reflection of the activity**

The questions for the reflection were based on the 4F method. These were:

- What didn't happen that you thought/hoped would happen?
- How did you feel during flipchart work?
- Did you find any "aham" or "hmm" moment?
- Do you see yourself using these boundaries in the future?

15 - 25 min

5 - 10 min



# ME IN A CONFLICT

**AUTHORS: BENEDETTA GHIARA,  
MIRUNA MIRICA, SYLWIA NOWAK**

<b>TOPIC OF THE SESSION:</b>	Conflict management
<b>AIMS AND OBJECTIVES:</b>	<p><b>Aims:</b></p> <ul style="list-style-type: none"><li>• To explore one's reactions to conflicts</li><li>• To observe other people's reactions to conflict</li></ul> <p><b>Objectives:</b></p> <p>During the 3 activities, participants will:</p> <ul style="list-style-type: none"><li>• experience a situation of conflict to find out their own reaction style</li><li>• reflect on their reaction to conflict</li><li>• observe the different reactions to conflict in the group setting</li></ul>
<b>PARTICIPANTS:</b>	Age: 15+, who are interested in the topic of conflict management
<b>GROUP SIZE:</b>	10 - 30 ppl
<b>DURATION:</b>	1 hour
<b>MATERIALS, PREPARATION:</b>	<ul style="list-style-type: none"><li>• 4 chairs</li><li>• Paper and pens</li></ul>
<b>IMPORTANT NOTES:</b>	<p>It's important to remind the participants to create a safe space for each other, to be respectful, empathic, and not to offend people personally during the discussion. Everyone is responsible for setting their own boundaries, if someone feels uncomfortable they can use the "break" sign and let the facilitators know.</p> <p>It's crucial to explain to the participants the aims of this session.</p>



# SESSION FLOW AND INSTRUCTIONS:

10 min

## ACTIVITY 1: Yes/No debate

This activity is a short debate practice, which aims to set the participants into an atmosphere of polarity. Their focus is gently directed inwards, as they are invited to reflect on their personal experience during the activity.

### Trainer explains what are the steps of the activity:

- During this activity, you are invited to stand in two rows facing each other, in such a way that each participant has a partner
- Then, at the trainer's signal, people from the first row will have to convince their partner, using only the word "yes", while people in the second row will respond only with the word "no", for one minute.
- After the first minute is over, participants will switch roles - people in the first row will use the word "no" and people in the second row will use the word "yes" for one minute.
- After the second minute is over, participants are invited to a brief reflection on their experience.
- For clarification, trainers may exemplify with a colleague trainer the yes/no debate in front of participants.

<Depending on the next activities planned, participants may be prompted to think of a specific topic that is going to be approached in the next sessions, so that their discussion using yes/no would be more specific for them.>

### Dividing participants, starting the activity and keeping the time:

Participants will be directed into lining up in two rows, facing each other. The trainer will make sure everybody has a partner (for this, it is important that there is an even number of participants, otherwise the second trainer will be asked to get involved as a partner for one participant). They will be advised to have a comfortable distance from each other. The trainer will give the start signal and keep track of time, so that after one minute, participants will be announced to switch roles. The trainer will announce the end of the exercise.

### Reflection:

<Still standing up, the trainer will ask a few reflection questions and pick a few answers from participants>

- How was this experience for you?
- What was easier - saying yes/no?
- What was more powerful - saying yes/no?

<As the activity is about to end, in order for a smooth transition, participants are invited to take a moment for self reflection, to become present of the feeling inside and to stay with it as they move on to the next activity.>

1 min

## **ACTIVITY 2: Cat & Dog Conflict Situation**

This activity is a connection of discussion and role play. It aims to provide safe space for exploring and observing how we react to conflicts and what are the reactions of other people so we can reflect upon it.

2 min

### **Trainer explains what are the steps of the activity:**

- During the activity you will be divided into two groups
- Then I will present you a real life situation where a conflict could happen
- In your group you will have 5 minutes to brainstorm some arguments for your side of the conflict
- Than we will start a discussion
- Which will be followed by reflection time

1 min

### **Group dividing into A and B**

Group A goes to one side of the room/space and group B goes to the other side.

2 min

### **Trainer presenting real life conflict situation:**

“Imagine that you’re a student who just moved to another city and decided to live with a friend with whom you know each other just a little. What happens is that you really want to live with a dog (group A) and your friend really wants to live with a cat (group B).

Now you have 5 minutes to brainstorm some ideas and arguments why you’re right and to convince your friend of your point of view.

The objective is not to win or lose an argument but to explore our own and other’s reactions to conflicts.”

5 min

### **Participants brainstorming the ideas**

<Provide them with paper and pens so they can note the brainstormed arguments.

In the meantime prepare 4 chairs in the middle: 2 for each side facing the other>

2 min

### **Trainer explains the rules of the discussion**

“Everyone who wants to express an argument can sit on a chair. Only those people who are on the chairs are allowed to speak. If you want to speak you can touch the seated person’s arm and then you

exchange right away. You will have 10 minutes for the discussion. “  
<Make an example of how the change happens.  
Ask if everything is clear and if there are any questions before we start.>

10 min

### **Discussion**

<Make sure the participants are following the rules and are respectful to each other.

Let them know when there are 2 minutes left and after when the last person speaking. Finish with a big applause. >

10 min

### **Reflection**

<Participants come back to a circle; it is good to provide a ‘speaking object’ for the reflection>

Questions for reflection:

- What happened?
- How did you react to this conflict?
- How did you feel while expressing your own arguments?
- How was it for you to hear the arguments of the other side? Did you listen to them?
- Was your tendency to avoid or to engage with the conflict?

## **ACTIVITY 3: Conflict Image Theater**

1 min

This activity is a role play. It aims to provide a safe space for exploring and observing how we react to conflicts and what are the reactions of other people, so we can reflect upon them.

3 min

### **Trainer explains what are the steps of the activity:**

- During the activity, I will represent a conflict and I will place myself in the middle of the room/ space
- <The trainer can put on himself a sheet of paper on the front and back which the big word ‘CONFLICT’ written on it>
- Then I invite you to place yourself in the room depending on how you react to conflicts
- Put the attention on the body language, the facial expression, and the distance
- Let’s observe yourself and the others

### **Sharing**

4 min

Once everyone is placed, the trainer asks the participants who want to share the meaning of the position they’ve chosen and what it symbolizes for them.

Remember to be inclusive and to let everybody have the chance to share.

1 min

### **Reflection**

The trainer invites the participants to take a mental photo of the group and to notice the differences between them and come back in the circle.

3 min

### **Conclusion**

We ask the participants to describe the entire session with just one word or sentence.



# CONFLICT MANAGEMENT

AUTHORS: ANA CASANDRESCU, AHMED  
SALAHUDDIN, BEN SOLYOM

<b>TOPIC OF THE SESSION:</b>	Conflict management
<b>AIMS AND OBJECTIVES:</b>	To discover your own tendency in regards to conflictual response style and also expand it from personal to trainer role
<b>PARTICIPANTS:</b>	Youth workers, people working with people
<b>GROUP SIZE:</b>	25 - 30 ppl
<b>DURATION:</b>	1 hour
<b>LINKS, RESOURCES:</b>	<a href="https://psycho-tests.com/test/conflict-mode">https://psycho-tests.com/test/conflict-mode</a> <a href="https://www.researchgate.net/publication/265565339_Thomas-Kilmann_conflict_MODE_instrument">https://www.researchgate.net/publication/265565339_Thomas-Kilmann_conflict_MODE_instrument</a>
<b>MATERIALS, PREPARATION:</b>	Flipchart, marker, papers, mobile phones or any device connected to the internet for each participant, printer.
<b>IMPORTANT NOTES:</b>	This workshop involves both theory and practice related to conflict management. First, the session starts with an energizer then continues with a brainstorming about positive and negative aspects of a conflict. Afterwards the participants are invited to discover their own tendency about how they react in a conflictual situation by completing a questionnaire. As a next step, the workshop continues with a short theory about what each type means and then switches to the Trainer mode and discuss in the group about our own approach in a conflictual situation.

## SESSION FLOW AND INSTRUCTIONS:

1 min	<b>Intro</b> A short introduction about the workshop
3 - 5 min	<b>Energizer- Create a group of...!</b> Create a group of...! is an exercise where participants are asked to create groups upon the given instructions. For example: make a group of five/six/nine etc. (Hint: the instructor should choose the group size depending on the current total number of players). Players who cannot find a proper group can be eliminated.
5 - 10 min	<b>Open question - When do I consider myself in a conflict?</b> The question is written on the flipchart and all participants are invited to share their own personal view or experience that answers the question. The purpose here is to introduce the participants to the subject of conflict through a reflecting question.
5 min	<b>Brainstorming - Negative and Positive aspects of a Conflict</b> The title is written on the flipchart with a line delimited between Positive and Negative. The participants are invited to form a group of 3 and generate ideas about both sides of the conflict. After 5 minutes each group presents their findings which are written on the flipchart. The purpose here is to go deeper into what a conflict entails and to dismantle the association of a conflict with always something negative.
15 min	<b>Questionnaire - What tendency of conflictual mode do I have?</b> Participants are invited to complete a questionnaire on their mobile phone <a href="https://psycho-tests.com/test/conflict-mode">https://psycho-tests.com/test/conflict-mode</a>  After 15 minutes each participant will get one of these results: Collaborative, Compromising, Accommodating, Avoiding or Competitive.
5 min	<b>Theory: Thomas Kilmann model of Conflictual response</b> Presentation of theory, which helps the participants to better understand how people generally behave in case a conflict appears and what is behind the questionnaire. Thomas Killmann model is based on 2 dimensions: assertiveness & cooperativeness. In a conflict, depending on where the focus of a person is – on his own purpose (assertiveness) or other people's needs (cooperativeness) - reaction might be one of the 5 style of the model: Collaborative, Compromising, Accommodating, Avoiding or Competitive.



15 min

### Group discussion: Me as a trainer in a conflict

We switch from ME in a conflict to ME AS A TRAINER in a conflict. Participants are invited to form groups of 3 persons and answer to the following:

How would you approach:

- someone that is always late to the sessions you are preparing.
- talking to neighbors during sessions and not paying attention to what is going on?
- Someone who has the tendency to take your facilitation role?

10 min

### Debriefing

In this part we give the participants the opportunity to share their last thought regarding the topic, it also gives the chance to ask the last questions or to look for new inputs for upcoming sessions.



# ARTISTIC AND CREATIVE DESIGN

AUTHORS: SILVANA PAVLOVA, VELISLAVA KRUMOVA,  
BOGDAN MARICA

<b>TOPIC OF THE SESSION:</b>	Artistic and creative experience using 3 techniques: neurography, poetry, and drama theater
<b>AIMS AND OBJECTIVES:</b>	<ul style="list-style-type: none"><li>• Art is a means of discovering, rediscovering and expressing oneself.</li><li>• Arts session curriculum aims to help students: develop creativity, critical thinking and communication skills, and nurture aesthetic sensitivity and cultural awareness; develop arts skills, construct knowledge, and cultivate positive values and attitudes</li></ul>
<b>PARTICIPANTS:</b>	The session is suitable for professionals from different fields of the helping professions - psychologists, doctors, social workers and artists, who in their work can use the systematic methodology and techniques of art therapy, according to the professional context in which they work.
<b>GROUP SIZE:</b>	20 - 25 ppl
<b>DURATION:</b>	1 hour
<b>LINKS, RESOURCES:</b>	<a href="https://shorturl.at/uQY36">shorturl.at/uQY36</a>
<b>MATERIALS, PREPARATION:</b>	Space convenient for drawing, flipchart, pencils and felt-tip pens
<b>IMPORTANT NOTES:</b>	<p>You can use instrumental music in the background. We chose some music with a calming effect.</p> <p>The activity can be done in more depth in 90 - 120 min.</p>



## SESSION FLOW AND INSTRUCTIONS:

2 min

### **Introduction**

A brief introduction of the flow of the session. Mention that we will build together (facilitators and participants) a multifaceted artistic experience in order to enhance creativity and reflect how it can be used in non-formal education.

15 min

### **Neurography**

Neurography is a drawing technique that uses lines, shapes and colors for exploring the inner word.

Give participants black markers, colors and A4 sheets. The activity has the following steps:

1. draw your shape of the hand with a black marker on the paper
2. draw lines inside the hand shape, with round corners, using the same black marker
3. connect all the lines and make shapes
4. choose 5 important words
5. choose one shape for each word and write it down inside that shape
6. color the shapes as you want

The facilitator can use a flipchart to go through the steps with the participants.

8 min

### **Neurography reflection**

Divide the participant in 6 groups of 3-4 peoples and give them instructions to discuss what the drawing (shapes, colors and words) says about their inner world.

5 min

### **Brainstorming ideas for poetry**

The idea of the activity is for the participants to think about how they could combine two artistic environments: neurography (drawing) and poetry (writing).

Organize a brainstorm session with the whole group to gather ideas on how we can create the design of the next activity together using poetry. The activity for which we are looking for ideas must be related to the previous experience (neurography) and to potentiate its results.

You can also come up with suggestions, if you have them.

10 min

### Poetry writing

Now is the time for participants to experiment with their previous brainstorming ideas.

Make a selection of coherent ideas from those found in the previous activity and offer them as instructions for the participants. It is important to mention that there is no need for rhyme, structure, rhythm or for the poem to be completed. It is also useful to mention that it is important to let the words flow on the sheet without judging, self-censoring or fearing that they will be forced to share poetry with the group. These indications have the role of taking the pressure and the worry from the participants that they are not poets. It is important to be relaxed. Everyone can write poetry.

After you have given the participants the directions, let them write poetry.

10 min

### Drama theater + poetry reading

The activity aims to give an example of how I can use another artistic tool.

Make an open invitation for a participant to read his poetry, and for two others who, at the same time, to mimic the poetry read. It is important not to force anyone to come forward.

If you have enough time you can make more invitations or ask the group how the two artistic tools can be used and put them into practice.

10 min

### Discussion

Discuss with the group how the tools experienced here can work in their own activities.



# EVALUATE THIS!

**AUTHORS: VERONIKA BATELKOVÁ, PETRA HABULIN,  
RENE DEPETRE**

<b>TOPIC OF THE SESSION:</b>	Evaluation
<b>AIMS AND OBJECTIVES:</b>	<p>Aim is to help the participants to gain knowledge and understanding about evaluation and to practice making it.</p> <p>Objectives:</p> <ul style="list-style-type: none"><li>• By the end of the workshop, all the participants will understand what is evaluation, what to evaluate and why we evaluate.</li><li>• By the end of the workshop, all the participants will understand the do's and don'ts of the evaluation.</li><li>• All the participants will practice making evaluation forms for their workshops.</li></ul>
<b>PARTICIPANTS:</b>	The session is for the people who are planning and delivering workshops and/or projects in the field of non-formal education. It is for beginners in the field..
<b>GROUP SIZE:</b>	10 - 25 ppl
<b>DURATION:</b>	1 hour
<b>LINKS, RESOURCES:</b>	<u><a href="#">T-Kit No. 10: Educational Evaluation in Youth Work</a></u>
<b>MATERIALS, PREPARATION:</b>	<ul style="list-style-type: none"><li>• markers in different colours, 5 flipchart papers</li><li>• 3 flipchart papers with 3 questions (1 question per paper): What is evaluation? What we evaluate? Why we evaluate?</li><li>• 1 flipchart paper with the title DO'S and 1 with the title DON'TS</li></ul> <p>or</p> <ul style="list-style-type: none"><li>• printed page 60/ written questions on the flipchart paper from the same page from T-Kit No. 10: Educational Evaluation in Youth Work</li></ul>

## SESSION FLOW AND INSTRUCTIONS:

5 min

### **Energizer**

The aim of the activity is not just to warm participants up, but also to demonstrate different types of scale evaluation. The energizer itself is hidden. At the beginning, it looks like casual asking for evaluation of their energy level. It becomes an energizer itself during the activity.

1. Ask participants to show their level of the energy with their thumbs.
2. Change the method - ask them to show the energy by showing numbers 1-5 on their hand.
3. Let them show the energy level by positioning their hand in the air
4. Make the scale evaluation in the space - one side of the room means low energy, another part of the room means high energy.
5. Let them clap - slowly with the low energy, faster with higher energy level.
6. Let them speak - quietly, loudly
7. Let them move - lying on the floor for small amount of energy, jumping for the big amount of energy
8. You can add any other method for evaluating energy.

The trainer can look like he/she cannot decide on the right way to evaluate, but after a few steps it becomes clear that it is an intentional approach.

15 min

### **Introduction, evocation**

1. Divide participants into 3 groups
2. Each group gets one flipchart with a question, the trainer can explain more, what each question means:
  - a. What is evaluation (looking for definition)
  - b. Why to evaluate (reasons for evaluation)
  - c. What to evaluate (what concrete aspects should we evaluate when doing a workshop)
3. Each group has 5 minutes to brainstorm, discuss, write down their ideas and also to decide who will present the flipchart.
4. During the brainstorming time, the trainer supports groups, makes sure that everyone knows what their task is.
5. Each group presents their flipchart. The trainer concludes their ideas and adds some other crucial points. They can be found in the publication T-Kit No.10: Educational Evaluation in Youth Work on pages 13-28.

10 min

### **Dos and don'ts**

Remind participants that we were talking about what is evaluation, what to evaluate and what we evaluate and tell them that now is the time to talk about HOW to evaluate.

There are 2 main ways. First is non-formal one, many activities of non formal evaluation you can find in the publication we shared here with you and you can share it with your participants. Second is formal evaluation (the one with the questions on the piece of paper or digital) and now we'll talk about what are do's and don'ts in that kind of evaluation.

There is a version A and B for this activity.

A) Show participants the flipchart paper with the title do's and discuss with them what they think are do's in making evaluation.

One of your colleagues can help you and write down the ideas participants are saying. After that show them a flipchart paper with the title don'ts and discuss with them what they think are don'ts in making evaluation.

B) Print out/write on the flipchart paper questions on the page 60 from T-Kit No.10: Educational Evaluation in Youth Work and discussing one by one come to conclusions together with participants what are do's and don'ts of evaluation.

20 min

### **Practice**

The participants are asked to split into groups that they were in during the last 2 days of us creating our own workshops. Then they are given 10-15 mins to create custom evaluation questions, specific to their own workshops, using everything that they've learned so far during the workshop. This activity is the culmination of the workshop, using newfound knowledge and applying it to something that will stay with them even after the workshop. After everyone is finished creating the questions, the trainer asks if someone wants to share their questions, shortly for a few minutes, and this leads into the reflection, creating a flow for the finish.

10 min

### **Reflection**

The trainers ask questions to the participants for them to reflect on their experience during the workshop, share their thoughts, and the closing of the workshop.

- How did you approach creating your own questions?
- What is your biggest takeaway from this workshop? Did something inspire you to create better evaluations?
- Any other comments?



# NETWORKING AND ERASMUS+

AUTHORS: VALYA MARINOVA, PATRICIA TUSTEAN,  
AMALIA MICHAIL, ELOISA ZORODDU

<b>TOPIC OF THE SESSION:</b>	Networking between group members and sharing info about Erasmus+
<b>AIMS AND OBJECTIVES:</b>	<ul style="list-style-type: none"><li>• To get to know each other's interests and aspirations for further professional development</li><li>• To share knowledge and experience about the sector</li><li>• To ask questions and rely on group knowledge to answer them</li><li>• To create possibilities for collaboration and partnerships</li></ul>
<b>PARTICIPANTS:</b>	People that already have some experience in youth work and/or involvement with organisations, and most importantly, who want to continue their professional development in the field.
<b>GROUP SIZE:</b>	20 - 30 ppl
<b>DURATION:</b>	1 hour
<b>MATERIALS, PREPARATION:</b>	<ul style="list-style-type: none"><li>• &lt;Room/Environment&gt; A training room where there is open space for mingling of around 25 people. Pillows on the floor or chairs in the room where participants could sit. A colorful welcome flipchart was prepared including the aim of the session. There was smooth music as a background while the participants were preparing their own profile. No other special requirements.</li><li>• &lt;Materials&gt; Flipchart, colour papers, colour pencils and markers, laundry clips, a hat, sticky notes.</li><li>• &lt;Visuals&gt; prepared flipchart posters that give instructions on how to fill out papers for the first activity, and feature a map of stations around the room for the second activity</li></ul>



## SESSION FLOW AND INSTRUCTIONS:

20 min

### **Networking Cocktail**

In this first activity, the intention is to provide participants with an opportunity to declare their interests and ambitions to themselves and others, and to engage in conversations about them. The trainer begins the activity by introducing its title and purpose, and then shows participants a prepared flipchart on which there are 3 questions, as well as example answers to them. At the same time the trainer distributes already-prepped templates amongst the participants, which are A4 size and have 3 larger blank rectangles on them. They also distribute some pens/sharpies and encourage participants to write with large, easy-to-read letters. They explain that each blank space on the template should be filled in with the answer to one of the 3 questions, and also that participants should write their name at the top of the page, and contact info (email/FB) at the bottom.

First question: "Outline your current experience in the field of youth work."

Instructions: Mention that it's normal that the group has mixed levels of experience, so the ones less experienced don't need to be discouraged. They need to write a couple of words about the highlights of their experience, especially if they already have a prolific career.

Examples: "I've participated in a youth exchange". "I've written a project for a training course". "I've set up my own NGO". etc.

Second questions: "Which topics would you like to pursue in the near future of your professional development?"

Instructions: Encourage participants to take a minute to connect with their genuine desire and really see what they feel passionate about currently. Mention that these interests might be very new and they might not have experience in those areas, but they must not feel discouraged to put them down because of this. Encourage them that it's OK to have diverse interests, and also ones that have not yet been introduced into the field of youth work.

Examples:

- Anthropology
- Art
- Massage
- Working with teenagers
- Literature
- Teaching
- Etc etc etc.



Third question: "What form would you like your future work to take?"  
Instructions: Explain what those forms could be - e.g. teaching, mentoring, internship, setting up an NGO, writing a project about art, facilitating a youth exchange, finding a job as a project coordinator, etc. etc. Introduce some useful abbreviations, e.g. YE for youth exchange, EYE for Erasmus for young entrepreneurs, ESC, TC, etc.

After all 3 questions are explained, participants are given 4 - 5 minutes in silence in order to reflect and write down their answers. You can play gentle instrumental music in the background. Afterwards, distribute laundry clips among the group - one per person - and instruct them to clip their paper onto their shirt, so that it is visible to others (demonstrate yourself with an already-prepared paper that the trainer has accurately filled out with their own information).

After that, instruct them that they will have 15 - 20 minutes in order to mingle, read each other's papers, find out other people's answers, explain and share what is the motivation behind those answers, and hopefully find shared aspirations or advice from already-experienced participants in those areas. **NB:** Encourage participants to go up to those members of the group that they haven't yet got to speak very much to, rather than those whose answers they might already be familiar with.

During this activity, it's good that the trainer/team members keep their own papers clipped to their shirts, and that they also walk around and join participants in conversations. Light music can continue playing in the background. After the end of the 15 - 20 minutes, turn music down in order to give instructions for the second activity, but ask participants not to take off the papers from their shirts yet.

### **World Cafe**

The second activity is "World Cafe" and the objective of this activity is to share experiences between each other.

There are 5 "stations" on 5 different topics where the participants can go and share expertise or ask questions to the experienced ones. The topics chosen by us were according to the group needs: ESC (European Solidarity Corp)-> marked in room with yellow paper on the floor; Establishing an NGO -> marked in room with blue paper on the floor; Youth Exchange -> marked in room with red paper on the floor; Young Entrepreneurs -> marked in room with green paper on the floor; Training courses (on Erasmus + topic)-> marked in room with orange paper on the floor.

20 min

The participants choose a topic and go to that group and discuss and address questions .

There are 3 rounds of 5 - 10 minutes (we had 5 minutes for each round, but the feedback was to extend the time, so I would say that 8-10 minutes would be perfect) and in each round the participants are changing the topics(or not) on which they want to participate. You can say who are the people you already discussed with to be at the station and give them an example (For example I talked with Remus to stay at Young Entrepreneurs topic because I knew he had experience and I also talked with him to stay there if no one else with expertise will show up).

You can draw a “map” on the flip chart with the coloured pencils for topics, so the participants would know which side of the room they should go.

The main rule is not to let any of the stations empty.

Use a ring bell when you want to stop the round and remind people when they have 2 - 3 minutes of discussions.

Also, one last important thing is to talk with people with expertise in the topics that you want to choose before the workshop, so you'll be sure that you have at least someone with expertise at that station. Please keep in mind that beside the 30 minutes for the rounds itself, you'll need 3 minutes at the beginning to explain the rules to the participants and at least 2 minutes between rounds when they will go to another topic.

### **Q&A**

20 min

For the third activity, we invite the participants to form a circle and have a comfy sit. Following the first two very interactive and mingling activities they had the chance to introduce themselves to others, exchange talks and network and therefore in this given “Q&A” session, they are able to raise the remaining or non- answered questions to the group.

They were given 2 minutes to write down the questions on post-it notes and the trainer placed a hat in the middle of the circle in order to put the sticker notes with the questions in it. Then the trainer was selecting one question at a time and within the next 10 minutes the pax were discussing by giving answers and insights on a raising hands basis.

Obviously the time was not enough to cover all the questions and the trainer informed the participants that she will place the rest of the inquiries in the dining area or at any place where the pax can find them later on if they want to.



## About Brno Connected:

Brno Connected is a non-governmental organisation (NGO) active in the field of nonformal education, personal development and volunteering, both on the local and international level. We believe in unique potential of every individual and we aim to support youngspirited people in discovering and fulfilling their personal goals and dreams. We focus mainly on local and international projects, programmes and workshops. We both create and deliver them or we cooperate with foreign organisations as project partners. At the same time, we are engaged in promotion and support of volunteering.

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



## About Erasmus+:

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

**More about the programme:**

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



**Erasmus+**

## Project partners:





Good luck with creating your  
own programmes and sessions!

