

TRAINER'S LABORATORY

SUMMARY

Experience non-formal training tools!



This project has been funded with support from the European Commission.
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'Youth in Action' Programme

Be a part of the **Team Work** for the future

✚ Editor's Note. Memoirs of a project manager

✚ What is „Trainer's Laboratory – Experience Non-Formal Training Tools!“?

✚ Getting to know each other. Project partners

✚ About the „Youth in Action Program“

✚ Trainer's Laboratory presents:

✚ The Green Team's brand new training tools

✚ The Red Team's stunning inventions

✚ The Blue Team's non-formal experiments

✚ The Pink Team's Innovative Ideas

Editor's Note. Memoirs of a project manager



training participants on the platform at the station or airport.

*Education. Training.
Non-formal. Learning.
Experience. Development.
Results. Customization.
Adaptation. Innovation.
Experiment. Creativity. Added
value. These were the words
buzzing in my mind ever since
I had the idea for this project
until we had to say goodbye
to our new friends, the*

I must admit that is a challenge to coordinate a project, especially since it was the first project that I was entirely responsible of, from the team dynamics to the financial and logistics. However, if one takes the challenge and he or she is passionate about values and ideas like the ones I listed above, than he or she will have the chance to enjoy an amazing experience. This project helped me grow up, I learned to be more empathic, closer to people, more prepared for crisis situations, I made many new friends and I have some fun "stories to tell grandchildren." Of course I had some "roller coaster" moments but they are the salt and pepper to any successful experience which is close to your heart. I'm not saying I would have preferred not to have such moments, but even so, I'm glad that the "Trainer's Laboratory" happened and I would like to thank my colleagues from Team Work Association, especially to the team project, to the trainer that made this learning experience possible, [Oana Mosoiu](#) and, last but not least, to all participants for being so involved during the activities and for contributing with their knowledge.

The idea of this project occurred to me during another TIA, Action 4.3 training course (Train The Trainers), organized in November 2009 by the Association CADDRU - INNCOMUNICADO. Then we identified the need for innovation in non-formal education to enhance the dynamism of this field and also to keep pace with the evolution of people's lifestyles in general and young people in particular.

Each person is unique, each group of participants is different, any training experience represents something new. The trainer is responsible for creating the group dynamics so that the participants have the confidence and wellbeing to externalize, to share their experience with the group, thus making a significant contribution during the training, but also to accept feedback from other participants and to apply constructively the knowledge and skills gained. Thus, the trainer always adapts the methods and exercises that he or she uses depending on various factors and is always forced to bring something new in the courses, not only to use the predefined methods. However, using new methods in a training without testing them and without previous experience to anticipate potential risks of a method in order to remove them, could cause adverse effects, even leading to failure of the learning activity (participants can become reluctant, embarrassed, you can create tensions, etc.).

That is why this training was designed as a space where participants found out more about adult learning principles and operation of the non-formal education methods, they were able to create new methods and exercises using the information acquired and experienced these exercises in a safe environment, learning, getting feedback from the group. Following feedback, they also discussed ways that could anticipate the potential problems arising, so that they could use that knowledge later. In this brochure you will have the opportunity to find some of the information that participants learned during the course and of the new techniques, methods and tools created by them. We hope to inspire you to invent ever new exercises adapted to each group of participants.

Oana Dumitrescu

The "Youth in Action" Program



„Youth in Action” (YIA) is a community Program that supports non-formal learning activities for young people. It is managed by the National Agency from each participant country, being the „successor” of the „Youth” Program. This program is implemented in

2007-2013 and it has a total budget of 885 million Euro. For Romania the budget is about 3 million Euro annually.

What is YiA promoting? Program priorities are:

- European citizenship
- Active participation of young
- Cultural diversity
- Inclusion of young people with fewer opportunities

The Program objectives are:

- to promote active citizenship in general and European citizenship in particular among young people;
- to develop solidarity and promote tolerance among young people, in particular to contribute to the social cohesion in the European Union;
- to support mutual understanding between young people from different countries;
- to improve the quality of support systems for youth activities and youth organizations capacity of civil society;
- to promote European cooperation in the youth field.

How does it work? Operational programs or actions and sub-actions:

The objectives and priorities described above are achieved through five operational programs called actions.

➤ **Action 1 - Youth for Europe**

○ **Sub-action 1.1 - Youth Exchanges**



"Youth Exchanges" are short-term projects that bring together youth groups from several countries. In these types of projects, youth have the opportunity to work in an intercultural environment, with others from different cultures and backgrounds. Projects may have very different themes and

can reach a wide range of needs and interests. There may be cultural, ecological, environmental, social, sporting projects or projects about civic culture. Young people have the opportunity to collaborate, to discuss, to debate, to experience cultural diversity, differences, Europe. They also have the chance to know themselves in relation to others, to form their own impressions, or prejudices to combat stereotypes about other cultures.

○ **Sub-action 1.2 - Youth Initiatives**

Projects falling within this sub-action are developed at local, regional or national level, including networking of similar projects in different countries. The aim is that young people develop their creativity, try new ideas in different areas of life such as art and culture, social inclusion, environmental projects, protection of historical monuments, participation in community life, European awareness, rural development, youth policy, health, awareness on drug use,

leisure, anti-racism/xenophobia, equal opportunities, sports, media and communications and many more.

○ **Sub-action 1.3 - Youth Democracy Projects**

They support young people's active participation in democratic life, developing dialogue between young people and public authorities, facilitate the understanding of decision-making in general, promotes innovative concepts and techniques of involvement and participation, promoting good practices on youth involvement in the democratic life of their communities, create structures and strategy for youth policy, promoting active European citizenship and helps young people's awareness of their role in shaping the future of Europe's major.

➤ **Action 2 - European Voluntary Service**

European Voluntary Service (EVS) is a service where young people can volunteer placements in another European Union country, near the EU or in another partner country in the world. As European volunteers, young people can help to change and may be involved in another community, teaching at the same time, many news about another culture, and not about themselves. Regardless of the theme activities may be cultural, youth, social, sports, environmental activities etc. EVS promote the involvement, tolerance among young people and other important European values.



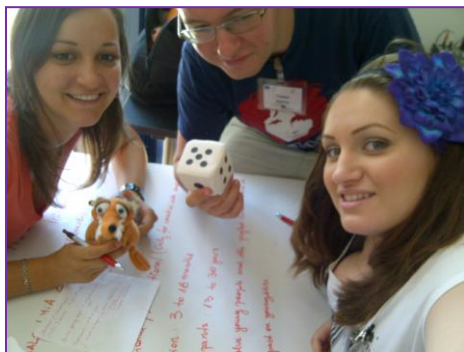
➤ **Action 3 - Youth in the World**

- **Sub-action 3.1 - Cooperation with the Neighbouring Countries of the European Union**

This action supports cooperation between Programme Countries and partner countries surrounding the European Union. Through Action 3.1 Youth Exchanges can take place (Action 1.1) and Training and networking (Action 4.3).

➤ **Action 4 – Youth Support Systems**

- **Sub-action 4.3 - Training and networking of those active in youth work and youth organisations**



"Training and Networking" Projects are an opportunity for those active in youth to develop their skills - regardless of age or experience – aiming especially to build the ability to prepare the Youth in Action projects or other projects. At the same time, such a project ends up forming new attitudes and skills or creating networks. These are things that, ultimately, contribute essentially to the development of an organization or institution.

These projects are distinguished by a strong component of learning and development of those active in the youth field whether the project leaders,

youth counselors, supervisors, trainers, facilitators, mentors, trainers or simply young people themselves.

➤ **Action 5 - Support for European cooperation in the youth field**

- **Sub-action 5.1 - Meetings of young people and those responsible for youth policy**

Projects funded under this action seek to facilitate a structured dialogue between young people and those who have the power to make decisions. Because, through this dialogue, young people have the opportunity to express their views and ideas on topics proposed by the European Commission and suggesting solutions to specific cases - things you see around them in their city in their group of friends.

Youth meetings for youth policy makers aimed at empowering young people and encourage them to make their voices heard. These projects are a way for their opinions and suggestions can be found later in the decisions and official documents.

Sources and resources:

 [Youth in Action Website](#)

 [Youth in Action Program Guide](#)

Note: The European Youth in Action Programme has several sub-actions, but only those that are available in Romania were described here. For a complete list, please check out the Youth in Action Guide.

What is "Trainer's Laboratory Experience non-formal training tools"?



The training course "**Trainer's Laboratory - Experience non-formal training tools**" was organized by [Team Work Association](#) from Romania between the 29th of July and 6th of August 2011, being financed by European Commission through the Youth in Action, Action 4.3 - Training and networking.

"Trainer's Laboratory - Experience non-formal training tools" consisted of a training session for trainers which aimed to develop the skills of the participants in order to create their own methods and tools of non-formal learning, giving them the necessary space for experimenting in an organized group. Thus, participants had the opportunity to receive professional feedback on the instruments that they created. This booklet is a collection of methods, tools and exercises created by the participants during this course.

The training course that took place in [Braşov, Romania](#) gathered 23 young participants - trainers and prospective trainers who are part of the non-governmental environment from 7 countries: Romania, Bulgaria, Italy, Denmark, Portugal, Austria and Turkey. They had the opportunity to share experiences and to acquire new knowledge about non-formal education.

Project objectives:

The main objective of the project was:

To support the development of the non-formal education quality process by providing an appropriate framework for the 24 trainers and youth workers from eight European organizations to learn how to create new methods of non-formal education during a 8 days training course.

The training's learning objectives:

We decided that at the end of this course participants

- would acquire structured information about methods and activities used in non-formal education (operating principles, role, purpose etc.).
- would acquire the ability to create and adjust the methods that they use in trainings according to the group and addressed to the topic;
- would become aware of the importance of using non-formal education;
- would acquire knowledge about the culture of different European countries through intercultural dialogue supported by non-formal education activities.

What actually happened during the project?

To be able to achieve these objectives, we set the training to last eight days, each with a different theme:

- The first two days were aimed at introducing the course, facilitating intercultural knowledge and were designed to create the right dynamic of the group;



- The following two days of the training have focused on non-formal education methods. During this period, participants have acquired knowledge and have set certain information;

- Then, the next two days were designed to prepare teamwork workshops, the participants have created new exercises and practical methods. Team teamwork alternated with outdoor activities for team building;

- In the last two days the new methods were presented in the form of workshops by the four teams and received feedback.

Thus, at the end, the assessment activities, participants and trainers conclusions met the initial expectations, confirming that we have reached our objectives. Participants returned to their activities, many of them in the field of education, and included in their work the skills acquired during this course.



Getting to know each other

Be a part of the **Team Work** for the future

Team Work Association - Bucharest, Romania is a student NGO, under the umbrella of The University of Bucharest. It is divided into departments (Communication and Public Relations, International Relations, Training, Human Resources, Team Work School), composed of and coordinated by volunteers. The projects that are carried out primarily encourage participation, the personal and professional development of members and they enhance their employability. In terms of impact on the community, Team Work projects fall into different areas and different target groups, depending on the skills and preferences of the young people who implement them - environmental protection (Botanical Garden - My Garden City), personal development of young people by meetings with cultural and artistic personalities or business professionals (The Open Amphitheater), non-formal education (Focus Training, internal program of training for members, teambuilding), intercultural dialogue as a means of solving some current issues (What's in a difference? Mirroring ourselves through intercultural dialogue, Creative Ideas for a Better World, The Space Between Rural Poverty and Traditions), supporting social and professional integration of children and young people with fewer opportunities by using methods of formal and non-formal education (Integration precedes new life).

Association Akzente Salzburg - Salzburg, Austria is active in areas such as: informing young



Be a part of the **Team Work** for the future

people and promote youth activities in communities in Salzburg, drug abuse prevention, promotion of cooperation and intercultural dialogue through international projects.



Youth in Progress Association - Graz, Austria is mainly working with disabled youth and those from

disadvantaged backgrounds. Among the organization's members there are young people with fewer opportunities. They aim to promote their inclusion by supporting the collaboration of all categories of people and accessibility projects for disabled youth. Projects carried out by them, follow this purpose closely - for example, even within the Youth in Action, they have organized projects such as "Skills for Power" - skills training for independent living for disabled people - or "Standard Protocol Procedure" - Action 3.1 training course on how to adapt the methods of non-formal education projects accessible to persons with disabilities. Also developed from the project, Youth in Progress preparing a manual to guide youth workers and trainers how to adapt the methods used to ensure access for all categories of participants.

Club Support for Integration Vitosha - Sofia, Bulgaria is an association working with young people with disabilities, organizing courses and sports competitions (Goal ball, chess, backgammon, athletics, swimming), dance classes for the blind and supporting the social integration of young people with vision problems.





CROSSING BORDERS Creating Space for Dialogue

from projects carried out to support peace and support development in areas of conflict. For these projects, collaborate with partners Crossing borders Egypt, Finland, Germany, Israel, Jordan, and Yemen Palestina. Among their significant efforts we mention:

- "Youth Against Racism" project which ended in July 2011, implemented together with Bulgaria, Greece, Hungary, Italy, Denmark and Spain. The project generated awareness of racism, xenophobia and discrimination.

- "Peace in the Horn of Africa" project that took place in Nairobi, Kenya until August 2011, which aimed at supporting peace in the North-Eastern Africa, by helping citizens build their capacity to plan and implement projects to lead the area to development. For this project, Crossing Borders members held a Training of Trainers with The GREHAYA organization members and provided educational support until the end of the project. The GREHAYA organization, in turn, has a network of youth workers in Somalia, Ethiopia, Eritrea, Sudan, Uganda and Kenya.

- "Climate Ambassadors" aims to make climate change issues into an opportunity to promote youth participation, sustainable development, international cooperation and dialogue to find a strategy in this direction. Its goals involve educational activities and more. The project targets young people in Denmark, Jordan and Egypt and it will be completed in October 2012.

Crossing Borders -

Humblebaek, Denmark has extensive experience in non-formal education and intercultural dialogue, drawn

Jump In - Poggiardo, Italy runs educational activities (the themes of active citizenship, European consciousness, racism, human rights), cultural and intercultural activities. One of their principles is freedom of participation, especially encouraging those who have never been involved in projects, leading to a high degree of dissemination.



Check In - Beja, Portugal

was formally established in April 2010 and it is implementing projects (seminars, workshops, training) that support access to information for young people from disadvantaged areas or public institutions working with youth. They also host organization

for European volunteers through the EVS. They are aiming to undertake projects locally, nationally and internationally, with four centers - in Beja, Barreiro, Tomar and Braga.



The Association of Young Steps -






Mus, Turkey is an organization with 60 members, designed to support the development of Eastern Anatolia region. They aim to encourage young people with disabilities independence and active involvement of youth in the community and administration.



Trainer's Laboratory presents:

The Green Team's brand new training tools

Team members:

-  Leah Strauss – Crossing Borders, Denmark
-  Rizwana Shah – Crossing Borders, Denmark
-  Luca la Gamma – Jump In Association, Italy
-  Giovanni De Simone – Jump In Association, Italy
-  Derya Kudu – The Association of Young Steps, Turkey

Energiser:

The energiser was inspired by the multicultural song „Brother John” which can be sung in different languages. [Here](#), you can listen to many options and improve your foreign languages skills. It is fun and easy. The participants are divided into 4 groups and the facilitator starts singing the song. He or she invites the first group to start singing. After a while, he or she invites the second one and so on till the fourth. The idea is that they all sing different parts of the song at the same time and this can be both confusing and fun. We

only sang it in Italian but there can be different variations of the energiser. You can encourage each group to sing in a different language or you can motivate them to sing faster or louder with symbolic prizes. It can also be used as an ice breaker.

Suggestion: prepare the words of the song on sheets of paper for each group. This way, it is faster to explain the exercise. In English, the song's lyrics are:

“Are you sleeping? Are you sleeping?

Brother John, Brother John,

Morning bells are ringing! Morning bells are ringing!

Ding, dang, dong. Ding, dang, dong.”

Forced to Flee:

Skill/ ability/area to be trained: Participants will gain understanding of refugee situation and life for those in conflict stricken areas. They will gain empathy for the situation of these people.

Description of the activity: Divide group into families of four and 2 guards and 2 observers who stay with guards. Trainer reads to the families: “There has been an outbreak of civil war. You all must leave your homes immediately. Each family can take 5 things with you. You now have 2 minutes to pick 5 items from this list to take with you before the fighting reaches your homes. I will tell you when to start and at the end of 2 minutes everyone put



down your pen on the table.” Pass out 1 list for each family (List: blanket, lantern, rifle, pet, photos, kitchen knife, soap, 25 dollars, cooking stove, ID cards, waterproof tarp, bag of grain, radio, hammer and nails, cooking pot, water jug). Time 2 minutes then collect lists and read out loud. To the guards, trainer explains privately that after activity starts, they guard the camp and decide whom does and does not enter the camp.

Trainer reads: “The families that chose to bring ID cards will now be granted asylum in the neighbouring country of Geletaria. You will go to a refugee camp while the government of Geletaria examines your case, because you were able to prove your identity. The families without ID cards cannot enter the camp, and are now called “internally displaced persons” or IDPs. (Note: If no one has ID cards choose families and say, “if you can prove you are who you are, maybe we will allow you into the camp.” If all have ID cards, choose families and say, “your papers were not in order and you cannot enter the camp.”

Trainer reads to those in the camp: “You are now in the country of Geletaria where you were granted asylum because you could prove your identity. The government will review your case and decide whether or not to give you citizenship. You must wait now in the camp. The camp is run by the United Nations High Commissioner for Refugees, or UNHCR. There is some food and drink: water and crackers. In refugee camps, people are often assigned jobs. You now need to brainstorm and write down what jobs are need in the camp (like teacher, cook, etc) and who will do what job.

To the others: You could not prove your identity and are stuck in the middle of civil war in Malecheria. You have no food or drink and no UN protection. You must write down what you will do to survive. You can set up a camp of your own, or try to enter the camp by bribing the border guards.

Finale: Take all but 1 family from the camp explaining: “the government of Geletaria has decided that civil war in Macheleria has calmed down enough for you to return home. The government is sorry you have nothing left and probably no home to return to, but there are limited resources here and every family cannot have asylum forever.” To the 1 family remaining: “The government of Geletaria will offer you permanent residency based on the nature of your case. Welcome to Geletaria.”

End with discussion. Begin discussion by introducing new vocabulary, for example, refugee, IDP, immigrant, etc.

For discussion, ask families how they decided what to bring, guards how they chose who to let in, IDPs how they decided what to do. And ask everyone how they felt. How did everyone feel when only one family got citizenship? Who knows any refugees or asylum seekers in their community?

Tools, equipment, materials: Paper and pen, markers

Setting (indoor, outdoor etc.): Anywhere, most likely indoors

Timings: Camp activity: 25-30 minutes, discussion: 30 minutes +

Number of participants: Preferably at least 20

The Red Team's stunning inventions

Team members:

-  **Mina Jaf – Crossing Borders, Denmark**
-  **Maryia Tasheva - Club Support for Integration Vitosha, Bulgaria**
-  **Thomas Dusch – Akzente Salzburg, Austria**
-  **Mehmet Eyüp Öztürk – The Association of Young Steps, Turkey**
-  **Bilal Aktaş – The Association of Young Steps, Turkey**
-  **Alexandra Palaghia – Team Work Association, Romania**
-  **Maria Scutaru – Team Work Association, Romania**

Energiser:

The group is in a circle. One participant starts making a repetitive move (e.g.) claps his/ her hands, keeping the same rhythm. The other participants start making different moves whenever they want to, with their own rhythm. The purpose is for everyone to keep his or her own rhythm and compose a song together.

All different, all equal!

Skill/ ability/area to be trained: Participants will gain a better understanding of disadvantaged groups and of the interaction dynamics which happen both within the group, and with outsiders. They will experience how life is for those who are part of disadvantaged groups, at the same time gaining empathy for the situation of these people.

Current knowledge or ability required: It is not mandatory to have any previous knowledge about the subject.

Description of the activity: The participants are divided into six groups (the number of people in one group will depend on how many people are participating). Each group will impersonate one disadvantaged social category (suggestions: sexual minorities, ethnic minorities, old people, homeless people etc.). The groups will receive clear and detailed instructions, describing their situation so as to make sure that they identify as much as possible with the situation they are meant to act.

Within each group, the participants have to share their ideas, their opinions and describe how they would feel if they were part of such a group



(most commonly, the participants are likely to feel anger, injustice, frustration etc). This phase should last for 10 minutes.

After the participants in each group have identified with their current situation and have had to discuss about it and explain their feeling to the other members, in the next phase, each of the groups has to find a way to communicate to the other 5 groups their status and, most importantly, how this status makes them feel and how it affects their behavior. Remember that none of the groups have information about the others and therefore they have to make them understand their identity. For this phase, the time-frame should be about 30 min (3-5 minutes for each of the 6 groups).

The activity will end with a debriefing. The trainer could begin discussion by introducing new vocabulary, for example, minority, social disadvantage, etc.

For discussion, the trainer can ask the groups how they felt within the group, how the membership to that particular group made them feel. And ask everyone how they felt. Who knows any minority groups or people who come from disadvantaged backgrounds in their community?

Tools, equipment, materials: Paper and pen, markers







Setting (indoor, outdoor etc.): It can be conducted both as an indoor activity as well as an outdoor one.

Timings: Groups' activity: 40-45 minutes, debriefing: 30 minutes

Number of participants: At least 18 people in order to have minimum 3 participants in each group.

The Blue Team's non-formal experiments

Team members:

-  Pamina Milewska – Akzente Salzburg, Austria
-  Corina Ghioca – Team Work Association, Romania
-  Gennaro Criscuolo – Jump In Association, Italy
-  Sara Ferreira – Check In Association, Portugal
-  Bruno Taborda – Check In Association, Portugal
-  João Fernandez – Check In Association, Portugal



Communicating with our body

Transmitting our thoughts, feelings, and ideas is essential for every person. Whether it is about transmitting this verbally or non-verbally, it is important to assure ourselves that we have a clear message, but also to be aware of the importance of our body language in the moment we transmit it.

Starting from the idea that body language can help us in transmitting a clearer message and because it has a significant role in the communication

process, we are going to have a training session of how we can communicate using our body language.

This session's objectives are:

-  To understand what body language is
-  To be aware of our own body language during a communication process

Energiser:

Skill/ ability/ area to be trained: Awareness regarding our own body language

Element or part of area to be trained: Body language

Current knowledge or ability and required standard or parameter: Participants can be of any level of knowledge about the subject, as it is applicable to any group of people who wants to know more about body language and to improve their own body language in order for an efficient communication.

Activity or exercise: All the participants form a circle. One person (preferably one of the trainers) will make a face that will have to pass on to the next person in the circle. The face will be passed from person to person. It will be observed that every person makes a different face due to her own perception, but also because of their different way of expressing. At the end of the exercise the trainer will draw a conclusion, emphasizing the fact that each



person has his/ her own way of expressing/ showing the same message received.

Timings, venue, person responsible:

- 5 minutes
- The training room
- One of the trainers will moderate the whole exercise

The Crazy Moves:

Skill/ ability/ area to be trained: Awareness regarding our own body language

Element or part of area to be trained: Body language

Current knowledge or ability and required standard or parameter:

Participants can be of any level of knowledge about the subject, as it is applicable to any group of people who wants to know more about body language and to improve their own body language in order for an efficient communication.

Activity or exercise: This exercise is composed of two parts: walking and greetings. While music plays, participants who are scattered in the room will have to find their own way of moving. At some point the music will stop and the participants will have to greet with another person in all kind of different ways, using their body language. This continues until the playlist of

songs is finished. This exercise helps people be aware of their body language and of the way they can use it in order to communicate.

Tools equipment, materials: laptop, sound system, playlist of 5 songs.

Suggestions:

- Beethoven, the 9th Symphony
- Tiesto – Elements of life
- Tiesto – Adagio for strings
- Venetian Snares

Timings, venue, person responsible:

- 15 minutes
- The training room
- The activity will be explained and coordinated by a trainer. Another trainer will be playing the music.



Debriefing:

Skill/ ability/ area to be trained: Analytical thinking

Activity or exercise: The debriefing will follow this structure:

What happened during the exercises (the trainer will ask for each exercise to see how participants interpreted them)? What did you experience during the exercises?

How did you feel?

What did you think? What did you do?

What did you learn? What are you going to do next? How is this experience going to help you personally? What is your future action plan regarding the improvement of your own body language in the future?

At the end of the debriefing each participant will be asked to describe their feelings after the training session using their body language.

Timings, venue, person responsible:

- 25 minutes
- In the training room
- The activity will be coordinated by a trainer.

Evaluation:

Skill/ ability/ area to be trained: Evaluative thinking

Element or part of area to be trained: Evaluation

Activity or exercise: Each participant will be invited to the flipchart to write something next to the face that describes best their feelings after the training session.

Tools equipment, materials: Flipchart paper with 3 drawings (☺, ☹, :!), Markers

Timings, venue, person responsible:

Notes, costs, completed: • 3 minutes

- The training room
- One of the trainers will explain how the evaluation will be made and will invite everyone to write something

The Pink Team's Innovative Ideas

Team members:

-  Anja Blaßnig – Youth in Progress Association, Austria
-  Florian Resl – Youth in Progress Association, Austria
-  Hellyana Eneq Velinova – Club Support for Integration Vitosha, Bulgaria
-  Grigor Tanev – Club Support for Integration Vitosha, Bulgaria
-  Ioana Dumitrache – Team Work Association, Romania
-  Mihaela Tudor – Team Work Association, Romania

- Finding individual stimulus for participants creativity
- Stimulating participants ability to use the given/present resources creatively
- Stimulating participants ability to apply
- Help participants to be aware of a creative process
- Provide the participants with a method/tool for stimulating trainees' creativity

Current knowledge or ability:

We expect participants to:

- have previous experience in non-formal education
- be interested in the creative process
- have an interest in stimulating trainee's creativity

Competences acquired:

The participants have to start to being aware of the creative process. At the end the participants will be able to use a method to stimulate creative process into a group in frame of non-formal education.

Science Fair:

Skill or area: Creativity element to be trained:

- Find a personal style of creative process of the participants



There are no rules of architecture for a castle in the clouds. – G.K. Chesterto

The Colourartists

Science fair at the Pink Planet

The game is a simulation of a meeting of four groups of scientists from different labs. They live in a world where there is no colors except pink and they can see everything in pink. A lot of money was invested in these Labs so their role is to find another color and made the population of the Pink Planet feel the color.

Now is the time. All the scientists from four labs are getting together for THE SCIENCE FAIR. On this fair they should present the discovery they have made in their labs.

There is one important thing: at The Pink Planet science means performing and using arts. Furthermore, every member of the scientists' teams should be part of the process of discovering and presenting the outcome of their work.

At the end of the SCIENCE FAIR all teams that present their discovery and make the audience feel the new color will be awarded a place on the WALL OF HONOR.

After working a long time at the labs you finally discover new color. You can't wait to share them at the science fair. But before the fair you have

very well your performing. The main aim of your performance will be to MAKE THE OTHER FEEL THE COLOR.

Your colour is WHITE. You spend a lot of time to think how to present it.

The only rules in science team presentation is, th strongly forbidden to use the word "White" or can point at something which is WHITE, because the only colour the others see is PINK and they can't really recognize any other color.

Step by step:

1. Divide the participants into equal groups and ask them to work in separate rooms (it's important that the groups don't see each other work).
2. Give separate instructions to the groups. You can give them some inspirational quotes (suggested quotes: "Imagination is more important than knowledge/The only thing that interferes with my learning is my education/We can't solve problems by using the same kind of thinking we used when we created them/"I am always doing that which I can not do, in order that I may learn how to do it"/To live a creative life, we must lose our fear of being wrong./The more you like yourself, the less you are like anyone else, which makes you unique/It's kind of fun to do the impossible./You can't wait for inspiration. You have to go after it with a club. /There are no rules of architecture for a castle in the clouds.



3. Remember to set the context for each group: tell each group of scientists that they have discovered a color but don't share with them that they will all perform the same color. Choose a color that is not easy to perform (suggested color is white). Tell them that they cannot show, verbalize or point to the color (even if they point to the color, the others will not recognize it because on the Pink Planet, everyone sees only pink). Remind the participants that they will not receive any special materials, but they can use all the available resources they find.

4. Supervise the activity of each group and clarify any aspects.

5. End the game and close the activity (a suggested activity is to put the teams' names on the Wall of fame).

6. Debrief the activity with the participants. Suggested questions for the debriefing:

- Facts and Feelings Interpretation
- Help the participants discover that they all had the same color. Some of them might have already discovered this. How does this discovery make them feel?
- How did the participants feel about the task and the activity?
- What were the hardest part and the most interesting part?
- What did they discover about their creative process?
- What did they feel/discover about the creative process of the group?

- What do you think creativity is?

6. Reflection and evaluation: ask the participants to write or draw on a post-it what creativity is for them.

It is recommended that two trainers carry out the activity in order to supervise the groups' activity.

Resources needed: Strong paper (cardboard), glue, scissors, ruler, pencil, game descriptions for the scientists teams. Participants can use all the materials around. Four separate places for the groups' work.

Game descriptions for The COLORARTISTS:

You are all scientists and you live on the Pink Planet. You live in a world where there are no colors except pink and you see everything in pink. You have been working very hard in your laboratory and a lot of money was invested in these Labs so their role is to find another color and make the population of the Pink Planet feel the color. Now is the time! After a lot of work, your Laboratory has managed to discover the color WHITE. All the scientists from four labs are now getting together for THE SCIENCE FAIR. On this fair they should present the different colors they have discovered in their labs.

There is one important thing: at The Pink Planet science means performing and using arts. Furthermore, every member of the scientists' teams should be part of the process of discovering and presenting the outcome of their work. At the end of the SCIENCE FAIR all teams that present their



discovery and make the audience feel the new color will be awarded a place on the WALL OF HONOR.

Instructions for the SCIENCE FAIR

- The main aim of your performance will be to make the others feel the color white.
- During the performance you cannot use the word "White" nor can you point at something which is WHITE, because the only color the others see is PINK and they can't recognize any other color.
- You don't have any special resources for your performance, but you may use any of the materials you can find in the training room or find around.

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Group: Minimum 8 max 20 divide into 4 groups

Time: Five minutes for introduction, 15-20 minutes to work in group, 3-5 minutes max for presentations per group and 30 minutes for debriefing.

Usefull links:

-  [The Education, Audiovisual and Culture Executive Agency \(EACEA\)](#)
-  [European Commission – Youth in Action](#)
-  [The EuroDesk Network](#)
-  [The EuroDesk Yahoo Group](#)
-  [The SALTO-YOUTH Resource Centres](#)

Let's keep in touch!

-  [„Trainer's Laboratory" Facebook Group](#)
-  [Team Work's Blog](#)
-  [Team Work's Youtube Channel](#)