



## Contact person for the method:

Sona Grigoryan  
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## Questions to consider beforehand

- Who is the target group? Youth, participants of some exchanges, training courses, etc.
- What is the aim of the activity, method or tool? To help participants expose their leadership skills, tool of team building.
- What are the topics we can deal with? Team building/team roles and leadership.
- What can young people learn from it? Self-discovering, understanding their weaknesses and strength sides of their personalities.
- What kind of competences can young people improve? Time management, tolerance, leadership skills, communicative skills, respecting people, who you are working with.
- What kind of competences do youth workers need to have to run this activity, method or tool? Organizational and coordination skills, time management skills, creativity, empowerment skills.
- Why this activity, method or tool is considered as good practice? Participants realize their personal qualities, recognize their team members, universal human approaches.

## Activity name "Scavenger Hunt"

**Timing** Preparation: 1 hour. This includes preparation of the puzzle and distribution of the responsibilities among the organizers.  
Implementation: 2 hours: Running the game and evaluation.

**Objective** The aim of the method is to help participants expose their leadership skills, it can also be considered as a tool of team building. It will allow the participants to realize their leadership and problem-solving skills, communication and cooperative skills, respect people who they are working with, time management, tolerance, team work, creativity.

**Description** Preparation: the organizers divide the responsibilities and make the puzzle, which can have at least 6 pieces. They decide what tasks to give the participant groups and where to hide during the activity. Each of the organizers will be asked to tell one interesting fact about themselves. These "interesting facts" will be recorded and used as the clues in the scavenger hunt.

Implementation: Participants are divided into groups and the given task is to solve a puzzle. They have to find all the pieces, while solving some tasks given by organizers. Organizers are hiding and waiting till each of the group of participants will find them.

The groups will read their first clue which will say – "Find the person who..." They will then have to ask the organizers' questions to find out who this interesting fact belongs to. Each organizer will be assigned a different activity. When the groups come to them with the correct clue they will present the activity that must be completed (activities described below.)

After solving the task the group receives a piece of the puzzle by the organizer. Wins the group, which solves the puzzle first.

Evaluation and reflection about the outcomes is the last part of the activity, which usually takes 30 minutes.

Type: Outdoor activity

Number of organizers: 4 and more

Number of participants: 10 and more

Needed materials: A4 and A3 papers, straws, small balls, balloons, markers, pencils, chosen music, music player and speakers, tape.

**Activity #1** Tell the participants that they must find a way to have everyone in the group sit down; however no one must be sitting on a chair or on the floor. The whole group must stay sitting like this for 30 seconds. After a few tries if the group does not figure it out help them by asking them to try standing in a circle facing the back of the person in front of them and seeing if they can figure it out.

\*everyone must sit on the person behind them like in a chair.

**Activity #2** Clown Car: You are part of the newest clown act! All of you must fit into the tiny clown car and amaze the crowd! Everyone in your group must be able to stand on one piece of paper for the act to work!

**Activity #3** Circus elephants are known for their tricks. Use your straw as an elephant trunk and push a ping pong ball from point A to point B without touching the ball with any part of your body. The whole team should complete the task.

**Materials: straws, ping-pong balls.**

**Activity #4** Make up a choreographed dance to the first 30 second of a song. Everyone must be in sync and know the whole dance.

**Music player and speakers are needed.**

**Activity #5** Using given materials build something 1 meter tall that can stand alone without altering any of the materials. Time limit: 3 minutes.

**Materials: papers, pens, ruler, clips. NO TAPE!**

**Activity #6** Part 1: Line up by birthday without talking.  
Part2: Everyone closes their eyes, line up by height (talking allowed, but no peeping!)

**Activity #7** Using the **pieces of colored paper** make a circus animal or performer.  
Rules: you must use all the pieces, and they must all be touching.

**Activity #8** Tell the participants that they must find a way to have everyone in the group sit down; however no one must be sitting on a chair or on the floor. The whole group must stay sitting like this for 30 seconds. After a few tries if the group does not figure it out help them by asking them to try standing in a circle facing the back of the person in front of them and seeing if they can figure it out.

\*everyone must sit on the person behind them like in a chair.

**Competence development** Participants will gain competences such as: self-discovering, understanding their weaknesses and strengths, discovering their leadership and problem-solving skills, recognition of personalities of their group members. Participants realize their personal qualities, recognize their team members, acquire new skills and universal human approaches, such as tolerance, respect, mutual understanding.

**Key competences** Social and Civic competences  
Sense of initiative and entrepreneurship  
Learning to Learn

## Contact person for the methods:

Sona Grigoryan  
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### Questions to consider beforehand

- Who is the target group? Participants.
- What is the aim of the activity, method or tool? To build the trust among participants, to make participants feel comfortable to work together, to make them more open-minded.
- What are the topics we can deal with? Trust, respect, relationship.
- What can young people learn from it? How to be less fearful while introducing themselves and be more successful in self-presentation, to be open for new relationships or friendship.
- What kind of competences can young people improve? Communicative skills, body language skills, presentation skills, cultural awareness, mutual understanding.
- What kind of competences do youth workers need to have to run this activity, method or tool? Cultural awareness, creativity, organizational skills, motivating skills, time management skills, communicative skills, sense of humor.
- Why this activity, method or tool is considered as good practice? Because of raising the productivity and effectiveness of work after this activity.

## Activity name "Musical Shoes"

**Timing** Preparation: 5 minutes  
Implementation: 30 minutes

**Objective** The aim of the method is to help participants to build the trust among them, to make them feel comfortable to work together, to make more open-minded. It also shows them how to be less fearful while introducing themselves and be more successful in self-presentation, to be open for new relationships or friendship.

**Description** Preparation: choose active music and prepare the music player and speakers  
Type: Indoor activity  
Number of organizers: 2  
Number of participants: 8 and more  
Needed materials: chosen music and music player.  
Participants stand in a circle and take off their shoes. They should put their shoes in front of them to mark their place. The last person stands in the middle of the circle and has to say something about themselves (e.g. my favorite food is pizza). Now the person in the middle as well as anyone who shares the same like/dislike/characteristic/etc. has to run to another place in the circle. The rule is the pairs of shoes one less than the participants are, thus one person will not find a place and will be "stuck" in the middle. That person has to say something about herself/himself and the game continues in this manner. Organizers can also join in, as it makes demonstrating the first few rounds easier.



### Competence development

They will acquire communicative skills, self-presentation skills, cultural awareness, mutual understanding, trust and respect towards each other, will make relationship and readiness for team work.

### Key competences

Communication in the Mother Tongue.  
Communication in one or more foreign languages.  
Social and Civic competences.  
Cultural Awareness and Expression.

## Questions to consider beforehand

Who is the target group?	Every young person, who is interested in self-development and self-improvement.
What is the aim of the activity, method or tool?	Raising awareness concerning different significant issues, a chance to give a personal speech, to express own opinion and vision of problem.
What are the topics we can deal with?	Any topic related to youth as a social group .
What can young people learn from it?	To be more participative, how to find like-minded people, how to express personal opinions, public speaking skills, planning and presentation skills.
What kind of competences can young people improve?	Respect, tolerance, patience, to see things from different sides, proper ways of making a discussion.
What kind of competences do youth workers need to have to run this activity, method or tool?	Cultural awareness, creativity, organizational skills, motivating skills, time management skills, communicative skills, sense of humor, facilitation skills.
Why this activity, method or tool is considered as good practice?	Young people expand their knowledge about particular topic to be capable to tackle this problems in their society and then they are more involved in social transformations.

## Activity name "Diversity and Tolerance"

### Timing Objective

Preparation: 1 hour, implementation: 1 hour.

The aim of the method is to raise awareness concerning diversity and tolerance as significant issues, a chance to give a personal speech, to express own opinion and vision of problem, communication and cooperative skills, respect people who are different from themselves, time management, tolerance, team work.

### Description

Ask the participants to think what diversity is and then present the definition: "Understanding that each individual is unique, and recognizing our individual differences."

The group will then brainstorm on differences that exist between people. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Explaining why these topics are important:

What are the benefits of having diversity in the world?

What makes people feel included? What makes people feel excluded?

Have you ever purposefully included or excluded someone in an activity?

What is tolerance? How is it different from diversity?

\*Definition of Tolerance: Tolerance is an attitude, a way of thinking, and a lifestyle, all in one. Tolerance means that you are free to adhere to your own convictions, and accept that others adhere to theirs.

Why is tolerance important? What happens when people are intolerant?

Number of trainers: 1-2

Number of participants: 8 and more

Needed materials: flipcharts, markers



### Competence development

Participants will gain competences such as: self-discovering, understanding their attitude towards the people different from them, their tolerance. Participants realize their personal qualities, recognize their team members, acquire new skills and universal human approaches, such as tolerance, respect, mutual understanding.

### Key competences

Communication in the Mother Tongue.  
Communication in one or more foreign languages.  
Social and Civic competences.  
Learning to Learn.  
Cultural Awareness and Expression.

## Contact person for the methods:

Salome Zhvania  
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### Activity name "Chiki Chaka Energizer"

**Timing** 7 minutes to explain and apply the energizer.

**Objective** To give energy to people, create a fun environment and to make the participants feel closer.

- Description**
1. The participants must create a circle and stand behind each other.
  2. The participants need to go around and yell "we are in the train of love" and put the hands in the air.
  3. Then they need to yell "we are in the train of fantasy" and put the hands to the inner part of the circle.
  4. When the facilitator says chiki they jump forward and when says chaka they jump backwards.
  5. Then the facilitator says chiki, chiki, chiki, chaka, they jump three times forward and one time backwards.
  6. Repeat one time and finish.



### Competence development

To behave more freely, be more opened in the group, improve their creativity, positivity, open-mindedness and be active.

### Key competences

Social and Civic Competence.  
Sense of initiative and entrepreneurship.



### Activity name "Reflection Sessions"

**Questions** to consider beforehand

Sessions of reflection time with a facilitator and youth workers or youngsters. This method operates under the idea that if you want to change something in your community, you need first to change yourself. Thematic issues: racism, stereotypes, gender differences, ethnic and cultural differences, etc.

**Timing** Preparation time: 20 minutes.

Running time: Between 90 and 120 minutes.

**Objective** The main goal of the sessions is to enlighten the youngsters or youth workers about the general behaviours towards concepts such as racism, gender differences, etc and make them recognise their own behaviours, in order to make the necessary changes in themselves. Afterwards, they will be able to apply the knowledge and skills in their own communities and in this manner influence many people.

- Description**
1. Youth workers or youngsters that don't well with themselves for some reason (feelings, emotions, etc) volunteer themselves for the sessions.
  2. In a large group, each person talks about his/her individual feelings. Everyone has to talk about some wrong feelings that bother him/her.
  3. They discuss how to change that feelings in a small group.
  4. Each person reflects by herself/himself about strategies to change it.
  5. In a larger group they discuss about the best strategies to achieve inner change, so they can be able to apply this in their own communities.

### Competence development

Tolerance, empathy, compassion, responsibility, open-mindedness, self-analysis and self-control.

## Contact person for the methods:

Alexandra Peralaika  
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### Questions to consider beforehand

Who is the target group?

The target group is school children/youngsters.

What is the aim of the activity, method or tool?

The aim is to improve language and conversation skills, to encourage teamwork, to develop creativity.

What are the topics we can deal with?

The topic is foreign languages and cultures.

What can young people learn from it?

Young people can learn how to make use of their knowledge in practice

What kind of competences can young people improve?

They can improve such competences as communication skills, wider cultural awareness, team work.

What kind of competences do youth workers need to have to run this activity, method or tool?

Youth workers need competences as problem solving skills, time management skills, leadership, facilitating skills, language skills, decision making skills, evaluation skills.

Why this activity, method or tool is considered as good practice?

This method is considered as good practices because the children will improve their cultural awareness and English skills.

## Activity name "International English-learning evening"

**Timing** Preparation: 1 hour for the facilitators, 3-4 hours for the children, 1-2 hours for running prepared program-concert.

**Objective** To improve children's English skills, communication skills, to entertain all the participants (13-16 years old, but applicable for other target groups).  
To make children capable to share the knowledge acquired among other kids and parents.

**Description**

1. Pick 4 English-speaking countries (not England or USA, better unusual countries like Jamaica, India, etc.)
2. Distribute all the participants into 4 teams (up to 20, but it depends)
3. Every team gets 1 country
4. Children have to prepare evening program to represent their country, it can include songs, dances, presentation, poetry, whatever
5. Every group will have 15-20 min to perform
6. Then must be a feedback (evening feedback or any other form of feedback)

The facilitator can help, but it's better to give them freedom to choose what they want to present.

**Competence development** They will improve English skills, communication skills, and become more of a team.

**Key competences** Cultural awareness and expression.  
Communication in one or more foreign languages.

## Activity name "Photo Hunt"

### Questions to consider beforehand

The target group is aged 13-16. The aim is to develop their creative thinking, to encourage teamwork, to improve their English skills. The method doesn't constrain topics. They can learn how to work in the team, how to use photo cameras, how to express themselves in a creative way. They can improve such competences as communication skills, time-management, creativity, teamwork and cooperation.

Youth workers need competences as organizational skills, creativity, time-management, evaluation skills.

This method is considered as a good practice because it's an easy and fun way to develop creativity of kids; it is also easy to organize.

**Timing** Preparation: 1 hour for the facilitators, (to brainstorm topics for the photos).  
1-2 hours for the participants.  
40-45 min to demonstrate photos in a slideshow.

**Objective** To improve children's English skills, communication skills, to entertain all the participants (13-16 years old, but applicable for other target groups).  
To improve creative thinking.  
To improve photo skills.

### Description

1. Participants get the printed task. Here is an example how it can look like:

"The criterion of rating your pictures is first of all your creativity, not the quality of pictures your camera does. It is strongly appreciated that there will be as many people in the picture as possible, if the task doesn't require something other (for example, a photo with of a living word of 5 letters). At least every picture that doesn't have the entire group in it should have different people in it, not all the same in all the pictures. You have to manage to do all the tasks; the group which does all of them has +3 points. After you're done, go to the Assembly Hall, where Alex (the 1 group's coordinator) will copy all your pictures on her computer. The group that comes first will have +2 points. The pictures will be judged by foreign teachers and all the pictures will be shown in the evening in the Award Ceremony. The best photo for each theme brings your group 1 point; in the end the points are counted; the group who has the most points wins. Also there will be some extra awards. Good luck everyone and have fun!

2. Organize a jury, who are not the facilitators;
3. Have several nominations (most creative, most colorful...);
4. Facilitators collect the photos from the participants and give them to the jury;
5. Organize an event for presenting the pictures and give the awards to the winners.
6. Then must be a feedback (evening feedback or any other form of feedback)

**Proposed photo topics** Photo with the strongest man in the camp / in soviet style (pioneers) / with the pets / with a foreign teacher / with your coordinators / of a ghost / with 7 people who are not from your group / of you studying / of how you feel after classes / with a fairytale character / of a healthy lifestyle / of local mafia / of a famous music band / of the wedding / of you depicting a famous painting / of living word of 5 letters (one person - one letter)  
Collage: "WHAT my friends / parents / coordinators / shop cashiers THINK we do VS. what we REALLY do"

**Competence development** They will improve their creative abilities, communication skills, English skills and become more of a team.

**Key competences** Cultural awareness and expression  
Digital competence  
Communication in one or more foreign languages

## Contact person for the method:

Pedro Silva  
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### Questions to consider beforehand

- Who is the target group? Young students between 15 and 18 years old (the age range can change depending on the needs of where the activity will take place).
- What is the aim of the activity, method or tool? Raise awareness of the consequences of excessive alcohol drinking.
- What are the topics we can deal with? Practical consequences of drinking alcohol.
- What can young people learn from it? Youngsters will learn the effect of alcohol drinking in a group perspective, that drinking too much is not as amusing as they thought, and the more they drink the more limited they will be.
- What kind of competences can young people improve? Individual and social responsibility, awareness of the alcohol effects.
- What kind of competences do youth workers need? Leadership, communication skills, respect for the subject, creativity, helpfulness, patience, basic knowledge.
- Why this activity, method or tool is considered as good practice? The participants, through experiencing a simulation game, will assimilate better the practical consequences of excessive alcohol drinking. A wide space is needed to set up the path for groups of 4-8.

### Activity name "The Booze Game"

**Timing** Preparation: 20 min, Gameplay: 1-2 hours.

**Objective** Simulate the alcohol effect between 15-18 years old students (participants) Participants become more aware of the alcohol abuse consequences. The participants have a fun time but at the same time they have an effective learning process.

**Description**

1. Choose a wide place!
2. Make a path with five stop points (the path will simulate the going out at night involving alcohol drinking).
3. The points are: 1. Coffee shop; 2. Restaurant 3. Bar 4. Night club.
5. Food trailers.
4. In each point the participants are invited to drink. If they drink they will have a handicap, which is tying a part of the body (first you have the participants hands tied, then the participants legs tied and finally the participants eyes covered).
5. To move to the next stop point they have to overcome an obstacle. The more the participants "drink" the more difficult is to go for the next stop point.
6. At the end of the activity, the participants gather up and make a debate of what have they learnt with the activity.



### Competence development

The participants will develop more knowledge about alcohol abuse consequences.

### Key competences

Competence in mathematics and basic competence in science and technology;  
Social and civil competences;

## Contact person for the method:

Alphonse Zammit  
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Activity name **"Forum Theatre"**

### Remarks made beforehand

This is a tool to create and decrease awareness of negative situations such as: racism, human slaves, human trafficking, home violence and etc... Also to hide an eliminated or to decrease it.

To help youth generation to feel them more self-confidence and to learn how to solve before mentioned problems.

**Timing** For preparation we need 3-4 days, if it is training and implementation it's 3 days.

**Objective** To create awareness about a problem and find the way to solve it.  
Racism, human slaves, human trafficking, home violence...

**Description** You have to train them in the theatre skills, to get the team together - integrated.

They have to brainstorm and find the topic. After they will start to improvise it. Then they write the dialog and the progress. Then they start to practice and present it.

In the beginning they presented for the first time to the audience. They will run it all the way.

After they run it by the second time and they will invite the audience to give them feedback for changing the outcome of the play in the positive way.

After all these, the hall groupe will hold an evaluation and development of future.

**Competence development** They are learning by doing, and each one is learning in his own way and at his own time.

They are learning skills, which are useful not only in this project but also in their every day life.

Team work, communication skills, creativity, public speaking skills and self confidence.

**Key competences** Social and civic competence.  
Sense of initiatives and entrepreneurship.  
Cultural awareness and expression.



## Contact person for the method:

Tatiana Lipai



Activity name "Summer/Winter School"

### General Description

Training of teachers, which will bring developed pedagogical and psychological skills for them. Also how to apply these new skills in the formal education.

Learning through life.

Find the solution and publication of results of this summer/winter schools.

**Timing** For preparation we need 1 or 3 months. For summer school we need 3-4 weeks and for winter 2 weeks.

**Objective** Tolerance, communication and leader skills.  
Communicational skills, self improvement.  
Experience, pedagogical and science skills (publicational articles or books).

## Contact person for the method:

Mariam Gevorgyan  
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Activity name "Peer Education"

**Timing** For preparation 1 or 2 months per subject; 2-3 months for running.

**Objective** To teach target groups solving problems,  
Sharing experience

Creativeness

To make their own opinions, images of the process.

**Description** First of all challenging, problem solving tasks, and then we should have some motivating influence for them.

Second, creativity, communication, learning, determination, discover new things etc.



**Competence development** To solve global things and exchange of skills and experiences.

**Key competences** Learning to learn,  
Cultural awareness and expression

**Competence development** They should learn respect, understand and listen each other. Also to apply pedagogical and psychological skills.

**Key competences** Mathematical competence and basic science and technology.  
Digital competence.

## Contact person for the method:

Artur Movsesyan  
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## Activity name "The Net Game"

### General Description

Between 2 columns we make the net from the thread. Whole group should pass through 2 columns during fixed time without touching the net via using holes in net. Each hole is possible to use only once (only one person can pass through one hole).

**Timing** 20 minutes for preparation (do the net, etc.), 1 hour of playtime.

**Objective** The objective is group building, problem solving.  
Young people can learn how to work as a team, to respect other opinions and help people who has disadvantages.

**Description** Between 2 columns we make the net from the thread.  
Whole group should pass through 2 columns during fixed time (it depends on the size of the group) try not to touch the net via using the holes of the net – it may be possible they touch it sometimes but the point is to make them sure that they must work as a team.  
Each holes are possible to use only once (only one person can pass through one hole).  
This game is accessible for people with handicaps, for children and old people as well because participants could help each other, what should not be told by organizers, they should find out it by themselves.  
Materials: thread to form the net, something to tie the net (column, pole, tree trunk, etc.), something to tie the thread together (tape, knowledge of knots etc.)

### Competence development

They can develop their creativity, leadership, respect, helpfulness.

### Key competences

Competence in mathematics.  
Basic competence in science and technology.  
Social and civic competences.  
Sense of initiative and entrepreneurship.

# Contact person for the methods:

Sofia Carvalho



## General Description

It's an activity to meet other people and for the group get to know each others.

It would me needed some tables and chairs and the person needs to introduce themself to the person sited in front.

## Activity name "Speed Dating"

**Timing** 10 minutes for preparation, 0.5-1 hour for run it

**Objective** Get know each other.  
It's an ice-breaker and ice-melter :)

**Description** Organize the place putting the tables and the chairs in a row (one row of chairs in each side of the tables).  
Everyone should sit on a chair  
After that the responsible gives 5min to the participants talk with the person in front of them. They should be like in a date, get to know each others.  
After the 5 min, one row as to changes seat.  
The activity ends when everyone have met with all of the other participants.

Material:

1. Chairs (the number of chairs should be the same that the number of participants).
2. Tables to put between two chairs (optional, you can do the activity without the tables too).



## Competence development

Communication skills, flexibility, respect

## Key competences

Social and civic competences  
Communication in one or more foreign language(s).

## Contact person for the method:

Daniel Ellul  
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## Activity name "Treasure Hunt"

**Timing** 1.5-2 hours for preparation  
2-2.5 hours for run it

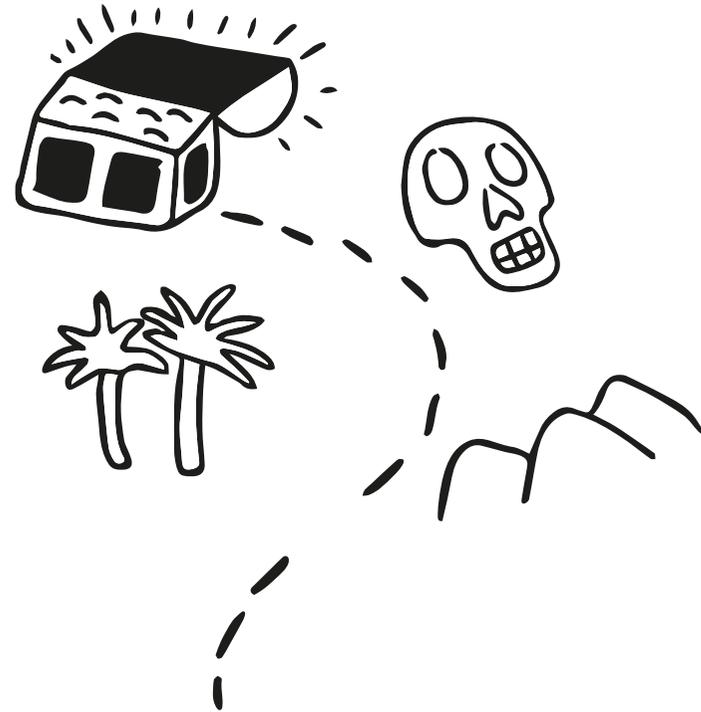
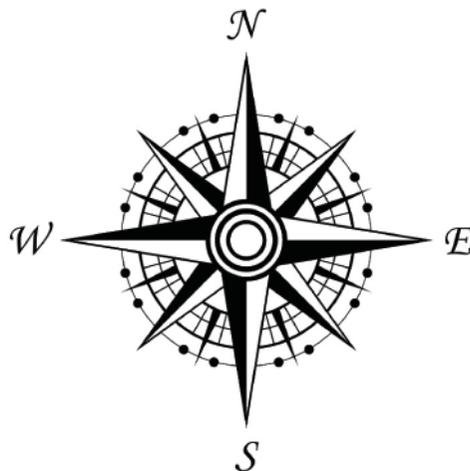
**Objective** To create relationship between young people who has different ethnic background and to respect each other's culture.  
Breaking any sort of bounderies eg. racism, xenophobia, homophobia.

**Description**

1. Plan locations of different stations, and tasks troughout the area of the treasure hunt to be used - some tasks can be funny (creating a dance and taking a video of it)
2. Distribute the tasks at the stations and make sure the stations are visible enough to be spotted.
3. Go trough a test round to make sure the treasure hunt makes sense
4. Explain the task to the young people
5. Organise the different groups making sure they are of mixed nationalities
6. Send groups one after the other and timing each group
7. After everyone has finished, see which group is the fastest and make sure all the tasks were completed. This can be done in an entertaining way showing videos pics that were in the tasks to the whole group (eg. using showing videos and pics on projector)
8. Award the winner with candy or any other award

### Materials:

1. You can use balloons, papers, etc. (that depends on the taks you choose)
2. Choose a treasure.



**Competence development** They can learn how to respect different people and ideas.  
Working in team quickly  
Respect

**Key competences** Social and civic competences  
Cultural awareness and expression  
Sense of initiative and entrepreneurship  
Communication in one or more foreign language(s)