



TOOLKIT

SUSTAINABLE ATTITUDE FOR SUSTAINABLE DEVELOPMENT

Training course for youth workers

Litija 20 – 28.9.2014



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TABLE OF CONTENTS

1. INTRODUCTION 3

2. ENERGIZERS 3

 2.1 Fun energizers 3

 2.1.2 Jump in jump out..... 4

 2.2 Dividing participants in groups..... 4

 2.2.1 Family names..... 4

 2.2.2 Sounds of animals..... 5

 2.2.3 Where is my pair 5

 2.2.4 Smell your group 5

 2.2.5 Non verbal communication 6

3. TEAM BUILDING ACTIVITIES 6

 3.1 Name game 6

 3.2 Photo orientation 7

 3.3 Hopes and fears..... 7

 3.4 Marshmallows challenge..... 8

 3.5 Blanket..... 9

 3.6 Human knot 9

4. REFLECTION AND EVALUATION ACTIVITIES 10

 4.1 Check in 10

 4.2 Blogs 10

 4.3 Evaluation groups..... 11

5. EDUCATIONAL ACTIVITIES 12

 5.1 Open space 12

 5.2 Walk and talk..... 13

 5.3 Team roles 14

 5.4 Who is a youth worker? 14

 5.5 Do I want to be the change? 15

 5.6 Youth work case study 15

 5.7 Feedback – invaluable tool of evaluation..... 17

 5.8 Entrepreneurship 17

6. DRAGON DREAMING 18



1. INTRODUCTION

Sustainable attitude for sustainable development was a training course for 20 youth leaders and youth workers from Romania, Croatia, Malta and Slovenia. The project took place from 20.9.2014 to 28.9.2014. The main objective was to become aware and to start developing quality relationships with key stakeholders in youth work. We addressed different topics with different methods. The purpose of this document is to share some of these methods with all the participants and other relevant stakeholders. We hope some of them will be used again in future training courses.

For additional information, please do not hesitate to write on: aljaz.zupan2@gmail.com.

2. ENERGIZERS

2.1 Fun energizers

2.1.1 Make the triangle

Goals	<ol style="list-style-type: none"> 1. Energize the group. 2. Observe roles in the group.
Time frame	15 – 30 min
Materials	/
Activity	<ol style="list-style-type: none"> 1. We make a circle with participants. They need to hold the hand of their neighbours. 2. We give them the following instructions: <ul style="list-style-type: none"> - Close your eyes. - Now you are in a shape of a circle, make a shape of triangle with your bodies, without opening your eyes. You also need to hold each other’s hands all the time. - You can finish at any time; when you think you made a triangle. The finish needs to be a group decision. 3. When they decide to finish we let them open their eyes and check how successful they were. 4. Than we continue with the next challenge: <ul style="list-style-type: none"> - Close your eyes - Now you need to make a square. The rules are the same as before. 5. When they decide to finish we let them open their eyes again and check how successful they were. 6. We can finish and use this just as an energizer activity or just go one step further and implement debriefing. We can ask questions like: <ul style="list-style-type: none"> - What happened? Can somebody summarize what just happened? We can ask if everybody agrees with the



	<p>answer(s). We can ask who was the leader. Who were the followers? Were the instructions inside the group clear to everybody?</p> <ul style="list-style-type: none"> - How did the participants feel? Did everybody feel included in the decision making? Did anybody feel excluded? What were the feelings of the leader? What were the feelings of the others? - What are the findings? Did you find out anything? Did you notice something? Was there anything new to you? - How can we correlate the exercise with reality? Are there any similarities? Can we use the findings in real life? How?
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2.1.2 Jump in jump out

Goals	1. To energize the group
Time frame	5 – 10 min
Materials	/
Activity	<ol style="list-style-type: none"> 1. We make a circle with participants. 2. We give them the following instructions: <ul style="list-style-type: none"> - Say what I say and do what I say. 3. Than we say: Jump right, jump left, jump forward, and jump back. 4. Than we give them slightly different instructions: <ul style="list-style-type: none"> - Say the opposite of what I say and do what I say. 5. We repeat step 3. 6. Next instructions: <ul style="list-style-type: none"> - Say what I say and do the opposite. 7. Repeat step 3. 8. Next instructions: <ul style="list-style-type: none"> - Say the opposite of what I say and do the opposite of what I say. 9. Repeat step 3.

2.2 Dividing participants in groups

2.2.1 Family names

Goals	<ol style="list-style-type: none"> 1. Split participants into groups 2. Energize participants
Time frame	5 - 10 min
Materials	Pen, post it



Activity	<ol style="list-style-type: none"> 1. We write 4 (if we want 4 groups) family surnames on post its (they should sound similar Jones, Jonson, Adams, Adamson...) with family member names: Jones Daughter, Jones Mother, Jones Father etc. for each surname, mix it and give them to participants. 2. When we give them a sign they should yell their family surname and try to find all members of their family (group).
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2.2.2 Sounds of animals

Goals	1. Divide participants into groups
Time frame	5 min
Materials	Write down different animals (cats, dogs, snakes,) on post its. If we want to make 4 groups we need 4 different animals. If we want 4 members in each group we should have 4 posts it with the same animal.
Activity	<ol style="list-style-type: none"> 1. We mix the papers and give them to participants. They should read what animal they've got quietly, close their eyes and make the sound of animal they've got. They must try to find the others with the same sound/animal.

2.2.3 Where is my pair

Goals	1. Divide participants into pairs
Time frame	5 min
Materials	Post it
Activity	<ol style="list-style-type: none"> 1. Write on post it names of famous pairs mix it and give to participants. 2. They should yell their names and try to find their partner (Mickey and Minnie, Angelina Jolie and Brad Pitt, Fiona and Shrek, Homer and Marge Simpson, Romeo and Juliet...).

2.2.4 Smell your group

Goals	1. Divide participants into groups
Time frame	10 min
Materials	Different perfumes
Activity	<ol style="list-style-type: none"> 1. We ask participants to make a circle, close their eyes and put one of their hands in front of them.



	<ol style="list-style-type: none"> 2. We put the first perfume on the hands of the first group, the second perfume on the hands of the second group and so on. 3. We ask participants to open their eyes and use their nose to find their group members.
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2.2.5 Non verbal communication

Goals	1. Divide participants into groups
Time frame	10 min
Materials	Sheets of papers, markers, papertape. Before we start with the activity, we need to draw different shapes (e.g.: triangle, square, circle...) on the paper sheets.
Activity	<ol style="list-style-type: none"> 1. We ask participants to make a circle. Their faces need to turn inside the circle. 2. We step outside the circle and put the paper sheets on their back. 3. After we finish we gave the instructions: "You need to find participants with the same shape on their back as is yours. During searching, you cannot talk."

3. TEAM BUILDING ACTIVITIES

3.1 Name game

Goal	1. Learn the name of all the participants
Time frame	30 min (20 participants)
Materials	/
Activity	<ol style="list-style-type: none"> 1. We make a circle with all the participants 2. First person (trainer) needs to find an adjective which starts with the same letter as their name (e.g.: Magical Magda) and say it. The next participant has to repeat the adjective and the name of the person before them and add an adjective and their name. The third participant repeats the name of the first and second ones and adds an adjective and their name. The last participant need to repeat the adjective and names of all the participants before him/her and add an adjective and their name. <p>The game takes some time and it may become a bit boring with bigger groups. However it's a very effective way to quickly remember all the names in the group.</p>



3.2 Photo orientation

Goal	<ol style="list-style-type: none"> 1. Get familiar with the microenvironment 2. Team building
Time frame	Depends how far the check points are. Recommended time 60 – 120 min.
Materials	<ol style="list-style-type: none"> 1. Photos of the objectives we want to put into the game. 2. Colourful printer (if we need to print those photos) 3. Laptop 4. 1 smart phone or camera per group
Activity	<p>Preparation:</p> <ol style="list-style-type: none"> 1. We take photos of all the locations important for our training course (toilets, showers, kitchen, dining room, training room, rooms or tents of participants...). Then we also take photos of the objects around our main place. We can take photos in a walking distance max 15-25 min. 2. We put all the photos together. We need one set of photos for one group of participants. <p>Implementation</p> <ol style="list-style-type: none"> 1. We divide participants into group of 3-5 people. 2. Each group get their set of pictures. 3. They need to find objects that are on the photo. When they find one object, they need to take a funny photo which includes this object and the group. 4. When they finish, they come back and give the photos to the person who is in charge to put them on the computer. 5. In the evening we can organize voting for the funniest picture. <p>We can adopt this activity and add different tasks, regarding the main topic of the training course and the time of the implementation (in the beginning or later).</p>

3.3 Hopes and fears

Goals	<ol style="list-style-type: none"> 1. All the participants and trainers become aware of the hopes and fears of the entire group. 2. Establish common agreements/rules 3. Creating safe environment 4. Teambuilding
Time frame	40 - 60 min (20 participants)
Materials	Flipcharts, markers
Activity	<ol style="list-style-type: none"> 1. We divide participants into groups (3-5 members) 2. Each group get a flipchart and few markers.



	<ol style="list-style-type: none"> 3. The trainer gives the instruction to write down all their fears (things that participants don't want to happen in the time of the projects) from all the members in the group. 4. After 10 - 15 min the trainer gives the next instruction: "write down all your hopes for this project" (all the things you wish to happen this week). 5. After another 10 – 15 min the trainer finishes with the exercise and asks participants to present what they wrote down. 6. Each group have 3-5 min long presentation. 7. After all the presentations the trainer asks participants if they can help him/her to create common agreements. If nobody has an idea, the trainer can start with the first suggestion. Basically we put down the things which were expressed by all the groups. At this time we can also address important issues like punctuality, participation, respectfulness. 8. At the end we put all the flipcharts and common agreements somewhere easy to see, so everybody will be able to look at them at different points of the training.
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3.4 Marshmallows challenge

Goals	<ol style="list-style-type: none"> 1. Team building 2. Observation of team work.
Time frame	30 - 60 min
Materials	20 sticks of spaghetti, one yard of tape, one yard of string, one marshmallow.
Activity	<ol style="list-style-type: none"> 1. We put participants into groups. 2. They have 18 min to build the tallest free-standing structure from the materials above. The marshmallow needs to be on the top. 3. We check who the winner is. 4. We can just use this as a fun activity. However, it is also recommendable to implement a debriefing after it. We can ask questions like: <ul style="list-style-type: none"> - What happened? Can you describe a whole process of building the structure? - How did you feel? Did you feel your capabilities are fully used by the team? Did you feel included in decision making? Did anybody feel excluded? - What did you learn? What did you find out? Was there something new for you? What are the findings, regarding the process of creating the structure? Why were you successful? Why weren't you successful? - Can we use the findings in reality? How? What can happen if we implement the findings in reality?



	It is recommendable to implement the task inside the project team first and go through all the questions. It will be easier to facilitate the debate among the participants later.
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3.5 Blanket

Goals	1. Team building
Time frame	20 min
Materials	Blanket
Activity	<ol style="list-style-type: none"> 1. We ask all the people to put down their shoes and step on the blanket. There should be barely enough space for everybody, so they need to stand really close together. 2. After all the people are on the blanket, we tell them the story: You are on the boat. There is the sea around you and there are a lot of deadly dangerous sharks in the sea. The team needs to take care of all the members and not let anybody fall into the sea. Unfortunately there was a storm and your boat turned around. So you are actually standing on the wrong side of the boat. If you want to be safe you need to turn the boat/blanket around without letting anybody to step in the sea. <p>If the group have difficulties we can provide some hints.</p>

3.6 Human knot

Goals	1. Team building
Time frame	10 – 25 min
Materials	/
Activity	<ol style="list-style-type: none"> 1. We ask participant to make a circle. 2. We ask them to step really close together. Then they need to raise their hands in the air and grab the other hand from the other side of a circle. They can grab just one hand with left hand and one hand with right hand. There cannot be three hands together. 3. After everybody holds two hands they need to untie the knot and make a circle again.



4. REFLECTION AND EVALUATION ACTIVITIES

4.1 Check in

Goals	<ol style="list-style-type: none"> 1. Introduction in the day, 2. Reflection of the previous day, 3. Becoming aware of my current mood and the mood of my colleagues
Time frame	15 – 20 min
Materials	Flipchart, marker.
Activity	<p>Activity is appropriate for everyday usage in trainings, seminars.</p> <ol style="list-style-type: none"> 1. First day we divide participants into groups (3-5 persons per group). Those groups stay the same for the duration of the training. 2. Each group pick their name. We put the name and the members on the flipchart, so participants are able to check in which group they are. 3. In the beginning of each day, after the breakfast we announce “Check in” time. Each group sit together and discuss next questions: <ul style="list-style-type: none"> - What is the most important thing I learned yesterday (each participant share just one thing) - What is my inside weather today? (What mood am I in. Participants can express their mood with the weather conditions, e.g.: sunny, foggy, cloudy) - After the discussion each member sits down with their legs crossed. Then the whole group is quiet and everybody just inhales 10 times and exhales 10 times. Whoever wants to can close his/her eyes. <p>It’s recommended to put those instructions on the flipchart, so participants can check them every morning if needed.</p> 4. After finishing with breathing all the participants come to the meeting point and we can start with the workshops/other activities. It is also good to give the participants the exact time to come to the meeting point, because usually different groups don’t finish exactly at the same time.

4.2 Blogs

Goals	<ol style="list-style-type: none"> 1. To stimulate participants to prepare written reflection 2. To ensure objective reporting about the project
Time frame	30 min; Depend how long blogs do we want.



Materials	Laptop
Activity	<ol style="list-style-type: none"> 1. We inform participants about the task at the very beginning of the training. 2. We can ask each participant to write a blog on their own. We can also make groups and they prepare blogs together. It is important to write down who is responsible for making a blog and until when. Usually we can have one group to make a blog one day, and the next day it's the time for the next group. 3. We ask participants to write whatever they want about this particular day, when they need to write a blog. It is also important to provide some time after the dinner where one group will be able to work and others will probably be free. We told the participants that we will publish the blog on the Facebook or webpage and ask if they are OK with it. 4. If they have any problems we can provide additional questions like: what did you enjoy doing today, what would you like to change about today, did you get to know anything new today?

4.3 Evaluation groups

Goals	<ol style="list-style-type: none"> 1. To get the feedback about the training day (e.g.: learning process, food, logistics...). 2. To actively include participants into the learning process.
Time frame	30-40 min every day
Materials	Small notebooks, pens, flipchart, markers.
Activity	<ol style="list-style-type: none"> 1. We divide participants into groups on the first day of a training course. There should be 3-5 members in each group. Each group picks a name. We put a name of the each group and its members on a flipchart and put it somewhere that everybody can see it. 2. At the end of each day (ideally before the dinner) we announce "evaluation time" and ask participants if they can go in their groups and discuss: <ul style="list-style-type: none"> - What did they like about the day? - What didn't they like about the day? - What suggestions do they have? 3. After 15-20 min we ask each group to send a messenger to the previously agreed "evaluation place". 4. When all the messengers come, the trainer sits with them in a circle and asks them what news they are bringing. Each messenger shares with the others the likes, dislikes and



	<p>suggestions of his/her group. The group messenger should be a different person every day.</p> <ol style="list-style-type: none"> 5. The trainer provides additional explanations where needed and writes down all the feedback that he/she will be able to share it later with the project team. 6. After sharing all the feedback of the day, the evaluation session is finished. However the messengers can share with the rest of group members immediately or the next day what happened during the session. 7. It is extremely important that findings are shared with the rest of the project team. It is also extremely important to take care of the suggestions and announce what we will do about them (ideally in the beginning of the next training day). <p>If participants get a feeling that project team is trying hard to take care of them, they will also start taking care of the project team. This can be a basis for a safe and proactive learning environment.</p>
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5. EDUCATIONAL ACTIVITIES

5.1 Open space

Goals	<ol style="list-style-type: none"> 1. Involve participants into the learning process 2. Provide sharing of competences between participants 3. Strengthening the interpersonal connections between the participants.
Time frame	½ or up to 1 day.
Materials	Depends on the needs of participants
Activity	<ol style="list-style-type: none"> 1. We need to announce the activity and give the instructions at least one day before we intend to start. 2. Instructions: During the open space anybody can present whatever he/she wants. It can be a workshop, debate, sport activity, trip into nature, making arts... 3. We provide a flipchart where we put available hours in a left column. On the top row we write activities or workshops (check the picture below). We make 2-4 columns, depending on how many activities we want to offer at the same time. A duration of one hour per one row. 4. Participants can put their activities wherever they want. They need to mark how many squares they want to take (one square is one hour). They also need to write: <ul style="list-style-type: none"> - The name of the activity. - Short content (one or few sentences). - The name of the person who is in charge.



	<p>We also need to tell them that the promotion of their activity is their own responsibility. Participants will be able to choose between different options so we can suggest that investing some time into marketing wouldn't be a bad idea.</p> <ol style="list-style-type: none"> 5. There can be more activities at the same time, or it can also happen that there is no activity at a certain time. 6. The people who are in charge of the activities need to communicate with the project team and check if all the materials they will need are available (e.g.: computers, projectors, internet, flipcharts, and markers). 7. During the process of making the schedule for the open space, a trainer in charge needs to check the schedule several times and be available to provide information to those who are willing to implement different activities. If there is not enough time it might be good to reschedule activities and try to give an opportunity to organize an activity to everybody who is willing to do it. 8. Before the beginning of the open space we gather all the participants and tell them that they can start. We also tell them that participation is their choice. So they can choose if they will participate and where they will participate. 9. During the activity also a project team can participate. However we cannot forget we might will be needed for some technical or organisational support.
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5.2 Walk and talk

Goals	<ol style="list-style-type: none"> 1. Energize the participants 2. Introduction into deeper discussions.
Time frame	15 min
Materials	Computer, speakers
Activity	<ol style="list-style-type: none"> 1. We play a song and give people instructions just to walk around in the space, and look at each other in the eyes. 2. When we say "Stop" they should start asking the question which we would ask, with the person with whom they made eye contact with at that moment; We give them some time to talk about it, then we give instructions to continue walking faster/slower/jump and then again when we say stop they ask a second question, again with the person they made eye contact with and so on. 3. Questions: What is a youth worker in your opinion? What should a youth worker not be? Do young people really need youth workers? Do you think you are a youth worker or you could become a youth worker?



5.3 Team roles

Goals	1. Identification of own strengths and weaknesses regarding the project management in youth work
Time frame	30 min
Materials	Cards with different pictures/roles a person can have in a team
Activity	<ol style="list-style-type: none"> Put cards with pictures of different roles/qualities a person can have in a team (e.g.: problem solver, vision mission principles, fund raising, coordinator, partners finder, motivator, project design, PR skills) on the ground. We ask participants to look at the pictures carefully. Then each person has time to think for themselves (10minutes) about what are their strengths and weaknesses, (if they want they can write them down, pick from the cards or add a quality if it is missing in the cards). After we divide participants into groups. Each group then discusses their strong and weak points that they would like to improve; they try to give advice to each other about how to improve their skills in different fields. For example, if someone is good at something and the other person wants to be good at the same thing etc.-20 minutes. We can implement debriefing at the end.

5.4 Who is a youth worker?

Goals	1. Youth worker characteristics identification
Time frame	30 min
Materials	Post it, flipcharts, markers, watercolours,
Activity	<ol style="list-style-type: none"> We put participants into groups. Each group should write down what 10 qualities/abilities/characteristics a youth worker should possess; Each group presents their results They stay in the same groups; We give them two big flipcharts where we write down the characteristics of a youth worker: (communicative, tolerant, patient, to have sense of humour, creative, responsible, to take initiative, to understand our problems, to be willing to work, young, to know when to be serious and when to joke, to be positive, to be confidential and honest, to be educated about non-formal education/NGO, to keep promises and



	<p>agreements, to have experience in working with young people, not to be conservative, to love his/her work, to treat everyone equally, to be a good listener, to love himself/herself, not to give up easily, to be charismatic, to know how to inspire and motivate)</p> <p>5. Each person must pick from this list again 10 characteristics which they think are the most important; Put watercolours and flipcharts on the ground, and each person should leave a fingerprint next to the each characteristic he/she thinks it is important. So in the end you get a colourful list.</p> <p>If you want you can discuss/compare the qualities that the participants wrote and the qualities that the youth wrote.</p>
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5.5 Do I want to be the change?

Goals	1. Inspiring youth for participation in youth work
Time frame	4h
Materials	Computer, projector, speakers, internet, white wall or projector screen
Activity	<ol style="list-style-type: none"> We watch the movie Freedom writers: http://www.imdb.com/title/tt0463998/?ref_=nv_sr_1 After the movie we can present the Foundation of Freedom writers: http://www.freedomwritersfoundation.org/ and Erin Gruwells Ted talk: https://www.youtube.com/watch?v=Thd8xw_poNo After we can have a debriefing and facilitate the discussion about youth work, why is it important, what we want to reach, how to inspire the youth to participate. <p>The activity can take quite some time, so it is recommendable to do some longer breaks in between. We can prepare questions for the discussion but it is also recommendable to let participants share their own thoughts that the film might provoke.</p>

5.6 Youth work case study

Goals	<ol style="list-style-type: none"> Discuss a real life situation in youth work. Exchange of different practises and approaches. Developing project planning and marketing skills
Time frame	60 – 90 min



Materials	Flipcharts, pens, markers.
Activity	<ol style="list-style-type: none"> 1. We make 4 groups; 3 groups of participants represent 3 groups of youth, one group of participants represent youth organisation. 2. We present the story to the participants: Each year in your small town there is a big event like a town festival, there are different activities organized, and a lot of people from other places from your country also come. There are always a lot of sport/cultural activities, workshops for kids, concerts, actions etc. The youth organisation from this place is responsible for activities which are organized for youth. Municipality gives you a really small amount of money so you have to be really skillful and creative to prepare something worthwhile. This year three groups of youth come to you with different proposals for what can be organized. One of them suggests you should bring a famous pop singer (who is really popular among young people) and all of the money from the concert would go towards the renovation of a children orphanage which is in a really bad condition. The other group wants to organize a concert of local bands with different kinds of music and all the money would go towards the renovation of the cultural centre. And the third group is international, it consists of one local teenager and his friends from many countries all around the world, and they want to organize international fair with music, food, dances, from various cultures, workshops etc. You don't have enough money for everyone to organize their event, and you have to choose whose idea you will support. 3. Each group of youth should make a presentation of their project: mission, vision, what they want to achieve which are their goals and aims, they would have 5 minutes to present their idea to youth organisation. They have 20 min to prepare this presentation. 4. After the presentations members of the youth organisation have time to discuss the proposals amongst each other. 5. In the meantime the 3 youth groups should also try to find solution together. Then afterwards we can compare the decisions of the youth workers and the 3 groups of youth. 6. After making the selection we can discuss if those examples happen in real life. We can ask if anybody want to share his/her experiences. We can ask what participants do when dealing with such issues. We invite participants to share good practises.



5.7 Feedback – invaluable tool of evaluation

Goals	1. Get to know different methods and reasons for providing feedback and implementing evaluation
Time frame	60 min
Materials	Papers, pens, flipcharts, hat
Activity	<ol style="list-style-type: none"> 1. Write questions on paper and put them in the hat-each pair takes out 1 or 2 questions, walks in the nature and discusses it. Questions: 1) What is evaluation 2) What is supervision 3) What is feedback 4) What is a role of a mentor 5) What is mentorship 6) How would you organize evaluation of a youth exchange 7) How would you organize evaluation of work of a new person in the organisation? 8) What is an evaluation meeting and why do we need it? 9) Why is evaluation important? 10) How would you give a feedback to someone who is not doing his/her job in a good way? 11) Is it better to give feedback in a written or spoken way, explain why? 2. After the discussion, we sit in the circle and each pair presents their question and conclusions. 3. We can provide additional information if a certain pair miss some something. We can also put the most important facts on a flipchart so that participants will be able to check them later.

5.8 Entrepreneurship

Goals	<ol style="list-style-type: none"> 1. Brainstorm different sustainable entrepreneurship ideas. 2. Evaluate the ideas. 3. Practise the effective and relevant presentations.
Time frame	Recommended time 240 min. “short” version can be done in 120 min.
Materials	<ol style="list-style-type: none"> 1. Sheets of paper. 2. Flipchart. 3. Colour markers.
Activity	<p>Preparation:</p> <ol style="list-style-type: none"> 1. We need a big workplace, big enough for at least 4 groups of people. Each group has a flipchart and markers. <p>Implementation</p> <ol style="list-style-type: none"> 1. We divide participants into groups (for example 4 groups of 5 people, depending on the total number of participants).

	<ol style="list-style-type: none">2. Each group gets it's own flipchart.3. They begin with brainstorming as many sustainable entrepreneurship ideas as possible.4. Each group rates each others ideas on the scale from 1 – 10 (mini De Bono method).5. When rating the ideas is done, each group gets a best rated idea.6. The best idea gets presented to other groups using What-Where-How-To whom. <p>We can adopt this activity and add different tasks, regarding the main topic of the training course and the time of the implementation (in the beginning or later).</p>
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6. DRAGON DREAMING

Dragon dreaming is a concept for designing projects. It is composed from many methods and wisdoms. Although we spent two entire days learning about it, we will not be presenting any methods. For more information please visit the official webpage:

<http://www.dragondreaming.org/>. Methods and the whole concept are totally transferable and highly useful in youth work. Examples of Dragon Dreaming workshops are listed below.

