MAKE IT HAPPEN!

Training course for youth workers
Smolnik, Slovenia 1.10. – 9.10.2016

Toolkit

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1. INTRODUCTION

Make it happen! Was a training course for 25 youth leaders and youth workers from Romania, Malta, Estonia, Bulgaria, Poland, Lithuania, Latvia, Spain, Macedonia, Croatia, Greece, Italy and Slovenia. It took place from 1.10. to 9.10.2016 on Smolnik, Slovenia. The main objective was to equip participants with competences for supporting young people to actively address their needs, issues and interests. This toolkit is offering a collection of approaches and methods that were used during the TC and which are useful in enhancing learning process in youth work.

The authors do not claim ownership on the methods and tools presented in the toolkit. This toolkit can be seen as a report of the used approaches during the mentioned training course. We are also stating the sources where relevant. Furthermore, we are not describing all the methods used during the training course. We are describing those, which we didn’t described before. For more methods please click on the link: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1389/Upgrade_manual.pdf.
2. VAK LEARNING STYLES SELF-ASSESSMENT QUESTIONNAIRE

Circle or tick the answer that most represents how you generally behave. (It’s best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
   a) read the instructions first
   b) listen to an explanation from someone who has used it before
   c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
   a) look at a map
   b) ask for spoken directions
   c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
   a) follow a written recipe
   b) call a friend for an explanation
   c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
   a) write instructions down for them
   b) give them a verbal explanation
   c) demonstrate first and then let them have a go

5. I tend to say:
   a) watch how I do it
   b) listen to me explain
   c) you have a go

6. During my free time I most enjoy:
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
   a) imagine what they would look like on
   b) discuss them with the shop staff
   c) try them on and test them out

8. When I am choosing a holiday I usually:
   a) read lots of brochures
   b) listen to recommendations from friends
   c) imagine what it would be like to be there

9. If I was buying a new car, I would:
   a) read reviews in newspapers and magazines
b) discuss what I need with my friends

c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

a) watching what the teacher is doing

b) talking through with the teacher exactly what I’m supposed to do

c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

a) imagine what the food will look like

b) talk through the options in my head or with my partner

c) imagine what the food will taste like

12. When I listen to a band, I can't help:

a) watching the band members and other people in the audience

b) listening to the lyrics and the beats

c) moving in time with the music

13. When I concentrate, I most often:

a) focus on the words or the pictures in front of me

b) discuss the problem and the possible solutions in my head

c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:

a) their colours and how they look

b) the descriptions the sales-people give me

c) their textures and what it feels like to touch them

15. My first memory is of:

a) looking at something

b) being spoken to

c) doing something

16. When I am anxious, I:

a) visualise the worst-case scenarios

b) talk over in my head what worries me most

c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:

a) how they look

b) what they say to me

c) how they make me feel

18. When I have to revise for an exam, I generally:

a) write lots of revision notes and diagrams

b) talk over my notes, alone or with other people

c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
a) show them what I mean
b) explain to them in different ways until they understand
c) encourage them to try and talk them through my idea as they do it

20. I really love:
a) watching films, photography, looking at art or people watching
b) listening to music, the radio or talking to friends
c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:
a) watching television
b) talking to friends
c) doing physical activity or making things

22. When I first contact a new person, I usually:
a) arrange a face to face meeting
b) talk to them on the telephone
c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:
a) look and dress
b) sound and speak
c) stand and move

24. If I am angry, I tend to:
a) keep replaying in my mind what it is that has upset me
b) raise my voice and tell people how I feel
c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
a) faces
b) names
c) things I have done

26. I think that you can tell if someone is lying if:
a) they avoid looking at you
b) their voices changes
c) they give me funny vibes

27. When I meet an old friend:
a) I say “it’s great to see you!”
b) I say “it’s great to hear from you!”
c) I give them a hug or a handshake

28. I remember things best by:
a) writing notes or keeping printed details
b) saying them aloud or repeating words and key points in my head
c) doing and practising the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
   a) writing a letter
   b) complaining over the phone
   c) taking the item back to the store or posting it to head office

30. I tend to say:
   a) I see what you mean
   b) I hear what you are saying
   c) I know how you feel

Now add up how many A’s, B’s and C’s you selected.

A’s=
B’s=
C’s=

If you chose mostly A’s you have a VISUAL learning style.
If you chose mostly B’s you have an AUDITORY learning style.
If you chose mostly C’s you have a KINAESTHETIC learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.

**VAK Learning Styles Explanation**

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as ‘show me’, ‘let’s have a look at that’ and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

- Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as ‘tell me’, ‘let’s talk it over’ and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!
• Someone with a Kinaesthetic learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as ‘let me try’, ‘how do you feel?’ and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

More information about learning styles, personality, and personal development is at www.businessballs.com.

With acknowledgements to Victoria Chislett for developing this assessment.

**Visual Learners**

If you have a strong preference for Visual (V) learning, you should use some or all of the following:

**INTAKE** [To take in the information, use]
- Underlining,
- different colors,
- highlighters symbols,
- flow charts, charts,
- graphs pictures, videos, posters slides,
- different spatial arrangements on the page,
- white space,
- textbooks with diagrams, pictures,
- lecturers who use gestures and picturesque language.

**SWOT** [Study without tears]
To make a learnable package.
Convert your lecture 'notes' into a learnable package by reducing them (3: 1). into page pictures.
Use all techniques above to do this.
Reconstruct the images in different ways - try different spatial arrangements.
Redraw your pages from memory.
Replace words with symbols or initials.
Look at your pages.
OUTPUT [To perform well in the examination]
Recall the 'pictures' of pages.
Draw - use diagrams where appropriate.
Write exam answers Practice turning your visuals back into words.
You are holistic rather than reductionist in your approach.
You want the whole picture.
Visual learners do not like handouts, words, lectures, textbooks or assessment that hinge on word usage, syntax and grammar.

Aural Learners

A If you have a strong preference for learning by Aural methods (A = hearing) you should use some or all of the following:

INTAKE [To take in the information]
attend lectures,
attend tutorials,
discuss topics with other students,
discuss topics with your lecturers,
explain new ideas to other people use a tape recorder remember the interesting examples, stories, jokes, etc,
describe the overheads, pictures and other visuals to somebody who was not there,
leave spaces in your lecture notes for later recall and 'filling'.

SWOT [Study without tears]
To make a learnable package.
Convert your lecture notes into a 'learnable package by reducing them (3:1) expand your notes by talking with others and collecting notes from the textbook.
Put your summarized notes onto tapes and listen to them.
Ask others to 'hear' your understanding of a topic.
Read your summarized notes aloud. Explain your notes to another 'aural' person.

OUTPUT [To perform well in the examination]
Talk with the examiner.
Listen to your voices and write them down.
Spend time in quiet places recalling the ideas.
Practice writing answers to old exam questions.
Speak your answers.
You prefer to have all of this page explained to you. The written words are not as valuable as those you hear. You will probably go and tell somebody about this.
**Kinesthetic Learners**

If you have a strong preference for Kinesthetics (doing) learning you should use some or all of the following:

**INTAKE** [To take in the information, use]
- all your senses - sight, touch, taste, smell, hearing,
- laboratories, field trips, field tours,
- examples of principles, lecturers who give real-life examples,
- applications, hands-on approaches (computing)
- trial and error,
- collections of rock types, plants, shells, grasses,
- exhibits, samples, photographs,
- recipes—solutions to problems,
- previous exam papers.

**SWOT** [Study without tears]
To make a learnable package.
- Convert your lecture notes into a learnable package by reducing them (3:1).
- Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
- You will remember the 'real' things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another 'K' person.
- Use pictures, photographs which illustrate an idea.
- Go back to the laboratory or your lab manual
- Recall the experiments, field trip.

**OUTPUT** [To perform well in the examination]
- Write practice answers, paragraphs.
- Role play the exam situation in your own room.
- You want to experience the exam so that you can understand it.
- The ideas on this page are only valuable if they sound practical, real and relevant to you.
- You need to do things to understand.

3. LEARNING STYLES QUESTIONNAIRE – KOLB

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning "habits" that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style and having a greater understanding of those that suit the style of others.

This is an internationally proven tool designed by Peter Honey and Alan Mumford.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

If you agree more than you disagree with a statement put a tick by it.
If you disagree more than you agree put a cross by it.
Be sure to mark each item with either a tick or cross.

☐ 1. I have strong beliefs about what is right and wrong, good and bad.
☐ 2. I often act without considering the possible consequences
☐ 3. I tend to solve problems using a step-by-step approach
☐ 4. I believe that formal procedures and policies restrict people
☐ 5. I have a reputation for saying what I think, simply and directly
☐ 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
☐ 7. I like the sort of work where I have time for thorough preparation and implementation
☐ 8. I regularly question people about their basic assumptions
☐ 9. What matters most is whether something works in practice
☐ 10. I actively seek out new experiences
☐ 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice
☐ 12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
☐ 13. I take pride in doing a thorough job
☐ 14. I get on best with logical, analytical people and less well with spontaneous, "irrational"
☐ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions
☐ 16. I like to reach a decision carefully after weighing up many alternatives
☐ 17. I'm attracted more to novel, unusual ideas than to practical ones
☐ 18. I don't like disorganised things and prefer to fit things into a coherent pattern
☐ 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done
☐ 20. I like to relate my actions to a general principle
☐ 21. In discussions I like to get straight to the point
☐ 22. I tend to have distant, rather formal relationships with people at work
23. I thrive on the challenge of tackling something new and different
24. I enjoy fun-loving, spontaneous people
25. I pay meticulous attention to detail before coming to a conclusion
26. I find it difficult to produce ideas on impulse
27. I believe in coming to the point immediately
28. I am careful not to jump to conclusions too quickly
29. I prefer to have as many resources of information as possible - the more data to think over the better
30. Flippant people who don't take things seriously enough usually irritate me
31. I listen to other people's points of view before putting my own forward
32. I tend to be open about how I'm feeling
33. In discussions I enjoy watching the manoeuvrings of the other participants
34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance
35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.
36. It worries me if I have to rush out a piece of work to meet a tight deadline
37. I tend to judge people's ideas on their practical merits
38. Quiet, thoughtful people tend to make me feel uneasy
39. I often get irritated by people who want to rush things
40. It is more important to enjoy the present moment than to think about the past or future
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
42. I tend to be a perfectionist
43. In discussions I usually produce lots of spontaneous ideas
44. In meetings I put forward practical realistic ideas
45. More often than not, rules are there to be broken
46. I prefer to stand back from a situation
47. I can often see inconsistencies and weaknesses in other people's arguments
48. On balance I talk more than I listen
49. I can often see better, more practical ways to get things done
50. I think written reports should be short and to the point
51. I believe that rational, logical thinking should win the day
52. I tend to discuss specific things with people rather than engaging in social discussion
53. I like people who approach things realistically rather than theoretically
54. In discussions I get impatient with irrelevancies and digressions
55. If I have a report to write I tend to produce lots of drafts before settling on the final version
56. I am keen to try things out to see if they work in practice
57. I am keen to reach answers via a logical approach
58. I enjoy being the one that talks a lot
59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations
60. I like to ponder many alternatives before making up my mind
61. In discussions with people I often find I am the most dispassionate and objective
62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking
63. I like to be able to relate current actions to a longer term bigger picture
64. When things go wrong I am happy to shrug it off and "put it down to experience"
65. I tend to reject wild, spontaneous ideas as being impractical
66. It's best to think carefully before taking action
67. On balance I do the listening rather than the talking
68. I tend to be tough on people who find it difficult to adopt a logical approach
69. Most times I believe the end justifies the means
70. I don't mind hurting people's feelings so long as the job gets done
71. I find the formality of having specific objectives and plans stifling
72. I'm usually one of the people who puts life into a party
73. I do whatever is expedient to get the job done
74. I quickly get bored with methodical, detailed work
75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events
76. I'm always interested to find out what people think
77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
78. I steer clear of subjective or ambiguous topics
79. I enjoy the drama and excitement of a crisis situation
80. People often find me insensitive to their feelings

Scoring And Interpreting The Learning Styles Questionnaire

The Questionnaire is scored by awarding one point for each ticked item. There are no points for crossed items. Simply indicate on the lists below which items were ticked by circling the appropriate question number.

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Learning Styles - General Descriptions

Activists
Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but in doing so; they seek to centre all activities on themselves.

Reflectors
Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists
Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. "If it's logical it's good". Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be
detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their "mental set" and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

Pragmatists
Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sorts of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth pile who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge". Their philosophy is: "There is always a better way" and "if it works it's good".

In descending order of likelihood, the most common combinations are:
1st Reflector/Theorist
2"d Theorist/ Pragmatist
3rd Reflector/Pragmatist
4th Activist/Pragmatist

Learning styles - a further perspective

ACTIVISTS:
Activists learn best from activities where:
- There are new experiences/problems/opportunities from which to learn.
- They can engross themselves in short "here and now" activities such as business games, competitive teamwork tasks, role-playing exercises.
- There is excitement/drama/crisis and things chop and change with a range of diverse activities to tackle
- They have a lot of the limelight/high visibility, i.e. they can "chair" meetings, lead discussions, and give presentations.
- They are allowed to generate ideas without constraints of policy or structure or feasibility.
- They are thrown in at the deep end with a task they think is difficult, i.e. when set a challenge with inadequate resources and adverse conditions.
- They are involved with other people, i.e. bouncing ideas off them, solving problems as part of a team.
- It is appropriate to "have a go"
Activists learn least from, and may react against, activities where:

- Learning involves a passive role, i.e. listening to lectures, monologues, explanations, statements of
- how things should be done, reading, watching.
- They are asked to stand back and not be involved.
- They are required to assimilate, analyse and interpret lots of "messy" data.
- They are required to engage in solitary work, i.e. reading, writing, thinking on their own.
- They are asked to assess beforehand what they will learn, and to appraise afterwards what they
  have learned.
- They are offered statements they see as "theoretical", i.e. explanation of cause or background
- They are asked to repeat essentially the same activity over and over again, i.e. when practicing.
- They have precise instructions to follow with little room for manoeuvre.
- They are asked to do a thorough job, i.e. attend to detail, tie up loose ends, dot the i’s, cross t’s.

Summary of strengths
- Flexible and open minded.
- Happy to have a go.
- Happy to be exposed to new situations.
- Optimistic about anything new and therefore unlikely to resist change.

Summary of weaknesses:
- Tendency to take the immediately obvious action without thinking.
- Often take unnecessary risks.
- Tendency to do too much themselves and hog the limelight.
- Rush into action without sufficient preparation.
- Get bored with implementation/consolidation.

Key questions for activists:
- Shall I learn something new, i.e. that I didn't know/couldn't do before?
- Will there be a wide variety of different activities? (I don't want to sit and listen for more than an hour
  at a stretch!)
- Will it be OK to have a go/let my hair down/make mistakes/have fun?
- Shall I encounter some tough problems and challenges?
- Will there be other like-minded people to mix with?
Reflectors learn best from activities where:

- They are allowed or encouraged to watch/think/chew over activities.
- They are able to stand back from events and listen/observe, i.e. observing a group at work, taking a back seat in a meeting, watching a film or video.
- They are allowed to think before acting, to assimilate before commencing, i.e. time to prepare, a chance to read in advance a brief giving background data.
- They can carry out some painstaking research, i.e. investigate, assemble information, and probe to get to the bottom of things.
- They have the opportunity to review what has happened, what they have learned.
- They are asked to produce carefully considered analyses and reports.
- They are helped to exchange views with other people without danger, i.e. by prior agreement, within a structured learning experience.
- They can reach a decision in their own time without pressure and tight deadlines.

Reflectors learn least from, and may react against, activities where:

- They are "forced" into the limelight, i.e. to act as leader/chairman, to role-play in front of on-lookers.
- They are involved in situations which require action without planning.
- They are pitched into doing something without warning, i.e. to produce an instant reaction, to produce an off-the-top-of-the-head idea.
- They are given insufficient data on which to base a conclusion.
- They are given cut and dried instructions of how things should be done.
- They are worried by time pressures or rushed from one activity to another.
- In the interests of expediency they have to make short cuts or do a superficial job.

Summary of strengths:

- Careful.
- Thorough and methodical
- Thoughtful
- Good at listening to others and assimilating information.
- Rarely jump to conclusions.

Summary of weaknesses:

- Tendency to hold back from direct participation.
- Slow to make up their minds and reach a decision.
- Tendency to be too cautious and not take enough risks.
- Not assertive - they aren't particularly forthcoming and have no "small talk".
Key questions for reflectors:
- Shall I be given adequate time to consider, assimilate and prepare?
- Will there be opportunities/facilities to assemble relevant information?
- Will there be opportunities to listen to other people's points of view - preferably a wide cross section of people with a variety of views?
- Shall I be under pressure to be slapdash or to extemporise?

THEORISTS:
Theorists learn best from activities where:
- What is being offered is part of a system, model, concept, theory
- The have time to explore methodically the associations and inter-relationships between ideas, events and situations.
- They have the chance to question and probe the basic methodology, assumptions or logic behind something, i.e. by taking part in a question and answer session, by checking a paper for inconsistencies.
- They are intellectually stretched, i.e. by analysing a complex situation, being tested in a tutorial session, by teaching high calibre people who ask searching questions.
- They are in structured situations with a clear purpose.
- They can listen to or read about ideas and concepts that emphasise rationality or logic and are well argued/elegant/watertight.
- They can analyse and then generalise the reasons for success or failure.
- They are offered interesting ideas and concepts even though they are not immediately relevant.
- They are required to understand and participate in complex situations.

Theorists learn least from, and may react against, activities where:
- They are pitch-forked into doing something without a context or apparent purpose.
- They have to participate in situations emphasising emotions and feelings.
- They are involved in unstructured activities where ambiguity and uncertainty are high, i.e. with opendended problems, on sensitivity training.
- They are asked to act or decide without a basis in policy, principle or concept.
- They are faced with a hotchpotch of alternative/contradictory techniques/methods without exploring any in depth, i.e. as on a "once over lightly" course.
- They find the subject matter platitudinous, shallow or gimmicky.
• They feel themselves out of tune with other participants, i.e. when with lots of Activists or people of
  lower intellectual calibre.
Summary of strengths:
• Logical "vertical" thinkers.
• Rational and objective.
• Good at asking probing questions.
• Disciplined approach.

Summary of weaknesses:
• Restricted in lateral thinking.
• low tolerance for uncertainty, disorder and ambiguity
• Intolerant of anything subjective or intuitive.
• Full of "shoulds, oughts and musts".

Key questions for theorists:
• Will there be lots of opportunities to question?
• Do the objectives and program of events indicate a clear structure and purpose?
• Make it Happen!
• Training course for youth workers
• Smolnik, Slovenia, October 2016
• Shall I encounter complex ideas and concepts that are likely to stretch me?
• Are the approaches to be used and concepts to be explored "respectable", i.e. sound and valid?
• Shall I be with people of similar calibre to myself?

PRAGMATIST:
Pragmatists learn best from activities where:
• There is an obvious link between the subject matter and a problem or opportunity on the job.
• They are shown techniques for doing things with obvious practical advantages, i.e. how to save time, how to make a good first impression, how to deal with awkward people.
• They have the chance to try out and practice techniques with coaching/feedback from a credible expert, i.e. someone who is successful and can do the techniques themselves.
• They are exposed to a model they can emulate, i.e. a respected boss, a demonstration from someone with a proven track record, lots of examples/anecdotes, and a film showing how it’s done.
• They are given techniques currently applicable to their own job.
• They are given immediate opportunities to implement what they have learned.
• There is a high face validity in the learning activity, i.e. a good simulation, 'real' problems.
• They can concentrate on practical issues, i.e. drawing up action plans with an obvious end product,
• suggesting short cuts, giving tips.

Pragmatists learn least from, and may react against, activities where:
• The learning is not related to an immediate need they recognise/they cannot see, an immediate
  relevance/practical benefit.
• Organisers of the learning, or the event itself, seems distant from reality, i.e. 'ivory towered', all
  theory and general principles, pure "chalk and talk".
• There is no practice or clear guidelines on how to do it.
• They feel that people are going round in circles and not getting anywhere fast enough.
• There are political, managerial or personal obstacles to implementation.
• There is no apparent reward from the learning activity, i.e. more sales, shorter meetings,
  higher
  bonus, promotion.

Summary of strengths:
• Keen to test things out in practice.
• Practical, down to earth, realistic.
• Businesslike - gets straight to the point.
• Technique oriented.

Summary of weaknesses:
• Tendency to reject anything without an obvious application.
• Not very interested in theory or basic principles.
• Tendency to seize on the first expedient solution to a problem.
• Impatient with waffle.
• On balance, task oriented not people oriented.

Key questions for pragmatists:
• Will there be ample opportunities to practice and experiment?
• Make it Happen!
• Training course for youth workers
• Smolnik, Slovenia, October 2016
• Will there be lots of practical tips and techniques?
• Shall we be addressing real problems and will it result in action plans to tackle some of my
  current
  problems?
• Shall we be exposed to experts who know how to/can do it themselves?
4. QUESTIONNARIE FOR THE VIDEO TESTEMONIALS

1. How did you hear about the project and what were your first thoughts about it? (frame E+)
2. Can you describe how were those days for you? What things did you learn?
3. What was the most important thing, you will remember?
4. How would you use the things you learn here (in youth work you do in your country)?
5. How/Can those methods be used in schools? Could you give/provide some examples how,
   What improvements can be expected?
6. To whom else would you recommend this kind of experience?
7. How would you resume this experience in three words?

You can watch the video here: https://www.youtube.com/watch?v=buyf0Clp4TU&t=87s
5. TEAM BUILDING JOURNEY

Welcome. It is the second day of the program. As you noticed we are in the special place at the special time (it will be Christmas soon). The topic of the training course is also foggy and demanding. So all the circumstances are calling to leave the comfort zone and get prepared for new and unknown. To be ready to face our fears, develop our strengths and make things happen you need to deal with a journey composed of different challenges and awake the warrior inside you who will »fight« the coming adventures.

THE MIGHTY BOAT

All of you need to step on the boat in the middle of the room (blanket). You are sailing into new adventures on the dangerous see full of sharks. Be careful not to stop in the sea around you at any moment, (you may lose a leg…)

An accident happens and you boat turn around. Your task is to put it around again. Remember: nobody is allowed to step from the boat. It is dangerous.

THE SPIDER WEB

You are lost! Walking around and searching for answers you got caught in the net of patterns, habits, beliefs. The land of peace and calm mind is on the other side of the spider web. You need to reach the other side. Remember: each hole can be used just once.

THE HELIUM STICK

On your way suddenly you find an interesting object. It is the magic stick. The magic is not allowing you to continue your path without raising the stick and then put it on the floor. Remember: when putting it down the magic will be broken only if each of you will hold the stick with one finger only. All of you need to have a contact with the stick in the same time, if something wrong happens, you need to start from the beginning.

THE PRISON BREAK

Travelling around, searching for experiences, knowledge, wisdom, suddenly you fall into a modern trap of cyber prison, protected with a very strong electric fence. You all need to climb over the fence without touching it.

THE TRUST FALL

You are at the end of the journey. You dealt with all the traps and challenges. Do you trust the people around you? Let’s check it! Everybody needs to fall back and others need to catch him.
THE CIRCLE OF TRUST

Welcome in the mind-set of the warrior! We are a group of different ones and we need a common centre, something that each one of you will be personally connected with. Go to the room and bring something small that belongs and mean something to you and you can miss till the end of the week. Then sit in the circle and wait for others.
6. VISUALIZATION EXERCISE

Eyes closed, you are traveling forward in time. It is a warm, foggy day. It is Sunday, midday, October 2017. You are working on a small handicraft project in a warm, cozy room. The room is high and spacious, giving you the space for your thoughts. How do the walls look like? What are the drawings on the walls? What do you see outside the window? There is a little radio on the desk playing some music. You recognize the song, it's something that you like a lot and haven't heard in a while. What song is it? Who is singing it? When was the first time you heard the song? While slowly crafting things with your hands, you take time to think about what was happening throughout the last year, since you've been to Slovenia. You have been bringing some things to reality, straight from the plan you've made there. Things went exactly as you wanted them to.

You have made good use of your resources, of the things that could have supported you. You have found solutions and solved problems in the most creative of ways. Although in the beginning it looked hard, now you are very happy with your results. What were the resources you used for getting your plan in motion and running? What helped you stick to your plan?

You are feeling satisfied, maybe a little proud. In the past year you've been working and learning a lot. You had the support of some close people and people that you had met for the first time this year. Who are the people that have helped you? What did they do to help you? You are also feeling really well with your friends. They are appreciating you a lot, maybe more than before. Your colleagues are looking up to you. You feel a lot of respect and admiration coming from them. You are getting recognition. What are they appreciating? What are the reasons why they are looking up to you? What did you do that got their recognition?

How is your life now?

You are now going back to your handicraft project. You love it, it's almost ready. You feel a little tired and you close your eyes for a second. You have the feeling of floating, of flying out of the room. Slowly you rise above the building and see the red roof. Meter by meter you rise above your city. It looks nice, neat and organized. Everything is it in its place. You see the people, small as ants, working and travelling, laughing and enjoying themselves. You feel close to them. You rise above the clouds.

You are slowly coming down from the clouds. You feel light and easy. You see a green forest, a mountain. You slowly come down, closer to the forest. You also see a stone and wood house. The roof has a small hole and you enter through the hole. From the ceiling you see a group of friends lying on the floor. They are relaxed and happy. You join them. It is the 7th of October 2016. You are in Slovenia. The time is ....

When you feel ready, open your eyes. Keep quiet and look around. Enjoy your friends.
7. MISSION (IM)POSSIBLE

Mission (im)possible?

1. Create an artistic welcome sign for this meeting and hang it on the door of the training room.
2. Find the 4 objectives of the meeting (hidden around the training room) and present them in a creative way.
3. Make a big agenda of our TC on the wall using coloured A5 papers.
4. Together you paint/draw a picture illustrating how you wish this training to be. Everybody starts at the same time on a sheet of paper – without talking! And slowly it will become one picture...without talking! A great chance for connecting your visions/ideas without words.
5. Make sure that all the slots/sessions on the flipchart are filled with names/people responsible for energizing the group.
6. The entire group learns to sing one song together. The song should not be in English. Sing it in front of the trainers.
7. Take at least 3 different photographs of the group, including all participants: in one of them all participants must have something on their heads, in the second one it should be visible that you are in the mountains, and on the third one...surprise the team! Show them to the trainers.
8. List 20 benefits of doing Youth activities on a flipchart.
9. Make a weather forecast for the next 7 days in pantomime (no sound). Perform it in front of the trainer-team.
10. Flipchart all the languages within the group.
11. What is the total "age" of the group?
12. Create a dance choreography that includes moves from every national traditional dance represented in the group.
13. Explain the ERASMUS+ Key Action 1 for young people and youth workers in 30 words.
14. Paint the Top Hat in a funky way!!!)
15. Draw a map of the place and the near surroundings that will help you to find your location during this week.
16. Find out all expectations, fears and contributions and make a research and present using percentages or numbers to show the status of each in our category.

Please use for each task requiring flipchart paper only half of paper! This message will not turn into dust in five seconds, but you have only 60 minutes to accomplish these tasks. Can you do it?