

Manuel for **STREET WORKOUT**

YOUTH EXCHANGE

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STREET WORKOUT

each one teach one

INTRODUCTION

This manual is the outcome of the project “Street Workout – Each One, Teach One” in the framework of Erasmus+ implemented by CGE Erfurt e.V. applied for at the German National Agency. The project consisted of one Training Course held in Weimar, Germany, an APV, a Youth Exchange held in Banja Luka and a two-day Evaluation Meeting held in Tallinn, Estonia. With this manual we aim to support young people and organizations in developing international youth exchanges where the main topic is Street Workout, but also to motivate and initiate local initiatives. Here we are going to share our experiences, recommendations and challenges that we faced in the process of developing the youth exchange in the framework of the Erasmus+ program. We are going to share workshops, recommendations from the previous international Street Workout projects developed in the framework of Youth In Action and Erasmus+ such as:

- Youth Exchange “Street Workout Volume.1” organized by Association 615 Bitola, Macedonia held in Bitola, Macedonia for the period of 5-15 July 2014
- Youth exchange “Street Workout - Connecting Urban Europe, Building Healthy Europe” organized by “Croatian Street Workout Federation” held in Zagreb, Croatia for the period of 15 – 25 August 2014
- Youth Exchange “Street Workout Volume.2” organized by Association 615 Bitola, Macedonia held in Bitola, Macedonia for the period of 4 – 14 November 2015

ABOUT THE PROJECT “STREET WORKOUT – EACH ONE, TEACH ONE”

The aim of the project was to network organizations willing to promote Street Workout in urban areas and to build capacities for the implementation of Erasmus+ projects. The project is designed to build a network of organizations working with young people from disadvantaged urban areas and provide high-quality non-formal educational and mobility opportunities.

To reach the aims of the project, we designed four main activities:

- Activity.1 – Training Course held in Weimar, Germany with the aim to network the partner organizations willing to promote Street Workout in urban areas and to build capacities for the implementation of Erasmus+ projects for developing competences among young people

- Activity.2 – Advanced Planning Visit (APV) held in Banja Luka, Bosnia and Herzegovina to prepare the youth exchange with the partner organisations.
- Activity.3 – Youth Exchange held in Bosnia and Herzegovina with aim to increase active participation of young people and promote healthy life style in urban areas.
- Activity.4 – Evaluation Meeting held in Tallinn, Estonia with aim to evaluate implemented activities in the frame of the project.

PARTNERS IN THE PROJECT

- Culture Goes Europe (CGE), Soziokulturelle Initiative Erfurt e.V. – Germany
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- Street Warriors - Latvia
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- Street Workout - Georgia
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- Underground83 - Bosnia and Herzegovina
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- SEIKLEJATE VENNASKOND - Estonia
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- Association of citizens, cultural artistic association - Association 615 Bitola Macedonia
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- Neringos socialiniu paslaugu centras – Lithuania
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WHAT IS STREET WORKOUT?

Street workout is a physical activity performed mostly in outdoor parks or public facilities. It originated in Ancient Greece, but became a popular movement in Russia, Eastern Europe and the United States. Thanks to the internet, “Street Workout” has quickly spread throughout the world and it is especially popular among young people in urban areas because it is new and financially inexpensive.

WHY STREET WORKOUT?

“Street Workout” is based in exercising where people exercise together, get free of negative energy, develop their creativity by creating new styles and techniques tailored for their own needs. Street Workout is compared with Calisthenics as a form of exercise consisting of a variety of exercises, often rhythmical movements, generally without using equipment or machines. Regarding the above-mentioned comparison, we would like to quote Ivan Kajtaz who shared his personal belief on one youth exchange saying “The difference between Calisthenics and Street Workout is that the Street Workout is done together with your friends, family, neighbors, people you know and you don’t know, with whom you share knowledge and socialize during your exercise”. Thus, young people are improving their physical condition and have chance to socialize with other young people complementing each other, fostering their independence without command of trainers/teachers. What is also important to mention is that Street Workout is helping many young people in urban areas to stay away from alcohol, drugs, criminal activities, depression and increase their competences, self-esteem and confidence.

WHY GO INTERNATIONAL AND WHY ERASMUS+?

At the moment in each city in Europe you can find Street Workout teams and organisations. Some of them are already registered as sport organizations, NGO’s or they still function as informal groups of citizens. At the moment few countries in Europe Street Workout federations exist that are mostly responsible for promoting the Street Workout on national level and support local teams in their development. On the European/World level there are the World Street Workout and Calisthenics Federation (WSWCF) based in Latvia. WSWCF is the official organizer of the Street Workout Freestyle World Championship, Street Workout Power and Strength World Championship, Street Workout Freestyle World Cup series, World Bar Games, and the World Pull-Up Day. As previously mentioned, the WSWCF is organising many international events where practitioners of Street Workout from different countries can meet. There are also many other organizations which are organizing competitions where they invite people from other countries but this usually is for one or a few days. The Erasmus+ program is giving a new opportunity for the young people involved in Street Workout. The activities in the Erasmus+ are open for everyone and not only for the best Street Workouters. This type of projects are open and its recommended to involve people who are willing to start or learn something new about Street Workout. What is most important they will have time to share their knowledge not only in Street Workout but also in many topics aside like entrepreneurship, education, hobbies, other sports etc.

During the evaluation meeting in Tallinn, Estonia where we summarised the result from the previous projects the and we came with the following conclusion:

Participants involved in Erasmus+ with topic Street Workout improved following competences to high extent:

Language Skills - Work language was English and many of participants had chance to use it for first time. Many of them were communicating in different languages, like Russian (Georgian participants communicated in Russian with some of the participants from the Baltic countries), Bosnian (participants from Macedonia were using it to communicate during the Youth Exchange in Banja Luka)

Digital Competences - participants had chance to use camera for making Street Workout photos and videos. They will also use additional programs like Photoshop for preparing picture, AutoCAD.

Competence to Work in Team - participants developed Street Workout choreography which requires a lot of patience and hard work. Not knowing each other, but going through the process of group dynamics participants are finding easy to work in team consisted of participant from different countries.

Social and Civic Competences - as every new movement and sport, street workout is not easily accepted from the people in local communities. Some groups are consisted of 100 till 150 people, but some are 5 or 10. This smaller groups are becoming isolated and not often accepted in the community. This was opportunity for the young people from smaller groups to meet other young people who are having same interest.

Entrepreneurship and Initiative - Together with the involved partners we designed activities where the participants had chance to learn about YouthPass and Key Competences. Through "Street Workout" activities becoming more aware for their learning process and benefits from sport activities.

Cultural Awareness and Expression – this type of projects provided opportunity form many of the participants to travel abroad for the first time, which is a chance to experience new culture and become more aware for their own. Participants coming from different ethnic, religious and cultural background, had joint activities in "Street Workout" topic which they have interest in outside of their cities or suburbs.

Knowledge for Erasmus+ - participants now are able to develop their own youth exchanges in the frame of Erasmus+ program. They know Its aims and objectives, what kind of opportunity they can use for personal and professional development and how they can develop full-scale projects with in the program.

WORKING METHODS

In order to reach the objectives of planned activities informal and non-formal learning methods were applied. From the beginning of each activity we started with getting to know activities, like energizers, name games, team building activities in order to break the ice among the participants and build a group atmosphere. The participants were working in pairs, small mixed groups, large groups, ending the session group discussion and debriefing. The informal learning was happening during the visit of the Street Workout parks where the participants together with local youth were sharing were doing their Street Workout routine and sharing knowledge with their peers. Below you can find several tools that we used during the youth exchange.

TOOLS FOR YOUTH EXCHANGE

Energizers

1. Fruit salad

The facilitator divides the participants into an equal number of three to four fruits, such as oranges and bananas. Participants then sit on chairs in a circle. One person must stand in the center of the circle of chairs. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all of the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of 'fruit salad' means that everyone has to change seats.

2. Clap 3

Ask the group to stand up and to form a circle. Everyone takes turns saying a number starting with 1, 2, 3, 4,5, and so on. Of course, there is a catch. At every number with a 3 in it or can be divided by 3, that person needs to clap with the hands instead of saying the number. The next person just continues the series as normal.

For example: 1 - 2 - clap - 4 - 5 - clap - 7 - 8 - clap - 10 - 11 - clap - clap - 14 - clap - 16 - 17 - ...

You can choose any number that might be relevant and replace the clapping of the hands with another word or gesture.

3. Dragon's tail

Ask the group to divide into two. The two groups form dragons by holding on to one another's waists in a long line. The last person in the line has a brightly colored scarf tucked into his/her trousers or belt, to form the dragon's tail. The object is to catch the tail of the other dragon without losing your own tail in the process.

4. Group massage

Ask the group to stand in a circle and turn sideways so that each person is facing the back of the person in front of them. People then massage the shoulders of the person in front of them.

5. Gordian Knot



Participants stand in a circle and join hands. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a 'knot'. They must then unravel this knot, without letting go of one another's hands.

6. Get rid of your stickers

All of the participants get 4 stickers which they can stick on any visible place on their clothes. When the leader gives the starting signal, everybody has to try to get rid of all their stickers as soon as possible through sticking them on the other participants' clothes. At the same time, they are getting rid of their stickers, they get new stickers from the others. The final aim of the energizer is to have as few stickers as possible on you when the leader stops the game. In the end you can let the participants form groups according to the amount of stickers they still have

sticking on them (eg. all 5-sticker persons together, all 10-sticker persons together...)

7. The Ninja game

All participants form a circle and come to their hands to the middle of the circle (they should be as close as possible from each other). Then they should take 3 big steps behind and choose the position they want to start. After that they can only move on their turn to play or if they are attacked. Each participant at its turn can make a single move and try to hit another participant in the hands (only touching in the hands can eliminate the adversary).

8. Grab the finger

The group stands in the circle and everyone puts their right index finger in the air touching the underside of the flat left hand of their neighbor. At a sign of the facilitator, the left hands (on top) try to catch the right hand index fingers. The index fingers of course try not to get caught. The fingers that are caught leave the circle - the remainder plays again and again until only 2 are left over.

Name games

1. World Map

The participants stand in the middle of a large room. The facilitator explains that the room represents the world. The facilitator now asks the participants to divide themselves throughout the room according to their place of residence. The participants must agree amongst themselves where each country is. If there are several participants from one country then also where each town is.

After everybody takes his/her place in the room; they will tell:

- his/her name;
- the city and the country where they come from;
- something about themselves which they want to share with the group;

2. Adjectives and Names

Have each person in the group think of an adjective which describes them and which starts with the same letter as their first name. Then have the first person say their name along with their adjective, i.e. Moody Mark. The second person says their name and adjective, and then introduces the first person and his/her adjective to the group. The third person says their name and adjective, then reintroduces the first and the second person, etc.

3. The curtain is falling

The participants are divided in two groups. Two facilitators hang a curtain/cloth/sheet that separates both groups. Each group decides who should stand in front of the curtain from their side. When one person from each group stands in each side (they shouldn't be able to see each other), the facilitators let the curtain fall and the first of the two saying the other person's name wins. The winner is the faster one. Normally the groups get really creative after a couple of rounds, like standing with the back to the curtain or sending more than one person at the same time. Just let them have fun!

Team building and group dynamics

1. Fear - motivation – expectation

The purpose of this exercise is to find out what participants fear, what do they anticipate during the exchange and what motivated them to be part of the project. Used usually at the beginning of a project, participants gather in their national groups. 3 posters and markers are distributed to each group parts and they are instructed to think together about the following things and write them down: fear, motivation and expectation. On the "fear" poster, participants write about their fears for the exchange. For "motivation" participants write their motivations about participating on the exchange. For "expectations" participants write about what they think they will get from the exchange, what they expect from it. When they finish writing, every group tapes their sheets onto the posters and presents their thoughts.

2. Street Workout - Questionnaire

The purpose of this exercise is for the participants to get to know the venue, interact with local people and make research about the perception for sport and Street Workout in the local community. The participants are working in mixed groups of maximum five and minimum three participants. The teams need to prepare questionnaire with at least 9 questions and interview at least 8 people. The teams need to summarize and present the results after making the research. The results can be used for future workshops like promotion of Street Workout.

For more info follow please follow the link: <http://www.wikihow.com/Develop-a-Questionnaire-for-Research>

3. Your venue is your gym

Mixed teams consisting 4 to 6 participants need to find all places in the venue which they can use to exercise during the project. The teams need to make videos and pictures from the activity. Time frame for the exercise 45 to 1 hour. 30 minutes for preparing the videos and pictures for presentation. The outcomes from this exercise can be used for

following sessions how to make good Street Workout videos/photos, by finding mistakes and giving advice for photo/video photography.

<https://www.youtube.com/watch?v=gW4Mo22uKso>

<https://www.youtube.com/watch?v=6-Mu1P-0tnM>

<https://www.youtube.com/watch?v=IQSyemo8R6s>

4. Building Bridges

This is an exercise in which participants experience how it is to cooperate and negotiate, to see for themselves which role they take in these processes. Next to that, they learn what it's like to communicate indirectly with another group without knowing much about them.



More info about the exercise can be found on the link below:

<https://www.salto-youth.net/tools/toolbox/tool/building-bridges.305/>

5. Helium Stick

A simple, powerful and quick team experience

This deceptively simple game is easy to facilitate and gives your group a common experience through which to discuss issues of teamwork and leadership. The "stick" is actually a series of corded tent poles that fold up easily, so you can easily transport it. When extended fully, it is 3 meter long.

How it is Played

Form two lines facing each other. Lay the "stick" on the group's index fingers.

Goal: Lower to ground.

Reality: It magically rises up!

Line up in two rows which face each other.

Introduce the Helium Stick.

Ask participants to point their index fingers and hold their arms out.

Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.

Explain that the challenge is to lower the Helium Stick to the ground.

The catch: Each person's fingers must be in contact with the Helium Stick at all times.

Pinching or grabbing the pole is not allowed - it must rest on top of fingers.

Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted.

Warning: Particularly in the early stages, the Helium Stick has a habit of mysteriously 'floating' up rather than coming down, causing much laughter. A bit of clever humouring can help - e.g., act surprised and ask what are they doing raising the Helium Stick instead of lowering it! For added drama, jump up and pull it down!



How Does it Work?

The stick does not contain helium. The secret is that the collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to 'float' upwards.

After refocusing, the group will be able to lower the stick.

The Debriefing:

1. Ask the group if everyone understood the mission and technical lowering rules.
2. Ask if anyone was intentionally trying to sabotage the group's mission by lifting the stick.
3. Ask if everyone sincerely wanted to accomplish the mission or thought that it could be done.
4. If everyone understood the mission, and was committed to succeeding, why did the group get so far off track right away? Try to elicit answers that are related to the group process, not the technical explanation of the challenge. For example, "we didn't plan well" more so than "we weren't holding our fingers correctly."
5. Ask the group to share example of groups that they have participated in "the real world" that seemed to be comprised of committed folks, but were not productive.
6. Discuss what types of actions are important to keep a group focused on the mission.
7. Many times during this activity, people become frustrated with others who aren't lowering the stick, and often choose one person as the culprit. Also, some people give up and let the stick come off their fingers. If either happens, be prepared to discuss how blame or giving up affects groups.

Note* - do not use this exercise on the begging of your activity. Use it after the third of fourth day to improve the team cooperation among the participants. Most effective is to use it before the start of the preparation for the public event.

<http://www.trainerswarehouse.com/Helium-Stick/productinfo/GAMEHLM/>

In this part form the Manual, we are going to suggest topics which you can cover during the project and use some familiar creative techniques to enhance learning and sharing knowledge among the participants.

1. “Street Workout” in my neighbourhood - workshop

Through this workshop participant can present their organization or group they are involved in at local level. They can present the the activities they have on local level and how they are organized. This way involved partners and participants will get to know the work of the other organizations, the activities they have and the roles of the members in their organization.



Suggested method for this workshop – Mind Map

A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole.[1] It is often created around a single concept, drawn as an image in the centre of a blank page, to which

associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.

https://en.wikipedia.org/wiki/Mind_map

2. Active Citizenship and Participation – workshop

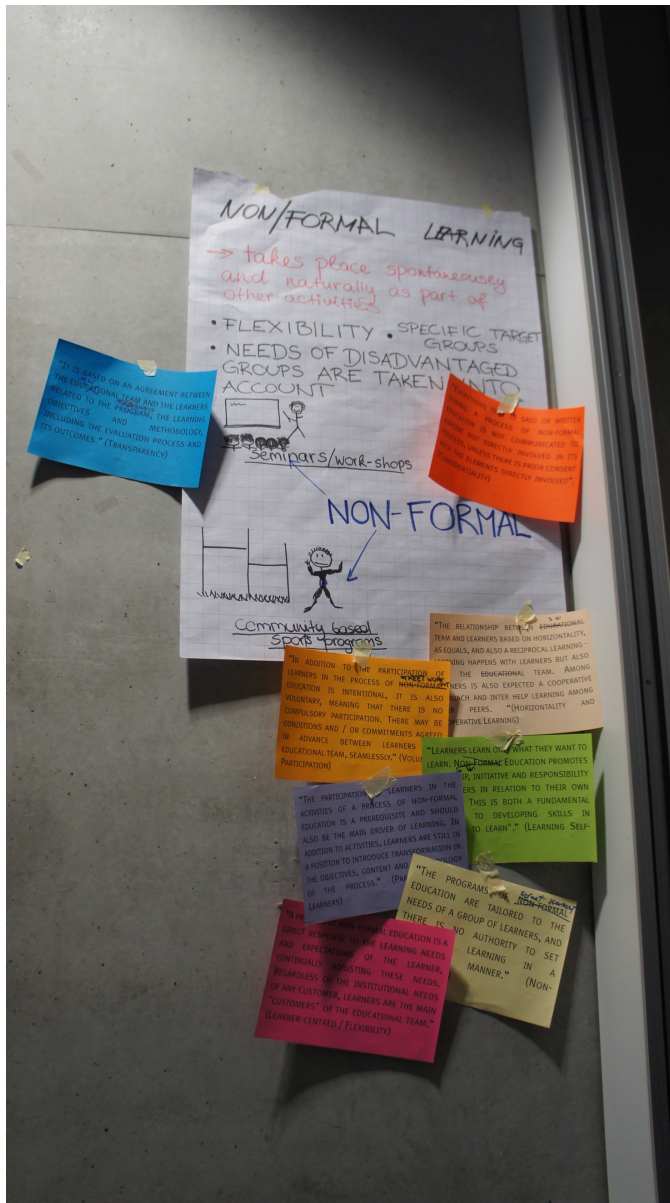
This activity is designed for participants to reflect on the meaning of youth participation and discuss ways of increasing their own participation in the local community. They will have a chance to discuss the questions about the right to participate in government and local decisions, how to participate in cultural life and on the freedom of opinion and information. Its recommended to have this exercise before the visit of the municipality, or of other local government institutions responsible for youth and sport.

Suggested method for this workshop – “On the ladder” from the “Manual for human rights education with young people – Compass” page.236.

https://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf

3. Non-formal, Informal and formal learning

To be able to present the YouthPass and Key Competences at the beginning of the project we suggest to explain the differences of in formal, non-formal and informal learning. The participants should be more aware for the process of non-formal education and be more aware what is going to happen during the youth exchange.



Suggested method for this workshop – World Café

The World Café (sometimes called Knowledge Café) is a structured conversational process intended to facilitate discussion, initially in small groups and then linking ideas within a larger group to access the collective intelligence or collective wisdom in the room. Organisers of a World Café formulate questions before an event, (What is non formal education? What is formal education and what is Informal education?) related to its goals, which are discussed by participants as they move between a series of tables. The name of the process relates to atmosphere seek to create, as a means to facilitate conversation. In some versions a talking stick may be used to make sure that

all participants get a chance to speak. As well as speaking and listening, individuals are encouraged to write or doodle on a paper or tablecloth so that when people change tables they can see what previous members have expressed in their own words and images. More info how to organize the workshop can find on the link below.

https://en.wikipedia.org/wiki/World_Caf%C3%A9

4. Volunteering

There are many benefits from volunteering, not only for the volunteers developing competences but also for the local community.

Suggested method for this workshop – Brainstorming and presentation

Open the session with a group discussion asking the participants to share personal experiences in volunteering. Then divide the participants in their national teams guided by their team leaders where they should analyse the meaning of volunteering in their own language. They need to translate the word in their own language and brainstorm what comes to their mind when they hear the word volunteering. They can make the presentations in their own language explaining the meaning of volunteering and how is perceived in their own countries. This workshop can be an opportunity to share and get to know different volunteering cultures in other countries. After the presentation, finish the session with a group discussion about the benefits of volunteering and finding the connection between Street Workout and Volunteering by getting the conclusion that young people in Street Workout have big experiences in volunteering, making promotions of Street Workout, building Street Workout parks, supporting and teaching newcomers in Street Workout which they can use for their work or school applications for university. Connect this workshop with the previous workshop “On the ladder” so that the participants can be aware and avoid manipulation and tokenism.

5. Developing competences through photography, graphic design and the improvement of Street Workout parks.

Young people involved in Street Workout often use videos, photos, graphics to share their achievements on the social media and web. Its recommended to design groups consisting of maximum 5 participants from different countries to share their experience in photography, graphic design, video and designing Street Workout parks using AutoCAD, Maya3D, CorelDraw, or other digital tools. These workshops are designed for participants to develop YouthPass Key Competencies during their youth exchange. In these workshops participants can prepare materials for promotion of the final event and the youth exchange.

6. Public Event

Let the participants organize public event at the last day of the youth exchange in order to implement knowledge gained during the previous days. Give at least two full sessions for developing of choreography and organizing the event. The participants should have support from the local team and the team leaders. After the end of the public event have a debriefing about the process, how it went, what was challenging, were the workshops from previous days useful for their communication, team work, etc.

https://www.youtube.com/watch?v=P4F_Dr06unk

Evaluation

In order to access whether you are on the right path regarding your aim and objectives of the project, we recommend to make evaluations of the activity in each stage of the project.

We suggest daily, midterm, final and online evaluation of your youth exchange.

1. Daily evaluation

- Every day at the same time after the activities participants will be divided into groups to evaluate the day, the overall level of activities and give suggestions for changes, improvement of other issues. It is best to divide the participants in diverse daily evaluation teams which will stay together until the end of the project. Each day they can discuss about the benefits and pitfalls of the concluded day and suggested improvements for the following days.
- Participants should have time for individual reflection of their learning outcomes. It should be done 30 minutes before dinner so they can reflect individually. Give time to the participants to create their own learning diary using pictures from old magazines, used paper, colored paper and for the first day they will need to evaluate their travel and implemented activities. The participants will use the diary to take notes, doodle and draw, stick some interesting pictures, write their reflections, share thoughts and insights. To reflect on their learning outcomes and also to be able to recognize developed key competences we will support them with the following questions
 - Today I have discovered...-
 - Now I understand...
 - I feel more confident...
 - The „AHA“ moment was...
 - A new question appeared was...
 - I need to search more about...
 - The way I prefer to learn is...
 - I am passionate about learning when...

- The way I sabotage myself in learning process is...
- In my learning process other people can help me with...
- I support others in their learning process by...
- What I have learn about is...

2. Midterm evaluation

On three different flipcharts draw a sun, a window and a garbage bin. Put the flipcharts in the middle of the room and ask the participants to draw or write on the flipchart. On the flipchart where the Sun is placed ask them to write/draw what they like/was useful for them for the previous days of the youth exchange. On the flipchart with the garbage bin they should write/draw what was not good/useful/did not like in the previous days and on the last of the flipchart where the window is they should write/draw what they would like to see during the remaining days of the youth exchange. This exercise is good for the team leaders to see if they are reaching the objectives, but also for the participants as group to share their interests and needs.

3. Final evaluation

- To allow the team and the participants to evaluate the overall success of the youth exchange both in terms of content, group dynamics, facilities and learning outcomes. It could be individual and group evaluation. The selection of the method can be selected from “T-kit on Educational Evaluation of Youth Work” from Council of Europe and European commission on the following link: https://www.salto-youth.net/downloads/toolbox_tool_download-file-499/tkit%20evaluation.pdf
- Online evaluation – should happen one or maximum two months after the youth exchange had finished. It's important to receive feedback about the impact the youth exchange had on their personal and professional live.

GOOD LUCK WITH YOUR FUTURE STREET WORKOUT YOUTHE EXCHANGE



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