



THE EMPLOYABILITY GUIDE

from

The international training course

NATURAL MINDS

2018, Cluj-Napoca, Romania

Project coordinated by **Dreams for Life** from Romania

and implemented with the support of the **Erasmus+** Programme of the European Union.



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The project and the coordinating organization

Coordinating organization

Dreams for Life, Romania

Dreams for Life is a youth organization from Romania, which operates in Cluj-Napoca. Our organization unites young adults and youth that are passionate about personal and community development.

Our mission is to support youth for following their true meaning in life, being in strong connection with nature and living in sustainable communities. (www.dreamsforlife.ro)



We implemented this project due to the following aspects:

- A. Increasing mental health problems among young people.
- B. The difficulty of working with young people with mental health problems, faced by youth workers.

Training objectives

1. Increasing the understanding of the social, psychological and economic characteristics of young people with low opportunities, especially those with mental health problems, for 21 youth workers, during the project period.
2. Developing the professional capacity (knowledge, abilities and attitudes) to work with young people with reduced opportunities, especially with young people with mental health problems, for 21 youth workers, during the project period.
3. Increasing the level of understanding and achievement of the professional insertion of young people with low opportunities, especially of young people with mental health problems, for 21 youth workers, during the project period.
4. Increasing the motivation to work with young people with fewer opportunities, especially with young people with mental health problems, of 21 youth workers, during the project period.



Basic Information

What is Empowerment?

Empowerment

(<http://www.vantrood.nl/nieuw4.htm>)

General

Since almost three decades the word "empowerment" is frequently used by NGO's, governments, researchers, etc. and also even by business organizations. The issue here is: what do we mean by "empowerment"? Is it possible to identify a definition and an indicator for empowerment?

In a seminar in Bangkok (Thailand) in 1979, women from the South formulated the following aim: "(...) the right of women to freedom of choice and to the power to control their own lives (...)" (Schrijvers, 1985, pp. 234-235).

Building upon this aim, empowerment (of women) was further defined as follows:

"(empowerment is) a process of women acquiring the experiences, knowledge, tools and techniques to be able to transform their lives and the society. Within this process transformation of the existing power relations is crucial. This definition covers different aspects of empowerment:

- The physical: control over body and sexuality, including protection against sexual violence;
- The economic: access to and control over resources and income;
- The legal: strengthening of position within the legal system;
- The organizational/political: self-organization, self-help and collective action to bring about a transformation;
- The ideological: self-respect, confidence and equal status vis-à-vis men. An essential part is the right of women to have access to information and know-how".

(Claessen & Van Wesemael, 1992, pp. 14-20).

Even though the above mentioned definition of empowerment chooses a female aspect, it is reasonable to think it is also applicable to men. It can also help men to become aware of their own disadvantageous position, if and when they too do not succeed in influencing the existing power relations, let alone change them. Without this awareness, after all, one cannot speak of the empowerment of women and men.

The use of the concept of “transformation” is crucial. Empowerment entails more than just adequate adjustment. It entails the transformation of those involved and their society. Redistribution of power is central to this emancipation (see as well Paulo Freire, from whom this concept of transformation has been taken). This redistribution must do justice to the opportunities and needs of all members of society, but must take place in such a way that it does not happen at the expense of others. Everyone's freedom is limited by the moment when that freedom pushes someone else aside. Thus, freedom must be negotiable. This, however, requires that each partner in negotiations possess the knowledge and skills necessary to bring these negotiations to a satisfactory conclusion.

In this view, the five aspects of empowerment mentioned above can be divided into two categories. The first three aspects (the physical, the economic and the legal) refer to action that the participants of an empowerment programme can take in order to improve their living conditions. The last two (the organizational/political, the ideological) in this view, refer to the necessary conditions. Issues like self-respect and self-confidence (the ideological aspect) are naturally necessary for taking action.

The same goes for self-organization (the organizational/political aspect). The description of this aspect even indicates this:“(...) collective action to bring about transformation” (Claessen & Wesemael, 1992, p. 17). Possibly, one can speak of a cyclical relationship between the first three aspects, on the one hand, and the last two aspects on the other, cyclical in the sense that they reinforce each other. Awareness for the benefit of self-respect and self-confidence and organization building are central to empowerment. The other three aspects (the physical, the economic and the legal) are derived from these two aspects.

The term “ideological” can be misleading. It could imply that the participants must be taught a certain ideology, while it is especially issues like self-confidence, self-esteem, self-expression and self-respect that are important. These are issues that are not ideologically bound. They are linked to an individual process of development, to the development of self-awareness.

This brings us to a definition of *empowerment*:

Empowerment = the ability of people to **direct** and **control** their own lives

If this is true, then the following three statements might also be true:

1. Empowered people are able to **transform** their lives
2. For transformation people **organize** themselves
3. **Self organization is an indicator for empowerment:**
 - People identify their **problems**
 - They assess a **goal or objective**
 - They develop a **strategy**
 - They mobilize **resources**
 - They start **acting**
 - They **reflect** on their results

If indeed self organization is an indicator for empowerment we now face the problem that also criminals, terrorists, rapists and other violent people organize themselves. If we want to exclude them it is suggested here to add the following phrase:

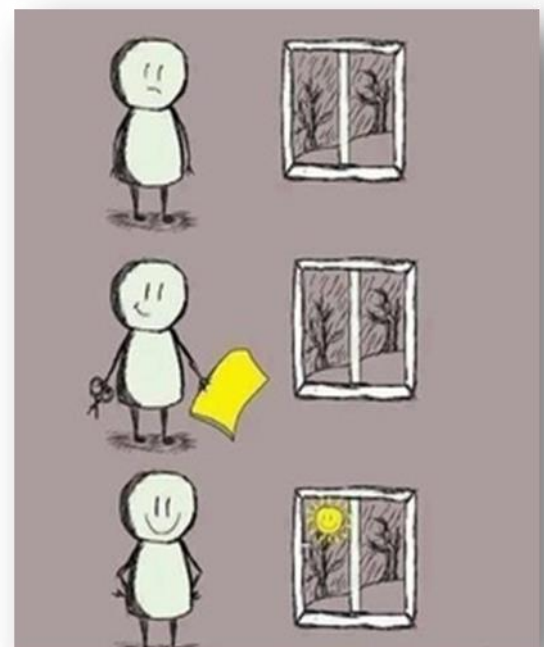
Self organization for creating a **caring, responsible** and **safe** environment

Thus an empowered person is a person who acts in a caring, responsible and safe way. By persons empowering themselves in a caring, responsible and safe way we mean the following:

- a **CARING** person takes care for his/her own learning process – for work (includes voluntary activities) and income – for caring tasks – and for cultural activities and sports
- a **RESPONSIBLE** person is accountable for and reflexive on his/her values/beliefs, motivation, rights and duties, and obligations
- a **SAFE** person creates physical security (shelter, food, health) and a safe social environment by the way he/she uses his/her roles, power, and the ways he/she communicates

All for him/her self and for the others whom s/he works and lives with.

These three aspects of care, responsibility and safety can be identified by three leading questions: what, purpose and why.



Through these three questions it is possible to identify peoples' basic ideas about their own self organization in order to empower themselves:

1. What are the activities I care for / about?

- Describes the contents of the activities.

2. What is the purpose of these activities I am responsible for?

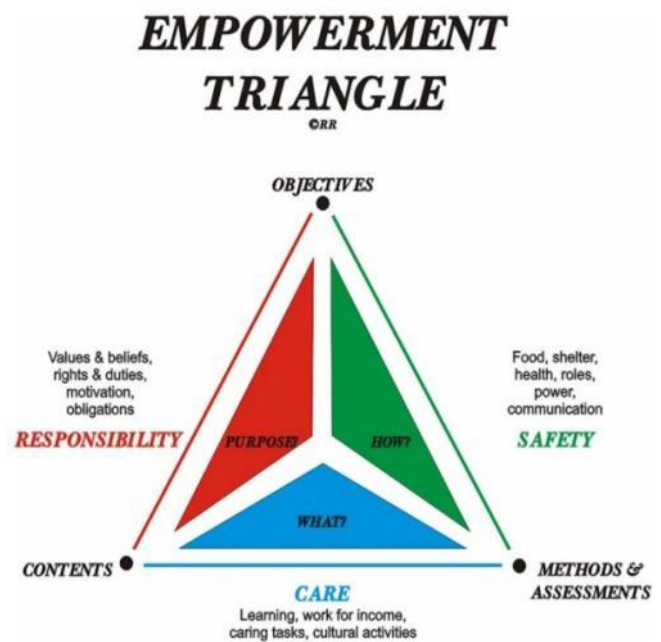
- Identifies the objectives;
- Assesses personal responsibilities;
- Makes people accountable.

3. How do I implement these activities in a safe way?

- Identifies ways of safe communication and interaction;
- Identifies the resources to be used (i.e. physical and human resources, methods, assessment procedures, etc.).

As a part of their Development Education Leadership Teams in Action programme (Delta) Anne Hope and Sally Timmel from South Africa have developed a triangle which identifies the basic needs – economy, the values and beliefs, and the community decisions of participants (1984 – 1996: 59). Their triangle and the ideas described above were fundamental to the development by IES of the Empowerment Triangle (ET). The Empowerment Triangle is the basic tool implemented by IES, for training, facilitation and monitoring & evaluation purposes. Sound and comprehensive indicators for Care, Responsibility and Safety are developed each time again together with the participants / beneficiaries.

Care, Responsibility and Safety could also be considered as the Hands, Head and Heart of empowerment.



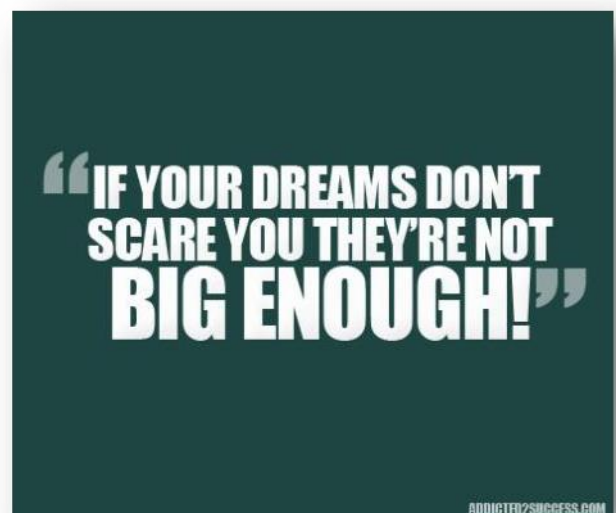
Empowerment Triangle © Rogier van't Rood

[ET-implementation](#)

Child Centered Approaches

It appears that there are some general misunderstandings about the issues of child friendly and child centered approaches in education. Many educational professionals tend to think that child friendly is more or less the same as child centered. Therefore it is important to make a clear division between these two approaches:

- *Child friendly approaches:* the teacher behaves in a safe and respectful manner towards the children, regardless of their gender, without any abuse or physical punishment. The children feel safe, encouraged and happy in school; their performances improve gradually and the drop out rates decline.
- *Child centered approaches:* the teacher challenges the children in a safe and respectful manner to develop (together and individually) their own solutions to problems given, thus encouraging co-operation, the development of life skills, their analyzing power, their capacity to



organize themselves. The children feel safe, encouraged, happy and empowered in school, and have more fun; their performances rise significantly and the dropout rates decline even more.



Life-skills competencies

It is a general assumption that education should teach the pupils or students (boys and girls) how to participate effectively and satisfactorily in their society. In other words: education should teach them how to become a *responsible* person, who takes the obligation to be accountable for relatives, for the development of the society, and for the maintenance of the environment. It also teaches them how to achieve appropriate living conditions and health, hence helping them to *care* for themselves and for those who are depending on them, like elderly people, children and the disabled. Finally it teaches them how to create *safe* living conditions, through honest, peaceful and righteous attitudes and behavior.

In order to enhance the life skills competencies (or values) of responsibility,

care and safety, it is necessary to make the pupils acquainted with real life situations, hence strengthening their problem solving capacities. For solving problems it is necessary to organize oneself. Through processes of self-organization people learn to deal with problems in a satisfactory manner. This can only be achieved through child-centered approaches: the child friendly approach might still be teacher centered and knowledge based, while the child centered approach is empathically problem and process oriented. The children learn themselves to analyze a problem, to develop strategies and to mobilize resources to solve them, and to evaluate the outcomes critically. This way they strongly enhance their life skill competencies. In other words: they learn how to empower themselves. Empowerment is understood here as a process by which people learn to achieve control over their own lives and resources, through self-organization.

A paradigm shift from teacher centered towards child centered approaches could be enhanced and supported by a better understanding of some constructivist concepts. One of these is the Empowerment Triangle (ET), for building self organization competencies and thus empowerment, through step-by-step classroom learning experiments.

The ET is an easy to adapt educational instrument, which helps people to organize themselves, in order to create the necessary life skills of responsibility, care and safety. It also identifies (in a comprehensive manner) the objectives, contents and approaches which are necessary for the development of self-organization competencies.

In general the ET is a quality classroom leadership instrument that helps educational professionals to develop and assess processes of self-organization (empowerment) in education. It helps to develop and understand the goals through the *purpose-question* (gives the objectives and responsibilities: the *head* of empowerment), to identify and to describe the necessary tasks and activities through the *what-question* (gives the contents of activities people care of: the *hands* of empowerment), and to develop the path towards the coherent implementation and assessment of the activities through the *how-question* (gives safe methods, approaches and assessment procedures: the *heart* of empowerment). All with regard to the final goal, that is the empowerment of the students or pupils, and of the teachers themselves. To put it differently: through the three leading questions (on purpose, what and how) teachers become more focussed on their tasks, at the same moment enhancing their professional consciousness (head), their professional competencies (hands), and their professional ethics (heart). To put it simply: be fully accountable for your actions (head), do what you do to the best of your abilities (hands), and do it with zeal (heart).

Self-organization competencies

The process of building a self-organization competency among pupils unfolds itself by answering the same leading questions, assuming that there is a problem which needs to be solved:

1. Face the problem, by thinking about it:
 - a. Why is this problem hindering me? (gives motivation)
 - b. Why do I want to solve this problem? (gives an obligation or purpose)

Now the head is watching the problem.

2. Tackle the problem, by describing it:
 - a. What are the elements of the problem? (gives a description)
 - b. What are the origins or reasons of it? (gives an analysis)

Now the hands are grabbing the problem.

3. Feel the solution, by developing a strategy:
 - a. How do the steps look like, which I should take? (gives a strategy)
 - b. How can I get the necessary help needed to solve the problem? (gives necessary resources)
 - c. How do I know that I have been successful? (gives an evaluation)

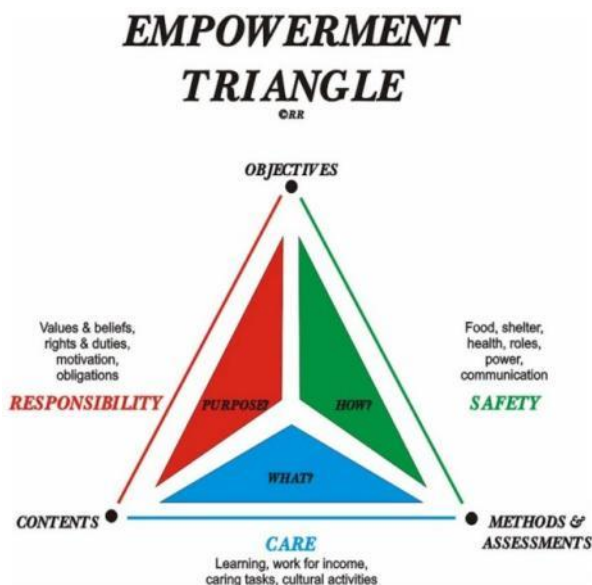
Now the heart is overwhelming the problem.

Then: go for it! After having developed answers on all questions, the pupils start acting, in order to solve the problem given.

Afterwards they evaluate the problem solving process, by asking themselves:

1. Did I achieve the purpose: is the problem taken away?
2. Am I able to describe what I have done: did I obtain new knowledge and skills?
3. How do all involved feel now: is everybody satisfied?

If there is any negative answer: re-develop the problem solving process from the beginning onwards and start acting again, until a satisfactory situation has been achieved.



Empowerment Triangle © Rogier van't Rood

Child-centered competencies

Finally, the ET helps teachers to internalize the following successive child centered competencies, for purposes of effectiveness and for being a role model for the pupils (the future citizens):

- A. On responsibilities (the head element):
 - The teachers are responsible for guiding a process of awareness, empowerment and development;
 - The teacher has a strong and well developed capacity for mature critical self-reflection;
 - The teacher stimulates the thinking of the pupils, without any interference from personal prejudices, irrational loyalties, traumas, hang ups, fears or irritations on the side of the teacher;

- The teacher facilitates self-reflection about the own positions, qualities, problems, needs, and opportunities by the pupils. During this, the teacher makes careful observations, whereby he or she tries to allow everyone to express him or herself individually.

B. On care (the hands element):

- The teacher assumes an inquisitive position;
- The teacher should not be suggestive in any sense, because this would pre-empt the pupils and take away their chance of putting forth a thought, expression or idea;
- The teacher is always well-prepared.

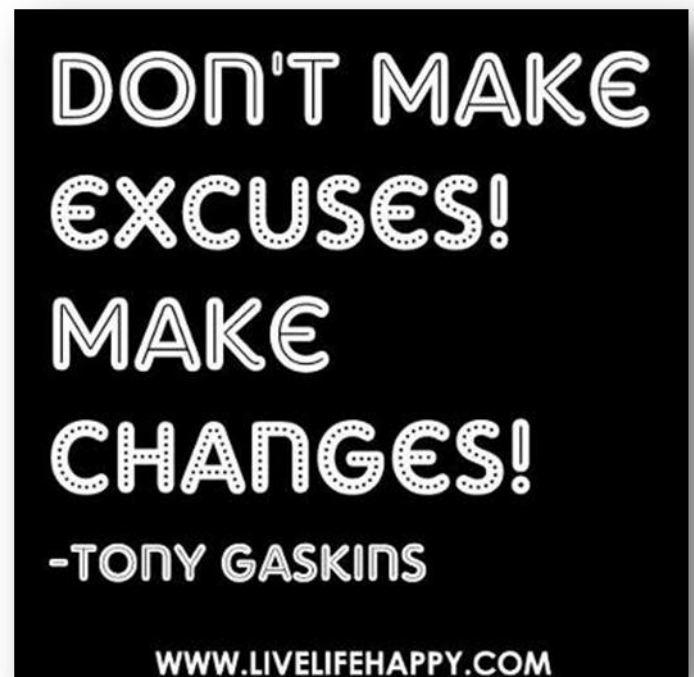
C. On safety (the heart element):

- The teacher makes never use of physical punishments;
- The teachers must take the answers and expressions given seriously at all times, even if they themselves do not agree;
- The teachers should realize that pupils have their own truth and reality, a truth which is appreciated without prejudice and should be valued according to its own merits. Without this appreciation pupils will fall silent. Thus, they must never experience rejection and must be shown trust and respect at all times.

Seen from this angle teachers must have freed themselves fully from any prejudice to gender-aspects and/or from any (irrational) loyalties related to nationality, race or even religion. Prejudices and loyalties that could hinder the full understanding of gender equality and of peace and respect at all levels. Prejudices and irrational loyalties enforce *exclusion*: meaning that the other human being who does not belong to the same sex, nationality, race or religion could be treated with less respect. And thus women abuse is still close and disrespect, discrimination, hatred and even war are just around the corner.

It is the great challenge of each and every teacher to fight with zeal for a climate of *inclusion*: meaning that all human beings, irrespective their sex, race or background, should be treated with equal respect, not looking at the others *ascribed* (given) positions, but only by giving full value to his or hers individual and *achieved* qualities and competencies. Only then abuse, discrimination and worse can be avoided or eradicated. Only then processes of peace building and peace maintenance, empowerment and development can be fully fostered and facilitated.

This pedagogical approach is emphatically child-centered, aiming at enforcing children's self-esteem, self-confidence and the development of a positive and realistic self-concept (self-image), and thus aiming at enhancing individual empowerment and the capacity to organize one-self for future development. Furthermore this approach aims at creating an environment which allows respect for characteristic and sometimes differing cultural features. By using a child-centered approach, teachers try to accommodate and support every individual child and its specific needs and possibilities.



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Youth unemployment

Youth unemployment trends

(Wikipedia)

[Youth unemployment rates](#) are generally much higher than unemployment rates for all ages. High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. However, this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is large because many young people are studying full-time and are therefore neither working nor looking for a job (so they are not part of the labor force which is used as the denominator for calculating the unemployment rate). For this reason, youth unemployment ratios are calculated as well, according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Table 1 shows that youth unemployment ratios in the EU are much lower than youth unemployment rates; they have however also risen since 2008 due to the effects of the recent crisis on the labor market.

The youth unemployment rate in the EU-27 was around twice as high as the rate for the total population throughout the last decade. The EU-27 youth unemployment rate was systematically higher than in the euro area between 2000 and early 2008; since this date, these two rates were very close (see also Table 2), until mid 2010, when the EU-27 youth unemployment rate started to increase more strongly than that of the EA-17. While youth unemployment thus increased in both areas during the crisis, the increase has been more relevant for the EU-27, despite the lower overall unemployment rate in that area.

Table 1: Youth unemployment, 2011 Q4 (%)

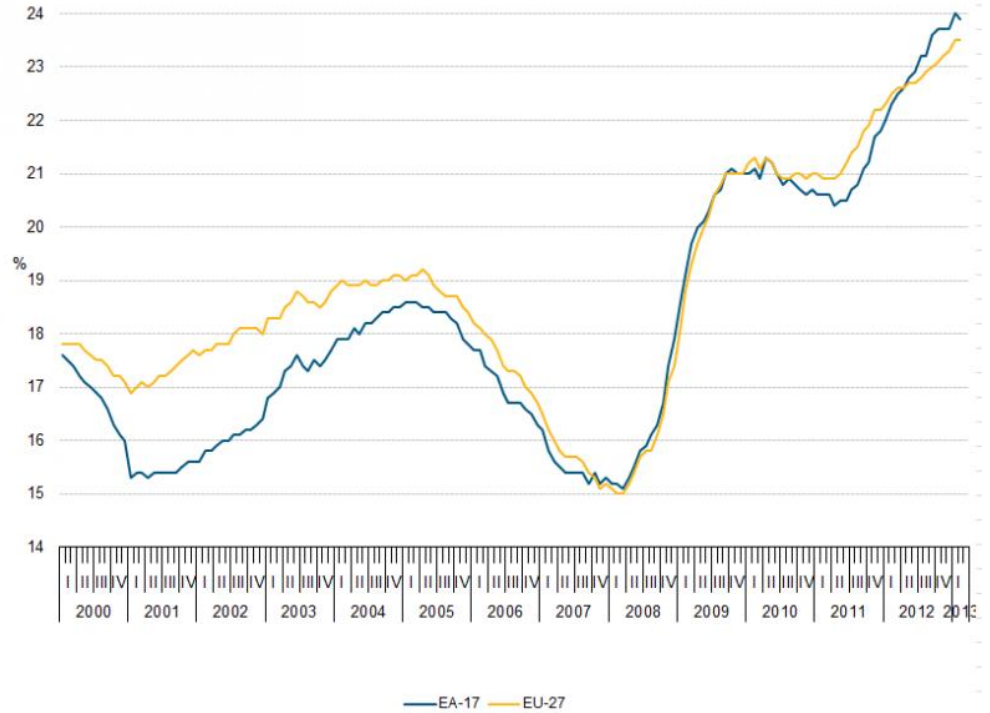
	Youth unemployment rate				Youth unemployment ratio		
	2009	2010	2011	2011Q4*	2009	2010	2011
EU-27	20.1	21.1	21.4	22.1	8.7	9.0	9.1
Euro area	20.2	20.9	20.8	21.4	8.7	8.7	8.7
Belgium	21.9	22.4	18.7	17.5	7.1	7.3	6.0
Bulgaria	16.2	23.2	26.6	28.2	4.8	6.7	7.3
Czech Republic	16.6	18.3	18.0	18.3	5.3	5.7	5.4
Denmark	11.8	14.0	14.2	14.3	8.4	9.4	9.6
Germany	11.2	9.9	8.6	8.3	5.8	5.1	4.5
Estonia	27.5	32.9	22.3	25.1	11.0	12.6	9.1
Ireland	24.4	27.8	29.4	30.5	11.5	11.8	11.7
Greece	25.7	32.8	44.4	49.3	8.0	10.0	13.0
Spain	37.8	41.6	46.4	48.9	17.1	17.8	19.0
France	23.9	23.6	22.9	22.7	9.2	9.0	8.5
Italy	25.4	27.8	29.1	30.5	7.4	7.9	8.0
Cyprus	13.8	16.7	22.4	26.8	5.7	6.8	8.5
Latvia	33.6	34.5	29.1	27.4	14.0	13.9	11.2
Lithuania	29.2	35.1	32.9	34.3	8.9	10.4	9.6
Luxembourg	16.5	15.8	15.6	16.0	5.5	3.5	4.2
Hungary	26.5	26.6	26.1	26.7	6.5	6.6	6.4
Malta	14.4	13.1	13.7	14.0	7.4	6.7	7.1
Netherlands	7.7	8.7	7.6	8.5	4.8	6.0	5.3
Austria	10.0	8.8	8.3	8.7	6.0	5.2	5.0
Poland	20.6	23.7	25.8	26.9	7.0	8.2	8.7
Portugal	24.8 (e)	27.7 (e)	30.1	34.1	7.9	8.2	11.7
Romania	20.8	22.1	23.7	24.8	6.4	6.9	7.4
Slovenia	13.6	14.7	15.7	16.4	5.6	5.9	5.9
Slovakia	27.3	33.6	33.2	33.8	8.6	10.4	10.0
Finland	21.5	21.4	20.1	19.9	10.9	10.6	10.1
Sweden	25.0	25.2	22.9	22.8	12.8	13.0	12.0
United Kingdom	19.1	19.6	21.1	22.0	11.4	11.6	12.4

* The quarterly youth unemployment rate is seasonally adjusted.

e: estimate

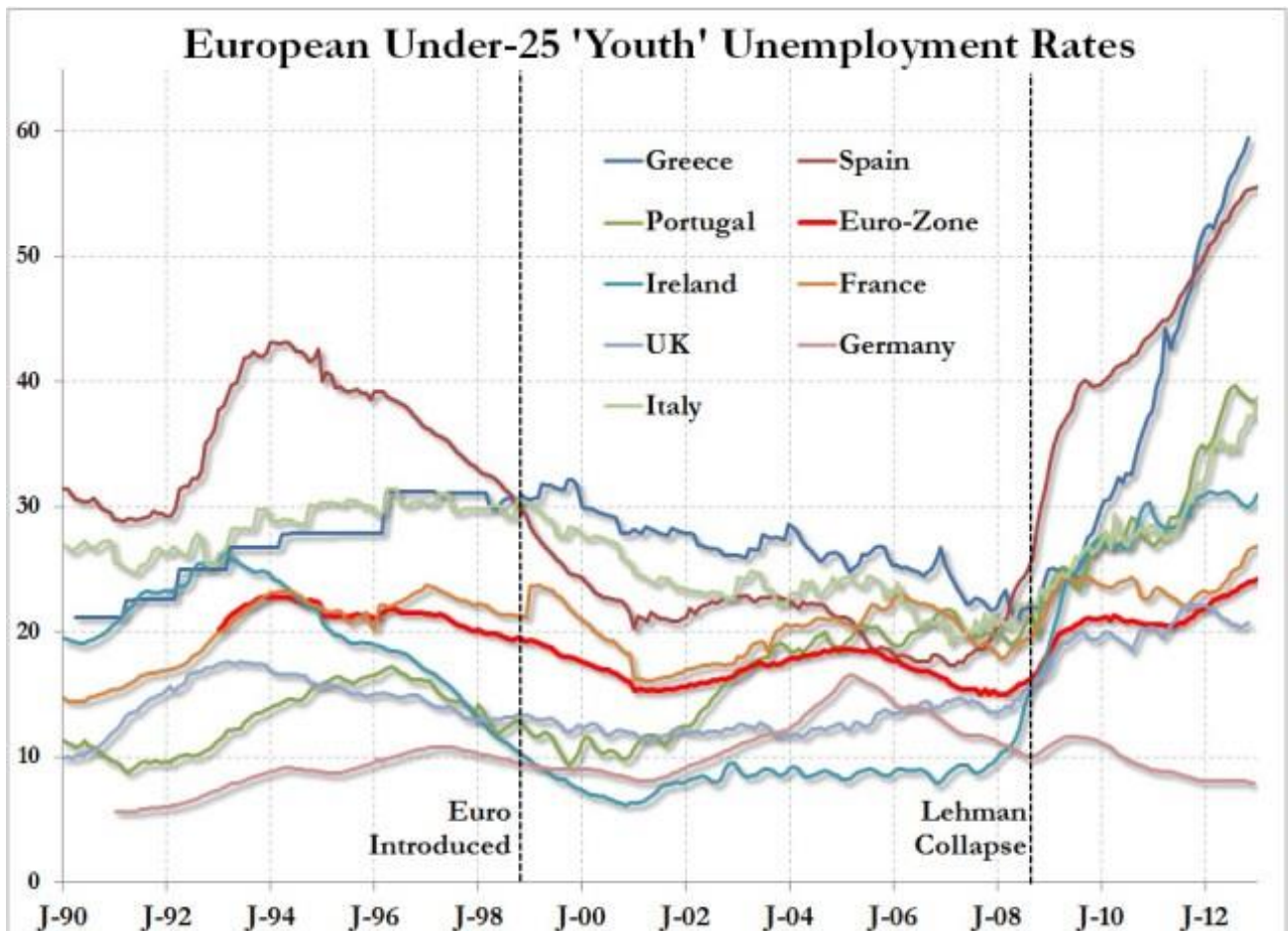
Source: Eurostat (une_rt_q, lfsi_act_a)

Table 2: Youth unemployment rates, EU-27 and EA-17, seasonally adjusted, January 2000 – February 2013



Europe's lost generation of unemployed youth keeps on swelling

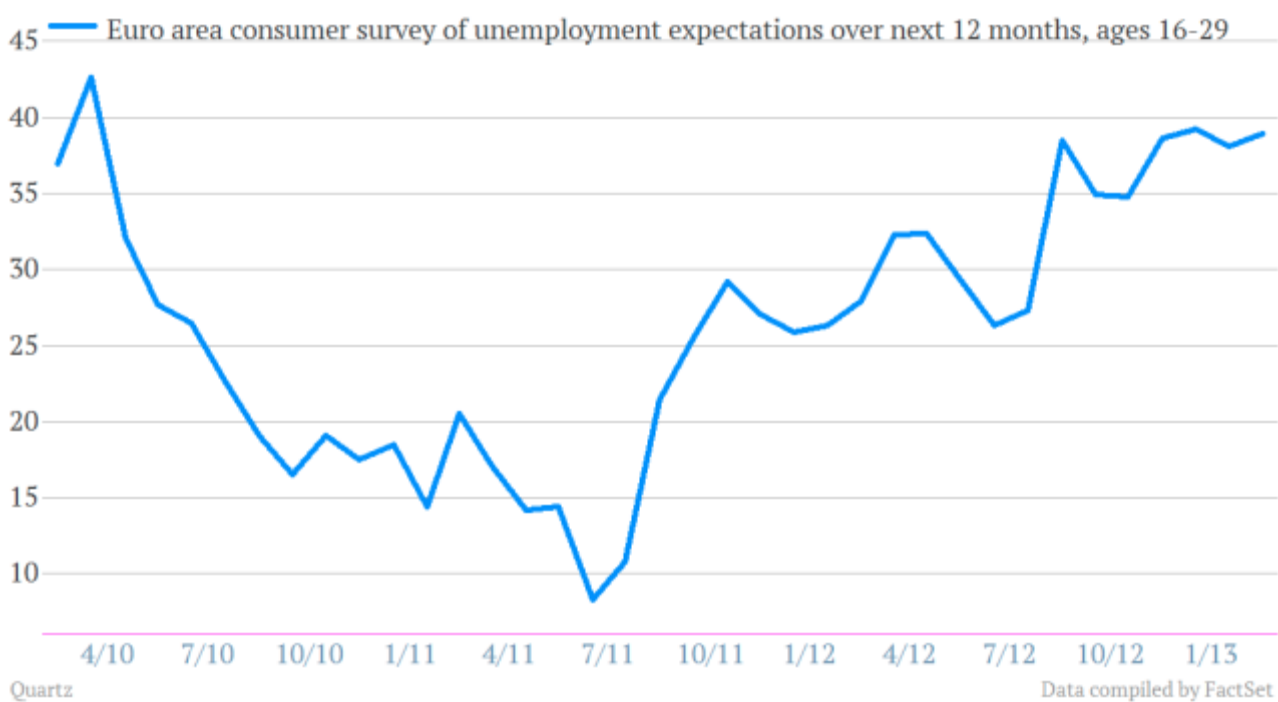
By [Simone Foxman](#) — March 1, 2013



The number of unemployed people under 25 has blown up since the financial crisis. Zero Hedge

The [latest unemployment data](#) (PDF) from Europe have more scary news: a “lost generation” of unemployed young people continues to grow. While fewer than 10% of Germans under age 25 are unemployed, a full [62% of young Greeks](#) are out of work, [55% of young Spaniards](#) don't have jobs, and [38.7% of young Italians](#) aren't employed. Italy (38.7%) surpassed Portugal (38.6%) in this measure for the first time in January 2013.

And most Europeans aren't hopeful that the situation will change anytime soon:



Competencies, Employability and Youthwork

The example of the C-stick tool

(from *INCLUSION THROUGH EMPLOYABILITY* - WWW.SALTO-YOUTH.NET/INCLUSION)

An outstanding tool developed for identifying non-formal skills is the **C-stick** <http://www.jes.be/C-Stick/> instigated in 2006 by the JES (Jeugd en Stad/Youth and City); a Belgian NGO concerned with youth issues. The main focus of the C-Stick approach is on the identification and development of **key competences**. The C-Stick itself is an online digital portfolio tool. The young people work with a database on the C-Stick, which allows them to analyze their competences and build a CV from a programme they use – picking from options it asks them about their skills and experience and orient their personal development strategies. A key problem identified by JES is that young people often think non-formal or informal learning ‘doesn't count’ or ‘isn't real’.

The approach starts by involving young people in a process of recognizing and learning the value of their own non-formally acquired skills – as a necessary first step towards being able to communicate them to others effectively.

Strengths of the C-Stick tool:

- Usability is good – the C-Stick has a simple navigation structure and uses unsophisticated vocabulary.
- It is an attractive tool for young people to use; they like it, it has ‘nifty’ factor.
- It is easily updated.
- It is linked to an administrative system by which tutors can send files and competence assessments to learners.

Background:

JES began by cooperating with the public sector Flemish employment service and by involving private sector companies through a questionnaire and in-depth interviews.

Employers were asked about key competences they valued, and asked to pick the ten they most valued from a long list. The employers contacted were from a variety of sectors and both large and small organizations; however, they consistently chose the same key competences.

16 priority competences for employability were identified:

- | | | | |
|----------------|--------------------------|----------------------|-----------------------|
| 1. Cooperating | 5. Planning & organizing | 9. Self-reflection | 13. Handle clients |
| 2. Speaking | 6. Learning | 10. Networking | 14. Taking initiative |
| 3. Listening | 7. Giving feedback | 11. Handle authority | 15. Act independently |
| 4. Flexibility | 8. Handle feedback | 12. Respect rules | 16. Empathizing |

The next step was to work with a smaller sample of employers more in depth; they were interviewed about their hiring procedures – how they select and interview. It was found they used little testing procedures and depended mostly on interview procedures. Employers also consistently placed special emphasis on the need for **interview skills**, apart from the key competences already identified.

JES also works closely with the Flemish Employment Service to guarantee they would recognize the tool and use it with the young people they work with. This was not simple to do as the employment service is a large organization, which means more complicated and slower decision making and implementation strategies, but this cooperation has been an essential component to ensuring a maximum impact of the programme. The experience has been good and the Employment Service is now developing new e-tools that will work with the C-Stick and build on it.

Key learning from the C-Stick experience:

- People working with youth to increase their employability must prioritize teaching skills for **interviews** and **self-presentation**.
- Start by building **awareness of the value** of skills acquired informally or non-formally, among the young people themselves.

To Work or Not to Work?

This is not a good question anymore

This training is about how we can find our place in this world and how we can empower others to find their place. But finding your place is not an easy job. Before finding the place youth must find a job so they can make a living. But this is not an easy job either. Europe (not only) is going through difficult times. The youth (15-25 years old) unemployment rates have reached in 2012 23,2%. It is a high rate and this made some people call our generation: GENERATION JOBLESS.

“The number of young Europeans is falling. In 1989, when the walls between east and west came down, across the whole of the continent those aged 20 to 24 numbered 56 million. Today there are eight million fewer people of the same age, and they are far more qualified than young people were back in 1989. The problem is not too many too lowly qualified young Europeans. It is the circumstances within which the declining numbers of increasingly well-qualified young adults are forced to compete. Mass youth unemployment is caused not by a surfeit of young people but by demand for their labor now declining even faster than their numbers are falling. And part of the reason that demand is falling is that the numbers of young Europeans are falling so rapidly. There are far fewer young consumers than there used to be, and very soon there will far fewer again, each with less to spend on services, work often provided by other young adults.

(source: <http://www.newstatesman.com/2013/08/generation-jobless>)

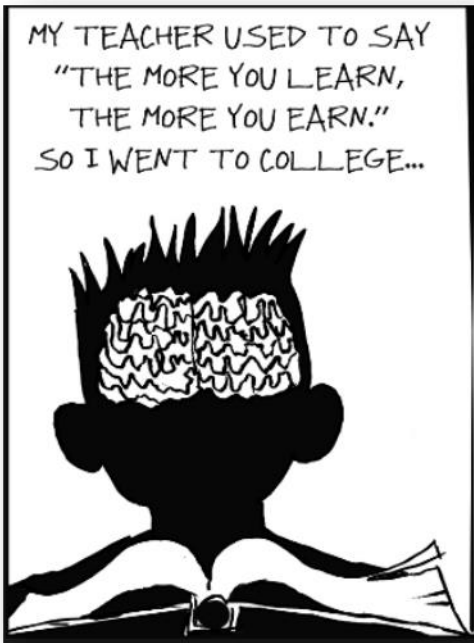


Tough times. Huh?

But this is a good time to begin asking some questions. It is a good opportunity to reflect on ourselves, to see how is our condition? How is my present situation and how I see my professional future? We recommend you to read the article about Generation jobless. We also recommend you a short movie, which can be a first step towards an improvement of our present situation.

<http://www.youtube.com/watch?v=LnvPOaggzos>

Challenges?



There are different kinds of persons that are involved in Youth in Action projects. In this multitude of characters and personalities, there are some who want to do things differently, people who have a piece of idealism within them. These persons want to change the paradigms, the way things work. They want to challenge the status quo and address the real global and local problems. But changing a paradigm is a serious think, but youth work can represents the space where the paradigms can be challenged. Youth work is positioned in a crossroad, where education, labor market and politics are overlapping. This is a hot space, where responsibility and proactive behavior are essential tools for any positive change. Being in this space the youth worker is challenged to influence as much as possible the traffic and they way people drive their lives. But so often, being in this crossroad the youth worker is only a pawn on the way, and the rhythm of life is dictated by political and economical factors. So, let's take some time and reflect on our roles that we play in the crossroads where we stand (local, national and/or international). Am I aware of the role that I have? How do I tackle education, politics and labor through my work? How do I influence the youth through my work? Do I have the right approach? Is my work relevant for their needs?

Let's watch this video and get some inspiration:

<http://www.youtube.com/watch?v=nmwXdGm89Tk>

Lessons of history

There is one interesting and useful book. It is quite easy to find, only by clicking on the link below. It is called Lessons of History, by Durant. It is a good choice for understanding how this world works. There is one interesting idea that this book presents and which is in good connection with our training:

"Those who can manage people will manage those who can manage only things. Those who can manage money will manage everybody."

What do you think about this principle? How this "rule" influences youth unemployment?

<http://www.scribd.com/doc/45822245/Lessons-of-History>

The Time Has Come

This training is dedicated to the youth workers. But quite often youth work is such a vague term, especially when you talk about it in an international environment. More developed in the West, increasing in importance in the East, youth work has become in the last years an interesting subject for research. We will jump a bit in the subject by presenting a general idea/definition taken from Wikipedia.

"Youth work' means a planned programme of education designed for the purpose of aiding and enhancing the



personal and social development of young persons through their voluntary participation, and which (a) complements their formal, academic, or vocational education and training; and (b) is provided primarily by voluntary youth work organizations."

"This definition sees youth work primarily in terms of the development of the young person. However some would argue that this is a limited view and that central to a definition of youth work is the notion that youth work should aim to engage with society and bring about social change in an unequal society."

(For further reading http://en.wikipedia.org/wiki/Youth_work#Centre-based_youth_work)

Through these definitions we can recognize the importance of youth work in the society. Living in a fast changing world, where political and socio-economical crises are influencing the lives of each individual, we must be aware of the power and responsibility that youth workers have. Thus, we can empower the young people and facilitate the access on a just labor market, where each person can use his talents and live his passions.

Did you have a job you didn't like? How was it, what did you do there? How did you get to work there? Are you still involved in that job?

If you haven't been in such situations, for sure you know someone who has an unfulfilling job. Sometimes we get to do things that are not for us. We get stuck in them, and as time goes by it is harder to move ourselves from that place. Why do you think it is so hard to move? And why do you think people get into those jobs?

Below is the link to an interesting movie that is about someone who is in such situation.

<http://vimeo.com/17880823>



Outcomes

This is a list of short activities with which participants in “Natural Minds” empowered their colleagues during the application process:

Slam poetry

Objectives

To raise youth awareness about their experiences.

Description:

Participants receive one empty paper. They are invited to find a comfortable place in the space. He/she will be guided with questions made by the facilitator in order to describe an experience. Music can be useful, but just according to the participants` needs for concentration.

Examples of topics:

- *A person that changed my life.*
- *What made the difference?*
- *What I am grateful for?*
- *And suddenly this happened...*
- *Etc...*

After the sentences were written, the participants are invited to review their draft and to:
Read.

- Transform the sentences of the story in lines of poetry;
- Underline the most important/heavy words;
- Put a break sign after the most powerful words/group of words;
- Replace cliché/very common words with visual images with the same meaning;

Read.

- Find words that rhyme. It doesn` t matter if they are not at the end of a line;
- Replace words in order to create rhymes.;

Read.

Perform the poem in front of others, following the energy that words are offering.

Time needed: 1 hour.

Clapping Game

Objectives:

Increase concentration, coordination

Description:

In that game you can play at three levels.

1st level: everybody sits in a circle. The first one clap his hands once time, and it means that he send his “clap” to next person on his right. Clapping is going on in the circle, but anyone can clap twice, and then it changes a direction. Whoever makes a mistake need to leave the circle.

2nd level: everybody sits in a circle and they place their hands on the ground in front of them. The rules of clapping are the same, but on that level every player has two hands, which are clapping separately.

3rd level: As the second version, in a circle, but on this level players place their hand between the hands of their neighbors.

Where?

Anywhere (where you can sit in a circle).

Construction game

(Szymon Pyzik - Poland)

Objectives:

To increase cooperating, speaking, listening and giving feedback.

Description:

This game can be played in one or more groups, depending on how many people you have.

Playing in one group:

Participants must choose two people from the entire group. One of them will be an architect and the second will be a builder. Then everybody sits in one row, one by one, like a train. In the beginning of the row there is the architect, while the builder stands at the end. The architect is facing the other direction than everybody else. Next, he has 30 seconds to create a building by big legos. The builder has the same set of elements like the architect. When the architect finishes creating, he whispers the first tip to the person behind him. Then this person whispers the same to the one after him. And it goes on this way from one to another, until reaching the builder. He must follow the instruction which he heard. This process takes place till the end of building. In the end, participants have to compare the architect's and builder's models.

The group can have limited time or take as much time as needed.

Playing in more groups:

General rules are the same, but in order to create the same conditions for all groups:

- architects of each group have sets of legos composed of the same elements,
- each group should have the same number of people.

Groups can have limited time or take as much time as needed. They may be asked to compete.

Where?

In places long enough to allow standing in a row and silent enough for whispering.

The piano

Objectives:

To eliminate prejudice, listen\support and propose\lead the other (cooperation), enjoy what they are creating, and increase self esteem.

Description:

Prepare a piano or a keyboard. Cover with piece of tape or pens all the keys except F and B. Ask two people to come and sit together next to the piano. The rules are just to use the white keys

(not the black ones) and to avoid the pens (watch out they are electric!). What I ask is to listen to each other and to...enjoy it! The result will always be beautiful!

Storytelling and String figures

Objectives:

Motivating and teaching things through art.

Description:

String figure combined with storytelling. http://en.wikipedia.org/wiki/String_figure

James bond

Objectives:

The aim is to energize the group and to get them more connected.

Description:

Players: 10-30

Time: 20 min

How to play: This game is a lot of fun but quite hard to explain without showing. Everybody stands in a circle. One person is in the center. The person from the middle points at someone from the circle and this person has to make the following figures:

James Bond: the person in the middle is James Bond. With his hands he makes the gun point in the centre of the circle. The two people next to him have to turn their back to him and hold the guns close to their body while saying ohhhh James.

Toaster: the person in the middle is toast and he is jumping. The people standing next to him make the frame around him with hands as if they were a toaster.

Elephant: the person who was pointed at has to make the elephant with his hands. The two people standing around him are making the ears of the elephant with their hands.

Wash machine: the person who is pointed at is making circles with his body standing in one point. The people standing next to him make the frame around him with their hands as if they were a washing machine.

Sandwich: the person being pointed is the ham. The two people standing next to him are the bread covering him.

Double sandwich: we have two hams and the people around them are the bread covering the hams.

Mixer: the person being pointed lifts his hands and points his finger out above the heads of the two people standing next to him. They have to be turning in a circle.

Bear (you must do nothing when this is being said)

Marilyn Monroe: pointed person is Marilyn, being fancy. The two people next to her are making wind with their hands as it is blowing under her skirt.

You can randomly add other figures if you think of anything.

The person standing in the middle of the circle points at more people, one after the other, who should do the figures, so there may be many players involved in the game. You can make them speed up a bit, as well as change the person standing in the middle of the circle.

Massage "Animals"

Objectives:

It is an activity/game to empower harmony among a group of young people; to develop creativity and psychological wellness. It helps to take care of the partner, to play with one's body and the body of other participants in a right way!

Description:

It is a sensorial experience, ideally for a group of 5 or 6 participants. One is lying on the floor with his eyes closed, while the others massage him in this way: first, they start all together to massage him with their hands pretending to be a small animal like flies, without talking but using the sound effects of the animals. Step by step (hand to hand) the animals change to a bigger one. For example, from a fly to a frog, than a cat, then a snake, lion, bear, etc...

Time:

5 minutes for each.

Where?

On a comfortable floor in a silent room. It is a funny, relaxing, friendly game. It can be ideal to open the teambuilding session, after a name game.

Giving people a certain role

Objectives:

- To make people put themselves in other people's shoes;
- To provoke a discussion;
- To develop theatre skills;

Description:

Gluing a piece of paper on everybody's forehead on which is written some type of people that are either privileged or underprivileged in society. Everybody knows what kind of role the others have but is not aware of their own role. People are supposed to treat the others in the usual way the society treats the people they are representing. This may happen only by non-verbal communication - acting, etc. In the end everybody has to guess what kind of role they had- if not concretely, then they are at least supposed to define if they had a positive or a negative character.

Discussion questions:

- How did you feel?
- Did you like your role? Why?
- Did you feel disregarded at some certain point? How? By whom? Did you feel flattered?
- What was the aim of this activity for you?

The scream

Objectives:

It's an energizer and self empowering game. It's good when the group is tired or deconcentrated and there is need to refocus or shake the atmosphere a little bit.

Description:

It's a meditation process in which the trainer leads the participants into a relaxed status and brings out their power through the use of the voice, louder and louder, giving the opportunity to increase the level until everybody screams at his maximum voice level. Protect your ears.

Sit comfortable, relax, breath, close your eyes. Keep on breathing and listen the sound of your breath. Now you mentally enter in a forest through a path, a green forest full of green light. The trees are huge. You walk and walk and really enjoy the nature around you, smells, sounds, and the air. Keep on breathing. Now you see a light at the end of the path, and after a while you see there is a house. A small wooden house in the middle of the trees. Keep on breathing. The door is open and you enter. There's nothing in the house but a table. On the table there's a box. You go closer. Keep on breathing. You open the box, in the box there's a stone, the stone is a crystal and you touch it. When you touch it a light comes from the stone, Keep on breathing. When the stone emits the light you hear also a sound, it's a note, a sound that you can also sing with your voice. When you hear the trainer snapping his fingers you start producing this sound at the lowest level you can, close to the sound of your breath but it's a note. It's important that everybody keeps the room singing, there must be no silence. Every time the trainer snaps the fingers the volume increases. Now all the participants can also snap the fingers and everybody will follow and control the level that will increase until the trainer screams over all and say STOP! the game is over.

"Capră nouă" (New Goat)

Objectives:

- To empower the group;
- To have fun (energizer);
- To develop sense of respecting the rules;
- To develop physical skills;
- To develop attention;

Description:

Romanian "New goat" it's a game from my childhood. A person sits in the position of the goat and other people have to jump over it while yelling "New Goat". After everyone jumped first row will tell you how many persons, a rule that others must execute: such as large and small kegs, shouting Hagi, letter grandmother, knives etc. You can find this on the internet so enjoy!

One of the rules of this game is to not three never in front of the goat, so you will become goat.

Where?:

Indoor/outdoor; Group 4 +

"And the country is...."

Objectives:

It should provide a positive basis for starting a topic connected with cultural diversity, European citizenship, human rights etc.

Description:

You need to write down on small pieces of paper names of different countries - the choice is yours which would be these countries. You also need to have paper, pencils or whatever you like, because the participants may like to express themselves by drawing. Then starts the activity: make the participants stand in a row and ask them to remember who is standing in front of them. Next, ask them to randomly pick up a piece of paper and tell them to remember the country that they should represent, but not to say it out loud. Next step: tell them to imagine that the room/the garden etc. is the map of the world and they are supposed to put themselves according to S and N (you can mark before you start the game the South and the North); and now comes the aim of the game: without speaking, they are supposed to represent the country that they had picked. They can use the paper to draw something, they can sing, dance and so on. Everybody should recognize his partner's country.

When?:

It is more appropriate for primary school students or for high school ones. It can be used during an exchange program, like energizer or in a class when you want to start a conversation connected with culture, history, geography.

YOGA

The word yoga itself means "to join-to unite"! I've selected to talk about yoga because I realized that it helps me to live in harmony with myself and the whole environment!

Description:

Yoga is a simple process of reversing the ordinary outward flow of energy and consciousness so that the mind becomes a dynamic center of direct perception.

Though many people think of yoga only as physical exercises — the ASANAS or postures that have gained widespread popularity in recent decades — these are actually only the most superficial aspect of this profound science of unfolding the infinite potentials of the human mind and soul.

If you do YOGA in the morning without eating anything, it is the best time as you feel more energetic. But if you do in the evening your body is more flexible, so the Asana will be easier to do. Also if you practice Yoga after coming from work (EMPTY STOMACH OR AFTER 3-5 HOURS AFTER EATING LUNCH OR DINNER), you will feel that your tiredness is gone. So Yoga gives you freshness instead of tiredness.

Do it yourself and see!!!

The perfect place to do your practice is the place that's make you feel peaceful and calm. To make the choice easier, ask yourself what you want out of your yoga break: spiritual enrichment, detox, relaxation, catharsis or an adventure...

Colombian Game

Objectives:

You can play this game to energize the people and give them positive feelings!! To develop cooperation, concentration, multitasking action, positive energy.

Description:

At first all the people have to stand in a circle. The one who is the leader starts making a move - whatever he likes - in the rhythm of a song which goes like "Da da dero da da ole ole"! Every time the song is repeated the move that the leader made is passed to the one in his left and he has to create a new move! The Goal of the game is that all the moves should pass from each one to the other and complete a full circle. All the people have to sing the song in order to give the rhythm for the game!

Where?:

Indoor and outdoor activity!
Sitting and standing activity!

Cats and Dogs

Objectives:

1. Conflict management;
2. Develop cooperation;
3. Improve communication;
4. Teambuilding;
5. Overcoming stereotypes;

Description:

This is a method of experiential learning/ learning by doing.

Step 0: Preparation

You need some paper and some pens.

Think about two words which start with the same letters. E.g.: Storage/ Stormy

Write down these two words on different pieces of paper, if you work with participants who aren't native speakers of the language you are using.

Step 1: Divide the participants in two groups: cats and dogs. Tell them you have a secret and you will organize a secret meeting with each group. The secret is one of the two words. Tell each group a different word in such a way that the other group can't hear you (e.g.: Dogs - storage, Cats - Stormy) and ask them to keep the secret and wait for further explanations.

Step 2: Mix the groups and form pairs: cat-dog. Each pair receives a piece of paper and a pen. Ask them to grab the pen, but they have to hold it together, both of them should have a hand on the pen. Now, ask them to be silent, they cannot speak to each other anymore. Tell them to share their secret - write down their word.

Step 3: Discussion

Where?:

This is an indoor activity and it's easier to be done in a room where you have some desks.

It can be done during teambuilding sessions, when you encounter cooperation difficulties or when you are dealing with conflicts.

Mafia

Objectives:

To get the chance to discuss, listen within the group and get focus. It can be used for starters, to connect the team and have fun.

Description:

Roles: The roles are as follows: one detective, one mafia member, and citizens (roles were written down on paper and given randomly).

- The citizen tries to figure out who is the mafia and also try to act as regular citizens.
- The citizens are the ones who have the voting power and with a majority vote, they vote off who they think that is the mafia.

The Game:

I asked everyone to sit in a circle. As a facilitator I informed everybody to close their eyes. Then I asked that mafia should open his/hers eyes. Then everybody is waking up and then they decide, with a debate who is mafia. This continues till Mafia or everybody is dead.

Tranquil moments

Objectives:

- To relax the group;
- To connect people in the group;
- To make the group feel more comfortable;

Description:

People are sitting or standing in a circle. They all turn to one side, for example left side to look at their neighbor's back. Then each person places his/her hands on the shoulder of the person in front and gives him a little massage. So everybody is receiving and giving at the same time. After a minute the role exchanges and people turn to the opposite side and give the massage to the person from which they received it before.

Where?:

Anywhere the group feels comfortable. At the end of all previous activities.

Superb moment

Objectives:

To send positive energy to each other.

Description:

Stay in the circle, one person faces the closest person on the right and say to him/her that he/she is superb. When the person receives the message he/she face the next person and tell him/her that he/she is superb. Do it three rounds, each one with more power, passion and emotion.

How?:

Wherever, whenever you'd like to do it. You just need a little space, the place where you can be loud.

S.O.L Key

It is a method to increase your awareness about the internal world you have and also the external world that surrounds you every minute. It is a simple and short method but requires constant effort and perseverance in order to become a (natural) skill.

Objectives:

The people of our days are suffering and in the same time are constantly being distracted by everything, not only outside: mass media, internet, TV, commercials, people etc., but also by our internal world (lots of conflicting thoughts, ideas, negative emotions and feelings, unnecessary habits, distorted instinct – eating in front of TV/pc for e.g.). So we need to be aware of our flaws (psychological mistakes) because they are one of the main causes of our own suffering and we are not aware of it nor living the present moment to see it for real.

Description:

Very simple, by asking yourself every day, at any moment you remember, the 3 questions related to Subject – Object – Location (S.O.L) Key.

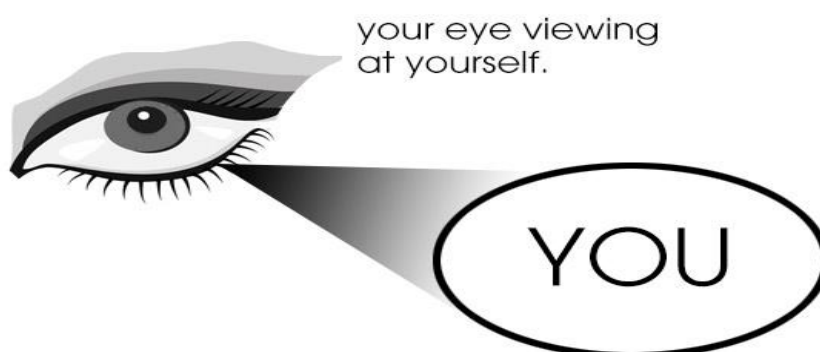
S – Subject ---> “Who am I? (thoughts, internal states, emotions, feelings, attachments, fear, judgments, mental/emotional/instinctive conflicts etc.). The subject refers to your own person and getting conscious about your internal world, and also being aware of other people (if there are) in the place you are at that moment.

O - Object ---> “What am I doing?”(the activity, what is happening to you, observe the objects, create a separation between you - the subject and the object/s). It is important not to let yourself trapped in dreaming with your eyes open (like in a front of windows shop dreaming about a car, jewelry or something, or on a bus thinking to the person you love and forget to get down off the bus). The object could be the activity you`re doing, some objects or even people that fascinate you and you start creating movies in your mind forgetting about yourself.

L - Location ---> “Where am I?” and also “What is this place? What am I doing here?”, “What is my purpose here?”

S.O.L Key

A practical method to increase your awareness!



S - Subject ---> “Who am I? (thoughts, internal states, emotions, feelings, attachments);

O - Object ---> “What am I doing?”(the activity, what is happening to you, observe the objects, create a separation between you and the object);

L - Location ---> “Where am I?” and also “What is this place? What am I doing here?”, “What is my purpose here?”;



Community events

In the follow-up phase the participants had the chance to develop and deliver empowering workshops for local youth on the topic of personal development and employability. The participants prepared two/three-hour long workshops separated in two sessions. Here are descriptions of the workshops:

Workshop 1

Order of activities:

First session

1. Introduction speech;
2. Participants and Trainers short self-introduction;
3. Adjective + Name - name game;
4. Number game;
5. Out of the box – brainstorming;
6. Mirroring;

BREAK

Second session

7. Cha - Szi Samurai;



8. Hand-game;
9. Factory construction (Loredana's house);
10. Experiential learning cycle;
11. "Super" moment (see above in "Passion in action" - Superb moment);
12. Everybody relax – Massage (see above in "Passion in action" - Massage "Animals");
13. Questions & Feedback;

Detailed description of games in the workshop:

3. Adjective + Name:

Objectives:

To learn names of the people in the group.

Description:

Each participant thinks of an adjective that starts with the first letter of their name and describes them. Then, in a circle, each says their Adjective and name (e.g. Big Bogdan, Optimistic Ogi etc.) and the group repeats. Next round everybody repeats in same time with the person. And last round everybody repeats each other'ss adjective and name except the person which name group says.

5. Out of the box – brainstorming:

Objectives:

- To motivate, encourage the group to use their creativity and imagination in different ways in order to find as many solutions as possible;
- To start thinking out of the box;
- To connect the group by sharing, exchanging ideas;

Description:

Divide people into groups of four (or more). Explain the rules through the story in which they applied for a job and boss gave them the task to write down some creative ideas how to use the paper clips. They have to write at least 15 of them. Deliver to each group one paper, a pen and also paper clips for the inspiration.

After 5 minutes they have to stop writing. Collect papers and give them another paper and 5 minutes to write 15 new ideas how to use paper clips. When time runs out, collect the papers again and give them new paper for the third time and 5 minutes again for 15 ideas, more creative and unusual than previous ones.

At the end ask each group to read one or two ideas which they find the most creative.

After this activity I explained about "Brainstorming 40 +" and Three Levels of Ideas:

- OBVIOUS (first 20 ideas)
- INTERESTING (next 20 ideas)
- CREATIVE, INNOVATIVE (ideas after 40 +)

7. Cha-Szi – Samurai:

Objectives:

- To learn how to observe other people;
- To cooperate;
- To free out emotions, to get rid of stress;

Description:

People stay in the circle, the first person raises his/her hands (fingers from persons first hand touch the fingers from the second hand). The person takes the hands down in the direction of other person from the circle saying loudly 'cha'. Then the person, who receives the sign, raises his/her hands (like the person before). Next, the two people who are the closest to that person in the circle 'cut' that person (but without touching him/her) with their imaginary swords and say loudly 'szi'. They should do this the same time, together. Repeat the cycle of movements for 'cutting' other people from the circle.

Where?:

Wherever, whenever you'd like to do it. You just need a little space, the place where you can be loud.

8. The knot (handgame):

Objectives:

Cooperation, fun, energizing, leading, caring.

Description:

People are in a circle. Ask them to put their hands up, close their eyes, and then put down their arms and with each one to catch another hand. No one hand is free. Then, the participants open their eyes and speak but not let go of the hands until the full disentangle.

How?

In the beginning of the session, after a name game.

9. Loredana's house:

Objectives:

To create anything from nothing, self esteem, cooperation, focus in the rule you have (self analyze), implement solution, take decision without knowing the result, have fun.

Description:

Divide team in groups (no more than 4 each). Give them few blank paper, sticks, scissor, glue, little rope, marker, etc... + 2 object they want from a bag prepared in advance (the objects in the bag have to be really useless and stupid!). Start to tell a story about Loredana (a Barbie doll) who wants to come to Romania to buy a house and bla bla bla. She wants the best one and the teams are the architects. They have to build the most beautiful end effective house ever (15 min.), then do the best commercial to present to others what and how they did it (1/2 min each team).

Short reflection.

10. Experiential learning cycle:

Objectives:

- In order to have a good understanding of the learning processes and also identify what style of learner the participants are;
- To improve the learning process using non-formal education.

Description:

The experiential learning cycle is a model that facilitates understanding of the learning process.

On a flipchart paper the presentation of the process is created with the help of participants, by using interactive questions, for every part of the process, also giving examples.

The learning cycle has 4 parts: experience, reflection, generalization and transfer/application. EXPERIENCE is usually (but not in all cases) the first part of the process, the “do it”, concrete experience. After experience, it comes REFLECTION – where you reflect, think and observe about the experience you had, how you felt and what thoughts you had during the experience. The next part of the process is GENERALIZATION where you extract the theory behind the action, some rules that which you apply could make your experience successful. The ultimate part of the process is called TRANSFER/APPLICATION where the knowledge assimilated in this process you apply the in different fields, areas of your life. For example we have a mammoth hunter. (Ask the participants: “what's the first step?”). He goes hunting , which represents the EXPERIENCE .(Again you can ask the participants : “What's next ? “) after this he takes some time to REFLECTION - to observe, reflect, think about how the hunting experience was. Going to GENERALIZATION our mammoth hunter is thinking: if the mammoth is running 40 km/h and I'm running 30 km/h , how could I catch him? Instead of going hunting during the day, I could go in the night when he sleeps so I'll improve my chances to success. After gaining all this knowledge he says: I could also hunt pigs, rabbits or lions maybe. You are presenting a theory so it's important to interact with the participants and give THEM the chance build your theory, by using questions, encouraging all the answers without criticism. And also if the group had some activity before you can link them to the process. The 4 learning styles according to this learning cycle are. Activists – “Learning by doing hands – based on experience”. Reflector – “Learning by observing and thinking “. Theorists – “understanding the theory behind this”. Pragmatists – “Need to see how to put the learning into practice”.

When?:

In a silent space, whenever people want to learn about learning.

Workshop 2

Objectives:

To develop trust, communication, leadership, flexibility, teamwork and visualization.

Order of activities:

1. Introduction;
2. Name Game;
3. Get to know each other activity;
4. Energizer - James Bond;
5. 9 Dots;
6. Energizer - Aram Sam Sam;
7. Circle of Trust;
8. Cars;
9. Centipede;

Detailed description of games in the workshop:

1. Introduction:

You present yourself and say something about you

2. Name Game:

The purpose of this game is to create a moment for the participants to introduce, to present themselves.

First time every participant has to say his/her name, a word which starts with the same letter as the name and to make a movement, a gesture.

The second time each participant repeats his/her name, word and gesture and after each presentation the whole groups repeats everything.

The third time it should be repeated faster.

3. Get to know each other activity:

You give each participant a piece of paper and a pen. Then you tell them to place the piece of paper on their head and to make a self-portrait without removing the paper from their head. After this you tell them to write on the left corner of the paper a hobby, and in the right corner a dream (you can use whatever you want, you can use all corners). After this you tell them to make a snowball out of the paper and start a snowball fight. Stop the fight and tell them to pick a snowball and try to guess who it belongs to.

4. Energizer - James Bond (see above in "Passion in action")

5. "9 Dots":

Every participant receives one piece of paper and a pen.

The facilitator presents the rules and a drawing of the 9 dots (3 rows of 3 dots - like a square).

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.   .   .
.   .   .
.   .   .
    
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Participants draw these 9 dots on their own piece of paper and they are asked to connect these dots, using only four lines and without raising the pen.

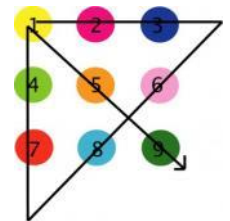
Then you can ask them to try to connect the dots using three lines or just one line.

Solutions:

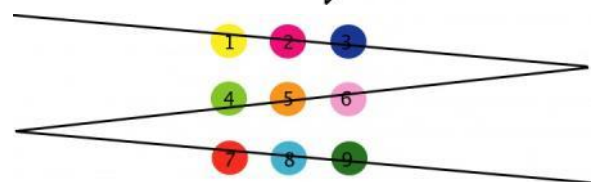
<http://www.goodmorningcreativity.com/2010/9-dot-puzzle-solution/>

This is the moment when we want to share with you 3 possible solutions of 9 dot puzzle, which has been the inspiration for very famous expression "thinking outside of the box". Why? Simply because in order to solve this brainteaser, you need literally going outside of the imaginary square around 9 dots.

Solution with 4 straight lines: going out of the square allows you to connect all 9 dots



Solution with 3 straight lines: in addition to outside of the box thinking, you need to change the angle of the lines crossing the dots.



Solution with 1 straight line: this requires great imagination allowing you to decrease the size of 9 dots and cross them with one bold marker stroke (highlighter)



Note – another possible solution found by one of our readers is to draw 9 dots on

the paper and then fold it 2 times so all dots will be on 1 line. Finally you can cross all dots with 1 stroke! 😊

The objective of this exercise is to challenge everybody to think outside of the imaginary boundaries. Every time somebody presents you a problem to solve, try to step outside of the portrayed situation and enlarge the scope of things to take into consideration. The more you will practice it, the sooner you will use it on every day basis!

6. Aram sam sam – energizer;

7. Circle of trust:

Participants receive piece of paper and pen and are asked to write a “letter from their future selves”; the year is 2030.

Participants choose a balloon from the center of a big circle made from rope, put their paper inside and start to blow ‘injecting’ mental, emotional, physical power to their desired future selves; putting the balloons back in the circle

We all grab the rope with two hands and lean back trusting that everybody will do the same. We discuss the concept of diversity in unity and unity in diversity, balance, cooperation and ‘attention without tension’. We take a moment to wish all the best for our balloons and say the magic word THANK YOU

8. Cars:

You tell the participants to divide in teams of two. One of them will be the 'driver' and the other the 'car'. You tell them that they need to 'drive' the 'car' without hitting something/somebody. They will 'drive' by tapping the right shoulder to turn right and the left shoulder to turn left. At each tap the car will turn 90 degrees. The most important thing is that the cars never stop, except for the time when they hit something/somebody. After a while change roles.

9. Centipede:

Tell the participants to stay in an Indian line. Tell them that they are a centipede and that they are one body. For the entire activity they will have to keep their eyes closed and not to talk and that they need to pick up 3 balls that you will place in the room. One of the volunteers will be placed in front and one in the end. The one in front has to pick up the ball with his eyes closed but he is the only one who can talk, and the other place him in the back and tell him that he will have to 'drive' the centipede to the balls. Let them a few minutes to figure out a strategy on how to do it (you can give some tips, a signal how to turn left/right, how to stop). Be careful and watch over the participants not to hit themselves!!! You can also make two centipedes and play at the same time.

Workshop 3

Order of activities:

1. Introducing TC and ourselves;
2. Work - feelings;
3. Pif Paf;
4. Me & You;
5. 3 tapes;
6. Feeling session;
7. Mazinga;
8. Evolution game;

9. Magic Stick;
10. Ideal job;
11. Work - feelings;
12. Spider web;

Detailed description of games in the workshop:

1st session:

1. Introduction:

Introducing TC and ourselves - the team.

2. Work - feelings:

Write one words which describes your feelings when you think of your feelings as you're thinking about getting a job.

On a piece of paper the participants wrote one word that appeared in their mind. We then placed them on a Flipchart on the wall.

3. Pif Paf (Energizer):

Group is standing in a circle. Facilitator is in the circle. In each round of the game three people are taking part- one in the middle, and two next to the middle person. Facilitator is 'shooting' at someone and saying PIF. That person, whom he/she was shooting to goes down (kneeling down) for a while, and other two (right and left one) are shooting to each other with sound PAF. The one who is second/ who makes a mistake/ who only acts, without making a sound- is out of the game.

4. Me & You (Name game):

Group is standing in a circle. Facilitator is in the circle, approaches one person and asks me, then the other has to say their names, then facilitator asks right and the person has to say the name of the person in their right, then left with the name of the person in the left. Once the person doesn't know to answer, he enters the circle. This activity is for the group to learn each other's names.

5. 3 tapes (Name game):

All the people take 3 pieces of tape and write on these the name. Afterwards they must stick the 3 pieces of tape on the body of other 3 people, all in only 10 seconds. In the second part of the game the people collect the pieces of tape and stick the pieces of tape on the guy that have the name wrote on the tape quickly.

6. Feeling session:

Introduction in the **Non Violent Communication** method - created by Martial Rosenberg. Introduction of the concept that needs are the source of our feelings and that all people have the same needs, each one to a different extent.

Raising awareness on an effective model of communication that focuses on: The natural giving among people. Realizing why we act in the way we act and understanding why others act in the way they act. Expressing internal feeling states in a way that does not imply criticism, judgment or blame. Connecting with the human needs/values in us that are being met or not met in relation to what is happening and how we are feeling. Promoting peace in the world.

Brainstorming on what feelings are and where do they come from (the source of feelings). Slide presentation for presenting the concept. Sharing stories and experiences regarding feelings and needs and how they apply in real life.

7. Mazinga (Energizer):

Everyone is in the circle, focused, with hands moving in front. One person is showing on the people from the beginning to the end of the circle. Everyone (one by one during showing) start saying 'Maaaaa' and continuing that sound till the last person will join the group. When everyone is saying MAAA, we are making fists, we keep the energy and we are shouting loudly ZINGA!. We ask people to do that 'energy keeping activity' twice or three times.

BREAK

2nd session:

8. Evolution game (Energizer):

Paper- rock- scissors (p-r-s) game. Everyone starts from the lowest level of evolution. People can play only with the same character. The main aim in this game is to find your character, play with him/her in p-r-s game. Who wins passes on to a higher level of evolution.

Evolution levels:

- EGG: kneeling down, and jumping. Saying: egg egg egg all the time
- CHICKEN: behaving as chicken, Saying ko ko ko
- EAGLE: flying all around the room.
- SUPERMAN: Shouting three times Superman! This character is the highest level of evolution.

9. Magic Stick (Team building game):

Objectives:

- To improve the communication and to build complicity in the group.
- To focus the effort of all the guys on the solution of the problem.

Description:

Group is standing in 2 lines one in front the other. The goal of the game is take down a long stick using only one finger of each hand. Everyone must touch the stick with 2 fingers during the game. It is difficult because the stick is "magic" and is inclined to go up.

10. Ideal job (Personal development)

11. Work - feelings (Evaluation):

Before the start of the session write on a big paper one word which describes your feelings when you think about your feelings as you think about getting a job.

At the end of the session write one word on a big paper which describes your feelings when you think about your feelings as you think about getting a job. Like in the first part.

Afterwards, show the 2 papers and look the differences from the words wrote at the beginning of the session and ones wrote at the end.

Goal is to let them to open their mind and show the changes.

12. Spider web (Evaluation game):

With a rope in the hands we have asked them to think about ONE word that describes their feelings in relationship with others. With throwing rope one to another we have builds a strong

spider web, to evaluate our relationships with persons that we meet. At the end we have cut the strings of the spider web one after another to show how the one missing piece can destroy our interaction in relationship with others.

Workshop 4

Objectives:

To develop cooperation, communication, respect the rules, listening, exchanging ideas sharing, learning.

Order of activities:

1. Nationality game;
2. Name tape;
3. Stretching game;
4. Lego game (see above in "Passion in action" – Construction game);
5. Emotion game;
6. Columbia game (see above in "Passion in action");
7. Blind-folded game;
8. Screaming (see above in "Passion in action");

Detailed description of games in the workshop:

1. Nationality game:

Participants had to guess what country each trainer is from. There are previously prepared papers on the ground with names of the countries.

2. Name tape:

The participants had to get to know each other's names, and each participant had to say three words about it.

5. Emotion game:

Another taxpayer was playing with my emotions the event participants could choose to volunteer each ticket in a box. Each extract was written ticket emotion, and volunteers should read a text by emotion described on the ticket.

7. Blind-folded game:

Objectives:

- To get to know how blind people feel;
- To increase one's other perceptions;
- To offer a totally new experience;
- To develop trust;
- To provoke a discussion;

Description:

People are asked to make a circle and take a position like a train. Then the participants have to stretch their left hand to the middle of the circle and take hold of another participant's hand on a random basis. Then they form couples. Every couple is handed one scarf, which has to be tied on one of the participants' eyes. Then the seeing partner guides the blind-folded partner through the

room in which the activity takes place. Some obstacles could be applied to the environment.- lying on the ground chairs, etc. No speaking is allowed. The guiding is implemented through a few types of touching:

- 1) A touching on the left shoulder of the blind-folded which means he has to turn left
- 2) On the right shoulder- turn right
- 3) No touching- go straight
- 4) A touching in the middle of the spinal- stop, so that some other command can be made (turn left or right)

Discussion questions:

- How did you feel? Did you feel secure?
- Did you have trust in your partner?
- How did your feeling for the game evolve while playing it?
- What did you learn out of it?



Suggested reading

1. The Element – Ken Robinson - <http://www.amazon.com/The-Element-Finding-Passion-Everything/dp/0143116738>
2. Lateral Thinking: Creativity Step by Step - Edward de Bono - <http://www.amazon.com/Lateral-Thinking-Creativity-Perennial-Library/dp/0060903252>
3. The 7 habits of highly effective people - Stephen R. Covey - <https://www.stephencovey.com/7habits/7habits.php>
4. Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers - Dave Gray - <http://www.amazon.com/Gamestorming-Playbook-Innovators-Rulebreakers-Changemakers/dp/0596804172>
5. Man's Search for Meaning - Viktor Frankl - <http://www.amazon.com/Mans-Search-Meaning-Viktor-Frankl/dp/080701429X>
6. Nonviolent Communication: A Language of Life - Marshall B Rosenberg - <http://www.amazon.com/Nonviolent-Communication-A-Language-Life/dp/1892005034>
7. Change Your Thinking, Change Your Life: How to Unlock Your Full Potential for Success and Achievement - Brian Tracy - <http://www.amazon.com/Change-Your-Thinking-Life-Achievement/dp/0471735388>
8. The Way of Council - Jack Zimmerman - <http://www.amazon.com/The-Way-Council-Jack-Zimmerman/dp/1883647053>
9. Emotional Intelligence - Daniel Goleman - <http://www.amazon.co.uk/Emotional-Intelligence-Matter-More-Than/dp/0747528306>
10. Start with why - Simon Sinek - <http://www.amazon.com/Start-Why-Leaders-Inspire-Everyone/dp/1591846447>
11. Experience and education - John Dewey - <http://www.amazon.com/Experience-And-Education-John-Dewey/dp/0684838281>
12. Multiple Intelligences: New Horizons in Theory and Practice - http://www.amazon.com/Multiple-Intelligences-Horizons-Theory-Practice/dp/0465047688/ref=asap_bc?ie=UTF8

Suggested video

1. Top documentaries - <http://topdocumentaryfilms.com/>
2. The school of life – Youtube channel - <https://www.youtube.com/user/schooloflifechannel>
3. Ultimate camp resource – Youtube channel with lots of videos - <https://www.youtube.com/user/ultimatecampresource>
4. How We Learn - Synapses and Neural Pathways - <https://www.youtube.com/watch?v=BEwg8TeipfQ>
5. Character Education with Outward Bound (Outdoor education) - <https://www.youtube.com/watch?v=FFoW-rbXegU>
6. Democratic schools: Imagine a School...Summerhill - <https://www.youtube.com/watch?v=ZE20yIESsY4>
7. The Forbidden Education – documentary - <https://www.youtube.com/watch?v=1RBBVL1Sah0>
8. Billions in Change Official Film - <https://www.youtube.com/watch?v=YY7f1t9y9a0>
9. Ken Robinson on Passion - <https://www.youtube.com/watch?v=-M8Hl5MUr8w>
10. TED-ED – Lessons worth sharing - <http://ed.ted.com/>

Suggested web pages

1. Take free online classes from 120+ top universities and educational organizations - <https://www.coursera.org/>

2. Resources, tools, and solutions for teachers, administrators, and parents. - <http://www.edutopia.org/>
3. The *Heroic Imagination Project (HIP)* is a nonprofit organization that teaches people how to take effective action in challenging situations. - <http://heroicimagination.org/>
4. Ultimate camp resource (collection of games and outdoor activities) - <http://www.ultimatecampresource.com/>
5. Salto Tool Box Hundreds of useful tools for learning - for youth work and training activities - <https://www.salto-youth.net/tools/toolbox/>
6. Solution Focused Therapy - http://www.sfbta.org/about_sfbt.html
7. SALTO Educational Tools Portal - <http://educationaltoolsportal.eu/platform/>

Suggested TED talks

1. Sugata Mitra: Kids can teach themselves – 2007 - http://www.ted.com/talks/sugata_mitra_shows_how_kids_teach_themselves
2. Sugata Mitra: The child-driven education – 2010 - http://www.ted.com/talks/sugata_mitra_the_child_driven_education
3. Sugata Mitra - Build a School in the Cloud – 2013 - http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud
4. Ken Robinson - Do schools kill creativity? – 2006 - http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity
5. Ken Robinson - Bring on the learning revolution! – 2010 - http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution
6. Ken Robinson - How to escape education's Death Valley – 2013 - http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley
7. Kiran Sethi - Kids, take charge – 2009 - http://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge
8. Annie Murphy Paul - What we learn before we're born – 2011 - http://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born
9. Logan LaPlante: Hackschooling makes me happy - <http://www.youtube.com/watch?v=h11u3vtcpaY>
Jullien Gordon: How to graduate college with a job you love & less debt - <https://www.youtube.com/watch?v=29tJAgc54RA>

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Contacts

Bogdan Romanica, project coordinator, Romania - romanica.bogdan@gmail.com

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