Group work with disadvantaged youngsters
-Methordological support-

Training course in Sovata, Romania
16-27.01.2019.

Financial support:
Co-funded by the Erasmus+ Programme of the European Union
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“There is more in us than we know if we could be made to see it; perhaps, for the rest of our lives we will be unwilling to settle for less.”

-Kurt Hahn-
I. Summary of the project

The project entitled „Changemakers” was an 8 month long mobility project for youth workers from 6 European countries, who were beginners in working with disadvantaged youngsters, but experienced in working with youngsters using non-formal education.

**The main goal** of the project was to help the 19 participants to grow their soft and hard skills, competences in the field of disadvantaged youth work, and increasing the level of theoretical and practical knowledge about the non-formal methods during a 10 day program.

**The partners:**

Poland  | Italy  | Portugal  | Hungary  | Spain  | Romania

**The stages of the project:**

1. Training course, Sovata, Romania –16-27.01.2019

The 19 participants came from 6 different European countries: Romania, Hungary, Poland, Portugal, Spain and Italy. The training will involve activities, providing intensive experience to the participants, what will be debriefed. Each activity in the project will be based on non-formal education methodology: participants will present the essential of their youth work in theory and in practice for the others, so they will learn from each other. The main topics of the training are: experiential learning, outdoor education, coaching and sports as tools of developing disadvantaged youngsters.

2. Testing period-February-April 2019

After the training at home each participant will practice the learned methods, activities in their daily work with youngsters, and will organize at least one special event for 20 disadvantaged youngsters. They developed their social skills, their communication skills and discovered their true potential.

**Impact:**

- professional development: the participants acquired new theoretical, practical knowledge and technical skills about the outdoor education, experiential learning, coaching, sport as tools used for the benefit of disadvantaged youth
- improved soft and hard skills used in the training work with the disadvantaged youngsters
- new inspiration and increased motivation to organize programs for disadvantaged youngsters
- a better understanding of how to use the new learning in their daily work
- a better understanding of the concept how to motivate, involve the disadvantaged youngster in the non formal programs
- stronger motivation to involve in the future to Erasmus+ programs
- improvement of English language skills
- new friendships and professional connections, new cooperation in the project fields
- personal development: they got new energy, dynamism and new inspiration about their work
II. Theory

1. Basic concept of the experiential education

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Experiential education is: learning by doing with reflection.

Outdoor education is an active process of learning that requires active engagement from the learners as well as from the instructors. Often outdoor education is linked to an incorporation of all five senses within the experiences which can heighten the opportunities for learning and retaining information. The learning experiences within outdoor education programs are structured for a potential increase in human performance and capacity.

The experiential and the outdoor education focus on individual contribution, on gaining experience and on evaluating the experience.

Principles:

♦ Experiential education is effective when the carefully selected experiences followed by reflection, critical analysis and synthesis.
♦ The activities are built up to force the participants for decision making, initiative taking and make them responsible for their consequences.
♦ The participant is involved and committed to achieve the goals
♦ The experiences are personal and help in the future experiential learning.
♦ The experiences are true: the instructor and the student will experience success, failure, adventure, risk-taking, uncertainty, and the experiences outcomes cannot be predicted perfectly.
♦ There are opportunities to develop and analyze their own values.

Outward Bound

Outward Bound is the largest and oldest experienced-based education system in the world. The basic theory was developed by German-born Dr. Kurt Hahn, who was a reform educator in England. The Outward Bound started in 1941 for the British sailors. The Outward Bound name itself is a symbolic concept from the English marine language, which describes a situation in which the ship - after a long preparation - ready to leave the harbor, sail out towards new goals. After the war the results of skill development of the sailors, are successfully used for companies and schools. For the last 70 years the method was very successful, that today there is more than 30 OB schools worldwide.

Outward Bound mission: to help people discover and develop their potential to care for themselves, others, and the world around them through challenging experiences in unfamiliar settings.

The Four Pillars and Principles

Physical Fitness – building the stamina to meet physical and emotional challenges
Craftsmanship – modeling quality and intention in our actions
Self-Reliance – being resourceful by recognizing and applying our personal strengths
Compassion – selflessly engaging in the welfare and dignity of others
2. Kolb learning cycle (Experiential Learning Cycle)

This model was invented by Dewey (1938) and rethought by Kolb (1984).

Philosopher John Dewey, one of the founding scholars of experiential learning, recognized that experience alone did not produce learning. He argued that it was necessary to reflect on experience in order to draw out the meaning in it and to use that meaning as a guide in future experiences.

Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb’s theory, the impetus for the development of new concepts is provided by new experiences.

“Learning is the process whereby knowledge is created through the transformation of experience.” David Kolb (1984). He divides the experiential learning into 4 different but related phases. The phases forms a cycle, or we can say a spiral, because the experiences are higher and higher after each circle.

1. Concrete Experience (experiencing) - a new experience of situation is encountered, or a reinterpretation of existing experience.

2. Reflective observation (reviewing) of the new experience.- of particular importance are any inconsistencies between experience and understanding.

3. Abstract conceptualization (concluding) - reflection gives rise to a new idea, or a modification of an existing abstract concept.

4. Active experimentation (planning) - the learner applies them to the world around them to see what results

Transfer of learning: with the help of the learning transfer our experiences are better and better, our performance is higher and higher.

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence.

However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

Why to use the model?

The experiential education always concentrates on the personal experience of the participants. It is so important to give enough time and space for participants to absorb and to process the experiences, without this the experiences are just simple actions and has no pedagogical effects.

We use this model to raise the awareness of our participants to their learning process, to put their focus on learning outcomes, to understand that they can learn from each situation (success and failures), and can stop in each stage and review, conclude and plane again.
3. Comfort Zone model

This model describes how we respond/behave in different situations. The model was invented by Karl Rohnke.

**Comfort Zone**: where many of us operate. It includes everyday activities such as doing the same things and mixing with the same people. It’s the location of the skills and abilities we’ve acquired. While the comfort zone is by definition the most ‘comfortable’, we can’t make progress or build skills in the comfort zone since it consists of the abilities we can already do easily.

You can imagine that in the comfort zone there is a magnet, which tries to keep you in that zone. You should be aware of this fact and you should try to cut the invisible lines between you and the magnet and step out from the comfort zone, to have the possibility to develop on personal or group level.

**Learning (Stretch) Zone**: Your Stretch Zone is the area of novelty, exploration and adventure. Here are the things that are a little or a lot out of the ordinary – the things you haven’t done for a long time or have never done before. It is a high support and high challenge environment. It may be uncomfortable, but not so much so as to be unsafe, emotionally, physically, mentally, or socially. Learning about self, others, and interaction with the environment occurs here.

**Panic Zone**: If you’ve ever become so anxious you can no longer think, you’ve probably run into the panic zone. Activities in the panic zone are so tough that we don’t even know how to approach them. The overall feeling of the panic zone is that you are uncomfortable and possibly discouraged. Like the comfort zone, we can’t make progress in the panic zone. You may be in the panic zone when attempting something dangerous, far beyond your reach or under high stress. It is very important to explain for the youngsters that each person is responsible to set for themselves the right level of and type of challenge. If somebody set a low level of challenge that’s mean the person did not step out from his comfort zone and If somebody set the level of challenge to high he will enter in the panic zone and will not develop/learn, but his comfort zone will become smaller.

Growth begins at the end of your Comfort Zone!
Why to use this model?

We use this model in each program, because if an individual remains in their comfort zone, there is little chance to learn, develop substantially from an experience. The trainers have to encourage the participants to step out from their comfort zone, and in the same time to ensure their physical and emotional safety. The adventure experience takes participants out of their individual comfort zones. Raising awareness when one approaches the panic zone is the first step towards stretching the comfort zone.

The three zones are constantly changing, and forcing oneself to stay in the learning zone is a hard task. As you operate in the learning zone, you will get more comfortable with the current skills and they’ll start to move into the comfort zone. As this happens, tasks that were once a part of the panic zone will move into the learning zone and the cycle will continue.

We use it to help our groups to determine the right type and level of challenge to set themselves in order to nurture their own development.

4. Reviewing and debriefing methods

The debriefing and the reviewing methods are very close to each other, we can say that the reviewing is the first step of the debriefing process.

Reviewing methods

The review is the beginning of the reflection. It is intended to reflect by the participants on the activity occurred, look back at the experience of the situation, feelings, processes what become alive for processing them. During the activities participants gain a strong experience, what the participants are trying to share with the instructors and peers. In order not to get lost in some individuals thoughts which is important for them, but in terms of the group is often an irrelevant detail, good to lead the review in a more structured form-for example, where everybody can have space, can speak.

The goal of the review is to recall the experience, feelings, actions, thoughts, reaction during the activity. It is not necessary to use the method after each small activity, but it is important and useful before starting the debriefing of a longer, bigger and complex activity, like: expedition, ropes course, implementation of own projects/programs, closing the day, closing the whole program etc.
The reviews can be verbal or visual. Here are a few examples:

**Color:** Choose a color that describes your experiences and explain why.

**One Word:** Use one word to describe your day and explain why you would choose that one word.

**In the Hat:** Write how you feel/ a problem/ a fear on a piece of paper. All the papers are put in a hat and are pulled out one by one. They can either be discussed by the entire group, or a single person can discuss what is written (not their own piece of paper). This brings different ideas to problems and can offer solutions.

**Awards:** Give each participant an award for their achievement, exact steps they did during the activity - they can be humorous or serious or both.

**Plays/Skits/Songs/Poems:** Dramatic productions are good for younger groups, they can often react their experience more effectively than they can describe it verbally.

**Draw:** Draw a picture describing your day or an experience. Present it to the group.

**Image of Nature:** Find something from the environment that represents how they feel. This will get them more aware of the natural environment and how they view it.

**Debriefing**

The debriefing is an essential part of the experiential learning process: we have an activity than a discussion about what happens during, how did the participants fill during, what went well, what can be improved, what did they learn, how can they use this learning in the real life. The debriefing ensures the connection between the experience and learning. The role of the debriefing is to transfer the learning from experience into the real life.

The simple activities like energizers, ice breakers, name games, the introductory activities (group contract, expectations etc.), knowing each other activities don’t need a debriefing, their role is to create the atmosphere, to direct the focus on something, to energize the participants.

But the complex and challenging activities (team building, problem solving, communication, climbing etc.) only achieve their goal with a debriefing.

**Planning and structuring a debriefing:**

Having aims for your debrief will help to keep focused. By asking yourself the following questions:

♦ What are the most important questions to which I want participants to respond?
♦ At what level are these questions?
♦ What questions should I use to lay the foundation for the important questions to be more easily answered?
Depth of experience: main caution on the depth of the psychological content we expose. If you are not trained to facilitate experiences therapeutically, you should be aiming to remain here and now. So in the focus of the debriefing are the facts of the activity, the affect/effect of them and the possible future consequences. Motto: „only pull apart what you can put back together”.

When to debrief? The evaluation is effective if it’s done as soon as possible after the experience is completed.

Where to debrief: debrief in a proximity to the location of the experience. The closer you are, the more participants will be able to visualize and recall the events.

Guideline to an effective debriefing:

Basic Group Ground Rules adapted from Gass (1995)

♦ Establish a Full Value Contract and balance this with Challenge by Choice: This extends to debriefing. Participants have the right to select their own ways of getting involved and may choose to pass during either activities or discussion.

♦ Single Speaking: Is a sign of group respect. Having one person speak at a time ensures an opportunity for each person to be heard and for everyone to hear what is being said.

♦ Non-violence is a must: Violence is not acceptable.

♦ Confidentiality:
  a) Participants need to understand whether or not information can be shared outside the group
  b) Promising confidentiality can be difficult, as you may be legally required to report certain issues (ex. abuse)

♦ Group Position: Important for effective communication; needs to be in a configuration so that you can see everything; need to provide a setting that encourages discussion.

♦ Time is critical: Schedule sufficient time to reflect on the experience. Match the length of debriefing time to the maturity, needs, and abilities of the participants.

♦ Participant Responsibility: They are responsible for their own actions during the debriefing, what they would like to take from the session

♦ Commitment for success: Put them in situations where they can learn from the experience.

♦ Role Clarity: Establishing your role to eliminate confusion among the group.

♦ Ethics: Know your stance on ethical issues and non-negotiable values.

♦ Be Neutral: Be an observer and do not take sides. Don’t play favorites.

♦ Construct Change Processes: DO REVIEW PLAN

♦ Good Listening Brings Useful Questions. Can’t understand the group if you have not listened to them.
**How to do the debriefing?**

The trainer observes the group during the activity (actions, reactions, processes, the atmosphere, relationships etc.) than chose a debriefing model/ questions according to the needs, interests of the participants.

**Debriefing models:**

**A. The three questions of the efficient debriefing** (Borton, 1970)

The trainer should structure a debrief: What? So what? Now what??

![](image)

**What?** The first stage is to look back over the activity. This involves the recall of facts in an objective way. It is usually more effective to concentrate on the positive to begin with so that the group will become more comfortable talking about their feelings.

Possible questions: recount the main events leading to the end of the project

- what was the best/worst/more interesting/most involved moment?
- what were the stages you went through in managing this event?

**So what?** Once the facts are discussed the next stage is to find out what people think or feel about them. This stage is in the NOW. It involves ideas and opinions. People are able to build on the activity described to grasp some meaning to them.

Possible questions: what kind of communication helped/hindered?

- how did your risk taking change throughout the session?
- what could have increased this level of support you received?

**Now what?** This stage looks into the future. It is about change and development and is focused on action.

Possible questions: what will you do differently next time?

- what will you do the same?
- how will you tackle this next time?
B. The Funneling Model (Dr. Simon Priest, 1990)
Guides the group through a series of steps that ‘funnel’ participants attention from the experience toward making beneficial changes in their lives

Characteristics:

- Pour experiences through 5 ‘filters’ to distil learning
- Each question filters out unwanted parts of the experience
- Important to know participants needs

FILTER #0: Review

- Focus the group on the topic of interest
- Replay / describe the experience to refresh memories
- If topic is obvious, then not needed

Questions:
- Let’s talk about ...........(issue/topic)
- Can you sum the last activity for me?
- On a scale of 1-5, rate your team’s performance

FILTER #1: Recall & Remember

- Participants identify incidents that happened during the experience
- Ask the questions to bring up the topic or issue, to give them ownership of the incident & control of the situation

Questions:
- Can you think of an example of good / poor (issue/topic)?
- Can you recall when in the activity we saw this good/poor (issue/topic)?
FILTER #2: Affect & Effect
- Addresses emotions and causes
- Ask questions to ascertain the impact of the occurrence
- Allow group to recognize the positive & negative impacts of their behavior

Questions:
- How did you / the group feel during the experience?

FILTER #3: Summation
- Helps highlight new learning
- Ask participants to summarize learning points of activity/experience

Questions:
- What did you learn from all this?
- Can you sum up what was discussed?

FILTER #4: Application
- Help participants to transfer learning to real life
- Ask participants to make connections through metaphors

Questions:
- Do you see a connection between this learning & your personal life?
- How can you apply this in your job?

FILTER #5: Commitment
- Looks toward change
- Ask for pledge or action plan
- At least till the end of the program the participants needs to commit themselves

Questions:
- What would you do differently next time?
- How can you commit to change?
- Who can support you in your commitment to

C. 4 F model by Roger Greenway
This model can be used as a debriefing model or as an active reviewing model and it is closely linked to the experiential learning cycle.

FACTS: this part concentrates on the happenings during the activity and the trainer should focus on the experience of the participants and should help participants to analyze their actions, reactions.

The trainer should review the facts with the help of the similar questions:
- What happened?
- Why were you doing that?
- What did you see/heard/think?
- How did that happen?
- What did you notice?
Or the trainer should use some active reviewing techniques ex. Action replay (dummy microphone or dummy remote control), when the participants ask the questions and the other participants answer the questions or the participants replay the happenings as a theater play or move. Greenway says about this technique:” it keeps involvement and energy high; it is an exercise in memory, creativity, and teamwork; it brings out humor and honesty; it provides opportunities for leadership, interviewing and commentating; and it can be used as a search technique to find incidents or issues to debrief more thoroughly.” [http://reviewing.co.uk/toolkit/action-replay.pdf]

**FEELINGS:** this part concentrates on the feelings which were born during the activity and which are triggered by the facts. The trainer should help participants to identify and to analyze the feelings. The trainer should review the feelings with the help of the following type of questions:

- What did you feel?
- How did you feel about it?
- Was that feeling a good or a bad one at that situation?
- How influenced that feeling your actions and reactions?
- Do you see any correlation between your feeling and facts/ between facts and your feelings?

An active way of reviewing the feelings is the Story Line, described by Greenway [http://reviewing.co.uk/toolkit/storyline.pdf]

**FINDINGS:** this part concentrates on the present on what participants can learn now from the experiences. With the questions the trainer facilitates the participants to draw the conclusions, to express their learning outcomes. The trainer can use the following type of questions:

- What did you find about yourself/about the group?
- What are the other/ better solutions to resolve similar activities/problems/situations?
- What can I/we gain from this?
- What can I/we learn from this?

Greenway describes the active version of the discovering the findings in the Horseshoe technique: [http://reviewing.co.uk/toolkit/horseshoe-plus-questions.pdf]

**FUTURE:** this part concentrates on the future and ensures the transfer. The trainer facilitates the commitment of the participants, the trainer helps the participants to express things what they will do better, or in another way in the light of the past experience and in the light of the debriefing session.

The trainer can use the following type of questions:

- What is going to be different at next time?
- In a similar situation in future, how would you like react?
- How can you use this learning /findings in my personal/professional life?
- What could you take from this experience into the school life/workplace?

The participants should complete the following sentence:

From now I am trying to…..
From now my goal is…… and I will do……
5. Action Centred Leadership model (Jhon Adair, 1973)
A leader has three main interrelated areas in which to work: the task to be done, the individuals to work through, the team.

To achieve the task, the leader must be aware that the team needs to work together in harmony and with a sense of team spirit, and that the individual in the team has personal needs which must also be met. He or she must therefore develop the individual and maintain the team. A breakdown in one area will affect the others. It will hamper progress and prevent the effective accomplishment of the task.

Good leaders should have full command of the three main areas of the Action Centred Leadership model, and should be able to use each of the elements according to the situation. Being able to do all of these things, and keep the right balance, gets results, builds morale, improves quality, develops teams and productivity, and is the mark of a successful leader.

The ideal situation is where total assimilation of the three actions is accomplished (Mullins, 2013). That means: 1. the task is done/the objective is achieved 2. the team cooperate well, and the atmosphere is harmonious, 3. the individual needs of the group members will be satisfied to a greater extent

Why to use this model?
This model is important for two reasons: first for the trainer, who is a group leader in the same time, because he/she lead the group on the way of the development. As a trainer it is very important to be aware to these 3 areas and to focus on them in equal rate. The trainer should know that the task is very obvious for the teams, this is the top of the icebergs, but the biggest part of the iceberg is under the sea. The most important actions, on-goings inside the team and the individuals are not so visible. But the trainer has to identify them and to work with them during the debriefing part.

Secondly in each group there are formal and/or informal leaders and is good to present them this model, but the trainer should adjust the presentation to their age. The participants will understand the importance of this three areas and the leaders will understand how can they influence the performance of the group.
6. Communication Styles

We can identify 4 styles according to the horizontal axes - task oriented or people oriented - and according to the vertical axes extrovert or introvert.

The 4 styles and their features are the followings:

- **Extrovert/Active**
  - **Controller**
    - Task accomplisher
    - Results-driven
    - Self-motivated
    - Fast decision-maker
    - Activity-initiator
    - Disciplined
    - Likes to control
  - **Promoter**
    - High energy
    - Enjoyable to be around
    - Creative imagination
    - Initiates relationships
    - Motivating
    - Competitive spirit
    - “People Person”

- **Introvert/Passive**
  - **Analyzer**
    - Objective
    - Conscientious
    - Defines, clarifies
    - Concerned with accuracy
    - Gathers needed data
    - Tests data
    - Maintains standards
  - **Supporter**
    - Dependable
    - Patient
    - Dedicated and committed
    - Loyal team member
    - Good listener
    - Good at reconciling factions
    - Cause-oriented

It is important to identify your own style and also your working partner style, because you can use different communication, behavior with different styles persons.

**Communication tips:**

**CONTROLLER**
- Be efficient and businesslike
- Get to the point
- Set and clarify goals and objectives.
- Give them conclusions. Only provide details if asked
- Solve problems and objections
- Talk in terms of results not methods

**PROMOTER**
- Leave plenty of time for talk and social niceties
- Ask them about their family, children etc. And be prepared to talk about yours
- If possible, let them "experience" what you are communicating
- Talk in terms of people and stories.
- Use lots of examples

**ANALYZER**
- Make sure you are well prepared
- Have plenty of facts and figures
- Be prepared for skepticism
- Answer all of their questions
- Go relatively slow to give them time to think and analyze

**SUPPORTER**
- Don't come on too strong
- Earn their trust in small steps
- Don't ask for big decisions fright away
- Provide plenty of reassurance
- Talk in terms of security
7. Basic NVC

The Non Violent Living was developed by Marshall Rosenberg beginning in the 1960s. NVC supports change on three interconnected levels: within self, between others, and within groups and social systems. NVC greatest impact has been in personal development, relationships, and social change.

The verbal communication - the content - represent only the 8% of our complete communication. This is only the edge of the iceberg. The biggest part of the iceberg is under the water, the biggest part of our complete communication, 92%, is not verbal but become from the relationship between the communication partners.

If there is a conflict between the partners, the verbal communication it is not enough to resolve the conflict situation, but the partners have to work on their relationships.

The tree of the Non Violent Communication:

The partner who use the NVC is aware of his/her feelings and needs and can listen to the partner with empathy, because he/she knows that the other person also has feeling and needs. The self-expression of the person who use the NVC is characterized by honesty and integrity.

There are 4 important steps which helps the person in the self expression:

♦ Observation
♦ Feelings
♦ Needs
♦ Clear requests

The secret of the request is to be willing to be hear 'NO'
Generally we use the steps which are on the right side of the picture: evaluation, story, strategy, order. But these things did not help the communication and the cooperation between two persons. This steps are our usual “games”, what we use in different situations, but did not cover the reality.

On the left side there are the steps of the Non Violent Communication: Observation, Feeling, Need, Clear request. We should strive to follow these steps and avoid the others.

**Observations:** the facts (what we are seeing, hearing, or touching) as distinct from our evaluation of meaning and significance. NVC discourages static generalizations. It is said that "When we combine observation with evaluation others are apt to hear criticism and resist what we are saying."  

**Feelings:** emotions or sensations, free of thought and story. These are to be distinguished from thoughts (e.g., "I feel I didn't get a fair deal") and from words colloquially used as feelings but which convey what we think we are (e.g., "inadequate”), how we think others are evaluating us (e.g., "unimportant”), or what we think others are doing to us (e.g., "misunderstood", "ignored"). Feelings are said to reflect whether we are experiencing our needs as met or unmet. Identifying feelings is said to allow us to more easily connect with one another, and "Allowing ourselves to be vulnerable by expressing our feelings can help resolve conflicts."  

**Needs:** universal human needs, as distinct from particular strategies for meeting needs. It is posited that "Everything we do is in service of our needs.  

**Request:** request for a specific action, free of demand. Requests are distinguished from demands in that one is open to hearing a response of "no" without this triggering an attempt to force the matter. If one makes a request and receives a "no" it is recommended not that one give up, but that one empathize with what is preventing the other person from saying "yes," before deciding how to continue the conversation. It is recommended that requests use clear, positive, concrete action language.  
References:


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3. Természetjáró Fiatalok Szövetsége, (2002), Több mint játék, Mackensen KFT, Budapest

4. Handout for the program Training of trainers, (2017), Outward Bound Romania, Targu Mures


14. https://www.slideshare.net/michellevillalobos/get-connected-stay-connected
1. Romania 1:

1. General information:

Date / length of the program: (between 1-3 days) 2 days

Place/ country: Romania

Group leader(s): Rácz Annamária Gabriella

Group description (who are they): simultan classes of 6-7/9-10th grade class students from the Marosvasarhely, Special School Nr. 2, Gecse Daniel Foundation Module.

Participant’s profile (what kind of disability)/age (about 10-15 people/ country)/ number:

15 participants, aged between 14-17, presenting elements of the Autism Spectrum Disorder, Down Syndrome, Behavioral Issues, Epilepsy, 2 of them being in wheelchair.

2. Information about the course:

The aim of the program: to introduce disabled children in outdoor activities, to raise their confidence, improve skills, better self-management and interest regarding outdoor activities, socialization, communication, sensibilise to nature and protection of it.

The schedule of the program (describe the activities in chronological order, in the observation column write down the changes and how did you customize the activities according to the group needs):

One part of the course had been included into the teaching schedule as an optional subject under the name of “Small gardeners”, which we had once every week for one hour. The other part had been on the derived one special school day that we had dedicated to Outdoor activities.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Observations</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Spring Nature” Scavenger Hunt’</td>
<td>Children went out in a “treasure hunt” type game, only this time they had to find specific objects which represent the arriving of the spring season: ball, butterfly, ladybug, bird, bunny. Being non-verbal students, I had to show them the picture of what they had to find and bring to the big box, instead of saying “bring me something green or red”. Also few of them needed permanent physical support in collecting the objects. They seemed really engaged in the activity, especially because it happened outdoors, that they don’t get much of, usually.</td>
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<tr>
<td>1.</td>
<td>“The obstacle course”</td>
<td>This game represented a physical challenge for all of them. They had to surround different obstacles, or jump over them, or reach them and bring back to the start line. I have showed few times what they have to do, and I adapted the task to different level of difficulties. I was permanently supporting them one-by-one and reinforced them verbally, also.</td>
</tr>
<tr>
<td>2.</td>
<td>Small Gardeners</td>
<td>Children firstly learned about the fruits and vegetables that I brought them in class. We observed them, sorted them, analyzed them with all our 5 senses. We went to the market place to see were do we buy them from. Then we had learned about the parts of the plants. As Spring came, we planted some seeds in the classroom, so that when it is warmer, we bring them outside in our garden and plant them there. Children learned through the weeks, how to take care of a garden and to cultivate plants and flowers.</td>
</tr>
<tr>
<td>2.</td>
<td>“The Bunny Game”</td>
<td>We stood in a circle outside the school, in the yard, and one of us had cached an imaginary bunny. Then I was showing (miming) them what to do with the imaginary bunny, which seemed pretty abstract to them at first. But in the second phase of the game, when they had to do to the ones next to them the same thing, it became a bit more easier.</td>
</tr>
</tbody>
</table>

### 3. Evaluation of the program:

**Content** (did you achieve your goal, how did your group behave, what worked and what not, what and how could you improve next time):

I consider my goals being achieved, as the students were outdoors, communicating, working as a group, improving skills and completing tasks.
They were also very joyful because the children loved to spend time outdoors, they loved that we were working as a group, they had tasks to accomplish, they learned new things, practiced old skills. They were also very happy when/if their mates had accomplished the tasks correctly, cheering and supporting them, as much as they were able to.

**Personal development** (in which area did you improve yourself):

I feel that my self-confidence got better, because the kids loved the games and the activities. I am also more determined to continue planning and organizing new occasions were children can challenge themselves. Also the filled me up with their love and joy and reminded me to appreciate and give meaning to small details in life.

**How did you use what you have learnt on the Changemakers program?**

Most of all, the activities that I have experienced in the programe, it showed me how to work as a group, accept failure, that we are all different, but all equal at the same time somehow. And not to give up.

I think I can observe and recognize these qualities at my students better now, give them the time they need or the appropriate task that fits their need, and not to judge, but to be efficient in my work. I can also help them communicate better between themselves, raise better relationships.
2. Romania-2

1. General information:

Date / length of the program: 2019. April 12-13-14

Place / country: Romania, Harghita, Satu Mare

Group leader(s): Nagy Enikő

Group description (who are they): 9th grade youngsters

Participant’s profile – teenagers, most of them from rural and urban places. Some of them know each other from the fifth grade, some of them with economical difficulties

Number of participants: 23

2. Information about the course:

The aim of the program: as the motivation letter tells, the classroom wants to know each other better, to form a real group bound

The schedule of the program (describe the activities in chronological order, in the observation column write down the changes and how did you customize the activities according to the group)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 evening</td>
<td>18.00: Meeting point</td>
<td>Knowing each-other better</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>19.00: Start:</td>
<td>Introducing the team-leaders, Classmates, motivation</td>
</tr>
<tr>
<td></td>
<td>-Welcome, introduction of the topics</td>
<td>Settling the house rules, making contract for the weekend</td>
</tr>
<tr>
<td></td>
<td>-Introducing team leaders</td>
<td>Learning by playing</td>
</tr>
<tr>
<td></td>
<td>(diagonally)</td>
<td>Working in small groups and as a whole group</td>
</tr>
<tr>
<td></td>
<td>-Introducing students</td>
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</tr>
<tr>
<td></td>
<td>(name is labeled – name, marker, move)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Description of the House Rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(No smoke, NOalkohol)</td>
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<tr>
<td></td>
<td>-Group distribution (shoe)</td>
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<tr>
<td></td>
<td>-Name Selection + King-Princess</td>
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<tr>
<td></td>
<td>19.30: Dinner</td>
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<tr>
<td></td>
<td>20.30: Large group:</td>
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<tr>
<td></td>
<td>-I'm looking for someone ...</td>
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<tr>
<td></td>
<td>-Balloon Castle</td>
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<tr>
<td></td>
<td>-Making a contract</td>
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<tr>
<td></td>
<td>(late penalty + sticky notes)</td>
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<tr>
<td></td>
<td>-Joy Wall / Grief Wall</td>
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<tr>
<td></td>
<td>22.00: Moon greeting storytelling - The</td>
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<tr>
<td></td>
<td>Screwdriver</td>
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<tr>
<td>Day</td>
<td>Activities</td>
<td>Observations</td>
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<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>2 day</td>
<td>8.00: Alarm&lt;br&gt;-Morning wake up - Clipboard&lt;br&gt;-Morning greeting story telling - Stacking</td>
<td>Communication skills&lt;br&gt;trust and collaboration skills&lt;br&gt;common problem solving, skill development&lt;br&gt;learning by playing games, magnifying the feelings, problems, solving together, reflecting how can we meet the situations in real life&lt;br&gt;positive thinking, helping, receiving the help dealing with our vulnerability, experience of disability&lt;br&gt;solving the problems together, cooperation&lt;br&gt;The main game is the minefield, which leads the participant due to sensory deprivation, other communication opportunities to experience.&lt;br&gt;Derdia is also an important game about communication, cooperation, tolerance, how to work together. The participant are learning from themselves a lot of things, their place in the group, their influence, value.</td>
</tr>
<tr>
<td>SATU RDAY</td>
<td>8.30: Breakfast&lt;br&gt;9.00: Large group&lt;br&gt;-James Bond&lt;br&gt;-Couple debut</td>
<td>The place is in the group process as communication barrier. The main questions – what was the hardest thing to do: to drive or to be led. How cooperation has developed?</td>
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<td></td>
<td>9.10: Small group:&lt;br&gt;-The key to the situation is&lt;br&gt;-I draw, you dictate (in pairs, exchange)&lt;br&gt;-Mouth to mouth</td>
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<td></td>
<td>11.00: Small group:&lt;br&gt;-UFO&lt;br&gt;-NVC - theory and practice</td>
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<td>13.00-15:30: Lunch break&lt;br&gt;15.30: Large group:&lt;br&gt;-Multi-Ball&lt;br&gt;-We sit on each other's knees&lt;br&gt;-Cobweb –outside&lt;br&gt;-Mine field</td>
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<tr>
<td></td>
<td>17.30-18.00: Break&lt;br&gt;-Derdia&lt;br&gt;-Discuss, summaries the day</td>
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<tr>
<td></td>
<td>19.00: Moon greeting storytelling - Key Ring&lt;br&gt;19.15: Dinner</td>
<td></td>
</tr>
<tr>
<td>SUND AY</td>
<td>8.00: Alarm&lt;br&gt;-Morning gymnastics - Bodyguard&lt;br&gt;-Morning greeting storytelling - Echo</td>
<td>Sharing subjective experiences of shared experiences with peers&lt;br&gt;preparation for separation&lt;br&gt;feedback to the group, each other&lt;br&gt;feedback from the leaders to the classroom&lt;br&gt;feedback, no comment.</td>
</tr>
<tr>
<td>3 . forenoon</td>
<td>8.30: Breakfast&lt;br&gt;9.00: Large group:&lt;br&gt;-Gripping hands&lt;br&gt;-Value Dumping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.00: Small group:&lt;br&gt;-Weekend - Parody&lt;br&gt;11.00: Large group:&lt;br&gt;-Parody performance&lt;br&gt;-Thermometer&lt;br&gt;-Car-trash-letter&lt;br&gt;-Feed-back to each other Reverse -&lt;br&gt;- The person who has the diploma in my hand&lt;br&gt;-Feedback from Staff</td>
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<tr>
<td></td>
<td>13.00: Departure home</td>
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<tr>
<td></td>
<td></td>
<td>The group member receives feedback from their peers by receiving the diploma. Giving personal feedback, confirmation. Strengthening the sense of belonging. Awareness of the importance of positive feedback.</td>
</tr>
</tbody>
</table>
3. Evaluation of the program:

**Content** (did you achieve your goal, how did your group behave, what worked and what not, what and how could you improve next time):

Yes, I think we achieved the goal of the group. It was a little hard, but throughout the games, and also the self-organization of the meals, serving, preparing and sharing it was well prepared and executed. The main ideas the program is written in the advertisement letter, and a summary of the both small groups

**Personal development** (in which area did you improve yourself):

- Assertiveness and confidence
- Managing time, making decisions and addressing problems
- Adapting to change
- Willingness to see beyond the immediate
- Developing a work environment which promotes equality, diversity, and inclusivity
- Sharing, collaboration and interaction

**How did you use what you have learnt on the Changemakers program?**

I pointed three main things from the program: Non violating communication, feed-back, and developing the vocabulary about the feelings.

Express and receive communication empathically.
3. Hungary-1

1. General information:

Date / length of the program: 2 days
Place/ country: Hernádszentandrás, Hungary
Group leader(s): Fruzsina Benkő and Tamás Komáromi

Group description (who are they): InDaHouse Hungary mission is to fight against child poverty and for equal chances of Roma children. We operate in one of the most disadvantaged region of Hungary, where we involve 3 villages and 110 children. We provide person tailored development for each child participating in our program every weekend and we consider very important the development of social skills. One of our goals is to enable children to actively participate in group work, speak up in front of others and formulate their thoughts about various topics. For that reason we have group work sessions every weekend.

Participant’s profile (what kind of disadvantage /age (about 20 people/ country): Based on the Changemaker program we planned a camp for our kids between 6-15 years, to introduce them hiking, meanwhile developing their social skill, group collaboration and self-reflection. Most of them were never hiking before, as they are coming from very poor economic conditions and their social background (minority group) do not support such activities.

Number of participants: 45 kids and 11 adult volunteers

2. Information about the course:

The aim of the program

Introduce sport activities (especially hiking) for the kids, establish nature’s love, increase self-awareness (role in a group, communication, cooperation) and self-confidence (challenging route) in kinds.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1: 9.00-9.30</td>
<td>Start, introduction, group formulation</td>
<td>40+ kids arrived to our camp, where we first repeated the plan and aim of the camp and formulated 4 groups based on age differences (1 older 12-14 ages, 2 middle 8-12, and one small kids group)</td>
</tr>
<tr>
<td>9.30-12.30</td>
<td>Team building activities:</td>
<td>3 hours of active team development with many active, movement exercises and with small self-reflection. Self-reflection and speak-up in front of others is hard for our kids, so the focus was mainly on cooperation and mood building.</td>
</tr>
<tr>
<td>Day</td>
<td>Activities</td>
<td>Observations</td>
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<td>-----</td>
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</tr>
<tr>
<td><strong>Day 1:</strong>&lt;br&gt;14.00-16.00</td>
<td>Knowledge building and raising interest in hiking, 4 stops inside the village with different topics to learn:&lt;br&gt;♦ hiking and leave no trace rules&lt;br&gt;♦ movement and awareness of body&lt;br&gt;♦ navigation&lt;br&gt;♦ roles in a team during hiking</td>
<td>To make it more fun and challenging we created 4 station, each with various activities and topics to deepen a bit the knowledge about hiking and create a basis for role selection for the expedition.</td>
</tr>
<tr>
<td>16.00-17.00</td>
<td>Geocaching with treasure hunt (e.g. 3km walking)</td>
<td>To assess the physical conditions of the kids, we created a short treasure hunt combined with walking around the village, with a google earth maps to practice navigation as well.</td>
</tr>
<tr>
<td>17.00-18.00</td>
<td>Reflection for day 1, and preparation for the next day for the expedition</td>
<td>Every participant had to select a role for the expedition, not in teams, but alone. We have around 8-10 kids in a group, so less option to formulate more small team and we aimed to move them together as one team, but practicing different skills (leader, navigator, health, etc.)</td>
</tr>
<tr>
<td><strong>Day 2</strong>&lt;br&gt;8.00-11.00</td>
<td>Preparation and travel to the expedition area to Boldogkőváralja and Regéc:&lt;br&gt;♦ older and middle age kids expedition distance 12.5 km&lt;br&gt;♦ small kids planned distance 5 km</td>
<td>Due to logistic (limited availability of travel option and no found for camp), teams were delivered to the expedition area in 4 rounds, early team preparation was carried out on the spot, later teams had time in the camp for prep (e.g. food and water supply)</td>
</tr>
<tr>
<td>9.00-18.00</td>
<td>Expedition in small team:&lt;br&gt;♦ leaders and navigator from the team&lt;br&gt;♦ adult volunteers supported the group during hiking&lt;br&gt;♦ many roles to raise awareness and love for nature (animal footprint hunter, health manager botanic man, etc.)&lt;br&gt;♦ final destination was the castle of Regéc, where each team had a reflection circle.</td>
<td>1 day expedition was planned due to our limited resource and as the aim was to introduce hiking now in this camp. Due to logistic there were no big team event, reflection, all 4 teams have it’s supporter who helped during the tour and facilitated the events (as reflection). Celebration in the destination are in the castle of Regéc.</td>
</tr>
</tbody>
</table>
3. Evaluation of the program:

**Content** (did you achieve your goal, how did your group behave, what worked and what not, what and how could you improve next time):

Aims achieved as most of the kids have finished the planned hiking distance and based on their feedback most of them would like to join a hiking expedition again. They worked in teams (8-13 kids) and helped each other to complete the expedition. They learnt about nature, how to behave in forest during hiking, they have an experience about their own physical limits, challenged their capacity and reflected on it as well.

Group dynamics:
- we considered the youngest group (age 6-8) too young for a big challenge and expedition, so we organized an excursion, but with given roles (they applied for them) and they really tried to fulfill these responsibilities, enjoyed walking, visiting the castle, being in nature, helped each other
- middle age groups (age 9-11) participated effectively in team building events and helped each other during the expedition, behaved as a real team, so this part was most effective part of the program
- the oldest group (age 11-14) was the hardest to facilitate as adolescent kids challenged each other many times instead of supporting each other, they were not so open for team building activities.

Our learning:
- expedition distance was too much (12km for older) as most of them were never before hiking
- expedition should start in forest part not in a village/castle area to let them enjoy the nature immediately and apply they chosen roles
- it’s very important to “sell” effectively the challenge for the kids, based on their characteristics (worked well in the youngest group)
- expedition roles worked well, if properly adopted to age and circumstances (e.g. now the biological researched was hard to fulfill)
- we should prepare the food and asked the kids to bring the planned amount, even if they say they are not going to eat all, as they planning capability is not proper in this field
- sandwiches and meals should be prepared in teamwork
- now we created the groups based only by age regardless of physical conditions, next time we should consider creating more homogenous teams (e.g. girls in age of 10-12 with similar strengths)
- involving kids in managing the team worked well, this roles should be extended, we should force being/walking together even if they are not willing to
- 6-8 kids with 2 adults (volunteers) would be ideal to manage the dynamics and the expedition
- 10+ kids should not be in one team, this case we should separate them
- we should minimize the other load on volunteers (cooking, carrying foods, logistics)
- we should plan execution points, where we can pick-up and bring home the too tired kids
- we need more equipment (sun lotion, hats, fenistil gel)
Next time:

-our aim is to build up a regular hiking club in our volunteering organization with the kids, so after the school year during summer we will organize more expedition, but only 1-2 groups in a day to have enough capacity to manage the team building, self-reflection and logistic needs more properly

-we already won some financial support to buy hiking equipment, with this we can improve a lot the capacity and give more motivation to the kids

-we may organize 2 days trip with the option to sleep outside in tents

**Personal development** (in which area did you improve yourself):

**Tamás:**

-I need to devote more time to preparation especially to help other volunteers to familiarize with the program parts and delivery needs, we need more practice in advance

-a camp (if more teams are going to an expedition) need a dedicated team leader, who is focusing only for the effective delivery of the plan ➔ I cannot facilitate a small team and care after the whole camp in the same time, I should stand up more effectively if I’m leading the camp, focusing my attention better

-the plan altogether went well, most of the kids and all volunteers enjoyed the camp, we have many learning points to improve our long term plans and build up the hiking club

**Fruzsi:**

-I have to find the way to share my opinions and thoughts even if I am not the leader of the camp. I didn’t want to dominate the work of Tamás and the other volunteers so I didn’t tell every of my opinions or thoughts but at the end it would be better because I was right.

-I was frustrated during the first day because some of the volunteers weren’t able to manage their small groups, they weren’t enough strict

-We have to formulate new rules for example: if we are in the village on the streets, it is the area of the camp, so the rules are the same as in the garden of the program. For example: the children can’t go away.

**How did you use what you have learnt on the Changemakers program?**

The Changemaker program gave us a very effective framework, what we used as the base for our camp. Not simply hiking with kids, but involving many team building, self-reflection, self-awareness exercises, which gave a kids a lot to challenge their barriers and establish self-confidence. Hopefully with long lasting effect in their life as well.

**Link about the photos:** [https://drive.google.com/open?id=1Govq7rEtTwm0K_XEM7B2oXpmeG4fejS2](https://drive.google.com/open?id=1Govq7rEtTwm0K_XEM7B2oXpmeG4fejS2)
4. Hungary-2

1. General information:

**Date / length of the program:** 8 hours

**Place/ country:** Szeged, Hungary

**Group leader(s):** Emese Balassa

**Group description (who are they):** They are 14 and 15 years old Hungarian students who lives in cities and villages. In “Kosztolányi Dezső” High School for Talented Students can only study students who are talented at languages or at sports. The school has its own entrance exam. The students spent two times three days in the school to practice for the exams, to explore the city and to get to know each other. Our goal was to create a good community of many unknown teenagers. In September when they will start the school, they will already have friends.

**Participant’s profile (what kind of disadvantage /age)(about 20 people/ country)**

They come from very different places and villages, but everybody is a talented and good student. Some of them come from disadvantaged situations or come from minority background.

There is a student dormitory where they live together. This is a really small high school which results in deeper relationship between students.

**Number of participants:** 55

2. Information about the course:

**The aim of the program:**

Team building with methods of experimental education, to help the integration, ice breaking, to establish the future relations in the classroom, to help build relationships

**The schedule of the program** (describe the activities in chronological order, in the observation column write down the changes and how did you customize the activities according to the group needs):

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Observations</th>
</tr>
</thead>
</table>
| Day 1        | Team building activities:  
1. Ice breaking, warm-up and energizer with games  
-Sword-Shield game- they are in the circle. Everyone’s right palm is the shield, the left palm is the sword. Everyone puts his/her sword in the shield of the other person. When they see or hear the signal, they have to catch the other sword and pull the shield at the same time.  
-motion- based, funny warm up games  
2. Activity to make pairs  
-Everyone gets a picture what he / she doesn’t see and hold it on his forehead. There were two of each pictures. The task is to help each other to find the pairs without talking. One child of the pair belongs to one group and the other to the other.  
3. Team competition  
-time for planning and after tossing small balls  
4. Name- learning games in 2 small groups  
-Bumm- when the leader points to someone and says “bumm” than he/she crouches. The two neighbors are dueling. The winner is the person who pronounces first the name of the other participant | The students didn’t know each other before. It was important to have enough time for the ice breaking part of the games.  
I tried to find famous people who they know |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>5. Game to get to know each other</td>
<td>It was a good idea that they changed the pairs and the topics quickly. Everyone was talking about their favorite thing, so there was no silence or an awkward moment.</td>
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<td></td>
<td>-They sit down. They form two circles. The two circles are facing each other. I ask a question and they have a few seconds to answer and speak about the question. When the time expires, the inner circle moves to the right chair. I ask the next question. Questions: favorite movie, favorite subject, best summer memories…</td>
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<td></td>
<td>-When everyone comes back to his/her place, they get other types of questions:</td>
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<td></td>
<td>What do you expect from the next few days?</td>
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<td></td>
<td>What do you expect from the teachers?</td>
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<tr>
<td></td>
<td>What do you expect from yourself?</td>
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<tr>
<td></td>
<td>What do you expect from the others?</td>
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<td></td>
<td>Each answer is written on a small paper sheet of different color</td>
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<tr>
<td></td>
<td>-When everyone is done we make a floor picture. It will have a shape like a sun. They put the yellow small papers in the middle (expectation of themselves), after they put around what they expect from these days. The rays of the sun will be what they expect from others and from the school. We speak about this picture and about the feelings.</td>
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<td></td>
<td>6. Group picture</td>
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<tr>
<td>Day 2</td>
<td>1. At the beginning of the day, in the morning, everyone gets a name. They have to pay attention to the person all day and see the positive things of his/her personality and what he/she does for the other people. At the end of the day we make a “Thank you circle” where they tell each other what they have noticed.</td>
<td>I was afraid of this task because I didn’t know if they would take it seriously or not. Of course, not everybody took it seriously for the first time, but in the debriefing everyone tried to say something nice, even if it was a general comment. Rethinking, I would do this task first in a small group and not in a big one.</td>
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<tr>
<td></td>
<td>2. Team building activities – warm up and energizer games</td>
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<td></td>
<td>3. Activity to make groups</td>
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<td>4. There are 3 stations and the groups change the stations every 50 minutes. Each group spends time at all three stations. -Casino- everyone starts with three chips. Around each table they can play different games. Two players play around one table with the same bet. The winner gets the losers chips. -Games: card games, Dobble, “minute to win it” games</td>
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<tr>
<td></td>
<td>-Energizer, warm up, ice breaker team games</td>
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<td></td>
<td>-Short Kahoot quiz about the city and a debriefing circle about the day. We use different types of cards to help self expression. For example: “How are you?” cards or “Kompátia”, “Thank you circle”</td>
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<tr>
<td>Day 3</td>
<td>1 Warm up, energizer games</td>
<td>We were in another classroom. I was trying to create a good atmosphere with music. We were sitting on the ground in a circle.</td>
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<td></td>
<td>2. Activity to make groups (they continue in 3 groups)</td>
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<tr>
<td></td>
<td>There are 3 stations and the groups change the stations every 50 minutes. Each group participates in all three stations. A) Debriefing circle - they can talk about their feelings, they have time to ask and to tell anything -Feelings – “How are you” and “Kompátia” cards</td>
<td></td>
</tr>
</tbody>
</table>
3. Evaluation of the program:

Content (did you achieve your goal, how did your group behave, what worked and what not, what and how could you improve next time):
I think I have achieved my goal. We received a lot of positive feedback during the last session. The reflection the self-expression worked very well. Sometimes I thought it was too good. At the end of the second day 2 students shared with me a very touching thing. One of them asked me: “Do you think that here they will accept me?” and the other, one boy, shared his story, told me how aggressive his environment at home is, how bad it is, and how peaceful his days here are and how happy he is. It was very touching and very sad. It was sad because I know that he needed a person to tell all his feelings to and he didn’t have anybody in his life he can trust.

It was a good idea to move them in groups between the stations, because 55 is a big number. 50 minutes is a very short period, we will need more

Personal development (in which area did you improve yourself):
I developed in teamwork. I have evolved to be more flexible and open to others opinion. We planed the program together. At the beginning I thought I will be the one who plans and she will help me. Finally it was a team work and I was really happy. When I know that I have much more experience than the other person, it is hard not to be the leader, but I see and I know that it is important to give an opportunity to develop to someone who is very motivated and talented.
How did you use what you have learnt on the Changemakers program?

I learned a lot of useful things in the training, especially about the debriefing part. It was important to create the calm atmosphere that we had in the Changemakers training. Calm speech with relaxing music, in a relaxed environment. I also learned there about the “Thank you circle” and about that fact that a lot of personal feedback to each other is very important.

I also learned there about a lot of team building and energizer games that I used during my project.

Link about the photos:

https://drive.google.com/drive/folders/1KSlaUPBqcEUpV34BqbSTOHV12d4AttY?usp=sharing
5. Portugal:

1. General information:

Date / length of the program: April 16th 2019 / 0.5 day + April 20th 2019 / 0.5 day.
Place/ country: Faro and Portalegre / Portugal
Group leader(s): Portuguese Team – Making Changes
Group description (who are they): Youths between secondary school and 1st year of university.
Participant’s profile (what kind of disadvantage / age): All the participants were between 17 and 25 years old, that currently are or have been helped with scholarships, coming from Portuguese disadvantage families with financial and social problems. Plus two Erasmus+ students from India were invited to join the first half-day of the whole event.
Number of participants: 8 in each activity, 16 in total.

2. Information about the course:
The aim of the program: The main goal of this program was to show and teach youngsters different approaches where they can develop their skills throughout outdoor activities. The priority aims were improving self-confidence and awareness in non-verbal communication, learning to trust each other and how to cooperate together as a team.
The schedule of the program (describe the activities in chronological order, in the observation column write down the changes and how did you customize the activities according to the group needs):
Our program was thought to be developed in one entire day. However, at last moment we were forced to change the plans and therefore we held a two half-day events. In the first event we worked on from the first to the seventh activity explained below. During the second event we focused on the expedition but with some introduction and reflection activities as well.

<table>
<thead>
<tr>
<th>Order</th>
<th>Activities</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st (day 1 and 2)</td>
<td>Welcoming and presentation of the program</td>
<td>Introducing the participants to Erasmus+, Changemakers project, outdoor activities, and, finally, our MakingChanges program.</td>
</tr>
<tr>
<td>2nd (day 1 and 2)</td>
<td>Ice-breaking – Get to know each other</td>
<td>The participants gather in a circle and tell to the group the name and her/his favorite sport and why.</td>
</tr>
<tr>
<td>3rd (day 1 and 2)</td>
<td>Energizer – Ninja</td>
<td>In a circle the participants were able to work on their synchronization and response to the circumstances of this</td>
</tr>
<tr>
<td>4rd (day 1)</td>
<td>Self-awareness and learning to trust one another – Blindfolded guidance</td>
<td>Working on pairs where one is blindfolded and the other is guiding and providing different sensorial experiences. After ten minutes, they change roles.</td>
</tr>
<tr>
<td>5th (day 1)</td>
<td>Team-building and problem solving – Carrying about each other</td>
<td>Working as teams, where some members were given physical limitations, the goal was to put every member on the other side of the finish line.</td>
</tr>
<tr>
<td>6th (day 1)</td>
<td>Memorizing game</td>
<td>Displayed into two lines and working in pairs each participant memorizes the partner’s clothing and then has to be able to say</td>
</tr>
<tr>
<td>7th (day 1 and 2)</td>
<td>Reflection and appreciation time</td>
<td>Gathering in a circle participants are invited to congratulate or appreciate other’s performance.</td>
</tr>
<tr>
<td>8th (day 2)</td>
<td>Expedition</td>
<td>The whole group works as a team and support each other in all different situations, such as, navigation, crossing rivers,</td>
</tr>
</tbody>
</table>
3. Evaluation of the program:

Content (did you achieve your goal, how did your group behave, what worked and what not, what and how could you improve next time):

Despite the fact that we were forced to change dates for few times and modify the plan of activities we managed to complete two sessions of half a day with two different groups in similar situations. Both groups were opened and willed to participate without causing any kind of concern.

We would like to highlight the good cooperation between us, the facilitators, during the different phases of this program, especially during preparation and the activities themselves. In spite of our loss of motivation struggling to find a group of youngsters to work with, we kept our plan and were able to find solutions for the different situations.

There were few things that didn’t work out as we expected. First of all, the tremendous difficulty to find an organization or school, working or having disadvantage youths, receptive or available to collaborate with us. That almost cause the failure of this program. Nevertheless, we managed to work it out with a slightly different target group. Even that didn’t go as good as we expected, since half of the group we had for the whole activity gave up at last moment. That’s the reason we had to slip this program into two different events with two different groups of people. Then, we didn’t evaluate properly the place to hold the activities for the first part of the program, which could have caused unexpected safety situations. Hopefully, everything went well, but this was definitely something very important that we learnt from this experience.

Finally, we assume our failure on not taking better photos of all the activities. We then, agreed that we were too focus on the group behavior and following activities that didn’t properly manage to take more relevant or even more interesting pictures.

Personal development (in which area did you improve yourself):

Preparation of the activities according to the target group;
Awareness in preparing alternative plans/programs;
Security awareness during all the activities – everything can happen unexpectedly;
Importance of debriefing with participants and most importantly between facilitators/trainers.

How did you use what you have learnt on the Changemakers program?

The methodologies used during the Changemakers training were the base for all this program, especially the first approach and description/preparation of each activity. Moreover, all the activities were based on examples that we learnt during our training in OBR considering also the possible variations that most of the games/exercises can have according to different issues, such as, target group, size of the group, climate conditions. Finally, the process of reflection, appreciation and debriefing were crucial for the success of our activities and our growth.

Link about the photos:
https://drive.google.com/open?id=1LifJedcUggkwOm79i-Iahd515WVGnsK-
6. Spain

1. GENERAL INFORMATION:
Date / length of the program: 3 days
Place / country: Spain
Group leader(s): Marina Lucía Carmona, Marta Estelles, Christian Zaar

Group description (who are they): Youngsters from a high school situated in the outskirts of Barcelona (named “La Bastida”, in the city of Santa Coloma de Gramenet). We observe that, in the school, some of them tend to group by affinities such as ethnic or country of origin (e.g.: some youngsters from the city tend to create a group and some other kids and girls arrived from Latin-America tend to be together). A facilitator (Christian) met randomly a high-school teacher in a mountain randonee with her class group. She complained about some problematic dynamics of communication in her class group. So we decided propose her a program similar to expeditions in line with the tradition called “escoltisme” (scouts, in Catalonia). She accepted propose it to the youngsters. After presentation 15 students of the high-school were interested in participate (from her and another class groups). Teachers were not coming with us (the program was scheduled on weekend, out of class schedule).

Participant’s profile (what kind of disadvantage / age):
Their teachers have detected communication problems (between peers and between students and teachers) and also explain us that often some students do not show enough motivation to participate in the academic dynamics. In this neighborhood some factors are difficulty the appropriate development of the girls and boys: normalized consumption of alcohol drinks between parents, easy access to psychotropic substances for young people, lack of social issue, lack of spaces where youth people can share time (different from public establishments), lack of resources and of integration mechanisms for immigrant people just arrived to the neighborhood. So students of this high school try to develop at midst of these circumstances. Middle age of participants: 16 years-old (range: 15-17).

Number of participants: 15

2. INFORMATION ABOUT THE COURSE:
The aim of the program:
Since some inadequate (not enriching life) communication habits have been detected in the target population we fixed our goals related to motivation and participation.
1-Create conditions/opportunities that motivate participants to be more prompt to participate (meta-goal).
2-Create conditions to develop communication skills in participants.
As a result of the activities we hope also promote self-development and management of responsibilities.
We planned a weekend expedition (inspired by the expedition of Changemakers program in Romania).
3. EVALUATION OF THE PROGRAM:

**Content** (did you achieve your goal, how did your group behave, what worked and what not, what and how could you improve next time):

One first step that worked: exhaustive planning! (e.g.: previous discussion between facilitators), using IT to communicate (Trello, Skype). We fixed weekly meetings on Skype to discuss several issues regarding plan, transport, parents, target population, duration, arrival, place, expedition, activities…

We write down these items using the tool ‘Trello’, we created a board which present information organized in lists, and in each list you can include cards.

In fact, the things that not worked have one thing in common: not enough planning (also not enough experience on facilitation…).

Some difficulties arose when we met and presented the program to youngsters accompanied by their parents. We learnt about the importance of choosing words to communicate with them. For example, we were talking about benefits of making physical exercise and we used the term ‘competition’ to illustrate that some kids maybe motivated by competition, others by cooperation, etc. Some parents remained stucked to word ‘competition’ and it required a lot of effort to explain that our program does not include competition (it was just an example). So we learnt to be aware of words even when using the examples to facilitate explanations about our program.
After participating in the Changemakers program (in Romania) one of the points that we discussed in our association (in Spain) was the presence of challenge as a principle to facilitate change (in youngsters). We understood that challenge is a component of the Outward Bound philosophy. We read one paper about this issue (“Does pushing comfort zones produce peak learning experiences?” by Sara Leberman & Andrew Martin).

Our previous discussion about 'comfort zone' helped us to understand how to present activities to participants and be aware that the perception of challenge each participant can construct is unique. During the program, some youngsters express their ‘desire of challenge’, others did not show it. Specially during expedition two kids were always eager to go farer, ‘looking for challenge’; we dedicated them empathy trying to understand their need and to balance it with our need of keeping the group together.

A related concept that appeared was “Challenge by choice”: give participants freedom to choice depth of engagement in each activity / group-gathering. Further reading, experience and reflection is necessary...

One issue that requires reflection is the initial task of organizing teams (navigation, safety, food). During the day 0 (two weeks before day 1 of the program), participants were given the option to organize themselves in the 3 teams and the possibility to communicate during these previous weeks (they did not know each other). Communication dynamics were established between participants during these two weeks (specially via mobile phone: ‘whatsapp’). During the program we observed some interactions possibly related to the establishment of particular relationships during these previous interactions (e.g.: some participants spent more time together as grouped in a ‘closed’ subgroup). Facilitators did not have control over these previous interactions. So next time we’ll rethink the way participants can communicate in order to prepare and execute the previous tasks of teams, possibly by controlling interactions (e.g.: an Internet forum supervised by facilitators). Anyway, this control will assure that participants do not contact between them before the program? (because they will met during day 0).

Related to this issue of integrating each participant in a team, we found that some participants were not willing to join any team. At the end all participants ended joining a team, but should that be compulsory? May we let a participant not to join any team? After can she/he regret that and miss to be a component of any team? ‘Further discussion is needed about this issue’.

About the budget: we tried to minimize the amount of money each participant should give in order every youngster could afford the price of the program. So we decided each participant carry his own food. This fact should be coordinated by the food team. The process required a lot of effort and support from facilitators, and derived to a complicated communication between participants (e.g.: asking for what amount of rice each one desired, calculating total amounts…), during the two weeks previous to the weekend expedition. Next time we’ll ask for a quantity of money dedicated to the food and then the food team will manage to buy the planned food.

One last issue about teams: we decided to give space to participants to think about what tasks should accomplish each team. After a while we realized that our participants were needing more assistance than we have previewed. So next time we’ll take more time to evaluate the level of assistance required and graduate the activity so participants can enjoy more achievement with less assistance.

One last thing that not worked as we would have desired was an activity to design and construct a solar cooker with the camping-blanket. Lack of preparation (from facilitators part) for a such complicated task. So try first by yourself before proposing to the participants.
We think these kind of learnings need some time to emerge. Most kids were ‘acting out’ a lot of the time, so mindful communication was really difficult (e.g.: a conversation began in a topic but after some time shorter than we desired- the topic was changed...). Some showed enthusiasm in some activities. Some of they explained that they enjoyed the weekend. We asked if they would like to share some learnings during the weekend, some answers were:

-“I could spend time with my colleagues from the other class group”
-“I enjoyed the hike and learning to construct a shelter”
-“I love the games...like the cake game!”
-“I enjoyed to eat slowly (mindfully)”

Personal development (in which area did you improve yourself):
Marina:
My experience in this adventure of being a volunteer with teenagers with this type of characteristics so disadvantaged, at first I was nervous because I wanted them to be comfortable and that the activities we had planned would go well as well as the planned march.
The truth is that I return home with a chute of energy and learning with these teenagers because despite their circumstances, they have put a lot of enthusiasm, energy, joy and above all desire to learn. We had group talks to know how they felt and in this way we knew something better. This type of method in my case was learned in the experience of "Changemakers" in Romania, and from now on I will incorporate in my future volunteers.
Obviously not everything was perfect because something always happens but we were able to face the situation, as was the creation of working groups where we saw a stronger connection between those groups than with the rest of the companions, which we would change in future activities and outings.
Working with my classmates and with these teachers I have realized that I have strengthened my creativity, my concern for the rest, being responsible and attending to the needs we have had throughout the weekend, as well as listening and reflecting on each learning. It has also helped me not to be so impulsive and let others do it, that is, delegating functions that I sometimes think are not so good, first I think and then I act.
So I ended up grateful not only to my colleagues but to this wonderful group that we have had and the luck I have had in learning with and from them.
Writing this document in English has meant a greater learning of the language, and an extra effort with respect to my colleagues due to my level of English.
Marta:
This experience has been very enriching personally and professionally. We have put in practice many of the activities and knowledge we learned in Outward Bound Romania. In my opinion, it is difficult to work with youngsters but I believe that we have managed to create good atmosphere and they have also learned a lot from this experience; They have shown themselves to be participative and have shown interest. In addition, in the feedback they showed their appreciation for the program carried out.
We felt that we had a lot of responsibility in the development of the program. So we prepared the program exhaustively and in spite of that, unexpected events have occurred but everything entails an opportunity to learn and improve for the next few occasions.
To my mind, I think it has been a good opportunity to put into practice what we have learned; perhaps, if it hadn’t been for this program, we wouldn’t have carried out this knowledge. In the future, it is very useful to learn skills in this field to put them into practice in different situations.
I consider I’ve improved my soft skills of organization: preparing meetings, inviting the other members of my team to collaborate, listening to them and valuing their work, accepting their propositions, remembering tasks. I’ve tried to get these goals without ‘pushing’ the members, I mean, avoiding that a member can feel I am asking for some result (in particular because we are all volunteers). Now I realize that in essence is the same ‘non-violent’ way I tried to interact with youngsters in the program, specially when I presented activities, inviting to accomplish but not ‘demanding’. I think I can go deep in this way…with more awareness, with more practice!

Also I improved some hard skills, specially IT skills (using Trello software to manage the program).

At the beginning of the program (day 1) I was unquiet, I was feeling a mixture of fear, curiosity and excitation, even I felt that it was difficult to connect to myself having the youngsters in front of us. Now I observe that I am more comfortable each time I present an activity and I can pay attention to factors that before were not available for me (e.g.: how is the energy level of the group, listen to reactions of a bigger number of participants, and not be focused only by verbal reactions so trying to ‘listen to’ facial and corporal expressions of participants). I appreciate particularly that facilitators in Changemakers program listen to my (and from other participants also) propositions to make certain activities in what I was interested (e.g.: construction of an iglu). I have learnt that listen to participants’ requests is a very powerful tool, and very pleasant, even if that is not in the schedule (e.g.: when members of navigation team asked for triangulation technique during the expedition).

How did you use what you have learnt on the Changemakers program?:
We applied these principles during our program, some examples:
- observed facilitators address participants by her/his name and presented an activity to learn names (safe context)
- facilitators let some range of decision to participants in each activity and they let space to try and corrected after only if necessary (experiential-learning)
- and they proposed that group could agree a contract regarding values

Facilitators explained us the 3 Ps model. We had in mind the 3Ps model during the implementation of each activity, in particular empathizing attention to the ‘Ps’ of Person and Process (that we consider are previous to the ‘P’ of Product). For example, during the expedition some kids showed difficulties to follow others rhythm, so one of the facilitators remained with them to keep them in contact with the group, and another facilitator paced the rhythm of the main group to reduce the distance with these participants. So, the ‘Person’ of the participant and the ‘Process’ they were experimenting was considered before the ‘Product’ of arriving soon to the end of the route.

Regarding NVC process every facilitator experimented responses in ‘jackal’ language. For example, one participant in response to a proposition of activity from a facilitator asked to the facilitator mentioning some hard words about the family of the facilitator (‘jackal’ words). In that moment, after a while (putting ‘giraffe’ ears), the facilitator asked something like: “You don’t like this kind of activities, don’t you?”. So facilitator understood that it was nothing personal against her as facilitator, it was some unmet need of the participant that was leading her to express in these ‘jackal’ words.

A particular and difficult issue arised from reflecting on NVC and behaviorism is the one concerning the use of rewards. During the program as facilitators tried to balance between these two principles: avoiding rewards but giving validation. For example, the participants got the first task (organize in teams to manage orientation, safety and food), so as facilitators we were willing to validate their implication, but we had difficulties to choose the appropriate words in order to avoid verbal reward.
One facilitator tried with something similar to: “accomplishing the organization in teams -during this first task- met our need of trust in your motivation and capabilities…” More exposition to NVC is needed for facilitators to clarify how manage this issue.

As we have mentioned in our program in Spain we also reply the organization in teams (as facilitators) that we experienced in the program of Romania (as participants). We planned three teams (navigation, safety, food). In the day 0 (two weeks before implementation of program) participants were offered opportunity to incorporate to teams and all the issue was explained using a board. During the weekend of implementation of the program youngsters participate in the team they had chosen. Participants in navigation team learnt to use a map. Members of safety team learnt how to manage an emergency. Those in food team learnt to plan and distribute food for the whole group. Despite some difficulties (e.g.: different levels of motivation in participants), we appreciate this way of organizing participants because we think that contributes to their needs of contribution to the group, of autonomy, and of being appreciate by other members of the group.

Link about the video: [https://www.facebook.com/marta.estellesaraujo/videos/10156382362702883/](https://www.facebook.com/marta.estellesaraujo/videos/10156382362702883/)

Date, place: 21th of March, Barcelona