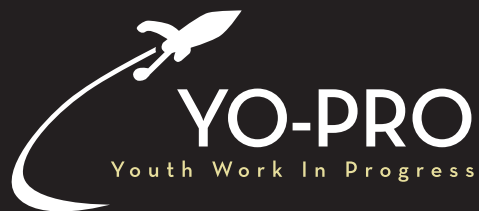




Youth Work In Progress

Introduction



YOUTH WORK IN PROGRESS

Introduction

”Youth Work in Progress” (YO – PRO) is a EU Leonardo da Vinci Pilot project which started spring 2004 and ended summer 2006.

The aim of the project is to enable youth workers, in both the private and public sectors; to upgrade the skills required to work with young people between the ages of 13- 20 in their leisure time.

The idea is to provide youth workers and other adults working with young people appropriate means to get young people to participate in decision-making processes and support their integration into the society.

The project has developed a model for vocational training for youth workers by working out six education modules. Youth leaders and youth have tested all the modules in the partner countries.

The modules are available on www.yo-pro.org with manuals in English, Italian, Polish, Swedish and Norwegian. Each manual includes the content of the different exercises, the order of the exercises, and theoretical instructions needed.

The different exercises of every module should be clearly out-lined for the users to be able to understand the conditions and ways of implementing them.

This instruction book is a supplement to the web where you will find a more extended and interactive use of the modules.

The partners PIXEL Florence, Italy, Kształcenia, Centre for Continuing Education Sopot, Poland, The Municipality of Skellefteå and Östersund, Sweden, No Limit, Nottingham, UK and The Municipality of Trondheim, Norway has worked out the modules in close co – operation with respect to the different conditions concerning youth work and youth worker training in each country.

We hope that the tool kit will be found useful to educational providers and youth workers throughout Europe and that they can utilize it in further training and every day work.

The partnership wishes to thank all the youth leaders and youth that have been taking part in the testing and developing of the modules. They have all contributed with significant feedback and advice along the way.

The project would not have been realized without them!

**“Give me a fish, feed me for a day.
Teach me to fish, feed me for a lifetime.”**
(Confucius 551 - 479 BC)

YO-PRO PARTNERS

Lead Partner



City of Trondheim, Municipal Executive

Tone Christensen

tone.christensen@trondheim.kommune.no

Ruth Vågen

ruth.vagen@trondheim.kommune.no

Torstein Gejl

tgejl@homebase.dk

Erlend Holthe Olsen

erlend-holthe.olsen@trondheim.kommune.no

Partners



PIXEL Associazione

Elisabetta Delle Donne

eli@pixel-online.net

Lorenzo Martinelli

lorenzo@pixel-online.net



Municipality of Skellefteå

Östen Lövgren

osten.lovgren@skelleftea.se

Maria Petterson-Öhlund

maria.petterson-ohlund@skelleftea.se



Centrum Kształcenia Ustawicznego

Sylwia Knot

sylwiaknot@sopot.pl

Aleksandra Kutz

alekssja@tlen.pl



No Limits Education and Training

Beverley Burton

beverley@nolimitseducation.co.uk

Maureen Limb

maureen@nolimitstraining.co.uk



Municipality of Östersund

Göran Qvarnström

goran.qvarnstrom@ostersund.se

Bengt Werin

bengt.werin@ostersund.se

Management Support:

Urkraft,

Göran Sjöberg

goran@europeanminds.com

Evaluator:

Luleå university of Teknology,

Ulla Tebelius

ulla.tebelius@ltu.se



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SUMMARY OF YO-PRO

Youth Work In Progress 2004 - 2006

The Challenges

To change youth work from adult-controlled activities to encouraging young people to develop their own ideas and take control of their own activities. Increased participation in the decision process gives young people the possibility to be active contributors rather than passive consumers. To teach young people to assume responsibility and adults to relinquish it, new methods and strategies are needed in youth work.

Based on this statement, the project has developed and piloted a new training and development programme designed for youth workers.

Description

The project has developed a model for vocational training for youth workers and leaders. Six educational modules are designed and tested in a “learning by doing” process.

The programme incorporates the following crucial themes:

- Active Citizenship
- Entrepreneurship
- Empowerment
- Social Inclusion
- Equal Opportunities
- Managing Change

Aim

To enable youth leaders, in both private and public sectors, to upgrade the skills required working with young people between the ages of 13 and 20. In their developed role, they will act as “contributing educationalists” in a way, which encourages young people to take responsibility for their own social development and that of their community.

Target Group

Youth leaders involved with public, cultural and recreational activities and voluntary youth work. End-users are the young people themselves.

Partner Description:

Skellefteå council, Östersund council, Sweden, Pixel Associazione, Firenze, Italy, Centrum Kształcenia Ustawicznego, Sopot, Poland and No limits education and training, Nottingham, UK and Trondheim council, Norway

The last two partners are private organisations involved in youth education.

Results

The project ended summer 2006. New methods and tools for youth work are developed: idea generation, project management, teamwork, evaluation and empowerment strategies. A set of educational modules is available for use in an academic context, complete or in part, at university/college level.

A web-portal for European youth leaders is established at the following website www.yo-pro.org

CONCEPTUAL CLARIFICATION

By Ulla Tebelius

The evaluator of the YO-PRO project, Professor Ulla Tebelius at Luleå University of Technology has in her report discussed the main features of the project.

The entire evaluation report is available on the website www.yo-pro.org

“ Main Features

In the application the main premises of the project are outlined through the ideological concepts of active citizenship, empowerment, equal opportunities, personal development, social inclusion and entrepreneurship. The pedagogic ideas listed are autonomy, managing change, self-directed learning and problem-based learning.

These concepts are not straight forward and as a way to clarify them I have tried to describe the possible meanings below. As the project consists of partners from different countries the culture aspect has to be kept in consideration.

That is why this is added as a feature.

Ideological features:

Active Citizenship – based on the idea that everyone has specific rights and duties in relation to the community, which they should actively exert themselves to fulfil.

Emphasize the development of communication skills, such as writing, speaking and campaigning, which are essential in influencing governmental work and decisions.

Young people, who have had the opportunity to make their own decisions within their own group, gain confidence.

This will enable them to understand the decision-making process and be prepared to take part of it.

If the young ones are included in public life and respected for their experiences and knowledge they may find that they have something valuable to add to society.

Empowerment – means to be given the legal authority to act and influence in the community, increasing the political, social or economic strength of individuals or groups.

The word assumes that empowerment of groups and of individuals make them better serve their own interests. The concept includes the development of confidence in oneself.

Social empowerment addresses members of groups that have been excluded from decision-making processes by social discrimination based on race, ethnicity, religion, gender etc.

In Economics the empowerment approach focuses on mobilizing self-help efforts of the poor, rather than providing them with social welfare.

Equal opportunities – based on the idea that everyone should have equal rights to choose life-course irrespective of personal, social, ethnic or gendered origin and not be burdened by the reputation of parents or relatives or by their geographic or environmental background.

The opportunities operate within the social structures, which form the individuals’ understanding of their future life and dictate their choices.

There must be a good correspondence between the objective circumstances and the individuals understanding of their opportunities and possibilities.

CONCEPTUAL CLARIFICATION

By Ulla Tebelius

Personal development means forming a system of self-realisation, identity formation or reformation, which underpins achieving personal, social and economical success. It can, also, mean to develop the young people's capacity to reflect, and raising their consciousness about contemporary matters, like equality issues.

Social Inclusion – means the act of making someone, who is not part of the mainstream, incorporated into a larger community. The act of inclusion should provide possibilities for all persons of religious, ethnic, socio-economic and educational diversity to add something to the society. This can be done through social interaction, creativity and enhancing learning the value of diversity.

Inclusive group means that the participants help create the structure of the group, including established rules and programs through collaboration and networking.

This could include peer tutoring, cooperative learning and reciprocal teaching.

The leader is one in the team of problem solvers.

E-inclusion is a vision of all people having access to the social and economic opportunities available through ICT and using technology as a mean to learn, work and thrive.

It is an effort to close the gap between technology-empowered and technology-excluded communities, e.g. merging music and technology to inspire underprivileged youth.

Entrepreneurship – alludes to be a person, who creates or starts new projects, opportunities, or ventures. Most commonly the term applies to someone who sets up a business, a social enterprise or offers a new or existing product or service into a new or existing market, whether for profit or non-profit. It includes activities, which enable people to develop their enterprise thinking and skills.

Enterprise capability can be defined as “the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work”

(The Howard Davies Review of Enterprise Education in England).

Pedagogic ideas:

Autonomy – the idea of self-governing agents, who are accountable for what they do and have a certain amount of self-integration. It means that a person is refusing to let anyone else have the authority to control her activity. It is also the capacity of self-reflection, which enables persons to distance themselves in thought from their own psyche, even rationale reflections.

This makes them to authorize their own influence on themselves about what they have reason to do.

Managing Change – is based on an idea that everyone should be able to influence and redirect his or her own life-course. This idea is grounded on the notion that people are autonomous, self-governing agents, accountable for what they do.

Our intentions are under own control and we decide our self what the future will be.

Self-directed learning – means to be responsible owners and managers of our own leaning process. As such we have the skill to get access to and process the information we need for a specific purpose. It integrates self-management with self-monitoring and can include individual goal setting, choice of task and self-assessment. It pre-suppose willingness to engage in problem solving, which means framing data, idea generation and evaluating alternatives.

CONCEPTUAL CLARIFICATION

By Ulla Tebelius

Problem based learning – starts with a real problem in a naturalistic situation, which a group of learners have to attend to. The aim is not to solve the problem but to gather knowledge, which enriches the learners enough to be able to find a good solution.

The problem has to be analyzed in co-operation to find out what it consists of and which knowledge is needed to handle it. The group is autonomous within given limits to interpret the character of the problem and identify its components with the help of their experiences and the information they collect from outer sources.

To be able to suggest solutions they must put the gained information together, reflect on its usefulness and identify their need for further knowledge.

Cultural aspects – the situation of the youth workers and attitudes about the young people in the different countries have to be considered. Local conditions due to the position of the different partners, the way the training modules has to be adapted to the different cultures and the use of English as the common language are other issues that have to be reflected on.“

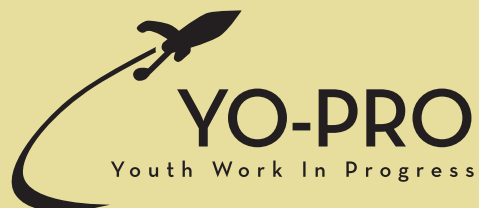
(Tebeilius, 2006)





Module 1

Youth Work in Progress



YOUTH WORK IN PROGRESS

Module Introduction

How will a success full youth club or youth organisation look in the future?
 What competencies and skills will you need to work there?
 Have many of those competencies and skills do you posses on a professional level?
 Which ones do you need to develop?
 How will you do that?

Youth work in progress is the first of the modules in the training programme Yo-Pro. Like the rest of the modules, it is a two day training course for youth workers. The module can be used as the starting point if a group of youth workers are to work through all or some of the Yo-Pro modules. The module can also stand alone as a training programme for youth workers. It is also possible to use certain exercises from the module to work on with youth workers within their own organisation. Youth work in progress is about working as a youth worker in times of change. We encourage participants to think about how young people feel when they meet them. Participants think about the experiences that have shaped them into the people they are, the people the young people meet.

We analyze the challenges and problems that youth leaders have to deal with when working with young people and we help each other to find solutions and develop good ideas. We are introduced to learning styles by using a personal test and discussing how best to communicate with young people. At the end of the module, we suggest what a good youth club or youth organisation will look and be like in the future and what competencies and skills the youth workers will need.

The participants will make a personal judgement about how prepared they are for the challenges of future youth work. They will rate themselves on each of the competencies and skills that they have stated as important in future youth work. They will discover the areas they feel strong in and those they need to develop. They will describe how they are going to develop the competencies and skills which they want to be better at in order to meet the challenge of youth work in the future.

Module training Exercises and Icebreakers

- Exercise 1: ID card
- Exercise 2: Meet yourself
- Exercise 3: Challenges and problems in youth work
- Exercise 4: Modalities
- Exercise 5: The past and future of youth work
- Exercise 6: Friendship letter

EXERCISE 1: ID-CARD

Introduction

ID-Card is an exercise that introduces people who are to work together in a group.

Expected learning outcomes

Own identity:
 Be comfortable with who you are, be comfortable with the way you look, be comfortable around other people, know what you believe in, know what your core values are, express yourself and your views and opinions to others.
Confidence:
 Develop self-confidence and self-belief.

Resumé of exercise

The participants are asked to prepare their own "ID card" – a small sheet of paper or cardboard with their name, picture, fingerprint and some of their interests written on it. They are also asked to make a play dough figure representing themselves.

Practicalities

Numbers	Up to 15 people
Duration	15-20 min.
Physical Environment	A room large enough to accommodate small working groups, with chairs and tables that can be moved around during the session.
Materials	Markers, play dough, inkpad, card, glue. Appendix 1 must be printed out on card or on paper, which can be put on cartoon with glue. There must also be some spare card to make a system that can make the ID-card stand on the table in front of the participants.
Manual	Hand out the materials and appendix 1 to the participants. Give them 10 minutes to fill in the ID-Card and make the figure of themselves out of play dough. When the ID Card is finished, the participants must find a way to make it stand by itself in front of them. Use glue and card for that. When everybody have made the ID Card and the play dough figure, divide them up into groups with approx. 4 people in each and give them ten minutes to present their ID cards and play dough figures to each other.

APPENDIX 1

ID-CARD

P I C T U R E Draw your portrait	Name and surname:..... Working place:..... M O T T O Write your motto F I N G E R P R I N T Put your fingerprint Favourites Music:..... Film:..... Sports:..... Others:.....
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Participants fill in the ID-CARD and make a clay figure of themselves

EXERCISE 2: MEET YOURSELF

Introduction

What is it like to meet me? What competences do I have?
 It is important that as youth leaders we ask ourselves these questions continuously. Our performance and engagement is part of the reason why the young people visit our clubs and youth organisations, or why they do not come. This exercise encourages the participants to think about what impression they make on young people and where their competences come from.

Expected learning outcomes

Self-confidence: develop, express and share clear ideas and views capable of presenting ideas effectively to others, believe in oneself, have positive self-image;
 Leadership: take responsibility for self and others, lead by example;
 Own identity: be comfortable with who you are, be comfortable with other people, express yourself and your views and opinions;
 Awareness of own emotions: identify and acknowledge feelings, describe feelings appropriately, understand the link between feelings and behaviour, be open to new ideas, thoughts and emotions;
 Awareness of other people: recognise why and when people are emotional, understand what makes other people emotional, be observant and interested in other people;
 Confidence: develop self-confidence and self-belief, practice positive thinking;
 Social skills: be comfortable and relaxed in groups of people;

Resumé of exercise

The exercise makes the participants reflect on how they appear to young people and why.

Practicalities

Numbers	Up to 15 people
Duration	45-50 min.
Physical Environment	A room large enough to accommodate small working groups, with chairs and tables that can be moved around during the session.
Materials	1. How is it to meet me? A4 paper and pens 2. Competence CV Appendix 2
Manual	Give the Participants 10 minutes to write a list of 5 things young people might think about them after being with them for a few hours. Afterwards they quickly share their lists in groups of 4. The reason for sharing it with the group is for the participants to reflect on their results by presenting them to somebody and by answering any questions the group might have. The group work must last ten minutes, so make sure, that the participants use no more than 2 and a half minutes each.

EXERCISE 2: MEET YOURSELF**Competence CV**

Hand out appendix 2 to the participants.
 Give them 15 minutes to read the introduction and fill in the “experiences” and “competencies” on the form.
 Afterwards they share the results in groups of 4.
 Every member of the group chooses to present one experience which they feel has led to the development of one competency which is present in their personality.
 The reason for sharing it with the group is to ensure that the participants have understood the link between experience and competencies.
 It allows the participants to reflect on their results by presenting them to somebody and by answering any questions the group might have.
 The group work must last ten minutes, so make sure, that the participants use no more than 2 and a half minutes each.

Adjustment for target group

Make sure that nobody feels uncomfortable about presenting the results of their work in groups. This can be done by allowing people to volunteer to present to the groups or to take away the group work.

APPENDIX 2**CV of competencies**

This is an introduction to the exercise where you are going to make your own CV of competencies.

Competencies

Your competencies are often the result of important things which have happened in your life. Some of them are things you have chosen to do or be part of your self. Some of the things have just happened to you. Competencies are not formal knowledge, but personal experience and professional skills, which make you able to take actions and solve problems requiring knowledge or intuition. Competences are not the concrete skills, working tools or working methods which you use. It is the experiences that have formed your personality and the experiences of young people when they meet you, no matter what skills or methods you use.

Make your own CV of competencies.

When you make your own CV of competencies, you must look at the most important events and achievements in your life and try to describe which competencies they have given you.

Here comes an example from a fictive person, that we call X:

Experience	Competence
Grew up in a family that always discussed politics.	Enjoys to discussion.
Had parents who encouraged people to tell the truth.	Honest
Went to a bad school.	Outspoken and rebellious
Worked as volunteer for three years in an innovative cultural organization.	Creative Socially competent Good at planning and making structure
Has two children.	Empathy towards children

CV

Try to fill in the form and make your own CV of competencies

	Experience	Competence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

EXERCISE 3: CHALLENGES AND PROBLEMS IN YOUTH WORK

Introduction

What do you do when the young people fight?
 What do you do when they turn up drunk or on drugs in the club or youth organisation?
 What do you do when they bully people?
 What do you do when you find out that they have severe problems at home?
 What do you do if you find out that they have carried out criminal acts?
 Youth work is filled with challenges and problems, no matter where in Europe you work with young people.
 In this exercise, we look at the problems and challenges, that the participants face in their home organisations and we make role play about it to share experience about how to deal with and solve the problems.

Expected learning outcomes

decision-making: identify relevant information, weigh up the options available, decide on an outcome;
working with others: participate cooperatively with others, actively collaborate on developing ideas, engage in creative group work and activities;
problem –solving: identify problem, develop strategies and solutions, discuss and agree these with the team;
management of own emotions: show self-control, adapt to change, show commitment throughout challenges;
listening skills: display active listening skills, take turns in conversation, follow instructions;
negotiation: respect other points of view and opinions, agree and disagree when necessary, negotiate assertively, enthusiastically and persuasively, be prepared to compromise to resolve differences, listen to other people

Resumé of exercise

Challenges and problems in youth work consists of two exercises.
 The first exercise is called “Hats” and is a warm up exercise.
 The purpose of this exercise is to make the participants familiar with role play.

 The second exercise is called “Challenges and problems”.
 The purpose is to let the participants describe the challenges and problems they face in their work with young people and try to find solutions through role play.

Practicalities

Numbers Up to 15 people
Duration **1. Hats** 25-30 min.
2. Challenges and problems 90 min.

EXERCISE 3: CHALLENGES AND PROBLEMS IN YOUTH WORK

Practicalities	Physical Environment	A room large enough to accommodate small working groups, with chairs and tables that can be moved around during the session.
	Materials	<p>1. Hats</p> <p>Appendix 3. Card or paper to make paper hats in different colours.</p>
Manual	Hats	<p>1) Divide the participants into groups. The groups must be 6-8 people for the role play activity. If there are 15 participants, you should divide the participants up into a group of 7 and a group of 8.</p> <p>2) Hand out appendix 3 and instruct the participants to create the six hats in the right colours. If it is necessary to make groups of 7 or 8, make two copies of one or two of the hats.</p> <p>3) Ask the participants in each group choose a hat to put on. Give each group a challenge from appendix 4. You must take a member of the group outside the room and explain the scenario. This person must go back to the group and present the situation and then the group must discuss what to do, but also follow the roles which belongs to each hat.</p> <p>If there are two groups, give them two different challenges from appendix 4 and allow them to role play at the same time in the two different groups.</p> <p>4) Let the groups do the role play for 10 – 15 minutes and ask them to change roles by changing hats 3- 4 times during the play.</p> <p>5) When the role play has ended let the groups ask each other how they feel it went.</p> <p>How did they handle the problem?</p> <p>Did they have solutions to the problem?</p> <p>How was it to play the roles?</p> <p>If there is only one group let them discuss the same questions.</p> <p>It is not particularly important that the groups find solutions to the problems. The most important thing is that they enjoy the exercise and warm up for the more serious role play that is to follow.</p> <p>The whole exercise is supposed to last no longer than 25 - 30 minutes including giving instructions and making the hats.</p>

EXERCISE 3: CHALLENGES AND PROBLEMS IN YOUTH WORK

Challenges/Problem areas	<p>1) Divide the participants into groups of 4 people. (some groups may have 5 members if necessary)</p> <p>2) Ask the group to spend 5 – 10 minutes talking about the problems and challenges they face within their home organisations. Ask them to think about when they have been in situations with the young people where they found it difficult to be a youth worker. What was the problem and what did they do about it?</p> <p>3) Go to the whiteboard or flipchart and ask the groups to describe the different problems and challenges they have faced. Write the suggestions down on the whiteboard/flipchart under headlines like:</p> <p>a) The young people turn up drunk to parties in the club</p> <p>b) The young people use inappropriate language when talking to the youth workers.</p> <p>c) Some young people are abused by their parents</p> <p>4) When you have listed all the headlines of challenges and problems from all the groups, you make the participants vote on which of the challenges or problems they feel are the most important to discuss through role play.</p>
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Give each group members two votes each and ask them to place their votes one by one, on the two different topics they feel they should concentrate on during the role play.

Now we have a prioritized list of the problems and challenges the whole group believes should be focused on during the role play. The listing and voting should take 10 - 15 minutes.

5) Give the groups 15 minutes to find out what topic they want to focus on and to prepare a role play. They do not have to take the topic that gets the most votes. The voting is intended to allow the group to see what most concerns the participants on the course.

Ask the groups to prepare a 3 minutes role play about the topic they have chosen. They must make a small script that describes the challenge or problem and the people involved in the situation where the challenge or problem is presented and dealt with.

Example:

It can be a situation where a young person turns up very drunk to a party in the local youth club.

The group must make a script where they show how they want to deal with the situation:

What do the youth worker(s) say and do?

How does the young person react?

Who do the youth workers contact?

What is the result?

What happened the day after?

EXERCISE 3: CHALLENGES AND PROBLEMS IN YOUTH WORK

Challenges/Problem areas

Will the episode have any consequences for the young person?

The group members must choose the different characters in the role play so they can play the role play in front of the rest of the group and thereby show how they dealt with the problem.

6) Ask the groups to take turns to act out their role play. After each performance, let the members of the other groups comment on the role play, ask questions or suggest other ways to deal with the challenge or problems. The role play and following debate should take 10 – 15 minutes for each group.







When all the groups have presented their role plays and talked about them, carried out the exercise “Challenges and problems in youth work”, that consists of “Hats” and “Challenges and problems” this section is over.

Adjustment for target group

You may need to adjust the topics of the role plays according to the needs and experience of your target group

APPENDIX 3

Edward De Bono’s Thinking Hats

White Hat Information Facts	
Yellow Hat Good Points	
Black Hat Negative Points	
Green Hat Creativity	
Red Hat Emotions	
Blue Hat Planning Reflection	

Participants should change hats when a signal is given

APPENDIX 4

Examples

You find out that there is a couple having sex in a locked room during a party. Decide what to do.
You find a 14 years old girl smoking cannabis with a 19 years old employee. Decide what to do.

NOTE! Each group should have just one problem.

Each group represents the youth leaders from the club; they should discuss what to do after noticing the problem.

EXERCISE 4: MODALITIES

Introduction

Sometimes you give some information or instructions to a group of young people but no matter how loud and clearly you speak, it seems like some of the young people do not understand you.

But how can that be?

A possible answer is that they do not listen with their ears. They “listen” with their eyes! Or with their hands!

We all have different learning styles. These are also called modalities. In this exercise, we work with three different learning styles, visual, auditory and kinesthetic learning. In this exercise we test our own learning styles to gain an understanding of how we learn ourselves, and to develop methods to optimize our communication with young people.

Expected learning outcomes

Adaptability: adapt easily when things change, see new opportunity in change, enjoy and relish change;

working with others: participate cooperatively with others, engage in creative group work and activities;

awareness of other people: be observant and interested in other people, be a good listener;

social skills: behave appropriately in different settings, be comfortable and relaxed in groups of people, use appropriate speech and body language

Resumé of exercise

The their own learning styles and helps them develop methods of communications with young people that use all three learning styles.

List of exercises:

- **icebreaker**

- **theory + test**

- **giving instructions**

Practicalities

Icebreaker

Number: Up to 15 people

Duration: 10 min.

Materials: a scarf for blindfolding.

Theory +test

Number: Up to 15 people

Duration: 30 min.

Materials: The appendix

Giving instructions

Number: Up to 15 people

Duration: 20 min.

Materials: Paper, pens, whiteboard/flipchart

Physical

Environment:

A large room which can accommodate participants working in small groups with chairs and tables, there should also be enough space for the group to move around freely.

EXERCISE 4: MODALITIES**Manual****Icebreaker**

The icebreaker consists of three small exercises; these demonstrate how to use the three learning styles we are going to work with.

- 1) Place the group in a big circle.
Elect one person from the group who is to move across the circle four times between four people.
- 2) Put the person outside the room and make the group agree about the first route the person must follow across the circle. The person must start in the middle of the circle and then go and touch the hand of person a, person b, person c and person d in the order agreed by the group. When the person has touched the hand of person d, he or she must go back to the middle of the circle.
- 3) Let the person into the room and ask them to stand in the middle of the circle.
- 4) Make the person put their fingers in their ears so they cannot hear anything. Then the group must find a way of guiding them around the circle so they can touch the hands in the right order. The people in the circle are not allowed to move out of their positions in the circle.
- 5) Elect a new person to move around the circle and ask them to stand outside the room. Decide on a new route for them to take as they touch the hands of four people.
- 6) Let the person into the room and ask them to stand in the middle of the circle.
- 7) This time the person should be blindfolded with a scarf and the rest of the group should find a way

Theory +test

- 1) Give a short introduction to learning styles based on the information in appendix 5.
- 2) Give the participants 30 minutes to read appendix 5 and fill in the test.
- 3) Divide the participants up into groups of four; alternatively you could use the groups from the previous exercises.
Tell the participants to share the results from the test and discuss if they feel the results seem right.

NOTE: We cannot expect all the results to be completely accurate from a simple test. The aim of the discussion is to develop a better understanding of learning styles and how to make sure that we stimulate different learning styles when we communicate with young people.

EXERCISE 4: MODALITIES**Use the three learning styles.**

- 1) Let the participants stay in the groups from the previous exercise.
- 2) Ask them to prepare a brief (2 or 3 minutes) presentation for a youth group of 20 young people.
The participants should ensure that they use all three learning styles. They can use pens, paper, whiteboard, flipcharts or any other resources that are available.

The subject of the presentation could be:

- The next party in the youth club
- A trip with the youth group.
- Anything else the group chooses.

- 3) The groups take it in turn to make their presentation to the other groups.

After each group has made their presentation the others should give a short evaluation of how they feel the group succeeded in using all three learning styles.

Adjustment for target group

APPENDIX 5

Modalities/Learning styles

We perceive the world through the 5 senses and these senses are sometimes called modalities. This is a very important issue as one cannot avoid perceiving things through modalities. We all do it. The point is to be conscious of this fact and be capable of dealing with it. It is very helpful to be able to recognize our own preferred learning style/modality and also everyone else's modalities so that we can adjust to each other by using certain vocabulary or doing certain things during passing a message. Below there is a description of all the modalities and also a test that will help you to find out what your preferred modalities are. It is important to remember that we all use all the modalities described but some of them are our "favourites". It is also worth remembering that there are no better and worse modalities – they are equal. The point is to know them and to know "how they work". And this is what this exercise is for.

MODALITIES – how you perceive world:

Visual – through seeing

Auditory – through hearing

Kinaesthetic – through touch or physical involvement

Most people have a definite preference for one or two of these senses.

Each person has a preferred modality that they use to think. For example a visual person will, especially when deeply thinking, will use visual words. I want to draw your awareness to how we reveal ourselves in our speaking and writing.

Suppose someone says, **you have a bright future**. Just take a minute to think and ask yourself, what exactly does it mean? Whatever we might mean by future, are futures ever bright or dull? Yet to a visual thinker this is how they see a good future - one where they are getting what they want. How about if someone says of a cream cake, **it is crying out to me to eat it**. What does that mean (unless the person thinks cakes talk!) To an auditory person who uses sounds to think, this is full of meaning.

We may be advised, **to grab all the knowledge we can**. But how can you reach out your hand and clench your fist on a bit of physics! But this is the way that the kinesthetic person thinks about the world and all real meaning involved physical actions or sensations in the body.

When you are in certain states of mind, you may have a preferred modality that you use to think and express yourself.

Visual Modality

When you communicate with a person who is operating in visual mode, then that person will tend to use visual words and think in pictures. That person will also tend to understand visual words rather than words associated with other modalities.

A person in a state where they are thinking visually will tend to use words like see, and refer to colours, shapes and sizes. He or she will refer to things being near or far, or in or out of focus.

So a visual person might **inspect** a problem, or look into something. In visual mode, you would see a sparkling future.

APPENDIX 5

Kinesthetic Modality

A person who is in a state where they are thinking in terms of feelings or physical actions will also tend to use words that reflect this.

So he or she will speak of how rough or smooth something is, how much pressure there is, or will refer to physical actions. The word feel may be used often.

A kinesthetic person might **grapple** with a problem or **grope** around for a solution. In Kinesthetic Modality, you would feel a future where you eventually get your desires within your **grasp**.

Auditory Modality

In an auditory state, we tend to think in terms of sounds or language and our speech and writing will tend to contain auditory words. In an auditory state, you will use the words hear and listen quite often, and refer to things by their loudness or quietness, their timbre (distinct quality of sound), or by their frequency.

So an auditory person may try to get into harmony with the situation and listen for any hints to the solution. A little bird might tell you the answer. Something might tell you that you were playing the right tune and your future would be great.

When we speak normally, we might use visual, auditory and kinesthetic words, but in some states, when we are thinking in a certain way, we will use words that represent the Modality we are using for thinking.

There little point in giving a list of words for the different states because they never sound right and often appear contrived. But when you attend to the words that people are using, especially when they are being very serious or emotional, you will be aware of how they use the Modalities.

Eye positions

When in visual mode, your eyes will tend to be either focused ahead without actually looking at physical things or your eyes will move to your upper right or left. When your eyes move to your right then, you are imagining something in visual form. When your eyes move to the upper left, then you are remembering something.

In auditory mode, your eyes move to your left or to your right. If they move to the right, then you are imagining or rehearsing a sound. If to your left, then you are remembering a sound.

If you look down to your right, then you are experiencing a feeling. If you look down to your left, then you are experiencing inner dialogue.

Noting eye positions along with the language the person is using tell you a lot about what is happening in their minds.

APPENDIX 5

Physical actions

In auditory mode, you will tend to turn your ear to the other person. In visual mode, you will tend to look straight at the other person. In kinesthetic mode, you will tend to touch the other person. In visual mode, you may appear to be looking at something as you talk. In kinesthetic mode you may move your hands a lot as if doing something. And in auditory mode, you might look down and away from the person you are talking to (giving precedence to the ears).

- | | Yes | No |
|---|------------------------------|--------------------------|
| 1. I prefer to see how a task is done before I try it. | 1. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I like to jump in and try even if I make a mistake. | 2. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I like it when I can discuss things. | 3. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I tend to use a lot of gestures and movement when I am talking to people | 4. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I remember names and voices better than faces | 5. <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I like books which are illustrated | 6. <input type="checkbox"/> | <input type="checkbox"/> |
| 7. At school I preferred lesson where I could move about | 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I would rather listen to a story on tape than read it | 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I would rather watch TV than listen to music | 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I prefer spoken instruction to written ones | 10. <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I remember best what I do | 11. <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I remember best what I see | 12. <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I like to have music on in the back ground when I am studying | 13. <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I like to be comfortable when I am learning | 14. <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I like lots of colour | 15. <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I would rather be doing something than watching TV | 16. <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I can easily picture things in my head | 17. <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I easily remember what I hear | 18. <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I spend a lot of time on the telephone | 19. <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I prefer to look at people when they are talking to me | 20. <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I sometimes eat while I am reading or studying | 21. <input type="checkbox"/> | <input type="checkbox"/> |
| 22. It is difficult for me to sit still for a long time | 22. <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I understand more when information is on posters, charts and pictures | 23. <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I take in more information when I listen to something | 24. <input type="checkbox"/> | <input type="checkbox"/> |
| 25. I often rock back in my chair or fidget | 25. <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I tend to remember faces better than names | 26. <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I sometimes talk when I should be listening | 27. <input type="checkbox"/> | <input type="checkbox"/> |
| 28. I sometimes find it difficult to concentrate if I sit by a window | 28. <input type="checkbox"/> | <input type="checkbox"/> |
| 29. I get restless easily | 29. <input type="checkbox"/> | <input type="checkbox"/> |
| 30. I would rather listen to music than watch TV | 30. <input type="checkbox"/> | <input type="checkbox"/> |

YES ANSWERS TO:

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| 1. <input type="checkbox"/> V | 11. <input type="checkbox"/> K | 21. <input type="checkbox"/> K |
| 2. <input type="checkbox"/> K | 12. <input type="checkbox"/> V | 22. <input type="checkbox"/> K |
| 3. <input type="checkbox"/> A | 13. <input type="checkbox"/> A | 23. <input type="checkbox"/> V |
| 4. <input type="checkbox"/> K | 14. <input type="checkbox"/> K | 24. <input type="checkbox"/> A |
| 5. <input type="checkbox"/> A | 15. <input type="checkbox"/> V | 25. <input type="checkbox"/> K |
| 6. <input type="checkbox"/> V | 16. <input type="checkbox"/> K | 26. <input type="checkbox"/> V |
| 7. <input type="checkbox"/> K | 17. <input type="checkbox"/> V | 27. <input type="checkbox"/> A |
| 8. <input type="checkbox"/> A | 18. <input type="checkbox"/> A | 28. <input type="checkbox"/> V |
| 9. <input type="checkbox"/> V | 19. <input type="checkbox"/> A | 29. <input type="checkbox"/> K |
| 10. <input type="checkbox"/> A | 20. <input type="checkbox"/> V | 30. <input type="checkbox"/> A |

Total

_____ V= Visual

_____ A= Auditory

_____ K= Kinesthetic

What you need to know if you are a visual learner

You are the type of person who remembers faces but not names
 You will recognise places but have difficulty recalling the names of towns or streets
 You may think you have never been somewhere but once you see a picture of it you remember it
 You normally talk quite quickly because everything in passing by like a movie in your head
 Your imagination is good and visualising, making a picture of something in your head, is easy for you
 You like your clothes to be colourful, fashionable and coordinated

Some phrases you like to use are:

How does that look?
 I see what you mean
 That looks right to me
 Do I make myself clear?
 He's very bright
 I can see where you're coming from.
 If you are given direction you should take notes or draw a map otherwise you may get lost.
 You like to draw or doodle when you are working even if you are not an artist
 You like to look people in the eye and you do not like it if they do not do the same to you – especially if they are telling you off.

Best ways of learning for you are

Using pictures
 Drawing
 Using videos
 Using scenes to visualise
 Drawing to sketch out your ideas for problem solving
 Using coloured pens
 Being surrounded by colour

Danger signs for you

Sitting near a window – you may be distracted
 Being accused of day dreaming – you tend to picture what you are being told
 People who give information mostly by talking
 People who talk more slowly than you
 Studying with the TV or radio on

Creative things you do

Doodling
 Painting
 Writing
 Tracing
 Drawing
 Designing
 Taking photographs

Ways to increase your learning power

Write down information
 Use coloured pens and paper
 Use mind maps to remember large amounts of information
 Visualise a word in your head to help you spell it
 Make mental movies of the facts you need to know
 Use coloured notes around your home to help you remember things
 Use association techniques e.g. North, South, East & West = Never Eat Shredded Wheat
 Watch a demonstration or video on how to do something before you start
 Highlight important information in books and notes
 Use a computer

What you need to know if you are an Auditory Learner

You are the kind of person who trusts what they hear.
 If someone tells you something you are likely to believe it.
 If you doubt what is being said you are likely to discuss it.
 You can be a bit of a 'talker' at times and may forget that other people will want to say things.
 As you get older and more confident you find it easier and easier to talk to people.
 You can usually remember what has been said and find it easy to take verbal instructions.
 People will often tell you that you have a way with words
 Most auditory learners like background noise and you may be the sort of person who has the radio on full blast.
 Labels and named brands are important to you and so is listening to the right music.
 You love talking on the telephone and you talk or hum to yourself.

Some phrases you are likely to say are:

I hear what you are saying
 That sounds brilliant
 Listen, I have something to tell you
 Everyone is talking about it
 I'm telling you
 Does that ring a bell?
 That's what they said word for word
 Something tells me that's wrong

Best ways of learning for you are:

Discussion
 Group work
 Asking questions
 Reading aloud from a book
 Reciting things
 If someone tells you an interesting fact related to what you are learning
 Background noise

Danger signs for you

Not having the opportunity to discuss things
 Being scared to ask a question
 Working continuously on your own
 Not reading books or instruction before you start something new

Creative things you do

Tell jokes
 Sing
 Debate
 Create music
 Tell stories
 Analyse and discuss

Ways to increase your learning power

Repeat things over and over in your head to remember them.
 Take part in discussions
 Ask, ask and ask again until someone can help you understand
 Tape information you find difficult and listen to it
 Have background music on while to try to learn something
 Discuss what you are going to do with people who can help you
 Make up a song, rhyme or rap to memorise facts
 Break words into sounds to remember how to spell them
 Listen to instructions – if you listen well you will need to make fewer written notes

What you need to know if you are a kinesthetic learner

You are the kind of person who feels everything. You are the one most likely to faint at the sight of blood or throw up at the sight of a nasty meal. If someone starts laughing you are the first to join in and the last to stop.

You are thoughtful and need time to process new information because you are always tapping into your emotions, relating events to previous experiences. On the plus side you have a good long-term memory and can remember events from way back in great details. On the minus side you are always processing information and you tend to talk at a slower pace and often get interrupted, especially by visual learners. Learning for you has got to be active. You tend to jump right in and try a task on your own, making mistakes are part of the process of learning for you.

At school you had a few problems, there were too little feelings involved and you needed to be on the move to enable you to learn which can cause problems in the classroom.

If you are asked for directions you are probably more comfortable showing them the way.

Clothes have got to be comfortable and warm. The feel of the material is what interests you. You can often be seen stretched out making yourself comfortable no matter where you are.

Some phrases you are likely to say:

I don't feel good at this
 Let's keep in touch
 Do you follow me?
 Can you handle this?
 I grasp what you are saying
 I was really moved by that film
 It's a weight off my mind
 He backed me into a corner

Danger signs for you

Being asked to sit still for too long
 Reciting information in order to learn
 Feeling uncomfortable in your surroundings
 People who talk too quickly
 Not getting the opportunity to get physically involved in what you are doing

Creative things you like to do

Modelling
 Drama
 Dance
 Making things
 All sorts of sports
 Gymnastics
 Gardening

Ways to increase you learning power

Be comfortable when you work
 Stop studying every 15 – 20 minutes and move around
 Trace numbers, diagrams, and images on paper or with your finger in the air
 Volunteer for demonstrations, role-play and learning activities
 If you don't know about something visit the place concerned, do a field trip
 Get emotionally involved in an activity- this is when you learn best so concentrate
 Eat while you learn or play with items while you think
 Use mind maps
 Write out the work to know if it feels right when learning to spell
 Make flash cards to help you remember
 Roll up your sleeves and get involved, kinesthetic people learn through their mistakes
 Put important information on post it notes and move them around until they make sense.

EXERCISE 5: THE FUTURE OF YOUTH WORK

Introduction

In Yo-Pro, we believe that if you want young people to visit youth clubs and organisations in their free time it is important to have the right equipment. The right equipment can be good computers, updated software, fast Internet access, video/film projector, photo lab, space and equipment for role play, paintball guns, canoes, mountain bikes or a good stereo for parties. However, one factor that is more important than the equipment at the club is the attitude and behaviour of the youth workers who the young people meet in the clubs and organisations. The youth workers must be engaged in and skilled at their work. They must like their work and be interested in the young people.

In this exercise we want the participants to answer the following questions:

How does a youth club or youth organisation of yesterday look?
 What competencies and skills are behind your biggest successes in youth work?
 How will a success full youth club or youth organisation look in the future?
 What competencies and skills will you need to work there?
 Have many of those competencies and skills do you possess on a professional level?
 Which ones do you need to develop?
 How will you do that?

Expected learning outcomes

self-confidence: develop, express and share clear ideas and views, capable of presenting ideas effectively to others, believe in oneself;
positive thinking: always think “success”;
motivation: being inspired to take action;
own identity: be comfortable with who you are, express yourself and your views and opinions to others;
working with others: participate cooperatively with others, build trust in relationships, actively collaborate on developing ideas, engage in creative group and activities;
speaking and listening: debate and discuss ideas in small/large groups, explain own ideas and listen to others’ ideas/views, effectively share/present small group ideas to large group;
comfortable with failure as valid learning opportunity: ability to try new things beyond own experience; happy to make mistakes and for ideas to fail; adapt and change ideas through perceived failure; learn from failure in order to reach success
brainstorming and word association: participate in small and large group brainstorming;
verbal communication/reasoning: justify own opinions, be honest and open, critically assess ideas and contributions, engage in meaningful discussion, reach a team agreement
problem –solving: identify problem fully, develop strategies and solutions, discuss and agree these with the team, implement strategies and solutions;
leadership: organise the team, achieve targets set;

EXERCISE 5: THE FUTURE OF YOUTH WORK

confidence: develop self self-confidence and self-belief, act on and take initiative, have a positive vision of your future;
social skills: behave appropriately in different settings, be comfortable and relaxed in groups of people
leadership: take responsibility for self and others, organise the team, inspire and motivate others, lead by example, achieve targets set;
basic mind-mapping of ideas: understand how to map out ideas and thinking, understand how to make connections between ideas, ability to see and understand the “bigger picture”;

Resumé of exercise

Not only youth workers, but everybody who has a job needs to develop their competencies and skills due to development in society. Youth workers must realize that the world young people live in changes very fast. The development of youth cultures happens very fast. New cultures can appear to come and go over night. Youth workers must know how to act in this world of change. They must know how to take advantage of the developments together with the young people they work with but at the same time never compromise on ethical and moral issues. The youth worker must be able to listen to young people, to learn from them, to show them respect, to co-operate with them and to involve them. But the youth worker must also be ready to make the young people listen, if they break the law, the rules of the house or if they are in danger of hurting themselves or others.

In this exercise we ask the questions and the participants give the answers. In the end, we make the participants analyze how closely they are to live up to their own answers and what it takes to improve.

List of exercises:

Youth club of yesterday
 Best practice and good examples
 Youth club of tomorrow
 Competencies and skills
 How good you are
 Improvement of competencies and skills

Practicalities

Youth club of yesterday	Number: up to 15 people. Duration: 15 - 20 minutes Materials: pens, paper
Best practice and good examples	Number: up to 15 people. Duration: 20 min. Materials: pens, paper

EXERCISE 5: THE FUTURE OF YOUTH WORK

Practicalities	Youth club of tomorrow	Number: up to 15 people. Duration: 15 - 20 min. Materials: pens, paper
	Competencies and skills	Number: up to 15 Duration: 10-15 min. Materials: pens, paper
	How good are you?	Number: up to 15 people. Duration: 10-15 min. Materials: pens, paper
	Improvement of competencies and skills	Number: up to 15 people. Duration: 30 min. Materials: pens, paper
	Physical Environment:	A large room which can accommodate participants working in small groups (tables and chairs needed)

Manual

Youth club of yesterday

Popular culture has grown and changed rapidly during the last 20 years. Therefore it is important to look at how youth clubs, youth organisations and youth workers respond to that development. We will start by defining how a youth club or youth organisation looked in the past.

1) Divide the participants into groups of four or use the groups from the previous exercises.

2) Give the participants 10 minutes to talk about how the youth club or youth organisation of yesterday looked like.

It must be the club or organisation where young people spent their leisure time 15 – 20 years ago.

Before things like computers, the internet, chatrooms, mobile phones, SMS, hip hop, reality TV, extreme sports and MTV became an everyday part of young people's life.

The participants should write down:

- How did the clubs or organisations look?
- What activities and equipment were available?
- How were they run?
- What was the youth workers role?
- Who made decisions?

EXERCISE 5: THE FUTURE OF YOUTH WORK

3) Go to the whiteboard or flipchart and ask the groups to give their suggestions about the characteristics of the clubs or youth organisations of yesterday. Write the suggestions down on the whiteboard or flipchart.

When all the groups have given their suggestions, you should have a list of 10 – 20 things which characterise the youth clubs and organisations of the past.

Best practice and good examples

We now want to prepare the participants to think about the youth club or youth organisation of tomorrow. We want them to think about what contents, activities and competences the youth workers have, what we find in these places and what will attract young people in the future.

This is achieved by allowing the groups to find examples of activities or projects that the participants have successfully carried out recently.

Once these examples have been listed by the groups they must decide what actions they took that made these activities successful.

- 1) Let the participants stay in their groups.
- 2) Ask them to spend 10 minutes telling each other about activities or projects which have been successful in their home clubs or organisations.

It is important that not only the youth workers, but also the young people found the activities successful.

3) Ask the groups to choose one successful activity from one of the participants think about what the youth workers did right in the work behind the success?

- did they listen to the young people's ideas?
- where did they get the idea for the activity from?
- how did they help the young people?
- did they create the frames for the activity?

What did the youth workers do right?

4) Let the groups describe their successes and let them suggest what the youth workers did right when working with the young people to create a successful activity.

Write the suggestions down on a whiteboard or flipchart and create a list of skills and competencies which youth workers have used when working with young people to make the activities a success.

The list is intended to be an inspiration for the next exercises.

The exercise must take no more than 20 minutes.

EXERCISE 5: THE FUTURE OF YOUTH WORK**Youth club of tomorrow**

Once inspired by the work on successful activities in the previous exercise, this exercise will focus on how youth clubs and organisations will look in the future. How will it look? How do the youth workers work and what skills do they have? How is the place organised?

- 1) Let the participants stay in their groups.
- 2) Give the participants 10 minutes to talk about what the youth club or youth organisation of tomorrow looks like.

This should be the youth club or organisation that young people choose to spend their leisure time in during the next ten years. It must be a club or youth organisation where the young people come in great numbers and enjoy being there.

The participants must write down:

- What does the club or organisation look like?
- What activities and equipment are available?
- What projects and activities take place?
- How do young people use the place?
- How is the club organised?
- Who makes the decisions?

- 3) Go to the whiteboard or flipchart and ask the groups to give their suggestions about which characterises the club or organisations of tomorrow should have. Write the suggestions down on the whiteboard or flipchart.

When all the groups have given their suggestions, you should have a list of 10 – 20 things which characterise the youth club or youth organisation of tomorrow.

In appendix 6 there is a list of suggestions of what characterises a youth club or youth organisation. The suggestions are where made by youth workers in five different European countries.

When the groups have given their suggestions, you are free to suggest anything from the list that you feel is important but has not been suggested.

If the participants agree, you can write it on the list.

But it is important to realize that the list will look different in different parts of Europe and it is important that the list represents the visions and ideas of the participants on this exact course.

Competencies and skills

The participants have now defined how a youth club or a youth organization will look in the future to attract young people. Now we want to describe how the youth workers in the youth clubs or youth organizations of the future will work.

What competencies do they have?

What working skills and working methods do they use?

EXERCISE 5: THE FUTURE OF YOUTH WORK**Competencies and skills**

What attitudes do they have towards young people and how do they approach them?

- 1) Let the participants stay in their groups.
- 2) Give the participants 10 minutes to talk about how the youth worker in the youth club or youth organisation of tomorrow works.

Let them discuss what competencies, skills and attitudes the youth workers need to work in the youth organisation of the future.

We do not suggest that one youth worker will have all the competencies and skills that are required to run the youth club. Instead it is intended that this exercise should show what skills and competencies should be represented in the youth club of the future.

It is important, that the participants can see the lists made in the former workshops. Put the lists on the walls in the room or leave them on the whiteboard.

The lists are:

- Youth clubs and organisations of the past
- Current best practise and good examples
- Youth clubs and organisations of tomorrow.

Let the groups write down:

- What competencies they have?
- What skills and methods they use?
- What is their approach and attitude when working with young people
- How do they lead?

- 3) Go to the whiteboard or flipchart and ask the groups to give their suggestions as to which characteristics they feel the youth worker of tomorrow should have. Write the suggestions in a list.

When all the groups have given their suggestions, you should have a list of 10 – 20 characteristics the youth worker of tomorrow should have.

In appendix 7 there is a list of suggestions of characterises a success full youth worker in the future should have. The suggestions where made by youth workers in five different European countries.

When the groups have given their suggestions, you are free to suggest anything you feel is important but missing from the list.

If the participants agree, you can include it on the list.

However, is important to remember that the list will look different in different parts of Europe and it is important that the list represents the visions and ideas of the participants on this exact course.

- 4) Give the participants a break. During this time the list of competencies should be copied for each participant.

EXERCISE 5: THE FUTURE OF YOUTH WORK**How good are you?**

The group has now decided how a youth club or organization of the future should be shaped in order to attract young people. They have also decided what competencies and skills the people working there must possess.

Now we want them to rate themselves according to the different competencies and skills they have listed.

- 1) Let the participants leave the groups and place the tables in position for plenum.
- 2) Hand out a copy of the list of competencies and skills suggested by the participants. They should give themselves a score between 1 and 100 for each of the competencies and skills on the list.

This means they must write a number between 1 and 100 after each of the suggested competencies and skills.

1 is the worst and 100 is the best score.

For example if they think they are good at “creativity”, they may rate themselves with a score of “80”. If they are very good at maybe “95”. If they are average they rate “50” and if they feel that they are not especially creative, they rate 25 or lower. After they have rated themselves on all the competencies and skills they should have a list with a number after every statement. See appendix 8 for examples.

Now they must add all the numbers together and divide them the number of statements, in order to find an average score.

Appendix 8 has listed 31 statements, but do not regard the list as an answer book and do not feel that you have to list the same number.

The important thing is that the number and type of statements is right for the participants according to the challenges they think that they will meet in the youth club or youth organization of tomorrow.

- 3) Hand out appendix 10

In appendix 10 the participants are to place their rating on a scale.

In our example from appendix 8 the rating was 62, 9. We place that on a scale and then we find our development potential. It is from $62 - 100 = 37,1$.

This is not a scientific way to work. It is very subjective. It is not possible to compare how good youth workers are at their jobs by comparing their rating. But it is important to point out that all youth workers have a development potential.

All youth workers have one thing in common:

No matter how much experience they have, they are not a perfect youth worker. And if they should think that they are a perfect youth worker, they will not be a perfect youth worker in the future.

Developments in the life of young people, in the life of youth workers and the development of society happens so fast, that today's 100 is tomorrow's 99.

EXERCISE 5: THE FUTURE OF YOUTH WORK**How good are you?**

There will always be new challenges and new goals to reach, if youth workers want to make their youth club or youth organization meaningful and popular among young people of tomorrow.

This exercise allows people to find out which competencies and skills will be used in future youth work, which competencies and skills the participants have got already and which they have to develop.

- 4) Let the participants fill in their ratings on the scale in appendix 10. Ask them to draw a line from their rating to 100, as in appendix 9.

Tell them to write development potential in the space between their rating and 100, as in appendix 9

This gives the participants a personal picture of how much they would need to develop today to reach 100% in relation to the competencies and skills they have defined as necessary for their work in the future.

- 5) Hand out appendix 12.

The participants must now copy the statements where they rated their competencies onto the form in appendix 12

Here they will find four sections.

The first section is for:

- a) Competencies and skills with a high rating where they would still like to improve further.
- b) Competencies and skills with a medium or low rating they would like to improve.

In this section they should list the competencies and skills that they feel they are not good at and that they wish to improve in order to be a good youth leader in the future.

- c) Competencies and skills that they do not feel are important.

In this section, they should list competencies and skills, that they are not interested in improving.

It must be competencies and skills that they are not interested in possessing.

We all have some competencies and skills that we are not interested in possessing. Things we accept are either not worthwhile developing or that we simply do not have an interest in.

When working in a team every team member may not possess every skill required. However it is important to ensure that they are possessed by at least one team member, so they can be found somewhere in the team.

EXERCISE 5: THE FUTURE OF YOUTH WORK**How good are you?**

d) Competencies and skills that we are satisfied with and do not want to develop, and statements that do not fit into the other three sections due to other reasons.

Example: see appendix 11.

In appendix 11 Susan has filled in the sections with competencies and skills from the list, which she rated.

The picture created is that she feels positive about her skills and competencies. These skills and competencies could be referred to as her personal skills.

The positive statements may be:

Good at coaching
Open minded
Listening skills
Motivating
Respectful
Lack of prejudice
High integrity
Honest

These are important competencies and skills to possess in youth work. They will help to make the young people feel safe, respected and listened to.

However Susan feels that she is not good enough at all the project methods and tools which she could use to help the young people to develop and realize their own ideas.

These are skills and statements like;

Creative
Entrepreneur
Good at turning ideas into action
Good at finance
Good at marketing
Good at making budgets
Good at coordinating
Facilitating
Cooperative
Networking

Susan wants to develop these skills and competencies because she thinks that youth workers in the future must be better at supporting the young people in making their own activities and projects.

EXERCISE 5: THE FUTURE OF YOUTH WORK**Improvement of competencies and skills**

In the last exercise we are going to be more specific about which competencies and skills the participants want to improve and how they are going to do it.

1) Hand out appendix 14.

The participants have to choose the 3 concrete competencies or skills which they want to improve.

They must write each of them onto a copy of appendix 14 to make sure that they have a plan for how, when and where to make the improvements.

Example, see appendix 13 where Susan writes about one of the skills she wants to improve.

Adjustment for target group

APPENDIX 6

List of suggestions, which characterizes a future youth club or youth organisation

1. Open
2. Cross cultural
3. Flexible
4. Good computer network
5. Young people can participate in some of the activities from home
6. Some clubs do not have a physical address
7. Good balance between permanent and changing activities
8. A place to create and produce
9. Project station
10. Inspirational environment
11. Well-designed
12. Equipment for girls and boys
13. Enterprising
14. Stimulating

APPENDIX 7

List of suggestions to competencies and skills, which youth workers need to work in future youth clubs or youth organisations

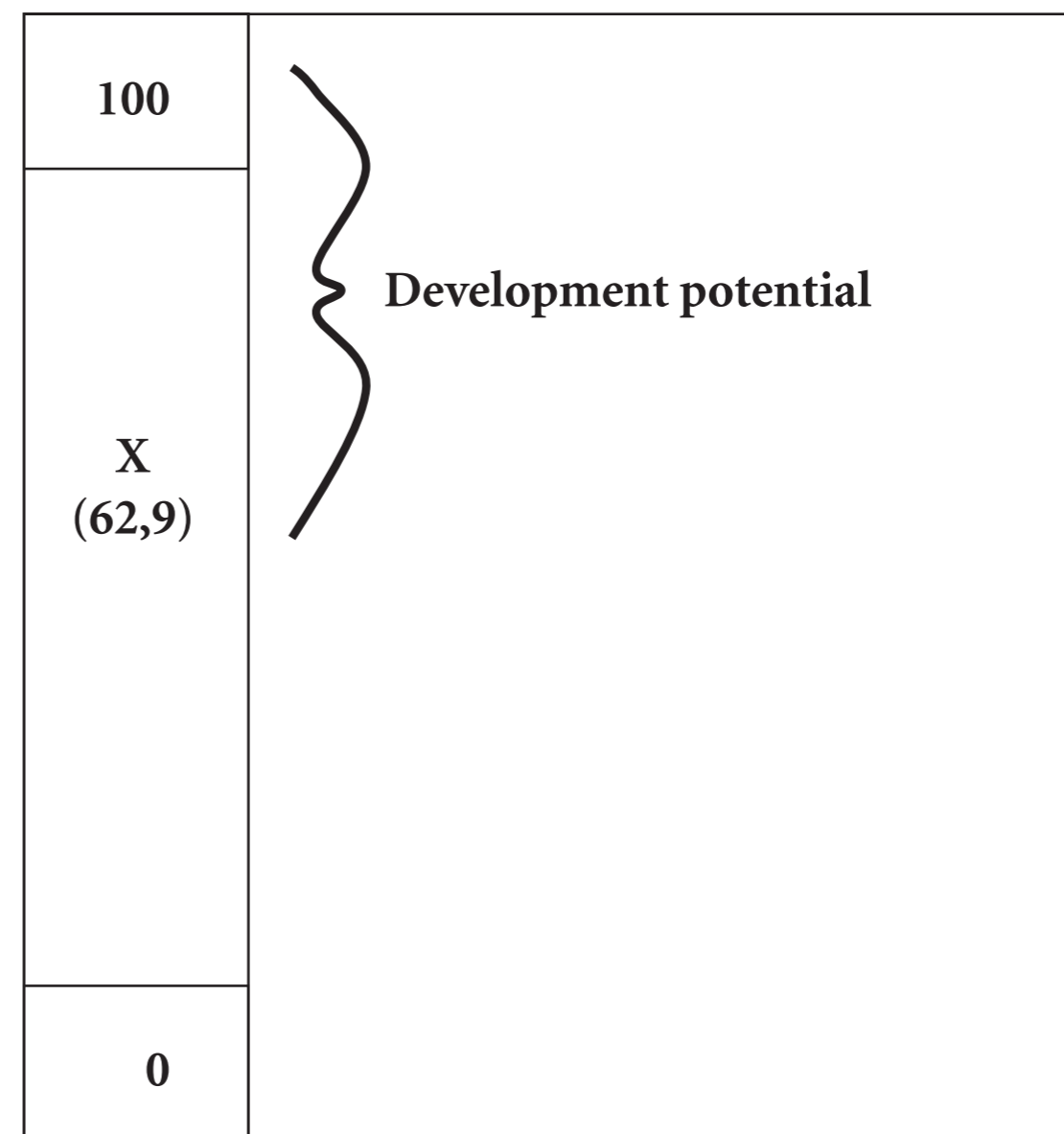
1. Creative
2. Good at coaching
3. Empowering
4. Respectful
5. Free of prejudice
6. Entrepreneur
7. High integrity
8. Critical
9. Honest
10. Facilitating
11. Willing to learn from the young people
12. Good at acting
13. Good at finance
14. Good at marketing
15. Good at making budgets
16. Good at coordinating
17. Inspiring
18. Good at evaluating
19. Good at setting boundaries
20. High moral standing
21. Good gender perspective
22. Open minded
23. Listening skills
24. Motivating
25. Cooperative
26. Networking
27. Knowing their limits
28. Supportive
29. Fair
30. Advocacy
31. Flexibility

APPENDIX 8

1. Creative	35
2. Good at coaching	80
3. Empowering	75
4. Respectful	95
5. Free of prejudice	75
6. Entrepreneur	20
7. High integrity	89
9. Critical	68
10. Honest	97
11. Facilitating	34
12. Willing to learn from the young people	77
13. Good at making ideas into action	35
14. Good at finance	17
15. Good at marketing	25
16. Good at making budgets	15
17. Good at coordinating	36
18. Inspiring	79
19. Good at evaluating	20
20. Good at setting boundaries	69
21. High moral standing	89
22. Good gender perspective	50
23. Open minded	89
24. Listening skills	88
25. Motivating	67
26. Cooperative	67
27. Networking	46
28. Knowing their limits	67
29. Fair	89
30. Advocacy	90
31. Flexibility	78

1951 / 31=62,9

APPENDIX 9



APPENDIX 10

100	
0	

APPENDIX 11

a) Competencies and skills with high rating, where I want to become even better.

2. Good at coaching	80
22. Good gender perspective	50
23. Open minded	89
24. Listening	88
25. Motivating	67

b) Competencies and skills with medium or low rating, I want to improve.

1. Creative	35
6. Entrepreneur	20
13. Good at making ideas into action	35
14. Good at finance	17
15. Good at marketing	25
16. Good at making budgets	15
17. Good at coordinating	36
11. Facilitating	34
26. Cooperative	67
27. Networking	46
31. Flexibility	78

c) Competencies and skills, that I do not prioritize.

19. Good at evaluating	20
9. Critical	68

d) Competencies and skills that I am satisfied with and do not want to develop, or statements which do not fit into the other three sections for other reasons.

3. Empowering	75
4. Respectful	95
5. Free of prejudice	75
7. High integrity	89
10. Honest	97
12. Willing to learn from the young people	77
18. Inspiring	79
20. Good at setting boundaries	69
21. High moral standing	89
28. Knowing their limits	67
29. Fair	89
30. Advocacy	90

APPENDIX 12

- a) Competencies and skills with a high rating that I would like to improve further.
- b) Competencies and skills with medium or low rating I would like to improve.
- c) Competencies and skills that I do not wish to change or improve because of their low priority.
- d) Competencies and skills that I am satisfied with and do not want to develop, and statements which do not fit into the other three sections for other reasons.

APPENDIX 13

Improvement of competencies/skills

Competence or skill I want to improve: Marketing and PR.

What opportunities will I use to improve the competence or skill?

In three months time we perform a musical in the club where I work. In connection with that I will ask to take part in the group that promotes the musical to the potential audience.

How will I do it?

I want to do the text for the flyer and for the information for the media. Furthermore, I want to do the phone calls to the media.

Who can help me?

I will ask Peter, who is normally in charge of the promotion and marketing, if I can be his assistant when we promote the musical. I will ask him to explain the promotion strategy, to coach me in the text writing and help me to prepare for the phone calls.

What are my success criteria?

We must have at least 100 people in the audience.
I must make at least one local paper write about the event.

APPENDIX 14

Improvement of competencies/skills

Competence or skill I want to improve: Marketing and PR.

What opportunity will I use to improve the competence or skill?

How will I do it?

Who can help me?

What are my success criteria?

EXERCISE 6: FRIENDSHIP LETTER

Introduction

This exercise is intended to end the module with something positive. After having spent a few days together, we want the participants to write down positive statements about each other.

Expected learning outcomes

self-confidence develop, express and share clear ideas and views, capable of presenting ideas effectively to others;
positive thinking: understand the importance of positive thinking and positive language;
motivation: being inspired to take action;
own identity: be comfortable with who you are, be comfortable around other people, express yourself and your views and opinions to others;
confidence: develop self-confidence and self-belief;;
building relationships: build friendship effectively, enjoy the company of other people

Resumé of exercise

The participants will all receive an envelope with positive statements from all the other participants.

Practicalities

The number of people involved should be up to 15 people.
 Duration: 10 min.

Manual

1) Prepare an envelope with the name of every member of the group, attach a piece of paper to each envelope and ask every member of the group to look at the name on the envelope and write a positive statement about that person.

They then fold the paper over, and pass the paper to their right

2) Repeat step 9 until every member of the group has written something positive on the paper.

The last person to write their statement folds the paper over and seals the paper in the envelope.

The 'friendship letter' can then be given to the person whose name is on the envelope.

Module Summary

The result of this module is that the participants know what competencies or skills they want to improve and how they want to do it to live up to the demands of future youth work.

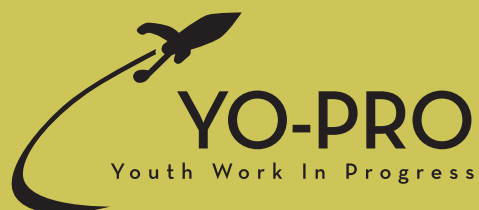
This knowledge makes them know what to focus on if they are to continue with more modules of Yo-Pro or what to focus on, if they are to improve their competencies in their home organisations or on other courses and training programmes.





Module 2

Young people and creativity



YOUNG PEOPLE AND CREATIVITY

Module Introduction

Everything starts from ideas.

In order to involve young people you must start by listening to their ideas. This starts by involving young people in the creative process, and leads to the development of organisations where they spend their leisure time.

In turn this means that young people will be involved in creating the projects and activities they will be taking part in. Creativity and youth is a module which provides methods for idea development and brainstorming with young people.

In module 3, “Facilitating Youth Projects,” you find ways of realizing ideas together with young people. It is important that you have a working knowledge of these methods before you start work with youth groups.

It does not matter if you use these tools with 9 or 900 young people, you will still generate a wealth of ideas. It will be a magical process, where people will surprise both you and themselves. Afterwards, you must be prepared to give people help to prioritize their ideas and choose which ones to work with.

That is why we have supplied the brainstorm methods with ideas for prioritizing ideas. This is why, module “Facilitating Youth Projects,” is the next module in Yo-Pro.

Module Training Exercises

The methods in Creativity and youth are:

- Dream travel
- Positive Brainstorm
- Rotating idea development, including The Cross Road and The Circle
- Open Space

Module Summary

Most of the methods of this module will result in long lists of ideas from the groups you work with. It is important that the ideas that are generated are followed up shortly after the exercise has finished.

If it takes a month from the development of ideas to people acting upon them people will lose interest. New things happen in people’s lives and the magic is lost. We recommend that the first meeting with the young people who will be taking part is held within a week of the Idea Development taking place.

TRAINING EXERCISE 1: THE DREAM-TRAVEL

Introduction

The Dream-Travel is a meditative tool that inspires creativity and helps individuals in a group focus on a certain challenge, task or situation. The Dream-Travel is part of Module – “Young People and Creativity”

Competencies

The expected learning outcomes for youth workers:

Working with others: build trust in relationships.

Experience with ideas: engage in techniques for creative thinking.

Explain the creative process: identify the creative challenge clearly.

Leadership: organize the team, inspire and motivate others.

Motivation: encourage others.

Social skills: be comfortable and relaxed in groups of people.

The expected learning outcomes for young people:

Independence: work alone.

Risk taking: be open to try new things.

Motivation: being inspired to take action.

Experiment with ideas: devise new ideas from stimulus, engage in new techniques for creative thinking, experiment with ideas in different ways.

Explain the creative process: generate new ideas and/or adapt old ones.

Awareness of own emotions: identify and acknowledge feelings, choose to be solution-focused with challenges, open to new ideas, thoughts and emotions.

Listening skills: be active in listening to others, follow instructions easily first time.

Social skills: be comfortable and relaxed in groups of people.

Résumé of exercise

Dream-Travel is to be used at the beginning of a work programme. It can be before brainstorm or another session, where people have to be creative. It gives the instructor the opportunity to help the group focus on a future task.

When working with a large or boisterous group, Dream Travel can be used to calm the group down before the session starts.

The Dream-Travel is an exercise, where the participants lay on the floor with their eyes closed and listen to an instructor. The instructor takes the group on a small journey to nice places and nice landscapes. During the trip, the participants are asked to think about issues related to the tasks that will take place after the Dream Travel.

After finishing the Dream-Travel it is important to have an energetic activity to help the group ‘wake up’ again before work continues.

TRAINING EXERCISE 1: THE DREAM-TRAVEL

Practicalities	Numbers	Approx. 1 – 100 people
	Duration	20 – 40 min.
	Physical Frames	The Dream-Travel must take place in a spacious, open room that all members of the group can fit into comfortably. If it is not possible to get the group to lie down on the floor, you could give everyone a chair to sit on.
	Materials	CD player and some soft music. The music should be long enough to last the whole session

The manual

You should start by asking the group to lie down on the floor. Make sure it is not cold or dirty. Put on the music, it is important that it is not too loud. Ask the group to close their eyes, take three deep breaths and listen to you.

Getting the group relaxed

Using a smooth and slow voice, you tell them to feel the contact between their right foot and the floor. Then you tell them to feel the contact between their left foot and the floor. Then the right lower part of the leg and the floor and so on you continue with: the left lower leg, the right thigh, the left thigh, the right buttock, the left buttock, the lower part of the back, the upper part of the back, the left arm, the right arm, the right shoulder, the left shoulder and the head. When you have made them feel the contact between all their body parts and the floor, they should be relaxed.

The story

Now you start telling them a story they can relate to and that will make them relaxed. Here you must find a story that will suit your group.

Example of a story

Tell them that it is a nice warm summer day with sunshine from a clear-blue sky.

You tell them, that they are in an area with mountains and that they have a high mountain in front of them. Remember to keep your voice calm and slow.

You tell them, that they have decided to climb the mountain because they want to sit on the top and think about something important.

You tell them, that they walk on a footpath that takes them through a large wood leading up on the lower part of the mountain. After a while the wood stops and they continue up the mountain on the footpath turning and bending between rocks and stones.

TRAINING EXERCISE 1: THE DREAM-TRAVEL

Then you tell them, that they reach the top and up here, they sit down on a big stone. You tell them to look down into the valley below them and to notice the woods on the opposite mountainside and the rocks on the top of the opposite mountain. Tell them to look down at the blue river that runs deep down in the valley between the mountains.

The content

Now you must have a plan for what to say which relates to the task or challenge the group will be taking part in after the Dream-travel.

In this example we do the Dream-travel before a big idea development

So here you tell them, that you have come up the mountain to think about creativity. You tell them, that most people think that they are not creative. Most people think that inventors and creative people are strange professors standing in basement-labs and getting fantastic ideas. But it is not so. All of us are able to have good ideas. We have to improvise and have good ideas everyday just to survive.

You tell them to think about a good idea, they have had once in their life. Give them a little time to think about it.

You tell them, that they are creative people and that they must get ready to use their creativity.

Then you prepare them for the idea development by telling them a little about the theme of the idea development that will take place after the Dream-travel. If they are going to develop ideas for a festival, then tell them to think about how to put on a good festival. Ask them, what they would like to see and listen to at a festival.

Ask them the questions you have prepared and when you have finished, you return to the framework of the tool.

Back to the story

Now you ask them to get up from the stone and start the walk down the mountain. You lead them down the same path, from which they came up.

When they reach the bottom, you tell them to come back to the room and slowly open their eyes. Give them time to “wake up” again. And if anybody has really fallen asleep, then make sure they are woken up with care.

Waking up

After being on a Dream-Travel, the young people in the group are probably quite calm if not actually sleepy.

Therefore it is a good idea to “wake them up” and make the blood run a bit faster through their bodies and brains before starting any process like an idea development.

TRAINING EXERCISE 1: THE DREAM-TRAVEL

We recommend using a couple of exercises from the toolbox of icebreakers and energizers.

Sum Up

It is difficult for anybody to suggest good ideas without preparation. The Dream-Travel opens up people's creativity. By using the Dream-Travel it is possible to prepare the young people for the themes of an up-coming idea-development and thereby ensure a more creative and relevant result.

Adjustment for target group

Some young people do not like to lie down on the floor. It is possible to let them sit on chairs and adjust the Dream-Travel accordingly.

TRAINING EXERCISE 2: POSITIVE BRAINSTORM

Introduction

The Positive Brainstorm is a model for brainstorming and idea development with groups of between 4 and 12 people. The model ensures that everybody in a group has the opportunity to suggest ideas and gets the chance to develop those ideas

Competencies

Youth Workers

The expected learning outcomes for youth workers:

- **Explain the creative process:** identify the creative challenge clearly.
- **Working with others:** listening to each other, Co-operating with others on activities.
- **Leadership:** organize the team.
- **Motivation:** Show commitment to the team, encourage others.
- **Awareness of other people:** show empathy and compassion, can question and challenge others positively.
- **Negotiation:** respect other opinions and points of view; be clear about your goal.
- **Social skills:** be comfortable and relaxed in groups of people, respect cultural differences between people.
- **Building relationships:** collaborate and co-operate with others, work with others towards shared goals and aims, be effective in small and large groups.

Young People

The expected learning outcomes for young people:

- **Self confidence:** develop, express and share clear ideas and views, capable of presenting ideas effectively to others.
- **Positive thinking:** understand the importance of positive thinking and positive language, always think "success".
- **Adaptability:** adapt easily when things change, see new opportunity in change.
- **Risk taking:** be open to try new things.
- **Setting goals:** set short, medium and long term goals, take responsibility for own choices and future.
- **Motivation:** being inspired to take action, show commitment to the team, and encourage others.
- **Working with others:** participate co-operatively with others; actively collaborate on developing ideas, in creative group work and activities.
- **Speaking and listening:** debate and discuss ideas in small/large groups, explain own ideas and listen to others' ideas/views, effectively share/present small group ideas to large group.

TRAINING EXERCISE 2: POSITIVE BRAINSTORM

- Young People**
- **Experiment with ideas:** devise new ideas from stimulus, engage in new techniques for creative thinking, and see more than one option or solution, experiment with ideas in different ways.
 - **Basic mind-mapping of ideas:** understand how to map out ideas and thinking, understand how to make connections between ideas, ability to see and understand the “bigger picture”.
 - **Brainstorming and word association:** Participate in small/large group brainstorming; understand how to use association to generate idea.
 - **Awareness of other people:** can question and challenge others positively.
 - **Own identity:** express yourself and your views and opinions to others.
 - **Listening skills:** display active listening behaviours; ask appropriate questions to enhance the listening process.

Résumé of exercise

Compared to The Rotating Idea development model, which you also find in this module, the Positive Brainstorm is carried out with smaller youth groups and the model goes deeper in developing the single ideas.

Practicalities

Numbers	4 – 12 people
Duration	40 minutes – 3 hours
Physical Frames	Positive Brainstorm must take place in a room where it is possible for everybody to face a very big whiteboard or several flipcharts.
Materials	Positive Brainstorm requires a lot of space for writing with markers. It can be one or more big white boards or ten or more big pieces of paper from a flipchart taped on the walls. It can also be large chalk boards and chalk.

The manual

Introduction

In this manual, we start by describing how the Positive Brainstorm works and after that we show how it works with a concrete example. When you do the Positive Brainstorm, you must decide on a frame or a theme, the ideas will be developed in. It can be ideas for the contents of a campaign against racism. It can be ideas for the contents of a youth festival. It can be ideas for new activities in the club.

TRAINING EXERCISE 2: POSITIVE BRAINSTORM

The manual

The Brainstorm Manager

The person in charge of running the Positive Brainstorm is called the Brainstorm Manager. The first time a youth organisation runs the Positive Brainstorm it should be an adult who is the Brainstorm Manager. When the group has seen how the model runs for them as participants, they can run it themselves.

The Brainstorm Manager introduces the session by giving the group some background information: What is the purpose of the brainstorm, what is the overall theme of the brainstorm, how will the results of the brainstorm be carried out and so on.

Warm up:

It is a good idea to give the group 10 minutes to think about what ideas they might have against bullying or to let them talk with each other about it first. It is also possible the young people who took part in the Dream Travel exercise could inspire the rest of the group by using the ideas from the Dream Travel to introduce the brainstorm. After the warm up, the Brainstorm Manager explains how the Positive Brainstorm works:

The Positive Brainstorm model

They explain that there is one rule in the Positive Brainstorm which is, that you are not allowed to say “No” or “Not” while brainstorming. No idea is too big or stupid, no idea is too expensive. In the creative process, everything is allowed and ideas that are unrealistic might provide inspiration for more realistic or achievable ideas

1) The participants are asked one by one if they have any ideas for the campaign against bullying.

The Brainstorm manager can choose to inspire the participants by saying, that they need ideas for talking specific bullying incidents, rules against bullying, ways to help people who get bullied, ways to contact the people who bully and help them stop and so on.

If a member of the group has an idea it is written on the board or paper as a headline and space is left underneath for more ideas relating to it to be written in the future.

If a member of the group does not have any ideas they wish to share they can say ‘pass’ and the next person is asked for their ideas.

2) When everyone has been asked for their ideas once, there should be a number of ideas written on the board or paper. You should then go round the group again

TRAINING EXERCISE 2: POSITIVE BRAINSTORM**The manual**

to give everyone the opportunity to put forwards any more ideas. As before people can 'pass' if they have nothing they wish to share. Now every member of the group has had two opportunities to express their ideas. There are a number of headlines written on the board or paper. Before moving on the group should put headings together which overlap.

The headlines are now regarded as themes that can be developed using people's ideas and suggestions.

3) The whole group develops the single themes from the first two rounds, headline by headline. They start with the first headline and go round the group again, asking people if they have any ideas for developing the theme. As before they can say 'pass'. The Brainstorm manager writes all the new ideas and suggestions relating to the first theme either under the headline or around it in a mind map.

When there are no more ideas for the first theme, they move onto the next theme. When all of the themes from the first round have been developed, the Positive Idea Development is finished. It is now time to decide which ideas will realised by the young people, supported by the adults

4) The participants are given 10 minutes to think about what theme they want to work with in the future. They must pick the theme that contains the activities that they want to help realise.

5) The pupils write their name under the theme that they want to work with. This is a clear way of finding out which theme each person wants to work with.

Then we make a project group for each theme that was elected by the young people and they start to develop different parts of the campaign.

In the Module of Yo-Pro called Project and youth, you will find methods for realizing projects and activities.

In the manual for Rotating Idea Development in this module, you find a method called Cross Road. This is good to use when young people are deciding which concrete ideas they want to develop within the themes they have chosen to work with.

Example of Positive Brainstorm with youth

In this example we use development of ideas for a campaign against bullying in school. The teacher in X-school wants some of the pupils in her school to develop and run a campaign against bullying in the school.

She thinks that it is important to hear the pupils own ideas for initiatives against bullying and she wants to involve them in running the campaign, supported by two teachers. 8 pupils from four different classes have expressed an interest in the project. They are all between 13 and 15 years old.

They have been brought together to develop ideas for the content of the campaign. They are sitting in a classroom facing 2 large chalk boards

TRAINING EXERCISE 2: POSITIVE BRAINSTORM**The manual****The Brainstorm manager**

One of the teachers is aware of a brainstorming exercise called The Positive Brainstorm. The teacher who runs the brainstorm exercise is called the Brainstorm Manager.

She introduces the session by providing the group with some background information: The school has problems with bullying and therefore they want to involve the pupils in the work against bullying.

They have met today to develop ideas for a campaign against bullying and the pupils will be allowed to spend 30 hours of their school time afterwards to help develop the ideas.

Warm up:

The Brainstorm manager starts by carrying out a Dream travel, where she inspires the pupils by letting them imagine situations of bullying, and thinking about what could be done to stop it.

When the pupils "wake up" from the Dream Travel, she does a ten minutes physical warm up with simple exercises, to increase energy levels. Then she asks them to sit or stand facing the chalk boards.

She explains, that there is one rule in the Positive Brainstorm which is that they are not allowed to say "No" or "Not" while brainstorming. No idea is too big or stupid, no idea is too expensive. During the creative process, everything is allowed and unrealistic ideas can be used to inspire other ideas that may be more achievable

1) The Positive Brainstorm begins and she asks the first pupil for their ideas relating to the anti bullying campaign. The first person says pass and so does the next, but the third one suggests making a list of the top ten bullies in school. The Brainstorm Manager writes "the top ten bullies list' as the first headline.

Then she asks the next person and he says pass, but the next one suggests a bully patrol that you can call on your mobile phone if somebody is bullying you. The Brainstorm Manager writes bully patrol and asks the next person. She keeps moving around the group and two of the last three pupils have ideas, which she writes on the chalk boards.

2) Now all the participants have been asked and she starts the second round, where they get another chance to suggest ideas.

This time, the first person feels inspired and puts forward an idea and so does a few of the others who said pass, the first time. By the end of the round there are 9 headlines on the board

TRAINING EXERCISE 2: POSITIVE BRAINSTORM**The manual**

3) The Brainstorm Manager goes back to the first idea about a top ten list of bullies and goes round the group again. This time she asks if anyone has an idea to develop that theme.

The first two people say pass but the third suggests giving a prize to the worst bully in school each month

The Brainstorm Manager writes that under the headline of the theme.

The next pupil suggests that everyone in school votes each month to find the worst bully.

That is also written down.

Before the round has finished, more than ten suggestions have been made for the theme. After this round everybody is free to suggest ideas by raising their hand when they wish to speak rather than waiting for their turn as the teacher moves around the group

This process continues for five minutes and the idea development of the “Bully top 10” theme is over.

The Brainstorm manager goes on to the next theme and continues like this until all themes have been covered.

The result is 9 themes with headlines and a lot of ideas and suggestions.

4) The pupils now get 10 minutes to decide which theme they want to work with.

5) The pupils write their name under the theme they want to work with.

The result is that three themes are chosen and three project-groups are formed. The project group’s first task is to decide which ideas from their theme they want to work with.

The Brainstorm manager introduces them to The Cross Road. This is an exercise for prioritizing ideas. It can be found in the description of the Rotating Idea Development in this module.

By using this method, the pupils decide exactly which activities they want to carry out to combat bullying in their school in the future.

To help the participants to organize their project groups and write down a description of the activities, the Brainstorm Manager introduces them to the form called “Project description for youth”, from the Yo-Pro module called “Facilitating Youth Projects.”

Adjustment for target group

Some young people do not like to lie down on the floor. It is possible to let people sit on chairs and adjust the Dream-Travel accordingly.

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS**Introduction**

The Rotating Idea Development-model is designed to develop and prioritize ideas with groups of between 12 and several hundred people. The model ensures that everyone in a group has the opportunity to contribute to the ideas process.

The Rotating Idea Development is part of Module 2 - “Young People and Creativity.”

Competencies**Youth Workers****The expected learning outcomes for youth workers:**

- **Explain the creative process:** identify the creative challenge clearly.
- **Working with others:** listening to each other, co-operating with others on activities.
- **Leadership:** organize the team.
- **Motivation:** Show commitment to the team, encourage others.
- **Awareness of other people:** show empathy and compassion, can question and challenge others positively.
- **Negotiation:** respect other opinions and points of view; be clear of your goal.
- **Social skills:** be comfortable and relaxed in groups of people, respect cultural differences between people.
- **Building relationships:** collaborate and co-operate with others, work with others towards shared goals and aims, be effective in small and large groups.

Young People**The expected learning outcomes for young people:**

- **Self confidence:** develop, express and share clear ideas and views, capable of presenting ideas effectively to others.
- **Positive thinking:** understand the importance of positive thinking and positive language, always think “success”.
- **Adaptability:** adapt easily when things change, see new opportunity in change.
- **Risk taking:** be open to try new things.
- **Setting goals:** set short, medium and long term goals, take responsibility for own choices and future.
- **Motivation:** be inspired to take action, show commitment to the team, and encourage others.
- **Working with others:** participate co-operatively with others, actively collaborate on developing ideas, and take part in creative group work and activities.
- **Speaking and listening:** debate and discuss ideas in small/large groups, explain own ideas and listen to others’ ideas/views, effectively share/present small group ideas to large group.

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

- Young People**
- **Experiment with ideas:** devise new ideas from stimulus, engage in new techniques for creative thinking, and see more than one option or solution, experiment with ideas in different ways.
 - **Basic mind-mapping of ideas:** understand how to map out ideas and thinking, understand how to make connections between ideas, ability to see and understand the “bigger picture”.
 - **Brainstorming and word association:** Participate in small/large group brainstorming sessions; understand how to use association to generate idea.
 - **Awareness of other people:** can question and challenge others positively.
 - **Own identity:** express yourself and your views and opinions to others.
 - **Listening skills:** use active listening techniques; ask appropriate questions to enhance the listening process.

Resumé of exercise

The aim of The Rotating Idea Development (RID) is to generate as many ideas as possible as quickly as possible.

It can be ideas for a cultural project, for the contents of a new youth centre, for a youth festival, a party, for a new course or any other situation where good ideas are needed to develop projects or organizations.

The outcome of RID will develop a large ideas catalogue with the young peoples ideas relating to the chosen themes. The ideas will be prioritized by the young people themselves and put into categories.

The programme consists of:

Rotating Idea Development
Rotating Idea Prioritizing
Cross Road
Time Circle

Practicalities

Numbers	From 12 – 1000
Duration	3 – 6 hours
Physical Environment	A room large enough to accommodate tables for the groups to work at..

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

Practicalities

Materials

1. **Exercise, The Rotating Idea Development.**
 - Paper tablecloth for each table.
 - Permanent markers in blue, black and red for each table.
 - One whistle.

Materials

2. **Exercise, The Rotating Idea Prioritizing**
 - Paper tablecloth for each table.
 - Three permanent markers in red for each table.

Materials

3. **Exercise, The Cross Road**
 - Large flip chart papers for each table.
 - One permanent marker for each table.

Materials

4. **Exercise, The Time Circle**
 - One large piece of paper, at least 2 x 2 meters, depending on the number of ideas.

The manual

Manual for the Rotating Idea Development-model

Introduction

In this example we demonstrate how the RID works with a group around 30 young people.

When you want to use RID, you must begin by defining the idea which will be developed. This could be ideas for a campaign against racism, ideas for a youth festival or ideas new activities in the club.

In this example we will be using the idea of a youth festival. .

Before you start the idea should be split into themes.

The themes for a youth-festival could include

- music
- acts
- design
- entertainment
- promotion
- finance

In this example there are six themes.

The theme-managers and the process-manager

When you have defined the themes, you must find a theme-manager for each theme.

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

The manual

There must be somebody to be an overall leader of the Idea Development. We will call that person the process-manager. The theme-managers must be young people and not the youth-worker(s) who are facilitating the RID.

The theme-managers can be selected before the RID starts by asking the group what themes they want and who want to manage them.

It is often helpful to prepare the themes and select the theme-managers together with a smaller group of young people one or two days before the RID. In that way it is possible to prepare the theme-managers before “the big day” when the rest of the group is invited

It is a good idea to find young theme-managers will want to help realise the ideas after the RID.

It is also beneficial to match the theme managers to areas they have an interest or talent in.

It can be advantageous if the theme-managers want to take responsibility for realizing the ideas. It also helps if they have a certain status amongst their friends. This will help encourage other youth to help realise the activities and also encourage people to come and see the results. (Using the example of the concert).

If you use the RID with hundreds of young people you must divide them up into groups of no more than seven or eight people.

If you have 200 people this will make around 27 groups. In this situation you will need to work in a room large enough to accommodate 27 tables so each group can sit in a circle.

You will also need 27 themes. However you could use 9 themes and ask 3 groups to work on each theme. This will mean each theme has 3 theme managers. If this happens you must ensure that no group is visited twice by a theme manager with the same theme.

Back to our example with six themes

When you have selected one theme-manager for each theme, in this case six theme-managers, the process-manager divides the rest of the group up into six smaller groups.

If you start out with 30 young people and take out six idea-managers, you will have 24 people left that will make 4 young people in each of the six groups. It is often a good idea to make sure that the young people in the groups do not know each other too well. You can do this by giving each person a number between 1 and 6. Ask everybody with the number 1 to go to 1 table and so on until everybody is at a table

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

The manual

Prepare the tables

Each group must sit around a table. The tables should be covered with a paper table cloth that is held in place with tape. There should be a marker at each table for writing the ideas onto the table cloths. These tables will now be referred to as Idea Cafés. Each Idea Café will have a different theme.

Introduction from the process-manager

When the Idea Development starts, the process-manager asks the theme-managers to take sit with their groups

The process manager gives some background information about the Idea Development and introduces the exercise, telling everybody what is supposed to happen. They explain that all the groups are going to visit 6 Idea Cafés and write down their ideas and suggestions regarding the 6 different themes. They must not write any idea which is already on the tablecloth.

If a person does not have an idea they should pass the marker pen to the person on their right

When each group has finished writing their ideas the time whistle is blown and every member of the group, with the exception of the theme manager, moves onto the Idea Café on their right.

When all groups have visited all cafés, the idea development is over. The groups should be encouraged to write down all of their ideas. Nothing is too small, nothing is too big and no suggestions are stupid.

There is one rule: Nobody is allowed to say no or not. We do not want to criticize the ideas in the middle of the creative process.

Then the process-manager says GO, and the Rotating Idea development has started.

See appendix 1 for a document with the introduction for the process-manager.

Theme-managers take over

The theme-managers introduce themselves to their groups and ask the members of the groups to introduce themselves to each other. They repeat the rules of the idea development.

See appendix 2 for a document with the introduction for the theme-manager.

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

The manual

Then they write the headline of their theme for their Idea Café in the middle of the tablecloth.

They then have one minute to tell the group about their theme. At the end of the minute the group should understand the type of ideas and suggestions that are required in their Idea Café
Then they start to pass the marker around the group and people write their ideas on the cloth.

For example:

- Hello, my name is Peter; my theme is music for the festival.
Which bands and DJs would you like to see at the festival?

The theme-managers give the marker to the person on their right if they have any ideas for the theme.

The person writes the first idea on the cloth or says pass, if they do not have any ideas at that time

Then the marker is passed on to the next person who writes an idea on the cloth or says pass and passes the marker.

After the first round, the floor is open for people to make suggestions. Everybody is welcome to ask for the marker and write new ideas.

This process happens at the same time in all the groups.

When there is nobody who has any ideas left to write down in the single group, the theme-manager of the group signals to the process manager that the group is ready to rotate.

Rotation

When all the groups have finished and all the theme-managers have signalled to process-manager, the process-manager blows the whistle and all the groups move to the Idea Café on their right site. The rotation should be clockwise.

It means that all the theme-managers are visited by a new group.

The theme-managers introduce themselves and ask the new group take a look at the ideas which have already been written down on the cloth.

The theme-manager can point out certain ideas that they think will inspire the new group.

Then they pass the marker around the group and they add their ideas to the Idea café by writing them on the tablecloth. The group should be reminded to only write new ideas.

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

The manual

When the groups are out of ideas, the theme-managers signal to the process-manager and when all the groups are ready, the process-manager whistles and they rotate again.

If the theme-manager is visited by a group that has no ideas, they are responsible for inspiring the group to help them generate ideas.
Therefore it is important that the theme-manager is well prepared and has written a number of questions relating to their theme.

For example if we take the music-theme the questions could be:

- Ideas for local bands/DJs?
- Ideas for national bands/DJs?
- Ideas for international bands/DJs?
- Ideas for bands/DJs representing different music genres
- Ideas for battles and contests between musicians?
- Ideas for collaborations between musicians and other artists, like rappers and skaters or DJs and dancers?

When all six groups have visited all six Idea-Cafés, the first part of Rotating Idea Development is over.

It normally takes about 3-5 minutes for each rotation with groups of 4 people. This means that in less than 30 minutes, all 30 people in the six groups have had a chance to put forward their ideas and make suggestions about all the six themes.

The result

When RID is finished, there are a lot of ideas written on the tablecloths on the six tables.

Now we need to find out which ideas the group thinks are the best.

For that we use the Rotating Idea Prioritizing model.

But first it is important to give everyone a break.

APPENDIX 1

Introduction from the process manager for The Rotating Idea Development.

Explain the background for the Idea Development and introduce the exercise by telling everybody what is supposed to happen.

Explain, that:

- All the groups are going to visit all the Idea Cafés and write their ideas and suggestions on the tablecloths.
- Nobody is supposed to write any ideas or suggestions which are already written on the cloth.
- If they have no ideas, they just say pass and give the marker to the person to the right.
- when all groups have finished writing ideas for their Idea Café you will whistle and all the groups, with the exception of the theme managers move onto the next café on their right.
- When all groups have visited all cafés, the idea development is over.

This encourages the young people to suggest any ideas they like.
Nothing is too small, nothing is too big and no suggestions are stupid.

There is only one rule:

- Nobody is allowed to say no or not. We do not want to criticize the ideas in the middle of the creative process.

Say GO to start the Rotating Idea Development.

APPENDIX 2

Introduction from the theme-manager for the Rotating Idea Development.

Introduce yourself to your group and ask the members of the group to introduce themselves to each other.

Repeat the rules of the idea development:

- All the groups are going to visit all the Idea Cafés and write their ideas and suggestions on the tablecloths.
- Nobody is supposed to write any ideas or suggestions which are already written on the cloth.
- If they have no ideas, they just say pass and give the marker to the person to the right.
- when all groups have finished writing ideas for their Idea Café you will whistle and all the groups, with the exception of the theme-managers move to the next café on their right.
- when all groups have visited all cafés, the idea development is over

Write the headline of the theme of your Idea Café on the middle of the tablecloth.
Now you have 1 minute to talk to the group about your theme so they understand what type of ideas and suggestions are needed in this specific Idea Café

For example:

- Hello, my name is Peter; my theme is music for the festival.
Which bands and DJs would you like to see at the festival?

After that, you give the marker to the person on our right and ask if they have any ideas for the theme.

The person writes the first idea on the cloth and passes on the marker on. If they don't have any ideas they say pass and pass on the marker to the person on their right.

After the first round, the floor is open and everybody is welcome to ask for the marker and write new ideas.

When there is nobody who has any ideas left to write down, you signal to the process manager that your group is ready to rotate.

Rotating Idea Prioritizing

The Rotating Idea Prioritizing is a model, which gives young people the opportunity to vote on the ideas on the tablecloth they think are the best.

The groups once again rotate from table to table, but this time they vote on the ideas they like best.

APPENDIX 2

Introduction from the theme-manager for the Rotating Idea Development.

Prepare the tables

After the break, the groups are asked to sit down by the Idea Cafés, where they started the previous session.

They are joined by the theme-manager of the cafés.

Here they make their Idea Café ready for the Rotating Idea Prioritizing. This means they must ensure that it is possible to vote for all the ideas in the café by marking them with the permanent marker.

Duplicated statements and ideas must be taken out and any statement that it is not possible to vote for must be removed.

Introduction from the process-manager

When all Idea Cafés are ready for voting, the process-manager explains the rule of the Rotating Idea Prioritizing.

They explain that all the members of the groups have 2 votes in every Idea Café. They must vote by placing a mark next to the 2 ideas in each café they want to vote for.

When all groups have finished voting in their Idea Café, The process manager blows the whistle and all the groups, with the exception of the theme-managers, move to the next café on their right.

When all groups have visited all cafés, the voting is over.

Then the process-manager says GO, and the Rotating Idea Prioritizing has started.

Theme-managers take over

The theme-manager shortly briefs the group about the ideas on the tablecloth and then gives the marker to the first group member to vote.

This process happens at the same time in all the groups.

When everybody in the group has voted, the theme-manager signals to the process- manager that the group is ready to rotate.

When all six groups have visited all six Idea-Cafés, the Rotating Idea Prioritizing is over.

It normally takes about 2-4 minutes for each rotation with groups of 4 people.

This means that in less than 25 minutes all 30 people in the six groups have been given the chance to vote.

Presentation of the results

When the Rotating Idea Prioritizing is over the groups go to the Idea Café where they started.

Here they help the theme-manager to count the votes and find out which ideas got most votes. After that the process-manager asks the groups to present their results.

APPENDIX 2

Introduction from the theme-manager for the Rotating Idea Development.

The theme-manager can do this or let another member of the group to do it.

The person must stand up and tell everybody what the theme of their Idea Café is and then announce the 3-4 ideas that got most votes. After each presentation the process-manager should start the applause for the person who gave the results.

Now we have all the young people's ideas written on the tablecloth and we know which ideas are the most popular.

Depending on the situation, the group and youth leaders can now pick out the ideas they want to work on.

In Module 2 you find tools to help describe and realize ideas.

If you want to go a step further when prioritizing the ideas with the group, you can use the exercise called Cross Road before you decide which ideas you want to work on.

The Cross Road

The Cross Road is an exercise which makes it possible for the young people to say which of the ideas they like. At the same time they can decide which ones they believe it would be realistic to try and realise.

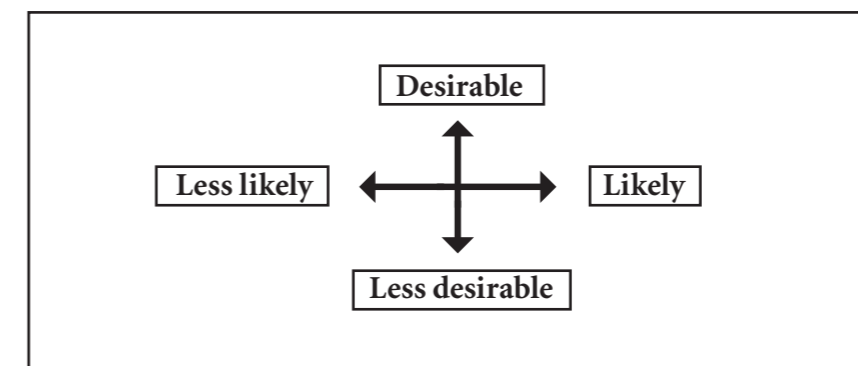
Introduction from the process-manager

The process-manager asks the groups to go back to the Idea Cafés where they started the Rotating Idea Prioritizing.

Here they must write all the ideas onto memory-notes (also called post it-notes) together with the number of votes the ideas got.

After that they must place the ideas on a big cross (See appendix 3), which will show if the ideas are desirable and likely to be realised. The Cross Road must be drawn on a large sheet of paper, for instance A1 or any size that has room for all the notes from the different groups.

The Cross Road-illustration: Appendix 3



APPENDIX 2

Introduction from the theme-manager for the Rotating Idea Development.

The theme-manager takes over

The theme-manager hands out the memory-notes to the members of the group and everybody helps to write the ideas and the number of votes they got onto one memory-note each. Then the theme-manager collects all the memory-notes and put them in a heap on the table with the text facing downwards. They must be well mixed. Everyone around the table picks up the same amount of notes from the table.

One member of the group now reads the idea on their first note and the group decides where to put it on the Cross road-illustration on appendix 3.

- If the group members like the idea and believe it is likely to be realised, they place it in the upper right corner.
- If the group members feel the idea is likely to be realised but less desirable, they place it in the lower right corner.
- If the group members feel the idea is less desirable and less likely to be realised, they place it in the lower left corner.
- If the group members feel the idea less likely to be realised but desirable, they place it in the upper left corner.

When all the notes have been placed, we can see which projects the groups feel are both good and possible to realize. Those are the ideas in the upper left corners of all the Cross Road forms.

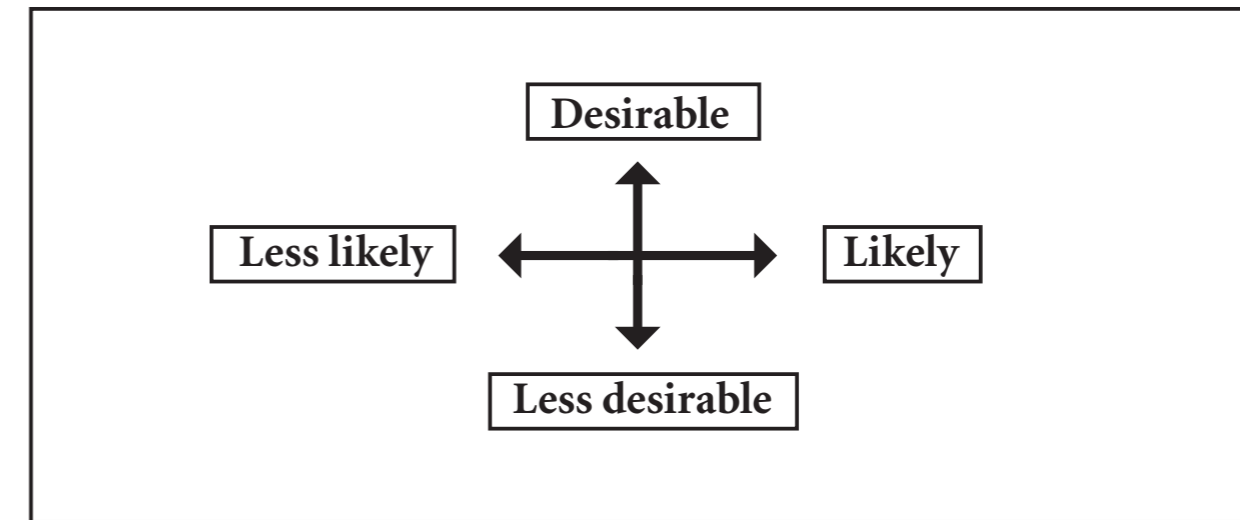
Depending on the situation, the young people and youth leaders can now pick out the ideas they want to realize.

In Module 2 you find tools to help describe and realize ideas.

If you want to go a step further in prioritizing the ideas with the group, before you decide about which ones to realize, you can use the exercise called Time Circle.

APPENDIX 3

The Cross Road



THE TIME CIRCLE

The Time Circle is an exercise which puts ideas and suggestions into a time-plan. It is to be used when you develop ideas which can be realized at different times.

When considering the Time Circle it is not necessary to use our example of the youth-festival. A festival is often realized in one day, a few days or a week.

The Time Circle should be used when you want to develop something that will take place over a longer period of time. For example:

- Youth Policy in a city or a region.
- A new youth-centre.
- Any existing youth organization.
- A youth council

Here it is important to be realistic about which ideas are to be realized at the present time and which ones should be considered over a longer period.

The Time circle (see appendix 4) is a form, where you place the suggestions and ideas, according to how long time it will take to realize them.

The inner circle of the Time Circle is for ideas which can be realized quickly, maybe within a month. It is smaller, more practical ideas that can be realized quickly and show results from the Idea Development. It is up to the people who arrange the Time Circle exercise to decide exactly how much time ideas will have to be realized in the inner circle.

The next circle is for ideas that can be realized in around 6 months.

The third circle is for ideas that can be realized in a year or more.

The Time Circle in appendix 4 must be drawn on a large piece of paper in the middle of the floor. The paper should be at least 2x2 meters or be large enough for all of the notes from the upper left sides of The Cross Road form.

Introduction from the process-manager

The process-manager tells the groups to place the memory notes from the upper left corner of all the Cross Road forms on the Time Circle on the floor.

The theme-manager takes over

The theme-manager takes all the memory notes from the Cross Road forms and brings them to the Time Circle with his group. Now the group places the memory notes onto the appropriate section of The Time Circle.

When all the groups have placed their ideas in The Time Circle, the idea prioritizing is over and it is time to find out who is going to realize the ideas.

Now everybody gathers around the Time Circle and the process-manager starts the discussion about who is going to realize which ideas.

THE TIME CIRCLE

She considers the ideas one at a time and asks who would like to be responsible for realising the idea within the suggested time frame. Alternatively the process manager can let people gather around the Time Circle and tell her which ideas they would like to be responsible for

The process-manager must record the names, phone-numbers and e-mail-addressees of the people who wish to take the responsibility for the realisation of ideas.

It is often the case that ideas in the inner circle can be quickly realised by the young people who want to take part.

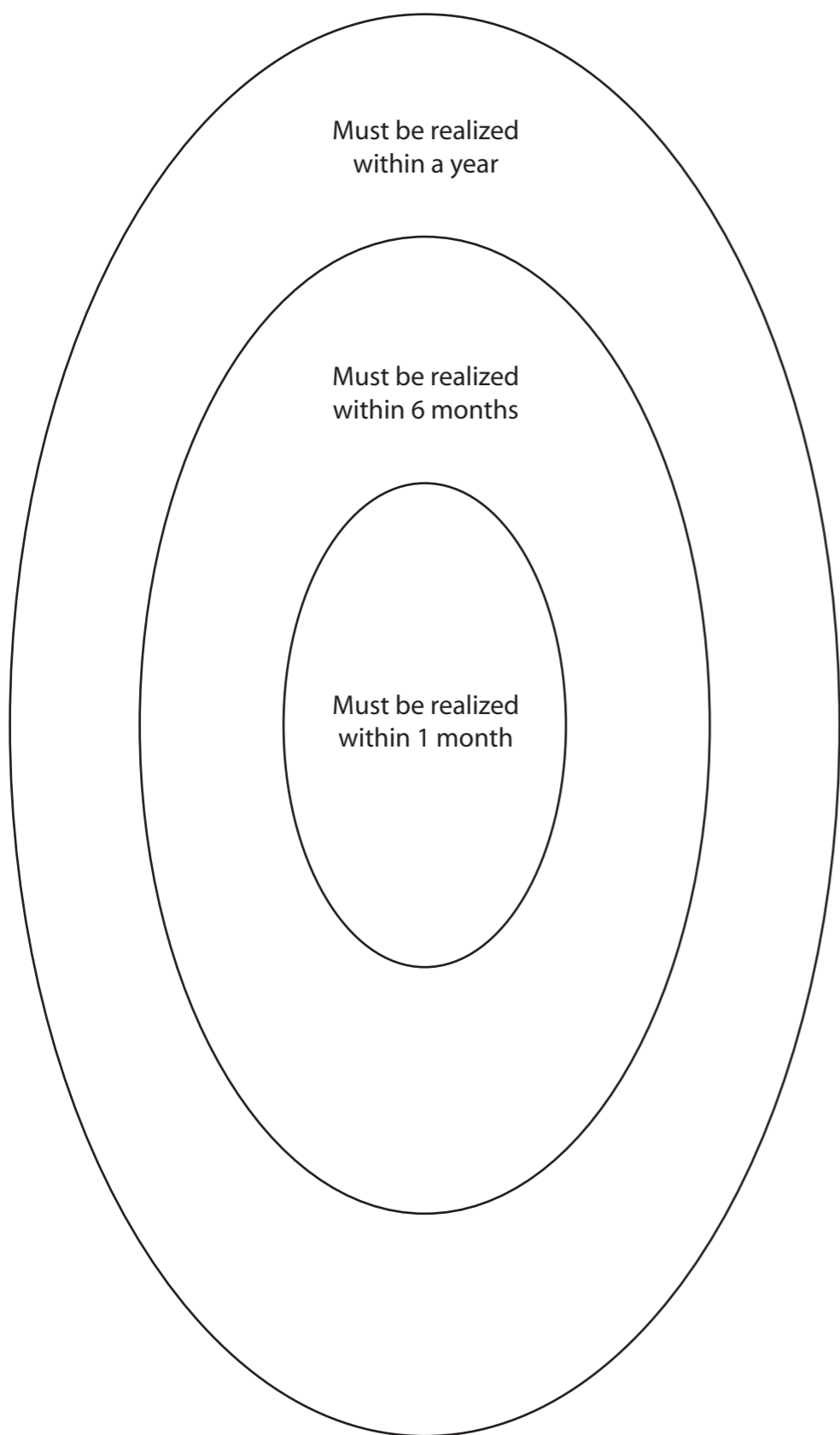
The ideas in the middle circle often require a greater level of cooperation between young people and the project leaders or the leaders of the organization.

The ideas in the third circle are often ideas for major developments and they might need to be brought to the board of the organization or maybe local politicians.

It is not intended that all ideas will be realised. The Rotating Idea Development will always result in many ideas, maybe hundreds or even thousands in very large groups. And even after all the prioritizing exercises there will still be many to many ideas left to realize.

An organisation may claim a high success rate if it manages to realise 5 out of 50 or 100 ideas from the idea development. It is essential not to start the realization of more ideas than the organization has resources to support.

APPENDIX 4 The Time-Circle



TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

How to keep up the tempo and ensure concrete results.

It is important that someone takes responsibility for the realisation of the ideas before the session is over.

It does not matter which point you decide who will take responsibility. It could be after the Rotating Idea Development, the Rotating Idea Prioritizing, and the Cross Road or even after the Time Circle has been completed. Whenever the decision is made, there must be a clear plan for starting the realisation process.

The young person who accepts responsibility for realising the ideas must have immediate support. They will need to find other people who want to help as they will have responsibility for planning, organising, promoting and financing the ideas.

The people who take immediate responsibility for the realisation of the projects must gather people and resources as quickly as possible to ensure that momentum is not lost and the realisation process gets underway.

It is best practice to meet with everybody who wishes to support the realisation of the idea the next day in order to start planning activities. An alternative is to meet with the individuals in charge of realising the ideas during the following week.

The Rotating Idea Development and prioritizing exercises will always provide a dynamic day with a good atmosphere for all the participants. Therefore it is important to keep up the energy by ensuring quick action once the exercises are complete.

If nothing happens within a week momentum may be lost and it may be too late to realise the ideas. The energy and excitement of the idea generating process may be lost, especially if there is no support from experienced project managers.

There have been a few examples in the Nordic countries where good idea development led to nothing because there was no plan for how to support the groups who wanted to realize the ideas. Or because people waited too long before they started to realise the ideas.

The result of this is that the young people get the impression that there is no point telling adults about their ideas because nothing will change and the adults will make all of the decisions as usual!

Sum up

Idea development with young people is essential if you wish to involve them and make them take part in the development of ideas and projects.

The Rotating Idea Development Model will, if it is introduced in the right way, always ensure the generation of lots of ideas. .

However it is very important that the young people actually take part in realizing the ideas.

TRAINING EXERCISE 3: ROTATING IDEA DEVELOPMENT INCLUDING EXERCISES FOR PRIORITIZING IDEAS

Sum up

If the ideas are just handed to the youth workers, leaders or politicians there is no real involvement in the sense that Yo-Pro wants to develop.

Real involvement occurs when young people take part in developing and realizing the ideas as much as they can, depending on the resources available to them. Some young people will need a lot of support to realize small ideas. Some will need just a little help to realize a whole festival. The youth worker must always be able to see what kind of help and support the group they are working with will need in order to have success in project work.

In Module 3 of Yo-Pro, you will find tools to realize ideas alongside groups of young people. It is a good idea to take a look at the content of that module before starting a Rotating Idea development. That will give you an idea of what is required when you are helping you people realise their ideas.

Adjustment for target group

Rotating Idea Development works with all target groups, if it is adjusted and introduced correctly.

It can be carried out with children as young as five. Experiences of Rotating Idea Development with very young people shows that the themes must be more specific and concrete, the younger the target group is.

This model has been used with young offenders and groups with few material resources. When working with these groups it is important that the youth workers are well prepared before the exercise starts.

TRAINING EXERCISE 4: OPEN SPACE

Illustration

To follow

Introduction

Open Space is an exercise which promotes discussion, idea development and development of organizations. It is practised by companies and organizations all around the world.

It works with groups from 10 – 1000 people and because there are no unnecessary rules, it works very well with young people.

It is chaotic, productive and fun.

Every single participant contributes in Open Space with their competence and creativity and everybody has a direct influence on the result of the process.

Open Space was created in the 1980 by Harrison Owen, when he realized that people participating in his conferences loved the coffee breaks more than the lessons and workshops.

In the breaks the participants discussed the really important issues and where often more enthusiastic than during the workshops.

So why not create a meeting inspired by the structure of the coffee break?

Competencies

Youth Workers

The expected learning outcomes for youth workers:

- **Explain the creative process:** identify the creative challenge clearly.
- **Working with others:** listening to each other, Co-operating with others on activities.
- **Leadership:** organize the team.
- **Motivation:** Show commitment to the team, encourage others.
- **Awareness of other people:** show empathy and compassion, can question and challenge others positively.
- **Negotiation:** respect other points of view and opinions; be clear about your goal.
- **Social skills:** be comfortable and relaxed in groups of people, respect cultural differences between people.
- **Building relationships:** collaborate and co-operating with others, work with others towards shared goals and aims, be effective in small and large groups.

The expected learning outcomes for young people:

- **Self confidence:** develop, express and share clear ideas and views, capable of presenting ideas effectively to others.
- **Positive thinking:** understand the importance of positive thinking and positive language, always think “success”.
- **Adaptability:** adapt easily when things change, see new opportunity in change.

TRAINING EXERCISE 4: OPEN SPACE

Competencies

Youth Workers

- **Risk taking:** be open to try new things.
- **Setting goals:** set short, medium and long term goals, take responsibility for own choices and future.
- **Decision-making:** identify relevant information, weigh up the options available, decide on an outcome, make that outcome happen

Young People

- **Motivation:** being inspired to take action, show commitment to the team, encourage others, show commitment to the team, encourage others, personal responsibility
- **Working with others:** participate co-operatively with others, actively collaborate on developing ideas, and engage in creative group work and activities.
- **Speaking and listening:** debate and discuss ideas in small/large groups, explain own ideas and listen to others' ideas/views, effectively share/present small group ideas to large group.
- **Experiment with ideas:** devise new ideas from stimulus, engage in new techniques for creative thinking, and see more than one option or solution, experiment with ideas in different ways.
- **Basic mind-mapping of ideas:** understand how to map out ideas and thinking, understand how to make connections between ideas, ability to see and understand the "bigger picture".
- **Brainstorming and word association:** Participate in small/large group brainstorming activities; understand how to use association to generate idea.
- **Explain the creative process:** identify the creative challenge clearly, generate new ideas and/or adapt old ones, apply selection criteria to select best options, develop idea to conclusion
- **Working with others:** listen to each other, co-operating with others on activities, making decisions together, tolerating and respecting others, supporting the team
- **Verbal communication/reasoning:** justify own opinions, be honest and open, critically assess ideas and contributions, engage in meaningful discussion, reach team agreement, ask questions to clarify things
- **Problem-solving:** identify problem fully, develop strategies and solutions, discuss and agree these with the team, implement strategies and solutions
- **Awareness of other people:** can question and challenge others positively.

TRAINING EXERCISE 4: OPEN SPACE

Competencies

Young People

- **Own identity:** express yourself and your views and opinions to others.
- **Listening skills:** use active listening skills; ask appropriate questions to enhance the listening process.
- **Negotiation:** respect other points of view and opinions, agree to disagree when necessary, negotiate assertively, enthusiastically and persuasively
Be clear about your goal, be prepared to compromise and resolve differences, be calm and unhurried, listen to other people, aim for a win-win outcome if possible.
- **Building relationships:** collaborate and co-operate with others, work with others towards shared goals and aims, trust others and be trustworthy, work effectively as part of a team, be effective in small and large groups, enjoy the company of other people.

Résumé of exercise

Open Space is an exercise which helps the idea development process when working with large groups of people.

It gives the participants the opportunity to organize themselves within a simple and clear frame, and to contribute to idea development or the solving of complex problems.

Open Space is based on the philosophy that participants will contribute enthusiastically to solve relevant problems or give ideas when they have the chance to organize the work themselves in a simple structure.

Practicalities

Numbers	10 – 1000 people
Duration	3 hours – 3 days
Physical Environment	A large room, which can accommodate participants working in small groups (Chairs needed). Or a large room and a number of smaller group rooms.
Materials	Flip chart paper and markers. Paper and pens for minutes.

The manual

Invitation

You start by sending out invitations for the Open Space seminar which define the contents of the seminar.

Is it:

- An idea development?
- Development of a company or organization?
- Solving of a problem?
- Or a free and open seminar, where people are to discuss whatever they feel like?

EXERCISE 5: THE FUTURE OF YOUTH WORK**The manual**

The invitation must indicate that this is no ordinary meeting or conference.

Preparation

Before starting the seminar you must prepare a number of group work rooms so that they contain paper, pencils, flowers and candle light for the group tasks.

It is important to have enough rooms for all of the groups.
If rooms are not available you could organise the tables in a room into 'islands' for the groups to work at.
You must write the room or island numbers and the meeting times in the notes.

The duration of the meetings must be decided on by calculating how much time the groups will need according to the theme of the Open Space and the number of people who will be taking part.

There could be 20 groups each meeting for 1 or 2 hours. It could be useful to have designated 1 and 2 hour meeting rooms. You could also have a flexible room where meetings can last for either 1 or 2 hours.

For example:

Room A, 10.00 – 12.00 a.m. written on a note

Room B, 10.00 – 11.00 am written on a note

Room B, 11. – 12.00 a.m. Written on a note

Introduction

Start Open Space by putting all the participants in one big circle or in several circles inside each other on chairs, but without tables.

The host

Then the host – it could be the leader of the organization – makes a short speech (5 – 10 minutes) to:

- outline the content of the conference
- make it clear that everyone's opinion will be valued
- make it clear that the results of the seminars will be followed up

The facilitator

The facilitator is the person who explains the process and makes sure that everybody understands what is happening.

The facilitator explains the principles of the method:

EXERCISE 5: THE FUTURE OF YOUTH WORK**The manual**

In Open Space, there are 4 principles:

- 1) Who ever is participating is the right person.
- 2) What ever happens, it is the only thing that could happen.
- 3) It starts when ready.
- 4) It ends when it ends.

And the law of the feet:

The law of the feet means that if a participant is in a group where they:

- do not learn anything,
- do not find the subject interesting
- or do not feel like staying for any reason they might have

They simply walk to another group, sit down and take part in the work of that group.

Kick of

After introducing the principles, the facilitator explains how to do the Open Space exercise:

People are now sitting in one or more circles and the facilitator explains:

- Anybody who wants to start up a discussion or an activity takes a marker and writes the title of their idea on a sheet of flip chart paper, in large letters so everyone can read it. The titles can describe ideas, problems, solutions, hopes, worries or whatever the person writing it wants to define.

- They should stand up and announce their title to the group.
 - Then one of the notes with predefined time and room is chosen and put on the flip chart paper.
 - The paper with activity, time and room is put up on the wall.
 - When everybody has had the chance to announce titles for discussions and activities, it is time for the village-marketplace.
 - The participants walk around, look at the walls and put together their own personal conference timetable.
- They choose the meetings they want to be at and write down the room and time of the meetings they are to join.

TRAINING EXERCISE 4: OPEN SPACE**The manual****Start the meetings**

- The first meeting/workshop can start immediately.
- There should be at least 3 people working on a subject. The person who announced the title is not allowed to leave the group. They are responsible for getting the workshop started.
- A good way to get the group started is to let everybody in the group talk about why they chose to join the group.
- The person who announced the title has responsibility for ensuring minutes are taken of the meeting.

These must be a short report about:

- The title of the group?
- Names of the participants.
- Main subjects and ideas from the discussions.

The Law of the feet

If anybody wants to leave the group, they just rise from their chair, say “thank you and good bye” and leave the group.

They can then find another group or take a break if they wish.

It means that some participants from group to group.

They are called bumblebees. They fly from group to group and pollinate the groups with inspiration from other groups.

There are also participants who will take a break from the group work for a while. They are called butterflies. They create silent areas, where you can sit and reflect or they may form their own random workshops.

End the meetings

When the meetings end, the participants go back to the circle and sit down.

The group leaders pin the reports at the News wall before the reunion.

If there is time left before the reunion, the people who have written the minutes, writes them on A4 paper so that they can be copied. The minutes should either be in clear handwriting or word processed.

It is important that there is access to photocopiers so the minutes and reports can be reproduced in large numbers so everyone at the conference can have a copy.

If there is no time before the reunion, the reports must be copied straight after.

It is the facilitator who is responsible of helping people from the groups to get their reports written and copied.

TRAINING EXERCISE 4: OPEN SPACE**The manual**

When everybody is gathered in the circle, a person from each group gives a very short report on the work in their group. (Only 1 minute)

Follow up

After the reports have been given, it is possible to suggest new titles and go back into the groups and continue the work.

The first group work will often have created ideas for new subjects.

You can also start to plan the activities which will be carried out as a result of the conference.

The follow up will vary after each conference. In some organizations, you may wish to let the participants keep working for a day or two to prioritize and plan the activities resulting from Open Space.

(In module 2 of You Pro, you find exercises to make project descriptions and realize ideas.)

In other organizations, the reports are given to the management and it is up to them to choose which ones to carry out.

In any case, the reports from all groups must be handed out to all participants of the Open Space Seminar.





Module 3

Facilitating youth projects



FACILITATING YOUTH PROJECTS

Module Introduction

Every time we plan an activity, whether in a youth club, in an association or within the family, we start a project. But we don't talk about the vacation in terms of a "travel project" or about the activity in the local soccer club as a "tournament project".

We simply plan a trip or organise a tournament.

When we work with these things we work in a more or less systematic way.

We find out the relevant conditions, collect facts and material, calculate and gradually come up with a result.

A project is carried out!

A project is distinguished by its systematic structure. It contains a number of steps to work through in order to reach a result. It is not complicated to be the leader of a project; it's a question of order, leadership and administration.

A project contains clear tasks, a clear organisation, a fixed time plan and allotted resources.

This is why the project work calls for order, leadership and administration.

Experience shows that we work better together than alone and this is the basic idea behind projects. There are a lot of different tasks in a project and in general one group member cannot manage them all in the best way possible.

Diversity – multitude – a mix of people from different cultures, of different sex, with different values, skills and experiences often create new ideas and a better result than if all members of the group are, for example, white 15 year old boys who listen to hip hop.

"The only true knowledge we have about the future is that we lack in knowledge about it". But we are interested in finding an advanced planning so that we, if possible, can control our insecurity. This can be done by analysing the problems we expect to occur and prepare ourselves to solve them. This is what this two days module "Facilitating Youth Projects" is all about.

The aim, thus, is to find the knowledge and the tools which are needed to coach the youth in their projects and turn the problems into possibilities, yet also to find the necessary knowledge in order to benefit, inspire and lead the youth to start up new projects.

The module contains a detailed description of the project to be used and studied by the youth leaders, but also a simplified description of the project which is to be used by the youth.

The module also contains tools elaborated in order to avoid pitfalls.

It's also important to be open for the ways in which participants confront the tools and their ways of working with the problems. The tools are a means to reach a good project result, not the aim of the project itself. If you have tested the tools in advance you also dare to stretch the limits to make a better result and to involve the youth even more.

The module "Facilitating Youth Projects" should be connected to and used as a continuation of the Norwegian module (an idea-developer), or as a practical tool to further implement already existing ideas.

FACILITATING YOUTH PROJECTS

Module training Exercises and Icebreakers

Day one:

Exercise 1: The project description for youth leaders

Exercise 2: the project description for youth (depending on which group you are working with)

Part one:

- The portrait (Icebreaker) Appendix 1.
- The cow (Icebreaker) Appendix 2.
- background
- idea
- purpose
- organisation

Exercise 3: The Sculpture

Exercise 4: Forum Theatre, connected to the internal project organisation

Day two:

Exercise 1: The project description for youth leaders

Exercise 2: The project description for youth (depending on which group you are working with)

Part two:

- Ahoy (Icebreaker) Appendix 3.
- partners/network, external
- action plan
- marketing

Exercise 5: Marketing the project

- budget

Exercise 6: How do you finance your project?

- financing
- send a flash (Icebreaker) Appendix 4.
- evaluation
- documentation
- after the project is over
- game of character (Icebreakers) Appendix 5.

Exercise 7: Positive evaluation

Instructions for teachers

Instructions for teachers

When you are going to teach the two-day module "Facilitating Youth Projects", you are supposed to use the method "learning by doing".

FACILITATING YOUTH PROJECTS

Instructions for teachers

You can use invented or real projects; the latter is of course even better, no matter if the participants are youth or youth leaders.

Day one:

1. Before you begin with the actual project description, it is a good idea to use the icebreaker “The Portrait” (see instructions in appendix 1) to make the participants feel relaxed and comfortable with each other.
2. Continue with another icebreaker, “The Cow” and make a connection to working in a project. (See further instructions in appendix 2).
3. Divide the group into smaller groups, 2-4 persons in each.
4. Now it is time to begin working with the project description. Go through the description point by point and explain what a project description is expected to contain. Give the participants the possibility to ask questions.
5. When all the groups have begun to work, it is wise to interrupt for a short account before they have come too far. Let each group describe what they have written. Comment upon the content (let the other groups give comments as well). This is done in order to give the groups immediate feedback upon the work they have done. As a suggestion, you might let the participants work with the parts: background, idea, purpose, aim and content.
6. Before you let the participants go on with the part “organisation”, you use the exercises “The Sculpture” exercise 3. (to make the participants aware of the importance of body language) and thereafter “The Forum Theatre” that will enlighten the problems that might appear in a project organisation. Use the manuscripts that you find in the manual for “Forum Theatre” or ask the groups for suggestions to a manuscript. After the exercises, you let the groups develop their own organisations.

Day two:

7. Begin day two by awakening tired participants with the icebreaker “Ahoy” (appendix 3). After that, you give the group some brief information about the work that will be done during the day. Let the groups make their action plans and then stop for a short account. Following this, it is time for the exercise “Marketing the project”. In this exercise, it is important that each participant is given the time to understand his/her role (see further instructions in the manual for “Marketing the project”).

FACILITATING YOUTH PROJECTS

Instructions for teachers

After the exercise, you let the groups decide the best way to market their specific projects.

8. Now it is time to begin working on the budget and financing. Show the participants the list of costs that might appear in a project. (Of course there might be other costs than those mentioned in the list.) Let the groups write down a list of costs connected with their specific project. Before you let them go ahead with the work of financing those costs, you let them take part in the exercise “How do you finance your project”. (See further instructions in the manual). After the exercise, you tell them to write down how they are going to finance their projects.
9. When you have finished the parts budget and financing, you will certainly need an energy kick. Use the icebreaker “Send a flash”. (appendix 4)
10. Let the groups give accounts of their budgets and financing.
11. Tell the groups to fill in the last parts of the project description: “evaluation”, “documentation” and “after the project is over”. Now the project description is finished. Let the groups give a short account of their projects.
12. Let the participants take part of the icebreaker “Game of Character” (appendix 5). Divide the participants in groups, 4-6 persons in each.
13. The last exercise in the module is “Positive Evaluation”. Gather all the participants and evaluate the work with this two-day module. It is you as a teacher who will draw scales and write down comments. Use a whiteboard or a flip chart.

TRAINING EXERCISE 1: PROJECT DESCRIPTION/YOUTH LEADER

Introduction	The project description contains a detailed description of the project to be used and studied by the youth leaders, but also a simplified project description which is to be used by the youth. The project description also contains tools elaborated in order to avoid pitfalls.	
Expected learning outcomes	Competencies: Youth workers The expected learning outcome for youth workers Working with others: to co-operate with others, listen to each other, make decisions together and support the team Speaking and listening: to debate and discuss ideas in small/large groups, explain one's own ideas and listen to the ideas/views of other people, to effectively share/present small group ideas to large group. Problem solving: to develop strategies and solutions, discuss and agree upon these with the team, implement strategies and solutions. Motivation: to show commitment to team, encourage others, personal responsibility Risk taking: to be open to try new things	
Résumé of exercise	The aim of "Manual for description of projects" is to give the youth leaders competence and knowledge about the different steps in the process of a project, as well as the tools to bring the process forward. Moreover, and most importantly, to give the young people the opportunity to realize their own ideas in a project	
Practicalities	Numbers	Approx. 4-30
	Duration	two days
	Physical Environment	A room large enough to accommodate small working groups, with chairs and tables.
	Materials	Paper and pencil.
Manual	Manual for Project description Background Give a short description of the project background, its perspective, necessity or history. This is often easier to do after you have described the idea and purpose of the project. Idea Describe in two or three lines what you want to do.	

TRAINING EXERCISE 1: PROJECT DESCRIPTION/YOUTH LEADER

Manual	Purpose Describe in two or three lines why you want to go ahead with the project. Aim Describe comprehensively the expected aims with the project, preferably as a bullet list. Contents Under contents you have the possibility to describe the project details from the perspective of the project theme. What are you going to do? What will make this project a success? Organisation – internal Make a sketch over the internal organisation of the project, showing who's working as volunteer, who's getting paid, who's leading the project and how different people in the project are working in relation to each other. Who is in charge of the economy, the promotion and the staff? Draw a line around the sketch, like a box. Partners/network – external Take the box with the internal organisation and connect it to other boxes showing partners, co-operators and everybody else you have to work with or get permissions from if you want to realize the project. Action plan The action plan is the time line that you have to draw. It has to show the time from the beginning of the project until the end of it. In the action plan you have to point out the deadlines for the most important parts of the project. For example: When will the project description be finished, when will the funding begin, when will the marketing begin, when must all the permits be ready? Think about all the big parts of the project that have to be done in order to realize the project, whereupon you put them on the timeline. Marketing Describe how you want to promote the project towards the public and the press. Try to make the marketing a little bit humorous; it usually makes it easier to get the press interested. Budget Make a project budget. Don't forget wages, room hire, technical equipment, administration and unforeseen expenses (15%). You might find it helpful to look at this list which shows different kinds of expenses:
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TRAINING EXERCISE 1: PROJECT DESCRIPTION/YOUTH LEADER

Manual

Labour

Wages - internal
Wages- external
Artist fees

Administration

Telephone
Computer
Office supplies

Travel expenses

Hotel, accommodation
Travelling tickets
Local transports, bus and taxi
Rent of cars, lorries

Marketing

Advertising
Posters
Media
Web-site

Activity

Security
Cleaning
Decoration
Clothes
Food/coffee

Other expenses

Insurances
Licenses
Equipment
Unforeseen expenses (15%)

Financing

Describe the different kinds of project income, like sponsor money, funding and so on.

Evaluation

Decide upon a date for project evaluation and decide which evaluation model you want to use.

TRAINING EXERCISE 1: PROJECT DESCRIPTION/YOUTH LEADER

Manual

Documentation

It is very important to make a continuous documentation of what is happening during the project process. Another useful tool is to write a project diary, it can be very helpful during the project, but most of all when the time has come to evaluate it.

After the project is over...

When a project is finished, there is often a feeling of emptiness. The group which has worked with the project might need to get together and talk through everything that has happened. Will there be a continuation?

Example of a project (youth leaders)**SUSIE AND PAUL****Background**

The health of children and young people in Europe is generally good, but in recent years the youth related development hasn't been all that well.

One example of ill health amongst young people is that sexually transmitted diseases have increased, above all Chlamydia and gonorrhoea.

The number of youth abortions has increased since 1995, and the mental ill health has increased in all age groups. Furthermore, the average consumption of alcohol has increased since the end of the 1980's, and the number of school youngsters who have tested narcotics has more than doubled since the beginning of 1990.

The experience still shows that young people are very interested and knowledgeable about sex and social life. In spite of that, many have their sexual debut before they feel up to it, and they are not very careful about contraceptive. Because of these reasons a few meetings have been held, gathering youth leaders, teachers, youth, youth health centres and politicians. We realized that we in some way had to intensify and structure the health encouraging work concerning sex and social life for youth.

Idea

Develop the sex and social life education by involving school, youth centre and youth health centre in order to achieve a safe and secure sexuality and a good reproductive health.

Purpose

To intensify the work concerning sex and social life in co-operation between school and youth centre, with senior level students as main target.

Adjustment for target group

With this example, we want to show what a finished project description might look like

TRAINING EXERCISE 1: PROJECT DESCRIPTION/YOUTH LEADER**Adjustment for target group**

With this example, we want to show what a finished project description might look like

Aim

- Increase the knowledge and discussions about love, relations and responsibility.
- Enable discussions around important choices and questions concerning the development from child to adult.
- Achieve a better knowledge of the welfare state in the perspective of sex, equality and gender.
- Develop and integrate sex and social life education in school and at youth centres.
- Increase the understanding between the different sectors working with sex and social life for youth.

Contents

Lectures about sex and social life are good. A teacher at school or a youth leader at a youth centre might lecture from a book or give examples of literature that will bring further competence.

However, you never learn as much as when you are given the opportunity to use tools where you have to find out your own opinion on a specific subject. The idea is that through valuation exercises and role-plays (for example the "open space", the "forum theatre" or the "open forum") you will, together with teachers, youth leaders and parallel with the youth health centre, create a safe and secure sexuality for young people.

Organisation – internal

Behind the organisation are the School Office, the Leisure Office, and the Social Welfare Office in the municipality of Skellefteå/Sweden.

The executive group consist of one pupil from each senior level school in the municipality (6 persons), one teacher and one youth leader from each municipal school management area under one headmaster (6 persons), one person from the youth health centre and one person from the social welfare office. (14 person in total.)

The first task for the School office and the Leisure office is to find interested and suitable persons amongst the staff that are willing to build a working team. That team will be responsible for the overall work at each school. Every teacher of a special subject will be a part of the work since his or her lessons during this period will enlighten a theme related to the social life of young people.

Organisation – external

Parents, lecturers and politicians.

Action plan

The project will continue for three years, 2006-2009, involving the three forms at senior level school.

Thereby every thirteen-fifteen year old in the municipality will be a part of the project during their senior level school period.

TRAINING EXERCISE 1: PROJECT DESCRIPTION/YOUTH LEADER**Adjustment for target group**

With this example, we want to show what a finished project description might look like

During the first year of the project every youth who enters form 7, the first year at senior level school, will fill in a questionnaire concerning sex and social life. Thereafter, the work will continue with education at school and at youth centres, as well as with frequent contacts with the youth health centres. Meetings with parents will be held, following the same model as those being held with the pupils, in order to encourage discussions at home. The executive group will meet once a month for follow-up.

During the project there are plans for specific lessons and weeks with specific themes, dealing with relations, love, sex and responsibility. This will take place in co-operation between school, youth centre and youth health centre, but exactly how will be discussed during the project work proper.

Marketing

We need to increase the competence of our politicians about what the world looks like for young people today.

We, in this project group, will present our idea at each meeting with the delegates of the municipality, and present a written communication to the government in order to disseminate the idea all over the country.

It is also very important to use the local press as a vehicle to bring about interest and commitment from the parents and the society in general.

We will also work with the press and Internet from a genus perspective.

Budget

Costs:

Youth health centre	20.000 Euro
Lecturers	20.000 Euro
Literature/magazines	5.000 Euro
	45.000 Euro

Other costs like labour costs and facilities costs are budgeted within each sector.

Financing

The School Committee, the Leisure Committee and the Social Welfare Committee have received applications for money, and this is what has been granted:

The School Committee	20.000 Euro
The Leisure Committee	10.000 Euro
Public Funds	15.000 Euro
	45.000 Euro

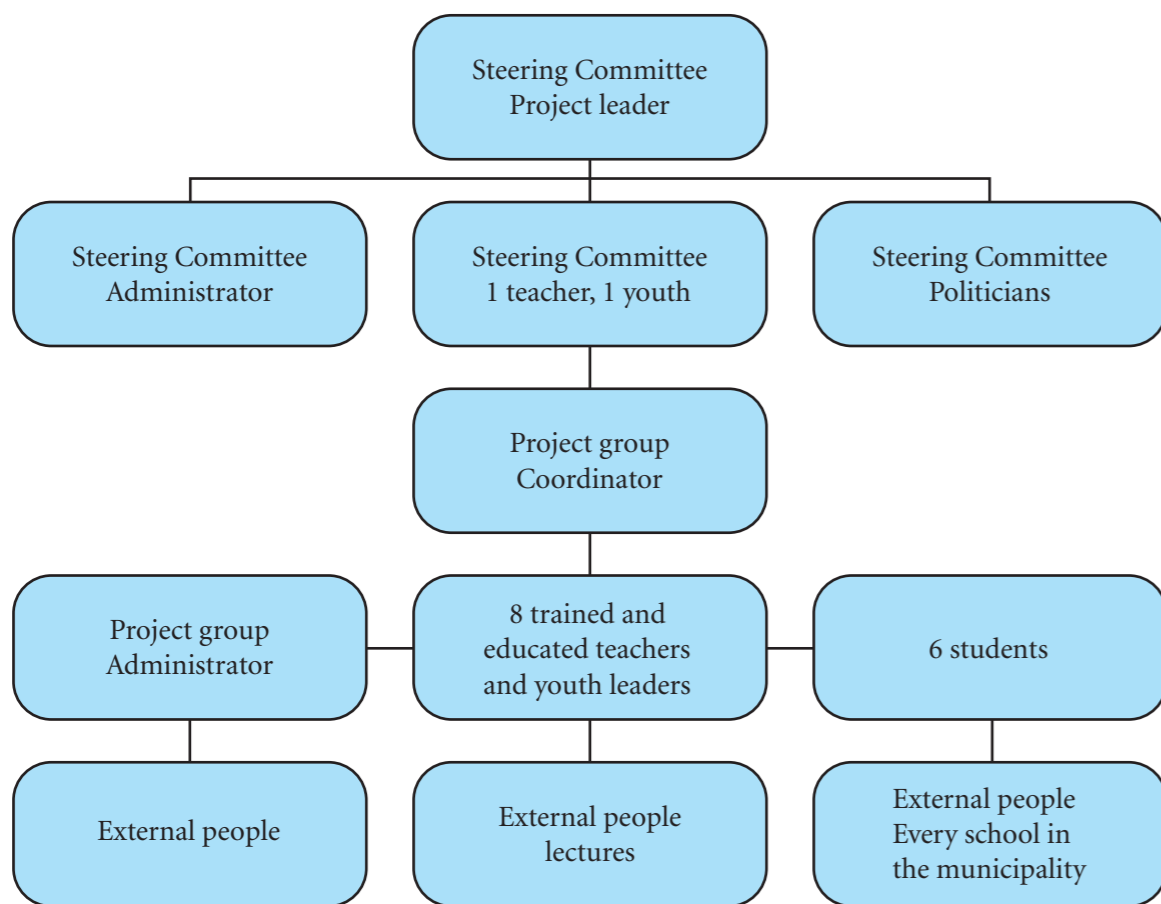
Evaluation

We look upon this work as a pilot project that will be developed and improved during the work proper. There will be a continuous follow-up in the project in terms of notes, meetings and discussions.

TRAINING EXERCISE 1: PROJECT DESCRIPTION/YOUTH LEADER

Adjustment for target group
With this example, we want to show what a finished project description might look like

The pupils will answer questions before and after the project.
 The young people who take part of the meetings will write some kind of diary, which we believe to be useful as a base for a final evaluation, as well as for their own reflection.
 Information forms and evaluation forms will be made for teachers and parents, in that way we hope to develop and improve the working methods for the future.
 After the first year of the project, we will hold evaluation meetings with all the staff that has been involved.



TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Introduction

The project description contains a detailed description of the project to be used and studied by the youth leaders, but also a simplified description of the project which is to be used by the youth. The project description also contains tools elaborated in order to avoid pitfalls.

Expected learning outcomes

Competence: Youth

The expected learning outcome for youth with others:

co-operating with others, listening to each other, making decisions together, supporting the team

Speaking and listening: to debate and discuss ideas in small/large groups, to explain one's own ideas and listen to the ideas/views of other people, to effectively share/present small group ideas to large group.

Problem solving: to develop strategies and solutions, to discuss and agree upon these with the team, to implement strategies and solutions.

Motivation: to show commitment to team, to encourage others, personal responsibility

Risk taking: to be open to try new things

Résumé of exercise

The aim of "Manual for description of projects" is to make it easier for the youth to describe their ideas for projects and activities. That way the young people will get a better understanding of their own project, and it will be easier for potential partners and co-operators to get a clear view of the project.

Practicalities

Numbers	Approx. 4-30
Duration	two days
Physical Environment	A room large enough to accommodate small working groups, with chairs and tables.
Materials	Paper and pencil

Manual

Manual to the project description, directed to young people

The project realizing toolbox

Idea

Describe in two or three lines what you want to do.

Background

Give a short description of the project background.

TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Manual

Purpose

Describe in two or three lines why you want to go ahead with this project.

Content

Here you can describe the project more in detail, according to the theme of the project.

Action plan/time plan

The action plan is a time line that you draw, beginning with the start of the project, and ending at the same time as the project. On this line you mark out the dates when certain parts of the project should be finished. Preferably you also write down the names of those who are in charge of the different parts.

Organisation

Who is going to work with what?

Should there be a person who has the main responsibility of the project?

Will you need a grown up as a coach?

Divide the work into different parts; try to be as precise as possible.

Budget

Is there anything that will cost money?

Make a list of all the costs you expect yourself to have.

Then make a list of all the ways you can get money to cover those costs.

For example ticket fees, sponsors and so on.

Labour

Wages - internal

Wages- external

Artist fees

Administration

Telephone

Computer

Office supplies

Travel expenses

Hotel, accommodation

Travelling tickets

Local transports, bus and taxi

Rent of cars, lorries

Marketing

Advertising

Posters

Media

Web-site

TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Manual

Activity

Security

Cleaning

Decoration

Clothes

Food/coffee

Other expenses

Insurances

Licenses

Equipment

Unforeseen expenses (15%)

Evaluation

It is very important that you evaluate the project after it has ended. What was good, what went wrong, why did it happen? Settle a date for the evaluation before the project has finished in order to make sure that it will be done!

Good luck!

Example of a project for youth

Competent Girls!**Idea**

The idea is to have a camp only for girls this spring (May 2006).

The camp will have the theme “nature, creativity and competent girls”.

Background

We are a group of girls from the same senior level school in the municipality who are of the opinion that there are too little activities for us girls.

We want to have a chance to meet new friends in our municipality, and not only from our own school. We have chosen the theme “nature, creativity and girls can”, as we think that the great nature resources that we have in this municipality are very important. We want to locate the camp in the mountains, where there is a lot of nature that many of us don't have the possibility to experience. The part “competent girls” is chosen because we want to strengthen the self-confidence and self esteem of young girls.

Purpose

The aim is to:

- Make new contacts
- Spend more time and arouse a future interest in nature
- Strengthen the self-confidence/self esteem of young girls

Adjustment for target group example of a project description (youth) With this example, we want to show what a finished project description might look like

TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Manual

Purpose

Describe in two or three lines why you want to go ahead with this project.

Content

Here you can describe the project more in detail, according to the theme of the project.

Action plan/time plan

The action plan is a time line that you draw, beginning with the start of the project, and ending at the same time as the project. On this line you mark out the dates when certain parts of the project should be finished. Preferably you also write down the names of those who are in charge of the different parts.

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Should there be a person who has the main responsibility of the project?

Will you need a grown up as a coach?

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Wages- external

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Travel expenses

Hotel, accommodation

Travelling tickets

Local transports, bus and taxi

Rent of cars, lorries

Marketing

Advertising

Posters

Media

Web-site

TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Manual

Activity

Security

Cleaning

Decoration

Clothes

Food/coffee

Other expenses

Insurances

Licenses

Equipment

Unforeseen expenses (15%)

Evaluation

It is very important that you evaluate the project after it has ended. What was good, what went wrong, why did it happen? Settle a date for the evaluation before the project has finished in order to make sure that it will be done!

Good luck!

Example of a project for youth

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The camp will have the theme “nature, creativity and competent girls”.

Background

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We want to have a chance to meet new friends in our municipality, and not only from our own school. We have chosen the theme “nature, creativity and girls can”, as we think that the great nature resources that we have in this municipality are very important. We want to locate the camp in the mountains, where there is a lot of nature that many of us don't have the possibility to experience. The part “competent girls” is chosen because we want to strengthen the self-confidence and self esteem of young girls.

Purpose

The aim is to:

- Make new contacts
- Spend more time and arouse a future interest in nature
- Strengthen the self-confidence/self esteem of young girls

Adjustment for target group example of a project description (youth) With this example, we want to show what a finished project description might look like

TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Adjustment for target group example of a project description (youth) With this example, we want to show what a finished project description might look like

Content

In the camp, located in the mountains of Tärna, the participants will live together at the same campsite. We believe that it is important to live in such a way in order to get to know each other well, and to create a sense of solidarity. The programme will consist of “get to know each other”-exercises the first evening, a one-day trekking in the mountains, a chance to ride Iceland horses or fishing in the river of Vindeln. There will be a lecture about motivation and how to become a winner by Anja Pärson (Swedish skier), workshops in the evenings with street dance, necklace- and bracelet making, painting mountains in aquarelle and self-defence. The participants, parted into cooking teams, will cook all the food themselves.

Action plan

January:

- The first meeting
- Send personal invitations to every girl aged 13-15 in the municipality
- Decide who is going to do what in the group
- Make a preliminary reservation at a campsite
- Decide the maximum number of participants

February:

- Chose adults that might act as leaders at the camp, invite them to a meeting
- Have a meeting with civil servants and sponsors
- Make a plan for our own efforts to raise money
- Contact possible lecturers

Mars:

- Finish the list of participants
- Reserve a bus
- Sell coffee and cookies in order to get money

April:

- Send practical information to all the participants
- Everything practical has to be finished, as lecturers, activities, staff, travelling and so on

May:

- Food shopping
- DEPARTURE!

Organisation

The project group will consist of 6 girls aged 14-17, and a youth leader who will act as coach in terms of planning and taking care of the economy; the coach will also be one of the leaders at the camp.

TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Adjustment for target group example of a project description (youth) With this example, we want to show what a finished project description might look like

We have divided the work as follow:

Frida:

Project leader. In charge of summoning everybody to the meetings and to make sure that everything is done in time. She is the one who is in contact with civil servants, the press and the sponsors.

Emma, Susanne:

Are in charge of the programme at the camp, the reservations of campsite and bus. They are in contact with the lecturers and receive the workshop materials.

Anna, Sofia, Caroline:

Are in charge of the purchasing of food and the local fund-raising of money. They send the invitations and the practical information to the participants.

Marie (youth leader):

Is in charge of the economy. She gives support if there are problems in any of the groups. Takes care of the applications.

Budget

Costs:

- Bus for 50 people, tour and detour	10 000:-
- Campsite, 4 nights, 50 people	35 000:-
- Lecturer (Anja Pärson)	3 500:-
- Workshop material	10 000:-
- Food	25 000:-
- Administration	12 000:-
- Unforeseen expenses	15 000:-
Sum:	95 500:-

Incomes:

- Participation fees, 50*350:-	17 500:-
- Internal fund-raising	18 000:-
- The Leisure Office	20 000:-
- The Social Welfare Office	10 000:-
- Sisu Sport Education	15 000:-
- Sponsoring	15 000:-
Sum:	95 500:-

TRAINING EXERCISE 2: PROJECT DESCRIPTION/YOUTH

Adjustment for target group example of a project description (youth)
With this example, we want to show what a finished project description might look like

Evaluation

Each camp participant will fill in an evaluation form before the departure. With these as point of departure, the project group will meet and evaluate the camp. Thereafter, each person in the project group will make an individual evaluation about what was good in working in the project and what could have been better or done in another way. Then the project group meet again for a common evaluation.

Finally, they get together for a pleasant dinner.

TRAINING EXERCISE 3: THE SCULPTURE**Introduction**

The Sculpture is an exercise suitable to use as a preparation before you begin with other role-play exercises. It clearly shows the importance of body language.

Divide the group into pairs. If it is a big group you might split them into groups of three. Explain that one in each group shall act as a lump of clay, ready to be moulded into a sculpture. The other one is the sculptor. If there are three persons in the group, two of them are lumps of clay and one is a sculptor.

Tell the sculptors to form the lumps of clay into different shapes, showing feelings or situations. It shouldn't take more than a few minutes.

Some examples of different feelings:

- Love
- Hate
- Power
- Happiness
- Oppression
- Friendship

The lump of clay is not allowed to talk and must take the form the sculptor wants it to have. When all the sculptures are ready, the sculptors should walk around and look at one another's work of art. Ask a few short questions about their opinions of the sculptures.

Were they able to see which feelings the sculptors wanted to express?

Expected learning outcomes**The expected learning outcome for youth workers:**

Risk taking: to be open to try new things, to calculate risk effectively.

Team work: to support the team, organise the team, inspire and motivate others

The expected learning outcome for youth:

to be open to try new things, to get inspired to take action, to engage in creative group work and activities and see more than one option or solution.

Résumé of exercise

The aim of "The sculpture" is to give the participants a good acting preparation before you begin with other role-plays, and to show them the importance of body language.

Practicalities

Numbers Approx 5-30

Duration A room with open space for the group to move around in.

Material Only their bodies

TRAINING EXERCISE 3: THE SCULPTURE

Manual

Manual for “The Sculpture”

1. Divide the group into pairs. If it is a big group, you might split them into groups of three.
2. Explain that one in each group is a lump of clay, ready to be moulded into a sculpture. The other one is the sculptor. If there are three persons in the group, two of them are lumps of clay and one is a sculptor.
3. Tell the sculptors to form the lumps of clay into different shapes, showing feelings or situations. It should not take more than a few minutes.
4. Some examples of different feelings:
 - Love
 - Hate
 - Power
 - Happiness
 - Oppression
 - Friendship
5. The lump of clay is not allowed to talk, and must take the form the sculptor wants it to have.
6. When all the sculptures are ready, the sculptors should walk around and look at one another’s work of art.
7. Ask a few short questions about their opinions of the sculptures. Were they able to see which feelings the sculptors wanted to express?

Adjustment for target group

TRAINING EXERCISE 4: FORUM THEATRE

Introduction

A forum theatre is a kind of role-play where a part of the group creates a current problem. The audience interacts in the play by changing the actors in order to try different solutions. The purpose is to inspire each other to find different openings in conflict situations, and to gain some practice for similar situations in the future.

A forum theatre gives the participants a possibility to get prepared for conflict situations concerning choices in life.

At a forum theatre a situation with an obvious conflict is acted before an audience. The play can take 5-10 minutes, and the scene will always end in misery, meaning that there are no suggestions of solutions to the conflict. After the scene has been acted the audience will get the chance to actively try to change the situation. They will try to find solutions of the conflict by saying “Stop” and then enter the stage and take the role of the actor. Alternatively you say “Stop” and explain what you want the actor to do. The scene will be played several times. IMPORTANT: You are not allowed to change the oppressor (tyrant).

When you work with a forum theatre you should always have a theme to work with. The theme could be whatever you like, but in the play the question about power, exercised and received, will be essential.

Different aims of Forum Theatre:

- To change a participant from a passive receiver to an active co-creator
- To give a person the possibility to practise for the real world and be prepared for the future
- To break inner and outer oppression

Expected learning outcomes

The expected learning outcome for youth workers:

- self-confidence:** capability of presenting ideas to others effectively.
 - Experiment with ideas:** to engage in new techniques for creative thinking, to devise new ideas from stimulus and experiment with ideas in different ways.
 - **Explain the creative process:** to clearly identify the creative challenge, to develop ideas for conclusion.
 - Working with others:** to support the team
 - Motivation:** to encourage others.
- The expected learning outcome for youth:**
- Self confidence:** to believe in oneself, capability to present ideas to others effectively,
 - Positive thinking:** to have understood the importance of positive thinking and positive language,
 - Adaptability:** to adapt easily when things change, see new opportunities in change, enjoy and relish change.

TRAINING EXERCISE 4: FORUM THEATRE

Expected learning outcomes

Risk taking: to be open to try new things, develop intuition and “gut feeling”
Personal responsibility: to understand that actions have consequences.
Working with others: to participate co-operatively with others.
Experiment with ideas: to see more than one option or solution, to experiment with ideas in different ways.
Working with others: listening to each other, making decisions together, and supporting the team.
Problem-solving: to identify problems, develop strategies and solutions, discuss and agree upon these with the team, to implement strategies and solutions.

Resumé of exercise

The aim of the “Forum theatre” is to inspire the participants to find different openings in conflict situations in the project organisation, and to gain some practice for similar situations in the future.

Practicalities

Numbers	Approx 5-30
Duration	15-20 min.
Materials	A room with open space for the group to move around in.

Manual

1. Decide the theme of the theatre. It is a good idea to let the group or class come up with a manuscript, based upon their own experiences. The theme can be whatever you like, but in the play the question about power, exercised and received, should be essential. One person shall have the role as a “tyrant”. It is important to remember that the play must end in misery, in order to give the audience the chance to make it better. If there are no ideas, you can use a manuscript from the back up material for the forum theatre. There are three different manuscripts to chose from, all connected with problems in a project organisation.
2. Let 3-8 persons take place as actors of the play, and let the rest of the group be the audience.
3. Give the actors some time to exercise the play, 15 minutes should be enough. The play should not take more than 5-10 minutes.
4. Act the play before the audience.
5. Act the play again, and let the audience say “stop” when they want the actors to play in a different way, in order to make it better. Tell the actors what to do, and play the scene again. Remember that the tyrant’s role cannot be changed.

TRAINING EXERCISE 4: FORUM THEATRE

Manual

6. If the audience is very passive, it is important that the leader of the forum theatre says “stop” and asks the audience if they have any suggestions about how the actors might change their roles.
7. After the play, you discuss the course of events and the different roles. How important is it that the participants of a project group co-operate and that there is an open climate in the group?

Adjustment for target group

When you are working with the Forum Theatre as a tool, it is a good idea to let the group or class come up with a manuscript, based upon their own experiences. For example; when you are working in a group towards a specific goal, what is the worst that can happen?

In order to save time, or make it easier for the group, you can prepare a simple manuscript with obvious roles.

If you are working with prepared material, the same manuscript can be changed according to who the actors are. (How you choose to interpret the role, and which role you have in the group.)

Here is a manuscript suggestion, focusing upon the problems that might appear in a project organisation and suitable to use if you are working with a group with a common aim.

Organisation

A group of senior level students are working with the big event of the year: the ball. It will take place the last weekend in November, and everybody knows what he or she has to do in order to make the arrangement as successful as possible.

Now it is time to have the fourth meeting.
There are three weeks left until the ball.

Those who asked to come to meeting are:

Johanna: Is in charge of the decorations, has done her duties and is very enthusiastic.

Elisabeth: Is in charge of the entertainment, is late to the meeting, hasn’t begun to book the bands as she promised, and hasn’t done her duties. She is talking on her mobile phone which constantly rings. . .

Per: Is trying to rule everything. He wants his ideas to be followed. Authoritarian!

Susanna: Agrees with everybody, has no opinion of her own

Jocke: Is in charge of food and the laying of the table, gets disturbed by Elisabeth and tries to make her quit talking on the phone.

TRAINING EXERCISE 4: FORUM THEATRE

Manuscript 2

At the youth centre Happiness a project is going on called “Youth against racism”.

At the moment they are gathered at a meeting concerning the coming concert “Hip Hop for Africa”.

The persons at the meeting are:

- **Sofia, 18 years old.**
Is a good listener, but doesn't dare to say very much.
In charge of the finances of the project.
- **Lisa, 22 years old.**
Is working at the youth centre. Wants to have authority and decide everything herself. She was at 15 part of a neo-Nazi gang.
- **Carl, 17 years old.**
Have a lot of ideas, but also big respect for Lisa.
- **Johnny, 19 years old.**
Comes from Sudan, is a Hip-hopper himself and is the one who came up with the idea to the project.
Wants to do a lot, but thinks that Lisa doesn't listen and that the other participants don't have the courage to support him.

Forum Theatre part 3

A group of upper secondary students participate in a school project concerning more sport lessons, to get students and teachers to exercise more and to get healthier eating habits.

Now there is time for committee meeting!

Those who participate in the meeting are:

- **Eric, 17 years.**
Eric is chairman of the board and very knowledgeable, but gets constantly run over by Mr Anderson.
- **Mr Anderson, 55 years.**
Mr Anderson is the school headmaster and of the opinion that the kids shouldn't be sporting at all. He interrupts everybody all the time, but especially Eric whom he sees as a threat. Bullying type!

TRAINING EXERCISE 4: FORUM THEATRE

Manuscript 2

- **Jenny, 35 years.**
A sport teacher who entered the project even though she didn't feel she had the time. Doesn't have the energy to say very much and doesn't want to get on the wrong side of the headmaster, even if her interest is increasing.
- **Tina, 16 years.**
Tina is coming up with a lot of ideas and has also collected ideas from other students at the school. She is secretary at the meetings.
- **Lars, 17 years.**
Part of the school's football team, wants to have sport all the time.

TRAINING EXERCISE 5: MARKETING THE PROJECT

Introduction

When you are working in a project together with young people, it is more a rule than an exception that you will have to involve people outside the internal project organisation. It may be civil servants in the municipality who have to give their consent and maybe act as financiers, the police, headmasters at schools, the press that will write positive articles in the papers etc.

This might be a pitfall in many youth projects since many young people doesn't dare or doesn't know how to act in meetings like this, or how to come through with a positive result.

The tool

In this exercise, the youth goes through the proceedings in such a meeting. They will immediately see if they are prepared enough, for example in a meeting with the press. Did the press get so interested in the project, that they are willing to write about the arrangement?

Expected learning outcomes

Expected learning outcomes/youth workers:

Leadership: to take responsibility for yourself and others, work with others towards shared goals and aims, to trust others and be trustworthy, to be effective in small and large groups.

Adaptability: to adapt easily when things change, see new opportunities in change.

Risk taking: to be open to try new things, effectively calculate risk,

Personal responsibility: to understand that actions have consequences, to develop ways of maximising learning.

Motivation: to become inspired to take action.

Speaking and listening: to debate and discuss ideas in groups, explain one's own ideas and listen to the ideas of other people.

Expected learning outcomes/ youth:

Self confidence: to develop, express and share clear ideas and views, to be capable of presenting ideas effectively to others, to believe in oneself and have a positive self-image.

Positive thinking: to always think "success"

Adaptability: to adapt easily when things change, see new opportunities in change, enjoy and relish change.

Risk taking: to be open to try new things, effectively calculate risk, develop intuition and "gut feeling"

Determination: to be persistent and determined, not giving up!

Decision-making: to identify relevant information, weigh up the options available and make that outcome happen.

Motivation: to become inspired to take action

Personal responsibility: to understand that actions have consequences.

Speaking and listening: to debate and discuss ideas in small/large groups, to explain one's own ideas and listen to the ideas/views of other people, to experiment with ideas in different ways.

TRAINING EXERCISE 5: MARKETING THE PROJECT

Expected learning outcomes

Problem-solving: to implement strategies and solutions, develop strategies and solutions and discuss and agree upon these with the team.

Social intelligence: own identity: to be comfortable with who you are, to be comfortable around other people and to know what you believe in,

Negotiation: to respect other points of view and opinions, to realize and accept a disagreement, to know what you strive to achieve, to be prepared to compromise and resolve differences,

To be calm and unhurried, to listen to other people

Résumé of exercise

The aim of the "Marketing exercise" is to give the people in the project the necessary competence when marketing the project to important external people whom they are dependent of in the project.

Practicalities

Numbers Approx. 2-5

Duration 1-2 hours.

Physical Environment A room which can accommodate participants working in small groups (table and chairs needed)

Manual

Manual for "Marketing the project", when working with external people together with the group.

1. Prepare yourself in good time before the exercise and contact external people who can act as persons whom the group-members will meet and disseminate their marketing to.
2. Instruct the external people to ask questions like:
 - How?
 - Why?
 - Where?
 - With whom?
 - The financing?
3. Explain to the group what marketing a project is about. It is so much more than talking to the press and putting up posters. You often have to "sell" the project in order to get financial support. It could be to a civil servant from the municipality, a politician or someone from a branch of business or industry that you hope will support the project financially. You might need permissions from the police, or if the school is involved a headmaster's agreement. You might have to talk to a property owner in order to rent a room, you might need to hire people, or you might need the press to write positive articles about the arrangement etc.

TRAINING EXERCISE 5: MARKETING THE PROJECT

Manual

4. Explain to the group that they will make a small role-play about promoting a project. If the group is working with a specific project the promoting will naturally concern their own project, otherwise you let them come up with any other idea.
5. 1-3 persons will act as project marketers.
Give them some important advice:
 - Be prepared
 - Show enthusiasm
 - A touch of humour is never wrong
 - Be prepared to answer questions, negative and positive
 - Don't give up
6. The rest of the group (if the group is that big) will act as audience.
7. Give the participants some time to prepare their roles. (10-15 minutes)
8. Act the play. When you as a leader get the feeling that the role-play has come to an end (it should not last longer than 10 minutes) you break the play and begin to ask questions, to the actors at both sides, and to the audience. What went right, what went wrong?
9. If the participants want to prepare themselves more they might do so, and then act the play again.
10. Here are two examples of manuscripts for the "authority" role:
 - a.
You are the head of a government agency in the municipality. You have a lot of work to do, and do not think you have the time to listen to some youth project which only is going to cost money, especially since the finances of the municipality are stretched enough as it is. However, you have to go since nobody in the municipality wants to have the youngsters hanging around in the city during the up-coming festival. You have received an invitation. You are going to be critical...
 - b.
You are from the local press in the town and you have been invited to a presentation of the summer activities for the young people around the big festival. You know that many parents and local youth workers are interested to know what will happen during the festival, many letters to the editor from worried parents have been published in the paper. Therefore, you are very interested to hear what is going on, and will

TRAINING EXERCISE 5: MARKETING THE PROJECT

Manual

write about the good things as well as those you do not think will work out at all.

**Manual for "Marketing the project",
when working with only an internal group.**

11. Explain to the group what marketing a project is about. It is so much more than talking to the press and putting up posters. You often have to "sell" the project in order to get financial support. It could be to a civil servant from the municipality, a politician or someone from a branch of business or industry that you hope will support the project financially. You might need permissions from the police, or if the school is involved a headmaster's agreement. You might have to talk to a property owner in order to rent a room, you might need to hire people, or you might need the press to write positive articles about the arrangement etc.
12. Explain to the group that they will make a small role-play about promoting a project. If the group is working with a specific project the promotion will naturally concern their own project, otherwise you let them come up with any other idea.
13. 1-2 persons will act as "the authority".
Instruct them to ask questions like:
 - how?
 - why?
 - where?
 - with whom?
 - the financing?
14. 1-3 persons will act as project marketers.
Give them some important advice:
 - Be prepared
 - Show enthusiasm
 - A touch of humour is never wrong
 - Be prepared to answer questions, negative and positive
 - Don't give up
15. The rest of the group (if the group is that big) will act as audience.
16. Give the participants some time to prepare their roles. (10-15 minutes)

TRAINING EXERCISE 5: MARKETING THE PROJECT

Manual

17. Act the play. When you as a leader get the feeling that the role-play has come to an end (it should not last longer than 10 minutes) you break the play and begin to ask questions, to the actors at both sides, and to the audience.
What went right, what went wrong?
18. If the participants want to prepare themselves more they might do so, and then act the play again.
19. Here are two examples of manuscripts for the “authority” role:
- c.**
You are the head of a government agency in the municipality. You have a lot of work to do, and do not think you have the time to listen to some youth project which only is going to cost money, especially since the finances of the municipality are stretched enough as it is. However, you have to go since nobody in the municipality wants to have the youngsters hanging around in the city during the up-coming festival. You have received an invitation. You are going to be critical...
- d.**
You are from the local press in the town and you have been invited to a presentation of the summer activities for the young people around the big festival. You know that many parents and local youth workers are interested to know what will happen during the festival, many letters to the editor from worried parents have been published in the paper. Therefore, you are very interested to hear what is going on, and will write about the good things as well as those you do not think will work out at all.

Adjustment for
target group

TRAINING EXERCISE 6: FINANCING THE PROJECT

Introduction

When realising a project there are usually some costs that has to be covered. It might be rents for premises, wages, costs for decorations, advertisements etc.
But how do you do to find the money?
Let the group do some brainstorming in order to find as many suggestions as possible to finance a project. Write down the ideas, and chose which ideas you want to work with in your specific project. Make a simple budget for the project.

Expected learning outcomes

Expected learning outcomes/youth workers:

Positive thinking: to always think success,
Risk taking: to be open to try new things, effectively calculate risk,
Decision-making: to identify relevant information, weigh up the options available.
Experiment with ideas: to engage in new techniques for creative thinking; see more than one option or solution, experiment with ideas in different ways.
Problem-solving: to develop strategies and solutions, implement strategies and solutions.
Leadership: to take responsibility for yourself and others, organise the team, lead by example
Expected learning outcomes for youth:
Risk taking: to be open to try new things, effectively calculate risk.
Motivation: to be inspired to take action
Speaking and listening: to follow instructions given with little challenge, to debate and discuss ideas in small/large groups, explain one's own ideas and listen to the ideas/views of other people.
Brainstorming and word association: to participate in small/large group brainstorming,
Working with others: to listen to each other, make decisions together, support the team.
Problem-solving: to identify problems, develop strategies and solutions, discuss and agree upon these with the team, implement strategies and solutions.
Motivation: to show commitment to team, encourage others, personal responsibility.

Résumé of exercise

The aim of the financial exercise is to come up with as many ideas as possible to finance a project by means of brainstorming.

Practicalities

Numbers 2- 10 in each group
Duration 1 hour

TRAINING EXERCISE 6: FINANCING THE PROJECT

Practicalities	Materials	Paper and pen Flipchart paper
	Physical Frames	A room large enough to accommodate the group doing group work, tables and chairs for the participants.
Manual		<ol style="list-style-type: none"> 1. Tell the groups to brainstorm in order to come up with as many suggestions as possible about how to find money. 2. Discuss with the group what kind of costs there might be when realising the project, for example rents for premises, wages, costs for decorations, advertisements etc. 3. Divide the group into smaller ones, 3-4 persons in each. If you are working with a large group with different projects, it is a good idea to mix the projects in the smaller groups. 4. Write down all the suggestions and account for them in front of the big group. 5. Pick out the ideas that seem to be useful for the project. (If there are different projects in the group, each group chose the ideas that suit them.) 6. Make a simple budget for each project, containing costs and financing.

Adjustment for target group

TRAINING EXERCISE 7: POSITIVE EVALUATION

Introduction									
Expected learning outcomes	<p>Expected learning outcomes/youth leaders: positive thinking: to understand the importance of positive thinking and positive language, to always think “success”, Risk taking: to be open to try new things Personal responsibility: to understand that actions have consequences, to develop ways to maximise learning. Working with others: to actively collaborate on developing ideas. Team work: to listen to each other, to make decisions together, to support the team. Leadership: to lead by example, organise the team. Expected learning outcomes/youth: Positive thinking: to understand the importance of positive thinking and positive language, to always think “success”. Risk Taking: to be open to try new things. Personal responsibility: to understand that actions have consequences. Team work: to listen to each other, make decisions together.</p>								
Résumé of exercise									
The aim of the “Positive evaluation” is to look at everything that went well in the project, and all the things that should be improved until next time. At the same time, the tool makes it possible for everyone to talk about the conflicts that might have occurred during the realization of the project in a constructive way.									
Practicalities	<table border="0"> <tr> <td style="vertical-align: top;">Numbers</td> <td>4-30</td> </tr> <tr> <td style="vertical-align: top;">Duration</td> <td>45 minutes-1 hour</td> </tr> <tr> <td style="vertical-align: top;">Physical Environment</td> <td>A room with table and chairs.</td> </tr> <tr> <td style="vertical-align: top;">Materials</td> <td>flipchart paper Flipchart pens Whiteboard/Blackboard</td> </tr> </table>	Numbers	4-30	Duration	45 minutes-1 hour	Physical Environment	A room with table and chairs.	Materials	flipchart paper Flipchart pens Whiteboard/Blackboard
Numbers	4-30								
Duration	45 minutes-1 hour								
Physical Environment	A room with table and chairs.								
Materials	flipchart paper Flipchart pens Whiteboard/Blackboard								
Maual	<ol style="list-style-type: none"> 1. Describe the project or activity. Point out what have been best and most successful about the activity. 2. Divide the activity into themes which may be evaluated individually. 3. The themes may for example be creativity, planning, organisation and promotion. 4. Then we draw a scale from one to ten and agree about what number to give each theme between one and ten. Ten represents the best. 								

TRAINING EXERCISE 7: POSITIVE EVALUATION

Manual

5. We discuss how we can improve each theme, so that we reach ten on each theme if we have to do the project again.
6. People who have been doing a project together have often had conflicts that have remained unsolved.

Therefore we let each person talk during the evaluation, so that people can say if somebody else has done something they do not like.

But it has to follow the rule that everybody says what the person should have done better instead of saying what he or she did wrong.

Adjustment for target group

APPENDIX 1: THE PORTRAIT

Introduction

This is a good exercise where people get to know each other in a funny way. And with no demands since you don't need to draw with your "right" hand. This is also an excellent icebreaker if you work with a group of people who don't know each other since each participant must meet and look each other in the eyes.

Expected learning outcomes

Expected learning outcome/youth workers:

Risk taking: to be open to try new things

Leadership: to organise the team, inspire and motivate others

Expected learning outcomes/youth

Risk taking: to be open to try new things.

Management of own emotions: to give an appropriate description of how you feel

Own identity: to be comfortable with who you are, be comfortable with the way you look, be comfortable around other people, trust others and be trustworthy.

Resumé of exercise

Practicalities

Number

5-30

Duration

30 minutes- depending on the size of the group.

Physical

Environment:

A large room that will require open space for the group to move around in.

Manual

1. Give all the participants a pen and as many sheets of papers as there are participants.
2. Tell them to draw pictures of each other with the wrong hand. They are not allowed to look at the paper; instead, they must look the person in the eyes. They must also write down the name of the one they have pictured, and then hand it to the model.
3. Give them a time limit; it should not take more than a minute to draw the picture.
4. When they all have drawn pictures of each other, you tell them to sit down in a circle.
5. Tell them to choose one of the portraits they have been given, one that is characteristic for them at this moment, such as happy, nervous, their hairstyle etc.
6. Let them stand up one after one to say their names and show the group the picture they have chosen, and tell why they chose just that picture.

APPENDIX 1: THE PORTRAIT

Manual

7. If the group is going to work together for a while, for example during a course, you can let them do this little exercise both in the beginning and in the end of it. Then it will work as a small evaluation. In the beginning they might chose pictures showing insecurity, and in the end the opposite. If you like to do so, remind everybody not to throw away the pictures.

APPENDIX 2: THE COW

Introduction

The Cow is a pedagogical tool that you with advantage can use in the beginning of the module. It clearly shows the difference between not understanding at all what is in front of you, the insecure, confused feeling connected to that state, and the feeling of well-being when you finally see what you are expected to see. It is easy to connect “the Cow” with the actual work you are going to begin.

- When you do not see (do not have the knowledge), it is hard to come up with a good result
- When you see (have the knowledge), the chance to come up with a good result is so much greater.

Expected learning outcomes

Expected learning outcomes/ youth workers:

Leadership: to inspire and motivate others,

motivation: to encourage others.

Listening skills: to be active in listening to others.

Expected learning outcomes/ youth:

Adaptability: to see new opportunities in change,

Decision-making: to identify relevant information.

Motivation: to be inspired to take action.

Speaking and listening: to follow instructions given with little challenge, to debate and discuss ideas in small/large groups, to explain one’s own ideas and listen to the ideas/views of other people.

Experiment with ideas: to see more than one option and solution

Résumé of exercise

Practicalities

Numbers 5-No limit

Duration 30 minute

Physical Frames A room large enough for all the participants

Materials Overhead

Manual

1. Make an overhead-copy of “the Cow”.
2. Before you show the audience the picture of the cow, tell them that if someone has seen the picture before it would be kind of them to keep it for themselves for a while.
3. Show the picture, ask them to study it and try to see what it is.

APPENDIX 2: THE COW

Manual

4. Let them guess, do not hurry up.
5. Give them hints if they need it, like “animals, there are two of them” etc.
6. If somebody can see what the picture is, ask him/her to explain it to the others.
7. When all the participants have seen the cows, connect it to the theme of the day, for example to project work. It may appear difficult and complicated, but when you understand and “see” what it is all about, it will not feel that hard any longer.

APPENDIX 3: AHOY

Introduction

The purpose with this exercise is to make all the people in the group to get body contact with each other in a playful way.

Expected learning outcomes

Expected learning outcomes/youth workers:

Risk taking: to be open to try new things.

Leadership: to take responsibility for yourself and others, to organise the team, inspire and motivate others.

Expected learning outcomes/youth:

Risk taking: to be open to try new things

Awareness of one's own emotions: to give an appropriate description of one's feelings

Resumé of exercise

The aim of the “ahoy” is to make the group relax and get to know each other as well as to bring the group together.

Practicalities

Numbers	10-30
Duration	20 minutes
Physical Environment	A large room that will require open space for the group to move around in.
Material	None.

Manual

1. Position the participants in a circle.
2. Explain to them that it is very important that all of them keep their eyes closed all through the exercise. If you have a group that you know will not be able to do as described, hand out blindfolds.
3. Explain to the group that after they have closed their eyes, you will pick out one of the persons in the circle. That person will be the Ahoy, and the rest of the group is going to try to find him/her by moving around in the room. When they bump into somebody, they say “ahoy”, and if that somebody not is the Ahoy, he or she will answer “ahoy”, and they move on again. However, if it is the Ahoy they are bumping into, the Ahoy will stay silent, and the one who bumped into him/her stays arm-in-arm with the Ahoy, and becomes an Ahoy herself. Finally, all of the participants will have found the Ahoy.
4. Play some background music, in order to make it harder for the group to hear how they are moving around in the room.

APPENDIX 3: AHOY

Manual

5. Place the person that you have chosen somewhere in the room, preferably a little bit away from the others. That person is now the "Ahoy".
6. Tell the group that they can begin to move around the room, saying "ahoy" every time they touch somebody.
7. When all the participants have found the Ahoy, you tell them to open their eyes. Ask them what it felt like to be the one who searched, especially those who were the last ones to find the Ahoy. What did it feel like to be the Ahoy?

Adjustment for target group

APPENDIX 4: SEND A FLASH

Introduction

Everybody is standing in a circle. You as a leader clap your hands as a flash, either to the person on your left side, or the one to the right. That person sends the flash on to the next, and so on, all in high speed. Every person has the right to change direction of the flash twice. That means that if the flash comes from the left, you can chose to change direction and let it go to the right next time, but only two times. Let the flash go around until you know that everybody have had it, and have had the chance to change direction a few times. This is a great exercise to work with if there is a large group. The only thing needed is space!

Expected learning outcomes

Expected learning outcomes/ youth workers:

Motivation: to get inspired to take action,

Leadership: to organise the team, inspire and motivate others, lead by example

Expected learning outcomes/youth:

Social intelligence: Confidence: Act on and take initiative,

Motivation: show commitment to team, encourage others,

Resumé of exercise

Practicalities

Numbers	5- no limit
Duration	10-15 minutes
Physical Environment	A large room where each participants can stand in a circle.

Manual

1. Position all the participants in a circle, you included.
2. You as a leader clap your hands as a flash, to the person either on your left side, or on the one to your right.
3. That person you sent the flash to send his/her own flash to a person next to him/her, and so on, all in a high speed.
4. Every person has the right to change direction of the flash twice. That means that if the flash comes from the left, you can chose to change direction and let it go to the right next time, but only two times.
5. Let the flash go around until you know that everybody have had it, and have had the chance to change direction a few times.

Adjustment for target group

APPENDIX 5: GAME OF CHARACTER

Introduction	The game of character is a good exercise when you want the group to think positive thoughts. It gives self-confidence and self esteem.						
Expected learning outcomes	<p>Expected learning outcomes/ youth workers: leadership: to take responsibility for yourself and others, Management of one's own emotions: to obtain strategies and tools for dealing with emotions, to become observant and interested in other people, Expected learning outcomes/youth: Social intelligence: to be comfortable with who you are, to be comfortable around other people,</p>						
Resumé of exercise	The aim of "game of character" is to increase the self-esteem and self-confidence. And you learn more about the participants in the group.						
Practicalities	<table border="0"> <tr> <td style="padding-right: 20px;">Number</td> <td>6 in each group.</td> </tr> <tr> <td>Duration</td> <td>45-1 hour</td> </tr> <tr> <td>Physical Environment</td> <td>A large room which can accommodate participants working in small groups</td> </tr> </table>	Number	6 in each group.	Duration	45-1 hour	Physical Environment	A large room which can accommodate participants working in small groups
Number	6 in each group.						
Duration	45-1 hour						
Physical Environment	A large room which can accommodate participants working in small groups						
Manual	<ol style="list-style-type: none"> 1. Let all the participants sit down at one table. 2. Place the pack of character cards upside down on the table. (You will find the positive characters cards after the manual, ready to be printed and cut out.) 3. Pick a card and read it. Think about if the character goes well with you or with somebody else in the group. If you think it is matching yourself you put it upside down at your right side. If you give it to somebody else, that person puts it upside down at his/her left side. 4. The next person in line picks a card, and does the same thing. 5. If there are cards with words they do not understand, or if they cannot find anyone to give it to, they put it upside down at the bottom of the pack. 6. Go on like that until all the participants have picked their cards, and there are no cards left. 7. Then each person reads a card that has been given from somebody else. The one who gave the card can describe why he/she wanted to give it to this person. 						

Adjustment for target group

APPENDIX 5: GAME OF CHARACTER

Module Summary	<p>The aim with the module "Project and Youth" is to turn the youth centres into project stations by giving the youth workers new competence. A project station is a place where the youth leaders have been given the tools and the knowledge to help young people to realize their ideas in the form of a project, but also where the youngsters can receive help with practical problems.</p>
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Technical

Considerate

Thoughtful

Eager

Wise

Humorous

Ingenious

Honest

Decent

Curious

Realistic

Tender

Hearty

Energetic

Helpful

Generous

Interested

Shy

Competent

With endurance

Proud

Brave

Sharp

Sporty

Calm

Settled

Careful

Economical

Unselfish

Sweet

Sociable

Humanitarian

Cute

Reliable

Artistic

Friendly

Funny

Considerate

Deep

Relaxed

Musical

Orderly

Cosy

Groovy

Pleasant

Serious

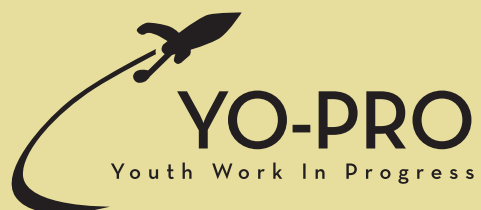
Eager





Module 4

Mirroring Youth Culture



MIRRORING YOUTH CULTURE

Module Introduction

A youth club or youth organization must reflect the youth cultures of the local area.

It must be a place where young people can develop skills and enjoy activities linked to their personal interests.

If Hip Hop-culture is popular in the neighbourhood then there should be facilities where young people can work with hip-hop music or arrange hip-hop concerts. If theatre is popular among the young people the club must be a place where there is scope for the young people to develop and produce theatre-shows. If youths are especially interested in IT the club should provide facilities to support them in the development of their IT skills. Subsequently the youth-leaders must be up to date knowledge and have the proper qualifications and skills:

1) Along with the young people, they must be able to survey and identify the various youth-cultures and interests that exist. They need to have an awareness of the ever-changing cultures, so the organisation must be flexible and prepared to adapt to new cultures as they emerge.

2) They need working-tools that enable them to support the young people in developing activities in cultural fields in which they themselves, as youth-leaders, are not experienced.

One suitable tool available is the module known as “The Wall”, which is designed to identify both the interests of local young people and how the club can support the development of projects and activities within these interests.

The Wall generates a cultural portrait of the young people frequenting the club. It also encourages them to put forward ideas about how to actively develop their cultural interests within the club or youth organisation.

Module Training Exercises

The headlines of the module are:

1. Rotating portrait
2. Idea café, (including the portrait, the future, the vote and the corner-exercise)
3. The installation
4. The Release party

MIRRORING YOUTH CULTURE

Module Summary

- The activities will be adapted to suit the resources and needs of modern youth.
- The product facilitates engagement for all the local people who are interested in participating in the activities.
- Young people are provided with both an arena and a method for expressing their thoughts and feelings.

The young people, together with the leaders present an installation that describes and clearly shows which activities and goals they are interested in achieving.

Competencies

Expected learning outcomes for youth workers:

The idea café

Risk taking; be open to try new things.

Setting goals; set short, medium and long term goals.

Basic mind-mapping of ideas; understand how to make connections between ideas, ability to see and understand the “bigger picture”.

Leadership; take responsibility for self and others.

The Installation

Building relationships; build friendships effectively.

Negotiation; respect other points of view and opinions.

Teamwork; supporting the team.

The future

Positive thinking; always think “success”

Problem-solving; implement strategies and solutions

Building relationship; build friendships effectively.

Expected learning outcomes for youth:

The idea café

Positive Thinking; understand the importance of positive thinking and positive language.

Adaptability; see new opportunity in change.

Setting goals; take responsibility for own choices and future.

Brainstorming and word association; participate in small/large group brainstorming

The Installation

Building relationships; collaborate and co-operating with others, work with others towards shared goals and aims.

Negotiation; be prepared to compromise and resolve differences.

Creative thinking; engage in creative group work and activities.

MIRRORING YOUTH CULTURE

Competencies

The Future

Decision-making; make that outcome happen.

Self-confidence; capable of presenting ideas effectively to others.

TRAINING EXERCISE 1: THE WALL

Introduction

The Yo-pro module, The Wall is designed to:

- 1) Let the young people in a club, organisation or school make a portrait of themselves, their cultural interests and their concerns.
- 2) Let the young people explore ideas to develop the organisation.
- 3) Let the young people turn the self-portraits and ideas into an installation on a wall within the organisation.
- 4) To organise a release party presenting the wall.

The Wall becomes a display window for the interests, concerns and ideas of the young people in the club and is seen by all who visit the premises

Practicalities

Duration

Approximately 8 hours. + 4 hours for the release party.

We recommend that you make the wall in one day – for example a Saturday from 10 am to 2 p.m. including breaks, lunch and dinner.

If the wall is not finished in one day, the young people might lose interest and the club or school is left with a half made wall and a group of people who have a lot of other things to do, rather than to finish the wall.

Therefore it is very important, that the whole process is very well planned and that the materials for the wall have been collected in advance.

It may be possible to work on the wall over two days, 12 – 16 hours plus the release party; if you work with a group who you feel can maintain their concentration.

Physical Environment

A room large enough to accommodate small working groups, with chairs and tables that can be moved around during the session.

Materials

- Table cloth for each group-table made of white paper.
- Permanent Markers. A set containing 3 or 4 colours for each table.
- One whistle.

Everything you will need when working on the wall should have been collected and be available when work starts.

Material:

- A white wall minimum 3 x 5 meters

TRAINING EXERCISE 1: THE WALL**Materials**

- Large flip-chart for sketches
- Paint and brushes
- Charcoal crayons for - sketching
- Other items that can be used on the wall;
- EPs, LPs and CDs
- Album covers
- Lots of magazines with pictures to cut out.
- Bicycle parts
- An old record player
- Trainers
- Old T-shirt
- Posters
- Old photographs
- Poems
- A chair
- An old TV
- An old computer

This is not an exhaustive list and it may be possible for you to source more items depending on what is available locally. However it is important that everything is collected and made available before work starts on the installation.

Wall installation is going to be made in the end of the day.

The manual**Preparation**

A few days before starting The Wall it is important to arrange a meeting with a group of young people who are going to play a special role in the process.

It is at this point that you can set things up and give the instructions for the module. Everyone must be adequately prepared so that the working on The Wall runs smoothly.

During the meeting you can make decisions together regarding the contents and what type of installation you will be developing. The module is called The Wall because we suggest that the installation be made on a wall within the youth centre or school.

TRAINING EXERCISE 1: THE WALL**The manual****The program**

These are the suggested timings for day one of work on The Wall.

10.00-10.30	Start up and Rotating Portrait
10.30-11.00	Introduction
11.00-11.45	Idea Café Portraits
11.45-12.30	Idea Café Future
12.30-13.00	Lunch
13.00-13.30	The Vote
13.30-13.45	The Corner Exercise
13.45-14.15	Introducing The Installation
14.15-15.00	Theme group planning for The Installation
15.00-15.30	Break
15.30-16.00	Theme groups present their ideas
16.00-20.00	Build the installation.

TRAINING EXERCISE 2: GROUP PORTRAIT

Illustration

Introduction

The Group Portrait is an exercise that will hopefully make people laugh and get the day off to a good start of the day. It encourages the participants to focus on others rather than on themselves. By looking at and drawing other members of their group, they can understand and acknowledge the importance of each member of the group.

Competencies

- | | |
|----------------------|--|
| Youth Workers | <ul style="list-style-type: none"> - engage in a new techniques for creative thinking - experiment with ideas in different ways - identify the creative challenge clearly - develop an idea through to a conclusion - inspire and motivate others |
| Youth | <ul style="list-style-type: none"> - collaborate and co-operate with others - work with others towards shared goals and aims - trust others and be trustworthy - be observant and interested in other people - engage in creative group work and activities |

Resume of exercise

This visual whole group activity encourages participants to focus on others rather than on themselves. By looking at and drawing other members of their group, they can understand and acknowledge the importance of each member of the group. Drawing ability is not required!

Practicalities

- | | |
|------------------------|---|
| Numbers | Approx. 12 - 15 |
| Durations | 30 minutes |
| Physical Frames | A large room that can accommodate participants seated in a circle and allow space to move around. |
| Materials | A4 paper
Clipboards
Coloured pencils (only enough for half the group) |
| Other | Tape the plain A4 paper to both sides of each clipboard |

The manual

1. Tape the plain A4 paper to both sides of each clipboard
2. Make two circles of chairs, one circle inside the other, facing each other, In total their should be enough chairs for everyone in the group to sit down

TRAINING EXERCISE 2: GROUP PORTRAIT

The manual

3. Put one board with the plain A4 sheet taped to it and a coloured pencil on each chair in the outer circle.
4. Ask everyone to sit down.
5. Instruct the people in the outer circle to write the name of the person sitting opposite them, in the inner circle, in the lower right hand corner of the paper.
6. Ask the people in the outer circle to start drawing a portrait of the person sitting opposite them in the inner circle. Stress that they are only to draw the face.
7. After 30 – 60 seconds (depending on the group size) ask them to stop drawing, and put the board and paper face down on their chair. They are to keep the coloured pencil/ pen they have been using and move into the chair on their left.
8. Ask them to pick up the board on their new chair and continue the portrait started by the previous person. The person being drawn must not see the portrait until everyone in the group has added to it.
9. Continue steps 7 and 8 until everyone in the outer circle has added to everyone's portrait and they are back where they started.
10. Share the portraits with everyone in the group.
11. The inner and outer circle now switch places, and the people who have been drawn are now to draw the others.

It is recommended that after the session you hang the portraits in the room you are working in. Share people's thoughts about the portraits. This exercise creates a lot of positive energy and laughter for the rest of the day.

Adjustment for target group

THE IDEA CAFÉ

Expected learning outcomes for youth workers:

- Risk taking; be open to try new things.
- Setting goals; set short, medium and long term goals.
- Basic mind-mapping of ideas; understand how to make connections between ideas, ability to see and understand the “bigger picture”.
- Leadership; take responsibility for self and others.

Expected learning outcomes for youth:

- Positive Thinking; understand the importance of positive thinking and positive language.
- Adaptability; see new opportunity in change.
- Setting goals; take responsibility for own choices and future.
- Brainstorming and word association; participate in small/large group brainstorming.

Before starting work on the Idea café, you must decide which themes the young people are going to work with. Select themes that are suitable for the target-group and youth organization.

Here is a list of 11 themes which could all be relevant for a youth organization:

- Music
- Culture/subcultures
- Sport
- Internet
- Friends
- Problems
- Mode/lifestyles
- Adults
- Girls
- Boys
- Open theme

In appendix 1, you find manuals for the theme managers of each theme.

However, depending on your personal experiences and the prevailing situation you can find new themes that better suit your group and make your own manuals. When you have defined the themes, you must find a theme-leader for each theme.

There must also be somebody to act as overall leader of the Idea Café. We will call that person the Process manager. The theme-leaders must be young people and not the youth-workers who are helping to making the wall.

It is often a good idea to prepare the themes and select the theme leaders together with a smaller group of young people one or two days before the wall.

THE IDEA CAFÉ

Expected learning outcomes for youth workers:

By doing this it is possible to prepare the theme leaders before the big day when the large youth group is invited.

It can be advantageous in the long run if the theme leaders hold any status among their friends and want to take responsibility for realizing the ideas. This should help attract other young people to help realize the ideas generated and also attract young people to come and see the results of The Wall.

For each specific theme a table should be set up with a large paper tablecloth that will be covered with ideas about the theme.

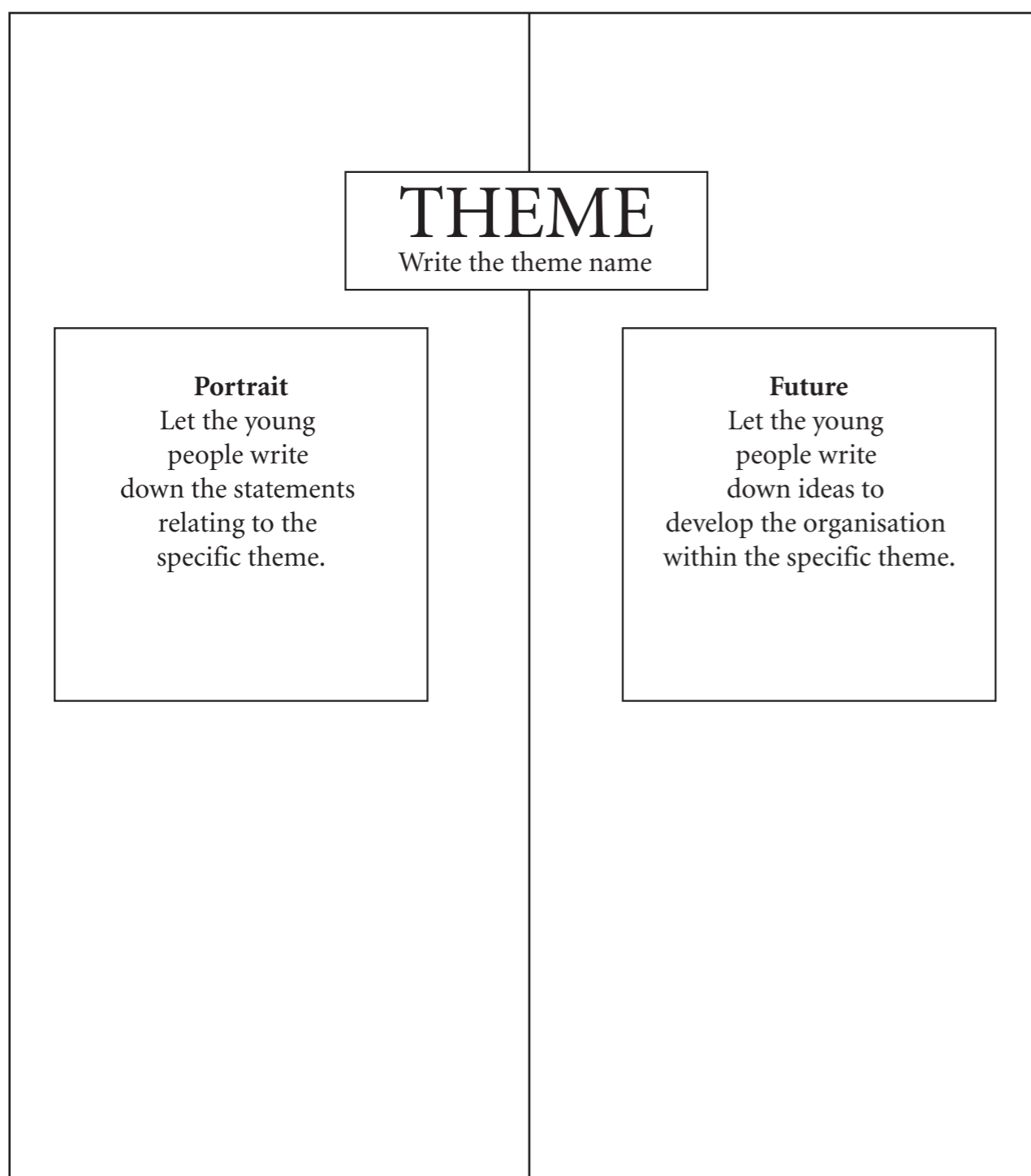
Divide the large paper into two columns - mark the first column “Portrait” and the other “The Future” please see illustration.

The tables the groups will be working at must be placed in a circle, because the groups are to rotate from table to table at the same time, following the clock.

The number of themes suggested depends on how many young people are involved.

Each theme table must have at least 3 participants and 1 leader. For example with 15 participants you can have at the most 5 theme tables, with 3 participants at each.

We recommend you work with 3-8 different theme tables.



THE IDEA CAFÉ

Introduction

The process manager should tell the group about the background and history for the wall and introduce the exercise. They then divide people into groups and ensures that each group finds a table.

The theme leaders introduce themselves to their groups and ask the members of the groups to introduce themselves to each other.

Stage 1.

The Portraits

The theme leader explains that on the left of the paper on the table is the area where the theme of group portraits is going to be developed. The members of the group are going to write statements about this theme straight onto the paper tablecloth.

The theme manager passes the pen to the person on their right, who then completes the portrait part of the paper tablecloth.

The theme manager has an exact manual of how to work in appendix 1.

If they have no statements to write, they say pass and give the marker to the person on their right. However they must not write anything that has already been written on the paper. When the groups are out of ideas, the theme leader signals to the process leader.

When the process leader has made sure that all the participants have written everything they want, they blow the whistle and all groups rotate to the next table on their right hand side.

There should be no longer than 5 minutes between each rotation.

Once all the groups have completed the Portraits it is time to move onto the second stage, which is The Future

Stage 2.

The Future

The groups go back to the table where they started and the process is repeated and the future sections on the tablecloths are filled out. People should write about their ideas for future projects, activities and guidelines.

Once the groups have finished both the portrait and the future parts on the tablecloths, the first part of the Idea Café is finished.

On the tables you will now have the young people's account of the present situation and how they see the future for the theme.

THE IDEA CAFÉ

Stage 3. The Vote

The Vote is an exercise that gives young people the opportunity to vote for the statements and ideas written on the tablecloth they agree with or think are best.

The theme leaders prepare their Idea Café for the Vote.

They must remove any statements that are duplicated or unsuitable to be voted on.

The groups must return to the tables where they took part in the Idea café.

The theme leader explains the rules of The Vote:

The young people have 2 votes to cast for the portrait part and 2 votes to cast for the future part of the tablecloth.

First the young people must vote for the two portrait statements they most agree with.

They do this by putting a mark next to the appropriate statement.

Then they vote for the ideas they like most in the future part of the tablecloth.

Again they put a mark next to the statements they wish to vote for.

This part of the exercise is known as rotating idea prioritizing.

Once this is finished the groups should return to the Idea Café where they started.

Here they help the theme-leader to count the votes to find which statements were successful.

After that, the process manager asks the groups to present their results.

The theme manager or another member of the group may present the results.

The person should stand up and introduce their theme, then announce which 3 or 4 statements from the portrait and ideas for the future got the most votes.

It is important to support the person who has made the presentation and the process manager should start the applause.

The theme leaders should record all of the statements that have received one or more votes.

These statements should be displayed under the title of the theme they belong to.

Stage 4.

The Corner Exercise

The Corner Exercise is designed to make people choose a group before starting group work.

Place all the themes the young people have voted for on the wall in the room, with as much space between them as possible.

Let the participants think for a while about what theme they want to continue to work with.

Ask them to go and stand next to the poster with the theme they want to work with.

As leader for The Wall you will now find yourself in a difficult situation, the most difficult in fact in the whole of the module.

THE IDEA CAFÉ

Stage 4.

The Corner Exercise

Young people can be led by their friends and by what theme is most popular (e.g. music).

There is a considerable risk that the majority of the young people will choose the same theme and if this is the case then the mural will not reflect the diversity of activities and attitudes as it should.

It is therefore imperative that leaders use all their pedagogic skills during the exercise.

Talk to the young people and explain that the mural will lose its values if, for example, it only illustrates two themes.

As leader you must try to encourage the participants to ensure that as many themes as possible are represented on the mural and for this you need to be not only a leader but indeed a skillful pedagogue and negotiator.

Once all the young people have selected which themes they want to work with, you must decide how the group will continue to work.

We recommend that you decide a minimum and a maximum number of participants in every group, we do not recommend any group has fewer than 3 or more than 8 persons members.

However if this turns out to be the case you should discuss things and try to find a solution with the group.

APPENDIX 1

Theme: Music

A survey should be carried out to find out what kind of music the young people at the youth club like, as well as what ideas and plans they have for developing musical activities at the club.

Instruction Theme Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The youth should write down what music groups they like on the square provided on the table. Each person can note up to three groups.

Examples; Madonna, Green Day, Coldplay, Eminem.

They must not write down the name of any group already on the paper. Go round and check this before anyone writes down his or her second group.

The youth leader checks that all the tables are finished before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what musical activities the club should work on in the future.

Examples; musical projects, musical events, musical equipment,

They must not write any idea that has already been suggested.

The youth leader checks that all the tables have finished before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Music.

APPENDIX 1

Theme: Adults

A survey should be carried out to find out what kind of negative adult attitudes the young people have experienced and what attitudes they feel a positive adult should have.

Instruction Theme Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The young people should write down what kind of negative adult attitudes they have experienced on the square provided on the table.

Examples; don’t like young people, dominate young people, abuse young people’s trust.

They must not write down anything that already is already on the paper.

The youth leader checks that all the tables are finished before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down what kind of positive adult attitudes they have experienced.

Examples; Like young people, allow young people to take responsibility, trust young people.

They must not write any idea that has already been suggested.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table.

The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Adults.

APPENDIX 1

Theme: Boys

A survey should be carried out to find out what kind of activities the boys enjoy in the youth club or neighbourhood today and which male focused activities the youth club should carry out in the future.

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The youth should write down what kind of activities the boys in the group enjoy in the club or neighbourhood.

Examples; in the fields of computer skills, sports, leisure time, music.

They must not write about any activity that has already been suggested.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what the club should do in the future.

Examples; projects for boys, special evenings for boys, special trips for boys.

They must not suggest anything that has already been written down.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes...

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme boys.

APPENDIX 1

Theme: Girls

A survey should be carried out to find out what kind of activities the girls in the group enjoy in the youth club or neighbourhood today, and what female focused activities the youth club should develop in the future.

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The group should write down what kind of activities the girls in the group enjoy in the club or neighbourhood.

Examples; in the fields of computer skills, sports, leisure time, music.

They must not write about any activity that has already been suggested.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what the club should do in the future.

Examples; projects for girls, special evenings for girls, special trips for girls.

They must not write about any activity that has already been suggested.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Girls.

APPENDIX 1

Theme: Culture

A survey should be carried out to find out what kind of cultural activities young people enjoy in the youth club or neighbourhood today and what cultural activities the youth club should develop in the future

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The group should write down what kind of cultural activities they enjoy in the club or neighbourhood.

Examples; theatre, photography, filming, art.

They must not write about any activity that has already been suggested.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what work the club should do in the future.

Examples; theatre evenings, film projects, photo exhibitions, exchanging experiences with other countries.

They must not write about any activity that has already been suggested.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Culture.

APPENDIX 1

Theme: Friend/Friendship

A survey should be carried out to find out what kind of negative attitudes the young people have experienced and what attitudes they feel a good friend should have

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The group should write down what kind of negative attitudes they have experienced among other young people on the square provided on the table.

Examples; gangs of boys, gangs of girls, bullying, stealing, violence.

They must not duplicate anything that is already written on the paper.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what the club should work with in the future.

Examples; role-play about bullying, working actively against violence, variety concert.

They must not write about any activity that has already been suggested.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Friend/friendship.

APPENDIX 1

Theme: Internet

A survey should be carried out to find out what kind of IT activities the members of the group enjoy in the youth club or neighbourhood today and what IT activities they would like the youth club to develop in the future.

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The group should write down what kind of IT activities they currently enjoy in the youth club or neighbourhood.

Examples; computer games, homework, chat with friends.

They must not write about any activity that has already been suggested

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what the club should work with in the future.

Examples; purchase new computers, free Internet connections, start up game competitions.

They must not write about any activity that has already been suggested

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Internet.

APPENDIX 1

Theme: Fashion/Lifestyles

A survey should be carried out to find out how the members of the group view their lifestyle and how they feel the youth club could work with them to develop this area in the future.

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The group should write down the different lifestyles in the club or neighbourhood on the square provided on the table.

Examples; music styles, street culture, sport styles.

They must not duplicate any of the suggestions that have already been put forward.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what the club should work with in the future.

Examples; party for special groups, fashion show, political meetings.

They must not duplicate any of the suggestions that have already been put forward.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme fashion and lifestyles.

APPENDIX 1

Theme: Problems

A survey should be carried out to find out what kind of problems the members of the group feel exist in the club or neighbourhood today and how they feel the youth club should work to overcome these in the future.

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The group should write down what any problems they feel exist in the youth club or neighbourhood today.

Examples; drugs in the neighbourhood, neighbourhoods with a bad name, poor communications, not enough influence from young people.

They must not duplicate any of the suggestions that have already been put forward. The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what the club should do to help overcome these problems in the future.

Examples; letters to the editors of newspapers, carry out manifestations, contact authorities and implement theme weeks.

They must not duplicate any of the suggestions that have already been put forward. The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Problems.

APPENDIX 1

Theme: Sport

A survey should be carried out to find out what kind of sport activities the members of the group enjoy and which sport activities the youth club should develop in the future

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
“Portraits”.

The group should write down what kind of sport activities they enjoy taking part in.

Examples; football, skateboard, climbing, tennis.

They must not duplicate any activities that have already been written down.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the “Portraits” it’s time to move onto the second stage, which is “The Future”.

Stage 2.
“The Future”.

In the square of paper on the table marked “The Future” they should write down their own ideas about what sporting activities the club should develop in the future.

Examples; construct climbing frames/walls, skateboard arenas, implement various sport tournaments.

They must not duplicate any activities that have already been written down.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to “The Future” the café model is completed. On the tables you will now have the young people’s account of the present situation and how they see the future for the theme Sport.

APPENDIX 1

Theme: Open

A survey should be carried out to find out what ideas that haven't come up in the other themes and what new ideas the youth club should develop in the future. For example ideas and activities that don't fit the other themes.

Instruction Youth Leader

Welcome the young people and let them introduce themselves to each other. Explain to them that the purpose of this type of café model is to describe the current situation and the future for the theme in question. As leader it is important that you inspire and support the young people.

Stage 1.
"Portraits".

Three members of the group should write down things about themselves that they have not written in the other cafés.

They must not write anything that has already been written.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once all the groups have completed the "Portraits" it's time to move onto the second stage, which is "The Future".

Stage 2.
"The Future".

In the square of paper on the table marked "The Future" they should write down their new ideas that the club should develop in the future. These must be things they have not written in other cafés.

They must not write anything that has already been written.

The youth leader checks that all the tables have finished writing before letting the participants move on to the next table. The maximum time spent at each table should be 5 minutes.

Once the groups have finished the round of tables related to "The Future" the café model is completed. On the tables you will now have the young people's account of the present situation and how they see the future for the theme Open.

TRAINING EXERCISE 3: THE INSTALLATION

Introduction

The purpose with The Wall is for young people and youth workers to create an installation that portrays them and clearly shows which activities and goals the young people are interested in achieving at the club. It becomes the youth clubs plan of action for the upcoming year.

Expected learning outcomes

The expected learning outcomes for youth workers:
Building relationships; build friendships effectively.
Negotiation; respect other points of view and opinions.
Teamwork; supporting the team.

The expected learning outcomes for youth:
Building relationships; collaborate and co-operating with others, work with others towards shared goals and aims.
Negotiation; be prepared to compromise and resolve differences.
Creative thinking; engage in creative group work and activities.

Stage 1.

The theme leaders of the chosen themes gather their groups and find a place for continuing the group work. The theme leaders can now choose to pass the responsibility of leading the group onto somebody else in the group or they can continue to lead the group through the next tasks.

Stage 2.

Start work on the installation by producing a detailed plan of what the theme group wants to fill their space on the wall with. The question is now: how does the group visualize the portrait part and the future part of their theme on the wall.

It can be done by writing, by painting, by putting up things that have been gathered or in any way they like.
Start by making a sketch of what you want to do with your theme.
Discuss various means of expression.
Gather together the group leaders from each group for a group leader meeting.

Have each group leader report what their group has agreed on. The group leaders shall negotiate with each other, each representing their own theme-group.

This negotiation shall lead to a mutual decision about what to do with The Wall. The decision must reflect the wishes of the whole group, and not only the wishes of the team leaders.

The negotiations must lead to the creation of a sketch of the wall, where it is clear how much space the single groups will have on the wall and where that space is.

TRAINING EXERCISE 3: THE INSTALLATION

Stage 2.

In appendix 2, we have produced a sketch of a way the different themes could be put up on a wall. In this example, the young people have been working with 8 themes and the group leaders have agreed to share the space on the wall equally. However it could be the case that the group leaders decide some themes require more space than others do.

Stage 3.

When all of the groups have finished sketching out their ideas put the sketches up on the wall. The theme groups then present their ideas to the whole group.

Start working on the installation and create the Wall.

Stage 4.

The Wall is an excellent innovation that shows what the youth centre is all about, and what it stands for. This exercise is about young people creating an installation, which describes the intended activities for the next year.

Expected learning outcomes

Expected learning outcomes for youth workers:

Positive thinking; always think “success”

Problem-solving; implement strategies and solutions

Building relationship; build friendships effectively.

The expected learning outcomes for youth:

Decision-making; make that outcome happen.

Self-confidence; capable of presenting ideas effectively to others.

Once the installation is complete it is time for the members of the group and the youth workers to organise a release party for the installation.

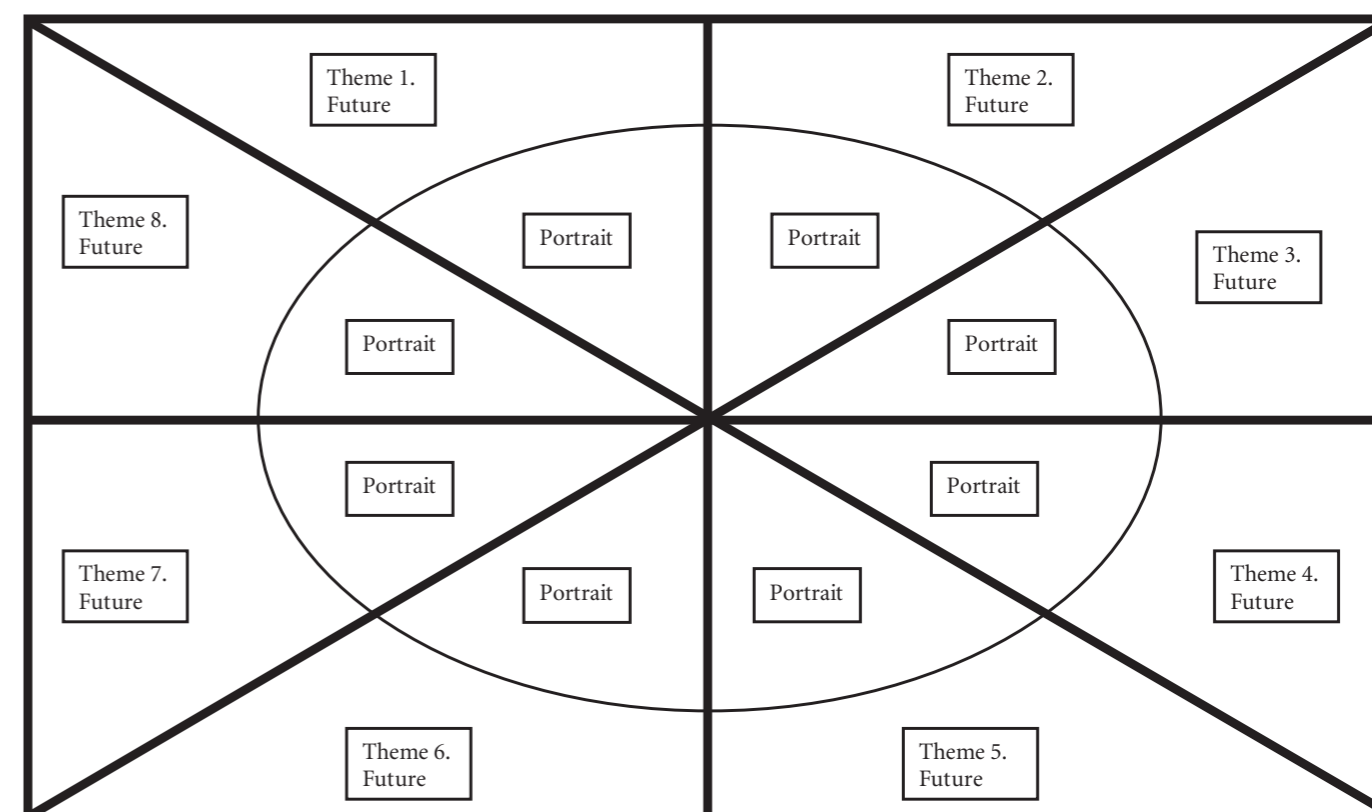
It is important to set a date as soon as possible after the installation has been created.

You should invite local people, politicians and anyone else who might have an interest in the future activities of the youth club. It is a perfect opportunity to market the youth centre. You may even find other people or organizations that will sponsor or support the youth club.

It is important that The Wall is disassembled every year. This is a process that should be carried out from time to time, as the installation must reflect the actual group of young people frequenting the youth centre.

APPENDIX 2

Sketch of The Wall



This is the example sketch of The Wall. You can use this model or you can choose another one that meets the needs of your youth club more. The Portrait section represents what you already have and the future section represents what the young people want to do in the future. Use the theme ideas from the Idea Café when the group starts working on the installation. Start working on the installation by producing a detailed plan of what the theme group wants to fill their space on the wall with. Start with a sketch that shows what your theme group wants to create.

Discuss various means of expression.

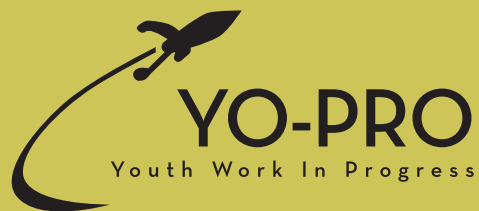
The material needed for working on the wall should be purchased and available for use when you start work.





Module 5

Young People and ICT



YOUNG PEOPLE AND ICT

Module Introduction

The two-day workshop focuses on the relationship between young people and IT. It is very important to understand that the contents of this module have a special feature: generally young people have a wider knowledge of IT than youth leaders. This is possibly because young people are surrounded by IT tools and use them on a daily basis. The Internet is a new means of communication and like all other means of communication, it has a great impact on society. All the sessions of this module analyse different aspects of digital technology. Only by understanding all these aspects is it possible to understand the whole philosophy that lies behind digital technology. All these aspects have a global impact on human life, changing individuals and their way of understanding reality. Such a change becomes more evident the more the tool is used. In present day society, young people may use digital technology more frequently and in different ways to adults. Therefore it is young people who feel the consequences of the technology the most. The module has a general aim which is the same aim as all of the single sessions making the youth worker aware of:

- the potential of digital technology,
- the way young people use digital technology,
- the changes that digital technology brings to our society and in particular to young people.

The youth worker does not need to become a technical expert but should act as a guide for the young people. In order to do this the youth worker needs to understand digital technology, taking an active part in its testing and use. After this module the youth worker will be able to speak a common IT language with young people, learning from them how to use IT tools with more creativity.

Module training exercises and Icebreakers

1. Icebreaker - Do you like your neighbours?
2. Internet and Personal Identity
 - a) Avatar
 - b) Virtual socialisation
 - c) Virtual community
3. Icebreaker - The tangle
4. Possibility of editing the contents (Audio)
5. Icebreaker - Find the person who...
6. Possibility of editing the contents (Video)
7. Icebreakers - Blind date
8. Simulation of the experience

ICEBREAKER 1: DO YOU LIKE YOUR NEIGHBOURS?

Introduction

This is a very good icebreaker for groups of people who do not know each other and need to remember each other's names.

Expected learning outcomes

The expected learning outcomes for youth workers:

Self-confidence: believe in oneself

Listening skills: use active listening skills

Social skills: be comfortable and relaxed in a group of people

Management of relationships: can calmly interact with other people

The expected learning outcomes for youth:

Self-confidence: believe in oneself

Listening skills: use active listening skills

Social skills: be comfortable and relaxed in a group of people

Outline of exercise

The group stands in a circle, and the participants ask each other the question "Do you like your neighbours?" (The people standing next to you in the circle.) Different things happen depending on the answer.

Practicalities

Numbers More than 6

Duration 10 minutes

Resources A large room which can accommodate participants working in a large circular group, standing.

Method

Ask each participant to introduce him/herself saying his/her name and one or two pieces of information about themselves.

Ask the group to form a circle with one of the participants standing in the middle.

The participant in the middle points at a person in the circle and asks "Do you like your neighbours?" The person can answer yes or no.

- A. If they say yes the people to their right and left exchange places.
- B. If they say no they have to say the names of two other participants. The neighbours of the person who answered and the two people who were named have to exchange places.

In both cases the participant in the middle should try to steal the place of one of the others by running into it when they are changing places. The icebreaker continues until everyone knows each other's names.

TRAINING EXERCISE 1: INTERNET AND PERSONAL IDENTITY

Introduction

This topic is mostly related to the issue of virtuality. When young people surf the web they have the opportunity to take on a new persona and pretend to be someone else. The aim of this exercise is to analyse psychological issues related to multiple identities and to understand the possibilities and risks that young people could face on the web. Young people should be helped to understand that what they find on the Internet is not always real.

Expected learning outcomes

The expected learning outcomes for youth workers:

Independence: work alone
Determination: be persistent and determined
Own identity: be comfortable with the way you look; express yourself, your views and opinions to others; respect the thoughts and feelings of others
Building relationships: collaborate and co-operate with others
Problem-solving: identify problems; develop strategies and solutions
Speaking and listening: follow instructions; debate and discuss ideas in small/large groups; explain own ideas and listen to others' ideas/views.
Basic mind-mapping of ideas: ability to see and understand the "bigger picture"
Verbal communication/reasoning: critically assess ideas and contributions; engage in meaningful discussion; ask clear questions to clarify issues

The expected learning outcomes for youth:

Independence: work alone
Determination: be persistent and determined
Own identity: be comfortable with the way you look; express yourself, your views and opinions to others; respect the thoughts and feelings of others
Speaking and listening: follow instructions; debate and discuss ideas in small/large groups; explain own ideas and listen to others' ideas/views.

Outline of exercise

This exercise foresees three activities:

- Avatar
- Virtual socialisation
- Virtual community

During these three activities the participants:

- create their own avatar (the avatar is the software representation of a person as they appear to others in a shared virtual universe);
- visit a virtual world;
- surf a virtual community.

TRAINING EXERCISE 1: INTERNET AND PERSONAL IDENTITY

Practicalities

Numbers	8
Duration	3 hours (excluding set up of PCs and equipment)
Resources	One PC for each participant (all the pc should be connected to the same LAN –Local Area Network - and to the Internet) One headphone and one microphone for each participant Two or three digital camera

Method

Introduction

It is very important to prepare the PCs a few days before using this exercise because you need to be sure that everything works properly. First of all you need to install 3dmenow Demo. You can download this software from the back up material. In order to install this software you need to have the administration rights of the PC. If you are not sure about this speak to the LAN administrator. The back up material will provide you with the basic information. The software contains tutorials; "read me" files and instructions where you can find further information.

To install 3dmenow Demo you should:

- double click on the "3dmenow Demo" file
- click Yes
- click Next
- click Yes
- Choose the folder where you want to install 3dmenow Demo by clicking on Change; if you do not know what to do go to next step
- click Next
- click Next
- click Install
- Remove the flag from "Run 3DMeNow Tryout"
- click Finish

At the end of the installation you will find a "3DMeNow Tryout" icon on your desktop

Remember that this is a 'tryout' version and is limited because you cannot save your models and animation.

Avatar

Introduction

The definition of avatar is an advanced soul who chooses to return to a physical body in order to teach less evolved souls. For example Buddha, Jesus, Mohammed, and Zoraster. In the world of digital technology the avatar is the software representation of a person as they appear to others in a shared virtual universe. The avatar may or may not resemble an actual person.

TRAINING EXERCISE 1: INTERNET AND PERSONAL IDENTITY

Method

The avatar automatically becomes a mirror of us. Therefore the Avator may take on a persons characteristics. For example the serious individual may represent themselves in a serious manner.

Technical details

- First of all you need to take two pictures of each participant: one face-on photo and one profile photo (for the profile photo make sure the left side of the face is photographed).
- Download the pictures on all the PCs in a folder called "Pictures" under "Documents".
- Launch 3DMeNow Tryout by double click on the icon on the desktop
- Click on Continue
- Click on New
- Click on the picture of the folder to upload the Front Image from the "Pictures" folder.
- Do the same for the Side Image
- Click OK

2D alignment begins with positioning and scaling bounding-boxes in both 2D views. The front-face bounding box contains an oval perimeter, which should be matched to the outline of the head - (specifically, the skull and jaw line, not including the ears) in the image. Similarly, the profile bounding box contains a perimeter in the shape of a human head profile - which should be aligned in the same way, only this time as closely as possible to the skull, facial features, jaw line and neck in the profile view (assuming suitable side-face imagery has been loaded).

NB: It is important to use the box to frame what you estimate to be the **skull** rather than the hair in order to reliably control the proportions.

To align the bounding boxes, start with the front face - first, position the box by clicking and dragging within its boundaries, then scale by dragging the control points at the corners.

Once the front-face is aligned move-on to the profile.

It's vital throughout the bounding-box alignment (and even more so during perimeter manipulation) to refer to the head in the 3D window.

Use the view manipulation tools to navigate the object, checking to see if the changes made in the 2D windows are producing the desired result on the object itself.

Once the bounding boxes have been set up to your satisfaction, double-click outside the box in either 2D view, or click the 'Edit' button on the main toolbar and move to 'Step 2'. This confirms the general scale and proportion of the object and causes the bounding boxes themselves to turn off, revealing a default set of perimeters showing a human head in both 2D windows.

TRAINING EXERCISE 1: INTERNET AND PERSONAL IDENTITY

Method

3DMeNow's perimeter modelling approach involves selecting the green lines and their points and matching them as closely as possible to their equivalent features in your imagery:

Default Perimeters include:

- Front and Profile Head
- Front Eyebrows
- Front and Profile Eyes
- Front Mouth
- Profile Ears
- Profile Cheeks

Good alignment is vital in order to obtain good results.

The application allows more or less detailed modelling by letting you increase and decrease the number of available control points on each perimeter - thus each perimeter set allows you to model at low, medium and high resolution. Use the '- Points' and '+ Points' perimeter buttons on the main toolbar to toggle between perimeter detail. Low-resolution perimeters are ideal for making quick, sweeping brush-strokes to the model: high-resolution perimeters allow you to make more subtle changes to individual features, such as lips, ears and nostrils.

TIP: the fastest way to model is to match the lines as well as you can with the lowest level perimeters first, and only then add further points. Building models this way will minimize the number of point movements you need to make overall - and should mean that only the tiniest of point movements are needed to polish the model with high-resolution perimeters.

Once you have created your 3D model you can use the following buttons:

- Hair Style: to put hair onto your model
- Spectacles: to put glasses on the model
- Animate: to animate the model
- Record: to record an audio message.

When everybody has finished their model ask each person to present their models and as a group choose the best model.

Virtual socialisation

Introduction

The avatar gives you the possibility to create a virtual representation of yourself while the internet provides the opportunity to act in virtual words where you can pretend to be someone else. An example of this type of virtual world can be found at <http://www.activeworlds.com>.

When you visit this website you can ask the participants to try to be someone else (for example a woman if they are a man or a man if they are a women).

TRAINING EXERCISE 1: INTERNET AND PERSONAL IDENTITY

Method

This website is a perfect example of how the people you meet and the places you visit on the Internet are not always real.

Technical details

- Double click on the “Active Worlds” icon on your desktop.
- Choose a name
- Put an E-mail address
(it is not necessary to put in a real E-mail address)
- Click on OK

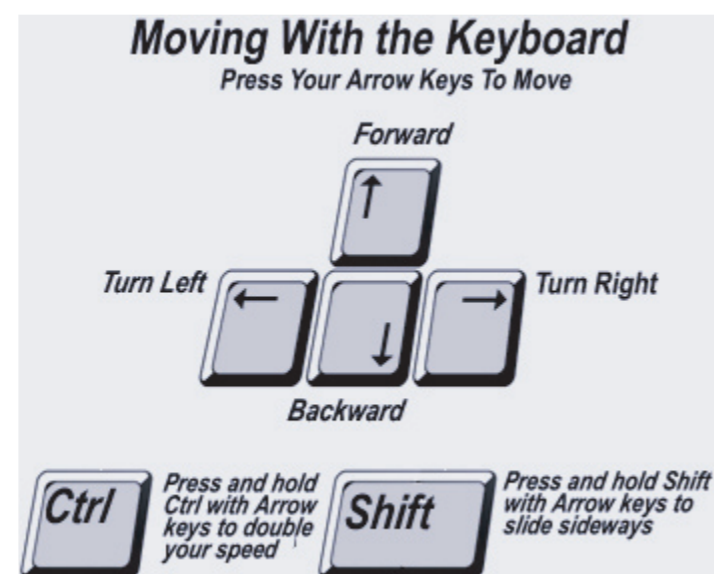
You can use the arrow keys on the keyboard to move around the screen.

First, click inside the virtual reality window.

Second, press your arrow keys.

All of the keys you need to move around and change your view are located on the number pad, which is on the right side of a standard extended keyboard.

The diagram below indicates what each key on the numeric keypad does.



Virtual community

Introduction

Virtual communities are a virtual stage where youngsters can satisfy their desire for exposure and fame. An Italian virtual community is www.bellisinasce.it, but each one of you will be able to find a similar website from your country. It will be very useful to visit one of these websites with other youth workers in order to make everyone aware of their existence.

At the same time it would be very useful to visit one of these websites with young people in order to inform them of their existence and how they can be used while making them aware of the potential dangers.

TRAINING EXERCISE 1: INTERNET AND PERSONAL IDENTITY

Method

Conclusion

After the whole exercise and in particular after the last part (virtual community), it is very important that the youth leaders lead a discussion about these topics with the participants.

Some useful questions could be:

What do you think about these new means of communication?

What are the positive aspects?

Do you see any potential risks?

Why do you think so many people enjoy visiting these virtual online communities?

ICEBREAKER 2: THE TANGLE

Introduction	This is a very good icebreaker for groups of people who know each other and enjoy taking part in physical activities.						
Expected learning outcomes	<p>The expected learning outcomes for youth workers:</p> <p>Listening skills: use active listening skills Social skills: be comfortable and relaxed in groups of people; use appropriate speech and body language Management of relationships: interact calmly with other people Adaptability: adapt behaviour to fit in with new and changing situations, see the new opportunities change can produce Motivation: being inspired to take action Working with others: listening to each other; co-operating with others during activities; making decisions together; use appropriate speech and body language</p> <p>The expected learning outcomes for youth:</p> <p>Listening skills: use active listening skills Social skills: be comfortable and relaxed in groups of people; use appropriate speech and body language Management of relationships: interact calmly with other people Adaptability: adapt behaviour to fit in with new and changing situations; see the new opportunities that change can provide Motivation: being inspired to take action Working with others: listening to each other; co-operating with others during activities; making decisions together; use appropriate speech and body language</p>						
Outline of exercise	The participants tangle themselves by taking the other participants' hands randomly. The group should then try to untangle themselves without letting go of anyone's hands.						
Practicalities	<table border="0"> <tr> <td style="vertical-align: top;">Numbers</td> <td>More than 6</td> </tr> <tr> <td style="vertical-align: top;">Duration</td> <td>15 minutes</td> </tr> <tr> <td style="vertical-align: top;">Resources</td> <td>A large room which can accommodate participants working in a circular group, standing.</td> </tr> </table>	Numbers	More than 6	Duration	15 minutes	Resources	A large room which can accommodate participants working in a circular group, standing.
Numbers	More than 6						
Duration	15 minutes						
Resources	A large room which can accommodate participants working in a circular group, standing.						
Method	<p>Ask the group to form a circle with everyone facing the centre and then ask them all to reach out and join hands with two other people in the circle. They should not hold both hands of another person. The result will be that everyone is tangled up. The group should then try to untangle themselves without letting go of anyone's hands. If after a while this proves impossible allow one person to free one of their hands which should facilitate the process.</p>						

ICEBREAKER 2: THE TANGLE

Method	<p>The activity should end when everyone is once again in a circle still holding hands (although some may be facing outwards). This is a very good icebreaker for groups of people who know each other and enjoy taking part in physical activities.</p>
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TRAINING EXERCISE 2: POSSIBILITY OF EDITING THE CONTENTS (MUSIC)**Introduction**

This topic is concerned with the issues surrounding interaction. The Internet allows digital knowledge to be shared and for the first time edited. However this may have negative consequences, as there is no certification of the knowledge which in turn has led to the diminishing concept of the author and the development of a sense of independence from authority. The positive consequence is that individuals are able to share and exchange their skills. The aim of this topic is to present the difference between digital and written information and to develop the creativity of young people when using IT tools.

Expected learning outcomes**The expected learning outcomes for youth workers:**

Independence: working alone and not giving up
Determination: not giving up;
Speaking and listening: following instructions
Experiment with ideas: engage in new techniques for creative thinking; see more than one option or solution
Explain the creative process: clearly identify creative challenges
Problem –solving: fully identify problems; develop strategies and solutions; discuss and agree these with the team; implement strategies and solutions
Leadership: inspire and motivate others
Basic mind-mapping of ideas: ability to see and understand the “bigger picture”

The expected learning outcomes for youth:

Independence: working alone and not giving up
Determination: not giving up;
Speaking and listening: following instructions
Experiment with ideas: engage in new techniques for creative thinking; see more than one option or solution
Explain the creative process: clearly identify the creative challenge

Outline of exercise

This exercise involves one activity, the creation of a piece of music. It deals with the relationship between music and digital technology and the consequences for the role of the author. The aim of this exercise is to give youth workers the information about how the digital technology can be used to exploit young people’s creativity. In addition to this, the aim of the session is to help youth workers understand the importance of being able to modify most things that exist on the Internet. Because of this it is possible for someone to create something new simply by modifying something that already exists. The importance of this phenomenon is tied not only to the concept of the artist but also to the changes that it can bring about in the mind of youngster.

TRAINING EXERCISE 2: POSSIBILITY OF EDITING THE CONTENTS (MUSIC)**Practicalities**

Numbers Approx. 8
Duration 2 hours (excluding set up of PCs and equipment)
Resources One PC for each participant (all the pc should be connected to the same LAN –Local Area Network - and to the Internet)
 One set of headphones and one microphone for each participant

Method**Introduction**

It is very important to prepare the PCs a few days before using this exercise because you need to be sure that everything works properly. First of all you need to install Orion and Total Recorder. You can download them from the Internet; you just need to put “orion demo software download” and “total recorder demo software download” into a search engine (i.e. Google). In order to install this software you need to have the administration rights to the PC’s. If you are not sure about this talk to the LAN administrator. All this back up material provides you with the basic information for Orion Pro 5.8 and Total Recorder Professional 5.1. The software contains tutorials; “read me” files and instructions where you can find further information. Other versions can be different so read them carefully.

To install Orion Demo you should:

- double click on the “Orion” file
- click on next
- Select “I accept the agreement”
- click on next
- Choose the folder where you want to install IronStorm by clicking on Browse; if you do not know what to do go to next step
- click on next
- click on next
- click Install
- Remove the flag from “Launch application”

At the end of the installation you will find a “Orion Pro” icon at the end of this path: Start/Programs/Synapse Audio/Orion/Orion Pro. I suggest you drag and drop this icon onto the desktop. Remember that this is a ‘tryout’ version and is limited because you cannot save your piece of music.

To install Total Recorder Demo you should:

- double click on the “Total Recorder” file
- Click on Setup
- Click on Avanti or next
- Click on yes

TRAINING EXERCISE 2: POSSIBILITY OF EDITING THE CONTENTS (MUSIC)

Method

- Choose the folder where you want to install Total Recorder by clicking on Browse; if you do not know what to do go to next step
- Click on Avanti or next
- Click on “Fine” or “Finish”

At the end of the installation you will find a “Total Recorder” icon on your desktop

This version of Total Recorder is unregistered.

If you record with the unregistered version, a short noise will be inserted into each recording about once a minute.

Creation of a piece of music

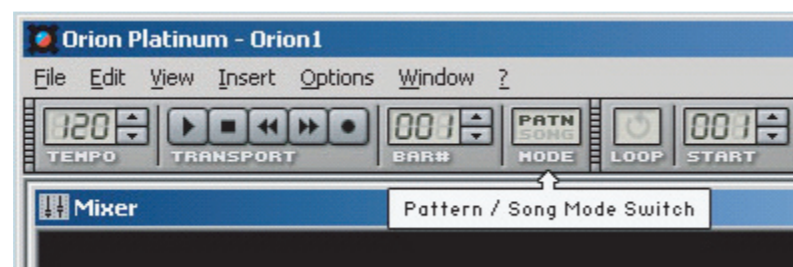
There are two types of music files that is possible to create with IT:

- midi files: these are files of music which are totally artificial (all the music is created by software)
- wav files: these are files that contain real music which has been recorded and then edited with software

The software for midi files is called “sequencers”; the software for wav files are called “wav editors”.

TECHNICAL DETAILS

- Launch Orion Pro by double clicking on the icon on the desktop
- File/New
- Once you’ve started a new song, take a quick look at Orion’s main toolbar, and ensure that you’re in PATTERN mode. If we’re in SONG mode, click the control once, to switch to PATTERN mode instead.



- In PATTERN mode, the generators will simply play the currently selected pattern, over and over again, while in SONG mode, the playlist will control the generators, telling them which patterns to play when and in what order. We’ll take a look at the playlist later in this tutorial and show you how to arrange your patterns into a song - for now, don’t worry about it too much as we’ll start by working in pattern mode.
- Now you can start to create your own piece of music by inserting generators. A generator is basically anything that creates sound. The command is Insert/Synths/.

TRAINING EXERCISE 2: POSSIBILITY OF EDITING THE CONTENTS (MUSIC)

Method

- For example choose Insert/Synths/Wasp. A new window appears; click on the button edit; the sequencer then opens up.
- To insert a note, simply move the mouse over the grid and left-click. To delete a note, move the mouse over a note in the note-grid, and right-click it. To change the length of a note, move the mouse over the right end of a note, press and hold the left mouse button, drag the mouse left or right, and then release the left mouse button.
- Hit SPACE on your keyboard, or press the play button in the main toolbar to listen to your pattern in loop while you edit it - create some notes as explained above, and when you’re done, press SPACE again to stop, or press the stop button in the main toolbar.
- Repeat these steps with the other generators (Monobass, Tomcat, ...)
- When you have three or four patterns switch to song mode by clicking on the song mode switch in the main toolbar .



- Then choose Song Playlist from the View menu. The Playlist is where you assemble your patterns into a song.
- To insert a pattern into the playlist, just left-click in the empty space in the WASP generator’s row. To delete patterns from the playlist, right-click them.
- Sometimes it’s useful to listen to a segment of the playlist in loop, so switch to loop mode - click on the Loop Mode Switch in the main toolbar:



- The loop region will be highlighted on the ruler of the playlist window. You can change the loop region by manually adjusting the Loop Start and Loop Length values in the main toolbar, or you can set the loop region directly by clicking and dragging on the playlist ruler from the start to the end point of the loop.
- Try different generators and different notes until you are happy with your work. Now you have your own piece of music.
- In order to save your piece of music you need to use another piece of software: Total Recorder.
- Launch Total Recorder by double clicking on the icon on the desktop. While looking at Orion ensure you are in song mode and press play. Then go to total recorder and when you want to start recording click on the red button. It is better if you are using a loop so that you can click on the red button just before the end of the loop. When you have recorded one minute (not more!) of music stop the recording and save it.

Conclusion

After this exercise it is very important that the youth leader agrees with the participants on future activities within this topic. For example making music for a party or having a song competition.

ICEBREAKER 3: FIND THE PERSONS WHO...

Introduction This is a very good icebreaker for groups of people who do not know each other very well. However in order to manage this activity it is important that the facilitator knows something about each of the participants.

Expected learning outcomes

The expected learning outcomes for youth workers:

Awareness of other people: be observant and interested in other people
Own identity: be comfortable with who you are
Listening skills: use active listening skills
Social skills: be comfortable and relaxed in a group of people

The expected learning outcomes for youth:

Awareness of other people: be observant and interested in other people
Own identity: be comfortable with who you are
Listening skills: use active listening skills
Social skills: be comfortable and relaxed in a group of people

Outline of exercise Each participant has a piece of paper with statements about the other members of the group but no names. Each member does not know whom each piece of information is about. The members of the group should move around the room asking questions in order to find out whom each statement is about.

Practicalities

Numbers	More than 6
Duration	15 minutes
Resources	A large room which can accommodate participants working in a large group

Method The facilitator gives a piece of paper to each participant. On each piece of paper there is a table like this:

Find the person whom....

Characteristic Name of the person

Has a daughter who plays in the English volleyball team

Went to South Africa to play golf
 The members of the group should ask each other questions in order to fill out the table.
 This is a very good way to get to know each other and make friends.

TRAINING EXERCISE 3: POSSIBILITY OF EDITING THE CONTENTS (VIDEO)

Introduction This topic is mostly related to the issue of interaction. Internet facilitates the sharing of knowledge in a digital form. For the first time it is also possible to edit this knowledge. However this may have negative consequences, as there is no certification of the knowledge which in turn has led to the diminishing concept of the author and the development of a sense of independence from authority.

The positive consequence is that individuals are able to share and exchange their skills. The aim of this topic is to present the difference between digital and written information and to develop the creativity of youngsters when using IT tools.

Expected learning outcomes

The expected learning outcomes for youth workers:

Independence: work alone and not give up
Determination: not giving up;
Speaking and listening: following instructions
Experiment with ideas: engage in new techniques for creative thinking; identify more than one option or solution
Explain the creative process: clearly identify creative challenges
Problem –solving: fully identify problems; develop strategies and solutions; discuss and agree these with the team; implement strategies and solutions
Leadership: inspire and motivate others

The expected learning outcomes for youth:

Independence: work alone and not give up
Determination: not giving up;
Speaking and listening: following instructions
Experiment with ideas: engage in new techniques for creative thinking; see more than one option or solution
Explain the creative process: clearly identify creative challenges

Outline of exercise This exercise is made up of one activity: the creation of a video clip. It deals with the relationship between video and digital technology and the consequences for the role of the author. The aim of this exercise is to give youth workers information about how digital technology can be used to exploit young people's creativity. In addition to this the session aims to help youth workers understand that most things that are found on the Internet can be modified in some way. Because of this it is possible to create something new by simply modifying something that already exists and merging it with something else. The importance of this phenomenon is tied not only to the concept of the artist but also to the changes that it can bring about in the mind of youngster.

TRAINING EXERCISE 3: POSSIBILITY OF EDITING THE CONTENTS (VIDEO)

Practicalities	Numbers	Approx. 8
	Duration	3 hours (excluding set up of PCs and equipment)
	Physical Frames and Materials	One pc for each participant (all the pc should be connected to the same LAN –Local Area Network - and to Internet) One set of headphones and one microphone for each participant Two or three digital cameras Two or three digital video cameras

Manual

Introduction

It is very important to prepare the PC's a few days before using this exercise because you need to be sure that everything works properly. First of all you need to install ArKaos. You can download it from the Internet; you just need to put "Arkaos demo software download" and "total recorder demo software download" into a search engine (i.e. Google). In order to install the software you need to have the administration rights of the PC. If you are not sure about this talk to the LAN administrator. All this back up material provides you with the basic information for ArKaos VJ 3.0.1 FC4. The software contain tutorials, "read me" files and instructions where you can find further information. Other versions can be different so read them carefully.

To install ArKaos Demo you should:

- double click on the "ArKaos" file
- choose the language you prefer and click on "Avanti" or "next"
- click Next
- in this window you can check if you have all the software Arkaos needs to work properly: Quick Time, Direct X, Windows Media Player. If you do not have them you can simply download them form the web.
- Click on OK
- Select "I accept the term of the licence agreement"
- click Next
- Choose the folder where you want to install Arkaos by clicking on Change; if you do not know what to do go to next step
- click Next
- click Install
- Remove the flag from "Launch Arkaos"
- click Finish

At the end of the installation you will find an "ArKaos" icon on your desktop
Remember that you can use this software for free for the first 20 days, then you need to buy it or use it in the demo mode.

TRAINING EXERCISE 3: POSSIBILITY OF EDITING THE CONTENTS (VIDEO)

Manual

System Requirements

OS: Windows™ XP

Processor: Pentium™ IV 1.2 Ghz ; Pentium™ IV 2 Ghz recommended

RAM: 256MB; 512MB recommended.

Graphic-card: Any graphic-card supporting the Pixel Shaders II technology, NVidia graphic-cards recommended

Media players:

QuickTime™ 6.x or more (to play / export .mov files)

Windows Media Player™ 9 or more (to play / export .avi files)

Macromedia Flash player 7 or more (to play .swf files)

Other: Direct X™ 9.0c or more (to play / export .mpg .mpeg .asf .wmv files / camera support)

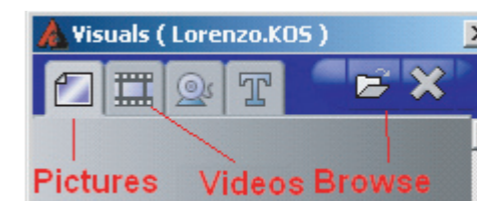
Note: the software installer will check if your media players and DirectX versions are up to date and give you the opportunity to update them if needed.

Creation of a video clip

After having created the piece of music it is possible to use it during the creation of a video clip. In order to do this you need to have some videos and pictures. It would be nice if you could use videos and pictures of the participants. So the days before the workshop or during the first part of the module (Internet and Personal Identity) you should remember to take some pictures and short movies. It is not important to have good material, what is important is the creativity in editing it.

TECHNICAL DETAILS

- Launch ArKaos VJ 3.0.1 FC4 by double click on the icon on the desktop
- File/New and save the video clip you are going to create.
- First of all choose the pictures and the videos that you want to use in your video clip.



- Click on Browse in the Visual window and add pictures and videos. They will appear in the folders Pictures and Videos.
- Now you need to associate each element (pictures and videos) to the keys of the keyboard so that each picture and each video has a key. In order to do this you can drag and drop each element from the Visual window to the keyboard at the bottom of the screen.
- Try to press the keys you have chosen and in the Preview window you will see the videos and the pictures.

TRAINING EXERCISE 3: POSSIBILITY OF EDITING THE CONTENTS (VIDEO)**Manual**

- Now from the Effects window you can drag and drop the effects on the same keys. Try all the effects and choose the one you prefer for each element.
- Train yourselves by switching from videos to pictures until you feel confident.
- Now you can record your video clip. Choose Event recorder from the Arkaos menu. Press the red button in the Event Recorder window and click on "Record" in the new windows. The software will record everything you do; when you have recorded enough, click with the left button of the mouse to stop recording.
- Now you are ready to run the video clip together with the piece of music you have created with Orion. Launch the Wave file you saved before and set the software in order to repeat it, at the same time launch the Arkaos file and act like a real DJ.

Conclusion

After the whole exercise it is very important that the youth leader agrees future activities with the group. This could be a competition for the best video clip.

ICEBREAKER 4: BLIND DATE**Introduction**

This is a good icebreaker for people who already know each other. It is important that the people feel comfortable with one another because this activity involves physical contact.

Expected learning outcomes**The expected learning outcomes for youth workers:**

Management of relationships: can calmly interact with other people

Own identity: be comfortable around other people

Social skills: be comfortable and relaxed in a group of people; use appropriate speech and body language; respect cultural differences between people

The expected learning outcomes for youth:

Management of relationships: can calmly interact with other people

Own identity: be comfortable around other people

Social skills: be comfortable and relaxed in a group of people; use appropriate speech and body language.

Outline of exercise

Split the group into pairs and blindfold one person in each pair. The blindfolded person must try and identify the other person by touching their hands and face.

This exercise can be repeated any number of times by changing the pairs.

Practicalities**Numbers**

More than 6

Duration

15 minutes

Method

Split the group into pairs and blindfold one person in each pair.

The blindfolded person must try and identify the other person by touching their hands and face.

This exercise can be repeated any number of times by changing the pairs.

TRAINING EXERCISE 4: SIMULATION OF THE EXPERIENCE**Introduction**

This topic is concerned with the issues surrounding simulation. On the web “experience” is simulation. Simulation allows you to imitate and study reality. It is possible that in the future education will make use of Internet simulations. We will pretend to be different people from history or we will be able to try physics experiments. A classical example of simulation is videogames. This kind of experience has both negative and positive aspects. There is a risk of alienation from reality. However this kind of experience is a learning methodology and the psychological gratification you get from a virtual achievement is similar to a real one. The aim of this part of the module is to make the youth worker and the young people aware of advantages and risks associated with video gaming.

Expected learning outcomes**The expected learning outcomes for youth workers:**

Determination: not giving up
Working with others: work co-operatively with others;
Comfortable with failure as valid learning opportunity: learn from failure in order to reach success
Basic mind-mapping of ideas : ability to see and understand the “bigger picture”
Working with others: work alongside others on different activities
Verbal communication/reasoning: critically assess ideas and contributions; engage in meaningful discussion; ask clear questions in order to clarify issues

The expected learning outcomes for youth:

Determination: not giving up
Working with others: work co-operatively with others;
Comfortable with failure as valid learning opportunity: learn from failure in order to reach success
Working with others: work alongside others on different activities

Outline of exercise

This exercise involves one activity, playing a video game. This session is intended to provide youth workers with information about how young people use the Internet to play games online. Online gaming is one of the most popular uses of the Internet. Games can be played against the computer or against other online gamers who can be anywhere in the world. Knowing how to play online will provide youth workers with the skills to both help young people play and organise gaming tournaments at both a national and international level.

TRAINING EXERCISE 1: SIMULATION OF THE EXPERIENCE**Practicalities**

Numbers	Approx. 8
Duration	1 hours (excluding set up of PCs and equipment)
Physical Frames and materials	One pc for each participant (all the pc should be connected to the same LAN –Local Area Network - and to Internet) One set of headphones and one microphone for each participant

Manual**Introduction**

It is very important to prepare the PC's a few days before using this exercise because you need to be sure that everything works properly. First of all you need to install Iron Storm demo. You can download it from the Internet; you just need to put “Iron Storm demo software download” into a search engine (i.e. Google). In order to install the software you need to have the administration rights of the PC. If you are not sure about this talk to the LAN administrator. All this back up material provides you with the basic information for IronStorm demo. The software contain a “read me” file and instructions where you can find further information. Other versions can be different so read them carefully.

To install IronStorm Demo you should:

- double click on the “IronStorm Demo” file
- click on next
- click on Yes
- click on next
- Choose the folder where you want to install IronStorm by clicking on Browse; if you do not know what to do go to next step
- click on next
- click on next
- Click on Si (Yes)
- Choose “No install Game Spy Arcade Later”
- click on next
- click on finish.

At the end of the installation you will find a “IronStorm Demo” icon on your desktop

Minimum system requirements:

- Intel Pentium III 600MHz
- 256MB RAM
- Geforce 2
- 16 bit Sound Card
- 4x CD-ROM or DVD-ROM drive

TRAINING EXERCISE 4: SIMULATION OF THE EXPERIENCE**Manual**

- Windows 95/98/Me/2000/XP
- DirectX 8.1 or higher

Recommended system requirements:

- Intel Pentium III 1GHz
- 256MB RAM
- Geforce 3
- 32 bit Sound Card
- 16x CD-ROM or DVD-ROM drive
- Windows 2000 or XP
- DirectX 8.1 or higher

Practical session of video gaming**TECHNICAL DETAILS**

- The computers that you will use must be connected in the same LAN. You need to identify the computer of the facilitator and separate it from the others, because this computer has a different role.

On the facilitator's pc

- Launch Iron Storm Demo by double clicking on the icon on the desktop of the facilitator's pc.
- Click on "Gioca ad IronStorm Demo" and wait until you get the Iron Storm Menu
- Click on Settings/Controls to see which are the controls of your personage; then go back to the main menu
- Click on "Multiplayer"
- Click in the space to the right of "Name" to get the cursor and write your name; press Enter.
- Click on Create a game
- Enter the name of the game (it is a fantasy name, you can write whatever you want). In this screen you can see your IP address; make a note of it; if you do not find it ask the administrator of the LAN.
- Choose the Death Match Mode which is the simplest (An eye for an eye, kill or be killed, you're alone. Kill everyone on the map until you get to a frag limit or the game ends due to the time limit.)
- Put a Time Limit (20 or 30 minutes)
- Delete the password and click on create.

On each participant's pc

- Launch Iron Storm Demo by double clicking on the icon on the desktop of the facilitator's pc.
- Click on "Gioca ad IronStorm Demo" or "Play with IronStorm Demo" and wait until you get the Iron Storm Menu

TRAINING EXERCISE 4: SIMULATION OF THE EXPERIENCE**Manual**

- Click on Settings/Controls to see which are the controls of your character; then go back to the main menu
- Click on "Multiplayer"
- Click in the space to the right of "Name" to get the cursor and write your name; press Enter.
- Click on "Join a game"
- Click on "Specify an IP address" and write down the address of the facilitator's pc" (i.e. 192.162.0.34)
- Under "Name" you should see the name of the facilitator's game. If you do not find the game shut down the IronStorm application on the participant's pc and launch it again.
- Click on the name of the game and click on "Join".
- Now you can play.

Conclusion

After this exercise it is very important that the youth leaders lead a discussion about this topic with the participants. Some useful questions could be:
 What do you think about videogames?
 Which are the positive aspects?
 Do you see any potential risks?
 Do you think that there is any difference between playing alone versus the computer and playing with other people in the same room, in the same virtual environment?

Module Summary

This module has the same general aim as all of the single sessions. This is to make the youth leader aware of:

- the potential of digital technology,
- the way young people use digital technology,
- the changes that digital technology brings to our society and in particular to young people,
- new tools for working with young people on IT

Marshall Mac Luhan wrote, "The Medium is the message", that is to say, that the first information you get when using a communication tool is the information about the communication tool itself.

For example, before the birth of the written word there was an oral culture; in order to solve a problem it was necessary to speak with other people and find a collective solution. The birth of writing and the diffusion of books have contributed to the development of individualism because people were able to find solutions by themselves by reading books. In this way written communication tools have changed humans.

The Internet, and digital technology in general (Internet is only the most popular aspect of digital technology), are the most recent communication strategies.

TRAINING EXERCISE 4: SIMULATION OF THE EXPERIENCE

Module Summary

The aim of this module is to make the users understand the impact that all technological tools created by humans have had by modifying modify the reality around them.

These have had and are having an important effect on humans in general and in particular on young people, who are the main users of Internet.

In order to understand how the Internet and digital technology change humans we need to analyse their features, which are:

- 1) Virtuality
- 2) Interaction
- 3) Simulation.

The module deals with 3 topics:

- 1) Internet and personal identity
- 2) Possibility to edit the contents
- 3) Simulation of the experience





Module 6

Empowering Young People



EMPOWERING YOUNG PEOPLE

Module Introduction

The Personal Development Module looks at the way in which young people can interact with one another, supporting and encouraging individuals to reflect on themselves and their past and future achievements.

We want to enable young people to be more conscious of the effect that active listening can have on group activities. Everyone enjoys being acknowledged and listened to, it adds value to life. However, you must be prepared and have the ability to acknowledge and listen to others in order to be acknowledged and listened to yourself.

It is on this key element that the first part of the personal development module concentrates:

- To encourage young people listen to their peers and everyone around them.
- To pay attention and take into account what others are saying and enable young people to pay more attention to their own words and actions.

At the same time we want to let young people focus on what they are good at, not only in school, but also in sports, in cultural work, leisure time activities, in work and voluntary work or where ever they have made big or small achievements.

The Personal Development Module consists of a two-day training programme to create the environment for young people to develop their communication and teamwork skills:

- Through a variety of communication-based activities, day one encourages the young people to listen to, acknowledge and understand their peers.
- Day two's teamwork activities provide the opportunity for the young people to focus on their skills and achievements.

If one voice goes unheard their contribution and wisdom is lost forever.

Module Training Exercises

Day One -

Exercise 1: Group Contract

Exercise 2: Tree of Life – Pre-evaluation

Exercise 3: Listening and listening skills

Exercise 4: Story Telling

Exercise 5: Dream Vision

Day Two –

Exercise 6: Positive Statements

Exercise 7: Skills, Competencies and

Characteristics for Achievement

Exercise 8: Tree of Life – post evaluation

EMPOWERING YOUNG PEOPLE

Module Summary

In the “Empowering Young People Module” we have two main aims:

- to develop the ability to empathise with others and participate in exercises which enhance young peoples’ capacity to acknowledge and listen to others.
- to identify the different skills of the participants by analysing their achievements and making them more aware of what they have accomplished, and can accomplish in the future.

Creating Our Own Future – the one thing that sets humans above all other inhabitants on earth is our ability to use language and written words to create a future for ourselves.

TRAINING EXERCISE 1: GROUP CONTACT

Day One

Introduction This introductory exercise from the Personal Development Module enables participants to agree on a way of working together so that everyone is able to contribute, enjoy and get the most out of the training. As a group, participants will produce a contract to govern the behaviour they want in the group - for example: respect, time keeping – that they will accept and follow.

Competencies	Youth Workers	<p>The expected learning outcome for youth workers:</p> <ul style="list-style-type: none"> - Personal responsibility: develop ways to maximising learning. - Team Work: supporting the team - Basic mind-mapping of ideas: understand how to map out ideas and thinking, understand how to make connections between ideas, ability to see and understand the “bigger picture”. - Verbal communication/reasoning: ask good questions to clarify things.
	Youth	<p>The expected learning outcomes for youth:</p> <ul style="list-style-type: none"> - Speaking and listening: debate and discuss ideas in small/large groups, explain own ideas and listen to others’ ideas/views. - Decision-making: decide on an outcome, make that outcome happen. - Personal responsibility: develop ways to maximising learning - Working with others: listening to each other, co-operating with others on activities, making decisions together, tolerating and respecting others, supporting the team. - Negotiations respect other points of view and opinions, agree to disagree when necessary, negotiate assertively, enthusiastically and persuasively, be clear of your goal, be prepared to compromise and resolve differences, aim for a win-win outcome if possible.

Resumé of exercise

The Group Contract exercise provides the participants with guidelines, decided on by the group in negotiation, on how they will work together so that everyone is able to contribute, enjoy and get the most out of the training. Starting as a small group discussion, the exercise becomes a whole group negotiation to identify the behaviour that the participants expect from one another. The final agreement is typed and circulated amongst the group.

TRAINING EXERCISE 1: GROUP CONTACT

Practicalities	Numbers	Approx. 12 - 15
	Duration	15 minutes
	Physical Environment	A room large enough to accommodate small working groups, with chairs and tables that can be moved around during the session.
	Materials	Flipchart easel Flipchart paper Flipchart pens (multi coloured)
Resumé of exercise	<ol style="list-style-type: none"> 1. Divide your group into smaller groups of three or four 2. The small groups are to discuss what they need in order to get the most from the training (for example: respect from other members of the group, everybody to be on time, agreement to keep anything discussed confidential) 3. Give each small group a piece of flipchart paper and pens to identify the behaviour or agreement they want (for example, respect, time keeping, tea breaks, confidentiality) 4. Let the small groups work together for 10 minutes 5. Bring the groups back together again 6. As a large group discuss their ideas, making notes on a flipchart, until you have created a list of guidelines that is acceptable to all. 7. Using a flipchart and coloured pens (don't use black as this implies rules which is not the purpose of a negotiated contract) write the group contract clearly and display it in the room you are using. 8. The contract could also be typed by a volunteer and copies distributed to everyone at the start of the next session. 	
Adjustment for target group	Adapt your language to the ability level of your group, ensuring they understand the instructions and get the most out of the activity.	

TRAINING EXERCISE 2: TREE OF LIFE - PRE-EVALUATION**Introduction**

This evaluation exercise from the Personal Development Module enables participants to reflect on their emotions both at the beginning and end of the session.

Competencies**Youth Workers**

The expected learning outcome for youth workers:

- Awareness of other people:

recognise why and when other people are emotional, show empathy and compassion, understand what makes other people emotional, observant and interested in other people, is a good listener.

Youth

The expected learning outcomes for youth:

- Independence:

work alone, be unaffected by peer pressure or others' opinions.

Resumé of exercise

This evaluation exercise enables participants to reflect on their emotions both at the beginning and end of the session. The 'Tree of Life' illustration shows generic characters at various stages of their lives and allows participants to identify with one of these characters, and their emotional state.

Practicalities**Numbers**

Approx. 12 - 15

Duration

5 - 10 minutes

Physical Frames

A room large enough to accommodate the group doing individual work, tables and chairs for participants.

Materials

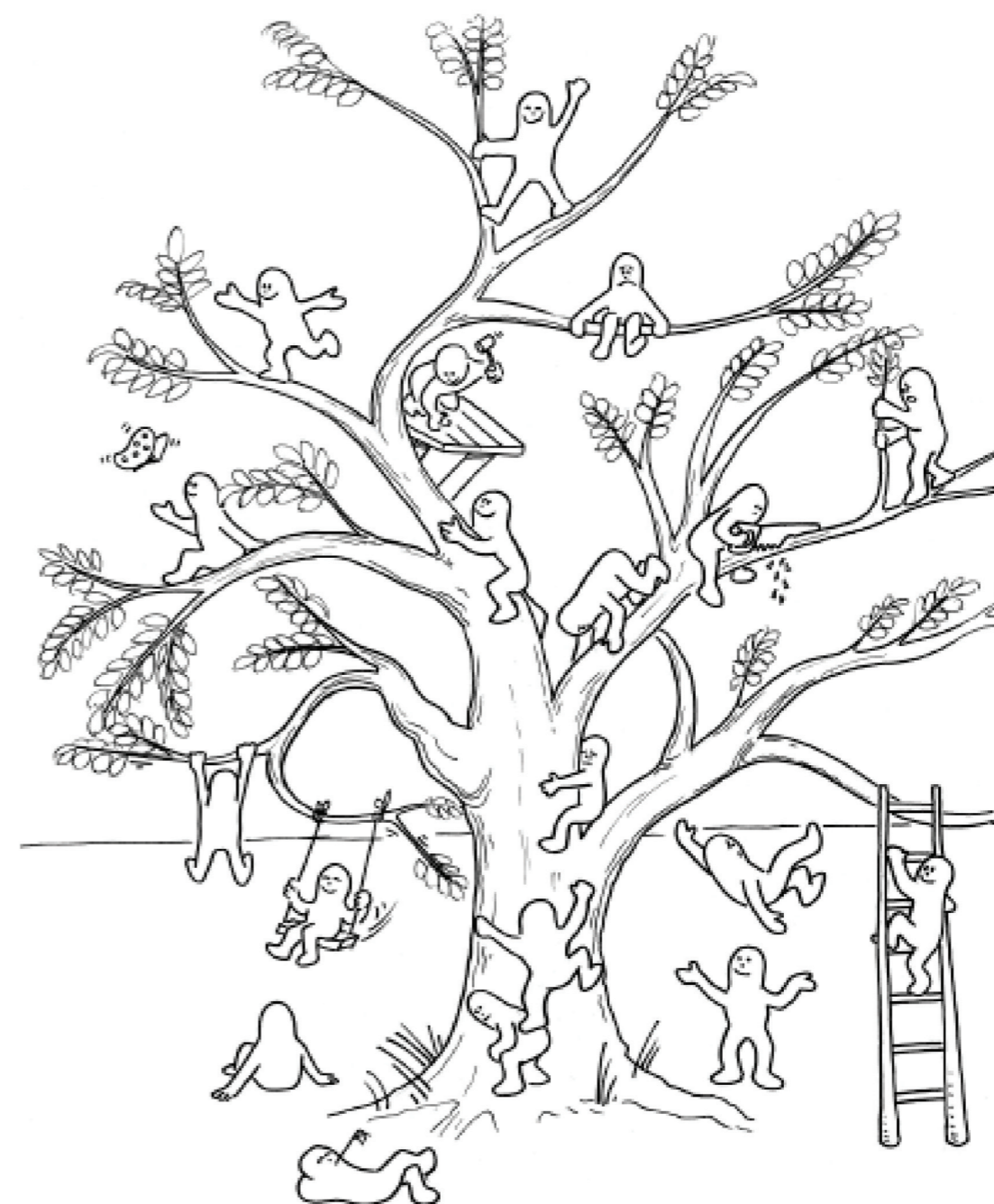
Tree of Life Handout 1, template
pens

The manual

1. Distribute the Tree of Life Handout 1, template to participants
2. Instruct participants to work on their own
3. Ask each member of the group to locate where they are on the 'Tree of Life'
4. Ask the participants to colour where they are on the 'Tree of Life' and write a few words about why they feel that way.
5. Save this evaluation as the same evaluation will be used at the end of the session

Adjustment for target group

Adapt your language to the ability level of your group, ensuring they understand the instructions and get the most out of the activity.

TREE OF LIFE HANDOUT 1**Template****TREE OF LIFE**

WHICH ONE IS ME?

TRAINING EXERCISE 3: LISTENING AND LISTENING SKILLS

Introduction

This exercise provides the participants the opportunity to develop and enhance their listening skills.

Through a range of activities – some practical, others reflective – the group will learn to understand and acknowledge the importance of each member of the group, share information about themselves and to start developing listening skills. In addition, cooperative working will stimulate teamwork and listening, highlighting how difficult it can be to listen and interpret information accurately.

Participants will be encouraged to listen actively, recognising that our actions are usually a reaction to those around us.

Competencies

Youth Workers

The expected learning outcome for youth workers:

- **Self-confidence:** capable of presenting ideas effectively to others
- **Experiment with ideas,** engage in new techniques for creative thinking, devise new ideas from stimulus, experiment with ideas in different ways,
- **Explain the creative process:** identify the creative challenge clearly, develop idea to conclusion.
- **Leadership:** inspire and motivate others, organise the team
- **Working with others:** supporting the team
- **Personal responsibility:** develop ways to maximising learning.
- **Motivation:** encourage others

Youth

The expected learning outcomes for youth:

- **Listening skills:** be active in listening to others, listen more than talk, ask appropriate questions to enhance listening process.
- **Building relationships:** collaborate and co-operating with others, work with others towards shared goals and aims, trust others and being trustworthy.
- **Awareness of other people:** observant and interested in other people, is a good listener, can question and challenge others positively, recognise why and when other people are emotional, show empathy and compassion, understand what makes other people emotional.

TRAINING EXERCISE 3: LISTENING AND LISTENING SKILLS

Competencies

Youth

- **Working with others:** co-operating with others on activities, supporting the team, making decisions together, tolerating and respecting others, listening to each other, engage in creative group work and activities, participate co-operatively with others, build trust in relationships, actively collaborate on developing ideas, engage in creative group work and activities.
- **Verbal communication/ reasoning:** be honest and open, engage in meaningful discussion, ask good questions to clarify things.
- **Experiment with ideas:** devise new ideas from stimulus, engage in new techniques for creative thinking, see more than one option or solution, experiment with ideas in different ways.
- **Comfortable with failure as valid:** ability to try new things beyond own experience, happy to make mistakes and for ideas to fail.
- **Listening skills:** be active in listening to others.
- **Speaking and listening:** follow instructions given with little challenge.
- **Problem-solving:** identify problem fully, develop strategies and solutions, discuss and agree these with the team, implement strategies and solutions.
- **Awareness of own emotions:** identify and acknowledge feelings, describe feelings appropriately, recognise the “whys” and “whens” of feelings, understand the link between feelings and behaviour, value oneself and feeling unique.

Resumé of exercise

Through a range of activities – some practical, others reflective – the group will learn to listen actively, communicate thoughts and feelings accurately and recognise that their actions are usually reactions to those around us.

Practicalities

Numbers

Approx. 12 - 15

Duration

2 hours 30 minutes – depending on the size and ability level of your group

Physical Environment

A large room which can accommodate participants working in small groups (tables and chairs needed) as well as physical activities that will require open space for the group to move around in.

TRAINING EXERCISE 3: LISTENING AND LISTENING SKILLS

Practicalities

Materials

1. Exercise Introduction

Listening and Listening Skills Exercise,
Introductory Text

2. Group Portrait

- A4 paper
- Clipboards
- Coloured pencils
(only enough for half the group)

3. Speed Dating

- Coloured mats
- Music
- CD/ tape player
- Stopwatch/ timer

6. Chain Reaction

Chain reaction Exercise Handout 1, Actions

7. Autograph Hunt

Autograph Hunt Exercise Handout 1, Instructions

The manual

1. Exercise introduction

- Adapt the text to your target group
- Read the text to your group as an introduction to the theme: listening and listening skills

The introduction must be adjusted to the exact target group.

Pick out the things from the text that you find relevant in relation to your exact group and add in your own thoughts about the issue.

It is not necessary to use this whole introduction.

You may want to do the activities and talk about issues relating to not being listened to during and afterwards or use other examples in the introduction.

Facilitate any or all of the activities that follow

LISTENING AND LISTENING SKILLS EXERCISE

Introductory Text

The desire for exposure and fame is a phenomenon that has swept most of Europe over the last 5 - 10 years, with the increase in reality TV shows which appears to have fuelled and created this obsession amongst young people.

In many large cities throughout Europe tens of thousands of young people apply to become part of this phenomenon and by auditioning for reality TV shows, the obsession for exposure and the opportunity for fame seems to be available for all.

The desire to become famous characterises many young people.

This may possibly be a symptom of a much larger desire among young people: to have their personalities recognised, to be seen, to be heard.

This can be observed in many ways:

If a youngster has had a terrible weekend arguing with their parents or brothers and sisters, and they try to tell a friend about it, the friend may respond with:

“Oh I have a very good relationship with all my family, now listen to this...”

OR

“Oh I know exactly what you mean, my mother is terrible”, and then the friend spends ten minutes telling you about their mother.

In both examples, the first youngster wanted to share something that was important, but the friend only used it as a way to say something about him or herself.

Lots of youth clubs have created youth forums and discussion groups to give young people a ‘voice’ and the opportunity to have their views heard.

However, these forums and meetings often degenerate into everyone speaking at once, with the volume getting louder and louder. One young person may make a point, and instead of this leading to a discussion where views are heard, challenged and discussed, everyone speaks and expects to be listened to, without realising that they need to listen to others if they are to be listened to.

This is also evident in the classroom.

A teacher may hand out a text or information and ask for an opinion from the class, and ten young people may put up their hands. The teacher picks one, and they give their opinion.

After that, the teacher picks another, but the first person that spoke doesn’t notice, because he or she is too busy talking to a friend.

Everybody wants to be heard, but no one bothers to listen to anyone else.

LISTENING AND LISTENING SKILLS EXERCISE

Introductory Text

(Here the facilitator of the programme can put in other examples, from observations of young peoples' way of communicating without listening)

Many young people are excellent communicators and the skills they use to do this make them very popular however, many young people can be good at talking about themselves and sometimes not as good at listening and acknowledging others.

The ability to see and listen to others is an excellent social skill that will be of great benefit to all young people.

The ability to listen and to see will enable young people and youth workers to relate to their peers and everyone they meet.

GROUP PORTRAIT

This visual whole group activity encourages participants to focus on others rather than on themselves. Through looking at and drawing other members of their group, they can understand and acknowledge the importance of each member of the group. Drawing ability is not required!

- Tape the plain A4 paper to both sides of each clipboard
- Make two circles of chairs facing each other. The number of chairs is the same as the group size.
- Put one board with the plain A4 sheet taped to it and a coloured pencil on each chair in the outer circle.
- Tell the group to find a seat.
- Instruct the ones in the outer circle to write the name of the person sitting opposite them in the lower right hand corner of the paper.
- Ask the ones in the outer circle to start drawing a portrait of the person sitting opposite. Stress that they are only to draw the face.
- After 30 – 60 seconds (depending on the group size) ask them to stop drawing, and put the board and paper face down on their chair. They are to keep the coloured pencil/ pen they have been using and sit in the chair on their left.
- Tell them to pick up the board on their new chair and continue the portrait started by the previous person. The person being drawn must not see the portrait until everyone in the group has added to it.
- Continue steps 7 and 8 until everyone in the outer circle has added to everyone's portrait and they are back where they started.
- Share the portraits with everyone in the group.
- Inner and outer circle now switch places, and the people who have been drawn are now to draw the others.

It is recommended that you hang the portraits in the room you are working. Share people's thoughts about the portraits. This gives a lot of energy and laughter to the rest of the day.

SPEED DATING

This discussion exercise enables participants to share information about themselves and to start developing listening skills. It is a fun activity that is in line with current trends on the social scene - speed dating – that many young people will have heard of or participated in. The format is similar to that of musical chairs, individuals moving around the room until the music stops at which point they must find the nearest mat and speak to the people on it. The aim of this discussion is to find out as much as possible as about the other person in order to introduce them to the rest of the group.

- Place several coloured mats on the floor
- Ask the group to walk around the room, stopping on the mat nearest to them when the music stops.
- Instruct the group to move into a group size that fits the whole group; for example 3 on each mat.
- They now have 2 minutes to talk to the people they are on the mat with and discover all they can about each other. You can give some advice by getting them to ask 3 things about each other:
 - What their job is
 - What they do in their spare time
 - The best holiday they ever had
 (you can change these questions to suit the group)
- Once the 2 minutes is up, stop the discussion.
- Each person should then introduce one member of their small group to the rest of the group.

Repeat steps 2 – 6 until all the members of the group have had a chance to talk and introduce each other.

GROUP STORY

This activity illustrates the success of cooperative working, stimulating group co-operation, teamwork and listening. The group stands in a circle, and working as one 'author' will create a story, passing from person to person in the circle until the story is complete. The story that the group produces will make sense only if the members of the group listen to one another and support one another in its telling.

- Ask the group to form a circle, if possible holding hands.
- Make the group count to 15 in a structured order.
- Ask the group to repeat their count, gradually increasing in speed.
- Afterwards, still in the same circle, they are to count to 15 in an unstructured order. When one person starts to count; any other person could follow. If two people say a number simultaneously the group must start again from the beginning.
- Keep the group in the circle and inform them that the group is going to tell a story.
- One person starts the story by saying one word and the next person follows up with another word and so on. For example, the first four people in the circle may produce the phrase "Once upon a time..." as each of them says only one word.

GROUP STORY

- When a person feels the story or sentence is finished or no longer has any energy they are free to end it by saying “period” and starting a new sentence or story with a new word.

This activity can come to a halt at any stage.

CHINESE WHISPERS

This communication exercise demonstrates to participants how difficult it can be to listen and interpret information accurately. Participants pass a message around a circle by whispering the message to the person sitting beside them. Once the message has reached the last person in the circle, that person is to say the message to everyone in the circle to determine how accurately the information has been relayed. Seldom does the message survive its journey intact!

- Get the group to stand or sit on chairs in a circle.
- Ask one person in the group to think of a phrase/ message to pass on.
- This person is to start the message circle by whispering their short phrase to the person standing or sitting next to them, left or right.
- This person is to whisper the phrase that they heard to the person next in the circle. This is to continue until the last person in the circle has heard the message. This should be fast paced with the phrase moving quickly round the circle.
- The last person to hear the message repeats it to the group.

If the group is big enough and the group is older you can send a phrase to the left and right, to add to the confusion.

Messages may need to be quite simple for those groups whose mother tongue is not the same as the training language.

CHAIN REACTION

This activity encourages active listening and highlights the fact that our actions are usually a reaction to those around us. Individuals are given unique instructions that they are not to show to anyone else. Once everyone has been given their instructions they are allowed to read and perform their instructions.

- Cut out the individual chain reaction instructions.
- Hand out the different chain reaction instructions to all the members of the group. Ask them not to show them to anyone else.
- Once everyone has a paper, ask them all to read and perform whatever is written on the paper.
- Once the group has completed the chain 2 or 3 times (see if they stop to the command “stop”) stop them and ask how they felt doing this exercise?
Did they realise that they were reacting to each other’s actions?

All the tasks are related to each other, if you have more in the group than task papers, duplicate papers, as you think appropriate.

CHAIN REACTION EXERCISE HANDOUT 1, ACTIONS

Chain Reaction

1) Push everybody to the middle of the room.	1) Look at people as if they are naked.
2) Every 15 seconds, shout: “Rock and Roll”	2) If you hear somebody shout “Rock and Roll”, shout “will never die”.
1) Turn people around	1) Walk normally around the room.
2) If you hear somebody shout “will never die”, shout “Beeb, Beeb” as loud as possible.	2) If you hear someone shout “Beeb, Beeb” shout ‘hooray’ as loud as possible.
1) Push people away from the centre of the room.	1) Make people stand still
2) When you hear someone shout “hooray”, “leap in the air and cheer loudly” for a short while.	2) When you hear cheering tell everyone loudly to ‘Be happy’
1) Shake people’s hands	1) Write a short message and stick it on people’s back.
2) When you hear someone say “be happy!” Jump up and down five times.	2) When you see someone jumping, run round the room one time.
1) Clap people on the back and say: Well done”	1) Make people walk faster
2) When you see someone run around the room, lie down on the floor for five seconds	2) When you see someone lie down, shout “Oh, No”.
1) Make people walk slower.	1) Walk normally around the room.
2) When you hear someone say “Oh No”, shout “Oh, my god”.	2) When you hear someone shout “Oh my god”, turn around 7 times.
1) Walk normally around the room.	1) Walk normally around the room.
2) When you see people turning around, Shout “Stop”	2) When you hear people shout “Stop” shout “Why”?

AUTOGRAPH HUNT

This activity encourages participants to look at and appreciate others' attributes. The aim of the activity is to identify people with certain physical attributes and obtain an "autograph" from those people. This activity is based on the powers of observation.

- Hand out the 'Autograph Hunt' formula
- Ask the group to identify other members of the group that match the physical attributes listed on the formula and then obtain a signature from the relevant person.

AUTOGRAPH HUNT EXERCISE 1, INSTRUCTIONS

Statement	Autograph
Blue eyes	
Shoe size 40	
Cold hands	
Long hair	
Black hair	
Coloured / highlighted hair	
Long nails	
Smiling	
Glasses	
Warm hands	
Tall	
Beard	
Earrings	

BLOCKING INFORMATION

This problem-solving activity enables participants to recognise that there are barriers that can block the passage of information – both accidental and deliberate. The game also helps build team-working skills as success will depend on co-operation and initiative.

Teams are to pass, receive or block information reaching its destination – without physically touching one another. This is a physical manifestation of a basic communication concept.

- You will need a large open space for this activity.
- Divide the group into 3 teams, get 2 of the teams to stand on either side of the room or in opposite corners. The third team should stand between the 2 groups. The groups are not to move from the spot they are assigned.
- Give a message or some information to one of the groups. Their task is to pass this information to the group on the opposite side of the room.
- The group in the middle should use their initiative to stop/ block this information from getting to the other group. They are not allowed to move from the middle or physically touch members of the other teams.
- Swap the teams around to allow all the groups to pass, receive or block information.

ACTIVE AND INACTIVE LISTENING

This challenging verbal exercise allows participants to experience how it feels when they are and are not listened to. Individuals deliberately ignore the stories of other group members, and it is the emotional fall out of this that is explored.

- Divide the group in half.
- Give instructions to each group so that the other group cannot hear
- Instruct one group to think about something that has happened to them that they are really proud of. Maybe a time when they were successful or had a really great day, a time when they were at their happiest, a birthday, Christmas, it must be a story that is important to them and that gives them energy to talk about.
- The other group is to be instructed to ignore any story they are about to hear, without exaggerating.
- Put the entire group into pairs, with a storyteller and a 'listener', one who is telling a story whilst the other is ignoring it.
- After the session, discuss how it felt to have your story ignored, let the people being ignored talk about how it felt being ignored while telling a story significant to them. Did those who were listening find it difficult to ignore interesting stories? Do they always listen to their friends' good stories? Did they want to join in and talk too?
- Next, ask the learners to swap roles – the ones who ignored the story in the first task will now tell a story that is significant to them. The other half of the group is now instructed to be good listeners by showing interest in the story.
- After this session, discuss how it felt to be listened to, was it hard to listen to others' stories? Did we learn anything by listening? How did the person feel that had their story listened to?

It is important that the groups do not know each other's tasks beforehand!

TRAINING EXERCISE 4: STORY TELLING

Illustration *To follow*

Introduction This reflective exercise from the Personal Development Module encourages participants to recognise their own successes. We all experience success at something in our lives and this activity celebrates it and encourages us to repeat the success.

Competencies	Youth Workers	The expected learning outcome for youth workers:
		Positive Thinking: understood the importance of positive thinking and positive language, think “success” always.
	Youth	The expected learning outcomes for youth:
		Positive Thinking: understood the importance of positive thinking and positive language, think “success” always.
		Independence: be unaffected by peer pressure or others’ opinions.
		Awareness of own emotions: identify and acknowledge feelings, describe feelings appropriately.
		- Own identity: be comfortable with who you are.

Resumé of exercise This reflective exercise encourages participants to recognise their own successes through self-reflection and sharing with other participants.

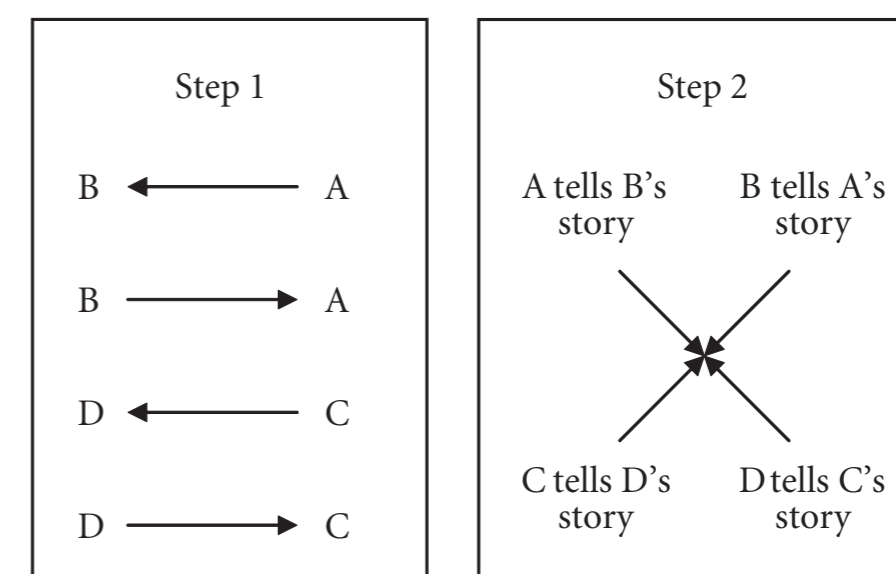
Practicalities	Numbers	Approx. 12 - 15
	Duration	60 - 80 minutes
	Physical Environment	A room large enough to accommodate the group doing individual and pair work, tables and chairs for participants.
	Materials	<ul style="list-style-type: none"> - Story Telling Exercise Handout 1, - Personal Success task sheet - Magazines - Photographs - coloured pens - paper - glitter

TRAINING EXERCISE 4: STORY TELLING

The manual

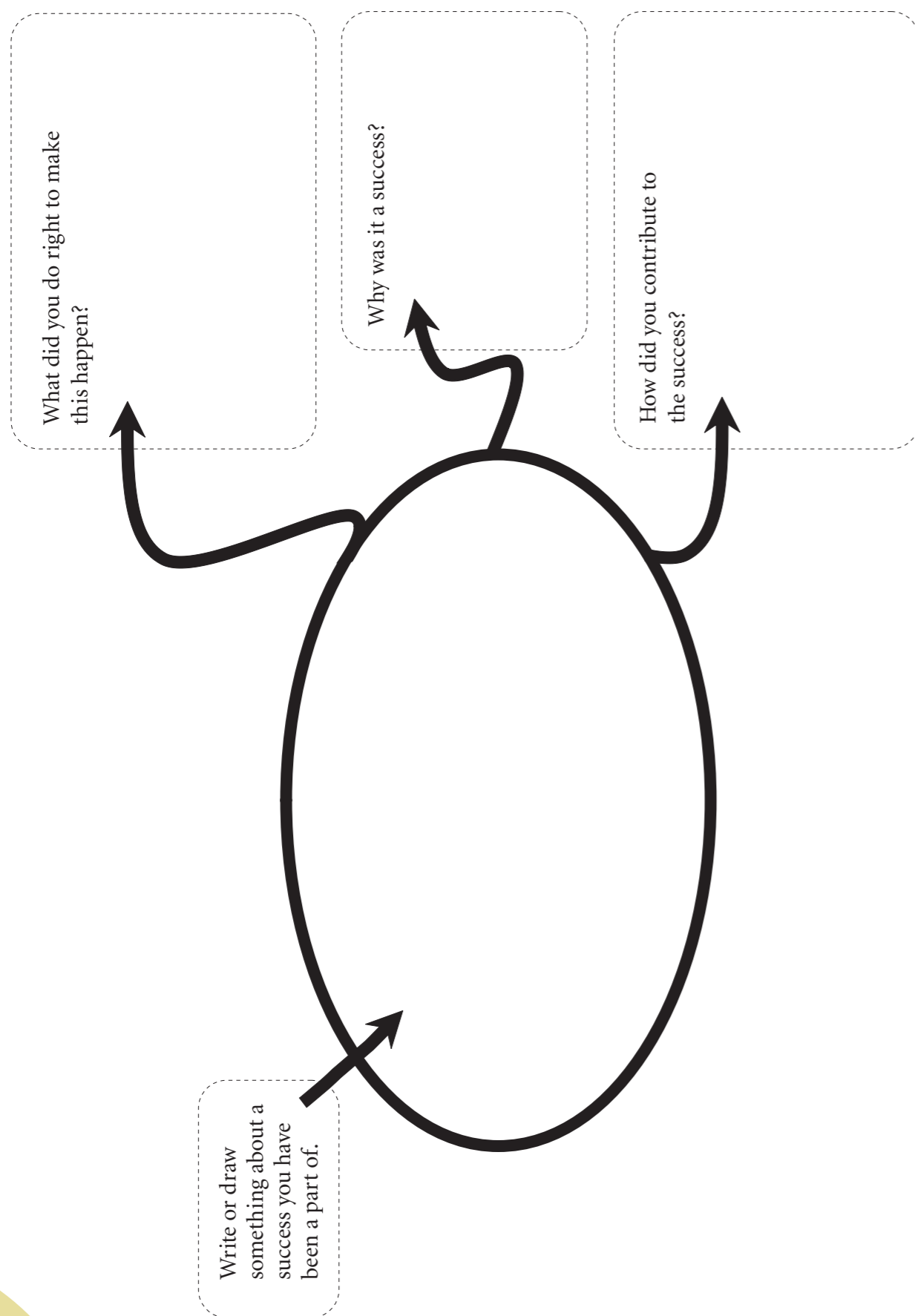
1. Ask each member of the group to complete the task sheet about personal success. They can write, draw or make a collage of their success. Provide lots of material to fuel their imagination, magazines, photographs, coloured pens, paper, glitter, anything that will make their illustrations personal.
2. Divide the young people into groups of 4, and then again into pairs.
3. In pairs, using their illustrations and success sheet they relate their success story to each other.
4. After having told a story in pairs, all 4 share their stories amongst themselves. There is however a twist, participants do not tell their own story, but rather listen to it told by someone else:
 - a. Speaker A tells the story that he/ she had heard from Speaker B
 - b. Speaker B tells the story he/ she heard from Speaker A
 - c. Speaker C tells the story that he/ she had heard from Speaker D
 - d. Speaker D tells the story he/ she heard from Speaker C

– see the diagrams below for clarification



STORY TELLING EXERCISE HANDOUT 1

Personal Success task sheet



TRAINING EXERCISE 5: DREAM VISION

Introduction This interactive exercise from the Personal Development Module encourages participants to develop success strategies for themselves to build on their past successes and ensure success for the future.

Competencies

Youth Workers	The expected learning outcome for youth workers:
	- Positive thinking: develop support skills, set goals for themselves so as to provide an example for young people thinking and positive language, think “success” always, set short, medium and long term goals.
Youth	The expected learning outcomes for youth:
	- Positive thinking: understood the importance of positive thinking and positive language, think “success” always Setting goals: set short, medium and long term goals, take responsibility for own choices and future.

Resumé of exercise This interactive exercise encourages participants to develop success strategies for themselves to build on their past successes and ensure success for the future. Young people are encouraged to imagine or dream their future. They are then asked to describe that vision on paper, a strategy that makes the dream more likely to become reality. The final task of the session is to share the dream with others and listen to suggestions on how to achieve their vision.

Practicalities

Numbers	Approx. 12 - 15
Duration	60 minutes
Physical Environment	A room large enough to accommodate the group doing individual and pair work, tables and chairs for participants.

- The manual**
1. Ask the group to imagine they are sitting with a friend two years from now, telling a story about something they are proud of having accomplished.
 2. Inform the youngsters to focus on things beyond obvious challenges or goals in the near future, like upcoming exams, the summer vacation, the family planning to move and so on.
 3. Explain that you want them to think of what they most of all dream about accomplishing.
 4. Ask the group to complete, individually, the dream vision task.

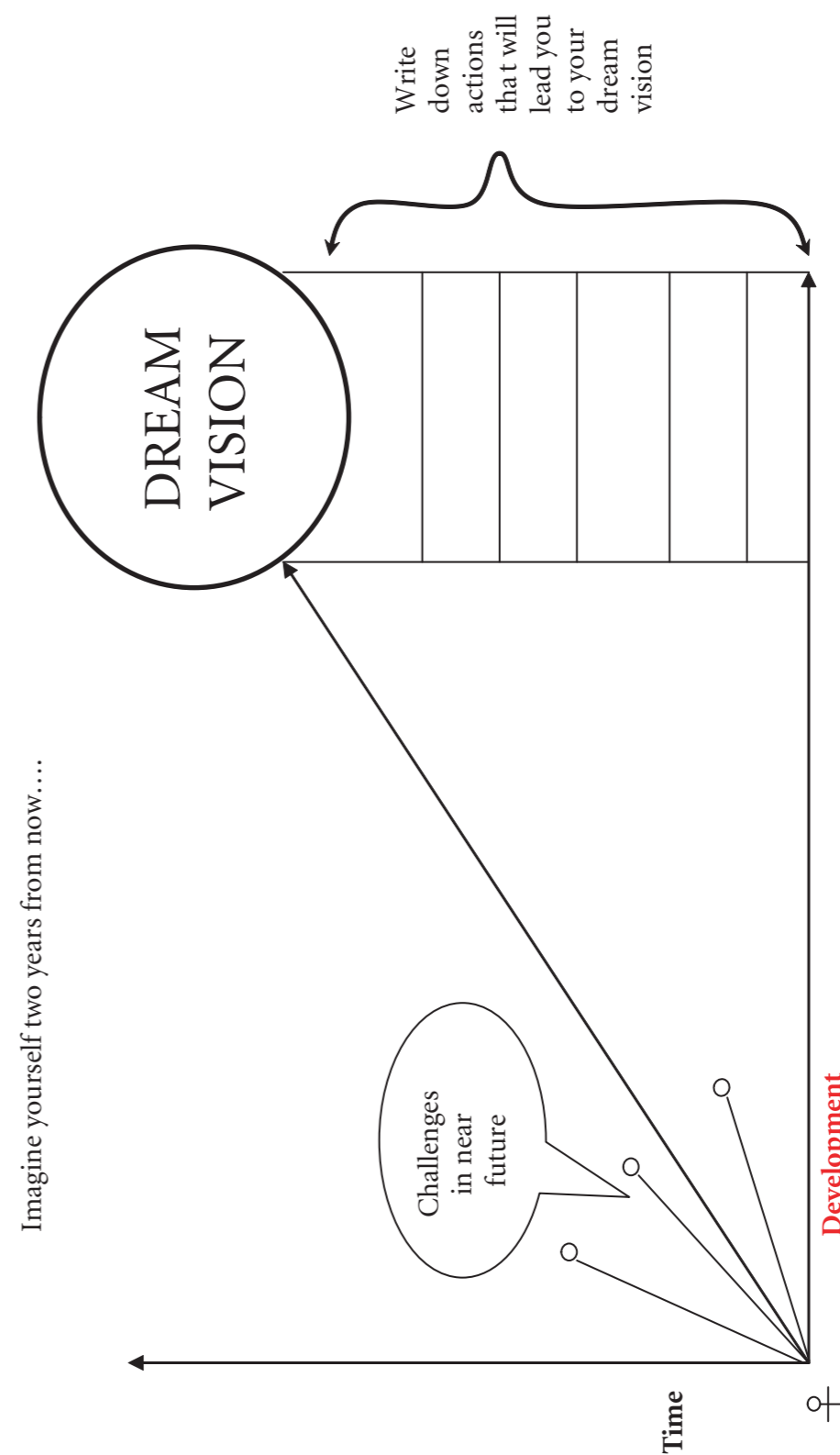
TRAINING EXERCISE 5: DREAM VISION

The manual

- a. First they write down their dream or goal as the 'Dream Vision'
 - b. Then they reflect on it, and write down in the ladder, what actions are needed to fulfil their 'Dream Vision'.
5. Ask the young people to get into groups of 3 or 4 and ask them to share their dream vision with each other.
 6. Encourage the group members to help the others with suggestions to help achieve their vision – this may be people they know who could help; they can also help identify things they could do together to help each other to achieve their dream.

DREAM VISION EXERCISE HANDOUT 1

Worksheet



TRAINING EXERCISE 6: POSITIVE STATEMENTS

Day Two

Introduction This introductory exercise from day two of the Personal Development Module builds on the work done during day one of the module, encouraging participants to share their successes and emotions.

Competencies	Youth Workers	<p>The expected learning outcome for youth workers:</p> <ul style="list-style-type: none"> - Awareness of other people: show empathy and compassion, understand what makes other people emotional is a good listener, can question and challenge others positively. - Management of relationships: take on a variety of different roles in relationships. - Listening skills: ask appropriate questions to enhance listening process
	Youth	<p>The expected learning outcomes for youth:</p> <ul style="list-style-type: none"> - Awareness of own emotions: identify and acknowledge feelings, describe feelings appropriately, understand the link between feelings and behaviour, value oneself and feeling unique - Management of own emotions: have strategies and tools for dealing with emotion. - Awareness of other people: show empathy and compassion, understand what makes other people emotional, is a good listener, take personal responsibility and does not blame others, is a good listener. - Listening skills: be active in listening to others, take turns in conversations.

Resumé of exercise This introductory exercise builds on the work done during day one of the module, encouraging participants to share their successes and emotions. Participants are asked to tell the rest of the group something positive that has happened to them since the last session. The facilitator is to encourage group responses and support individuals in their contributions.

Practicalities	Numbers	Approx. 12 - 15
	Duration	15 minutes
	Physical Environment	A room large enough to accommodate the group seated on chairs in a circle

TRAINING EXERCISE 6: POSITIVE STATEMENTS

The manual

1. The facilitator welcomes participants to the session.
2. Ask the participants to sit in a circle.
3. Move around the circle, asking each participant to say something positive that has happened to them since the last session.
4. If any members of the group have something they are particularly proud of mark this with an appropriate reaction from the group and encourage individuals to be proud of their achievements.

TRAINING EXERCISE 7: SKILLS FOR SUCCESS

Introduction

This exercise serves to show young people that there are skills and competences behind the achievements made and performances given by successful people. It highlights that these skills and competences are transferable between different aspects of life.

Competencies

Youth Workers

The expected learning outcome for youth workers:

- **Positive thinking:** understood the importance of positive thinking and positive language.
 - **Awareness of other people:** recognise why and when other people are emotional, show empathy and compassion, understand what makes other people emotional, observant and interested in other people, is a good listener, can question and challenge others positively.
 - **Management of relationships:** can calmly interact with other people, can agree to disagree with other people, can take on the role of mediator, show negotiation skills, take on a variety of different roles in relationships.
 - **Adaptability:** adapt easily when things change, see new opportunity in change
 - **Working with others:** supporting the team.
 - **Leadership:** take responsibility for self and others, organise the team, inspire and motivate others, lead by example, achieve targets set.
- Building relationships:** collaborate and co-operating with others, work with others towards shared goals and aims, trust others and being trustworthy, be effective in small and large groups.

Youth

The expected learning outcomes for youth:

- **Awareness of own emotions:** identify and acknowledge feelings, describe feelings appropriately, recognise the “whys” and “whens” of feelings, understand the link between feelings and behaviour, value oneself and feeling unique, choose to be solution-focused with challenges, open to new ideas, thoughts and emotions.
- **Management of own emotions:** describe how you feel to others appropriately, have strategies and tools for dealing with emotion, demonstrate assertive behaviour.
- **Awareness of other people:** recognise why and when other people are emotional, show empathy and compassion, understand what makes other people emotional,

TRAINING EXERCISE 7: SKILLS FOR SUCCESS

Competencies

Youth

- observant and interested in other people, is a good listener, can question and challenge others positively, take personal responsibility and does not blame others.
- **Listening skills:** be active in listening to others, listen more than talk, ask appropriate questions to enhance listening process, take turns in conversations.
 - **Decision-making:** identify relevant information, weigh up the options available, decide on an outcome, make that outcome happen.
 - **Speaking and listening:** follow instructions given with little challenge.
 - **working with others:** listening to each other, co-operating with others on activities, making decisions together, tolerating and respecting others, supporting the team.
 - **Verbal communication/reasoning:** justify own opinions, be honest and open, critically assess ideas and contributions, engage in meaningful discussion, reach team agreement, ask good questions to clarify things
 - **Problem –solving:** identify problem fully.
 - **Leadership:** take responsibility for self and others, organise the team, inspire and motivate others, lead by example, achieve targets set.
 - **Motivation:** show commitment to team.
 - **Own identity:** be comfortable with who you are, express yourself and your views and opinions to others.
 - **Confidence:** develop self-confidence and self-belief, develop self-control, act on and take initiative.
 - **Social skills:** behave appropriately in different settings, be comfortable and relaxed in groups of people, use appropriate language, word and body.
 - **Building relationships:** collaborate and co-operating with others, work with others towards shared goals and aims, trust others and being trustworthy, work effectively as part of a team, build friendships effectively, enjoy the company of other people.

Resumé of exercise

The exercise consists of 5 fun workshops, 3 of which should be chosen and facilitated during this session. The workshops provide the opportunity to develop and enhance many skills: teambuilding, communication, problem-solving, creative thinking and enterprise thinking. The 3 workshops you conduct should be chosen based on your target group (needs and ability) and the equipment you can access.

The concluding activity in this exercise is one of reflection - on the group's performance and the contributions made by individuals.

TRAINING EXERCISE 7: SKILLS FOR SUCCESS

Practicalities	Numbers	Approx. 12 - 15
	Duration	No more than 4 hours 30 minutes depending on the workshops chosen
	Physical Environment	Initially a large room is needed that can accommodate the whole group during plenary sessions and group work at tables. The workshops will require outdoor space.
	Materials	<p>1. Introductory Activity</p> <ul style="list-style-type: none"> • Flipchart paper • Flipchart pens • Skills for Success Exercise Handout 1, Transferable Skills • Skills for Success Exercise Handout 2, 12 characteristics of success summary <p>2. The Lego Exercise</p> <ul style="list-style-type: none"> • The Lego Exercise Handout 1, instructions • A big box of small LEGO-bricks in different colours. (Three good handfuls of LEGO bricks to each team.) • One hard bottom to each team. (at least 13 X 6,5 cm) • Make sure you have LEGO-bricks in the right colours to solve the task <p>3. Workshops Introduction</p> <ul style="list-style-type: none"> • Workshops Introductory Text <p>4. Egg Drop Auction</p> <ul style="list-style-type: none"> • Egg Drop Auction Handout 1, Information • Egg Drop Auction Handout 2, Workshop Achievements • an assortment of items such as: <ul style="list-style-type: none"> - A few of the cardboard tubes left over from a roll of toilet tissue or kitchen paper - Some toilet tissue - not too much, about 20 sheets - 2 plastic bags - Some elastic bands - A used paper cup - Some sticky tape (sellotape) - 20 or 3 paper clips - Some string - not too much, about 4 feet - Tissue paper

TRAINING EXERCISE 7: SKILLS FOR SUCCESS

Practicalities	Materials	<ul style="list-style-type: none"> - Small cardboard boxes, cereal boxes - Wooden chopsticks - Some plastic drinking straws - An old newspaper or magazine - Something disgusting, a smelly old sock (optional) - A few other useless things - A used bus ticket - A brick - Garden canes
		<p>5. Kite-making Workshop</p> <ul style="list-style-type: none"> • Kite-making Workshop Handout 1, Instructions • Kite-making Workshop Handout 2, Evaluation • per group: <ul style="list-style-type: none"> - 1 big black plastic bag - 4 chopsticks - 20 metres of string - Tape - Magazines - Glue stick - Balloons - Tissue paper <p>6. Egg Launch Workshop</p> <ul style="list-style-type: none"> • Egg Launch Workshop Handout 1, Information • Tape measure • Per Team – <ul style="list-style-type: none"> - 10 garden canes - 10 elastic rubber bands - String - Funnel - 2 eggs (hard boiled) <p>7. No Bake Sweets Workshop</p> <ul style="list-style-type: none"> - No Bake Sweets Workshop Handout 1, Recipes - Ingredients and equipment as per recipes <p>8. Gift Bag Workshop</p> <ul style="list-style-type: none"> - Gift Bag Workshop Handout 1, Instructions - Empty boxes e.g. cereal boxes, tea bag boxes, chocolate box - Roll of wrapping paper - Double hole punch - Glue stick - Card or ribbon

TRAINING EXERCISE 7: SKILLS FOR SUCCESS

Practicalities	Materials	9. Skills Round-up <ul style="list-style-type: none"> - Skills Round-up Handout 1, - Skills from the workshop worksheet - pens - paper - envelopes
Adjustment for target group	Please see individual activities for any recommended adjustments for your target group.	
The manual	<p>1. Introductory Activity</p> <p>This exercise shows young people that there are skills and competences behind the achievements made and performances given by successful people. It highlights that these skills and competences are transferable between different aspects of life.</p> <p>The aim is to develop their understanding of the relationship between achievements and performances and skills, competences and characteristics. This understanding is then used to focus on their own achievements and performances and the ideas behind them.</p> <ul style="list-style-type: none"> • Ask young people to choose two people, who are known as successful in the local area, city or country. It can be artists, sports stars, politicians or anybody else, who everybody knows and respects. Encourage them to pick two people who are as different as possible. • Ask the young people about their chosen people's achievements / performances and list them on a flipchart. <p>If the example is David Beckham, the result could look like this:</p> <ul style="list-style-type: none"> - Passes the ball with precision. - Excellent at free kicks - Works hard in the midfield. - Good at leading the English national team as Captain. - Good at handling the media. - Good at planning and managing his career. • Explain to the group that skills, competences and characteristics are behind all achievements and performances. Characteristics are things you are born with and/ or things you have learned, or developed throughout your life - from positive and negative experiences in all areas of life. <p>Skills, competences, and characteristics can be, for example:</p> <ul style="list-style-type: none"> - Creativity - Love of order - Humour 	

TRAINING EXERCISE 7: SKILLS FOR SUCCESS

The manual	<ul style="list-style-type: none"> - Talent - Social competence - Always learning • Ask the young people to suggest the skills, competences and characteristics behind David Beckham's achievements and performances.
	<p>The result could look like this.</p> <ul style="list-style-type: none"> - Talent - Discipline - Leadership - Social competence - Good at communicating • Now, do the same exercise with the second person whom the young people have chosen. • This time, divide the young people into groups of four and ask them to prepare suggestions of achievements and performances of the people they have chosen. They can brainstorm these on a piece of flipchart paper. • After that ask them to suggest the skills and competences behind the people's achievements and performances. • Give the groups about ten minutes to work before asking them for their suggestions - put them on the flipchart in two sections: <ul style="list-style-type: none"> a) achievements and performances and b) skills, competences and characteristics. • Make sure that the young people understand the differences between achievements and performances / skills and competences. • Hand out the "Achievements from your Past" worksheet to the group. Ask them to list their own achievements and performances. Encourage them to understand, that any achievement and performance, big or small, is good. It can be something, they achieved in school, in sports, in cultural work, leisure time activities, voluntary work or where ever, they have made big or small achievements. • Once they have completed their achievements and performances list, ask them to get into pairs • In their pairs they are to help each other find the main skills and competences behind the different achievements and performances they have listed, completing the skills and competences worksheet as they go. • Review, as a group, what we mean by transferable skills, encouraging the participants to provide real life examples of these. We want them to be clear about their skills and competences, so they know something about how they contribute to the teamwork in a group.

TRAINING EXERCISE 8: SKILLS FOR SUCCESS

The manual

This process takes time, dependent on the young people you are working with. Some youngsters will understand it quite fast and others will need time and coaching throughout the process.

Before you start the exercise, you must consider how much time and effort it takes to ensure that your exact target group will understand the meaning of the process.

SKILLS FOR SUCCESS EXERCISE HANDOUT 1

Transferable Skills

TRANSFERABLE SKILLS Achievements from your past

1)

2)

3)

SKILLS FOR SUCCESS EXERCISE HANDOUT 1

Transferable Skills

TRANSFERABLE SKILLS

Skills you have developed from your achievements:

1)

2)

3)

SKILLS FOR SUCCESS EXERCISE HANDOUT 2

Characteristics of success summary

NO LIMITS TO SUCCESS
12 characteristics of successful people

1) **PERSONAL RESPONSIBILITY**

Take personal responsibility for your own thoughts, actions and future.

2) **PASSIONATE**

Attach powerful emotions to your goals.

3) **POSITIVE**

Use positive language and reap the benefits.

4) **SELF-BELIEF**

Develop self-belief from within.

5) **FOCUS ON THE FUTURE**

Create your own future history by setting goals that affect your whole life, not just your work.

6) **USE YOUR HEAD**

Learn how to increase your brain power, unlocking your potential and using both sides of the brain.

7) **ALWAYS LEARNING**

Optimise learning - use learning effectively, expanding your comfort zones.

8) **ENERGY**

Maximise your energy levels at all times.

9) **MANAGE STRESS**

Develop techniques to channel stress into a positive force.

10) **RELATE**

Develop and apply emotional intelligence and teamwork.

11) **FAITH**

Have faith in yourself, faith in others, and faith that good will happen.

12) **LOVE**

What's this all about? Positively using the most powerful emotion.

THE LEGO TEAMBUILDING ACTIVITY

This excellent teambuilding activity incorporates communication and problem-solving skills. Participants form groups of 4 or 5 and are tasked with constructing a lego building. The groups are given a strict brief and a twist in the tail!

- Read the first section of the attached instructions to the participants:
- Hand out the 'secret tasks' instruction notes to the team-members. When everybody has read it, continue reading the next section of introductory text to the group
- Give the teams 15 minutes to construct their building before stopping them and reading the next instruction to them
- Give the groups 5 minutes to discuss the task and how to ensure good teamwork.
- At the end, the team that made the best looking construction is applauded.

THE LEGO EXERCISE HANDOUT 1

Instructions

THE LEGO EXERCISE

Your team must construct a building out of the LEGO-bricks you have in front of you.

In a moment, you will all get a note with a secret task, which you must carry out when you create the LEGO-building with your team. You must not show the note to anyone else in the group.

Hand out the notes to the team-members.

When everybody have read it, read this text to the group:

You have 15 minutes to build something out of the LEGO-bricks. You are not allowed to say anything during the building process. When the 15 minutes are up, you must have used all your LEGO-bricks and constructed a building that looks beautiful. You will be told, when there are only three minutes left of the time.

When the 15 minutes are up, tell the groups to stop working and read this text to the group:

You are still not allowed to speak. Put up your hands if you think there is a saboteur in the team. Point out the person.

(Tell them that there was no saboteur.)

Keep reading:

Read your task aloud for the rest of the team one by one, and briefly describe how you solved your task and how well you think the team worked together.

THE LEGO EXERCISE HANDOUT 1

Secret tasks for the team members

Cut out the following tasks and hand them to the team members when the workshop has started.

- You must make sure that layer number 3 and 4 consist of yellow bricks only.

- You must make sure that the second and sixth layers of bricks consist of exactly 8 bricks each.

- You are the only one who is allowed to build the layers 1 and 6 in the construction.

- You must make sure that the bricks, which are beside each other in layers 1, 3 and 6, are not the same colour.

- You must make sure that layers number 2 and 5 in the construction only consist of red bricks.

WORKSHOPS INTRODUCTION

The introductory text provided can be adapted by the facilitator depending on the target audience. The introduction outlines the workshops and the skills that will be used during the rest of the day. The focus of this session is on achievement and how to work together, contributing individual skill sets to the group in order to succeed.

- Read the introductory text (provided) to the group
- Organise the teams to make sure that there is a range of skill sets represented in each
- Set the first workshop challenge (see workshop activities)

The workshops are small contests, where the teams compete to win but the competition part is not very important and should not be stressed too much. The competition is meant to bring greater energy and pace into the teamwork.

WORKSHOPS INTRODUCTORY TEXT

We have looked at our own individual skills and competences. Now we are going to find out how our skills and competences correspond with those of the other team members in a range of team exercises.

You will work together in teams of 4 or 5 people. To set up your teams, look at the list of your three most important skills and competences and find other participants who have skills and competences that are different to yours. As a group you will cover most of the skills and competences needed to meet the challenges you are set.

When people work in groups or teams it is important that the team members have as many different skills and competences as possible. We want to form teams where the members contribute with different skills instead of teams where everybody contributes with the same.

We are now going to do three different workshops.

Give a brief introduction to and explanation of the aims of each of the workshops you have chosen.

EGG DROP AUCTION AND WORKSHOP

This workshop is an energising fun team activity that you can use to bring people together and to demonstrate the principle of teamwork.

The workshop is split into two sections:

- an auction for construction materials
- egg catcher construction

After completing the activity you can lead a discussion / debriefing on how effectively people worked together, the challenges they faced and the roles that different people played in the teams.

- Collect an assortment of items such as the ones listed in the 'materials' section
 - the amount will vary depending on the number of people and teams
- Explain the task to the teams - read the introductory text to the group
 - this contains all of the instructions for the workshop
- Hand out a task sheet to each group.
- Show everyone the items in the auction (these are the materials they will use to construct their egg catchers).
- Allocate each team the same amount of monopoly (pretend) money. Give them the money and ask the teams to go and discuss their plans and strategies.
- When everyone is ready, bring them back and auction off the items.
- Instruct the teams to build their egg catcher **USING ONLY** the materials they have bought at auction
- Find a location (such as a window, balcony or such) about 20 feet above the ground.
- Hold a raw egg in position.
- Have the first team position their egg catcher underneath you in the drop zone.
- On their signal drop the egg.
 - If their egg catcher catches the egg without breaking they have succeeded.
- Repeat steps 9 to 11 until all teams have had a chance

When the workshop is finished the members of the team, one by one, say how they think the team worked and how to improve the teamwork in the next workshop. After that, ask the team members to write down two or three contributions that they feel they made during the teamwork (worksheets provided).

EGG DROP AUCTION HANDOUT 1**Information**

The Egg Drop Auction is an energising fun team activity that you can use to bring people together and to demonstrate the principle of teamwork. After completing the activity you can lead a discussion / debriefing on how effectively people worked together, the challenges they faced and the roles that different people played in the teams.

Step 1

Collect an assortment of items such as the ones below
- the amount will vary depending on the number of people and teams

EXAMPLES:

- A few of the cardboard tubes left over from a roll of toilet tissue or kitchen paper
- Some toilet tissue - not too much, about 20 sheets
- 2 plastic bags
- Some elastic bands
- A used paper cup
- Some sticky tape (sellotape)
- 20 or 3 paper clips
- Some string - not too much, about 4 feet
- Tissue paper
- Small cardboard boxes, cereal boxes
- Wooden chopsticks
- Some plastic drinking straws
- An old newspaper or magazine
- Something disgusting, a smelly old sock (optional)
- A few other useless things
- A used bus ticket
- A brick
- Garden canes

STEP 2:

Explain the task to the teams: 10 minutes

Each team must construct an egg catcher that will catch a raw egg dropped from about 21feet (6 metres) in the air. Their egg catcher must be free standing (they can't hold it). They will be responsible for positioning the egg catcher – you will only drop the egg. To make the egg catcher they can use any or all of the materials they buy from you at the auction - but ONLY the materials that they have bought at auction. Nothing else. The auction will be competitive and (you) the auctioneer will try to get the best possible price for each item in the sale. The auctioneer's decision is final.

Allocate each team the same amount of monopoly (pretend) money.

EGG DROP AUCTION HANDOUT 1**Information**

Show everyone the items in the auction.

Hold each item up and give them a stereotypical auctioneer's 'spiel' about each item.

"Ladies and Gentlemen, here we have a classic artefact of the modern age, a plastic bag!

Guaranteed at least 70% hydrocarbons ideal for building an egg catcher."

After you have introduced each item tell them they may approach the table and look but not touch!

After they have examined the goods remind them how to bid; deciding who bids, what they use and how they make their catcher is up to them.

However, they can only use what they buy at auction, nothing else and the auctioneer's decision on bids is final.

Give them the money and ask the teams to go and discuss their plans and strategies.

Give the teams 10 minutes to do this.

When everyone is ready, bring them back and auction off the items.

Go wild, go crazy, tell jokes, and exaggerate the value of the items. If you think it will sell well, start with a high price; if you think it will not sell at all put 2 items together as 1 lot.

If someone nods or winks you can take it as a bid!

Make the auction fast paced and fun. It will take 10 – 15 minutes.

As you sell take the money and give them the items.

Some things may have a reserve price and be removed from the table if not sold.

After everything is sold have them go away and build their egg catcher USING ONLY the materials they have bought at auction. No borrowing or stealing!

Give them 15 minutes to build the catcher.

Don't panic if one team buys hardly anything. Never give them additional materials.

Amazingly people will construct quite effective catchers from virtually nothing and succeed while other teams with more and better resources fail.

STEP 3:

Now you need a location (such as a window, balcony or such) about 20 feet above the ground.

Please be careful. Hold a raw egg in position.

Have the first team position their egg catcher underneath you in the drop zone.

On their signal drop the egg. If their egg catcher catches the egg without breaking they have succeeded. This process takes around 10 minutes.

General notes and advice:

Observe safety precautions at all times. Do not lean too far out or over balconies, or out of windows. Be careful not to dislodge debris or other material that might fall on people below. Even a small item can cause serious injury if dropped on you from 20 feet in the air. Put some paper on the ground to facilitate cleaning. Have an extra egg ready. The first team often does not position the egg catcher exactly right so give them a second go at the end.

EGG DROP

Auction

- Your team has £130 to spend at an auction of various materials that may be of assistance in this activity.

Egg Catcher

- The team has to build an egg catcher that will catch a raw egg being dropped from approximately 20 feet.
- You are allowed to use the materials that you have purchased to build the catcher
- The catcher has to be free standing (you cannot hold it)
- You must position the catcher
- If your egg does not break you have succeeded

EGG DROP HANDOUT 2 Workshop Achievements

1)

2)

3)

4)

5)

6)

TRANSFERABLE SKILLS Achievements from your workshops

THE KITE-BUILDING WORKSHOP

This workshop will test the groups' teamwork and creative thinking abilities. Groups are given 15 minutes to build a kite from the materials handed to them. Once the groups have worked out their designs, they get to test them outside! A review of skills and achievements completes the workshop.

- In the Kite-workshop, the teams have 15 minutes to build a kite from the materials handed out to them.
- Hand out the document with the task to the teams, give them the materials and start the clock.
- When 15 minutes are up, take them outside to an open space or into a big hall where they can try to make the kites fly on the wind or by running with them.
- Before each team tries to make the kite fly, they must present it and say what their kite is promoting and what is great about their design.
- Write down the points for design and promotion - and when they have tried to make it fly, you give points for the flying time.
The criteria need to be shared with the group at the beginning, as they need to be clear about how they are being judged.
- After every team has tried to make their kite fly, choose the winner.
Make a small show out of it and explain a bit about why the kites got the points you gave them on design, promotion and flying time.
- Make sure that all the teams are applauded.
- It takes around 20 minutes to test the kites and select the winner.

When the workshop is finished the members of the team, one by one, say how they think the team worked and how to improve the teamwork in the next workshop.

After that, ask the team members to write down two or three contributions that they feel they made during the teamwork worksheets provided

KITE-MAKING WORKSHOP HANDOUT 1

Instructions, Build a kite

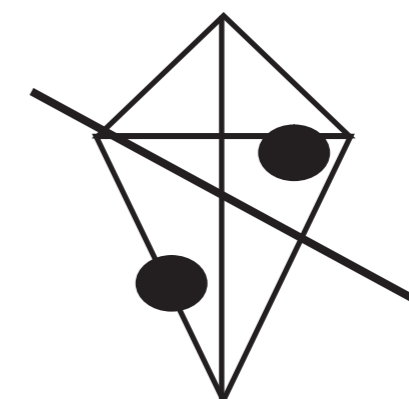
The Brief for the product:

- Your team has 15 minutes to build a kite.
- The Kite must promote - something that you choose yourself.
- It must not be an ordinary cross-kite, as seen on the illustration.
- It must have an interesting design.
- It must be able to fly for 20 seconds in the wind or with somebody running with it.
- Your team must be prepared to spend 2 minutes presenting your design – highlighting what you are promoting and your design ideas - and then fly the kite.

The facilitator will judge your design, presentation and the way your kite flies.

Each team has the following materials:

- 1 big black plastic bag
- 4 chopsticks
- 20 metres of string
- Tape
- Magazines
- Glue stick
- Balloons
- Tissue paper



KITE-MAKING WORKSHOP HANDOUT 2

Evaluation

Evaluation form for the Kite-workshop

Give points to each team regarding flying time, design of the Kite and the promotion value.
(The team must decide what the kite promotes).

Point scale:

1 is the lowest score, 3 is the highest.

Group 1		Group 2	
• Flying time	<input type="text"/>	• Flying time	<input type="text"/>
• Design	<input type="text"/>	• Design	<input type="text"/>
• Promotion value	<input type="text"/>	• Promotion value	<input type="text"/>
Group 3		Group 4	
• Flying time	<input type="text"/>	• Flying time	<input type="text"/>
• Design	<input type="text"/>	• Design	<input type="text"/>
• Promotion value	<input type="text"/>	• Promotion value	<input type="text"/>
Group 5		Group 6	
• Flying time	<input type="text"/>	• Flying time	<input type="text"/>
• Design	<input type="text"/>	• Design	<input type="text"/>
• Promotion value	<input type="text"/>	• Promotion value	<input type="text"/>

EGG LAUNCH WORKSHOP

Teams once again work together to construct egg launchers, consolidating their creative and enterprise thinking abilities. Using limited materials teams must make a functional egg launcher, and then test it with real eggs! One last opportunity is then given to the participants to reflect on the session and their achievements.

- Hand out the Egg Launch challenge brief and the equipment (see 'materials' section) to each team and set them a time limit suitable for their abilities (15 minutes)
- Make sure the team has no energy input into the device
- When the teams launch the eggs, applaud all the teams – even louder afterwards to the winner! (10 minutes for launching)

When the workshop is finished the members of the team, one by one, say how they think the team worked and how to improve the teamwork in the next workshop.

After that, ask the team members to write down two or three contributions that they feel they made during the teamwork worksheets provided

EGG LAUNCH WORKSHOP HANDOUT 1**Information**

Hand out the challenge brief and the equipment (see next page) to each team and set them a time limit suitable for their abilities (15 minutes)

Make sure the team has no “energy input” into the device

When the teams launch the eggs, give a big round of applause to all the teams and a very big round of applause, afterwards to the winner. (10 minutes for launching)

Egg Launch - Challenge Brief**Equipment**

- Tape measure

Per Team

- 10 garden canes
- 10 elastic rubber bands
- String
- Funnel
- 2 eggs (hard boiled)

Using only the materials provided your team must produce an egg launcher that will propel an egg as far as possible

The team has 20 minutes in which to build its launch mechanism
The launcher must be self-standing (it cannot be held or stuck into the ground)
The launcher of the egg cannot involve any input of energy from the group

You can release something but you cannot push, pull or throw anything
You have one egg for practice and the second egg must be kept to complete the task

NO BAKE SWEETS WORKSHOP

Food often brings people together, and this delicious workshop is no exception.

- Place all ingredients and equipment on a central table
- Divide your group into teams of 3 or 4
- Hand out the No Bake Sweets Recipes and ask teams to choose one recipe to follow
- Allow teams to take the ingredients and equipment they will need
- Support the teams to make their sweets

Once they are all finished making their sweets, ask for a volunteer from each group to act as a judge and choose the best sweets.

NO BAKE SWEETS WORKSHOP HANDOUT 1

Recipes

No Cook Truffles

makes about 15 truffles

Ingredients

9 digestive biscuits
2 flat tablespoons of drinking chocolate
2 flat tablespoons of fine desiccated coconut
1 small tin of condensed milk

Equipment

Bowl
Spoon for mixing
Tablespoon

Crush the digestive biscuits in a polythene bag
Mix in the drinking chocolate
Mix the ingredients with the condensed milk
Make into a stiff mix and roll into small ball shape pieces
Roll the pieces in the desiccated coconut

No Cook Fudge**Ingredients**

170g of butter
1 small tin of condensed milk
227g of icing sugar

Equipment

Mixing bowl
spoon
Rolling pin
Knife

Cream the butter until it's soft
Add in the condensed milk
Stir in the icing sugar
Knead the ingredients together in the bowl
Roll out and cut into squares on a clean surface dusted with icing sugar
Leave the fudge out overnight to harden
Add in sultana, chocolate chips, peppermint etc if you wish
If adding peppermint make the shapes into small mice.

GIFT BAG WORKSHOP

It is always satisfying to take something home after a workshop, and this workshop allows individuals to make themselves a memento of the day.

- Place all materials on a central table
- Hand out the gift bag instructions
- Support individuals to make their own gift bags

GIFT BAG WORKSHOP HANDOUT 1

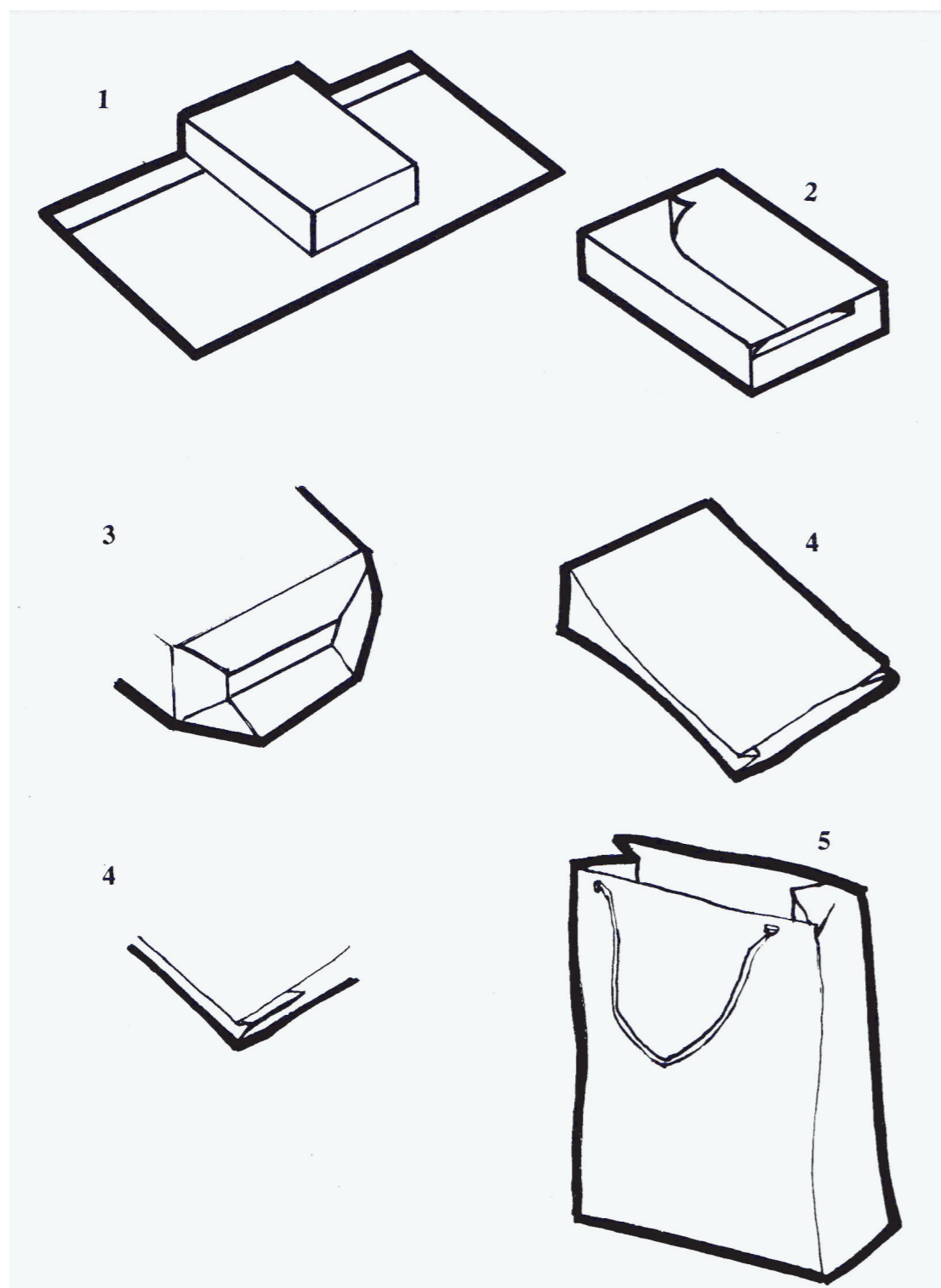
Instructions

Making a Gift Bag**Materials**

Empty boxes e.g. cereal boxes, tea bag boxes, chocolate box
Roll of wrapping paper
Double hole punch
Glue stick
Card or ribbon

How to make the bag (diagrams are on the next page)

- 1 Find an empty box the size that you want to make your gift bag
- 2 Imagine you are going to wrap the box in the paper and cut the paper to the appropriate size
- 3 Glue down a fold along the top edges (where the handles will come)
- 4 Lay the box on the paper (diagram 1)
- 5 Fold the paper round it (diagram 2) so that the overlap comes well to one side. Glue the overlap down
- 6 At the unstrengthened end fold in as for a parcel (diagram 3) sticking in place as you go. This forms the edge of the bag
- 7 Remove the box
- 8 With your thumb nail, press in a well defined pleat at each side of the bag (diagram 4)
- 9 With a hole punch make holes for the handles through for four thicknesses at each side of the bag (diagram 5)
10. Thread through and knot the cord or ribbon



SKILLS ROUND-UP

The concluding activity is the opportunity to reflect on the group's performance and the contributions made by individuals. Through self-reflection participants will understand more about themselves and their skills.

The last activity of the day is a celebration of achievement.

- All the participants have a list with their achievements and performances from three workshops.
- Instruct the team members to tell their teams what they think they contributed to the teamwork. The team members are to say if they agree and suggest other possible achievements and performances which they think the member contributed.
- Ask the participants to write down a list with 3 – 5 general skills or competences they see underpinning their achievements and performances from the workshops. Use the worksheets provided ('Skills from the workshops')
- Allow the participants to ask their teammates for help with this activity.

They may need guiding and coaching and it is up to the facilitator to ensure that everybody finishes the personal list with skills and competences from the practical work.

- Ask the participants to take the list of skills and competences they wrote in the morning and compare it to the list of skills and competences from the workshops.
- From the lists they are to pick out the six skills/ competences they feel represent them best from the work of the day.
- Once all have completed their list of main skills/ competences, it should be written onto coloured paper or card and laminated as a certificate of their skills.
- The young people finally present their skills and competences on their certificates in a plenary session and get applause.
- Prepare an envelope with the name of every member of the group, attach a piece of paper to each envelope and ask every member of the group to look at the name on the envelope and write a positive statement about that person. They then fold the paper over, and pass the paper to their right

Repeat step 9 until every member of the group has written something positive on the paper. The last person to write their statement folds the paper over and seals the paper in the envelope. The 'friendship letter' can then be given to the person whose name is on the envelope.

SKILLS ROUND-UP HANDOUT 1

Skills from the workshop worksheet

TRANSFERABLE SKILLS

Skills you have developed from these workshops

1)

2)

3)

4)

5)

6)

TRAINING EXERCISE 8: TREE OF LIFE - POST EVALUATION

Introduction

This post-session evaluation exercise from the Personal Development Module enables participants to reflect on their emotions at the end of the training session in order to measure their own development.

Competencies

Youth Workers

The expected learning outcome for youth workers:

- **Awareness of other people:**
recognise why and when other people are emotional, show empathy and compassion, understand what makes other people emotional, observant and interested in other people, is a good listener, to encourage positive thinking

Youth

The expected learning outcomes for youth:

- **Independence:**
work alone, be unaffected by peer pressure or others' opinions
- **building relationships:** trust others and being trustworthy
- **Social skills:** be comfortable and relaxed in groups of people.
- **Listening skills:** be active in listening to others, listen more than talk, ask appropriate questions to enhance listening process, take turns in conversations, recognise hidden meaning in words and phrases.

Resumé of exercise

This evaluation exercise enables participants to reflect on their achievements at the end of the session. Participants are to use their earlier 'Tree of Life' illustration (which shows generic characters at various stages of their lives) to reflect on their own growth during the training session and identify with one of the 'Tree of Life' characters, and their emotional state. The character that they choose may or may not be the same as the one that they chose at the beginning of the training. Participants can then share this information with others in the group, and reflect on the contributions of other members of the group.

Practicalities

Numbers

Approx. 12 - 15

Duration

10 minutes

Physical Environment

A room large enough to accommodate the group doing individual work, tables and chairs for participants.

Materials

Participants' 'Tree of Life' templates
pens

TRAINING EXERCISE 8: TREE OF LIFE - POST EVALUATION

The manual

- a. Each member of the group is given their copy of the tree of life template they used at the beginning of the session.
- b. Ask them to colour which character represents how they feel again at this moment.
- c. Participants are also asked if there are any 'people' on the tree they feel are their friends.
They are asked to reflect on how they have helped them and how they have helped others.
- d. In addition, participants are to reflect on how they feel the day has gone; what could have gone better.
- e. If the group is willing, ask them to share how they feel with everyone to help them appreciate all the work that has gone on during the training session.

