



METHODS COLLECTION

Methods collection Let's learn from each other! Level 3 International training for young youth workers in Slovenia; Let's learn from Each other! —Let's upgrade our experience!;

Dates/places: 24th of July — 31st of July 2017/Litija, Maribor;

Who: 24 young people from 11 different countries (Italy, Spain, Hungary, Latvia, Estonia, Macedonia, Poland, Bulgaria, Ireland and Slovenia)

Authors:

Tina Trdin, Maja Višnikar, Maja Mojškerc and Jure Urekar

Partners:

Klub litijskih in šmarskih študentov, Slovenia
Associazione di Promozione Sociale Joint, Italy
Latvian Foster Family Organisation, Latvia
Seiklejate Vennaskond, Estonia
Ephebus Kulturális Közhasznú Egyesület, Hungary
Grupo de Desarrollo Rural Valle del Guadalhorce, Spain
be pART, Greece
Association center for intercultural dialogue– Kumanovo, Macedonia
Centrum Wolontariatu w Kielcach, Poland
Sdruženje "Maverick", Bulgaria
Ógras, Ireland

Editor and graphic designer:

Jure Urekar



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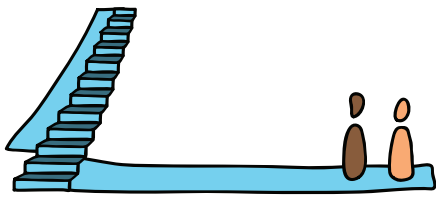
Throughout the execution and evaluation of previous projects Let's learn from each other! and Let's learn from each other! Level 2, we realised that a training course like this one, would be the thing that would perfectly upgrade the knowledge and competences of the involved youths to the level, where they would be equipped with skills for one's own mentoring of groups of youths for international youth exchange application. In the first two projects we reached a lot of youths, who helped with co-organizing of the exchanges, but now the youths are prepared to set out on a journey of detailed realization about what it means to be a youth worker. With the help of this training the participants of previous Let's learn from each other! projects and participants, who already have their own experience from other exchanges, took a step up on their youth trainer ladder, experienced and researched the Erasmus+ program more closely and are now able to singlehandedly lead groups of youths from the conceptual designing of international youth exchanges, to execution, finalizing and dissemination.

The training course lasted for seven days, during which we used experiential methods, throughout which the youths strengthened their soft skills, intercultural, communication as well as organizational skills and learned about key concepts of youth work. The local organizations and projects LLFEO,

LLFEO Lv2 as well as LLFEO Lv3 were used as a learning polygon, where we learned through practices of organized international youth exchanges, trainings and seminars, challenges we as well as other local organizations had to overcome, as well as examples of other good practices.

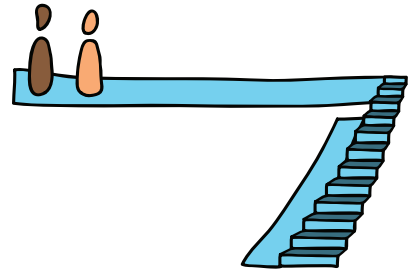
Young, so called "junior" youth workers, had the opportunity to transfer their given knowledge in their own organization's context, however they wanted, after the training course, they took groups of youths under their care and guided them on the path from conceptualizing to execution of project ideas, while offering them support throughout the whole process. Meanwhile, with the help of the national mentors, they monthly deepen their knowledge. We expect that one third of the newly formed groups prepare and apply for international youth exchange projects. Furthermore the youth workers are able to recognize and understand the potential of the Erasmus+ programme for addressing global challenges (climate change, migrations, recycling, etc...). In the long term organizations will, through this project, reinforce their activities on a national and international level. With this project we further built on the recognition of the projects Let's learn from each other! through a logo of the project, which will help with the promotion and further dissemination of the results of the project.





24.7.2017

Day 1 - Monday



Title: **Welcome event**

Time: 0:45 ~ 1:30

Background: Adventures usually start with a simple question - why? Questions are powerful things and often set individuals on their personal quests. One of the nice things about them is telling the story - ... So, welcome!... Why are you REALLY here?

Goals:

- getting to know each other
- building up the team spirit

Session Outline: The group gathers in a circle, everyone is being welcomed and introduced to the evening activity. The goals of the activity are explained to the participants.



3 stations are placed around the workplace:

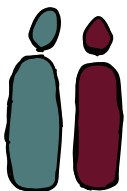
Question Each participant gets a set of questions/conversation starters. Time is limited (7') and when one question is answered, they need to mix and match to get new answers from other people. Make as many rounds as needed/wanted (depending on the group size).

Quest Set of quests is presented to the group. The task is to complete as many tasks as one possibly can. There are group quests too, demanding people to collaborate to finish the quest.

Story Participants are invited to share their personal story of "Why am I REALLY here?" and put in on display for everyone to see. They can take as much time as they need, once they are done, hang the story to the string. The writing place is a bit away from the main activity area, lighted by candles to set up the mood.

Materials:

- set of conversation starters and quests
- pens and markers
- post-it papers
- paper
- string and clips to display stories
- candles



EXTRA:

QUESTIONS/CONVERSATION STARTERS

- Although most people don't find...
- I am...
- I have never...
- I love it when...
- I love to...
- I think I have the best...
- I would never...
- My idea of beauty is...
- The best thing I ever did for my friends is...
- The best way for me to relax is...
- The best way to save...
- The biggest and best...
- The funniest thing that ever happened to me was...
- The greatest thing my friend ever did was...
- The lowest...
- The most important decision I ever made in my life was...
- The most unbelievable thing...
- The thing that makes me laugh is...
- There is nothing I enjoy more than...
- When I think of prunes...
- The thing that really make
- What was the last time you worked incredibly hard?
- Who is your oldest friend? Where did you meet them?
- What were you really into when you were a kid?
- What's your favorite number? Why?

QUESTS

- Find a partner and dance with no music for 1 minute.
- Try to drink a glass water while standing on your hands.
- Let the group pose you in an embarrassing position and take a picture.
- Give someone your phone and let them send one text to anyone in your contacts.
- Present human life through interpretive dance.
- Make 6 people of the group smile, keep going until everyone has cracked a smiled.
- Let the person to your left write something embarrassing somewhere on your body (that can be hidden with clothing) with a permanent marker.
- Find the person who can do a magic trick. Learn it!
- Find a person whos name starts with H and attempt to do a magic trick.
- Switch clothes with someone in the group.
- Walk on your hands from one side of the room to the other. Ask someone to hold your legs if necessary.
- Spin an imaginary hula hoop around your waist for 3 minutes. Find someone to keep track of.
- Find a participant from each country and imitate popular YouTube videos until someone can guess the video you are imitating.
- Compose a poem on the spot based on something that happened today.
- Make a funny face and keep making it for 2 minutes.
- Make a group of 3 and each of you do your best impression of whatever animal.
- Find the person whose first name has the same letter as your first name.
- Learn at least 2 phrases in every participating language of this training.





Title: **Cookieeeeeees!**

Time: ~ 0:45

Background: Everyone loves cookies, so it's a good common point to build on! There once was a cookie. He was a double chocolate chip cookie. Nobody wanted to eat him, because he was so big. He is giant! He wandered into our woods last night and told us he is in despair because he can't fulfill his only life goal of being eaten. So he's donating a part of him to each of us, so we'll play with him and have fun!

Goals: • teambuilding

Session Outline:

- Chocolate chip cookie on the forehead, eat it without the help of your hands.
- Everyone introduces with their name and favourite cookie with a quick explanation why they chose that exact cookie.
- Dream design – Get in groups of x and design your dream cookie. The way you want it to taste, what colour it should be, what kind of texture it should have, what shape is it? Try to put all your ideas together and only design one cookie.
- Cookie tower – Teams.. who builds a higher cookie tower? Only rule is, that you can only use as many cookies as you can eat afterwards for coffee break! (save them on a plate)

Materials:

- a lot of different cookies (at least 1 chocolate chip for each participant)
- a drawing of a cookie on a poster, which has hands, feet and eyes, as well as a bite that's missing on his body. He is still smiling.
- a flipchart and paper,
- markers





Title: **Expectations, contributions, fears**

Time: ~ 1:30

Background:

- At the start it is always good to help participants express why they came, what they expect from the programme, trainers and others as well as fears they may have about the whole experience.

Goals:

- getting to know each other
- creating a safe space
- intro to the programme

Session Outline:

1. Short name game
2. Information about commodation, food, ...
3. Common agreement
 - game with cards, half of the participants recieve cards with unfinished sentences in connection to safe space. They interview the pair and then exchange the card. Sentences like: I feel safe when, Compassion for me is... etc.)
 - after game with cards we draft a common agreement together in the big group
4. Expectations, contributions, fears (15 min)
 - three flipcharts lying on the floor, music
 - you can start with whichever flipchart you want to, when the music is over you will move to another one
 - the group being at the last flipchart will present all the answers
 - Expectations of the training team
 - Expectations of other participants
 - What topics do I expect to discuss? What do I want to learn here?
5. Introduction into Learning diaries
6. Presentation of the programme

Materials:

- cards
- a flipchart and paper
- markers





25.7.2017

Day 2 - Tuesday

1st afternoon session

Title: What is Erasmus+? A self-discovery game

Time: ~ 1:30

Goals:

- presentation of the Erasmus+ programme in the field of youth: objectives and actions

Session Outline:

1. Energizer (5min)
2. Exploring and Discovering Erasmus+
Participants will receive details on separate paper puzzles. On the papers they will find some pieces of information that will be related to:
 - Objectives of the Erasmus+ Programme.
 - Objectives of the Erasmus+ Programme in the field of youth
 - Key action 1
 - Key action 2
 And they will have to identify what is it, put it together in a way that it makes sense and stick it onto a poster.
At the end we go together through the results and add things if needed.
3. Exploring and Discovering the actions
We divide them into smaller groups:
KA1 Youth exchanges, KA1 European Voluntary Service, KA1 Mobility of Youth Workers, KA2 Strategic Partnerships and KA2 Capacity Building
Each group receives a part of the guide related to that action.
They can consult rest of the guide in the middle of the room.
Each group will go through the information to understand the key aspects of their action and will prepare a summary in an A3 paper for the rest of the group.
4. Presentation of the groups, it is important that the facilitators add all information that that missing.

Materials:

- Discovering E+:
 - A4 papers with E+ general objectives and E+ objectives in the field of youth
- Exploring and Discovering the actions:
 - Erasmus+ Guide printed of separate actions
 - A3 white papers.
 - markers and pens.





Title: **Youthpass stations**

Time: ~ 1:30

Goals:

- Explore and get to know the benefits and relevance of youthpass with a focus on learning to learn

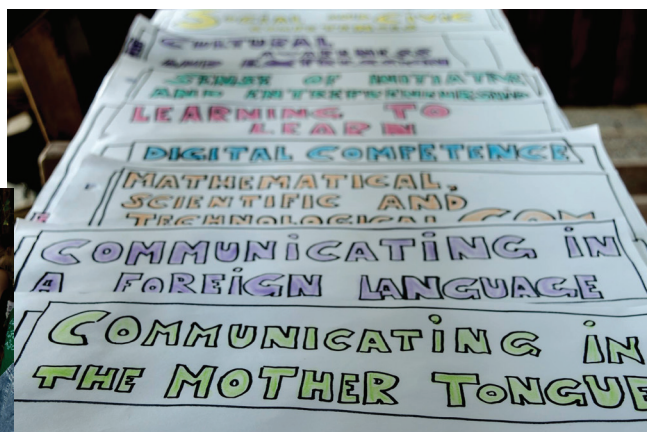
Session Outline: We create 8 stations around the place, preferably also outside, with different tasks connected to the youthpass competences. Participants are divided into smaller groups and their task is to visit all the stations and complete all the tasks. We choose the tasks in a way that they reflect the needs of the groups and relevance in connection to training goals. Above are examples which you can adapt.

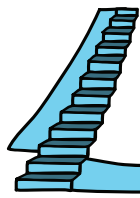
As an alternative version: don't name the stations, you can discover them together at the end in reconvening with the big group, what the separate stations were about.

- Mother tongue:
Try to find similar words to Slovene in your mother tongue.
- Foreign language:
Learn 5 words from your colleagues in the group in their own language.
- Mathematical and science and technology
Calculate the age of everyone in the group, how old are you as a group?
- Digital competence
Use the computer and draw a logo of your group.
- Learning to learn
Describe one memorable learning experience from this or another training. Write down your preferred source of learning.
- Social and Civic competences
Think of the things you could change in your local environment.
- Sense of initiative and entrepreneurship
Propose a plan for staying in contact after the training and making sure we continue with another exchange.
- Cultural awareness and expression
Share typical expressions from your cultures.

When participants come back, we make a map of YP competences and discuss them deeper.

- Materials:
- Erasmus+ Youthpass Guide:
 - A4 papers
 - A3 white papers
 - markers and pens
 - computer and appropriate software

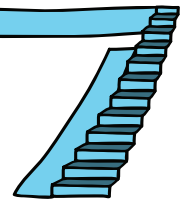
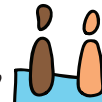




26.7.2017

Day 3 - Wednesday

1st morning session



Title:

Core concepts of youth work

Time:

~ 1:30

Goals:

- get to know the core concepts of youth work and their meaning

Session
Outline:

We have selected concepts which are important in youth work and used the Word café method to explore them further. In groups, the participants discussed and moved through the stations - the discussions were aimed at going deeper into the practical implications of concepts.

Definition

The World Café is a method for creating a collaborative learning conversation around questions that matter by innovating instruction in the classroom. Café is ideal for administrators to develop collaboration and co-creation with faculty, boards, and community partners.

What is World Café Good For?

World Café is a great way of fostering interaction and collaboration, sharing learnings or knowledge, generating ideas, and constructing dialogues with both large and small groups. It is particularly effective in surfacing the 'collective wisdom' of groups of diverse participants. The café format is very flexible and adapts to many different purposes - information sharing, relationship building, deep reflection, skill building, project planning.

When planning a café, make sure to leave ample time for moving through the multiple rounds of questions and harvesting.



7 Operating Principles:

1. Create hospitable space
2. Explore questions that matter
3. Encourage each person's contribution
4. Connect diverse people and ideas
5. Connect abstract ideas in a graphic organizer
6. All listen for patterns, insights & deeper questions
7. Make collective knowledge visible for sharing

Social Capital Skills

Practiced in World Café

- Collaboration
- Working in a team
- Listening and discussing diverse ideas/opinions
- Building a collective diagram or model
- Managing time
- Taking a leadership role
- Self-advocacy
- Putting abstract ideas into visual model
- Active listening
- Framing powerful learning questions
- Peer learning and coaching

Assumptions

The knowledge and wisdom we need is present and accessible;

Collective insight comes from honoring unique contributions, connecting ideas, listening into the middle, noticing deeper themes and questions;

Intelligence emerges as participants connect in diverse & creative ways.



Flow:

Seat 4-5 participants at café-style tables or in conversation clusters.

Clarify the context of the café and state the question or questions on the specific topic.

Each café-table selects a host; the host selects a time keeper and a lead writer/drawer.

The question(s) are written at the top of the easel paper in the center of the table.

Begin the dialogue and let the conversation continue for 15 - 30 minutes.

The conversation is documented using a graphic organizer, mindmap or web.

Begin the second round on the same or a next question by having the host stay at the table and participants move to another table.

Begin the 2nd round by having the host briefly share with new table members the key insights and ideas discussed in the first café, then new members build on what has already been documented and add to the depth and breath on the conversation topic.

Allow time for a whole-group harvest of the conversations.

Set up progressive rounds of conversation, usually of 15-30 minutes each – have some good questions!

As officially presented at www.theworldcafe.com and www.powerpath.com

Materials:

- tables and chairs
- tablecloths or something to make the classroom feel 'comfortable and informal'
- easel-size paper to cover tables and for harvesting
- markers in multiple colors





Title: Learning to learn – Previously on LLFEO

Time: ~ 1:30

Background: This is the 3rd episode of the let's learn from each other »saga« that we've done in the past years. Some of you starred in it before, some of you are completely new characters to the show. But that's okay, because we'll fill you in on everything that happened. So here's a »previously on LLFEO..« reel.

Goals:

- Fill people in on what was going on on the previous LLFEO projects possibly through a tv show previously reel.

Session Outline: Go through the 4 activities that happened in the past through cutscenes of photo and video material. (LLFEO2 was a triple continuation episode!) Ask former participants to have public interviews. They answer questions about favourite memories, aha moments, things they had learnt.

Materials:

- projector
- computer



Afternoon was dedicated to Visiting Kliše and MC Litija, presentation of SloMo, Lojtra- sharing experiences. Participants learned about EVS in MC Litija, SloMo community orchard and Lojtra local and international projects. More on the photos.





Title: **Needs, motivation and ideas**

Time: ~ 1:30

Background: When working in any given group of people everyone has different needs, expectations and ideas. To be a successful team leader/organiser/coordinator you need to be able to get that information from the people you're working with, recognise it and know how to use it. But to get that you'll often have to give them motivation to do so. So we'll talk about this array of soft skills.

Goals:

- Help them develop a sense for the needs of the individual and the group. How to motivate people? Types of motivation. Harvesting ideas, showing appreciation. Importance of giving and receiving feedback.

Session Outline:

- Give an introduction about Maslow and his work and what sets him apart from other psychologists. Point out that this is not the absolute truth, but a tool to help you be a good leader.
- Present them with an empty Maslow pyramid. There is a harder and easier option – easier is to place the categories first and the harder one – to start with the needs and work your way to finding the common category.
- Give out post-its with the needs
- Guide them one by one through all the needs and categories asking them to tell their reasoning for placing a need where they did. Get a debate going on which need is more basic and which one is higher up.
- Summation is that you have to give people the most basic things first, so you can build on them.

Materials:

- flipchart and paper
- post-it papers





Title: **Team work and group roles**

Time: ~ 1:30

Background: There are many types of groups that we may be part of. Some groups form through choice, others are brought together through circumstances.

Goals:

- Review of the process from design to the dissemination of the Youth Exchange Project: Teamwork and group roles
- Discovering group structure
- Discovering team roles

Session Outline:

Start the session with open group discussion on teamwork.

WHY – is each individual part of the group? What are the reasons for being there? What's the overall purpose and aim of the group?

WHAT – is the aim or activity of the group? What are the steps towards achieving purpose?

HOW – is the group operating? What's the group culture? How are the group dynamics?

It's important that participants share as much as they can about their personal experience on working in teams and groups.

Next, explain the basic principles of teamwork using the analogy of plants and gardens. We could look at each of our groups as a garden; composed of individuals but acting as a whole. Each person can be seen as a different kind of plant. At this point ask participants to draw themselves as a plant, any kind of plant that best represents themselves.

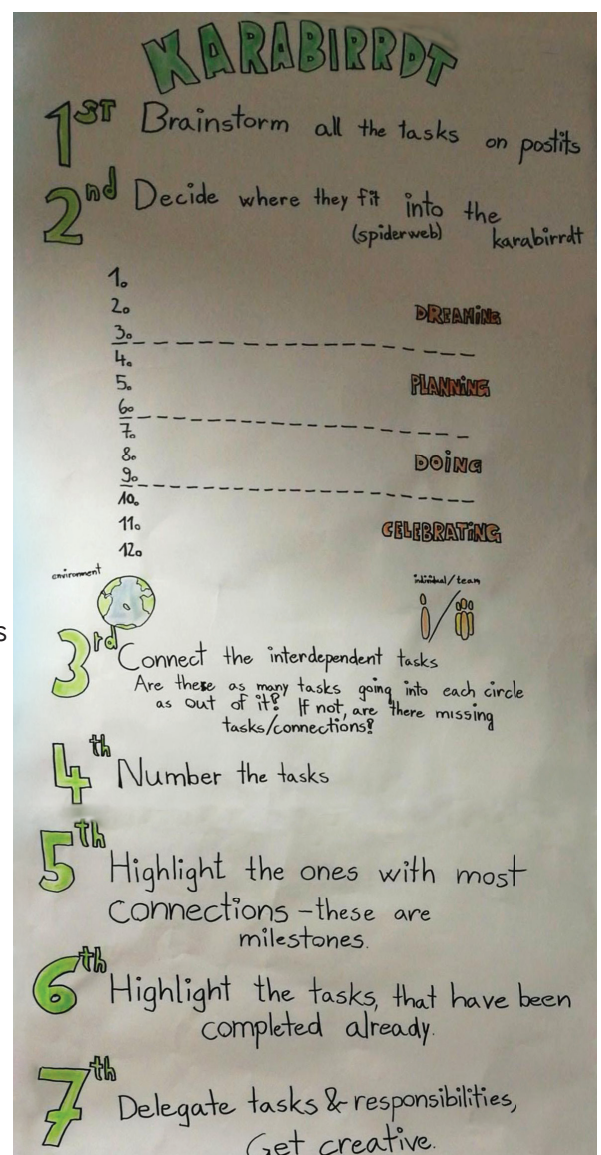
As they are drawing they should focus on their role in a group:

- what about it is helpful?
- What about it is unhelpful?
- Are there any changes they would like to make?

When group comes back together, ask them to share their plants and reflect. After the group input, divide people in small groups to "design" their ideal garden, using the plants drawn before. Again ask for groups input, after group garden presentations.

Materials:

- pens and markers
- paper
- flipchart paper
- scissors
- crayons





Title:

Conflicts or peace restoration

Time:

~ 3:00

Goals:

- practice observation
- distinguish between observations, judgements and feelings
- practice non-violent communication

Session
Outline:

1st Part:

Game with 3 different tasks. Each participants must not tell their task. When we say go! They have to complete their task all at once. Tasks:

- Put all chairs in a circle
- Put all chairs on top of each other
- Put all chairs outside of the room.

We observe the play and stop it if it become too intense.

Reflection:

What happened, what did you observe?

How did you feel?

How about next time?

We record the answers and give input on observations, judgements and feelings. How to distinguish them.

Presentation of Kolbs cycle in connection of the first activity. [Click here for additional literature!](#)

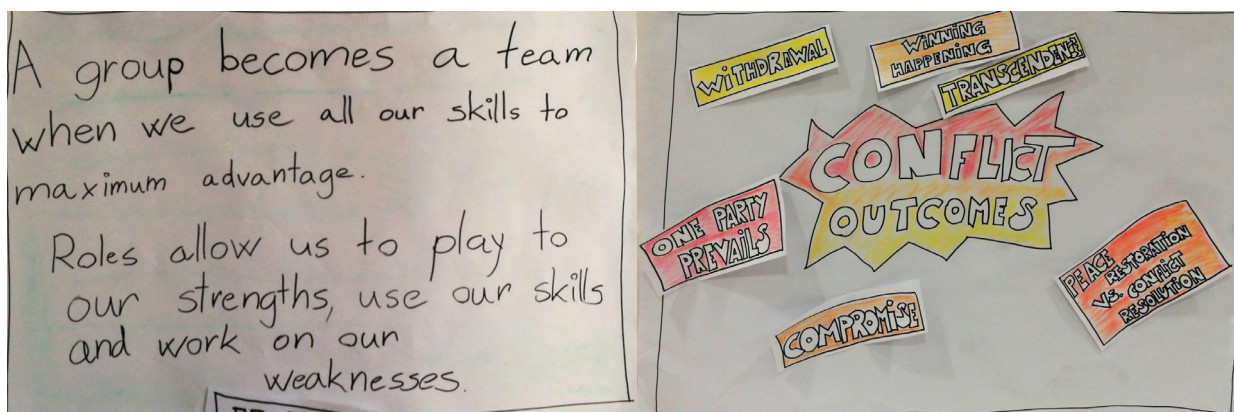
Input on conflict outcomes.

2nd part:

- presentation of Non violent communication steps; 4 steps (fotka postra)
- individual work and then discussion in smaller groups with the help of the worksheet.
- group reflection.

Materials:

- lists of feelings, needs, for easier understanding





Title: The fishing game

Time: ~ 1:30

Background: 1st session was dedicated to presenting global challenges and importance of global dimension in things we do with youth. We used the fishing game, developed by Humanitas and in discussion we focused on traits of our society and how to combat them with youth to foster more cooperation.

Goals:

- participants will critically assess the choice of behaviour based on cooperation or competition.
- participants will experience a process of drawing (and most likely overdrawing) on shared resources.
- participants will name factors that impact this process with respect to the individual or society. (The basic ones can be found in the section "Reflections"; the group will certainly come up with other factors, too.)

Session Outline:

Divide the participants into groups that represent families or groups of people living around a lake (which you prepared in advance with the fishing rods and fish). Explain the rules, including those of rounding off. It is good to write the basic rules on the board or to post them in a visible spot.

- There are maximum 20 fish in the lake.
- The game lasts ten rounds/ years.
- Each day, the family can catch 0 – 3 fish. After each round, every family writes the number of fish caught in the chart and they put the fish in their bowl.
- Each night, the fish that remained in the lake reproduce and increase their numbers by 25 %, but they cannot exceed a maximum of 20.
- Each round lasts until everybody has as many fish as they have decided to catch.

If the number of fish is not divisible by four, the number of their increase after each round is "rounded off" to the nearest multiple of four. (If for example 10 fish are left, add $8/4$, i.e. 2 fish, to the next round. If 11 is left, add $12/4$, i.e. 3 fish to the next round). But if 10, 14 and 18 fish are left, disputes can arise as to which multiple of four to use. The rules for rounding off need be defined clearly before the game starts. Play as long as there are fish to catch. Do not interfere if somebody makes an effort at limiting the fishing seasons to several rounds only or potentially blame another group for systematically fishing out a maximum, etc. If the fish run out, ask the families: How will you make a living in the coming years?

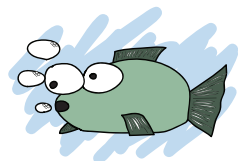
Follow up with a debriefing or a broader discussion about their feelings, their motivation and consequences of their decisions. How did they decide upon the numbers of caught fish, how did it feel in the beginning, middle and at the end? Did they consider cooperating and if so how did it influence the simulation?

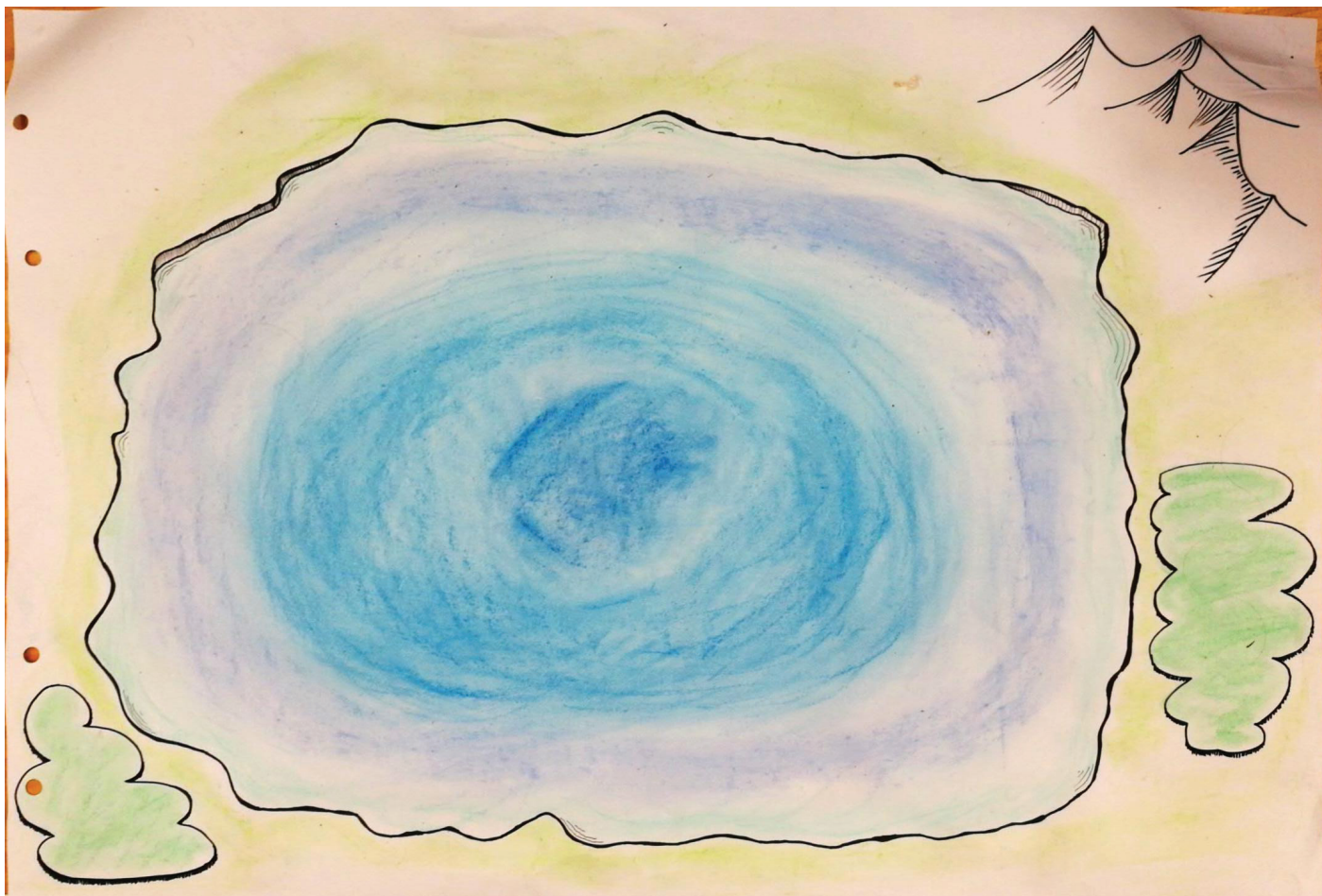
Find a more detailed description of the workshop at the source:

https://www.nazemi.cz/sites/default/files/undercover_part_3_0.pdf

Materials:

- a chart of the game's rounds (Attachment 1)
- a lake (a plate or a string circle)
- fish (M&M-type candies, models of fish or pieces of paper); 20 per pond
- fishing rods (straws or hand-made fishing rods with hooks)
- whiteboard or a large sheet of brown paper with felt-tip pens





FISHING RULES GAME

- There are maximum 20 fish in the lake.
- The game lasts 10 years.
- Each year the family can catch 0-3 fish.
- During winter the fish that remain in the lake reproduce, INCREASE their number by 25%.
- Each year lasts until all the families decide, how many fish they will catch this year.

	the CRABS	the BAM dynasty	STAR FISH
1	1	2	1
2	1	1	2
3	0	0	0
4	2	1	1
5	1	2	1
6	1	1	2
7	1	0	0
8	1	1	1
9	2	3	2
10	3	3	3
	13	14	13



Title: **Dissemination and evaluation**

Time: ~ 0:45

Background: The Evaluation of the planned activity is as important as the activity itself. Critical analysis allows the activity to be improved in the future and also highlights reasons why an activity did not go as well as planned.

Goals:

- Review of the process from design to the dissemination of the Youth Exchange Project: Dissemination and evaluation
- explore and reflect on learning process
- explore and reflect on learning process outcomes (connection to youthpass)

Session Outline: Ask the participants to think of a good learning experience - a personally important or rewarding process of learning.

Invite them to take 1 card* that seems to be associated with those positive learning experience.

Discuss it for 20mins in groups of 3. One person takes a role of active listener, the other one is sharing their experience and the third one is an observer. Make sure participants switch roles while discussing. The group gets back together, followed by a big group discussion where people share their views from different roles.

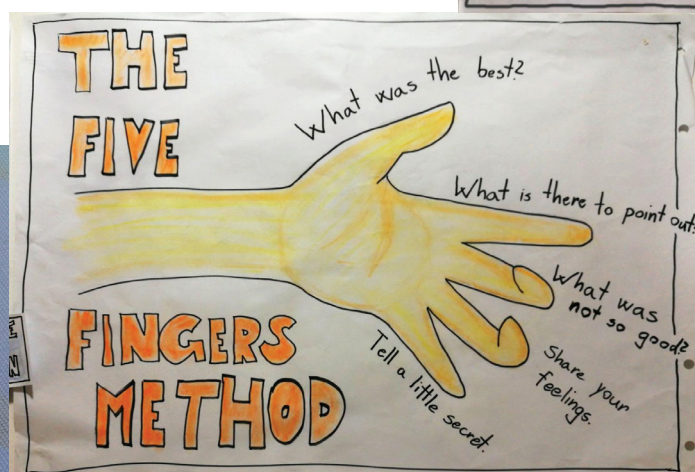
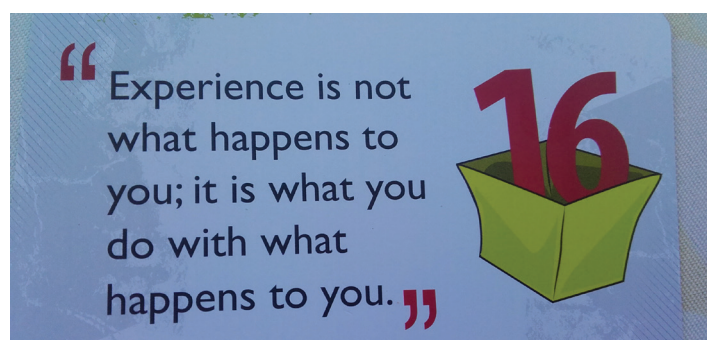
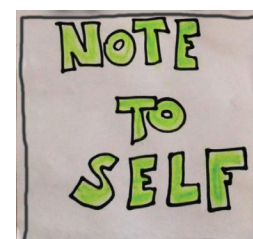
Divide people in small groups of 6, where they reflect on their learning experience and connect it to the 8 key competences for lifelong learning:

- I have experienced...
- Now I know/ now I can...

Reflect on how these competences come handy in following settings: social media, at home, at work, with entrepreneurship ideas, with new ideas, with friends.

Materials:

- paper
- pens and markers
- 'learning out of the box' cards





Title: **Project management**

Time: ~ 0:45

Background: Planning is a process for getting ideas into action. If you are systematic about the process, action can be made easier and more effective. The approach can be time consuming at first but since your action will be more effective, you will save time in the long run.

Goals:

- review of the process from design to the dissemination of the Youth Exchange Project: Project management
- presentation of NAOMIE project planning tools
- developing project idea using NAOMIE

Session Outline: Participants are presented with NAOMIE+C project planning tool. NAOMIE is a good practice model for planning, monitoring and evaluating youth work. It incorporates every stage a project needs to go through and breaks down the planning phase into smaller chunks.

After the theoretical part the group is split in smaller groups and their task is to come up with a project idea.

Needs - Determine the need for the activity – why are you planning this activity?

Aims - An aim is a long term statement of intent. They are imprecise, often ambiguous, give a general direction without time limit and are often written from the point of view of a professional, ie. you as the worker and what you intend to achieve with the activity.

Outcomes - Whilst your aim illustrates what you, as the youth worker, intend the activity to be, objectives describe what the young people will be able to do, or know, or value if the learning takes place, ie. objectives define a desired change of behaviour - the learning outcomes.

Methods - You need to decide which methods you are going to use in order to achieve your objectives. For example, are you going to show the young people a video or are you going to demonstrate the activity yourself, or are the young people going to learn by having a go themselves?

Implementation - implementation plan includes resources, (both human and material), timing, bookings that need to be made, etc

Evaluation - The Evaluation of the planned activity is as important as the activity itself. Critical analysis allows the activity to be improved in the future and also highlights reasons why an activity did not go as well as planned.

+ Celebration – stress the need for and the value of celebration.

Materials:

- pens and markers
- flipchart and paper





Title: **How to continue?**

Time: ~ 3:00

Goals: • plan projects at home

Session Outline: Issue holder, idea holder, project owner- 3 participants present ideas which need support from the group. First come-first served. Project holders stay at the tables and supporters move each round to another project.

Invite participants to share from own experience, using a talking piece for deep listening and intentional speaking, look for deeper patterns and common themes, invite to write and doodle on the tablecloths.

3 Rounds of conversation: 20 to 30 minutes each:

Round 1: What is the quest behind the project? Try to go deeper than the story provided by the table host. Explain background and context answering this question. 20 min

5 min break

Round 2: What is missing? Once the quest has been redefined, what makes the picture more complete? Broaden the picture. What areas haven't been covered? Owner explains context and they try to answer all together the question.

10 min break-contemplate

Round 3: What next steps will I take? What help do I need? What did I learn? Depending on time available, (conversation becomes action)

Materials: • pens and markers
• flipchart and paper



30.7.2017 Day 7 - Sunday afternoon session

Day 7 was dedicated to practical work with Erasmus+ forms and planning of the group as well as the personal follow up with the help of an EPTO method (European peer training organization).

The afternoon was dedicated to an experiential activity. We used the time to set the room and prepared a welcoming space, filled with posters and reflections of all the days. Participants had time to observe, read in silence with candle light and at the end sit down in a circle and listen to a guided visualization. After the visualization they shared a farewell word with all the participants. No more words are needed here, you can see it in the video, in the last part.

https://www.youtube.com/watch?v=DcM5UALur_U&feature=youtu.be



TUESDAY - 25.7.2017 8:00-9:00 BREAKFAST 9:00-9:30 Journaling 9:30-11:00 Presentation of the team, teambuilding activities 11:00-11:30 BREAK 11:30-13:00 Expectations, fears, presentation of LIFEOL 13:00-15:00 LUNCH 15:00-16:30 BREAK 16:30-17:00 BREAK + continued and reflection 17:00-19:00 REFLECTION groups 19:30 DINNER 20:30 FREE SPACE (LIVE!)	WEDNESDAY - 26.7.2017 8:00-9:00 BREAKFAST 9:00-9:30 Journaling 9:30-11:00 CORE CONCEPTS OF YOUTH WORK 11:00-11:30 BREAK 11:30-13:00 Learning to learn - presentation of LIFEOL 13:00-14:30 LUNCH 14:30-15:00 DEPARTURE TO LITJA 15:00 SHARING LOCAL EXPERIENCES 18:26 TRAIN TO MARIBOR (LIVE!)	THURSDAY 8:00-9:00 BREAKFAST 9:00-9:30 JOURNALING 9:30-10:00 Goals, reflection and ideas 10:00-10:30 BREAK 10:30-11:00 Teamwork and rules 11:00-11:30 LUNCH 11:30-12:00 Conflicts or peace and... 12:00-12:30 BREAK 12:30-13:00 OPTIONAL (LIVE!) 13:00-13:30 Reflection groups 13:30-14:00 DINNER 14:00-14:30 FREE SPACE (LIVE!)	FRIDAY 8:00-9:00 BREAKFAST 9:00-9:30 Journaling 9:30-10:00 Global challenges - GI workshop 10:00-10:30 BREAK 10:30-11:00 Discussion and evaluation 11:00-11:30 LUNCH 11:30-12:00 FREE TIME 12:00-12:30 Reflection groups 12:30-13:00 DINNER	SATURDAY 8:00-9:00 BREAKFAST 9:00-9:30 Journaling 9:30-10:00 CHECK IN and NEEDS ASSESSMENT 10:00-10:30 BREAK 10:30-11:00 NAOMIE + C - project management 11:00-11:30 LUNCH 11:30-12:00 PRO ACTION CAFE 12:00-12:30 Reflection groups 12:30-13:00 DINNER	SUNDAY 8:00-9:00 BREAKFAST 9:00-9:30 Journaling 9:30-10:00 TEASING + FORMS 10:00-10:30 BREAK 10:30-11:00 Personal follow up 11:00-11:30 Group follow up 11:30-12:00 BREAK 12:00-12:30 FINAL EVALUATION 12:30-13:00 DINNER
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The challenges we faced

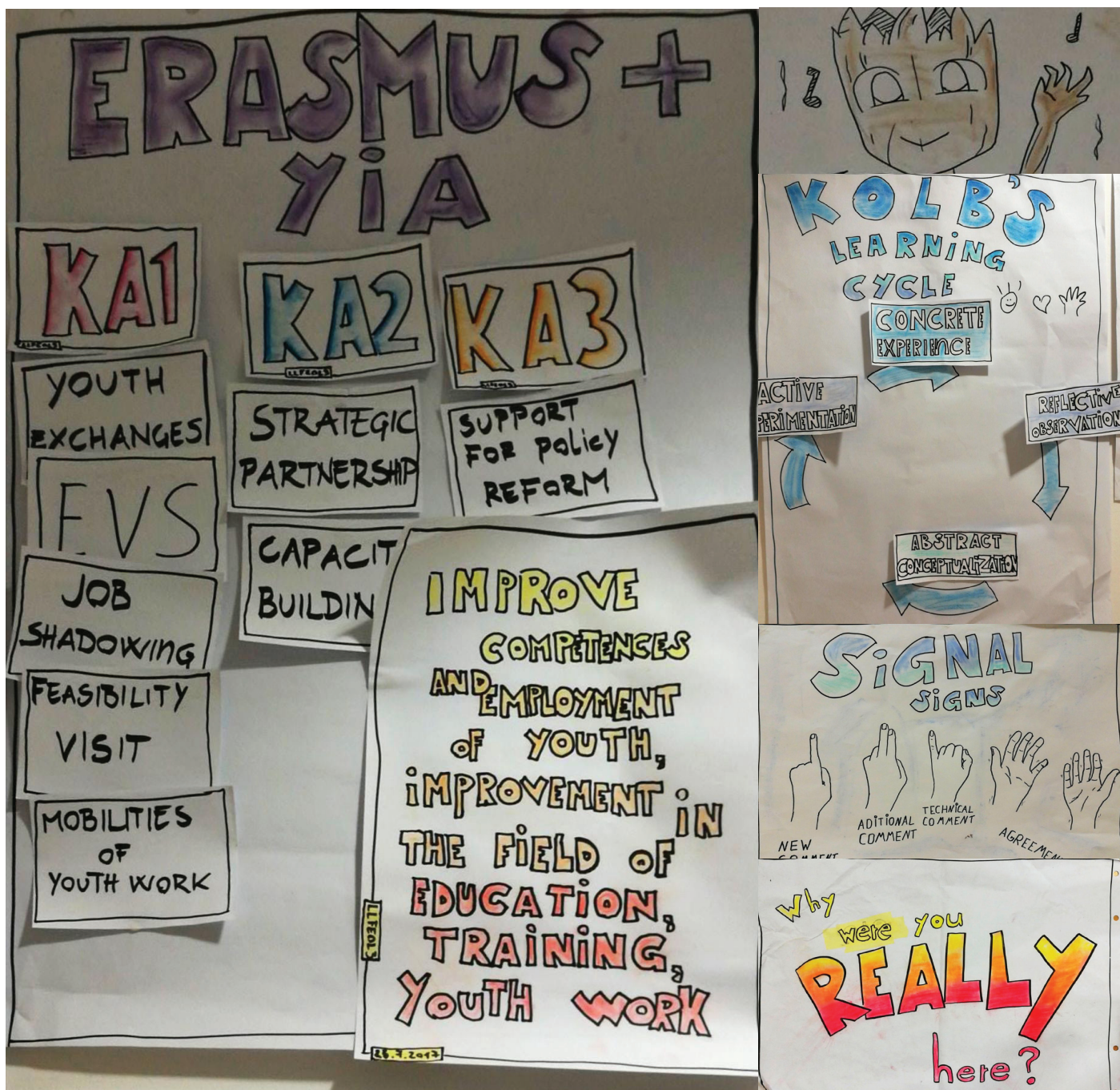
The participants experienced how to create, manage and use a safe space on two very different locations. They learned that a safe space is not necessarily defined by its location but rather the atmosphere which enables a however diverse group of participants to feel comfortable, included and productive. For this purpose we utilized a set of different tools on a daily basis, including reflections, morning check-ins and learning diaries.

The change of venue can certainly prove a challenge. Especially, if the participants already formed a deeper emotional connection to the location or if the process that was going on in a certain location brought up a lot of emotions. However the majority of emotions are connected to people and are therefore a preferable focus in cases of migration. In every case the passing of time surely helps even with a change of place, where the training is being held.

Establishing sincere connections between the organizing team and the participants, as well as the participants themselves throughout the entire training proves to be the best approach for creation of a safe environment.

The tools we use to achieve this are non-violent communication, intercultural dialogue, team-building games as well as group reflections. All those methods help participants to open up, become vulnerable and build trust, that has often proved to last far longer than any training and resulted in several already ongoing projects or initiatives.

Helping the participants form long-lasting relationships that produce successful projects, which in turn inspire new projects often proved to be a challenge, that we nowadays manage through a combination of individual conversations, mentoring or job-shadowing as well as an extensive utilization of social media, facebook groups and the google platform. It helps us and the participants to stay in contact, draft and brainstorm ideas simultaneously as well as sharing of pictures, videos, daily events and feelings.



DON GHAELGE - DON ÓIGE
ÓGRAS



center for
intercultural
dialogue

Ephebus



Regionalne
Centrum Wolontariatu
w Kielcach



Latvijas Audžuģimeņu Biedrība



Valle del Guadalhorce
Grupo de Desarrollo Rural

be pART, Greece,
Sdrujenie "Maverick", Bulgaria

ŠKIS



Erasmus+

MOVIT