

COMMUNICATE

CREATE

COOPERATE

METHODS MANUAL

With **creative** and **innovative *non-formal methods*** on **cooperative learning** in **youth work** context **with for** and **by** *young people with fewer opportunities* from different approaches

2016

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Introduction

This Methods' Manual was created by the participants of the **CCC: Communicate, Create, Cooperate!** training course which was held in Sfantu Gheorghe, Romania at 17-24 September 2016, supported by the Erasmus+ Programme and organized by the Asociatia Clubul Tinerilor din Sfantu Gheorghe - Szentgyorgyi Ifjusagi Klub (SZIK).

This Method's Manual makes an attempt to present 4 good methods of cooperative learning techniques which can be used to improve transversal skills, emotional quotient, and social skills of young people with fewer opportunities through youth work activities. 34 participants from Estonia, France, Greece, Italy, Lithuania, Slovakia, Spain, Turkey, Hungary and Romania worked on the topic of competence development of young people with fewer opportunities by cooperative learning structures through youth work activities. They came up with ideas and methods which already exist and some which seem to be something new.

This proposal tries to inspire everyone who directly deal with young people with fewer opportunities to be able to prepare, run and develop such type of non-formal cooperative learning methods which can support the needed competences development of their target group.

Good luck with this!

The team of SZIK

1. Open your eyes for respect

AIM OF THE ACTIVITY to fighting against discrimination, enhance solidarity and acceptance, open up minds

TIMING 60 minutes

MATERIALS NEEDED Paper, pen, scissors

METHODS STEP BY STEP

Preparation of the activity: At first the team members cut as many papers as participants are and marks them with different symbols (for example flowers, hearts, smiles, peace symbol, can be on colourful paper) and put them on the floor of the room in the shape of one of the symbols. Choose a topic of the sketches we want to develop during the activity (for example if we talk about discrimination, topics can be GENDER, LGBT, RELIGION, DISABILITIES, etc). Print one paper with a short description of the main topic (our case DISCRIMINATION) for each one of the groups (4 copies for 4 teams etc).

Energizer “Hugging competition”: ~ 5 minutes

The organizer of the activity forms 2 same sized lines of all the participants standing one behind the other. The organizer explains that they have to hug each other one by one. First person in the line starts by turning back and hugging the person standing behind him and then hugging continues till the end of the line. Last hugged person runs as fast as possible to the beginning of the line. Team which has the first person back to his previous position (after everyone hugged each other) wins the competition. The idea of the game is to make participants of the activity to feel more comfortable and closer to each other.

Explanation and forming: ~ 5 minutes

There should be one person from the team who is responsible of the explanation of discrimination and brief idea of the activity. You can use the same printed paper with the definition of DISCRIMINATION.

Performance of the sketch: ~ 5 minutes for one sketch + short discussion

Each group shows the sketch and after that the team leader asks to the spectators which are the topic of the sketch and what the group want to show.

Re-performance of the sketches (in a positive way), Feedback and discussion: ~ 15 minutes

The same groups are divided in their own groups again and discuss about the discrimination in their countries and how they change the sketch in an ideal/positive way.

LEARNING OUTCOMES

The energizer will help the participants to connect with each other.

The participants will learn how to work in a small group and how to show discrimination in an active form.

They will recognize the different situations we face every day in our life.

They will learn about discrimination in other countries.

They will learn to listen to other opinions and respect them. Analyze different situations so they will be able to make the world a nicer place.

TANGIBLE RESULTS

Check the video prepared during running the activity:

<https://www.dropbox.com/s/3yh42vg6ob51re/Open%20your%20eyes%20for%20respect.mp4?dl=0>

2. ADD workshop

A = Assimilate D = Disseminate D = Directly

AIM OF THE ACTIVITY Youth workers that seek to improve qualities in language, teamwork and just connecting easily with other people.

TIMING 60 minutes

MATERIALS NEEDED Papers, pens, post-its

METHODS STEP BY STEP

Intro - Energizer: At the starting point the participants are taken by the hand and shown to the place of gathering without using words. All the organizers help. In the organizing team there is only one person talking and conducting the workshop. Nobody is allowed to speak, excluding this way the language barriers. People are taken in the circle or chairs and the energizer begins. Participants are requested not to talk and to close their eyes in the time of the activity. When everybody has closed their eyes they are told to work together and turn all the chairs facing outside the circle, of course without communication and eye sight the task is almost impossible. (2 minutes) When the time is over, participants are asked to make a circle without opening the eyes, the circle should be made in such a manner that it will be formed from a boy, a girl, boy, girl. (2 minutes). After two minutes people are asked to stop and open their eyes, but still they can not talk. The participants find themselves in a room filled with chairs left everywhere and standing all over the place, this view make them realized that really easy and basic tasks without the needed competences are almost impossible to complete. Then they are asked to form a circle eyes opened, after all. Then they are asked to look around and memorize details of the people around in a minute. Having five seconds left of the one minute of noticing they are told to focus on the blue colors and than they are asked to close their eyes and try to find in the first round the persons with glasses and in second round the persons wearing red clothes without talking. After they consider the task is completed, they are asked to stop and look around. They will find themselves lost again.

Activity 1 (*including Dividing into three*) - Organizers prepare 3 kind of papers: language, connecting and teamwork. Youth workers are asked to reflect on the three papers and find their weakness from the 3 and form their groups according to papers. Once the participants are ready, news groups will be formed by the organizer by mixing the participants. The idea is that to realize the weaknesses and in the meantime to make the participant face their fears and then learn from the others to overcome that. Once the groups are formed are asked to go to the corner of the room, where each team receives an A4 paper and a pen. Their first task is to draw a cat (group1), a tree (group2) and a tractor (group3) in the way, that everybody can draw only 1 line than has to pass the pen to the one sitting on the right and of course no talking to each other. Drawing in circle takes 5 minute then they are asked to show the drawings. The purpose is to show to them that in equal terms without communicating it is very hard to make an acceptable result and this task is very funny. Next the teams are asked to form a motorcycle (group1), a car (group2) and an airplane (group3) out of their bodies in 3 minutes without talking. The creatures has to lookalike and has to be functional (all the participants of the group has to be able to move together with the named meaning of transport). Presentation of the 'moving' vehicles.

Centipede Activity - Participants are asked to get back in the big circle and prepare for the next activity by holding hands. In the circle there is also (because we had one) a wheelchair, which is going to be given to a random person from the group, who is asked to sit in the wheelchair and 'take the place of a disabled person'. The participants are asked to work together like a big centipede without talking and letting go off each others hands. The task is to go down two floors, bring up five different flowers and three different rocks , all in ten minutes. As the group has a member in wheelchair involved the facilitators of the activity are taking active part in it in the sense of guiding, watching and focusing on the safety of the participants. After ten minutes, when the participants return to the room without talking to each other, they are asked to write down 5 feelings that came up during the activity on a post it.

(If you can see on the faces of the participants lost looks and deep reflections while they are reflecting and writing the feelings down, the assimilating part is working). Then the participants are asked to share their feelings and thoughts about the happenings of the activity. At this point is important the individual reflection and the assimilation of all those weird, unusual situations experienced during the activity in order to enhance empathy and develop social skills.



LEARNING OUTCOMES

Participants develop acceptance, communication, cooperation, empathy, social skills, emotional skills, time management, compassion. Facing your fears, employ different disabilities in order to improve the acceptance levels all in accordance to the most important barriers that youth workers can have in their work. I bet next time you walk upstairs and will see a disabled person you will feel the weight of that and you will tell the story. :)

3. Me, myself & I

AIM OF THE ACTIVITY To boost self-esteem and self-awareness

TIMING 90 minutes

MATERIALS NEEDED Paper – 2 for each person; Marker -1 for each person; Paper-tape; Flip chart; Background music.

METHODS STEP BY STEP

Energizer (5 min) All the people gather in the center of the room and the facilitator gives the instructions. When the music plays, the facilitator gives the task that all the people have to do. When the music stops the participants need to do the given task. There should be at least 5 different tasks, for example:

- touch something red in the room;
- touch something green in the room;
- touch one chair in the room;
- get in pairs and touch each others' hands;
- get in pairs and touch someone's shoulders;
- get in pairs and touch someone's knee;
- get in pairs and hug somebody;

etc. When music is on everyone dances while doing the task that the facilitator gave. When the facilitator claps then everyone needs to change pairs. Nb! The song should be energetic.

Workshop introduction (10 min) The participants take their seats in a circle. The facilitator asks the participants "What is self-awareness and self-esteem for you?" and writes down keywords on the flip chart.

River Game (50 min)

1. **Introduction** (5 min); - The facilitator should create a safe and trustworthy environment: "Imagine being in your own bubble. This bubble is a very safe and comfortable place that smells nice and has a perfect temperature." This activity is called "River-game". The participants will all receive an A4 paper and a marker. On the paper the participants should draw a river that represents their lifeline. The facilitator can make an example on the flip chart. The river can be straight or with many turns, ups and downs, with rocks and bridges on the way that resemble the difficulties in participants' life. It can be abstract so it gives freedom to the participants to draw whatever is important to them (something from childhood, school-time, graduation etc). Nb! An example is attached to the manual.

2. **Creation** (15 min) - Every participant finds a comfortable place and draws their lifeline individually. Nb! Background music can be used. The song should be relaxing, inspiring and instrumental.

3. **Group discussion** (20 min) - The facilitator thanks everyone for the creation and asks them to step out of their bubble. The participants gather into small groups (3-4 people) and discuss their emotions about the activity. They can explain their drawings if they want to. If the participants come from a multicultural environment they can be divided in groups by nationality and discuss in their mother-tongue.

Nb! The facilitator shouldn't push participants to express their feelings if they don't want to.

4. **Whole group reflection** (10 min);

The facilitator asks if any of the participants would like to share their experience from the activity.

Paper on the back (20 min)

1. **Introduction** (4 min) - All the participants should take an A4 paper and help each other to tape it on their back. The facilitator asks them to express their feelings/opinions towards each other by writing it on them. It can be a compliment, advice, feedback, feeling etc.

2. **Activity** (15 min) - The facilitator turns on the music and the participants start with the game. After the time planned for the activity the facilitator will turn off the music and all the participants will sit down on their seats. This is the moment where the participants can take the papers off their backs. Nb! The background song should be energetic and happy.

3. **Conclusion** (1 min) - The facilitator thanks the participants for sharing feelings/opinions about the others. The participants can read the papers right at that moment or later.

Summary (5min) The facilitator summarizes the previous activities connecting them with the keywords mentioned during the workshop introduction.

LEARNING OUTCOMES

- The participants will learn about their self-esteem;
- The participants will learn about their self-awareness;
- The participants will learn from other people's experience;
- The participants will learn new ways of expressing themselves;
- The participants will get feedback about their strengths and weaknesses.
-

TANGIBLE RESULTS

- The participants own a picture of a river
- Paper with the compliments/opinions/advice;

4. Time management

AIM OF THE ACTIVITY improving time management skills

TIMING 60 minutes

MATERIALS NEEDED Pens, papers and flip chart paper.

METHODS STEP BY STEP

Energizer – UNTIE! – Participants are standing in a big circle holding hands. One person leaves the room and then the leader of energizer will mix the participants while they are still holding their hands. The person who left the room will come back and untie the circle. (10min)



Share silence – The participants have to stay quietly for 10 minutes without closing their eyes, touching or talking.

Discussion about sharing silence (thoughts, feelings, observations) (5 minutes)

Introduction about time management – The participants are listening to a short presentation about the basics of time management and the benefits of learning it: (5 minutes)

- Reach your goals
- Accomplish what is most important
- Live out your values, maintain balance
- Meet deadlines
- Reduce and manage stress
- Works smarter instead of harder
- Control your time
- Perform academically
- Have the time of your life without guilt

The participants are divided into 4 groups according to their favorite part of the day (morning, afternoon, evening or night). (2 minutes)

The participants have to discuss their own thoughts about time management and their own way of dealing with it in groups. (5 min.)

The groups are given different handouts containing methods, which would help them to manage their time. They have to discuss about their specific technique and understand it. (5 min.)

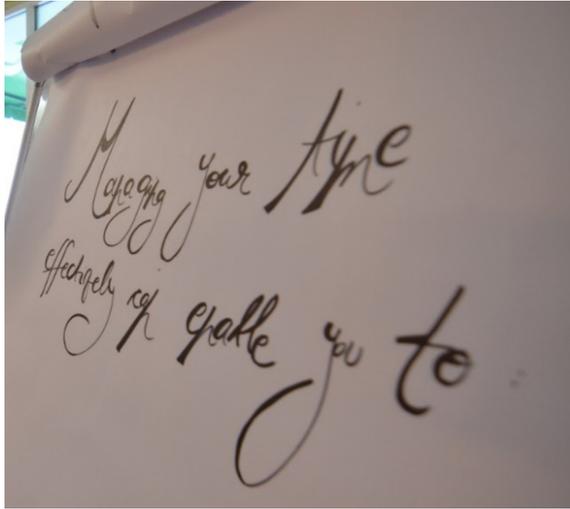
The participants are divided into new groups using the Jigsaw method. (They decide between the group which number they want and according to this number they form new groups).

From the last given materials the groups will discuss about every different method and come up with a definition of time management. (7 minutes)

The practical side of workshop:

Introduction of task – The participants will have to find four different objects in the room and construct strong-holding building. At the start of the workshop participants will have to write down how much time do they expect to use and at the end compare how much time it actually took. (8 minutes)

Conclusion of the workshop - (everyone gathers to the circle and discusses if they managed time successfully. (3 minutes)



LEARNING OUTCOMES

Participants will learn how to work in groups according to the Jigsaw method. They will learn how to manage their time so that they will have more free time at the end which they can spend as they wish.

Participants will learn time management strategies, such as: Set priorities, Schedule time, Use a planning tool, Getting to know how they generally spend their time.

With the help of the practical side of the workshop, the participants will learn how to manage their time.

The outcome of the workshop will be better skills in time management.

TANGIBLE RESULTS

The building made during the practical side of the activity. Every participant will get their own summary about given topic in small handout.

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And for the partners:

