

BE THE CHANGE

**WORKSHOP
BOOKLET**

TRAINING COURSE

SLOVAKIA, TRNAVA

15. - 24. 11. 2019



Erasmus+

"Be the change" was a training course designed to help youth workers to more easily identify different stereotypes, concepts and patterns that are influencing themselves and young people mostly in a negative way. In this training, youth workers were given tools coming from mindfulness, coaching, NLP, communication & conflict management which they can use in their work in order to help the young people break the patterns & stereotypes and in order to improve their daily lives as well.

Workshops in this booklet were created by the 27 participants of training course Be the Change which took place in Trnava, Slovakia from 15th to 24th of November 2019.

This training course was created and led by trainers Filip Kňážek and Monika Zajíčková.

The hosting organisation of the training course was Association for Development, Education and Labour (ADEL) Slovakia.

This booklet is meant to be shared between youth workers, workers in helping professions in order to support them in their work and to anyone who may find it beneficial.



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If you are interested to find out more, go to website:

https://ec.europa.eu/programmes/erasmus-plus/about_en

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EXPRESSING THROUGH POETRY

Author(s): Elena Ozmec, Daniela Tuluca, Labinot Fejzullai and Jelena Apostolović

Learning topic: Expressing through the poetry

Objectives: Creativity, revealing the subconsciousness (JOHARI WINDOW), team building.

Preparation: Dividing the assignments among the team, writing the poem by using the method of automatic writing and collaboration, choosing the title for the poem that would be written at the workshop.

Duration: 30 min

Group size: four people

Participants' age: 18 - 56

Materials: poem written by the facilitators, blank paper x2

What	Why	How	Time
Introduction to the method	Introducing to the surrealist poetry of the second and third decade of 20 th century.	Facilitator monologue about the phenomena of automatic writing and co-authority in the period of surrealism emphasizing the psychological aspect of this type of experimental writing – reveal the influence of others on our hidden, unknown thinking area	5 min.
Explaining the rules	Organizing the order, and explaining the practical way	The second facilitator is giving example how should the activity go, giving the instruction on following: when the paper comes to you, read the title and what people wrote before you, then add something - it can be just word or stanza; be creative, mindful, respect the time, and be careful with the handwriting	3 min.
Reading the demo example of the exercise	To give participants a clue about the following activity and motivate the inspiration	The third facilitator reads the poem written by the organizing team in expressive way	2 min.
Starting the exercise	Showing the participants a feel of connection and collaboration.	Facilitators are playing some music and ask participant to try to reach that deepest layer of themselves with the meditation Putting papers with a title of the poem ("Once in Trnava") in the middle of the circle, so that anyone can start writing it. Papers go in the circle, and everyone can add a word or a verse to the poem	15 min
Conclusion	Presenting the results	By reading the poem we wrote as a group we enjoy the art of collaboration	5 min.

Suggestions for improvement:

- During the writing facilitators could lead a meditation for those who waited for a paper to approach them. By becoming aware of their own thoughts and reflecting to the experience in Trnava, transferring thoughts on the paper would be much easier.
- Collaboration between facilitators has to be improved in the way that it is always obvious who is leading/who is responsible for the activity.
- Activity could be improved by dividing the participants into small groups: each group would have one paper, which would be place for one stanza. All the groups together would be writing the same poem, but it would be more dynamic because they would have time to write something on the paper three or four times, which is not possible if they are all in one group. Also, in the smaller group the connection would be stronger.

"BE THE CHANGE" THE COMIC - BOOK

Author(s): Živanov Jelena, Ivanciu Alexandru, Zorana Tanurdžić, Afroditi Lazarou

Learning topic: Show the mindfulness learning process by using creativity.

Objectives: Every participant contribute to create one picture in the comic-book. To make one comic-book about the training.

Preparation: Cutting the paper for the windows in the comic book. Using flipchart to create comic-book. Arranging the space of workshop. Creating the stages.

Duration: 30min.

Group size: 19 people

Participants age: 18-61

Materials: paper, flipchart, markers, crayons, scissors, tape

What	Why	How	Time
Introduction about comic-books	To introduce the process of making comic-book.	Explaining the process of making a comic book. Different ways to deliver the comic book. And highlights of the story	4 min
Dividing into groups	In order to speed up the process of making the comic-book	Using the method of counting, we created 4 groups of 5 people. Each group received 5 papers, pens and crayons	5 min
Explaining the main task	Each group has to know what they have to do.	After the groups were created, we told them that they have to draw a piece of the comic-book and that all the pieces must have continuity	5 min
Fulfilling the task	This is the main part of the activity.	Each group had a facilitator who ensured that everybody is doing the task properly and that we are on time	10 min
Finishing	To finish the comic book	Everybody approached the flipchart and stick the windows with pictures in the right order	3 min
Closure	To explain what was the aim of the workshop	Sharing the experience of mindfulness learning process	3 min

Suggestions for improvement:

- It took more time to deliver the workshop, so stay punctual, and in the timeframe.
- Ask if there was something unclear for the participants.

"CARE + CONNECT" WORKSHOP



Author(s): Konstantin Runge, Foteini Samara Chatzianastasiou, Enea Dessardo, Hekuran Jashari

Learning topic: Connection, intimacy, care, conscious touch

Objectives: Participants to connect, to feel intimate, to make associations, to feel full of positive emotions and to feel cared by give-and-take process.

Preparation: 2 hours

Duration: 60 minutes

Group size: 22

Participants age: no age limit

Materials: chairs for everyone, objects to create sensations, music, gong

What	Why	How	Time
Wrist connection	Listening with the body. Communicating through it as a form of non-violent communication, by understating who leads the hands each time.	Silent and with closed eyes, low lighting and relaxing music in the background. Partners divided into A & B connect at wrist and keep connection, sense movement of other. One partner starts moving the wrist and the other follows, then switch and finally both lead	10 min - 3 rounds ~ 2 minutes A Leads; B leads; A&B switch; leader by listening to each other in a non-verbal manner.
Feeling someone's hand	To make associations by the sense of touch, to feel another person's skin and try to imagine by sensations otherwise never felt, who it might be. Body communication as a form of non-violent communication.	Partners A & B - chair pairs facing each other. A sits and closes eyes, B sits in front of a random A. A opens hands, B puts one hand in As hands. A can explore the hand mindfully. Afterwards switch! B closes eyes and A change their seat to give their hand to a different B.	10 min - 2 rounds, A gives his/her hand B feels As' hand. Second round they switch.
Creating caring sensations	Offer the chance to realise what a simple material could make a human being feel; to imagine and sense the object; create associations and show care by a give-and-take process.	Same set up as previous. A sit on a random chair with closed eyes, B takes three random objects from the room and sit in front of one A. A opens hands, B can use all objects or massage or stroke the hands and lower arms of the partner to create pleasant sensations. Afterwards, A opens eyes, share with partner and then with group. B closes eyes, A look for 3 objects and chooses a new partner. Then same exercise, same procedure.	10-15 min - 2 rounds ~ 3-5 minutes A creates sensations to B. Then the opposite

Sharing gratitude	We are all human beings, complex personalities, we all have something nice to share with each other, a positive feedback to keep inside. The aim is to produce positive emotions and energy with positive thinking. Realisation of some of our assets that are in our blind spot.	Group splitted into A's and B's. The lighting is low and relaxing music is in the background. Bs find a spot in the room to stand and close their eyes. As deliver to each B something positive by whispering it in each of the participants ear. This can be something they appreciate or are grateful for in the other. Afterwards, groups are switched and Bs become deliverers of the positive message.	10-15 min - 5 min approx. for each group.
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Suggestions for improvement:

- Give room to share experience after each exercise
- Guide exercises to be mindful, silent, focused, caring for oneself and others
- Create a safe space by letting participants decide whether they want to participate
- Calm background music and dim light to create gentle atmosphere
- Form random couples and random groups of As and Bs
- Follow the exact order of exercises in order for the overall workshop to be gradual
- Make sure that in the creating sensations exercise there is no dangerous object selected

COACHING YOURSELF

Author(s): Jana Blahova, Petra Bilikova, Marek Pelikan, Genesis Sira, Maria Paz Ramoz

Learning topic: Achieving goals, visualisation, basic coaching, *Timeline* (one of the coaching methods)

Objectives: Experience and have a tool how to coach someone else and also yourself. Learn and try out what is Timeline method.

Preparation (15 minutes): Prepare 2x unfinished flipcharts: 1) What do participants think about coaching and what are the skills and attitude of coach. 2) *Timeline* method flipchart. Stick the paper tape on the ground as the lines. Write cards for NOW, FUTURE, PAST. Make atmosphere to feel comfortable with music.

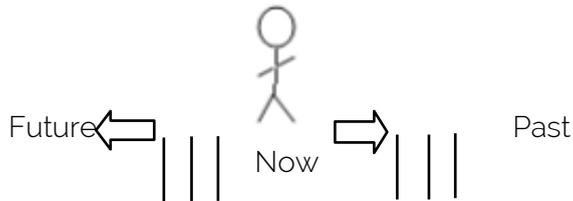
Duration: min. 60 min

Group size: min. 2 coach + coachee

Participants age: from teenagers to adults

Materials: 2 flipcharts, small A6 paper cards (for a couple min. 8), markers, pens, paper tape, (calm song)

What	Why	How	Time
Intro	To introduce the goal and facilitators	Facilitators introduce themselves and the topic of the session	2 min
Brainstorming on the topic of "coaching"	To clarify the topic of coaching	Participants are brainstorming about the topic of coaching what do they think it is and the conversation is harvested on the flipchart	5 min
Brainstorming about the topic of skills, attitude and behaviour of coach	To clarify the topic of skills, attitude and behaviour of coach	Participants are brainstorming on the topic of skills, attitude and coach behaviour: what do they think it is, the conversation is harvested on the flipchart	5 min
Timeline method explanation and simulation	To introduce the <i>Timeline</i> method by showing it to participants	Facilitator says that now we are going to focus on <i>Timeline</i> method which is one of the possible ways how to coach someone, then together with 2 nd facilitator they show how to use the <i>Timeline</i> Method <i>Description of the Timeline Method</i> The picture below shows the idea of the Timeline that helps to visualize the goal. It includes NOW (current situation), PAST & past milestones (what coachee already did until now), FUTURE & future milestones (what coachee will do from now till reaching the goal). Goal has to be clarified by a certain time in the future when it is supposed to be achieved. The vertical lines symbolize names of the experiences/milestones. The coachee starts in the position NOW.	10 min



Guiding questions

- When did realize you have this dream/goal the 1st time?
- Tell me 3 things – mile stones – (event, diploma, learning experience) when did it happen? What is it? What did it bring you? How you want to call this experience? - go and put the experience on the time line (after each milestone go back to now)
- After named 3 experiences - go back to now and have a look again on the time line, do you want to add anything to the past line? If not you can continue with the future line.
- Turn to the future line - How long do you think it will take you to reach your goal? How do you want to reach it? Walk on the future line and stop where you feel your future goal is situated. Close your eyes & think about your goal. Try to feel the experience and describe the situation: what do you feel, who is with you? Etc.
- Go back to NOW.
- Name 3 milestones in the future, go and write the name of the mile stones (until the desired goal), when are you going to start? What are you going to do? (after each milestone go back to now)
- Look at your future line - how do you feel? Do you want to add anything? How would you like to start after this session?
- (You can create an agreement what are you going to do.)

Harvesting what the participants saw during the simulation	To summarize the method for participants and have it written	There is a flipchart and facilitator is asking questions about the steps of the simulation and the steps are harvested on the flipchart. (see the steps above)	10 min
Practical try out of the method in pairs	Participants try out practically the method	Participants split into couples, one is a coach and one is a coachee. Every couple has their own "line" made from the paper tape and cards with NOW, FUTURE, PAST and empty cards to write down their milestones	15 min
Reflection	To reflect on the experience	Participants answer the question how did they feel, how was it for them	5 min
Application	To set steps how participants will apply this in real life	5 minutes to write down learnings and how participants will apply the learning experience in the real life after coming home (agreement).	5 min

Suggestions for improvement:

- Explain who is coach and coachee at the beginning
- Take more time in order to try out the method by everyone from the point of view of coach and then coachee in order to have experience from both sides (we recommend another 15 minutes)
- Implement more time for reflection, conceptualisation and application (finish the KOLB learning cycle https://en.wikipedia.org/wiki/Kolb%27s_experiential_Learning)

Note: The main resource of this workshop was Training Course Coach Your Team By Coaching Yourself, happened in Bulgaria in October 2019 organized by Smokinya Foundation.

COLOURING MEDITATION

Author(s): Dubravka Mikić, Zorana Tanurdžić, Jelena Živanov

Learning topic: Letting go as Mindfulness principle.

Objectives: Meditation with focus to reduce stress, venting out anger. Reaching calmness.

Preparation: Print colouring flower mandalas, soft background music, writing down meditation.

Duration: 20 minutes

Group size: 20 people

Participants age: 18-61

Materials: crayons, colouring pencils, loudspeaker,

What	Why	How	Time
Guided meditation	To set the scene	By softly guiding meditation: "Close your eyes, take a deep breath in. Let it out. Remember the last time you were angry at somebody. Imagine that person in front of you. How did you feel? How did (s)he feel? What was the expression on his/her face? Now imagine a beautiful flower, what colour is it? How does it smell? Feel its fragrance. Put all your love into the flower. Now slowly open your eyes, take mandala worksheet in front of you and colour it, putting all your love in it."	8 min
Colouring	To let out emotions	By colouring the template.	7 min
Closure	To let the emotion go and become conscious of it.	Guided closure: "When you are finished, give it to the person you imagined. Does the person want to take it? If not try again and again."	2 min
Discussion	Become conscious of the change	Talking and exchanging ideas of the effects of meditation.	5 min

Suggestions for improvement:

- We should have let people choose between provided mandala or drawing their own flower.
- Meditation should be 30 minutes.

MINDFUL CONTACT IMPROVISATION

Author(s): Daniel Cockx, Anna Metrina, Silvia Talavera Lodos, Dionisie Lungu-Ailenei

Learning topic: Expression of emotions, connection with surroundings, trust, body expression.

Objectives: Learn to trust each other, be aware of your own body, non-verbal communication, give support to other people, become more confident about your body.

Preparation: Choose calm instrumental music, complete empty room.

Duration: 60 minutes

Group size: between 10 and 30

Participants age: 14+

Materials: audio speaker

What	Why	How	Time
Walking in the room	Be aware of your body movements, concentrate on yourself	Silent walking using the whole space, facilitators stays in one place. (no music)	1 min
Walking and look at surroundings	Be aware of your surroundings, connect with the place		1 min
Walking and connect	Create connections with other people in the room	Walking and have eye contact with others	1 min
Walk around and follow someone	To feel the changes that conscious decisions, make to the body	Walk around and if you feel to follow someone, do it. When you feel is enough walk by yourself and concentrate on your body.	1 min
Walk around and express	To express different emotions	Participants should express with their body different emotions using facial expressions and the way of walking (sadness, happiness, anger, boredom, nervousness, excitement)	3 min
Stretching	Warm up the body to prevent injuries	Stretching extremities, arms, core, back stretching involving the whole body	5 min
Trust exercise with one partner	Overcome the fear of falling, develop trust in others	One person closes their eyes and have to fall backwards, the other has to catch (change the roles)	4 min
Trust exercise in small group	Overcome the fear of falling, develop trust in others	4-5 people stay in circle face the center prepared to catch the person in the middle. The person in the middle has himself fall with close eyes and keeps body tension (change the person in the middle)	7-8min
Pressure Balance with hands	To feel the other, explore the power	In couples they have apply counterbalance (when the music starts)	2 min
Mirror dance	To experience different roles	In couples, one partner follows the movements of the other partner like a mirror (change roles)	4 min
Rolling point	To experience the sense of touch	Connect with a person on the wrist; one person is leading and the other person follows	5 min

Contact dance	Deepening the touch using whole body	In couple use the whole body and dance trying to keep at least a contact point with the other person; the contact point can vary	5 min
Solo dance with closed eyes	Coming back to ourselves	Individual dance with closed eyes with drum music; everyone can express themselves and listen to music; be aware about other people next to you	4 min
Lap circle	connection with the whole group; trust each other	A lap circle is formed by people (the more the better) standing in a circle, shoulder to shoulder, all facing the center. Then everyone takes a quarter turn to the left (or right) and then on a given command everyone sits on the lap of the person behind them. The end result is everyone is supporting another person.	3 min

Suggestions for improvement:

- Create a safe environment for the participants; be sure that the participants stay calm and concentrating during the workshop
- Recommendation: wear comfortable clothes

MINDFUL TEAMBUILDING

Author(s): Vasiliki Zoga, Dragana Totović, Ronja Höfers

Learning topic: Teambuilding, cooperation, patience, trust, communication.

Objectives: Experience how the implementation of mindfulness principles can support and improve teambuilding processes.

Preparation: Divide tasks between facilitators: who explains what? (in case there is more than 1 facilitator). Think about debriefing questions.

Duration: 1 hour

Group size: 20-25 participants

Participants age: doesn't matter

Materials: 1 piece of paper (A4) for each participant; optional: 1 scarf/similar object per participant to cover the eyes

What	Why	How	Time
Introduction	To attract excitement/curiosity	Creation of two groups by counting "one, two, one, two", no further explanations yet	5 min
Preparation of Game 1 (The Snake)	Clarify the rules of the game	The two groups are asked to stand in a line ("the snake", each group separately) one behind each other, everyone except from the last person in each line should close their eyes. The participants touch the shoulders of the person in front of them. Objective of the game: catch one person of the organization team that is standing in the room/space ("the mouse"), one mouse per snake. Rules: no speaking, communication only via signs: Squeezing both shoulders -> walk straight Squeezing the left shoulder -> walk left Squeezing the right shoulder -> walk right	5 min
Game 1: The Snake	Experience trust, acceptance and patience	When the "snake" comes closer, the "mouse" moves to another point, the "snake" has to follow, after 4 min: the "mouse" stands still and waits until the "snake" catches him/her (in order to create a success moment), stop the game after 5 min if the "snake" hasn't caught the "mouse" yet	5 min
Debriefing	Clarify the objectives of the activity	Asking questions: How did you feel during the activity? Did you trust your team?	5 min
Theoretic part about teambuilding	Clarify what teambuilding is, make reflection over teambuilding processes easier	What is teambuilding for you? -> brainstorming. Collect keywords on a Flipchart paper. Explanation of one example for a definition and the purpose of teambuilding.	5 min
Game 2:	Improve	Important: the whole group works together as one!	25min

Building a bridge	communication and cooperation between the team, check if mindfulness principles are implemented	<p>Task: Cross the "river" (from one side to the other side of the room) by putting pieces of paper (A4) on the "water".</p> <p>Preparation: every participant gets one piece of paper</p> <p>Rules:</p> <ul style="list-style-type: none"> • On every paper that is put on the floor there needs to be at least: either two hands or two feet or one hand and one foot • The team loses each paper which does not comply with the previous rule in any moment (facilitator takes the paper away) • The whole team needs to cross over to the other side at the same time (not one by one!) • The participants can only stand/move on the papers and not have any foot on the river (if this rule is broken, the respective participant has to start from the beginning) 	
Debriefing 2	Reflection about communication and cooperation processes and the implementation of mindfulness principles	Asking questions: How did you feel during the activity? How did the communication work? Did you follow the agreement / discussion principles? Which mindfulness principles did you use? Do you think mindfulness improves teambuilding processes?	10min

Suggestions for improvement:

- Change settings: Snake game outside, Bridge game inside
- Make instructions clear to everyone (by repeating instructions, asking for feedback)
- If the group of participants is of a younger age or if the facilitators want to make sure that no one cheats in the first activity, ask each participant to cover their eyes with a scarf

COMPROMISE TO SURVIVE

Author(s): Ljubomir Arsovski, Enea Dessardo, Hekuran Jashari, Dubravka Mikić

Learning topic: Teamwork, communication, negotiation, problem-solving skills.

Objectives: This activity builds problem-solving skills as team members analyse information, negotiate, and cooperate with one another. It also encourages them to listen and to think about the way they make decisions.

Duration: 45 minutes

Group size: 21 participants

Participants' age: 18+

Materials: Lost at Sea activity template, pens, coloured papers and scissors (optional)

Hide 15 different coloured papers with the names of the 15 objects around the activity room. Invite the participants to find them and then ask them to reflect on what the game might be

What	Why	How	Time
Warm-up activity	To energise the group	Hide 15 different coloured papers with the names of the 15 objects around the activity room. Invite the participants to find them and then ask them to reflect on what the game might be	10 min (hide and find)
Game explanation	To introduce the participants into the game	Distribute the activity templates and explain the situation the participants have found themselves in. Explain the task > to rank the objects from the most to the least important for surviving scenario – and answer possible questions	5 min
First part of the game	Measuring survivors' skills	Invite the participants to rank the objects	5 min
Second part of the game	Group dynamics	Divide the participants into groups of 4 to 5 people. Invite them to rank the objects again, but this time as a team	10 min
Third part of the game	Statistics and results	Present the participants with the "correct" ranking of the objects according to the Coast Guard. Invite the participants to calculate their individual and their team's results by comparing their answers to the "correct" one. Comment the results: how many people survived on their own, and how many people only when part of a team? Did more people get saved when everyone worked on their own, or when they worked in teams?	10 min
Conclusion	Explanation	Explain the point of the game and why it was played. Emphasise the importance of teamwork and collective decision-making	5 min

Suggestions for improvement:

- add a moment for group reflection in the end

- do not just explain the point of the game, try to make the participants come to a conclusion themselves
- add pictures of the items to the game template. If that is not possible, make sure that everyone is explained what every item is and how it's usually used
- make sure that you are very clear with your instructions
- do not rush through the game. Slow down and make sure everyone has enough time to complete the tasks
- survival might be a sensitive topic. If possible, replace with another scenario

More information about the *Lost at Sea* scenario is available on [this link](#).

The following template was used at the Be the Change Erasmus+ training course.

You have been shipwrecked and are stranded in a life boat. With you, you have a box of matches and 15 items that you have managed to salvage from the sinking ship. Together with your team-mates, you need to agree and rank the items, with the most useful being number 1 and the least useful being number 15.

Item	Step 1	Step 2	Step 3	Step 4	Step 5
	Your Individual Ranking	Your Group Ranking	Coast Guard Ranking	Difference Between Step 1 & 3	Difference Between Step 2 & 3
A mosquito net					
A can of petrol					
A water container					
A shaving mirror					
A sextant					
Emergency rations					
A sea chart					
A floating seat or cushion					
A rope					
Some chocolate bars					
A waterproof sheet					
A fishing rod					
Shark repellent					
A bottle of rum					
A VHF radio					
			Totals	Your Score	Team Score

PARTNER ORGANISATIONS



Lota's box



Brno Connected



Jugend, Bildung und Kulture



United societies of Balkans



High on Life



Asociatia TEAM 4 Excellence



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