



EDUC`ACTION

**A catalogue on non-formal
education methods**



Co-funded by the
Erasmus+ Programme
of the European Union



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DROP-IN Project
2018-1-FR01-KA201-047884



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Erasmus+ Programme
of the European Union



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The catalogue “**EDUC’ACTION**” was developed as a part of the “**DROP’IN**” project, implemented under ERASMUS+ PROGRAMME, Key Action 2 – Cooperation of innovation and the exchange of good practices, KA202 – Strategic partnerships for school education.

It is meant to be used by facilitators - teachers in different subjects, as well as support persons, youth workers -, to support them in their everyday work with students to fight against early school leaving. The general goal of this alternative tool is to enhance the capacities of the facilitators to stimulate active engagements and to maintain sustainable motivations for learning among the students by using the methods of non-formal education applied in a classroom environment.

Some of the methods have been tested through the experimentation phase of the project, but some others have not; however, all of them have been selected by the partner organisations and gathered by non-formal education experts and teachers. The methods inside this catalogue have been tested at two different levels: via an international training for teachers and via local real school life environments in different countries.

INTRODUCTION

About the project

Dropping out of schools is a real social issue. More than 1 of 10 young people in EU are school dropouts. Indeed, unemployment amongst young dropouts exceeds 40%. The EU has made the fight against dropping out one of its priorities and aims at reducing the drop-out rate to less than 10% by 2020. The Commission is working with Member States to implement comprehensive strategies to prevent early school leaving and to engage early school leavers in education and training. Early school leaving is linked to unemployment, social exclusion, poverty, and poor health. There are many reasons why some young people give up education and training prematurely: personal or family problems, learning difficulties, or a fragile socio-economic situation. The way the education system is set up, school climate, and teacher-pupil relations are also important factors. Early school leaving leads to increase in risks of social exclusion, threatens the security and stability of society, and is a prerequisite for deterioration of the quality of life of the current and the next generations.¹

The project “DROP’IN” proposes: Formal and non-formal education must meet to fight against early school leaving (further – ESL) and motivate people: creating an innovation by exploring these two complementary environments. What we mean by this is to motivate youngsters who have dropped out, so that they can go back to school and start their learning process again.

In practical terms, this includes the introduction of non-formal methods in schools, thanks to a partnership between associations, municipalities, universities, parents, and schools, where facilitators² and non-formal education experts lead innovations together and collaborate at each step of the project.

The first stage of the project is “**DROP’INSIGHT**”³ – a quantitative and qualitative research on ESL in the project partner countries (France, Bulgaria, Italy, Latvia and Belgium) and the national approaches to fight against ESL and address the needs of facilitators and other pedagogical experts.

The state-of-the-art research was conducted by using a mixture of methods: desk research, focus groups, and face-to-face interviews. The desk research was used to gather information about statistical data, the national approach to ESL, and the best practices for fighting ESL. The face-to-face meetings (focus groups and interviews) were aimed at identifying the pro-

¹ https://ec.europa.eu/education/policies/school/early-school-leaving_en

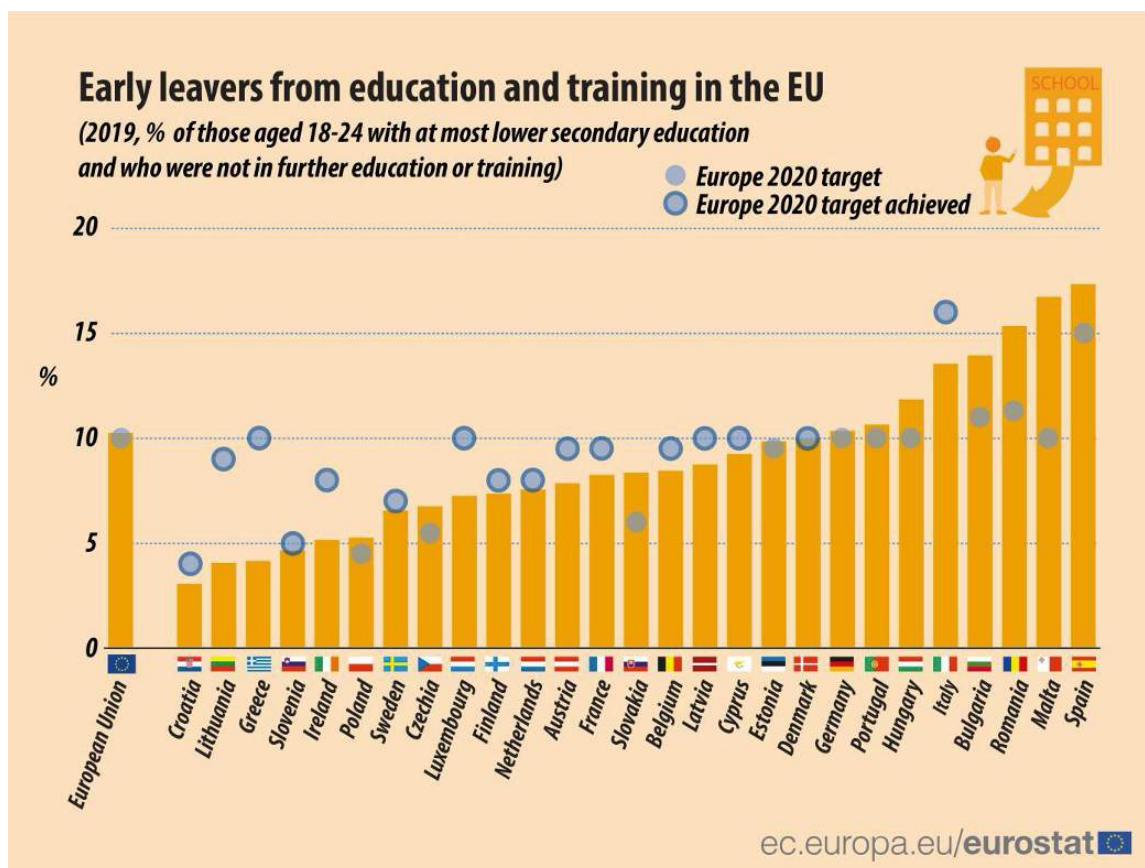
² Facilitators in our context are teachers combining the role of educator and support person


³ https://drop-in.eu/results/?fbclid=IwAR1JMnXGirgvLUIP8QQ8b2Q3ZzuiNsYZ20Ohe1hefkzhzwVt_c5SNANsJtU

professional reality of teachers and pedagogues and to understand their current needs which will ensure that the following project products are tailored to the specific needs of the final users. In addition to mapping the current situation in each country, the research will provide an added dialogue with individuals with key engagement roles with the target group to seek their views on the current gaps and how these are best addressed.

Following the results of the research of “DROP`INSIGHT” a non-formal education catalogue “**EDUC`ACTION**” is created. It is meant to be used by facilitators, in different subjects, to support them in everyday work with students. The general goal of the innovative tool is to enhance the capacities of facilitators to stimulate active engagements and to maintain sustainable motivations for learning among students by using the methods of non-formal education applied in a classroom environment.

Having these conclusions in mind, the partnership of “DROP`IN” project had the purpose of creating an educational method to support teachers from different subjects during their everyday work with students. The general goal of the innovative tool is to enhance the capacities of teachers to stimulate active engagement and to maintain sustainable motivation for learning among students by using the methods of non-formal education applied in classroom environment.





In 2019, an average of 10.2 % of young people (aged 18-24) in the EU were early leavers from education and training, in other words, they had completed at most a lower secondary education and were not enrolled in further education or training. 11.9 % of young men and 8.4 % of young women in 2019 in EU were early leavers from education and training. Early leaver from education and training, or early school leaver, refers to a person aged 18 to 24 who has completed at most lower secondary education and is not involved in further education or training.⁴

Most of the educational experts share the opinion that one of the key factors influencing the students' motivation and engagement in the educational process is the effective pedagogical approach, which naturally makes teachers the main target group of the DROP-IN project. The potential of teachers, pedagogical counsellors and school psychologists, when providing mental and pedagogical support to prevent school leaving, is not utilized fully effectively. Most of the teachers are very open and willing to experiment with applying innovative and non-formal methods in their work, but at the same time many of them do not feel confident to do so because of limited knowledge and competences. A great part of the pedagogical staff is not well prepared to fight against ESL and to work with students at risk of dropping-out. Teachers need specialised training and preparation in order to be able to answer the specific needs of the potential drop-out students and very often such trainings are hard to find or even non-existing.

⁴ https://ec.europa.eu/eurostat/statistics-explained/index.php/Early_leavers_from_education_and_training

Types of Learning

In the mid-to-late 1990s, the Organization for Economic Cooperation and Development (OECD) began to actively promote lifelong learning. The OECD, together with education experts, has identified 3 types of learning that provide a lifelong learning process (adapted from the OECD):

Learning		
Formal	Non-Formal	Informal
Full-time educational pathway	Complementary learning activities	Deliberate and self-directed learning
Structured, planned, facilitated	Structured, planned, facilitated	Unstructured, spontaneous, self-motivated
Schools, colleges, universities	Courses, workshops, seminars, training	Anywhere
Diplomas & degrees	Skills & capabilities	Personal development and self-fulfillment

Having these conclusions in mind, the partnership of the “DROP`IN” project will have the purpose of creating an innovative educational method to support teachers from different subjects during their everyday work with students. The general goal of the innovative tool is to enhance the capacities of teachers to stimulate active engagement and to maintain sustainable motivation for learning among students by using the methods of non-formal education applied in classroom environments.

This catalogue offers non-formal learning activities for schoolwork rooted in the fact that non-formal education represents active learning approaches based on the real needs of the class/ group/individual in response to the current situation or problem.

Non-formal education

Methods and theories of non-formal education are based on 4 pillars defined by UNESCO (1996 UNESCO report “Learning: The Treasure Within” and it is focus on the FOUR PILLARS OF LEARNING”)⁵. We apply the non-formal education approach in our project due to reasons that correspond to our aims, goals, visions, values and experience.

The four pillars of education



Source: Adapted from UNESCO, 1996.

Non-formal Education (NFE) is an organized educational activity that takes place outside the formal educational system. Usually it is flexible, learner-centred, contextualized, and uses a participatory approach. Essential principles of non-formal education are:

- Balanced co-existence and interaction between cognitive, affective, and practical dimensions of learning
- Planned, structured, and guided process with exact aims, goals, and objectives
- Linking individual and social learning, partnership-oriented solidarity, and symmetrical teaching/learning relations
- Participatory and learner-centred, based on and led by the needs, interests, and expectations of participants
- Holistic, diversity-orientated, and process-oriented
- Close to real-life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices
- Voluntary and (ideally) open access
- Aims above all to convey and practice the values and skills of democratic life⁶

⁵ <https://unesdoc.unesco.org/ark:/48223/pf0000102734>

⁶ <https://rm.coe.int/2012-compendium-non-formal-education/168077c10b>

The Importance of Reflection

There are no rights and wrongs in non-formal education. It is open to a variety of opinions, learning from each other provided by active participation and responsibility of learners. The learning process is as important as the result. And the result is reached fully only if a reflection of learners is carried out. Researches of the last decades have shown that purposeful reflection improves both the learning process and the result.

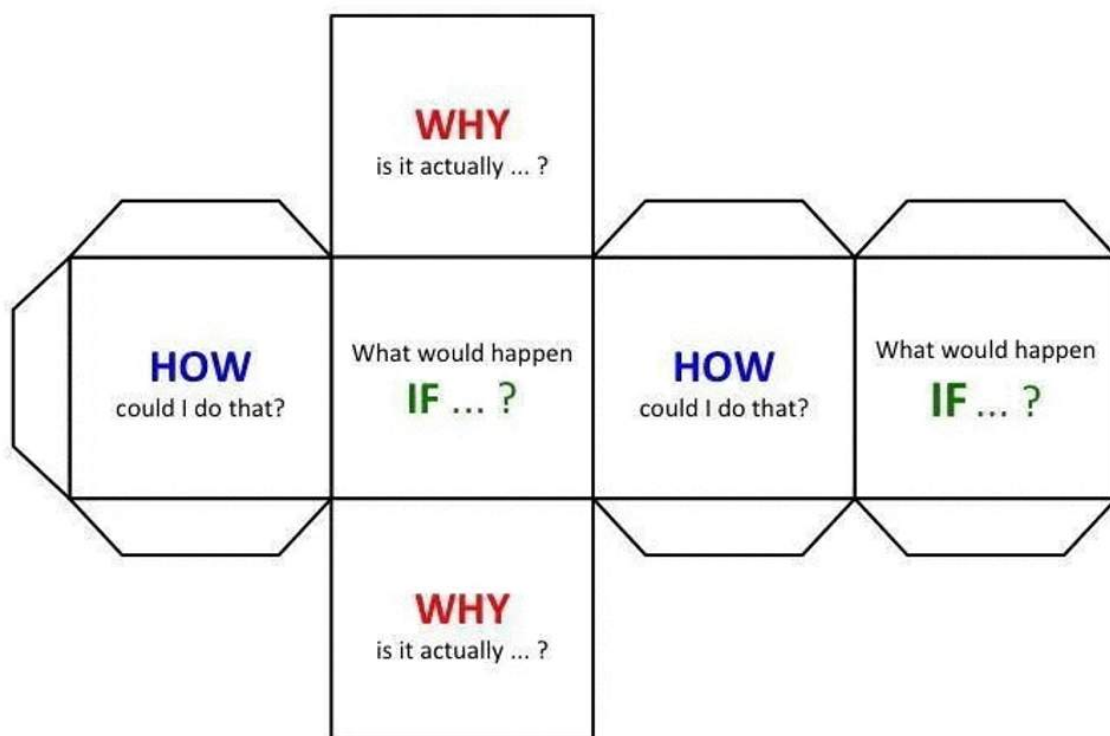
Reflection involves linking a current experience to previous learnings. Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning. They organize instruction so that students are the producers, not just the consumers, of knowledge. In the role of facilitator, the teacher acts as an intermediary between the learner and the learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor individual progress, construct meaning from the content learned and from the process of learning it, and apply the learnings to other contexts and settings. Learning becomes a continual process of engaging the mind that transforms the mind.⁷

Attention!

1. Dedicate time for thinking.
Sometimes the silence means
“thinking silence”
2. If one raises objections it does not mean that everyone agrees. Silence does not mean that the audience automatically agrees
3. Every opinion is worth hearing out.
Do not finish a thought or sentence instead of a student!
4. Do not evaluate, do not analyse, do not comment! Use open questions!

⁷ <http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.aspx>

For inspiration, a cube for open questions:



Unfortunately, educators do not often ask students to reflect on their learning due to lack of time or motivation. But - the more we dedicate time for reflection the better learning results we achieve. There are a lot of ways and approaches to foster reflection, for example, discussions, peers, face-to-face conversations, technologies, etc.

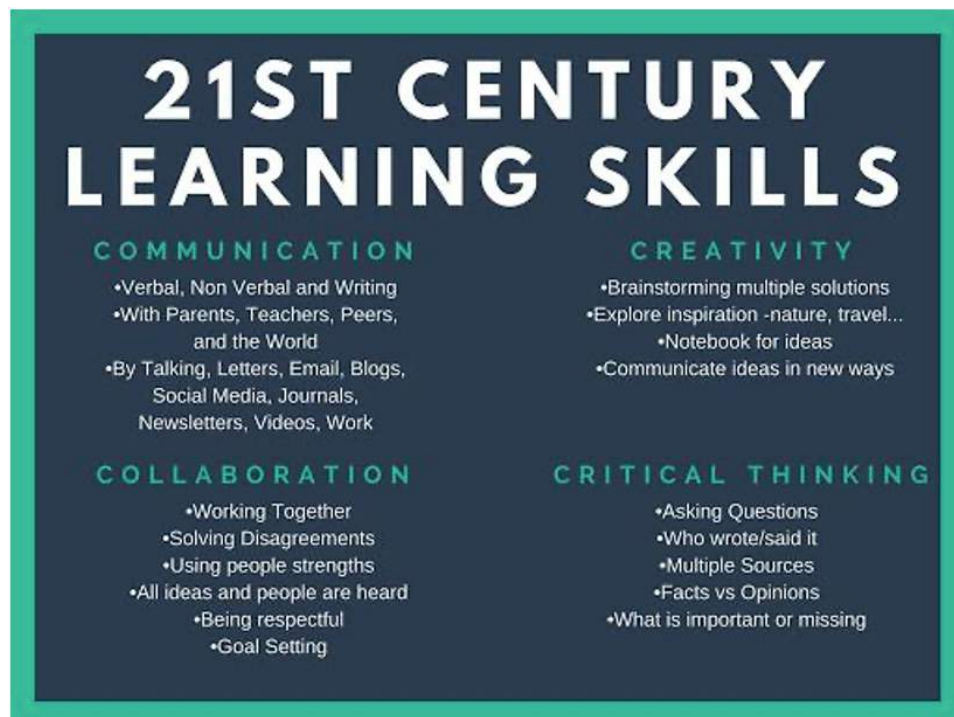
Learning in the 21st Century

The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

It should be noted that the "21st century skills" concept encompasses a wide-ranging and amorphous body of knowledge and skills that is not easy to define and that has not been officially codified or categorized. While the term is widely used in education, it is not always defined consistently, which can lead to confusion and divergent interpretations. In addition, a number of related terms including applied skills, cross-curricular skills, cross-disciplinary skills, interdisciplinary skills, transferable skills, transversal skills, noncognitive skills, and soft skills, among others are also widely used in reference to the general forms of knowledge and skill commonly associated with 21st century skills.

While the specific skills deemed to be “21st century skills” may be defined, categorized, and determined differently from person to person, place to place, or school to school, the term does reflect a general, if somewhat loose and shifting, consensus. The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety



No matter how the “21st century skills” are grouped together in different systems, a close link can be seen with the main learning pillars of non-formal education. This proves that the 21st century requires strong synergies between academic knowledge and soft skills and formal and non-formal education. ⁸



⁸ <https://www.edglossary.org/21st-century-skills/>

Using the catalogue

The catalogue of non-formal education methods “EDUC’ACTION” is one of the project’s “DROP IN” intellectual outputs. The catalogue offers non-formal education methods that teachers, career counsellors, support staff, youth workers can use in their daily work - in various subjects, classroom meetings, and school life. It is divided into 6 topics based on the needs recognized by the teachers involved in the project in working with students following the results of the research, Drop ‘Insight:

1. Ice Breaker, Team building, and Get to Know Each Other
2. Being Yourself, Self-esteem, Self-confidence, and Self-awareness
3. Team Building, Feeling of Equality, and Active Participation
4. Building up Your Own Environment and Taking Responsibility for It
5. The Importance of Education and Motivation to Learn
6. Learn to Say NO!

Attention!

A lot of methods can be referred to
more than just one topic

1. ICE BREAKER, TEAM BUILDING, AND GET TO KNOW EACH OTHER ACTIVITIES

Whether it is a small group of students or a large group of participants, we all want to feel that we have established some commonality with our fellow students/participants. By creating a warm, friendly, and personal learning environment, students/participants will participate more and learn more. One way to do this is to incorporate group activities, such as icebreakers, team building activities, and energizers.

Below you can find a compilation of 10 activities that can help you create a warm atmosphere among your students/participants during any time of the day. You can start or end your day with one of these activities or you can make use of some as energizers in the middle of your day.

Connecting Eyes⁹



Aim

Team building,
ice-breaking,
splitting in pairs



Preparation

Finding a place to
make a circle



Age

14+



Duration

10 minutes



Materials

Fun, energetic
background music

Instructions

1. Participants stand in a circle
2. Each person makes eye contact with another person across the circle
3. Participants with eyes connected walk across the circle and exchange positions, while maintaining eye contact
4. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange
5. While exchanging, it is not allowed to get in touch with each other
6. Begin by trying this in silence and then exchange greetings or compliments in the middle of the circle

⁹ "100 Ways to energise groups: Games to use in workshops, meetings and the community" International HIV/AIDS Alliance 2002

Painting Gallery (Drawing)¹⁰



Aim

Team building,
ice-breaking,
splitting in pairs



Preparation

Finding a place to
make two circles of
chairs (inner and
outer)



Age

14+



Duration

15-20 minutes



Materials

1. Paper
2. Marker pens
3. Groovy music
4. A chair for each participant

Instructions

1. Paper
2. Marker pens
3. Groovy music
4. A chair for each participant
1. Half of the group forms the inner circle
2. The other half forms the outer circle
3. Participants from both the inner and the outer circle have to sit face to face to each other
4. Each participant receives an A4 paper and a marker pen
5. Participants from the inner circle put the marker pen and the paper on the floor and take an artistic pose
6. Music starts
7. The outer circle participants start drawing the inner circle participant sitting across him/her
8. Music stops and drawing as well
9. The outer circle participants leave the marker pen and the paper and move one step to the right
10. Music starts again
11. The outer circle participants continue the drawings that were started in step 7
12. This goes on until all drawings are done
13. Then the participants of the inner circle start drawing, and the outer circle takes a pose. The inner circle also moves one place to the right so that the participants of the activity do not repeat
14. At the end of the activity the class exhibition/gallery can be set

¹⁰ "Icebreakers Group Building Games Energisers and all kinds of fun!"; Annina Hirvonen, Anna Sveinsdottir, Alice Nash

Two Truths, One Lie



Aim

Getting to know each other, team building



Preparation

Version 1 and 2:
no preliminary preparation needed

Version 3: blanks of paper



Age

11+



Duration

15-20 minutes for older age

40 minutes for younger age



Materials

1. Fun, energetic music
2. For version 3 - paper blanks or papers and pens, safety pins or scotch to stick a paper to clothes

Instructions

First version:


1. Split the class in pairs
2. Tell your partner three things about yourself – two of which are true and one of which is a lie. For example, you might tell your partner about your family, where you live, your hobbies or where you have travelled
3. Afterwards, your partner tries to guess which the lie was. You might choose to tell three everyday facts or three more unusual things – but remember – only one of them should be a lie
4. Make sure participants listen to each other carefully
5. Now introduce your partner to the rest of the group and see if they can guess which was the lie

Second version:

Alternatively, tell your partner three true things about yourself and then swap over. Now the whole group makes a circle. Each partner introduces their friend to the group – they tell the group two of the true things and make up one lie about their partner.

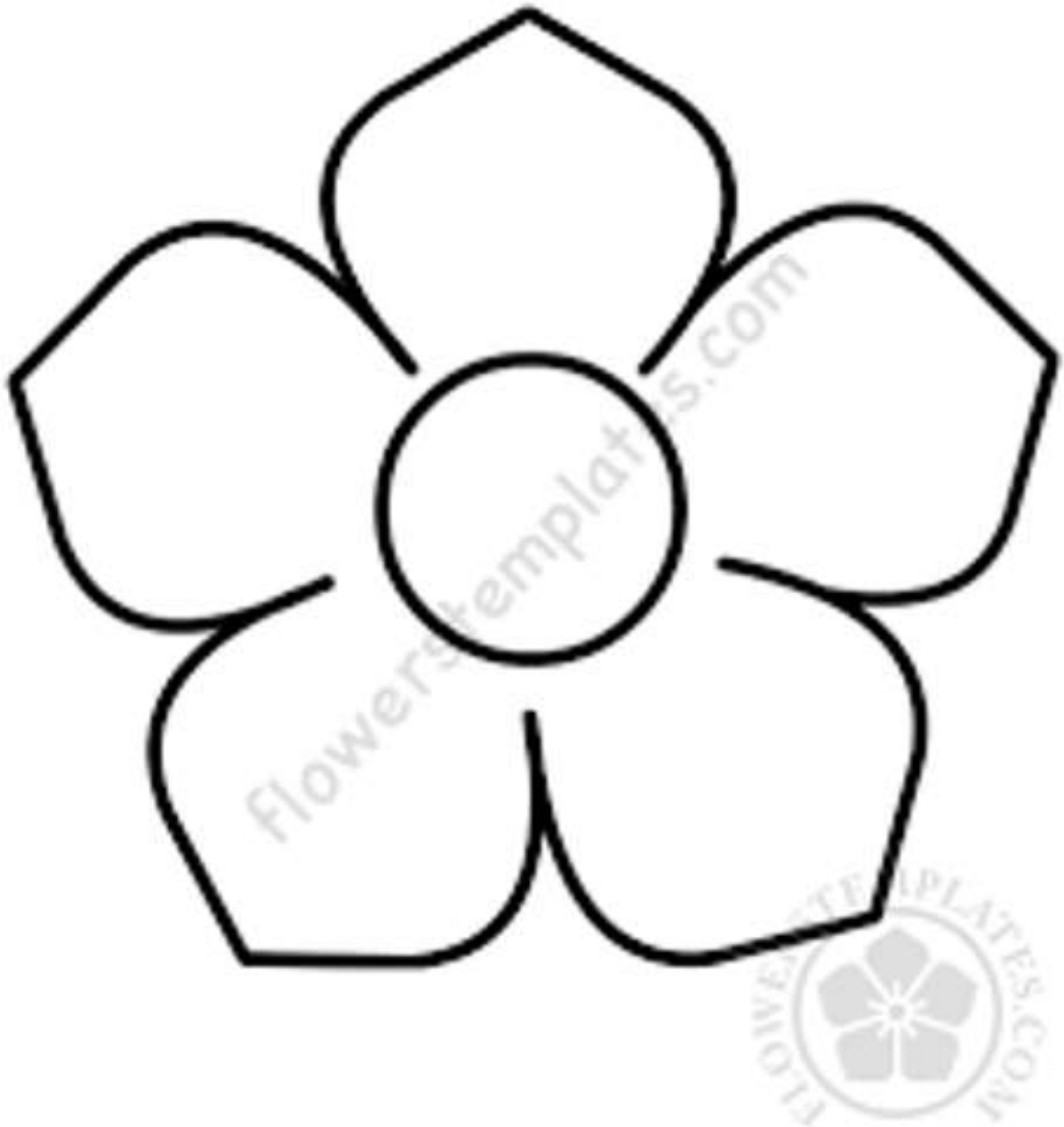
Third version:

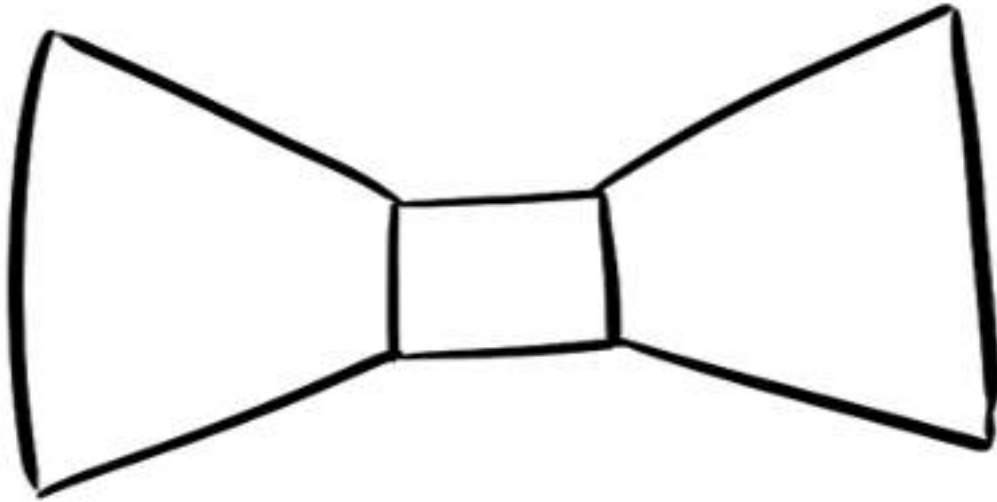
1. Prepare before or, if time allows, participants can prepare paper ties, butterflies, handkerchiefs with enough space, or simply choose a small sheet of paper
2. Everyone writes their name and three facts about themselves (2 true, 1 lie) on a blank or a small sheet of paper. The order does not matter
3. Pin the papers with a needle or scotch to the clothing so that others can read
4. Everyone walks around randomly, when a person meets other participant, they read each other's facts and try to find out what the truth is and what the lie is

- 
5. The activity continues for as long as everyone has met and spoken, or for as long as time allows
 6. If time allows, everyone can discuss together what was the most interesting or amazing thing to tell about a classmate or participant

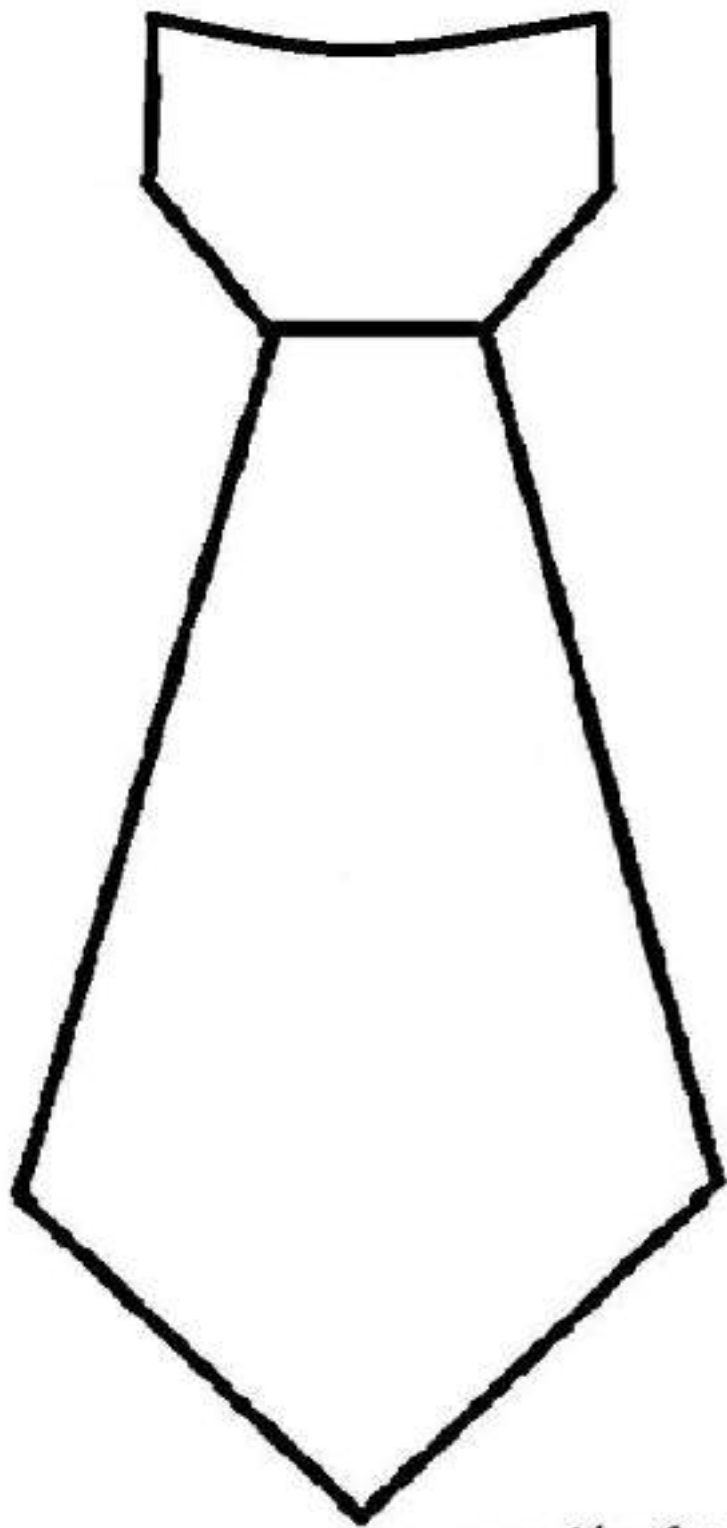
N.B. Younger participants may have difficulty to figure out 3 facts about themselves or in the second version figure out one lie about a partner. Thus, recurrence may occur.

Annex

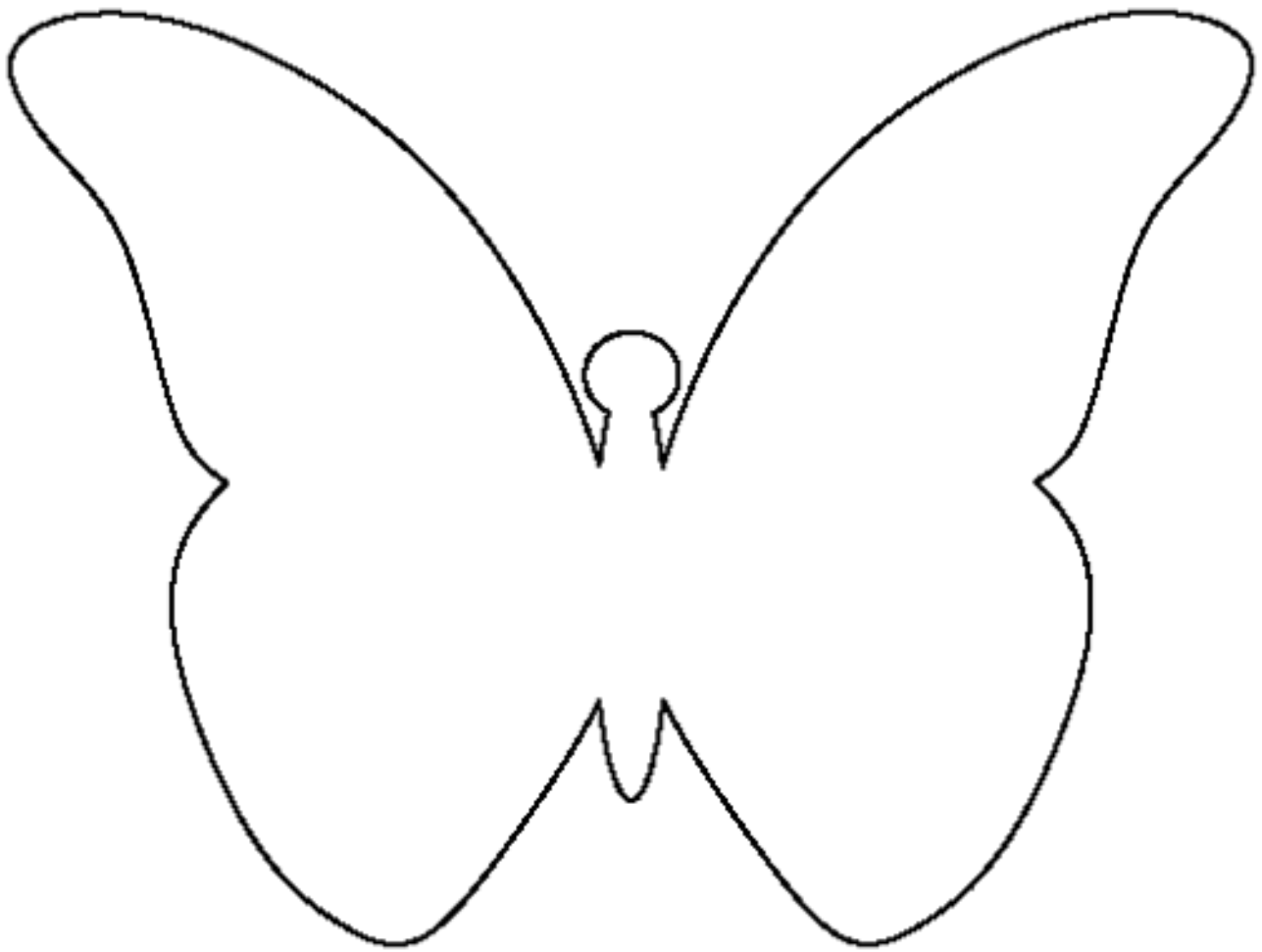




www.idrawfashion.com



www.My-CreativeWay.com



The Sun is Shining on...



Aim

Getting to know each other, team building, energizer



Preparation

Finding a place to make a circle of chairs



Age

10+



Duration

10-15 minutes



Materials

A chair for each participant

Instructions

1. All the participants sit on chairs in a circle, the leader of the game is standing in the middle of the circle and carries commands
2. The leader presents him-/herself (by the name) and tells some interesting fact/s about him-/herself
3. Then he/she says: "The Sun is shining on someone who..." (e.g. is wearing tights, watched TV yesterday, etc. – which helps to classify the participants). Everyone who belongs to the category has to change seats, at the same time the leader tries to find an empty chair to sit on
4. The person left in the middle becomes the leader and continues the same way by inventing new statements and trying to find a place to sit while others are changing seats

Note that you cannot sit on the chair next to you or the chair you have already sat. The game ends when more than a half of the group has been in the middle.

Adjectives Game



Aim

Getting to know each other,
team building, energizer



Preparation

Inside or outside (finding an
open space to form a circle)



Age

14+



Duration

It depends on
the group size

Instructions

1. Each participant chooses an adjective that begins with the same letter of his/her name and that describes the participants personality
2. Choose a gesture that can accompany the adjective
3. In turn, the participants say their sentence and do their gesture, moderator starts the activity by saying, for example “My name is Anna, I am active”, and clapping hands
4. Other repeat everything one more time together
5. Option: a participant says the sentence and shows a gesture and the next participant repeats all the sentences and gestures of previous participants in the correct sequence, for example: “She is Anna, active (clap hands), Mark - moody (jump), and my name is Charles the charming one (turn around)”
6. Participants cannot repeat the same adjective or gesture already used
7. You can go clockwise the group and again backwardly

N.B. If the group is large, this activity can take a long time and can start to become boring.

Tip: divide the class/group into two parts and do this activity in parallel in both groups.

Versions:

1. It is easier for participants to come up with adjectives not compulsory on the same letter as participant name, general adjectives that describe a personality can be used
2. The activity can be used in language lessons to learn adjectives
3. The activity can be performed without participants' names, but only the adjectives or nouns that describes a process or occasion and add a gesture

Fruit salad



Aim

Energizer,
attention training



Preparation

Finding a place to
make a circle of
chairs



Age

No limits



Duration

Depends on the
group size



Materials

A chair for each
participant

Instructions

1. All participants must sit in a circle
2. The facilitator designates a fruit (e.g. orange, apple, banana, pineapple) for each participant. Make sure, depending on the size of the group, that 4 to 8 people have the same fruit
3. The facilitator asks a student to stand in the middle of the circle and remove his/her chair. The person who is standing in the middle calls a fruit name and the people related to the fruit have to get up and change places
4. From time to time, the person in the middle may announce “fruit salad”, which means that all participants must change places (they cannot take their seat or sit on the seat of their right or left neighbour)
5. While participants are changing places, the person standing in the middle has to find a seat for him-/herself as well
6. The person who is left without a seat becomes the leader of the activity and keeps on announcing the fruits

Changing the Words



Aim

Warming up,
concentrating



Preparation

Free space for the
participants to walk



Age

13-18



Duration

25 minutes

Instructions

1. Participants move around the room crosswise not touching other participants
2. Participants are looking into the eyes of others and trying to make an eye contact. When two people have made an eye contact, they shake hands and say their names
3. After saying their names participants borrow the name of their partner. For example, Laura shakes her hand and says: "My name is Laura" and her partner says: "My name is David", Laura now has the name David and David has the name Laura and they keep on moving around with their fake names
4. The group keeps on moving around with their fake names and forwarding them simultaneously after meeting the next mate and receiving a new one
5. Thus, participants move around the room for as long as they get back their real names.
Attention! When you get back your real name, do not forget to say to your partner the last fake one not to lose it
6. After getting back their real name, participant leave the playground
7. The activity lasts for as long as all the participants get back their real names

Some tips:

- It is important not only to say your name, but to hear your mate's name to take it over
- The facilitator should remind to focus on the eye contact, and to focus on oneself and the partner, trying to ignore external factors, noise and irritations
- After receiving the real name back, participants leave the playground without surplus noise respecting those who continue

Questions for reflection:

- What I have to do/respect to do this activity?
- What changes have happened in the group dynamics after the activity?
- How do you feel when you do not succeed to finish the game?
- Do you want to continue trying until all the participants get back their names?
- What is the feeling when you succeed to finish the game?

One Word About Yourself



Aim

Getting to know each other, memory training, having fun



Age

13-18



Duration

For as long as the other activities last



Materials

1. Marker pens
2. Scotch tape (paper)

Instructions

1. Each participant gets a small piece of the scotch tape
2. On this piece of tape each participant writes one characteristic feature that describes him-/herself or a hobby
3. Getting to know each other – each participant says his/her name and says the characteristic feature. If there is enough time, everyone can explain their choice
4. During all the next activities participants use this feature when mentioning the specific person. For example, instead of saying “Now John has to do this and that” use “now the fisherman has to do this and that”, because John has chosen the word “fish” to characterize himself as he loves fishing

Tips:

It is possible to restrict the diversity of characteristic topics. For example, the facilitator can ask to write either emotions, or hobbies, or things that make participants smile as the choice of their feature.

Human Bingo



Aim

Energizer, getting to know each other, team building, finding a common feature



Preparation

Free space for the participants to walk



Duration

10-20 minutes



Materials

Bingo templates (see the annex)

Instructions

1. Hand out one Bingo template sheet per participant
2. Ask participants to find people who can identify with any of the characteristics/ conditions and then write in the appropriate box the name of the participant who can do it or has experienced it
3. The name of one person may not be repeated more than once in several boxes
4. You can give a time limit for the activity
5. If there are many participants or there is a time limit, it can be determined that the sheet must be filled in diagonally or in lines
6. The first participant who fills in four horizontal, vertical, or diagonal boxes or the whole field (depending on the instructions of the activity leader) has to announce loudly BINGO! and the game is over
7. It can be discussed afterwards what new or interesting facts have been learned about participants. Participants can also be asked to show, do, or name it.

Tips: can be used in language lessons.

Annex

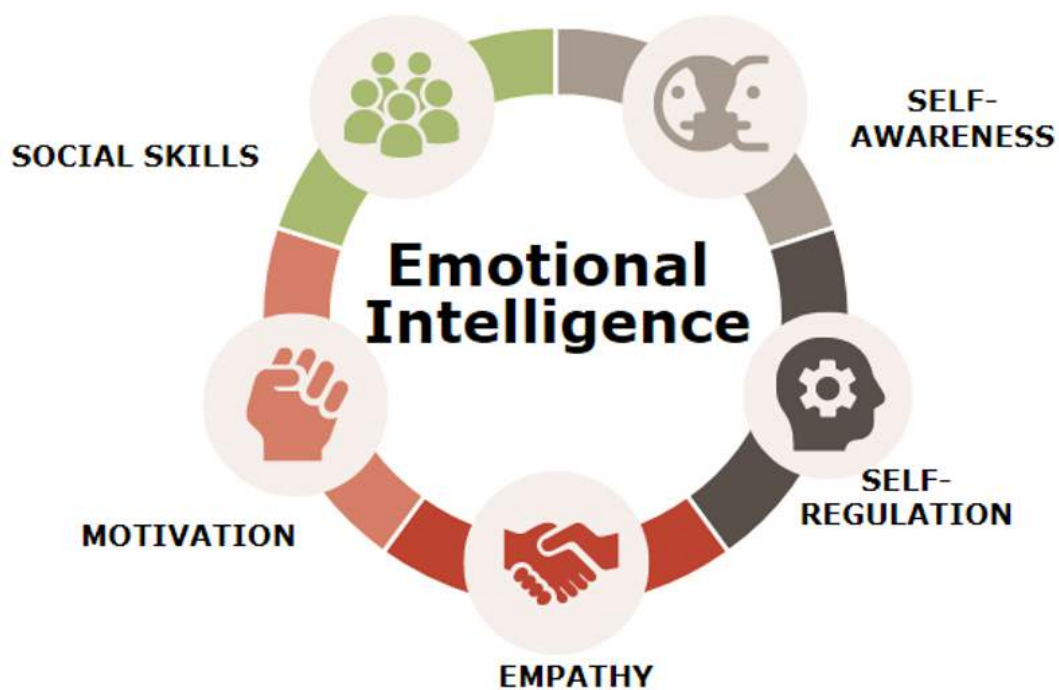
Find a classmate who

Was abroad in 20....	Can touch his/her nose with his/her tongue	Plays more than two sports	Has helped someone in the last month
Has a phobia	Has some allergy	Has visited more than three countries	Has the same hobby as you
Is left-handed	Was born in the same month as you	Can play a musical instrument	Is older than you
Has the same favourite subject as you	Can say "Hi!" in five languages	Can drive a bike	Likes going to sauna

2. BEING YOURSELF, SELF-ESTEEM, SELF-CONFIDENCE, AND SELF-AWARENESS

Self-awareness is being aware of your actions, your emotions, and your life. Noticing if something needs to be altered or celebrated. Self-esteem is what you think of yourself and your abilities, not to be confused with self-worth which is how you value yourself. Having self-awareness means that you have a sharp realization of your personality, including your strengths and weaknesses, your thoughts and beliefs, your emotions, and your motivations. If you are self-aware, it is easier for you to understand other people and to understand your own needs and allows you to reflect on your present situation and future perspectives. For students, this is especially important since it provides a healthy platform for reflection on the learning process and on the motivations to learn.

Self-awareness is a simple phrase for a complicated set of information. It refers to an awareness of ourselves on many different levels: our body and our physical reactions; our emotions, preferences, and intentions; our goals and values; and our knowledge about how we come across to others. The more self-awareness we have, the more easily we can adjust our responses to others, and the more mutually satisfying our interactions and transactions. Tuning in to our-selves and becoming more aware of what we are experiencing as we are experiencing it improves Emotional Intelligence.¹¹



¹¹ <http://www.hrdpress.com/site/html/includes/items/RSAEI.html>



There are many **benefits to practicing self-awareness**:

- It can make us more proactive, boost our acceptance, and encourage positive self-development
- Self-awareness allows us to see things from the perspective of others, practice self-control, work creatively and productively, and experience pride in ourselves and our work as well as general self-esteem
- It leads to better decision-making
- It can make us better at our jobs, better communicators in the workplace, and enhance our self-confidence and job-related wellbeing.¹²

Self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strengths and weakness well and have a positive view of yourself. You set realistic expectations and goals, communicate assertively, and can handle criticism.

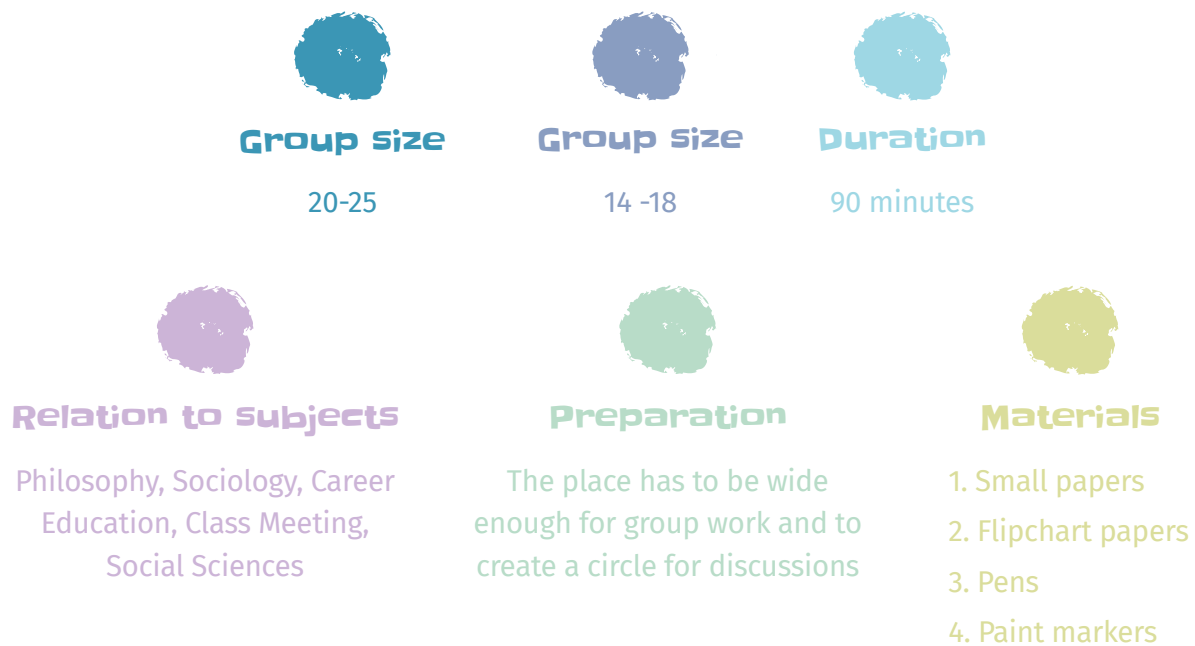
On the other hand, low self-confidence might make you feel full of self-doubt, be passive or submissive, or have difficulty trusting others. You may feel inferior, unloved, or be sensitive to criticism. Feeling confident in yourself might depend on the situation. For instance, you can feel confident in some areas, such as academics, but lack confidence in others, like relationships.¹³

Below you can find six activities that are dedicated to enhancing and encouraging self-awareness among students and participants in general. The activities have an indirect effect on strengthening self-esteem and on promoting reflection in general and self-reflection in specific.

¹² <https://positivepsychology.com/self-awareness-matters-how-you-can-be-more-self-aware/>

¹³ <https://www.usf.edu/student-affairs/counseling-center/top-concerns/what-is-self-confidence.aspx>

Carpe Diem



Overview and objectives

This activity is a group task which aims at creating a connection between today and tomorrow. It gives students the opportunity to understand who they are and who they want to become. Students need to express their dreams and see their life as a project to be developed. What we think and do today forms our tomorrow. This activity could be referred also to the topic “The Importance of Education and Motivation to Learn”.

At the conclusion of this activity, participants will be able:


- To develop self-awareness
- To enhance critical thinking
- To help students think about the link between actions, consequences, personal plans, and satisfaction

Comments & Tips

The activity can be performed individually; however, for the first time it is recommended to run a group work. If there rise a discussion during the first time, the activity can be repeated individually to find consequences and links on how acting today affects our future life.

Step by step instructions

1. Divide the class into groups of 3-4 each
2. Provide each group with small papers, pens, and paint markers
3. The facilitator asks each group to create an “identity”. Students should represent as a

- 
- group a boy or a girl, specifying the name, age, what are his/her hobbies, what are his/her favourite subjects, how his/her family is composed
4. The facilitator gives each group two sheets and a poster and writes/gives two questions: what do I want to do tomorrow? What do I want to do in 3 years? Depending on the age of participants the year interval can be increased
 5. The facilitator asks the groups to split the flipchart papers in two columns; in one column they write the answers to the first question and in the other, they write the answers to the second question
 6. The group writes 4-5 answers to both questions according to the fictional identity (e.g. - I want to go to the zoo (first question); I want to meet my fiancé (second question)
 7. The facilitator asks the students to join the answers that have a thematic connection
 8. The facilitator asks the group to present their identity to the class and say what they want to do tomorrow and what they want to do in 3 years
 9. The pupils have to analyse if there is a relation between what they want to do tomorrow and what they want to do in 3 years

Evaluation

As evaluation, the facilitators can use the following questions with their students:

- Is there a connection between acting today and what I want to be in 3, 5, 7 and more years?
- What actions are aimed to reach short-term goals and which - long-term?
- What can I do to achieve my goals? Are my days important? Do I have a new chance every day?
- Do I think about the future? Do I have a dream or a project? How can I plan what I want to do today with what I would like to do tomorrow?
- An ability to be "here and now" and self-awareness! How do You understand it?

About Me



Group size

20-25



Group size

14 -18



Duration

40-60 minutes/2 lessons
(depends on the group size and the willingness to express one's own opinion)



Relation to subjects

Sociology, Psychology, Career Education, Class Meeting, Literature, Language lessons



Preparation

Before starting the activity, the facilitator should prepare a sheet with the sentences (see the Annex).

The room has to be set so that participants can discuss and see each other, preferably in a circle.



Materials

1. Paper
2. Pens
3. Background music

Comments & Tips

A peaceful and unhurried atmosphere must be created to help the participants in reflecting on themselves. It takes time. Before asking students to reflect on themselves, the facilitator can ask general questions to direct the topic: how do you feel? How are you? When did you last think about yourself, your achievements, your character, your good deeds?

Risk: The answers can be negative, rude, mocking, especially among teenage students. The facilitator has to be as flexible as possible. If a youngster comes up with a rudeness or stupidity about him-/herself, do not ignore, but try to find some positive aspects in it.

If you feel there is too much aggression in the classroom, you can arrange a conversation where the participants have to complete sentences on the subject, for example, what disturbs me, what infuriates me, what can I do to deal with anger, aggression etc. Students can also respond by drawing. Some people are shy, drawing can help them express themselves.



Step by step instructions

1. The facilitator creates a peaceful and unforced environment and atmosphere
2. Each participant is given a sheet with the unfinished sentences
3. The facilitator puts calm music to play in the background and gives sufficient time to write the answers. Students have to answer all questions, but only if they want, they are free not to answer
4. When everyone is finished, whether the overall class dynamics change, the facilitator asks students to say their answers aloud. Students should do this on a voluntary basis

Alternatively, when it is time to share answers:

- The facilitator can ask students to mention three most surprising findings about him-/herself
- The facilitator can choose a particular question and ask everyone who wants to share their responses. The answers are grouped on the blackboard/a sheet
- The facilitator can launch the discussion and encourage students by expressing his/her personal experience

Evaluation

At the end of the activity, the following questions are used to evaluate the activity:

- How did you feel during the activity? What would make you feel better?
- Is it easy to figure out positive aspects about yourself? Is it easy to express it aloud?
- Do you truly believe in what you have answered?
- What is confidence? Why is it important? How to reinforce it?
- What do you have in common with your peers?
- Are you aware of your talents, abilities, skills?
- Did you find out anything new about yourself or any of your classmates?

Annex – A list of sentences

- I like myself because...
- I'm an expert at...
- I feel good about...
- My friends would tell you I have a great...
- My favourite place is...
- I'm loved by...
- People say I am a good...
- I've been told I have pretty...
- I consider myself a good...
- What I enjoy most is...
- The person I admire the most is...
- I have a natural talent for...
- Goals for my future are...
- I know I will reach my goals because I am...
- People compliment me about...
- I feel good when I...
- I've been successful at...
- I laugh when I think about...
- The traits I admire myself for are...
- I feel peaceful when...

Create an Emotional Map



Group size

The whole class; however, the group size of 8-14 participants is better for sharing experience and involvement.



Group size

12–17



Duration

30–40 minutes. In foreign language lessons it takes 40 minutes, because the facilitator introduces students to words describing different emotions. 30 minutes is enough for online lessons.



Relation to subjects

Any language lessons, Career Education, Class Meeting, Social Sciences, Ethics



Materials

1. Paper sheets
2. Pens/pencils
3. Copies of the quiz questions for each student
4. Computers for online lessons

Activity tested by BG

Preparation

The facilitator prints the quiz questions and makes some modifications, if necessary.

You can create presentations on types of emotions, a barometer of feelings, to start a topic. Introduce participants to the possible ways of “coping” with feelings. See the models in the Annexes.

Teachers’ (from Bulgaria) recommendations:

“At the beginning of the lesson, I present a so-called “barometer of emotions” that represents four emotional zones. Then each student shares how he/she feels at the moment, and determines in which area that emotion is, we discuss ways to get out of this emotional zone. Then I show up the emotion card and everyone fills it up for about 5-10 minutes. In the end, each student shares his/her emotion card with others, and we discuss jointly. In the end, once again, participants appreciate their emotional condition after the lesson.”



Overview and objectives

This activity helps to develop self-awareness and awareness of emotions and reactions of other people. It consists of a set of quiz questions that will allow the students to define their negative emotions correctly and explain what kind of reaction they provoke in them. For a person to be able to successfully deal with his/her emotions, it is essential that these emotions are recognized.

At the conclusion of this activity, participants will be able to:

- State their negative emotions
- Explain why they have such emotions
- Manage their emotions
- Enrich vocabulary


Step by step instructions

Students do the quiz individually or in pairs:

1. Which of these unpleasant/bad emotions do you usually feel?
Fear, sadness, anger...
2. In general, when is this emotion provoked (from external factors)?
When you SEE...
When you HEAR...
When you FEEL...
3. How do you deal with this emotion?
You IMAGINE that...
Physical sensations you have...
Words or phrases you say to other people or yourself...
4. How do you usually react to that emotion?
What do you do?
What do not you do?
What do you say?
What do not you say?

Version:

1. Presentation of the emotional adjustment areas and barometer, discussing and “inserting” key feelings in the relevant areas. Students offer emotions and place them in the appropriate barometer zone (10 minutes)
2. The facilitator offers some examples of how to get out of the emotional zones, at the same time students offer their own variations (5 minutes)
3. The facilitator displays an emotion card that each student fills for him-/herself (10 minutes)

- 
4. The facilitator calls for students who want to share their filled emotion cards (15 minutes)
 5. Summary – talks, discussions, suggestions to each other

Evaluation

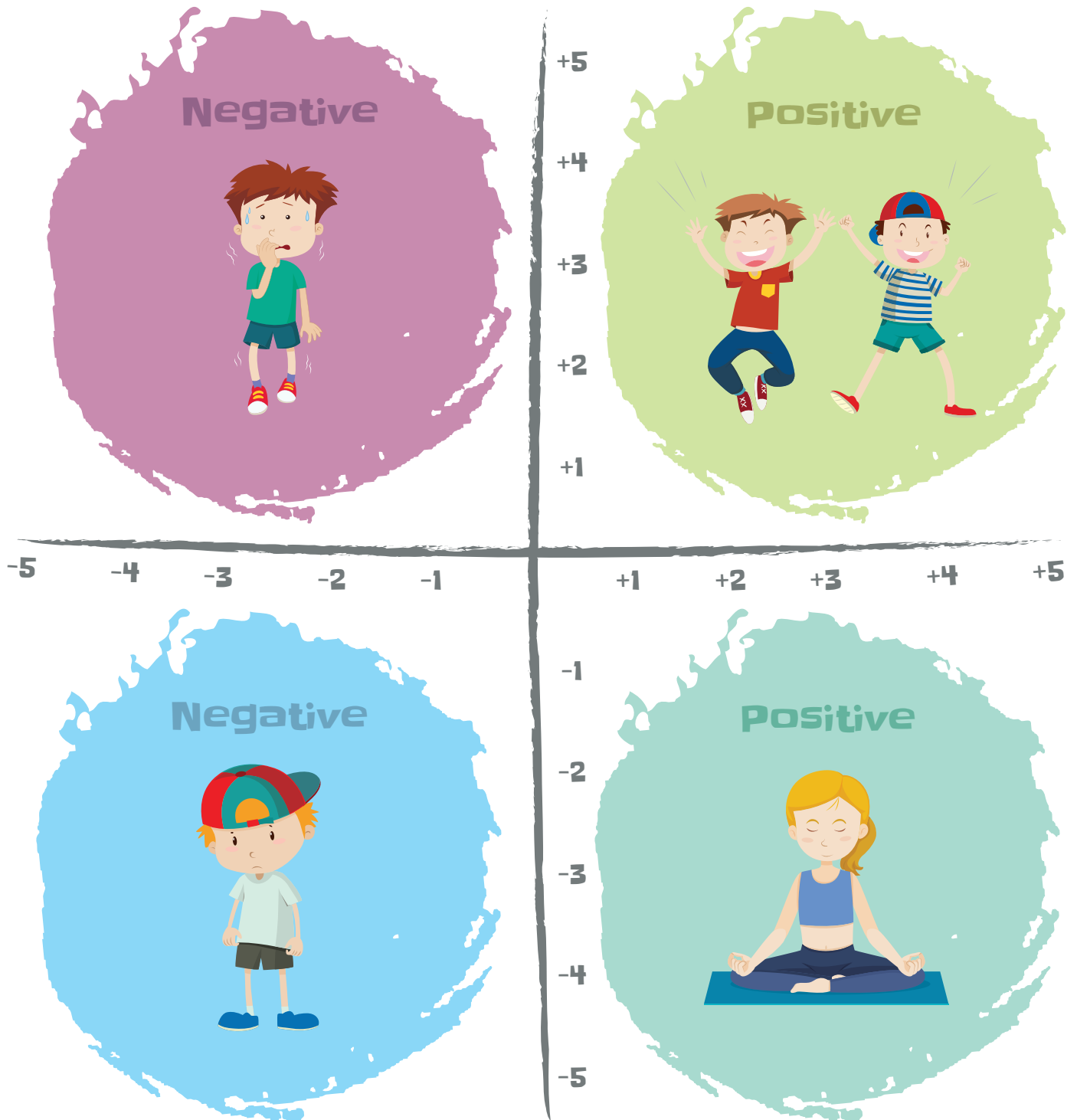
The activity facilitator can compare or summarize the responses of students and help by drawing conclusions.

The facilitator can initiate a discussion about the best ways to control negative feelings and how to act in a way that is acceptable by yourself and the society. Identify different ways to deal with negative feelings.

Questions can be asked: what usually causes your negative feelings? Can you influence or change your feelings? How do you deal with negative emotions, how do you discharge them? Are these the only ways to deal with them? What other options are possible? How do you react when someone else has negative feelings? Can you help one another to deal with negative feelings? How? Have you ever done this before?

Annex 1 - Emotional Zones

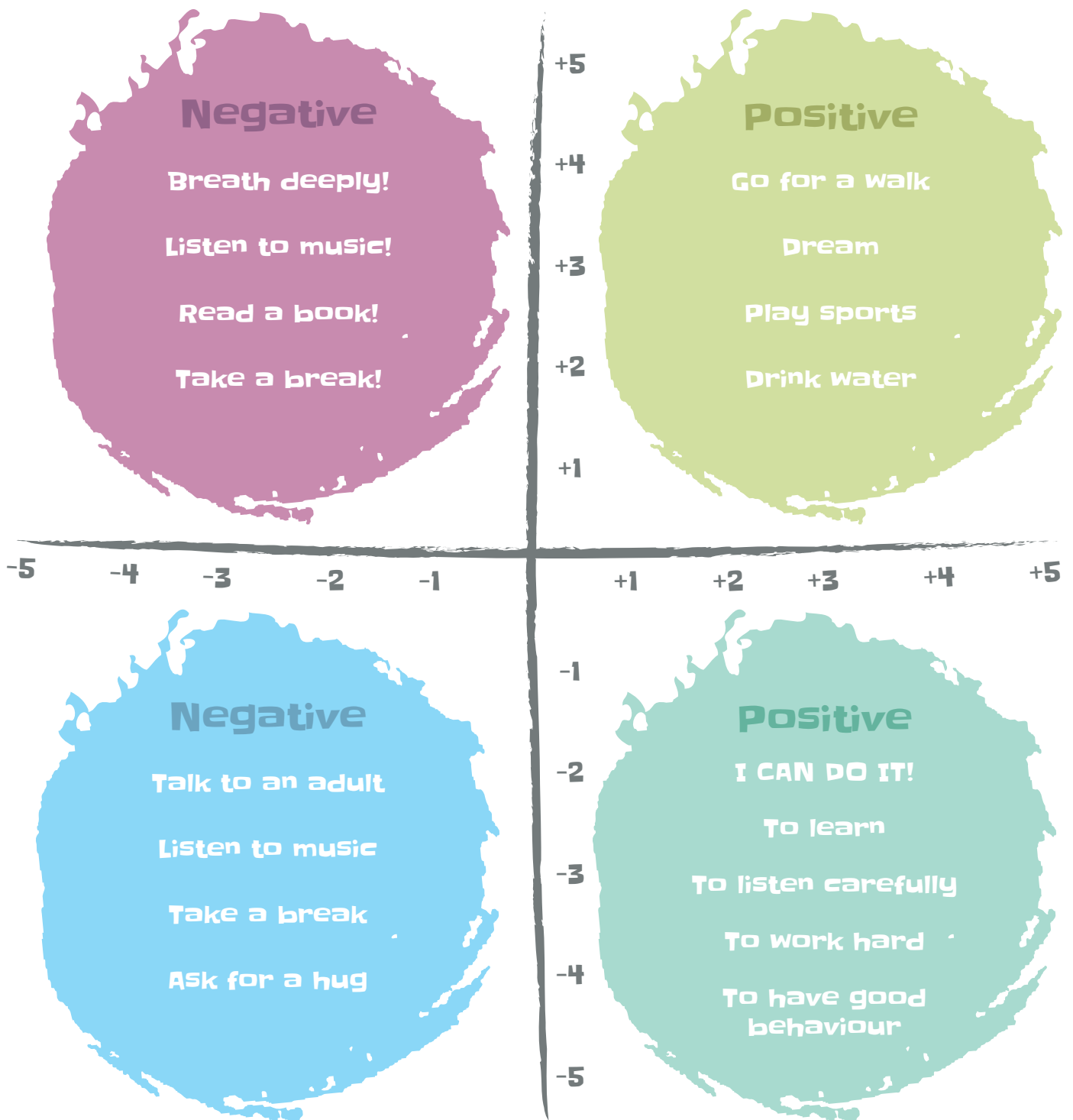
Strong energy



Annex 2- Ways to Get out of the Emotional Zones

I can try this:

Strong energy



Low energy

Annex 3 - Emotion Map

Strong energy



Low energy

My Competences



Overview and objectives

This activity develops self-awareness and awareness of the importance of skills, attitudes, and characteristics. Reflection on competences will help the students to identify their strengths and help build their self-esteem.

At the conclusion of this activity, participants will be able to:

- Define qualities of values, attitudes, skills, and characteristics
- Develop leadership qualities
- Identify their strengths
- Enhance their self-esteem
- Enrich vocabulary

Comments & Tips

- If the facilitator believes that the worksheet is too complicated for the students, he/she might create one that does not include all 3 types of qualities - values, attitudes and skills - but instead refers to leadership qualities in general
- If facilitator believes that thinking about their own leadership qualities is too complicated for the students, he/she should ask them to think about someone they know or admire for his/her leadership qualities and reflect on the qualities they would like to develop themselves



Step by step instructions

1. The facilitator gives a copy of Annex 1 “Values, Characteristics, and Skills” to the students and ask them to read carefully the list of values, attitudes and skills
2. The facilitator makes sure that students are aware of meanings and characteristics of the listed values, attitudes, and skills
3. After that the facilitator gives a copy of Annex 2 “My Competences” to each student and asks them to choose those they believe they already have and those they do not think they have but would like to develop and write them down on the sheets.
4. If there is enough time, the facilitator asks what should one do or need in order to develop the characteristics desired
5. Students are asked (on a voluntary base) to share their answers - what characteristics they have already, what they would like to gain and why

Evaluation

To evaluate the activity, the facilitator asks the following questions:

- Regarding the competences that they think they have, could they bring up a situation/ circumstance that made them realize that they have the competence(s) in question?
- The competences they would like to develop, why did they choose these competences? Were they thinking of some particular personal/professional purposes that they could serve? If so, what are these purposes?

Annex 1 - Values, Characteristics, and Skills

Values	Characteristics	Skills
Trust	Open	Decision making
Truthfulness	Enthusiastic	Concentration
Honesty	Polite	Strategic planning
Humility	Inspiring	Problem solving
Excellence	Self-confident	Conflict resolution
Compassion	Self-controlled	Project planning
Fairness	Determined	Motivating others
Loyalty	Open-minded	Communication
Independence	Balanced	Negotiation
Simplicity	Self-aware	Organization
Patriotism	Friendly	Goal setting
Devotion	Curious	Positive thinking
Respect	Flexible	Critical thinking
Responsibility	Reliable	Practicality
Generosity	Persistent	Resourcefulness
Courage	Perseverant	Creativity
Selflessness	Full of initiative	Listening
Equality	Hard working	Persuasion
Faith	Tolerant	Delegation
Honour	Reliable	Time management
Dignity	Kind	Stress management
Prestige	Ambitious	Media literacy
Career	Disciplined	Teaching
Justice	Authoritative	Team-work
Intelligence	Strict	Risk management

Annex 2 - My Competences

As a Leader...	... I have already...	... I would like to develop...
My values		
My attitudes		
My skills		

“Me and We”



Overview and objectives

The aim is to identify the strong sides of every student – what they like, dislike, their free-time activities, etc. This method can be used on a long-term basis to build a strong team and participation. It allows to get to know each other, to raise their self-esteem and value, to plan and organize extracurricular activities for all the year.

At the conclusion of this activity, participants will be able to:

- Create a common class life
- Get to know each other
- Develop the skills of work and cooperation
- Develop planning and organizing skills
- Take responsibility for their actions and decisions

Comments & Tips

The facilitator has to be able to:

- Evaluate the necessity when using the activity
- Listen and group the information
- Be flexible and ready to point out and formulate ideas
- Evaluate the group and their relationships
- Not to intervene and correct students' ideas.

Risks:

- Students do not want anything or write insignificant things
- It can be difficult for youngsters to agree on things that are important to all of the group
- The risk of excluding a specific youngster from common plans
- To give up on some plans and not to carry them out

Step by step instructions

1. Students sit in a circle, there are sheets of paper and marker pens in the middle of the circle
2. Each participant writes his/her favourite free-time activity or interest, or what bothers them
3. Everyone presents their hobby/interest/wish
4. Participants are divided into groups based on their interests
5. Each group creates a one-day activity based on the common interest
6. They plan steps how to make the idea happen and can be organized for all the class
7. With the help of the facilitator, class starts to develop a calendar for all the school year, including all the ideas
8. Students agree that they try to carry out all the activities and point out what support they need
9. They discuss and plan a more detailed plan for the first event

Evaluation

- All together discuss the ideas created for the joint activities of the class and create a list/ agree on what everyone wants to implement together
- All together discuss on what needs to be done
- If necessary, the class organize a mid-term activity to look back on what has been done and to plan in detail the next steps;
- The discussion at the end of a school year – evaluation, comments, and further ideas.

Explore and Express a Range of Emotions



Overview and objectives

The aim is to identify the emotions which can be provided by different kinds of music. To see and learn how different can be the reaction to different things. To understand their own and others' feelings at different moments.

At the conclusion of this activity, participants will be able to:

- Develop a deeper awareness of the range of human emotional expression
- Appreciate diversity
- Get to know each other
- Develop the skill of showing their emotional expression
- Enrich vocabulary

Step by step instructions

1. Play one kind of music, let the group move around the room to the rhythm of the music (2-3 min)
2. Stop the music and ask the group to identify how they feel or what emotion they associate with the music
3. Repeat this with all music types you have.

Alternately, divide the group into two. Make a game of expressing and naming emotions by having one group act or dance out different emotions to music, while the rest of the class guesses what emotion it is.



Evaluation

After the activity have a discussion:

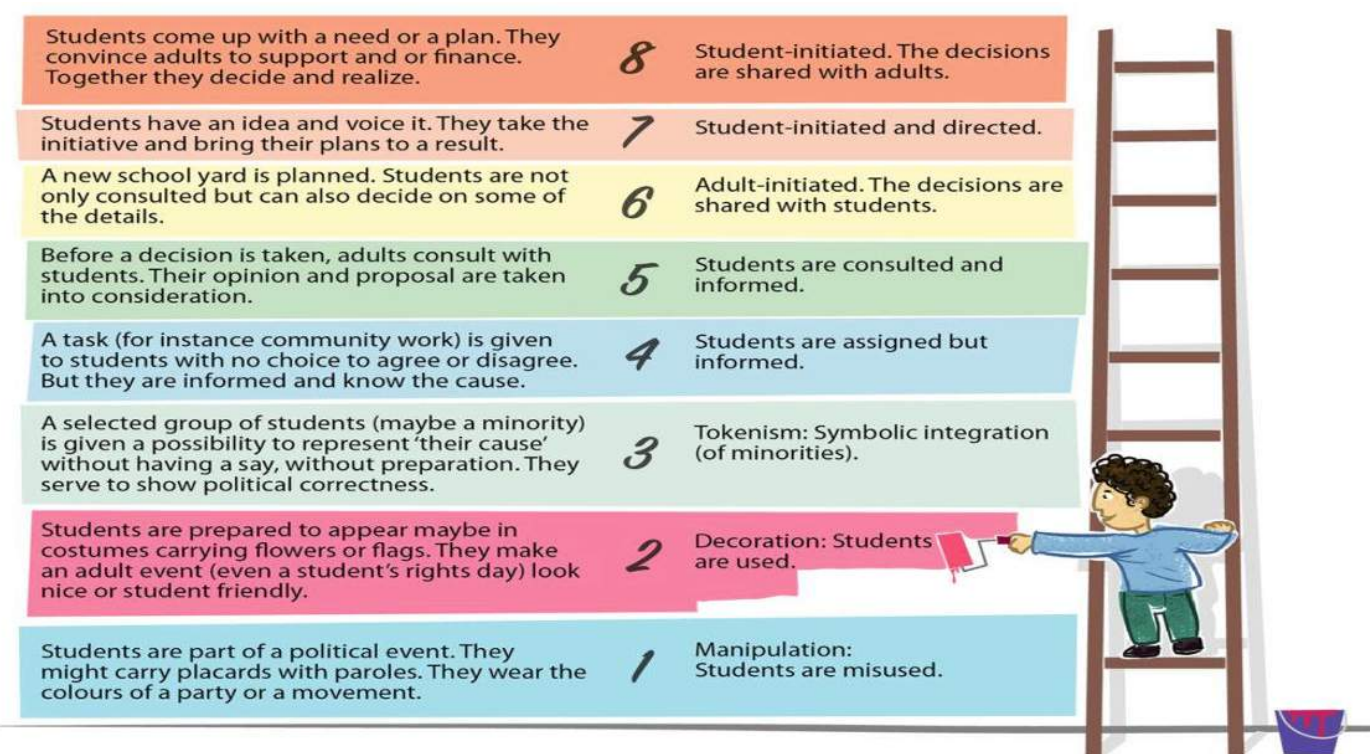
- Can music influence the way you feel?
- Is it easy to define emotions and feelings?
- How did you feel showing these emotions?
- How did you feel seeing someone else showing these emotions?
- Did your emotions differ from others? If yes - why?
- What else affects your emotional state?
- What can you do to help others feel better? Etc.


3. TEAM BUILDING, FEELING OF EQUALITY, AND ACTIVE PARTICIPATION

Team building and the feeling of equality are the two major factors in creating a healthy and all-inclusive classroom. Equality and diversity or multiculturalism is the idea of promoting and accepting differences among people. It ensures that all individuals are treated fairly and equally. It is about recognizing and respecting the differences to create an all-inclusive atmosphere.

Students' participation largely depends on the actions of the adult. It is impossible to expect initiative and participation without investing time and resources in motivating and encouraging children and young people. The American Sociologist Roger Hart's "Ladder of Participation" model describes youth participation as a development-oriented process.

An active participation of children in the formation of their classroom, school and life spaces depends largely on the extent of the actions of adults. It is important to understand that initiative, participation, and responsibility are qualities that need to be trained in enabling children to participate in decision-making and implementation in the first years, in their own class, school and personal life. These qualities are developed through allowing one to take responsibility, to make mistakes, to draw one's own conclusions about the correlation between actions and consequences. Educators and youth workers also need to look honestly at how they understand active participation and what level of "Participation ladder" is offered in the classroom.





The activities below promote multiculturalism in the classroom. A concept that needs to be challenged and is something that all children and young adults need to be familiar with. The seven activities below are fun to do in a classroom setting and are related to several topics under this theme, such as: team-work, empathy, diversity, stereotyping, collaboration, human rights, negotiating, and expression of emotions.

The Bridge Over the Big River



Overview and objectives

This activity is partly a role-play and is aimed at creating groups, dividing tasks and inspiring students to collaborate. It involves two groups; each group is composed of a minimum of 10 people. The activity can be briefly described as follows:

The facilitator sets the “stage”: 2 groups (can be more) of participants pretend to be the inhabitants of 2 different villages. By different we mean different culture, language, etc. Each village has to build one half of a bridge over a very large river that separates the two imaginary communities. Participants will have 20 minutes to finalize the bridge.

They find materials at their disposal and a list of rules to follow. Each “village” is located in a different corner of the room/classroom. 3 times every 5 minutes the facilitator/s takes two members from one group to the second group and vice versa. They become migrants in the “other village” and have to follow special rules to cope with language and cultural differences between the two cultures. The activity ends by joining the members of the two villages and their assembly of the bridge, they need to link the two parts to create one strong stable bridge that is solid enough to support a glass of water.



At the conclusion of this activity, participants will be able:

- To develop teamwork skills and feeling of mutual cooperation
- To enhance the intercultural and mediation competences
- To highlight the importance of being a group and working as a whole.
- To strengthen the crucial role of mutual understanding of different points of view.

Comments & Tips

Facilitator:

The facilitator is highly encouraged to introduce the activity in the following way:

- You are in a village on one of the banks of a great river (50 cm wide) with X# of inhabitants
- The members of this village base their decisions on personal judgments which are also based on specific reasons
- Together with the villagers of the opposite riverbank you have agreed to construct a bridge
- Each village is responsible for building half of the bridge, i.e. 25 cm
- Communication between the two villages is extremely difficult, but you hope to get in contact with the inhabitants of the other village. For the moment, all you can do is start building your half of the bridge
- Your half of the bridge must be ready in 20 minutes, and be welded with that of the other village
- Once the bridge is completed, a commission of engineers will test the structure: the bridge must be stable enough to support the weight of a full glass of water placed in the centre of the structure”.

Participants:

Excluding the common activity rules. These are the rules to be followed by participants when they play the migrants’ role, after being chosen by the facilitator:

- Once in the new village, migrants will not be able to speak or respond to members of the original community. However, they will be able to express themselves in gestures and respond to those who use non-verbal language
- When a new migrant arrives to the village, the one who has been in the community for the longest time can use verbal language, as he is supposed to have the necessary language skills to communicate with the members of the host community



Step by step instructions

1. Create two groups each of 10 participants. The facilitator explains that each group is a “village” and has to build one-half of a bridge over the imaginary big river separating the two communities
2. The two groups are directed to the two different areas of the room and they discover the building materials at their disposal
3. The facilitator provides some information on the rules. Three times every five minutes the facilitator will switch two people between the two groups
4. These participants will play the role of migrants and have to follow special rules in order to overcome the language barriers interaction between the two different cultures
5. Migrants cannot react verbally until a new migrant arrives. They can however express themselves through gestures. When a new migrant arrives to the village, the senior migrant can verbally communicate, it is understood that through his/her seniority he/she has acquired competence in the host language of the village. Once the bridge has been built, all participants join together to test the bridge (it has to be wide enough to cover the river and strong enough to support a glass of water)







Evaluation

Once the activity is over, it is important to ask pupils the following questions, in order to allow a collective reflection:

- How did I feel while I was cooperating with my peers?
- What did I learn today?
- What can I practice or share at home, school, street, with friends?
- Why is teamwork so important?
- Which were my main difficulties?

It is important to encourage the learners to feel free to share their opinion if they have found a negative aspect in the activities. Finally, ask them to give further suggestions for improvement for the future.

We Have A Message For You

 Group size 20-25	 Group size 14-18	 Duration 120 minutes
 Relation to subjects Human Rights, Law, Civic Education, Active Citizenship	 Preparation <ul style="list-style-type: none">- The class is divided into five groups- Each group will have at its disposal colouring pencils and pens and a billboard- At the start, the facilitator lists the fundamental human rights, which will inspire the creation of students' own project¹⁴	 Materials <ol style="list-style-type: none">1. Colouring pens/pencils2. Posters3. Newspapers to cut out

Overview and objectives

It is a class activity, based on imagining the creation of a humanitarian project on human rights. The group will have to design a title, a logo, specifying the place, the objectives and the target and main actions of the project.

At the conclusion of this activity, participants will be able:

- To develop knowledge on human rights
- To develop team-work competences
- To stimulate creative thinking
- To make students think about possible actions at the community level
- To intervene, and discover the importance of belonging to a certain community

¹⁴ For inspiration: www.un.org/en/universal-declaration-human-rights/



Comments & Tips

Facilitator:

Facilitator prepares the class to the topic of fundamental human rights, explaining the main milestones to their development.

Participants:

Participants can propose topics that are close to their realities.

Step by step instructions

1. The class is divided into groups, 3-4 participants per group
2. The facilitator gives a sheet of paper to each group: on one side, the fundamental human rights are listed; on the other side, a table with the several categories to help develop the project: title; logo; place; objectives; target; implementation; impact
3. The group has time to create the project
4. The group presents the project to the whole class

Evaluation

At the end of the activity, the following questions are used to evaluate the activity:

- Did you enjoy working in a group?
- What were the difficulties?
- Did you learn new things?
- What did you like best?
- What did you like the least?
- What will be the impact that you would like to see?

Lost at the Sea - Situation Game

 Group size Not limited	 Group size 14+	 Duration 70-80 minutes (2 lessons)
 Relation to subjects Class Meeting, Psychology, Sports, Economics, Natural Sciences, logic	 Preparation <ul style="list-style-type: none">- The facilitator carefully reads the instructions and makes sure that all items on the list are familiar- The facilitator performs the activity in advance, ranks the items and also reads and understands the rating of the US experts (Annex 3)	 Materials <ol style="list-style-type: none">1. Printed copies of Annex 1 – one copy per student2. Pens, pencils3. Paper4. Tool for presentation of scores – multimedia; whiteboard; flipchart (if none of these is available, print at least 5 copies of Annex 4)

Activity tested by LV, BG

Overview and objectives

“Lost at the Sea” is a team building activity to encourage interaction and teamwork among young people. The chances of ‘survival’ depend on their ability to rank the salvaged items in relative order of importance. The most important aspect of the game is that they have to take a unanimous decision in limited time.

At the conclusion of this activity, participants will be able:

- To build up teams
- To emphasize the importance of teamwork
- To develop teamwork and decision-making skills
- To encourage discussions
- To motivate logical thinking and argumentation

Comments & Tips

Facilitator:

- Carefully read the instructions and the solution in advance in order to be prepared to manage the process and guide the students
- Consider rewarding the winners or other motivational options to create a competitive spirit for the teams

Step by step instructions

1. The facilitator gives instructions and presents the rules and activities of the situation game “Lost at the Sea”, see Annex 1
2. The facilitator asks the students to carefully read the rules of the game (if needed, the facilitator or one of the students could read them aloud to the group).
3. After reading the instructions, the students have 15 minutes to make individual ranking of the items in the list and to write their choices in the left-hand Step 1 column. No.1 is the most important item and No.15 – the least important. If needed, the items in the list could be explained in advance in case there are objects the students are unfamiliar with.
4. The facilitator divides the group in smaller teams of 3-4 persons. Each team has 30 minutes to discuss their individual rankings of the 15 items and come up with a common decision how to rate the items from most to least important. Each team has to write the common ranking in Step 2 column. The facilitator should explain the groups that they have limited time to take a unanimous decision! If they cannot agree on it, the team loses the game.
5. The correct answers were suggested by the US Coastguard – Annex 2. The facilitator should display the “expert” rankings on a PowerPoint presentation, whiteboard, or photocopy. The learners have to compare their individual and group answers with the correct answers and determine a score.
6. In order to calculate the score, for each item, the group should mark the number of points that their score differs from the Coastguard ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better the score. For example, if an item is put on position No.5 by a participant or a team, but the experts have put it on position No.10, the difference is 5 points.
7. After the teams make the necessary calculations, if necessary, with the assistance of the facilitator, the results chart should be presented to the group – Annex 3.
8. As the groups work together, sharing thoughts and ideas, this should produce an improved score over the individual results.



Evaluation

At the end of the game the facilitator has a discussion with all groups that were formed during the activities about their performance. The main topic of the discussion should be teamwork:

- Why the individual results differ from the group result?
- What led to an agreement?
- Was it difficult to take a unanimous decision?
- What are the characteristics of a successful team?
- Why is teamwork important?

Annex 1 - Handout for learners

You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew.

Unfortunately, in mid Atlantic a fierce fire breaks out in the ships' galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking.

Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four-man rubber life craft and a box of matches.

Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items.

Annex 2 - Lost at the sea ranking chart

Item	Step 1	Step 2	Step 3	Step 4	Step 5
	Individual ranking	Team ranking	Coast guard ranking	Difference between 1 & 3	Difference between 2 & 3
A sextant					
A shaving mirror					
A mosquito netting					
A 25L container of water					
A case of army rations					
Maps of the Atlantic Ocean					
A floating seat cushion					
A 10 litre can of oil/petrol mixture					
A small transistor radio					
20 square feet of opaque plastic sheeting					
A can of shark repellent					
One bottle of 160 proof rum					
15 feet of nylon rope					
2 boxes of chocolate bars					
An ocean fishing kit & pole					
			Totals	Individual score	Team score

Annex 3 – Coastguard Expert Analysis

According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft was capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signalling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival:

Item	Coast guard ranking	Coast guard reasoning
A sextant	15	Useless without the relevant tables and a chronometer
A shaving mirror	1	Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
A mosquito netting	14	There are NO mosquitos in the middle of the Atlantic Ocean and the netting is useless for anything else.
A 25 litre container of water	3	Vital to restore fluids lost through perspiration. 25 litres will supply water rations for your group for several days.
A case of army rations	4	This is your basic food intake
Maps of the Atlantic Ocean	13	Worthless without navigation equipment.
A floating seat cushion	9	Useful as a life preserver if someone fell overboard.
A 10 litre can of oil/petrol mixture	2	The second most critical item for signalling. The mixture will float on water and can be ignited using the matches.
A small transistor radio	12	You would be out of range of any radio station.
20 square feet of opaque plastic sheeting	5	Can be used to collect rainwater and shelter from the wind and waves.

A can of shark repellent	10	To repel sharks, of course!
One bottle of 160 proof rum	11	Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive.
15 feet of nylon rope	8	Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses, but none high on the list for survival.
2 boxes of chocolate bars	6	Your reserve food supply.
An ocean fishing kit & pole	7	Ranked lower than the chocolate as there is no guarantee that you will catch any fish. The pole might be used as a tent pole.

Annex 4 - Scores

00 - 25	Excellent	You demonstrated great survival skills. Rescued!
26 - 32	Good	Above average results. Good survival skills. Rescued!
33 - 45	Average	Seasick, hungry, and tired. Rescued!
46 - 55	Fair	Dehydrated and barely alive. It was tough but rescued!
56 - 70	Poor	Rescued, but only just in time!
71 +	Very poor	Oh dear, your empty raft is washed up on a beach weeks after the search was called off.

Where Were You?

		
Group size	Group size	Duration
10+	12+	20 minutes
		
Relation to subjects	Preparation	Materials
History, Language Arts, Drama	The facilitator thinks of possible specific topics to present to the class in order to guide them with what their mime/short scene should represent	<ol style="list-style-type: none">1. Ropes or something similar to mark out the one-meter central zone2. Cones or stones or other items to mark the outside boundary of the play area

Overview and objectives

A specific theme can be dealt with during this game (the environment, short piece of history, specific event/person, etc.) to focus the group and reach a specific objective. Each team should create a mime/short scene using the given topic. At the end, the group may decide to create a mini play for example.

If no specific themes are given, the teams will be free to choose what kind of scene/episode/mime to present – it could be an everyday situation; impersonating a person; presenting a social problem, etc.

At the conclusion of this activity, participants will be able:

- To enhance their observation skills as well as their creative thinking and imagination
- To develop their self-confidence
- To train their negotiation and decision-making skills

To apply and develop their team-work and cooperative working skills



Step by step instructions

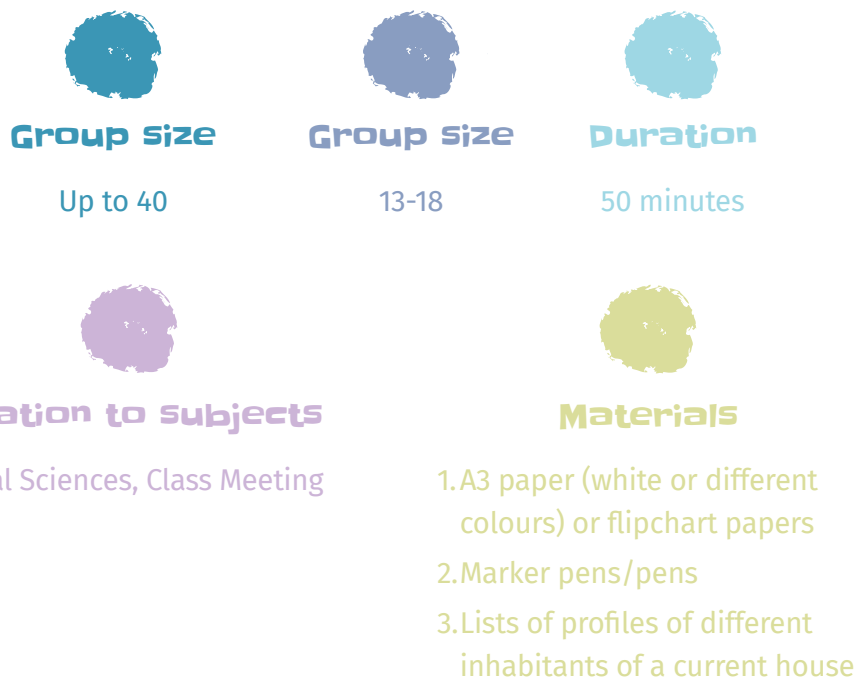
1. The whole group is split into teams of six to ten players, who will stand on either side of the fairly large, delineated play area, separated by a one-meter-wide zone in the middle
2. The teams gather at opposite ends of the area which are their home base. On terms, each team decides altogether about what to mime to the other team, which has to guess what they act out
3. Each team must line up along the central zone to do the mimes
4. Those who are guessing are not allowed to cross the central zone line before finding the right answer
5. When the other team manages to guess the mime, they say it out loud. If they are right, the team that mimed, take refuge behind their home base at the end of the area, before the others catch them
6. The players caught become members of the other team. Then, the teams change roles, and the game continues for as long as the players wish
7. The players touched within the boundaries of the play area join the other team. The line at the far end of the area indicates the 'home base' for those being chased

Evaluation

Possible questions for discussion and reflection could be:

- How did you feel about this activity? Was it easy, difficult, fun...? Did you feel at ease, uneasy? For what reason?
- How were the topics chosen? Was it easy or difficult to find ideas?
- Was there a leader in the group or was everyone able to forward their ideas?
- What was participation like within the group?
- How did it feel having to change teams once you were caught? Can you explain?
- Can you find links between this game and your daily life? Which ones? And so on...

David



Preparation

- Prepare different (for all the participants in the group) cards with possible profiles living in a current house - age, occupation, hobby, workplace (e.g., Jens, 22, works at night bar; Matilde, 26, plays cello in orchestra, learns new scores systematically, Musarat – housewife, mother of 5 years old active and loud kids, Clyde-visually impaired, retired, has two dogs, etc.)
- Prepare a story about Millers' family: father, mother and their 20 years old son David live in a big house. Parents get in a car accident and pass away. David inherits the family house. One day, David loses his job and cannot afford to live in the house alone anymore, so he is forced to split the house in 6 flats and look for lodgers
- Profiles can be as many as the participants of one group. They can recur if there are more groups Profiles can be adapted to the school subject or current discussion
- Profiles can be based on national, traditional, culture, economical or other patterns
- The facilitator or a class have to develop a profile of David, as well
- In each group there has to be one David or his relative that defends their family interests

Step by step instructions

1. Divide participants into the groups
2. Tell the story of David's family
3. Each group invents and writes down the story in details about the family house – traditions, rules that were respected before the tragedy, monthly payments, etc.
4. Group invents a detailed David's profile – his hobbies, occupation, character, what rules he is planning to maintain from his parents before they died, what he will change; his daily schedule; how high the rent will be
5. Each group raffles potential lodgers for the house (profiles). One of the participants is David based on a description provided by the group. If there are more participants than profiles, the rest can be David's relatives and represent his family interests
6. Then participants divide in 2 groups – one group unites all the Davids and his relatives, the other group – the potential lodgers
7. Potential lodgers get acquainted with David, his house, rules, requirements and start to introduce themselves. The discussion can start based on each participant's individual character. The groups have to find a consensus on a common rhythm for the future cohabitation: at the same time to respect rules and to maintain the possibility to achieve personal goals and interests
8. The final task is to set new rules for the entire house and set the monthly payment amount

Evaluation

Evaluation and reflection through the discussion:

- What happened?
- How did you feel as a specific profile?
- What obstacles did you face?
- What was the biggest issue?
- How did you find the solution, consensus, and compromise?
- What and why caused your reflections?

Annex - Example of the Profile Card

Name Surname	Stefan Korte
Family status	single
Age	33
Occupation	Shift work in Ltd. "Pedro pica", supplier
Hobby	plays football
Character	calm, helpful, pedantic

Name Surname	Juris Liepiņš
Family status	not married
Age	25
Occupation	IT specialist
Hobby	skiing
Character	punctual, pedantic, loves to travel. Does not like loud music and pets

Name Surname	Lotte Liedega
Family status	divorced, has a 15 years old daughter
Age	40
Occupation	accountant
Hobby	painting
Character	economic, loves silence, does yoga (daughter is chaotic and loud, listens to music and becomes angry easily; time to time stays during the night at her father's)

Name Surname	Maruta Alksnīte
Family status	married, two sons 16 and 5 years old
Age	50
Occupation	facilitator in a primary school
Hobby	swimming
Character	honest, without harmful habits, genial, sociable Husband is a lorry driver, usually away from home; the oldest kid is a party animal, the youngest – tries to copy the oldest

Market of Ideas (based on Delphi¹⁵ method)



Activity tested by LV

Overview and objectives

This method allows for the sharing of ideas, points of views and opinions without the fear of being noticed, heard, or not agreed with in public. It is a process that allows the group to reach a consensus on a specific topic, theme, or activity. For example: planning an event or an excursion. It can be used anytime when it comes to planning events or discussing certain questions that require consensus from the whole class. This activity provides active participation in learning process and can be adapted to different subject.

At the conclusion of this activity, participants will be able to:

- Propose their ideas and opinions
- Enhance their participation in important class issues or the learning process
- Verbalize their opinions and ideas in a bias free environment
- Learn together
- Develop public speaking and presentation skills

¹⁵ Delphi method: is a forecasting process framework based on the results of multiple rounds of questionnaires sent to a panel of experts. Several rounds of questionnaires are sent out to the group of experts, and the anonymous responses are aggregated and shared with the group after each round. <https://www.investopedia.com/terms/d/delphi-method.asp>



This method can be used:

- For gathering facts and information
- For text analysis
- To learn to identify the main, the most important
- To agree together on the most important
- To learn to make outlines
- To consolidate information

Comments & Tips

- Write one idea on one paper
- Provide a clear task and context to share meaningful and real ideas

Step by step instructions

First version:

Step by step instruction to plan a class excursion based on group needs and interests:

1. The facilitator gives the basic and technical information about the excursion – date, time, direction to help understand the context
2. Each student writes at least one idea or place – the dream destination. If there are more ideas, each idea has to be written on a separate page; the facilitator will stick all pages on the wall so that everyone can read
3. The facilitator groups the ideas by similarities, for example, ideas on similar destination, ideas on similar transport (by boats, bikes, etc.)
4. All participants are divided into groups based on similar ideas. The task of the group is to develop a rout based on the idea (destination, night, costs, availability, other extra ideas). The rout has to be visualized on flipcharts
5. Each group presents the rout – creative, short, understandable, perceptible; and stick it on the wall
6. Then it is time to vote. Each student has a marker or a sticker and only one vote. He/she chooses which rout he/she likes the best and leaves his/her vote by putting a cross with the marker or a sticker on it
7. The facilitator counts the votes and rates the routs by the most popular
8. The class agrees that they choose a rout with the most votes.

Second version:

This method can be used to find a solution for an issue, conflict in a group or in a school subject. Each student writes ideas of the best possible solutions. Then students can vote using 1-3 votes. The three most popular ideas can be discussed in a group and based on them a solution plan can be developed.

Third version:

For example, the activity can be used in a Literature lesson to analyse fairy tales. Some questions have to be prepared, for example:

- What are the main events of the fairy tale?
- What are the qualities of the main character?
- What is the morality of the fairy tale?

Step by step instructions:

1. Each participant writes one answer to each question. Answers can be more, but each answer must be on a separate page
2. Written answers should be attached to the specific question
3. Everyone goes to mark 1-3 priority answers to each question that the student agrees with (the number of votes depends on the number of answers provided)
4. The teacher divides the class into three groups
5. Each group collects the answers to one of the questions, putting together the most marked answers in order of priority
6. Groups present a summary to the class, naming the main (most) marked answers (3-5)

Evaluation

- If the activity is used to promote participation, we suggest creating open-ended questions: did everyone have the opportunity to express their opinion/vision? Is the class satisfied with the joint decision? What was difficult? Is it easy to plan a tour in detail? What information - knowledge did you need? Were each of the ideas heard, discussed? Is it easy as a team to make a decision? Is it easy to let other's opinion/idea come to the fore?
- If the activity is used in a lesson, the facilitator summarizes the fairy tale according to the answers given by the students. Everyone is debating according to questions: can it be true? Is everything as it seems? What are the reasons why the main character does that? Other characters? Have there been any creative answers? How could a fairy tale be formed differently, according to the creative/atypical answers given?

Blind, Dumb, Lame



Activity tested by LV

Overview and objectives

This is a team building activity that exercise collaboration and trust, and empathy.


Aims of the activity are:

- To give a “physical” sense of being different than usual and to create conditions for a discussion about equality, equal opportunities for everyone; to remind that all of us can face unexpected situations, we all have our own needs and approaches, but all together we build a team
- To experience different situations and analyse what it is like when we are dependent on someone; how supportive, tolerant we are of others
- To build and strengthen a class

Step by step instructions

Schedule time for this activity so that everyone can fit in “blind, dumb and lame” skin. If possible, provide enough space between items so that each team can perform easily.

1. Divide the class into groups of 3 students each
2. One participant in each group receives a blindfold, another – a chair
3. The “lame” sits on the chair with his back to the blind. Respectively - the “lame” does not see the “blind”, he only sees the “dumb”

- 
4. The “dumb” is facing the “lame”, but he can see both the “blind” and the “lame”
 5. Explain the rules: the “dumb” can show the “lame”, but should not talk to anyone; the “lame” speaks and explains to the “blind” where and how to go after the placed items, he must not turn back and look at the “blind”. He/she just has to look at the “dumb” and try to explain to the “blind” where to go. The “blind” listens to the “lame” and tries to find items placed on the floor, he/she can talk
 6. Without the “blind” seeing, the facilitator puts the items for lifting on the ground. All the teams should have the same number of items to lift and equal distances.
Attention! Teams are not allowed to pick up items in other team areas. Also, make sure that there are no other objects on the way of “blind”, this is important so as not to cause traumatic situations and fear for the “blind”
 7. The “blind” has to lift up items placed on the ground specified by the facilitator
 8. The “dumb” shows the “lame” where to go. The “lame” explains to the “blind” where to go. The “blind” tries to find and lift up all the placed items
 9. The facilitator carefully observes the work in teams
 10. When everyone has completed the task, the roles in the same groups change so that everyone tries all three roles

Evaluation

Do not impose the right answers and behaviours, ask open-ended questions and allow participants to speak, think, comment, come to their own thoughts and insights. Ask questions, for example, which “role” did you feel most comfortable in? Why? Which role did you dislike? Why? Who helped you? What bothered you? Who did you trust? Why? Which role was harder to trust? Why? Have you met a blind person in your life? Dumb people? People with a movement disorder? How did you feel? What did they do? Did they need help? Did you help? What did you think of him/her? What did you think of yourself? If there was a person with special needs in our class, how would you feel? Does he/she need help? Would you help? Why? Is he/she eligible to study in our school/class? Would it be easy for him/her to learn? In which subjects would he/she face difficulties? What is a person with special needs like? How do you feel about a person with special needs? Etc.

4. BUILDING UP YOUR OWN ENVIRONMENT AND TAKING RESPONSIBILITY FOR IT

Student environment is varied and very wide. It is not only the surrounding or conditions that the students live in, but rather it is the whole world that affects the students. From their physical surrounding (school, classroom, etc.) to the hidden curriculum (rules and regulations that they need to abide by), their lessons (the curriculum that they need to fulfil), and the different evaluation forms that they need to undergo in order to pass their school year and physically move to a higher class. For this, student involvement is very important. Their vision regarding their learning process and environment needs to be taken into consideration and respected, they need to be listened too and given a share on some decision making regarding their schooling. Through this, the students feel empowered and gain ownership for their learning and their success.

10 Characteristics of A Highly Effective Learning Environment¹⁶



1

The students ask the questions—good questions: many teachers force students to ask questions at the outset of units or lessons, often to no avail. Cliché questions that reflect little understanding of the content can discourage teachers from ‘allowing’ them. But the fact remains - if students cannot ask great questions - even as young as elementary school - something, somewhere is unplugged.



2

Questions are valued over answers: questions are more important than answers. So, it makes sense that if good questions should lead the learning, there would be value placed on these questions.



3

Ideas come from divergent sources: ideas for lessons, reading, tests, and projects - the fibre of formal learning - should come from a variety of sources. If they all come from narrow slivers of resources, you are at risk of being pulled way off in one direction (that may or may not be good).

¹⁶ <https://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/>



4

A variety of learning models are used: inquiry-based learning, project-based learning, direct instruction, peer-to-peer learning, school-to-school, eLearning, Mobile learning, the flipped classroom, and on and on - the possibilities are endless.



5

Classroom learning 'empties' into a connected community: in a highly-effective learning environment, learning does not need to be radically repackaged to make sense in the 'real world,' but starts and ends there. It has to leave the classroom because they do.



6

Learning is personalized by a variety of criteria: personalized learning is likely the future, but for now, the onus for routing students is almost entirely on the shoulders of the classroom teacher. This makes personalization - and even consistent differentiation - a challenge.



7

Assessment is persistent, authentic, transparent, and never punitive: assessment is just an (often ham-fisted) attempt to get at what a learner understands. The more infrequent, clinical, murky, or threatening it is, the more you are going to separate the 'good students' from the 'good thinkers.'



8

Criteria for success is balanced and transparent: students should not have to guess what 'success' in a highly-effective classroom looks like. It should also not be entirely weighted on 'participation,' assessment results, attitude, or other individual factors, but rather meaningfully melted into a cohesive framework that makes sense - not to you, your colleagues, or the expert book on your shelf, but the students themselves.

9

Learning habits are constantly modelled: cognitive, meta-cognitive, and behavioural ‘good stuff’ is constantly modelled. Curiosity, persistence, flexibility, priority, creativity, collaboration, revision, and even the classic Habits of Mind are all great places to start.

10

There are constant opportunities for practice: old thinking is revisited. Old errors are reflected on. Complex ideas are re-approached from new angles.

MASLOW and the MODERN Learning Environment

Self-actualization

Student agency,
purpose, fulfillment



Esteem

Play, collaboration, projects,
makerspaces



Belonging

School culture, inclusive
visuals, empathy, equity



Safety

Physical security,
data privacy



Physical Needs

Lighting, acoustics, accessibility,
temperature, movement



The six activities below do enhance student empowerment and participation, they train students to think, act, and take responsibility for one’s own decisions and actions.

Think Tank



Activity tested by LV, FR

Overview and objectives

This activity is a sort of simulation developing argumentation and discussion skills. It aims at raising students' awareness of the social and political issues of the context they live in, to make them active in decision-making processes and giving them the opportunity to be active citizens. This activity can be implemented to build a class or school social environment.

At the conclusion of this activity, participants will be able to:

- Debate among their peers on current topics
- Think about and make decisions
- Understand one's own responsibility for the group and for the community
- Use the knowledge gained in the lessons to improve argumentation and discussion skills by participating in group work and presenting to others



Comments & Tips

Facilitator:

The facilitator thinks in advance about the topics on which to focus the debate, they can be social issues and of collective interest.

Example of Agenda to be presented:

- Organization of a space for children in a peripheral area without green spaces
- Waste sorting without the necessary funds for door-to-door collection
- Involvement of young refugees in cultural activities in the city
- It is highly suggested to ask students to contribute to the debate with a topic they are more interested in
- Topics acquired in lessons

In the class there can be students who can easily look for solutions and students visualizing it. The creative side (drawings, preparation of presentations) of this activity motivates students who want to devote more time to the process of preparing a visual presentation.

After about 10 - 15 minutes, the positive dynamics of group-work begins. This is ensured by the time limit and the spirit of the competition - the best idea/suggestion.

Risk - work does not start immediately, warm-up is required. Also, the variety of topics can take time to consolidate ideas.

The activity can be organized in several equal size groups and students can choose which topics in the group they want to participate in.

According to one of the teachers' experience who used this method to talk about the cities of tomorrow, it allowed students to become more involved in the collective creation of ideas. There is a moment of learning together and from the experience of others. This allowed students to better understand the idea of the 'city of tomorrow', specific terminology and development issues.

The teacher has to support the process, not just transfer the knowledge.

The teacher was positively surprised by some of the solutions found and offered by the students.

A good method for planning school/classroom activities.

Participants:

Students can deepen into the topic which has to be discussed, in order to bring more information into the debate. Moreover, at the end of the activity, participants can systematically develop a document gathering all the solutions obtained and submit it to the head facilitator.

Step by step instructions

First version:

1. The class is divided into two groups. Each group sits on one side facing each other. The facilitator introduces him-/herself by saying that he/she is the president of the committee and chooses from each group three pupils who will form a jury that will be assigned the task of judging the decisions made by the different parties that will try to solve problems in the community by proposing solutions
2. Each group will have time to think about solutions to the proposed issues trying to be convincing and to propose a better idea than the other group
3. Papers and pens/markers/pencils are given to each group to create a poster/presentation on possible solutions
4. Two representatives from each group, democratically chosen, will present their solutions to all participants. Each pupil has 4 minutes to present his/her idea. At this stage, the jury will take notes and at the end of each explanation will have to ask questions that might highlight difficulties or problems to the proposed solutions and the group can respond.
5. After the proposals of each group, a debate will be held between the parties in order to confront each other and to further convince the judges that their proposal is better than the other
6. The jury, together with the president, will choose the most convincing proposals for each topic

N.B. If the class size is large, it can be divided into more groups.

Second version:

Students can be given a specific topic related to resource management (water, oil, soil, minerals, etc.). Students have to figure out possible resource management options to save the planet.

Third version:

Instead of jury or judges, the groups should try to “sell” their ideas to other groups. In this version, there is a wider discussion between the groups and at the end of the activity the students vote for the best idea/solution.



Evaluation

At the end of the activity, the following questions are used to evaluate the activity:

- What were the major difficulties in making decisions/looking for solutions?
- Did you feel responsible for the proposed choices?
- Did you find any behaviour unjust/ineffective?
- Do you think that the problems affecting your community/state/planet could be solved in this way?
- What is the decisive moment in the debates? Arguments? Speaker skills?
- What is important to you to make a decision by listening to the arguments of others?
- Demagoguery, populism, arguments, critical thinking... What are these terms?

Let's Have our Rules!



Group size

20-25



Group size

13-18



Duration

60 minutes



Relation to subjects

Politics and Law, Social Sciences, Global Education, Career Education, Class Meeting, Language Arts



Preparation

- Equipped classroom for group work
- Make sure there are free walls for posting, rating, voting
- Plan a constant place where the common agreements will be visible to everyone
- Use inspiring background music while working in groups



Materials

1. Piece of tape
2. Pens
3. Paper
4. Markers
5. Adhesive tape
6. Poster A2

Activity tested by FR

Overview and objectives

The aim of the activity is to involve students in the formation of their environment - by planning, organizing, and taking responsibility for the implementation of their class and school life.

At the conclusion of this activity, participants will be able to:

- Be aware of participation in their class and school life
- Understand the rights and duties of being in a group
- Develop discussion and decision-making skills
- Develop a sense of belonging and responsibility
- Raise awareness of the class and school life structure



Comments & Tips

If joint agreements are universal, they can also be proposed at school level.

The activity can be done at a school level, inviting all classes to develop ideas for a common school life. Then place the created posters on the school walls. Give students, educators, and technical staff time to vote. Later compile and develop common school rules.

N.B. Both classroom and common school rules apply to everyone. Also, to educators, technical staff, and parents. The final agreement is not long and with a lot of rules. Better some, but feasible.

The final rules must be easy to see and read. They need to be refreshed from time to time, discussed and debated.

You can also discuss what are the actions if someone does not follow these rules. For example - if a student is late for a lesson more than 2 minutes, class agrees he/she must squat 10 times and monitor if it is complied. The teacher also does this in case of delay.

Risk:

There is a risk that if we do not stick to the rules, students will quickly forget about the Classroom Agreement. It is important to keep it on a wall or the blackboard.

Step by step instructions

1. The facilitator informs that the class will develop common rules. The rules can also be formed in a specific subject as a mutual agreement on work and procedures, for which all parties (including the teacher) are responsible
2. The class is divided into groups of five, each group has a sheet A2 and markers
3. The facilitator defines the task and basic principles to set the rules (that they must be enforceable, realistic, acceptable to all, non-dignified, inclusive, equal, etc.) If desired, common principles can be jointly defined and written so that they are visible when creating rules
4. Each group has to define 3-5 rules
5. After each group has finalized its work, there will be a briefing about which rules to select
6. The facilitator can also use the idea bank's (Delphi Method) approach, where each working group puts their offers on the wall and students and the teacher can vote for the most important ones with a certain number of votes
7. Once all the selected rules were agreed upon by the classroom, pupils can hang it on the walls



Evaluation

At the end of the activity, the following questions are used to evaluate the activity:

- What were the major difficulties in making decisions?
- Did you feel responsible for the choices proposed?
- Did you explain the choices you offered to include in common rules? If yes, what were your arguments?
- Which jointly agreed points of agreement are you happy with? Why? Which ones you do not personally like or do not care about? Why?
- Are common spaces important? Why? Which rules that were chosen at the end you did not like?
- Is it necessary to change or complement the Agreement? Why?

The Alligator River Story



Group size

Not limited



Group size

15+



Duration

80 minutes (2 lessons)



Relation to subjects

Social Sciences, Ethics,
Literature, Language Arts,
Class Meeting, Career
Education, Global Education



Materials

For each participant (or group) 1
copy printed:

1. The Alligator River Story
2. Character Grid
3. Character Ranking


Activity tested by IT

Preparation

- The facilitator prints all the annexes for each participant (or group, depends on how the activity is organized)
- The facilitator prepares a classroom for work
- It is recommended that the facilitator reads the story but refrains from making his/her own judgment of the story characters, because he/she has to remain relatively impartial while moderating the discussions
- If needed, a quiet background music is played, especially for group discussions. If there are active and loud discussions, it is often possible to organize/limit the group work with the help of music - when you stop the music, the groups realize it is easier to talk than when it is up or the activity moves to the next phase

Overview and objectives

The well-known “Alligator river story” is an example of a moral/ethical dilemma. This game could be used with students from high school in order to present them the topic of responsibility as well as making them reflect on how one situation could influence certain behaviour and reactions. This activity also develops teamwork skills as well as rational thinking, debate, and presentation skills of the students.



This activity is focused on participant discussion, prioritizing, and consensus. During this activity, groups of participants must work collaboratively and make concessions in order to reach success.

At the conclusion of this activity, participants will be able to:

- Develop team-work skills
- Develop their rational thinking
- Enhance their debate and presentation skills
- Raise awareness on the relation between action and consequences
- Speak out and think about love and relationships

Comments & Tips

If there is enough time, Annex 2 (Character Grid) may also be given to each participant to cast their own vision and rank characters at the beginning of the activity. Ranking instruction in Annex 3.

Comment from a teacher (Italy):

The results of Phase 2 led us to a different Phase 3. The case revealed that one unexpected situation can negatively affect our actions, words, and reactions, especially when it comes to love and feelings. But what happens when we pause for a moment and reflect on what we have said and done? Are we ready to say, *“Sorry. I made a mistake”*?

So, the Phase 3 conversation was based on two songs:


Bruno Mars’s “When I Was Your Man”: www.youtube.com/watch?v=ekzHlouo8Q4,
The song with lyrics - www.youtube.com/watch?v=8WgP_NzXdd8

and Ed Sheeran’s “Perfect”: www.youtube.com/watch?v=2Vv-BfVoq4g
The song with lyrics - www.youtube.com/results?search_query=ed+sheeran+perfect+lyrics

Step by step instructions

Phase 1

1. Divide the class into groups of 3-5 each
2. Give each group member a copy of the Alligator River Story
3. Instruct the class to silently read their story or the facilitator reads the story loud. The text can be simultaneously shown on the board or a projector screen
4. Once everyone has read the story, instruct your groups to begin discussion and give them the Character Grid (Annex 2) to complete by reading them the first task from Annex 3 (Behaviour and Responsibility)

- 
5. Give the groups some time, and then warn them that time is almost up
 6. Give the groups a chance to rank the story characters by using the second task presented in Annex 3 (Character Ranking)
 7. Give the groups a chance to discuss their final choices
 8. Bring all the groups back together and have each group present their rank order as well as the reasons for their choice
 9. Discuss the differences between group ranking

Phase 2

1. Debrief the decision-making process within the groups
2. Ask them what values, attitudes, skills, or characteristics were necessary to use in order to rank their story characters
3. What compromises were reached?
4. What are the personal feelings after the joint group decision? Who do they agree with? Why? Disagree? Why?

Phase 3

Discuss the process used in this activity and its application to the real world and specific professions.

Evaluation

Evaluation can be considered as the 3rd Phase, as well. At the end of the activity, the following questions could be used for evaluation:

- Discuss the morality of this activity. Are such characters and cases possible in reality?
- How can decisions/actions/attitudes affect our lives and the lives of others? Correlation of actions and consequences. Can inaction also affect others/situations? Why?
- What is friendship? How can you recognize a true friendship? What is important for you when it comes to friendship?
- What is love? How does love manifest itself? How can true love be distinguished?
- How do you show care or attention to yourself/others? What do you expect from others? What do you give of yourself to others?

Annex 1 - Alligator River Story

“Once upon a time there was a woman named **Abigail** who was in love with a man named **Gregory**. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river that separated the two lovers was full of man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed away by a heavy storm the previous evening.

So, she went to ask **Sinbad**, a riverboat captain, to take her across. He said he would be glad to if she would agree to go to bed with him before he takes her across. She promptly refused and went to a friend named **Ivan** to explain her problem. Ivan did not want to be involved at all in the situation.

Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her amorous escapade in order to cross the river, Gregory kicked her out and told her that he doesn't want to see her again. Heartsick and dejected, Abigail turned to Slug (common friend of Gregory and her) and told him her sad story. Slug, feeling compassion for Abigail, found Gregory and beat him brutally. Abigail was happy to see Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.”

Annex 2 - Character Grid Annex 3

Character	Behaviour	Responsibility	Reasons
Abigail			
Gregory			
Ivan			
Sinbad			
Slug			

Annex 3

Behaviour and Responsibility

All five characters are listed in alphabetical order. Please, complete the Character Grid by defining what behaviour/actions each character has and what is the level of responsibility for a particular situation.

N.B.:

- You must listen while others talk
- You must not interrupt others
- You may not name call or say derogatory remarks about other's thoughts
- You must treat others with respect at all times
- You must reach consensus

Character Ranking

After reading this story, rank each character (1-5) according to their behaviour as well as their level of responsibility in this situation with 1 being the worse behaviour and 1 being the most responsible. Your ranking on the same character will not necessarily match. For example, you might rank one character a 2 on behaviour, but a 5 on responsibility. Very briefly note your reasons for ranking them in the order that you do.

N.B.:

- You must listen while others talk
- You must not interrupt others
- You may not name call or say derogatory remarks about other's thoughts
- You must treat others with respect at all times
- You must reach consensus

Mountain Peak



Overview and objectives


This activity helps to introduce the concept of short-term and long-term objectives. The aim of the activity is to define clear objectives for reaching a goal, as well as to train skills in setting short-term and long-term goals, action planning and implementation. The activity aims to promote understanding of the terms: short-term/long-term thinking, dream, goal, plan, needs, desires, wishes, responsibilities, etc.

At the conclusion of this activity, participants will be able to:

- Identify the differences between long-term and short-term thinking
- Develop planning skills and the ability to define goals
- Be aware of opportunities and risks (personal and outer) when reaching goals

Step by step instructions

1. Start the activity with a discussion on the terms: aims, dreams, desires, needs, wishes, planning, acting, to raise awareness on the topic and warm up. Terms can vary depending on the aim of the activity.
2. Give the students a blank piece of paper. Ask the students to think of a specific long-term goal each student would like to achieve and tell them to write down the goal. If students are not ready yet to define an exact goal, let them choose a dream or a wish for the future
3. Once everybody has done it, tell the students to think of the steps they need to take to accomplish the goal/dream

- 
4. After a few minutes of reflection provide the students with a copy of Annex 1 “Mountain Peak” and ask them to write down the steps they think they would have to undertake in order to achieve the goal/ make the wish come true
 5. Once the students have completed the task, ask everyone who is willing to present to the group his/her goal/wish and the steps to achieve it.

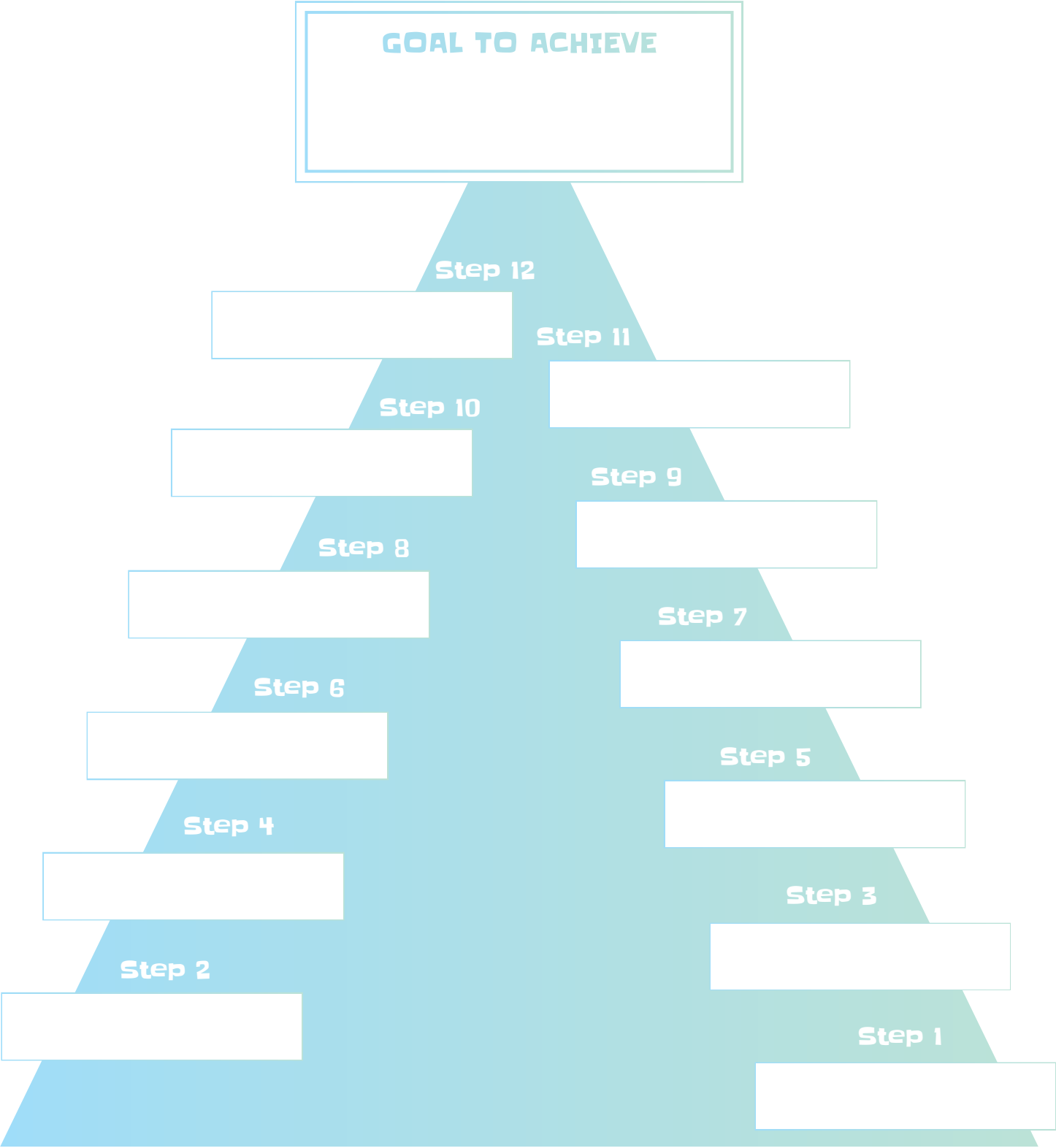
Evaluation

You might organize a one to one tutoring session with each of your students in order to review their goals and the steps they have set up to reach them. You could ask the students about the terms and details on how they plan to execute the steps foreseen. You can ask them how they will proceed in case some of the steps present difficulties. You should encourage the students to think of the possible plan (B) actions/steps in order to assure the achievement of the goal.

Let students reflect on such questions as:

- Why do I need dreams/goals and planning to achieve them?
- Is it important to be aware of my goals now and plan to achieve them? If yes. Why? If no. Why? When is the best time to plan?
- Which are my most important short-term or long-term goals? Why? How to make it easier for everyone to achieve their goals? What influences my dreams and life goals? Etc.

Annex 1 - Reaching the Goal



Annex 2 - For Inspiration

A

DREAM

written down with a date becomes a

GOAL

A goal broken down into steps becomes a

PLAN

A plan backed by

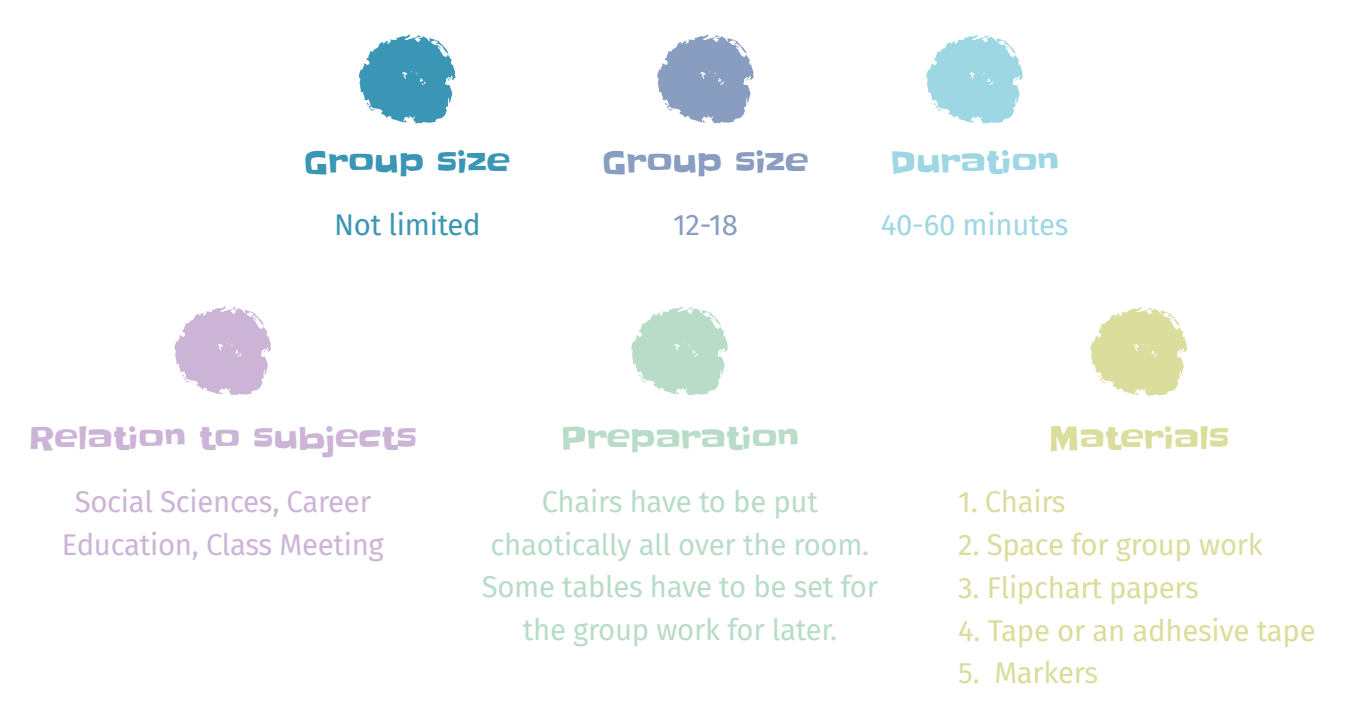
ACTION

makes your dreams a

REALITY



Let's Plan?



Overview and objectives

The aim of the activity is to allow students to go into and analyse a person's daily/weekly and life cycle. How, based on responsibilities and interests, a person's daily plan, workload, actions, future, life is formed.

At the conclusion of this activity, participants will be able to:


- Work in groups
- Get to know each other
- Find out more about students' life and daily workload at home and school
- Discuss time planning, what factors affect mood, energy, joy, etc.

Comments & Tips

Participants talk about the imaginative "man" in the third person; but taking into account their personal experience and examples.

Step by step instructions

1. After entering the room participants choose randomly a chair and sit down
2. The facilitator randomly divides the participants into groups
3. There is a flipchart and markers given to each group; each group draws a man on a paper
4. Each group sets the age, sex, name, interests, and other characteristic features of the man
5. The facilitator asks questions and groups agree on answers and write them down on a paper



Possible questions: What are his/her daily responsibilities? What factors affect his/her mood in a positive or negative way? What are his/her possible responsibilities in family and at school? What does he/she do in his/her free time? How/where/how long he/she relaxes and entertains, during what time of the day? What are his/her friends like? What do they do together? Etc.

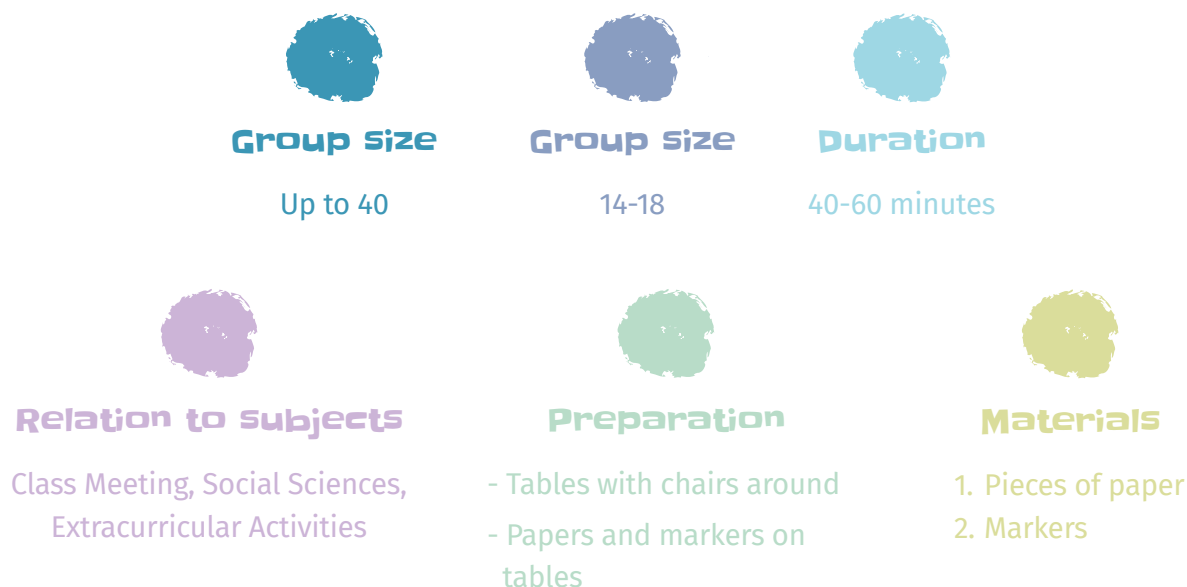
6. After answering the questions each group models a day and a week of the exact man taking into account responsibilities, interests, free time, etc.
7. Presentation – each group presents the man and his/her daily/weekly plan

Evaluation

During the presentation the facilitator is asking such questions as:

- What is the character of your imaginative wo-/man?
- What will he/she be like in 10-20 years?
- What is your wo-/man missing? What is too much?
- What can be done and organized in a different way?
- What can be changed in the man's daily rhythm to live a more calm, happier, more motivated, etc. life?
- What was the easiest and the most difficult points to agree on in the group?
- What are the preconditions for a happy life?

School Director (or Class Facilitator, Subject Facilitator depending on the situation)



Overview and objectives

This activity is divided into 3 parts: activating thinking process, simulation game, and discussion/evaluation.

Objectives of the method are to:

- Create conditions for students' active participation in the formation of their learning, classroom, school, physical, and emotional environment
- Find out youngsters' opinion regarding educational environment, what are the things that help or interfere their learning process
- Create a discussion on one's own responsibility towards life, school environment and investment in the learning process
- Train argumentation and analytical thinking

Comments & Tips

The facilitator has to be flexible and receptive to react and be able to help formulate ideas and thoughts. Probably the best solution is to invite a totally unknown person to be a facilitator, because it helps to reveal true ideas and revelations. The facilitator motivates students not to look for the easiest solution. Working in groups is most effective when there are 3-4 participants in a group.



Step by step instructions

1. All youngsters are divided into groups, preferably by using a particular activity
2. During the first 3-5 minutes the participants write at least 6 factors they like the best in school/class/subject
3. Each group agrees on the 3 most important factors and answers the question “why?” by writing at least 3 responses for each
4. The same process has to be done with factors they dislike in school/class/subject
5. Each group takes new pieces of paper and draws the school by discussing – what they would keep if they were a director or facilitator of the school and what they would change taking into account the things that were mentioned in the previous actions
6. Each group writes the rules of their dream school – what would strengthen the school life and solve the negative factors they mentioned before
7. Presentations
8. During presentations the facilitator groups all positive and negative aspects and ideas/ solutions on a flipchart paper.

Evaluation

After presentations there is evaluation and reflection carried out by discussing such questions as: what are the things we can start to do immediately and without any external help? What to start with? What help and support do we need? What am I personally ready to do and help with? Are the ideas and solutions real? Are they really needed?

5. THE IMPORTANCE OF EDUCATION AND MOTIVATION TO LEARN

Lack of awareness of the importance of education, raises several questions by the youth – why do I have to learn? Why am I here, at school? Why do I have to learn these subjects? With no clear career vision, Students are willing to earn money as early in their life as possible instead of pursuing their education. Due to poverty, many students have experience in part time jobs. They face emotional instabilities and problems with commitments to their schooling. They feel demotivated and have lost their will to carry on. They need to be inspired through activities and trainings and by figures that radiate leadership to help them overcome their situation.



What Is Education?¹⁷

Education means studying in order to obtain a deeper knowledge and understanding of a variety of subjects to be applied to daily life. Education is not limited to just knowledge from books, but can also be obtained through practical experiences outside of the classroom.

There are many different understandings and definitions of what education is, but one thing can be universally agreed upon, which is the importance of education — and here are 10 reasons why.

¹⁷ <https://www.uopeople.edu/blog/10-reasons-why-is-education-important/>



1

Provides Stability

Education provides stability in life, and it is something that no one can ever take away from you. By being well-educated and holding a college degree, you increase your chances for better career opportunities and open up new doors for yourself.



2

Provides Financial Security

On top of stability, education also provides financial security, especially in today's society. A good education tends to lead to a higher paying job, as well as provide you with the skills needed to get there.



3

Needed for Equality

In order for the entire world to really become equal, it needs to start with education. If everyone was provided with the same opportunities to education, then there would be less gaps between social classes. Everyone would be able to have an equal chance at higher paying jobs - not just those that are already well-off.



4

Allows for Self-Dependency

The importance of education is evident when it comes to being self-dependent. If we are well-educated, then it is something that belongs to us, and only us, allowing us to rely on no one else other than ourselves. It can allow you to not only be financially independent, but also to make your own choices.



5

Make Your Dreams Come True

If you can dream it, you can achieve it. An education is the most powerful weapon you can possibly have, and with it, you can make all your dreams come true. There are of course certain exceptions, depending on what you are aiming for, but generally an education will take you as far as you are willing to go.



6

A Safer World

Education is something that is not only needed on a personal level, but also on a global level, as it is something that keeps our world safe and makes it a more peaceful place. Education tends to teach people the difference between right and wrong; and can help people stay out of risky situations.



7

Confidence

Being self-confident is a major part of being successful in life. And what better way to gain that confidence than with an education? Your level of education is often considered a way to prove your knowledge, and it can give you the confidence to express your opinions and speak your mind.



8

A Part of Society

In today's society, having an education is considered a vital part of being accepted by those around you. Having an education is believed to make you a useful part of society and can make you feel like a contributing member as well.



9

Economic Growth at National Level

An educated society is crucial for economic growth. We need people to continue to learn and research in order to constantly stay innovative. Countries with higher literacy rates also tend to be in better economic situations. With a more educated population, more employment opportunities are opened.



10

Can Protect You

Education can protect you more than you know, not only on a financial level, but it can help prevent you from being taken advantage of by knowing how to read and write, such as knowing not to sign any bogus documents.

The six activities below are chosen to tackle all of these issues in a fun and easy going way with your students in the classroom.

Learning Together



Activity tested by LV, FR, IT, BG

Preparation

The room is arranged so that it is easy to work in several teams.

If necessary, before starting the activity, the facilitator can give the team a table template where students can write down their questions and answers. Depending on the purpose of the subject or activity, photos, texts, keywords, descriptions can be prepared in advance to learn the topic and mobile phones can be used to search for answers.

Overview and objectives

A team game to be implemented in the classroom to learn school subjects among students and facilitators. Can be performed in almost all school subjects providing active learning, participation and learning together.

At the conclusion of this activity, participants will be able:

- To develop and strengthen their teamwork skills in the classroom
- To strengthen knowledge and raise interest in new topics
- To take part in creation of the content of education, evaluate education process and develop criteria for the evaluation of the educational process

Comments & Tips

Facilitator:

- It is important that the groups are not too large. Best 3-4 students in a group. If the group is too large, it allows a student to be passive and not participate. But do not worry if it does, someone who is not actively involved in asking questions or finding answers will also hear what others are saying and answering and thus learn
- **Attention!** There are classes that find it difficult to agree on evaluation principles and points. Therefore, by knowing the students, the evaluation criteria and points can sometimes be offered by the activity leader, inviting the students to express comments, opinions and jointly agree on the principles and points of the final evaluation
- It is an appropriate method to review topics/subjects previously learned at the beginning of the school year or to review knowledge gained during the current year in preparation for final examinations
- The facilitator sometimes has to deal with those who cannot lose. These are situations that need to be considered when working with teenagers
- **Strengths:** very good involvement of some students who are usually passive, promotes team spirit
- **Weaknesses:** emotional outbursts connected with some students' desire to win

Participants:

- Student groups must be heterogeneous, students cannot choose their own group
- When preparing questions for another group on a given topic, make sure that the questioners know or have found the correct answers

Step by step instructions

1. Divide the class into teams preferably using a team-sharing activity to provide mixed teams (some tips for dividing the group into teams can be found in Annex 1)
2. Each team has to invent its title, the facilitator writes them down on a large sheet or whiteboard
3. Each group should write 4-6 questions about the given topic, subject or task defined by the activity leader. The number of questions for each team depends on the total number of teams. The more teams, the fewer questions to prepare
4. The questions will be handed over to another team, so make sure that the questions are written in a clear, legible, and specific way
5. Teams exchange questions and time is given to prepare answers
6. Before giving answers, the class agrees on the evaluation and its criteria
7. Teams one by one answer the questions received loudly, other students are listening. The team that prepared the questions then says whether the answer is correct, incorrect,

- or partially correct and how many points are given for each answer
8. Students themselves or the facilitator writes the points on a big sheet and the one who has the most points wins the game

Version:

Before starting the group work, each student has to invent a question and an answer according to the topic or task set by the facilitator. The facilitator splits the class into groups. The activity can start - each team asks questions to other teams.

Tips:

The activity can be used to acquire definitions and terminology, for example, in History lessons. In Annex 2 there are some examples of definitions, terms or historical personalities that can be given to students for setting a task and formulate a question. In the same way descriptive pictures with links to information can be used (Annex 3).

Evaluation

The following questions are used to evaluate the activity:

- What new did you learn? What did you revise and know before?
- How was it to work in a team? What caused difficulties and what was easy?
- What was your role in the team? To what extent were you involved in the activity?
- How did you agree on questions?
- What should be considered when formulating questions? Is it easy to form clear and plane questions?
- How did you agree on evaluation criteria in the class?
- Is it easy to evaluate others?

Annex 1 - Examples of dividing a class into teams

Complete the card

1. A paper card is cut into as many pieces as there should be participants in each team
2. There are as many cards as the teams planned, each team has a different (colour or drawing) card
3. The cut pieces of all the cards are mixed and put in a container, hat, or box
4. Each participant pulls out one piece and waits until all the participants have pulled theirs
5. The facilitator gives a command to complete the cards
6. When the cards are completed, the teams are formed

Performing in Silence

1. The facilitator says that from now on no one is allowed to talk anymore. No one talks, just listens to what the facilitator is saying.
2. The facilitator gives a task to stand in one line in alphabetical order according to the first letter of each participant's name
3. The facilitator must indicate the point where the line starts (letter A) and where it ends (letter Z)
4. If the first letters are the same, then the sequence is formed according to the second and third letters of the name
5. It is allowed to draw, show, bend, use hands or body, but you **MUST NOT SPEAK OR WHISPER**
6. To make the activity more exciting, you can set a time limit, for example: by counting to 15
7. When the line has been formed, check if everyone is in the place he/she should be
8. The facilitator, walking along the line, divides it into teams, the first four - one team, the second four - the other team, etc.
9. Alternatively you can give a task to form a line according to the birth dates, street number, mother's name, etc.

Annex 2 - A set of concepts/keywords

Topic “Authoritarianism in Europe. Totalitarian regimes”

- Dictatorship
- Authoritarianism
- Totalitarian regime
- Communism
- Fascism
- National Socialism (Nazism)
- Soviet Union
- Italy
- Germany
- Joseph Stalin
- Benito Mussolini
- Adolf Hitler
- First World War
- The global economic crisis

Annex 3 - An example of a set of pictures for History lesson



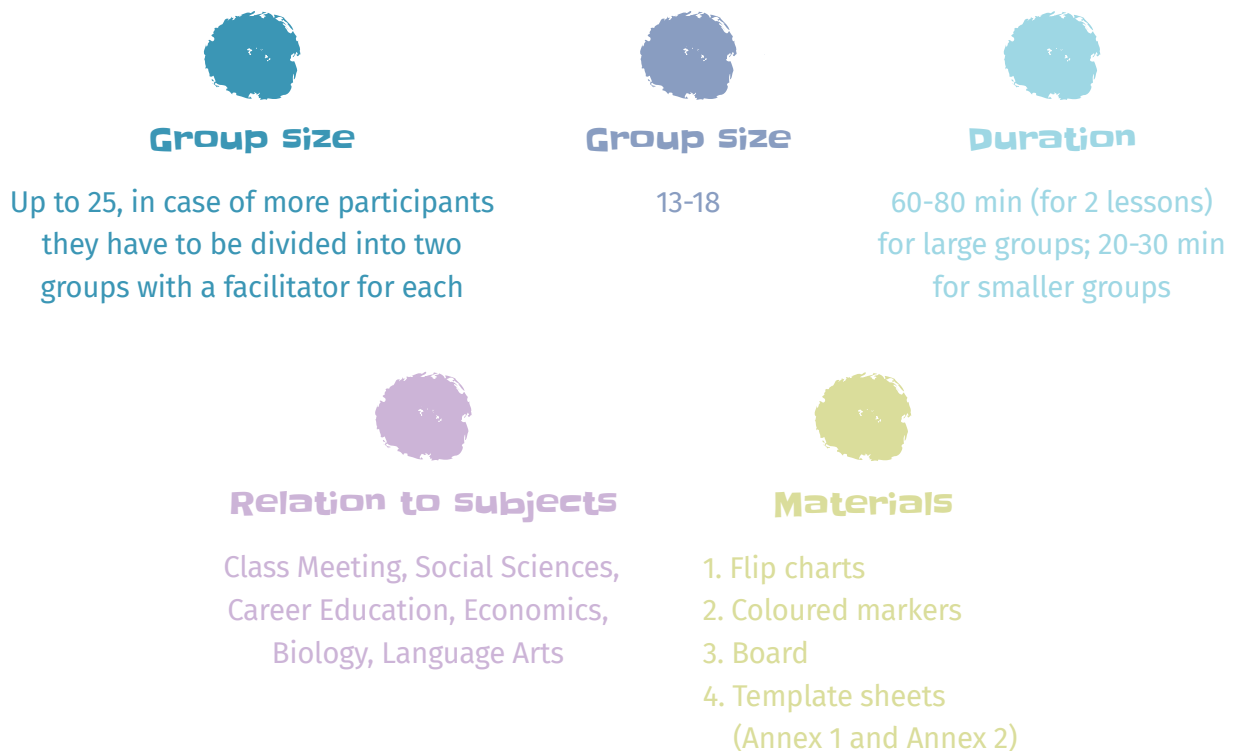
Primordial settlement (3400-2300 BC)





Neolithic ceramics

Carousel of Professions



Activity tested by LV, FR, IT

Preparation

A space to organize group work, not necessarily a classroom, it can be organized in the library, youth centre, etc.

The facilitator has to write down the following questions:

- What do I like/am I interested in?
- What professions are related to my hobbies?
- What do I need to know and be able to do in this profession?
- Which school subjects can it be acquired, developed in?

A version of questions for individual work:

- What do I like?
- What do I know?
- What do I need?
- What can be acquired in school?



Overview and objectives

Aim of the activity is to promote students' understanding of issues related to the role of school and education, why it is needed and useful.

At the conclusion of this activity, participants will be able:

- To develop awareness of connection between hobbies and possible future professions
- To be aware of which skills are unique regarding specific professions
- To develop cooperation and communication skills
- To accompany students in the progression of their learning and lead them to the construction of autonomy

Comments & Tips

Facilitator

- Overall knowledge of the professions, their links to the subjects and what skills and knowledge are needed
- Ability to improvise, listen, and ask open questions, initiate a discussion among young people
- This is an innovative way that differs from classic approaches of career education. It helps to build cooperation between students and openness regarding skills needed for different professions
- The strong side of the activity is students' cooperation and involvement of each student giving this activity a personal aspect of career education by identifying the future profession
- Younger students need extra support and advice to accomplish the task, especially when designating professions related to their hobbies or figuring out what skills and knowledge is needed. In this case a previously prepared list of skills, knowledge and professions is needed

Step by step instructions

1. Each participant should write his/her own hobby, leisure time activity, or interest
2. Based on these responses, participants are divided into groups. And the first task of the group is to find professions that are linked to these free time activities
3. Participants change the groups. N.B. One person remains in the group as a leader-owner of the group and keeps on working in the same group with the next participants
4. After changing the group, the next task follows - to find out and write down important things about these professions (e.g. working hours, salary, education, etc.)

5. When this task is completed, participants change the groups and answer the last question – which school subjects are related to these professions, which skills and knowledge you can acquire in the school in order to work in your profession
6. In the end – presentation of group work
7. The facilitator initiates a discussion and reflection

Alternatives

1. To save time, teams do not rotate around, but stay on one of their worksheets and look for answers to all questions
2. For younger students: division into groups can be arranged by choosing group mates by students themselves according to their friendship. Then the first question is to look for 1-2 common interests in the group. For example - a team of 3 guys (grades 5-6) agree that they all are interested in fast driving, racing
3. Students have time to develop only the first 2 parts. After listing disciplines, hobbies, leisure, and interests, students are invited to select only one item on their list
4. Based on their choices, students are divided into groups. At this point, the facilitator asks them to try to remember and write down everything they know about the chosen topic/subject/discipline/field. The facilitator uses various examples to explain the task. Once this second list is created, some students who want can share their stories and examples and tell everyone about some past life events in which they discovered/learned/clarified their current interests. Many interesting stories can appear.

Evaluation

Participants are asked to reflect on such questions:

- What new did I learn about professions and subjects?
- What did I learn about myself?
- What school subjects are already now important in order to transform my hobby into a profession?
- What surprised me?
- What else do I have to think about?

Annex 1 - Professions

Creative

Designer
Singer
Dressmaker
Filmmaker
Painter
Writer
Translator
Videographer
Jeweller
Actor/actress
Artist

Active lifestyle & environment

Army man
Sportsman
Forester
Builder
Carpenter
Farmer
Mechanic
Coach
Gardener

Science, Medicine and Math

Astronomer
Engineer
Doctor
Dentist
Electrician
Pharmacist
Pilot
Programmer
Surgeon
Architect

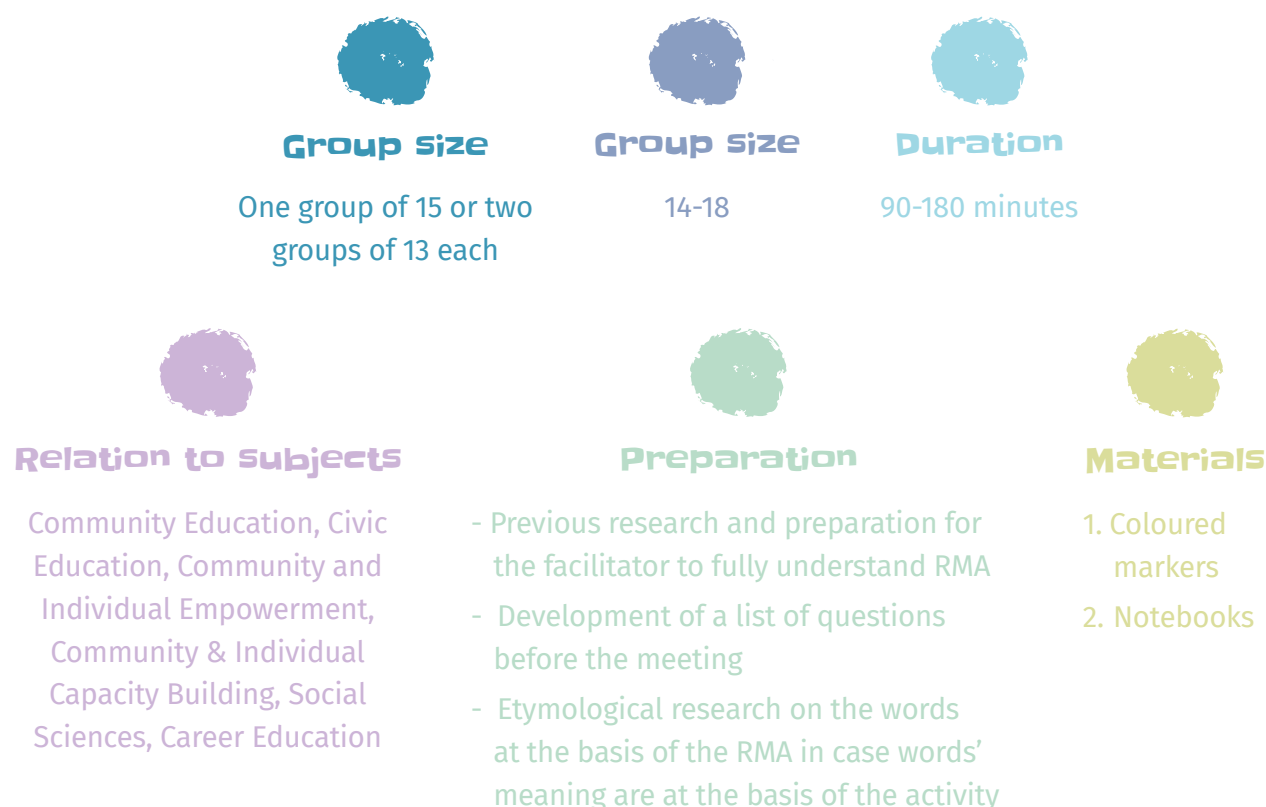
Services and public administration

Seller
Secretary
Project coordinator
Police officer
Cook
Accountant
Politician
Waiter/waitress
Teacher
Judge
Lawyer
Banker

Annex 2 - A list of skills

- Communication
- Language skills
- Analytic skills
- Sportive
- Leadership
- Able to work in a team
- Flexible
- Writing skills
- Creative
- Precise
- Negotiation
- Risk-taking
- Problem solving
- Presentation
- Management
- Planning
- Numeracy
- Critical thinking
- IT/Computer skills
- Decision-making
- Emphatic
- Dynamic

Reciprocal Maieutic Approach¹⁸



Overview and objectives

The Reciprocal Maieutic Approach (RMA) is a “popular self-analysis”, a process of collective exploration of possible problem solutions and alternative paths based on the experience and intuition of individuals, as theorized by Danilo Dolci.

In the RMA process, the action of “educating” is meant as the classical meaning of the Latin word “educere”, which means “to take out”. It aims to discover, resolve, decide, learn, design, think, and build together as well as to know oneself more deeply by fully valorising everyone’s contribution.

At the conclusion of this activity, participants will be able:

- To develop a sense of responsibility in the communities and individually
- To enhance active listening and cross-cultural communication

¹⁸ <https://en.danilodolci.org/reciprocalmaieutic/>

Comments & Tips

Facilitator:


- The facilitator should harmonize the group discussion in order to allow each learner to have a proper amount of time during each session, so that each one can express him-/herself on the issue
- It is important to put emphasis on real needs, interests, desires, and dreams of students first
- The facilitator should be capable of listening, summarizing, and giving feedback. In addition, he/she should be good at time keeping and at the same time allowing the time needed to express ideas
- It is useful to have a flipchart or a notebook to write down the diverse feedback and to record the outcomes of the sessions since RMA is used also as an assessment method

Participants:

Pupils can be prepared in advance about what RMA is.

Step by step instructions

1. Ask the group to sit in a circle so everyone has the same distance from the centre and can look at each other in the eyes
2. In the first meeting, ask students to introduce themselves in a personal way, or by simply describing their personal dreams
3. Afterwards, introduce the issue. Some examples of the question to be introduced can be: “What is the difference between “education” and “teaching”?”; “What is education according to your personal experience?”; “What is the difference between communication and transmission?”
4. Think about a question relevant to your subject or to your classroom. In some cases, students can be informed about the “question” in advance, in order to allow to deepen better the topics
5. Ask the students to speak and express their opinion freely. It is important that everybody listens actively to each other. You might also invite to silence students, and allow or even inspire moments of silence where people are not pressed to necessarily give some kind of answer, but rather to silently reflect on what they have just heard from other people, and then talk
6. You can intervene when appropriate and give your own contribution in order to enable true reciprocity, but without influencing the group discussion by expressing your personal opinion on the topic being discussed

- 
7. The sessions start from a general topic but then they can be used to discuss specific issues and find a shared common solution. A participatory plan based on each one's expertise should be one of the main results, together with the improvement of the communication and cooperation skills

Evaluation

- Close the session by summarizing
- Talk about the next meeting, when, at what time, and what about
- Ask a short evaluation from all the students about their personal experiences and about what they have learned within the group

Collage Your Learning - Mind Map



Overview and objectives

This activity helps students to understand their motivation for learning by identifying their passions and strengths, building on these ones for planning future learning.


At the conclusion of this activity, participants will be able:

- To figure out what they are passionate about
- To understand their personal needs, values, and purpose
- To learn how to use their unique strengths and skills in their education
- To learn how to express their purpose in a unique way
- To find out what their unique educational vision and purpose is

The activity can be implemented using the “mind map” method.

¹⁹ If computers are available, there are some free online tools to create digital mind-maps:

- <https://coggle.it/>
- <https://www.mindmup.com/>
- <https://www.mindmeister.com/it>



A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the centre of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.

In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions (see Annex 1)²⁰.

Comments & Tips

Facilitator:

Instructions need to be read carefully and a demonstration mind map needs to be created by the facilitator. In a particular activity description we provide an example about education, career, and learning motivation, but the activity can be adapted to any other topic. It is necessary to define the task of a topic (hobbies, interests, professions, etc.) before creating a mind map.

Step by step instructions

1. The facilitator presents Annex 1 and explains the aims of the activity
2. The facilitator presents to the students the steps on how to create a mind map
Seven steps to make a mind map:
 - Start from the centre of a blank page
 - Use an image or picture for your central idea
 - Use colours throughout
 - Connect your main branches to the central image and connect your second and third-level branches to the first and second levels, etc.
 - Make your branches curved rather than straight-lined
 - Use one key word per line
 - Use images throughout
3. The facilitator asks the students to prepare a collage mind map, using photos and text from magazines, which represents their individual strengths, personal values, motivation to learn, passions, and something that makes them unique

²⁰ More information: www.tonybuzan.com/about/mind-mapping/



The main points to reflect on are:

- Why do I learn = motivation
- Why do I like to learn = passions
- How do I learn = preferred learning modalities
- Who am I = self-awareness about one's learning history

Use an image or picture for your central idea

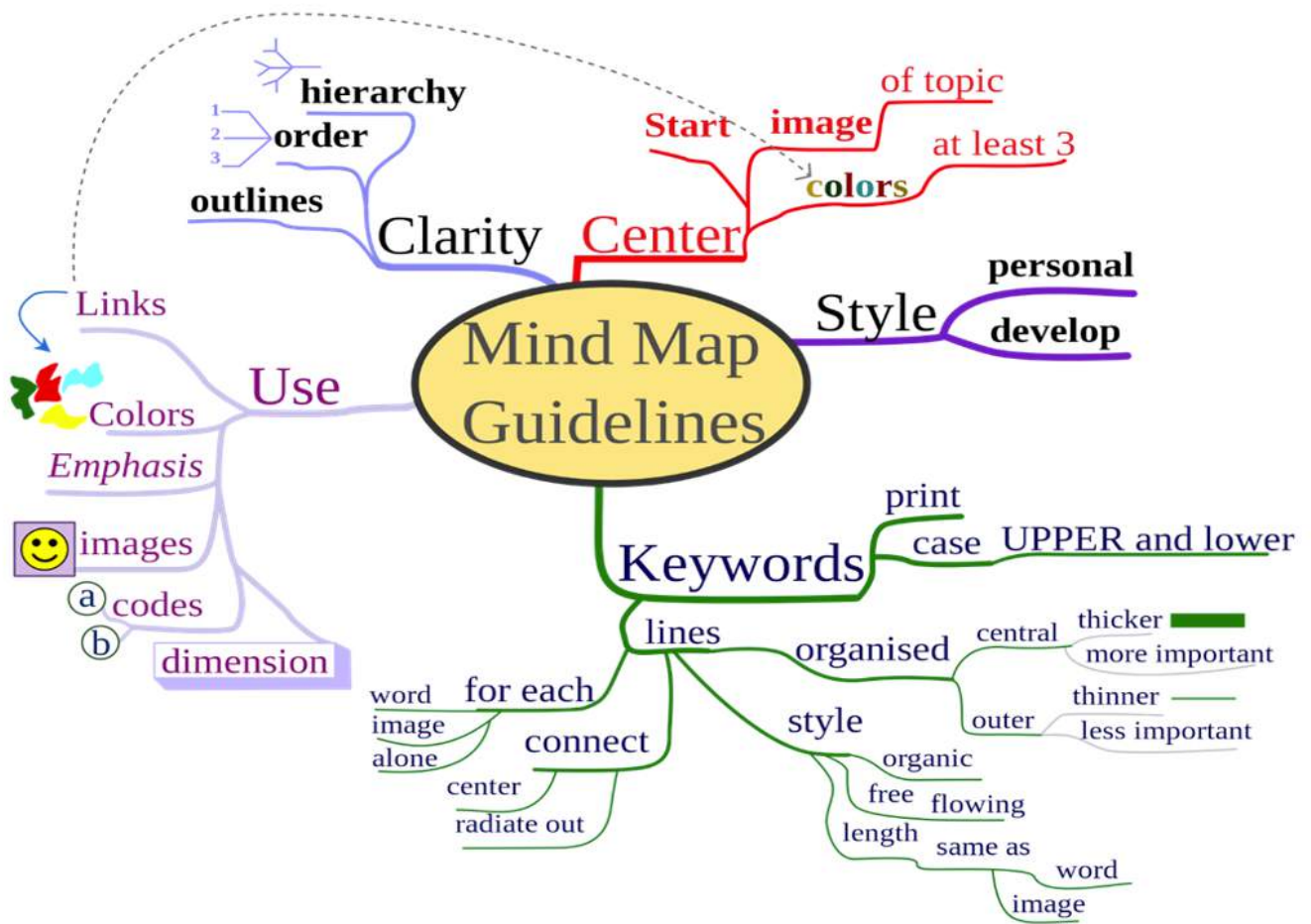
4. The facilitator gives the students 20-30 minutes to create their mind maps using as an example Annex 2 “Me as a learner”. The mind maps should be in a form of a collage, using photos and text from the magazines, which represents their individual strengths, personal values, motivation to learn, passions and something that makes them unique
5. When the students are ready, the facilitator invites them to present their mind map/ collage to the rest of the class

Evaluation

At the end of the activity the facilitator could organize a discussion with the class on the topic:

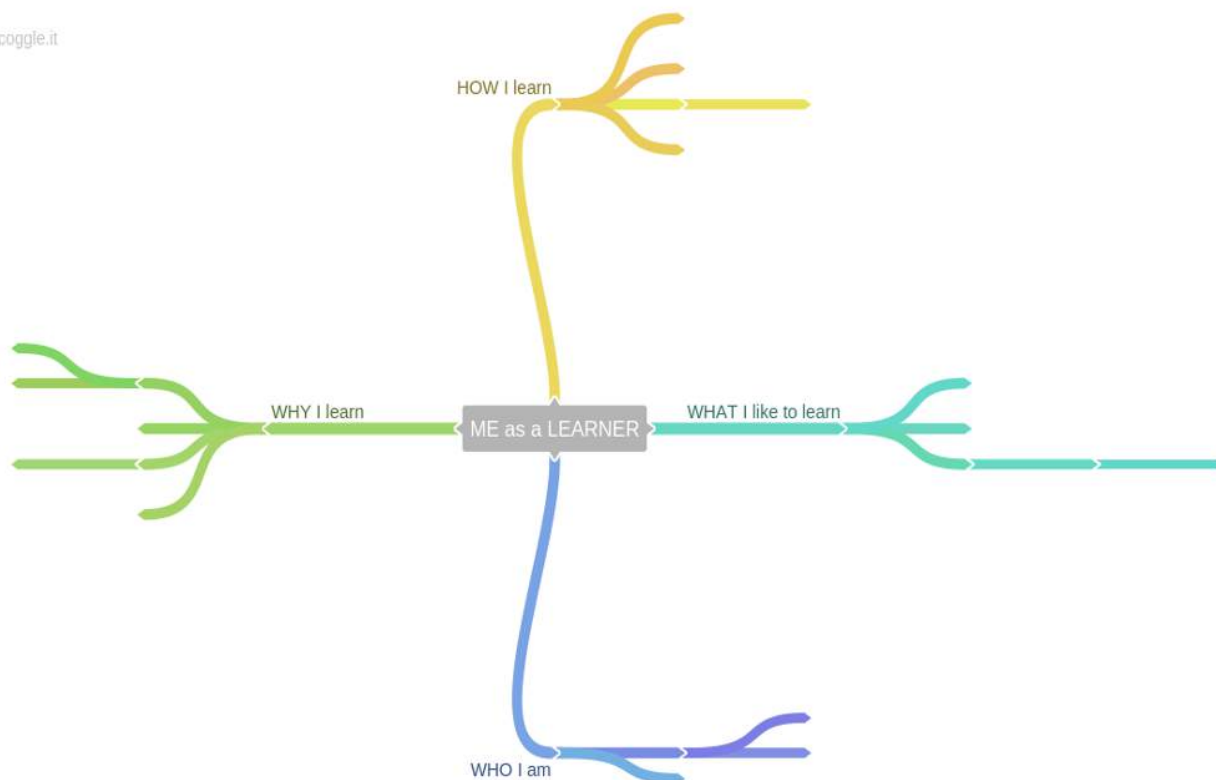
- Why is education and learning important?
- What motivates students to achieve better learning results?

Annex 1 - Mind Map example

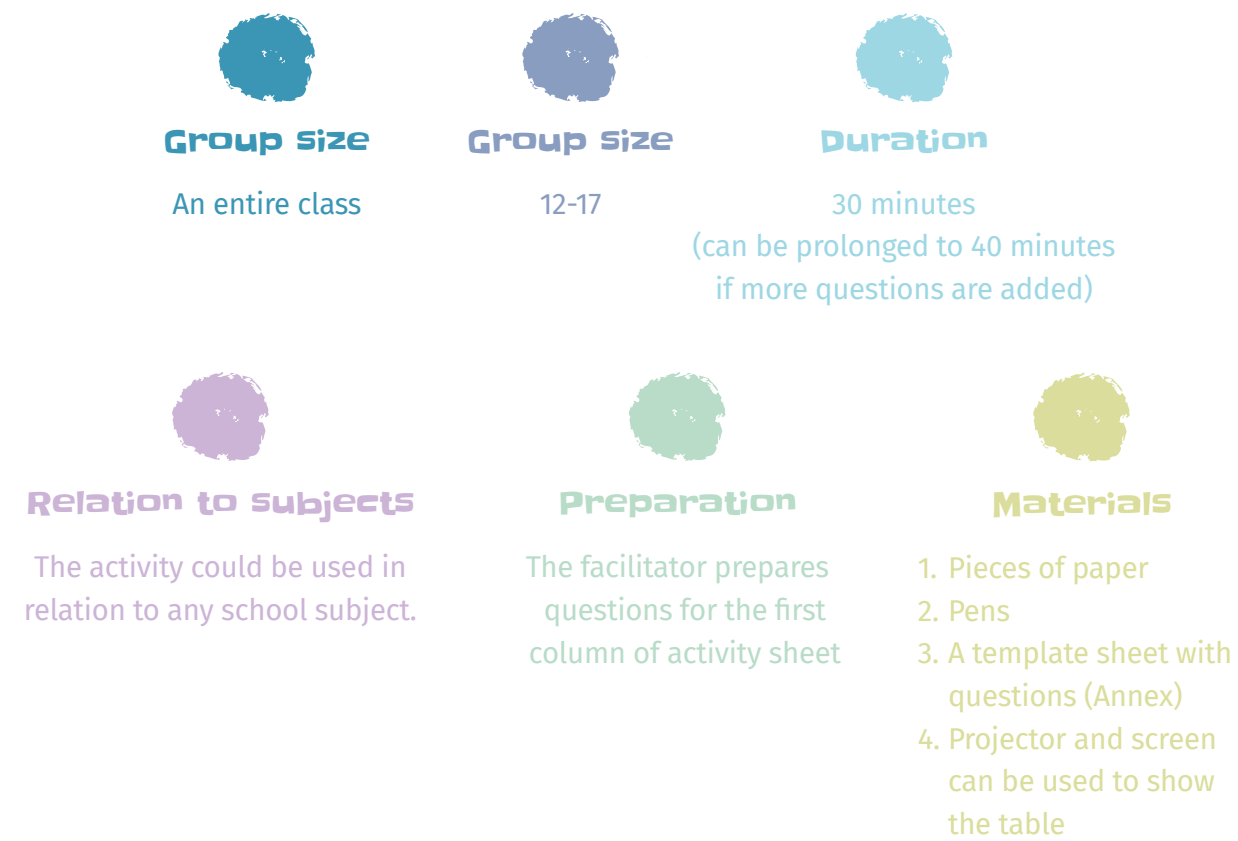


Annex 2 - Mind Map example “Me as a Learner”

coggle
made for free at coggle.it



Memory Card from Neuroscience



Activity tested by FR, BG

Overview and objectives

This activity is a simple method to help participants acquire school subjects. Can be used to inform parents about important aspects of school subjects.

At the conclusion of this activity, participants will be able:

- To acquire the subjects more easily
- To participate actively, concentrate and remember
- To improve skills to sort the most important information both working individually and in pairs

Comments & Tips

The activity can be performed online as well.

The first phase of the activity can require more time, do not rush the process!



Step by step instructions

1. An activity sheet with 3-column table is prepared by the facilitator and distributed
2. 1st column of questions is prepared by the facilitator on the essentials to know about the lesson
3. At first each student fills the second column about the potential answer alone by drawing the clue and then he/she meets with another student to share their reflections concerning the answer and fill in the third column together
4. Then facilitator will give the final correct answer
5. The form is filled in as the lesson progresses

The student reviews alone by hiding the last two columns and checks by looking at them.

Evaluation

The facilitators can evaluate this activity:

- By comparing scores before and after using this method
- Performance of learning their lesson faster
- Students' feedbacks using open questions

Revision sheet: France defeated and occupied. Vichy regime, collaboration, and resistance

Questions	Index (drawing the associations)	Answer
How is called the episode of the civilian population fleeing from the German advance?		The exodus
What happened on June 22nd, 1940 in France?		The armistice
What is France divided by?		The demarcation line
What is the national revolution?		Society and politics based on a return to old values
What is the militia?		Para-military organization in charge of tracking Jews and resistance fighters
What is the STO?		Source of mandatory work
Who is calling for resistance? When? Where from? Where?		General de Gaulle on June 15, 1940 from the BBC in London
Who structures the movements of inner resistance?		JEAN MOULIN (Moulin in French means 'windmill', that is why the student draws a windmill)
What are the actions of the resistance?		Sabotage - forged paper-propaganda - illegal press - armed struggle - intelligence

One World



Material

For inspiration

Google the words – how classrooms look around the world:

- <https://www.businessinsider.in/education/heres-what-classrooms-look-like-in-30-countries-around-the-world/slidelist/49187619.cms>
- <https://www.pinterest.com/pin/407083253815326300/>
- <https://www.youtube.com/watch?v=VYXQJEPUL3w>

Amount and quality of food families used to consume per week:

- <https://onedio.co/content/27-dramatic-photos-showing-what-families-eat-in-a-week-11270>
- <https://www.youtube.com/watch?v=yIk-VdZSrSY>

Toys for kids all over the world:

- <https://www.thisiscolossal.com/2018/06/toy-stories-gabriele-galimberti/>

The way to school all over the world:

- https://www.boredpanda.com/dangerous-journey-to-school/?utm_source=google&utm_medium=organic&utm_campaign=organic



Overview and objectives

Often, young people do not appreciate the things that are available to them in relation to education and everyday life. This activity shows different examples how educational processes are organized all over the world, and encourages discussions, reflections and opens different perspectives. It also provides knowledge about different realities and possibilities to compare and appreciate the opportunities that we have. Possible discussion topics: classrooms all over the world, the way to school, food for one week per family, a toy story.

This activity focuses on negotiation, discussion, evaluation, and analysis. In this activity, students should be invited to try to get into the skin and situation of other children and students in the world and think about what learning opportunities they do have.


Step by step instructions

1. Input regarding the topic – the global situation on educational process and availability. Provoke a discussion about the topic by asking: how do you feel today? Do you want to learn today? Yes/no - why? How do you evaluate a class/school/education system in your school/state?
2. Invite to watch video/materials about a chosen topic
3. After watching the video, ask to write notable and interesting facts on a piece of paper. This task can be completed in groups or pairs, as well. The facilitator can ask to think about possible political, economical, social situation in a particular state, what educational support and resources are available, is the education available for everyone
4. The facilitator asks each group to express their opinions one by one, others can comment or agree on a view
5. Then ask some more questions: what was surprising? What did you see? What were you thinking about while watching the materials? Ask to revise the opinion regarding the situation in their own state: what is the quality, diversity, availability of education in your own country? Is there an opportunity to learn for everyone?
6. Make conclusions: can a class agree on a common view? What is the opinion on education in one's own state? Why is it necessary to learn? What size is the most sufficient for a student to learn? Why?

Nuances for different topics:

The way to school all over the world

1. Questions should be given as an introduction of the topic: What time did you wake up? How did you get to the school? How long does it take you? What interesting or beautiful things did you noticed on the way?

- 
2. Watch video and photos; before watching remind to observe interesting facts and remarkable details
 3. After watching the materials initiate a discussion by keeping visible pictures from materials and ask questions: what did you see? Can you imagine the life of those students? What time did they wake up? What do they eat for breakfast (if eat)? How long do they spend traveling to school? Is it safe?

Amount and quality of food families used to consume per week

Issues to discuss: size of family and amount of food per member of the family, type of products, how healthy the food is, if they prepare it themselves, what is already semi-cooked, is there enough drinking water? How much money do they usually spend on food? What do parents do? How do they earn money? Do the children also work to provide food for the family? Do they go to school? How far is the school?

Toys for kids all over the world

Issues to discuss: what toys do kids have? How many? Why exactly these toys? What do the parents do? What are the interests of those kids? For example, there is a picture (Zambia) showing kids with sunglasses - the only toys kids have for now. Explain that kids got these “toys” when a box full of sunglasses fell out of a truck.

Evaluation

This activity is already based on conversations, discussions, and reflections. Remember there are no right or wrong answers in non-formal education. This activity is focused on conversation, discussion, trying to imagine/develop empathy for other students and children. How do they live? How do they study? It helps to raise awareness of different realities and by comparing realize that we often do not appreciate what is given to us or what one can do to reach what is missing.

6. LEARN TO SAY NO!

Learn to say NO!, is an important and difficult issue that many of us in general suffer from especially our target group of students. Many are afraid to say “No” because of the fear of rejection, disappointing someone, making them angry, hurting them, or appearing unkind and rude. Saying “No” is a challenge that many face and go through every day. It is a heavy burden to carry because with the urge to say “Yes” also comes lack of self-confidence and self-value.

It is an important and difficult issue experienced by all of us, especially when we work with our students. A lot of scholars write about the importance of receiving a “No” by educators. Instead, sometimes we underestimate the importance of childish opposition.

Saying “No” to children and adolescents helps their growth. Psychology stresses the importance of saying “No” in cognitive development. It is really important to oppose to teenagers during adolescence in order to make them identify and become autonomous. In fact, the worst consequence for us as educators who cannot say “No” is that also young people do not learn how to say “No”.


Why is it so hard to say “No”?

- **We want to help:** We confuse supposedly good behaviours with other supposedly negative ones. It seems that refusing to do something is rude and selfish, while accepting to do so is an act of kindness, generosity, and empathy.
- **Fear of rejection:** We want to be liked and not to be left out.
- **Respect to others:** Sometimes we just consider that a person does not deserve a “no” for an answer.
- **Fear of confrontation:** We want to avoid conflicts and keep a good environment. We do not want a relationship to suffer as a result of a negative response.
- **Sense of being guilty:** We often do not feel good after saying “no”. We are constantly blaming and punishing ourselves for that decision, even if it was perfectly reasonable.
- **Fear of losing opportunities:** We feel like, by saying “no” now, they will not offer us other things that we do like in the future.

Assertive communication

Assertiveness comes from the Latin verb *Asserere*, that is a characteristic of human behaviour that allows you to express your emotions and different points of view without attacking or offending.

Assertive communication refers to the ability to communicate effectively and honestly while maintaining good social relations. The possibility to express, without risk of dissatisfaction and feelings of guilt, desires, opinions, feelings in respect of one’s own person and the one of the interlocutor. That is associated with the possibility to say “No” without remorse.



Being able to say “No” is symptomatic of how much an individual knows how to assert his/her individuality, how to act without being influenced by others. Assertiveness and self-esteem are interconnected.

An assertive person is a person who has good self-esteem, who asks for the respect he/she deserves for him/herself, for his/her emotions and for his/her thoughts.

Assertiveness consists of:

- Recognizing and expressing one’s emotions
- Defending your rights
- Expressing one’s needs, preferences, desires, criticisms

In a specific way, which is:

- Honest
- Direct
- Adequate
- Respecting the rights and not the desires of others

The activities below might help many individuals especially students coming from difficult social-economic backgrounds and individuals that suffer from challenging peer situations at a recurrent basis.

Source of theoretical information:

[Why Do People Have a Hard Time with the Word “No”?](https://www.sandler.com/blog/why-do-people-have-a-hard-time-with-the-word-no/)

- <https://www.sandler.com/blog/why-do-people-have-a-hard-time-with-the-word-no/>

[This Is Why Saying ‘No’ Defines Who You Are. Because saying YES is so easy](https://medium.com/better-humans/this-is-why-saying-no-defines-who-you-are-a4ce991de12e)

- <https://medium.com/better-humans/this-is-why-saying-no-defines-who-you-are-a4ce991de12e>

[Why You Should Say No More Often, and How to Do So](https://facilethings.com/blog/en/say-no)

- <https://facilethings.com/blog/en/say-no>

Assertive Communication



Group size

20-25



Group size

14-18



Duration

60 minutes



Relation to subjects

Social Sciences, Career
Education, Class Meeting



Preparation

- Set up a circle of chairs in the classroom
- Give an activity sheet (Annex 1) to each pupil. On the sheet, each example of negative communication must be replaced with a solution of assertive communication.



Materials

1. Pieces of paper
2. Pens
3. Printed worksheets (Annex 1)

Activity tested by IT

Overview and objectives

This activity is based on the assumption that the person who recognizes his/her own rights and those of others is ready to listen to the point of view expressed by his/her interlocutor and to express their disagreement, while maintaining total respect for him/her. This leads to acceptance of negotiation as the main tool to deal with and resolve interpersonal conflicts that he/she will inevitably meet. Adopting an assertive communication aims at changing the rules of the game: no more conflict, but democratic confrontation of ideas.

The main objectives of this activity are to:

- Learn to use an assertive communication
- Understand what is important and what is not in your life
- Develop a positive approach in negative moments of your life
- Train conflict resolution and decision-making skills



Comments & Tips

The leader must be aware of the theory and approach of assertive communication.

The students themselves can invent some awkward situations they face and then look for solutions. You can also invite students to discuss in pairs.

Participants may have acquired knowledge of communication strategies, verbal and non-verbal communication and persuasive communication. The facilitator may suggest reading a specific article or something related to the topic before the lesson.

The facilitator can create a poster with “we say “No” to what hurts young people”. This can become one of the first of a list of slogans that pupils can show to the whole school as main result of this action.

Step by step instructions

1. The facilitator gives printed activity sheet (Annex 1) to each pupil
2. Each student will have time to answer the questions in an anonymous way
3. The facilitator invites students who want to start sharing their response examples of situations on by one
4. The facilitator initiates a discussion on moral and ethical dilemmas. For example, are there good and bad lies? Are we really lying when it comes to sparing a girlfriend and boyfriend, or is it okay?
5. One by one they take turns and read their answer to all class.

N.B. Remember that there are no right or wrong answers in negotiations about values and non-formal education. Everyone has the right to their own opinion. In particular, they have the right to express them. However, a good measurable tool is the question: are not we offending someone else with it? Is it respectful of yourself and others?

Version by a teacher from Italy:

Students were invited to work in pairs. Each pair read and filled out a worksheet. This part did not take much time. Then students were invited to play the negative situations and possible answers described in the worksheet. This made it easier for students to understand the meaning of assertive communication and made it easier for the teacher to explain the topic and avoid unnecessary rhetoric.



Evaluation

At the end of the activity, the following questions are used to evaluate the activity:

- What is important in your life?
- Why are not we able to say “no”?
- When saying “no”, is it possible to maintain respect for you and others?
- Can we figure out what we really want, like? Does it go in line with our values and attitudes? Do we know our “red lines” or situations, actions, and values that are totally unacceptable? Have we declared them to others?

Annex – Assertive Communication

Negative Situation	Assertive Communication
<ol style="list-style-type: none">1. You are comfortably lying on the couch watching for the first-time a movie you missed in the movies on TV when your phone rings. She is one of your best friends who calls you: in crisis for a few weeks with her boyfriend, she wants to hear you to let off steam and have your support. Surely, you want to listen to her and give her a hand but, at the same time, you are terribly sorry to miss once again the movie you cared about so much.2. Your parents ask you to help your uncle with a job that takes a few days, you should skip school for 3 days and just in those days you and your classmates must participate in a very interesting art workshop3. Your classmate always disturbs you and makes fun of you, you can no longer stand him, and no other companion tries to defend you4. Your best friend is always asking you to copy your English homework. He has problems with this subject and you want to help him, but for you it is not right to always copy the homework.	

In My Hand



Activity tested by LV

Overview and objectives


This activity gives the opportunity to bring out negative aspects of students' lives. Tiredness and fatigue, combined with commitments and responsibilities, rise a combination that is harmful to our health and learning effectiveness. The aim of this activity is learning to define negative emotions, fears and looking for a solution to deal with it. This activity shows the importance of talking about frustrating situations and finding solutions by sharing it with peers' experience.

The main objectives of this activity are to:

- Learn the importance of self-awareness/empathy for others
- Increase the ability to communicate effectively in interpersonal relationships
- Learn to deal with stress and emotions

Comments & Tips

The activity can be used by a psychologist, social educator or in class meetings to solve problems or conflicts. Fingertips can be adapted to the specific situation - solving a conflict or the opposite - expressing positive emotions. The facilitator must be both the leader of the activity and a participant. It is important to figure out when a support is needed for students who may be ashamed to express or explain their emotions.



Feeling the general mood of the class and the relationship between class members, the facilitators can ask to speak only those who want to express themselves. However, it would be good for everyone to speak at least about one of the “fingers”.

In older classes, it is better to do this in small groups or in pairs by creating common descriptions. This helps to avoid recognition of private and intimate situations. This reduces the risk that a student may then be ridiculed.

This activity can also be used for younger students even in kindergarten, by replacing writing with drawing.

Step by step instructions

1. The class is arranged in a circle
2. Each pupil puts his/her hand on a piece of paper and draws the shape of his/her hand.
3. In each of the fingers the students write:
 - in the pinkie “effort”
 - in the ring finger “sadness”
 - in the middle “anger”
 - in the index finger “fear”
 - in the thumb “worry”
4. Students write down personal examples or situations when facing these kinds of negative emotions
5. One by one the students (on a voluntary base) express what does it mean for him/her to experience each specific emotion and they also propose a way on how to deal with this negative emotion
6. In the end every piece of paper of the finger will be put in a bin, symbolizing the act of throwing away the negative feelings

Evaluation

At the end of the activity, the following questions are used to evaluate the activity:

- How did you feel when expressing your emotions to your peers?
- Was it easy to define your negative emotions?
- What were the things that made you reflect on?
- How was it listening to the experiences of others?
- What did you learn from the experience of others?

The Backpack of My Life



Group size

Not limited
Online activity:
up to 15 students



Group size

14-16



Duration

30-40 minutes



Relation to subjects

Class Meeting, Career Education,
Language Arts (for older
students), Psychology, Philosophy



Preparation

The facilitator should carefully read
the instructions in advance and to
familiarize with the method.

The activity should be performed in
a circle.

During the phase of thinking, self-
reflection and while completing
tables mild background music is
recommended



Materials

1. Paper sheets
2. Pens/pencils

Activity tested by BG, LV

Overview and objectives

The aim of this activity is to:

- Improve students' ability to recognize their emotions and reactions to people and situations in their own lives
- Develop empathy
- Understand the relation between causes and consequences
- Analyse situations, look for solutions, and "forgiveness" for personal insults

Comments & Tips

In foreign languages, this is recommended with older students, because due to lack of words, younger students switch to their mother tongue.



Attention!


This activity can cause a confusion and denial reaction at first, especially at questions 3 and 4. It takes time to warm up. Feedback and reflection afterwards is important to better understand the purpose of this activity.

It is necessary to foresee time for thinking. Especially when the facilitator invites students to share their examples. Do not hurry up the process, silence breaks are recommended.

It would be good if the facilitator also filled in the table and if necessary, could run the process by reading the examples first. The facilitator's personal stories often reduce fear and open the discussion mood.

Step by step instructions

1. Introduction of the topic, for example: "Each of us have our own "backpack" of life, which contains books written by us and other people, and events, which shape our lives, moods, emotions. Some books are very heavy and pull our shoulders down. Some stories are painful and full of resentment. The backpack is already full of heavy stones, but there is still a long way to go. It is up to us to review the content of our backpack. Today's task is to revise which books to leave behind and which can still travel with us."
2. The facilitator asks the students to fold a paper sheet four times in order to form 4 columns
3. The facilitator gives the following instruction: "In the first column you should write the names of 10 people with whom you are in touch at daily basis (parents, siblings, friends, classmates, facilitators, etc.)." Give some time to think about it
4. Next step is to write 1 or 2 statements in the second column that express resentment towards three of the people listed in the previous column
5. In the third column, students have to try to describe what they would like to do for those people in order not to feel resentment towards them. They have to be clear and precise
6. The fourth column corresponds to the recognition. The resentment and the requirements can be more significant for the person to whom you direct them if you try to see the positive aspects of their actions and appreciate the reasons for their behaviour
7. After students are finished with the task, they could be invited to read some examples to the rest of the group. It is important not to mention exact persons and names, because classmates or peers could be involved in those stories

- 
8. The facilitator could moderate a discussion on the topic if the students were able to express their feelings clearly and concisely

Version:

The activity can be arranged as a 5-step process, as shown in the Annex.

Evaluation

After the activity, the facilitator can ask the following questions for reflection:

- Have you changed your point of view towards a person you felt resentment after knowing his/her motivation and reasons to act in a particular way?
- Could your reasons and reaction be affected by your emotional state and mood at that moment? Could the situation change if you would react and act differently?
- Which of the 4 questions was the most difficult to complete? Why? Which was the easiest?

At the conclusion of the activity the facilitator mentions that resentment is a normal emotion that affects every human being. However, it is important to recognize this emotion and be aware of such difficult situations not to offend others.

Annex

Identification of the specific situation

--

My feelings

--

His/her feelings

--

My needs or values offended

--

His/her needs and values

--

Respond to an Accusation



Activity tested by BG

Overview and objectives

People can have different reactions to an accusation.: some avoid conflicts, some accelerate aggression. By knowing that, the facilitator can build a discussion by raising the awareness of peaceful conflict resolution. The aim of this activity is to:


- Raise the awareness on different conflict resolution methods
- Learn how to control and regulate emotions as well as behaviour in conflict situations
- Look for different solutions

Comments & Tips

The facilitator should not evaluate or correct students' answers. Students have to find the best conflict solution by themselves. Before giving the exact situation description, students can think on different conflict situations from their personal experience.

Step by step instructions

1. Each student takes a sheet of paper and a pen
2. In the classroom, the facilitator should read aloud the beginning of the following story:
"Mark walks very happily in the park, when suddenly he sees John coming to meet him. John has a very strange look on his face. Mark wonders what is happening to him. They approach and greet each other, but immediately John starts shouting. He says that Mark



has made him look very bad in front of the other kids in the neighbourhood, that he is a bad friend, and blames him for everything that happens to him. Then Mark..."

3. Once the story is read, each student should think how they would react in the situation Mark is in.
4. Then the students have to share their answers with the class
5. The facilitator classifies the answers into two groups: those that seek a peaceful solution and those that promote greater conflict

Evaluation

After grouping the answers the facilitator organizes a discussion as an evaluation of the activity by asking:

- How would the conflict escalate if aggressive solutions would be used in the situation resolution? What would happen with Mark and John afterwards?
- What would happen if peaceful methods would be put in practice? What would happen with Mark and John?
- What could be the reason why John is so angry at Mark? Is there an option that John misunderstood Mark? What was the mood and real reasons why John reacted so sharp?
- Have you had a similar situation in your life? Have you ever felt like Mark or opposite - have you misunderstood someone?
- What are the bright aspects of solving conflicts in a peaceful way?

How to Answer Differently!!!!



Up to 40



13-18



Up to 50 minutes



Language Arts, Literature,
Class Meeting



According to the number of groups, put together tables and chairs. On each table put an A3 sheet divided into two parts. On one side of the paper is written the word “Yes”, on the other - “No”. Then place three questions above the page.



1. Paper sheets
2. Markers
3. Prepared different kinds of questions
4. Tables
5. Chairs

Overview and objectives

At the conclusion of this activity, participants will be able to:

- Develop skills how to answer in open sentences
- Express their position without using “Yes” and “No” words
- Develop argumentation skills

Step by step instructions

1. The participants are divided into groups. In one group there can be 3-7 participants
2. All groups are simultaneously told the rules and principles of the activity
3. Each group chooses the table at which they start their activity
4. On top of the table there are three questions placed. Every group needs to write down three answers for each question. Three answers for “No” and three for “Yes”, but they cannot use the words “Yes” or “No”
5. When the group has finished answering the questions, groups change the place. When you change tables, the answers must not be repeated
6. The facilitator asks to summarize the questions written on the flipcharts, whether by returning at the initial table or staying at the table where the last answers were written
7. At the end of the activity each group shares the results of the activity



Evaluation

In conclusion the facilitator can have a discussion:

- Does thinking about different types of responses cause any difficulties?
- What is the most easy and correct way to answer to questions?
- How often do you use this kind of answers?
- How much does it affect you if someone answers you by just saying “Yes” or “No”?
- What did you learn when reading or listening to the answers of others?

CONCLUSIONS

The need for a paradigm shift in education is a global issue. Until now, all too often a good education has been treated as knowing a lot, not as education aimed at understanding the essence (meaning) and being able to use knowledge. The OECD report on education policies for the 21st century emphasizes that students will need to be able to apply knowledge in a real-life context, be prepared to take responsibility for their own lifelong learning²¹.

This catalogue can help you to update topics regarding each student's role and responsibility, building one's own life and being aware of actions in context of class, school, society and the world.


We encourage the use and integration of active learning methods in creating school environment and learning process by discussions, cooperative learning, analysis of specific situations, role play, simulation games, team work, "learning by doing", project work, etc. This catalogue brings together a variety of active learning methods that are certainly not the only and "best" ones but can serve as a platform for inspiration and new creative ideas.

One of the characteristics of non-formal education is flexibility. You are welcome to use the methods in a creative and flexible way, adapted to the real needs of each school and class. Perceive this material as an alternative tool to diversify learning and educational process. Comments and tips included in the catalogue can differ from your own experience and reality. Thus, we invite you to adapt and customize the activities to your own needs and the aim to be achieved.

We remind you that the activities offered are based on the principles of active and non-formal learning, so before carrying out any of them, make sure you feel comfortable leading the activity and analyse whether the class already has experience and skills to work in a circle or team activities or discussion. It may be more effective at first to use these methods in classroom life and team building, adaptation or project weeks, career training events or out-of-class work. Only then gradually integrate them into the education process.

We do not promise or guarantee that these methods will solve everyday problems in working with young people at risk of ESL and will reduce early school leaving. On the other hand, they are an alternative way to create a different learning environment, providing flexibility in the learning process, providing active learning, immersive learning, collaboration and learning from each other, providing feedback and reflection among students, reducing the crack between the "right", "good" or "bad".

21 www.siic.lu.lv/fileadmin/user_upload/lu_portal/projekti/siic/Kolektiva_monografija/Macisanas_Lietpratibai.pdf



It is important to realize that the role of the teacher is changing. Educator is not a transferor of facts and knowledge anymore. Teacher is a creator of an educational environment where students learn by themselves, cooperating with peers and teacher - as a support person and process facilitator. As well as, in cooperation with other classes, teachers, school administration, thus creating the physical, emotional, and content framework of their class and school, allowing everyone to actively participate and get involved.

In order for you and your school teachers to feel more comfortable in implementing these activities in your daily work, you are welcome to contact the partner organizations of the project “DROP’IN”. You can attract specialists to train teachers to learn the methods included in this catalogue:

1. France - **“Pistes Solidaires”**, Mathieu Decq, contact@pistes-solidaires.fr
2. Latvia – **non-formal education trainer** Anita Birzniece, birznieceanita@gmail.com
3. Bulgaria - **“Know and Can association”**, Rumyana Shalamanova, rumyshalamanova@gmail.com
4. Italy – **CSC Danilo Dolci**, Alberto Biondo, alberto.biondo@danilodoici.org



www.drop-in.eu

pistes solidaires



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Co-funded by the
Erasmus+ Programme
of the European Union

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