

Publication for youth workers,
teachers and trainers

Contents



About the project Together for changes.....3

How to integrate a group?.....4

Getting to know each other.....4

Energizers.....5

Games with Klanza.....6

How to motivate?.....8

SMART Goals.....10

GROW model.....13

Activities.....16

How to tell a story and why?.....24

The hero's journey.....24

Elevator's pitch.....25

Five photos' story.....26

How to deal with a bias?.....29

Projects results, evaluation.....34

About partner organisations.....39



This publication includes training materials prepared by trainers and volunteers from Association Q Zmianom, Associazione La Stazione and Association for Development, Education and Labour.

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Changing lives. Opening minds.



LA STAZIONE



About the project Together for changes

The aim of the project “**Together for changes**” was the exchange of experiences and know-how in the field of working with youth, enhancing competences of youth workers and intercultural integration between organisations working with youth in different countries.

The main activity was a **training course** prepared jointly by all three partner organisations: **Association Q Zmianom** (Poland, leader organisation), **Associazione La Stazione** (Italy) and **Association for Development, Education and Labour A.D.E.L.** (Slovakia). A 6-day training course was organised in Gambassi Terme (Italy) for 15 participants (5 people from each organisation). During the training course, local youth workers and volunteers who were interested in the project also joined participants in their activities.

Each partner organisation prepared one day of workshops to show and teach other participants their methods of working with youth. Trainers from Poland lead workshops **Motivation & Communication**: How to set and achieve goals?; Practical motivation techniques; Role of Communication in Motivation. Italian trainers prepared group activities presenting **Story telling as a tool**: The heroes journey game; How to use narrations in working with groups? They also lead group discussion **about working with NEETs** – young adults who are Not in Education, Employment or Training. Finally Slovakian youth workers shared their knowledge and skills by preparing **Anti-bias workshops**.

Training course ended with feedback sessions, evaluation and summary of the course, along with discussing ideas for future cooperation and partnership within other Erasmus+ projects.

As a **follow-up** we prepared trainings for co-workers that didn't participate in the mobility. Follow-up workshops were organized at each organisation independently.

Another follow-up activity is **this publication**. We address it to all trainers, teachers and youth workers who want to include some new methods to their every day work with groups of youth and individuals. Activities presented in the publication were selected from those experienced by us during the mobility. We consider them to be good practices, worth sharing with you. Enjoy!

In case of any questions or if you are interested in future cooperation, please contact project coordinators:

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How to integrate a group?

Here are some ideas that we recommend to use if you want to integrate a group of individuals who will then work together in cooperation. That was the case during training course Together for changes and the activities presented here did the trick 😊 First, we present games useful for **getting to know each other** – to know and remember names, find out more about other person. Then, we propose some **energizers** – energetic activities to use when we want to raise Energy in the group and to break the ice at the beginning of the workshops. Finally, there are examples of using **Klanza** – colorful sheet made from durable fabric. Those games are especially welcome by youngest groups, but grown-ups also find them

Getting to know each other

Train

Time: 10 min

Goal: remember names in the group

Materials: -

Instruction: This is a game to remember our names. I hope that everybody knows the game: paper, rock and scissors. If not, I will explain: In pairs we will be showing one gesture: rock, paper or scissors and we will do this at the same time to see, who wins. Rock wins with scissors, scissors wins with paper and paper wins with rock.

So, first of all, we will be playing in pairs. The person who wins become a first car of the train and the one that lost the game will be the second car. The train will go around the room and shout the name of the first person (first car). If one train meets another, people who are first cars in their trains play the game once more, and again the winner is leading the train and people who lost attach to the winner train.

Remember that everybody from that train shout the name of the first person. We will be playing the game till there will be only one big train and one name shouted out!



Marianna's flower

Time: 20-30 min

Goal: better knowledge about other people

Materials: flipchart sheets

Instruction: Divide the group into 4-5 people groups, give them a piece of paper, colored pens and say, that they must draw a flower. Flower must have as many petals as there are people in the group. In the petals of the flower, each participant describes himself (skills, features characters, hobby). In the center of the flower participants can fill everything they have in common. Next, each group presents its flower.



Energizers

I like to move it!

Time: 5 min

Goal: to energize the group, break the ice

Materials: energetic music, e.g. „I like to move it!“ (Madagascar)

Instruction: This is a little physical exercise to wake you up and warm you up. Stand in a circle. I will turn the music on and we will be dancing :) One person starts by showing the move and everybody will do the same. He/she can change moves. If the person do not want to lead the dancing any more, then she/he looks significantly (makes a sing) at the other person and then the chosen person continues leading the moves. Excersie ends with the end of the song or after every person lead at least once.

Samurai

Time: 5 min

Goal: to energize the group, break the ice

Materials: -

Instruction: Stand in a circle. Now there will be an activity to energize and concentrate us which is called "samurai". One person is a samurai and he/she begins. The samurai takes his sword up and says "hi", then 2 people who stand next to samurai turn to each other and take the sword down saying "ha", and then samurai with his sword points at any person in the circle saying "ho" and that person is the samurai now. Sequence of moves is repeated. The faster the moves will be , the more energy appears in group!

Chairs

Time: 15 min

Goal: to rise energy and concentration in group; the activity may also be an introduction to the workshops about motivation and communication

Materials: 1 chair

Instruction: In this game participants form a circle. We put a chair in the middle of the circle and one volunteer sits on this chair. The other person will have a special task. You have to convince person on the chair to stand up from this chair and make this place free for you. You can use your imagination and play some roles, it depends on you. You cannot touch the person on the chair but you can use any arguments that you want. The person on the chair decide if she/he wants to stand up or not. It depends on him/her, but try to follow the role and react.

Debriefing: Group discussion: What arguments have helped you to convince person on the chair?

What arguments were the most effective?

Why did you think that this arguments would work?



Games with Klanza

Klanza is the colorful sheet made from durable fabric. It can be used for games during workshops, events and animations. It is a useful tool to play and work with children, youth and adults. The games, where Klanza sheet can be engaged, concern cooperation, integration, perceptiveness or raising group energy.

Curtain

Time: 10 min

Goal: better remember each others names

Materials: Klanza

Instruction: In this game two people are engaged to moving the curtain. The other participants are divided on two teams. Klanza sheet is keeping by two people as a curtain and the teams stand in both its sides. Each team have to choose one person who stand near the curtain. Then everybody count to 3 and after this the curtain is going down. Two people standing near the curtain have to say the opponents name as soon as possible. This one who say correct name first get the point for his/her team.



Colors

Time: 5 min

Goal: to energize, integration

Materials: Klanza

Instruction: The participants go around holding a sheet in their hands. Everyone has her/his own color. When the leader calls out two colors the participants have to change places, e.g. green and yellow. Upon hearing the words "all colors" participants hide under the sheet.

Peek-a-boo

Time: 10 min

Goal: integration

Materials: Klanza

Instruction: Everybody keep the Klanza and close their eyes. Meanwhile the leader choose a few people and silently touch their shoulder. Chosen people hide themselves under the sheet. The task for the other participants is to guess who is hidden.

Popcorn

Time: 10 min

Goal: to energize

Materials: Klanza

Instruction: Everybody keep the Klanza and close their eyes. Meanwhile the leader choose a few people and silently touch their shoulder. Chosen people hide themselves under the sheet. The task for the other participants is to guess who is hidden.

Ping-pong

Time: 10 min

Goal: better cooperation

Materials: Klanza

Instruction: The participants standing around the sheet keeping it by hands. They are divided in two teams. The arbiter put a ball on the sheet, and the aim of each team is to throw out the ball from the sheet on the side of opponents.

Games with Klanza

Hunting

Time: 10 min

Goal: better remember each others names

Materials: Klanza

Instruction: A volunteer sit under the sheet and put his/her hand out throw the hole in the center of the sheet. His/ her aim is to catch the ball which is on the sheet. The other participants shake the sheet to preclude catching the ball.



Golf

Time: 10 min

Goal:

Materials: Klanza

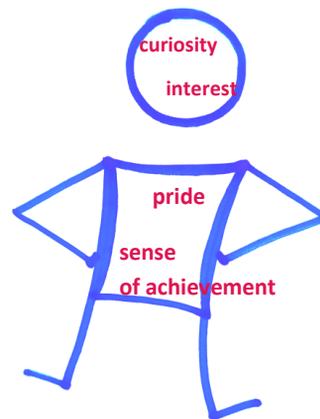
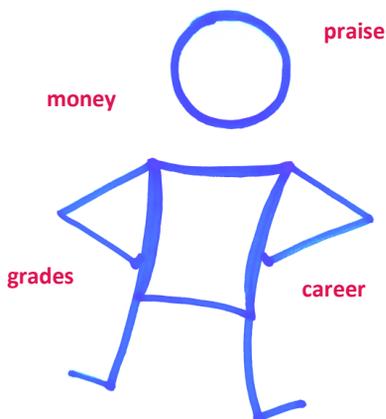
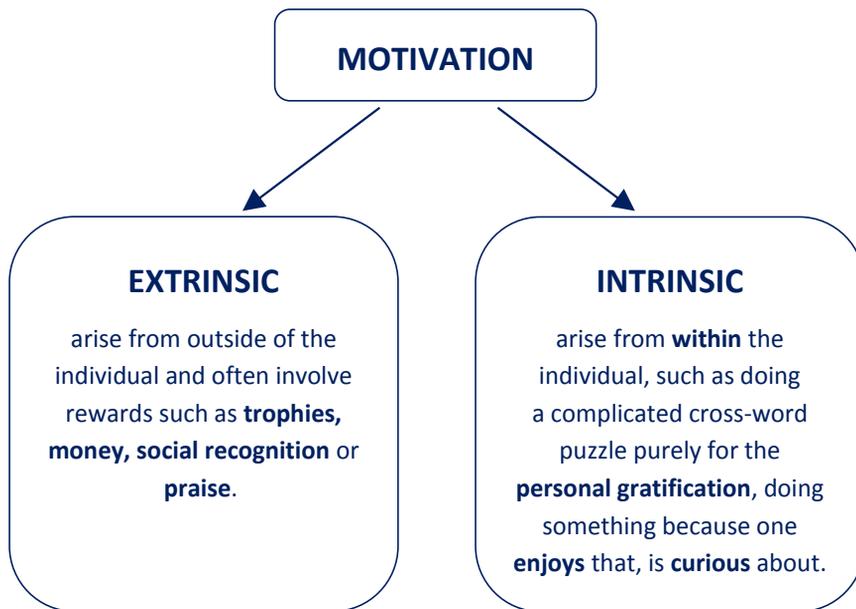
Instruction: The participants standing around the sheet keeping it by hands. The leader put a ball on the sheet. The aim of the participants is to move the sheet till the ball reach the hole in the center of the sheet.



How to motivate?

This part of publication is focused on Motivation & Communication in working with youth. Below we present some theoretical basis, after that you'll find examples of practical activities to lead in group and/ or with individuals. Part of activities comes with training materials, also included in this publication.

The term "motivation" come from the Latin word "movere" which means "to move", "to energize", "to activate". What is motivation? It is the process that initiates, guides and maintains goal-oriented behaviour. Motivation is the **force that causes us to act**. It is an answer to the question **WHY** the person is doing something.



How to motivate?

What influences motivation?



HOW TO SET A GOAL?

If you want to set a goal that is motivating and possible to achieve, you should make it SMART. It is the technique that gives criteria to guide in the setting objectives, e.g. in personal development, project management, job coaching or in the mentoring.

- SPECIFIC** – make your goal focused and concrete;
- MEASURABLE** – have clear evidence that you have accomplished the goal;
- ATTAINABLE** – make the goal realistic and possible to accomplish;
- RELEVANT** – set a goal that is important and worthwhile for you;
- TIMELY** – set some deadlines for your goal.



How to motivate?

SMART Goals

Here are some tips on how to make your goal **SMART**:

SPECIFIC

Your goal should be focused and clearly defined. Specific goals are more likely to become accomplished than general goals.

Useful questions:

- ✓ Who,
- ✓ What,
- ✓ When,
- ✓ Where,
- ✓ Which,
- ✓ Why?

Who is involved? What do I want to achieve? Where will it take place?

When will this happen? Which requirements and constraints will be important? Why am I setting this goal?

"I want to lose weight" => "I want to lose 20 pounds in next two months"

MEASURABLE

It is important to define goals with concrete criteria for measuring progress. You should have clear evidence that you have accomplished the goal.

Useful questions:

- ✓ How much?
- ✓ How many?

How will I know when it is accomplished?

"I want to learn English" => "I want to learn 1 new English word every day"

ATTAINABLE

Motivating goal should be possible to accomplish. Think whether the goal is really acceptable and important to you.

Useful questions:

- ✓ How can the goal be accomplished?
- ✓ How realistic is the goal based on the circumstances of this situation?

How to motivate?

SMART Goals

RELEVANT

Motivating goals have to be important and worthwhile for you. Think if the goal is relevant to your life's reality.

Useful questions:

- ✓ Why do you want to reach this goal?
- ✓ Does this match our other efforts/needs?
- ✓ Is this the right time?

TIMELY

It is important to ground a goal within a time frame. You should set some deadlines, but remember to keep the timeline realistic. Setting a deadline reinforces the seriousness of the goal in your mind and motivates you to take the action.

Useful questions:

- ✓ When?
- ✓ What can I do six weeks/months from now?
- ✓ What can I do today?

"I will lose weight." => "I will lose 5 kilograms by the end of the month."

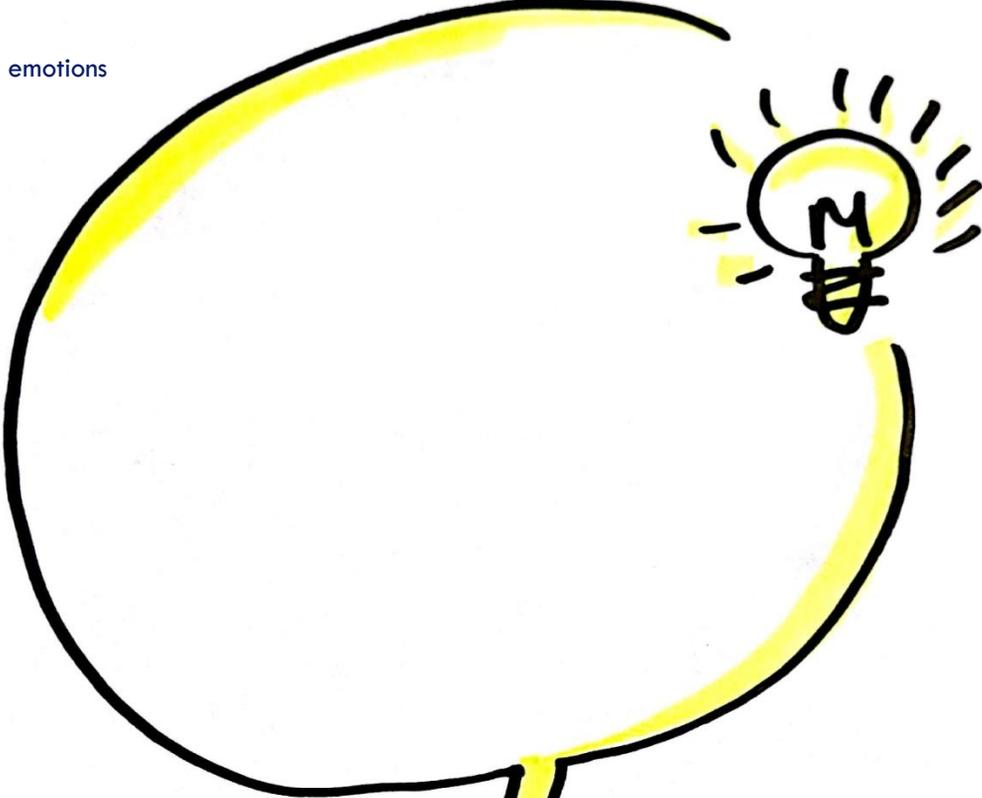


How to motivate?

Here are some tips on how to make your goal **SMART**:

What motivates young?

- ✓ exercises with difference energy level
- ✓ the involvement of participants in the task
- ✓ music
- ✓ film
- ✓ gadgets
- ✓ surprising ways of dividing into groups
- ✓ comfort
- ✓ movement
- ✓ leader's positive emotions



WHAT ELSE?

How to motivate?

GROW model

The GROW model is a simple method for goal setting and problem solving. You can use GROW to work on personal change, achieving goals, motivation, overcoming the feeling that you are stuck, etc. At every step of this method you can use questions, which can help you think about your goal, real situation, different options and your choice.

The GROW model consists of four parts:

GOAL – name your goal,

REALITY – think about facts and your current situation,

OPTIONS – explore possible ways to achieve the goal, strategies or plans,

WILL – decide what you choose, how and when you will do it.



Define your goal!

This is the first step to success. Here you should mainly focus on identifying specific, measurable, concrete and realistic goal (SMART).

Example questions to identify the goal:

What is important to you?

What do you want to achieve?

How will you know that you've reached your goal?

How will you know the problem has been solved?



How to motivate?

GROW model

Think about reality!

Look at the reality that surrounds you because understanding the fact helps you achieving goals. In this point, you need to think about facts, current situation, your strengths, etc. Thanks to this, you can check if your goal is attainable. If it is not, you can go back to the first point, and reformulate it.

Questions needed at this point:

- What have you done so far?*
- What's happening to you now?*
- What are your strengths?*
- What, when, with whom and how often...?*
- What is the result of that?*
- What's been going wrong so far?*
- What are the defining factors? What can make the difference?*
- How can your surroundings support you?*



Consider solutions!

Third step is to generate ideas that can contribute to the solution of the problem. Try to start a creative brainstorming process without censure or conditionality. Generate solutions, then structure it to evaluate every option. If needed, you can also offer some suggestions.

Example questions to generate options:

- What else could you do?*
- Imagine you've already reached your goal. How have you done it?*
- What else do you need to reach your goal? Where can you get it?*
- Which criteria will you use to evaluate this option?*
- What are the pros and cons of this option?*



How to motivate?

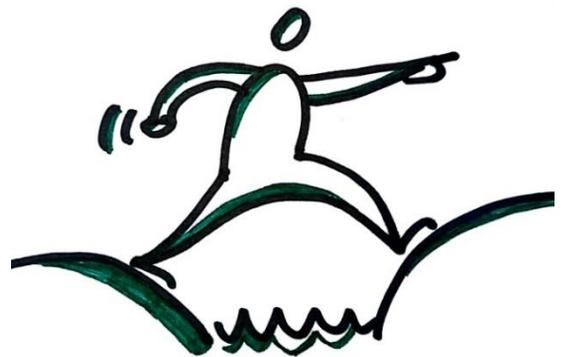
GROW model

Consider solutions!

The fourth and last step of The GROW Model is the choice of one option. It is converted into a concrete plan of action.

Example questions:

- Which of these options will you take?*
- What exactly will you do to reach your goal, and when?*
- What concrete step can you take NOW?*
- What steps come after?*
- Have all obstacles been taken into account?*
- How motivated are you, on a scale from 1 to 10, to go for this option?*
- What do you need to have a 10? Where can you get it?*
- Will this plan get you to your goal?*



How to motivate?

Activities

Here we present activities that are connected with finding motivation to achieve your personal or professional goals. They are based on humanistic approach to motivation – belief that each person possess certain qualities that make them capable of achieving their own goals. They just need support with finding them in themselves and finding way to use them.

My GROW

Time: 45 min

Goal: learn how to plan your way to achieving set goals

Materials: [GROW form \(page 18\)](#)

Instruction: I would like to show you a simple method for goal setting and problem solving. At every step of this method you can use questions, which can help you in thinking about goal, real situation, different option and your choice.

To start using the GROW Model, take the following steps:

- 1) Think about your goal. You should mainly focus on identifying specific, measurable, concrete and realistic goal (SMART). Think about, what's important to you? What do you want to achieve? How will you know that you've reached your goal?
 - For example, Paula wants to loose weight. Her goal sounds: *"To bring my weight down to 60 kilo in three months and keep it down"*.
- 2) The second stage is to think about reality. In this point, you need to think about facts, current situation, your strengths, etc. Thanks to this, you can check if your goal is attainable. If it is not, you can go back to the first point, and reformulate it.
 - Let's go back to our example. In the second stage Paula can ask yourself a few questions: What's happening to me now? What are my strengths? What are the facts? What's been going wrong so far? How can my surroundings support you?

After asking yourself these questions, it turns out that Paula actually weighs 66 kilos. She did not exercise regularly, but she loves team sports. She has a weakness for sweets and she lives in a room with her sister, who also wants to lose weight.
- 3) Third step is to generate ideas that can contribute to the solution of the problem. Try to start a creative brainstorming process without censure or conditionality. Generate solutions, then structure it to evaluate every option.
 - In our example we know Paula'c current situation. Reflecting on her situation, she came up with the following solution:
 - a visit to a nutritionist, regular running, i can eat only 1200 calories daily, I sign up for handball training, balanced diet, physical activity, pills for weight loss, no sweets for one year, limit for sweets

How to motivate?

Activities

My GROW

- 4) The fourth and last step of The GROW Model is the choice of one option. You can use following questions: Which of these options will you take? What exactly will you do to reach your goal, and when? What concrete step can you take NOW? What steps come after? Have all obstacles been taken into account?

In our example Paula decided, that balanced diet and physical activity will be the best for her. But she doesn't know which diet will be best for her. So her first step is a visit to a nutritionist. Then she is going to sign up for handball training. She calculates, that she will be losing 2 kilos in every month. She very like sweets so she gives herself a limit: One chocolate per week.

Discussion: What do you think about this form of goal setting? What was difficult for you? What did you enjoy the most in this exercise? Does anyone want to read his/her example?



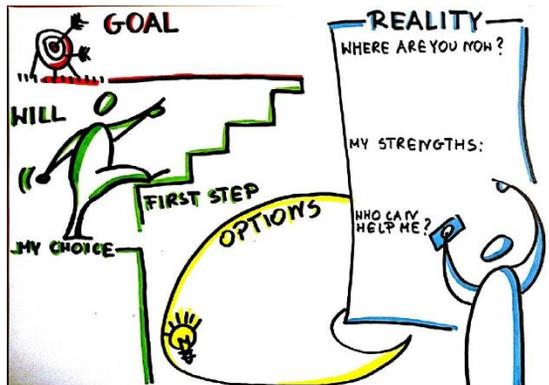
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GOAL



WILL



FIRST STEP

MY CHOICE

OPTIONS

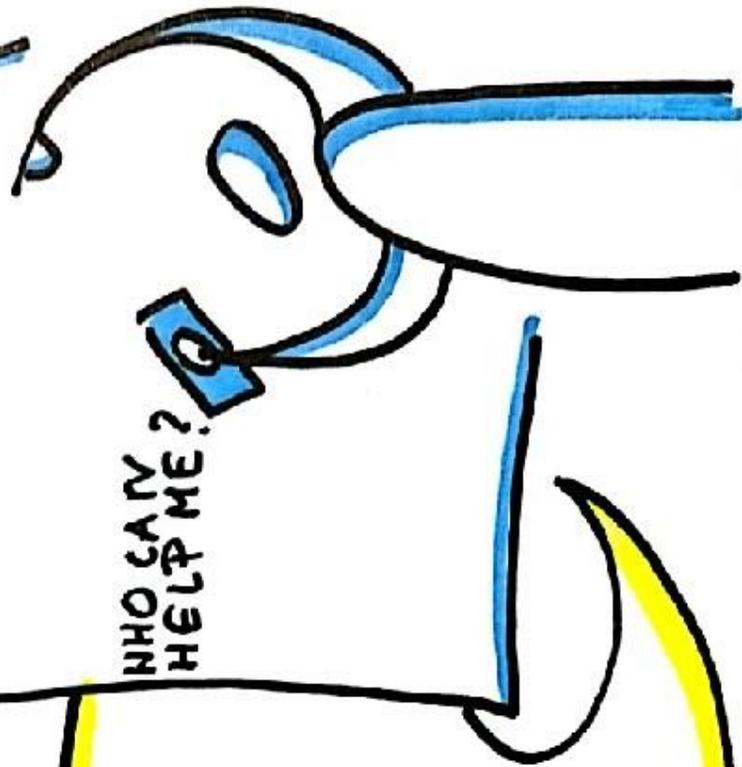


REALITY

WHERE ARE YOU NOW?

MY STRENGTHS:

WHO CAN HELP ME?



How to motivate?

Activities

Spaghetti tower

Time: 45 min

Goal: to experience how awareness of goal motivates to action

Materials: uncooked spaghetti, cherry tomatoes, string, scotch tape

Instruction: Participants are divided into 4 groups. Each group receives the same materials: 20 pieces of uncooked spaghetti, 30 cm piece of string, 40 cm piece of scotch tape. Their task is to build a spaghetti tower from these materials. The tower has to be stable and as high as possible.

Groups have 15 minutes for completing the task.

After 15 minutes, trainer checks how high is each tower, and if it can stand independently. Next, groups receive additional task: at the top of your tower you have to place a cherry tomato. The tower can't collapse. You can't change anything in the construction of the tower, except for adding the cherry tomato.

Discussion: What do your towers look like now? Are they stable and still as high as before? Are you satisfied with the effect of your task? How did you achieve this effect?

What if the first instruction sounded: "Using this materials build a spaghetti tower that has a cherry tomato at the top of it.", would you create a different construction? How your tower would differ?

What are your conclusions? What is important in planning our actions and motivation for doing them?

It is difficult to work if you do not know the purpose of your actions. Goals are important in planning action and can really motivate us to start, sustain and finish doing undertaken task.



How to motivate?

Activities

I still got a soul

Time: 15 min

Goal: realize how dreams can inspire realistic goals

Materials: [video „I still got a soul”](#)

Instruction: Group is asked to watch short video about a man that wants to become a boxer. Their task is to reflect on his motivation and ways that he pursued achieving his goal.

Discussion: What do you think of the film?
What was most interesting for you?

How can you relate this movie to motivation?

Man has huge potential, which allows him achieving the goal. This goal would seem unrealistic for him at first, taking into account his life situation. Yet, he succeeded. What made it possible?

People have proved that they can exceed themselves and their weaknesses. So even if in SMART and GROW techniques we think about reality, we shouldn't be overly realistic. Sometimes we should try to reach not only goals, but also our dreams.



Angel vs. devil

Time: 30 min

Goal: exercise how to motivate by giving positive support

Materials: pieces of 4 different pictures (for division into groups), roles' description for [„a devil”](#), [„an angel”](#) and [„a youth worker”](#) (pages [22-23](#))

Instruction: For dividing participants into groups: everybody will get one puzzle (piece of picture) and your task it to find your group by ordering the puzzles in one picture. Every group sits in different place. In your groups please identify the person A, B, C and D.

Each person gets an instruction – a description of a role they are supposed to play in the activity. They read it carefully and do not show their instruction to other people from their group. After reading, they should think a little bit how could they play this role.

Participants' task is to talk in this groups of 4. Person C - a worker of a nongovernmental organization wants to talk with his mentor and he /she starts talking. Then you make a STOP and „the devil” (person A) is reacting. Then again STOP and person B („an angel”, supporting mentor) is reacting to the workers words, trying to support his/her ideas in a positive way.

How to motivate?

Activities

Angel vs. devil

Discussion: Thank you for your playing. Now you have to come out of your roles: so shake your body: arms, legs, whole body. In addition, to come out completely, everybody will jump and shout their name in 3, 2, 1. Ready? So: 3...2...1...

How did you feel in this exercise? Lets start from people who played „a devil”:

How did you feel in this exercise? Was it difficult for you to demotivate a person? What was difficult?

What about the **mentor** who had to **motivate** („an angel”): How did you feel? Was it difficult? What was difficult?

What about the **youth workers**? How did you feel with the first mentor and how with the second?

What sentences were the most motivating and the most demotivating?

Now I want to ask **observers**: What were your observations? Have you noticed any body reaction for demotivated mentor? How was the workers posture different in the first talk and in the second? In your observation what sentences were the most demotivating and what were the most motivating?

To summarize: what do you think is the most important in motivation? What do we have to remember when we talk with somebody, who we want to motivate? What do we have to avoid?



How to motivate?

Activities

Angel vs. Devil

Roles



A: Instruction for the DEVIL (person that demotivates):

You are a mentor in a nongovernmental organisation. Your worker (mentee) came up with an idea for a new project. Your task is to **demotivate** your worker and block his or her ideas. Criticize his or her solutions and try to reduce the motivation and creative thinking.

What will make this task easier:

- ✓ Discourage your worker to think creatively. Say that these ideas are stupid and unreal.
- ✓ Use sentences as: „Yes, but...” , „It will not work!”, „Too modern / old-fashioned”, „It can't be done”, “There will be only troubles with that solution”, “It is not worth writing down”, “I just know it will not work”.
- ✓ Criticize his/her ideas. Estimate and evaluate them by saying that they are bad, terrible and useless.
- ✓ Remember that in your opinion if somebody is not an expert then should not say anything – tell him/her that.
- ✓ Don't listen to him or her.

How to motivate?

Activities

Angel vs. Devil

Roles



B: Instruction for the person that motivates and supports new ideas and creative thinking

You are a mentor in a nongovernmental organisation. Your worker (mentee) came up with an idea for a new project. Your task is to motivate your worker and support his or her new ideas. Encourage him or her to creative thinking.

What will make this task easier:

- ✓ Encourage to create varied and diverse ideas by saying:
„I like that idea” „What else can we add to that solution?”,
“How can we develop it?”
- ✓ Remember that all ideas are good. There is a green light for ideas.
- ✓ Be active listener: ask questions, check if you understood properly what you heard.
- ✓ Stop other people from judging and criticizing ideas and people.
- ✓ Have fun in this task. Remember that people work really well when they have fun.



C: Instruction for the worker of nongovernmental organisation

You work in a nongovernmental organisation. Recently, you came up with an idea for the new project. It is the project of international exchange of methods working with youth from different European countries. In your opinion, it's a really innovative project and you want to start preparing a grant application. You go to your mentor to talk with him/her about your idea.



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How to tell a story and why?

This part of publication is focused on Story telling as a tool in working with youth. Story telling is an exceptional method that incorporates developing of imagination, using creativity, but also team work and linguistic skills. Story telling may also join different communication channels – words, images and sounds. Below we present some theoretical basis for story telling techniques and examples of practical activities to lead in group and/ or with individuals. Part of activities comes with training materials, also included in this publication.

The hero's journey

In narratology and comparative mythology, the monomyth, or the hero's journey is the common template of a broad category of tales that involve a hero going on an adventure, and in a decisive crisis wins a victory, and then comes home changed or transformed.

The concept was introduced by Joseph Campbell in *The Hero with a Thousand Faces* (1949), who described the basic narrative pattern as follows: *A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man.*

Campbell and other scholars, such as Erich Neumann, describe narratives of Gautama Buddha, Moses, and Christ in terms of the monomyth. Critics argue that the concept is too broad or general to be of much usefulness in comparative mythology. More info: <https://en.wikipedia.org/wiki/Monomyth>

The hero's journey - activity

Time: 45 min

Goal: learn about „the hero's journey” model of creating a story, develop creativity

Materials: [video „What makes a hero?”](#)

Instruction: Participants watch a short video „What makes a hero?”. After that they reflect on a story model presented in the video. Especially they should Focus on twelve steps that a hero passes in his journey. After that, participants are divided into smaller groups. In these groups they are asked to develop their own story.



Helpful guidelines:

1. Find your hero: a man, real or invented, an animal or a natural elements (Fish in your personal experience or in your memory)
2. Find three skills for your hero (also superpowers are accepted)
3. Find the call (why has he to begin his journey?)
4. Find a mentor (to help him to make the first choice)
5. Find the two first proofs
6. Find his biggest enemy (step 1: crisis, step 2: win)
7. Find his way to come back and the celebration of his people.

How to tell a story and why?

Elevator's pitch

An elevator pitch, elevator speech or elevator statement is a short summary used to quickly and simply define a profess, product, service, organization, or event and its value proposition.

The name "elevator pitch" reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes and is widely credited to Ilene Rosenzweig and Michael Caruso (while he was Editor for Vanity Fair) for its origin. The term itself comes from a scenario of an accidental meeting with someone important in the elevator. If the conversation inside the elevator in those few seconds is interesting and value adding, the conversation will either continue after the elevator ride, or end in exchange of business cards or a scheduled meeting.

A variety of people, including project managers, salespeople, evangelists, and policy-makers, commonly rehearse and use elevator pitches to get their points across quickly.

One idea behind an elevator pitch is to be able to actually not only say what you do but do it in a way that is interesting. For example, if you asked someone what they do and they answer "I am a financial planner" the conversation may almost end there. As the person who hears what they do may already feel they know what it is that person does. So it is important to be able to explain what you do in more detail but without using terminology that will pigeon hole you before you get started.

Elevator's pitch - activity

Time: 45 min

Goal: learn how to present short, precise and attractive speech about one's idea

Materials: -

Instruction: You are a NGO-worker and your task is to come up with an idea for a new project that your NGO may do. When you have an idea, then you have to convince your potential supporter - met in the elevator - that this is an idea worth realizing. For that you have one minute (because you are inside an elevator and one possible "target" is just in front of you, for the time he needs the elevator).

Useful guidelines:

1. Split that minute in 3 equal parts
2. Use the first 33% to talk about you (who are you and why you became activist and why you joined/created your ngo)
3. Use the second 33% to talk about your NGO (its mission, its story, the people within, the goals achieved)
4. Use the last 33% to ask what your are looking for (money? Volunteering? Action? Vote? Likes on your facebook page?)
5. Write (and repeat) 10 brief speeches.

How to tell a story and why?

Elevator's pitch - activity

6. Every speech has to be formed by 2 sentences (the main sentence plus the subordinate) and it has to last 6 seconds.

Ex. We love the sea (*main*) and that's why we want to help it.

The sea is polluted because is full of mercury.

The mercury is extremely dangerous, and it can damage the fertility.

After writing their speeches, participants are asked to present them in front of the rest of the group. They may choose a person that will play a role of potential project supporter met in the elevator. Each elevator's pitch is presented and rewarded with applause.

Discussion: How did you feel in this exercise? What was the most difficult for you? What was the most important in developing and deliver of your pitch? What are your conclusions and ideas for future? In which situations may you use this experience with elevator's pitch?

Five photos' story

Time: 45 min

Goal: learn to use 5-photos'-story technique in describing common group experience

Materials: camera, laptop

Instruction: Participants split into groups of 4to 5 people. Their task is to tell a simple story by 5 photos and short 1-sentence descriptions of each photo. This story may be build in the hero's journey model, but doesn't have to. What's important is that the story should have a meaning message for the recipients.

Firstly, you plan the story. What is it going to be about? What is the message you want to give by this story? Next, plan what are following steps of the story – and how to show them by photos? Finally, take photos, choose the best 5 ones, put them to the laptop and create short descriptions.

When all groups are ready, they present their stories.

Discussion: How did you like your stories? What are your impressions after this exercise? What was difficult and what gave you most fun? What do you think, where can you use this type of story telling? How can we use it in working with youth? For example – in developing creativity, team work, ability to form ideas in concise way.

How to tell a story and why?

Five photos' story

Here we present an example of the 5-photos'-story method that we used during our training course. In this story we want to give you a taste of our common adventure that was this international project 😊



Integration is more important than 100 words



Cooperation is more important than 1000 pass levels of the best computer games

How to tell a story and why?

Five photos' story



One coffee with friends is more important than million likes on FB



Trip with good company is more important than 1000 kilometers you walk alone



One evening with unique people is more important than 10 million nights of sleep

How to deal with a bias?

This part of publication is focused on multicultural issues, anti-bias attitudes and understanding of diversity among people. These topics were particularly important during our training course due to our different backgrounds and nationalities. The project Together for changes was a practical experience of beauty and value of diversity. Below we present some theoretical basis and examples of practical activities to lead in group and/ or with individuals. Part of activities comes with training materials, also included in this publication.

Healing wheel-chairs

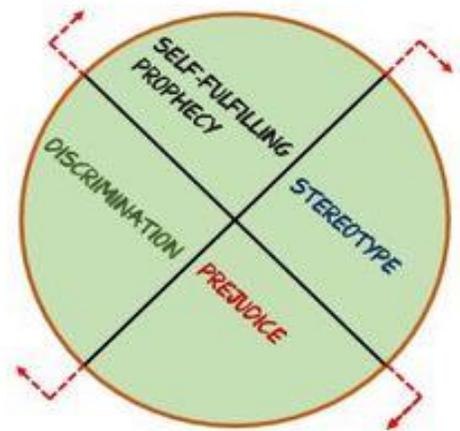
Time: 45 min

Goal: raise awareness of the negative discriminative power of stereotypes and prejudices, develop participants's skill to identify discriminative discourses, offer a tool of managing and resolving conflicts.

Materials: 4 chairs, image of medicine wheel

Preparation:

1. Put the 4 chairs in order that they are in the center of the room and that the ones sitting on them will not have visual contact with the other participants in the activity.
2. Have 1 slide of PowerPoint presentation showing the image of medicine wheel with 1 title per quarter. Ideally, these titles could be:
 - a. Stereotype
 - b. Prejudice
 - c. Discrimination
 - d. Self-fulfilling prophecy
3. Divide the blackboard in 4 sectors, each one with the titles of the medicine wheel's sectors.



- Instruction:**
1. Explain that the aim of this activity is to get acquainted with the power of discriminative discourses, and to be able to identify them in our working environment.
 2. Define stereotypes (negative or positive oversimplified generalizations of people who belong to a particular social group), prejudice (negative feeling toward people who belong to a particular social group)
 3. To warm up, ask all the participants of the module to say at least one stereotype they can identify from their daily life.
 4. Have a second round with prejudices identified in daily life.
 5. Have a third (last) round with discriminations identified in daily life.
 6. Ask 4 people to sit down at the 4 chairs you have placed in the center of the room.

How to deal with a bias?

Healing wheel-chairs

7. Give each sitting participant one different title of the possible 4 from the medicine wheel.
8. Ask the 1st participant to name one stereotype related to the subject that your module covers (i.e. sexuality, disability, racism, homophobia, elections etc)
9. Ask the 2nd participant to name one prejudice that derives from this stereotype.
10. Ask the 3rd participant to name a discrimination that results from the mentioned stereotype and prejudice.
11. Ask the 4th participant to name a self-fulfilled prophecy that relates to the referred discrimination.
(EXAMPLE: Stereotype: Women are weak -> Prejudice: Women's performance in hard work is inferior to the man's -> Discrimination: Women are misrepresented in a big part of works which are considered masculine, or when they are hired they get lower salaries -> Self- fulfilling prophecy: Women do not apply for jobs considered masculine because they believe they can't make it)
12. Have a second round with the same exercise but 4 other people.
13. When the 2nd round is finished ask everybody to go back to their places.

Discussion:

1. Short review of the activity (you are supposed to take notes on the whiteboard every time a participant mentions one example of the discussed term)
2. Ask participants if they feel that something of the examples mentioned may be exaggerated or surprising, or if they disagree.
3. Ask if they have ever thought of these events as intersecting and interconnected.
4. Ask if they can recall anything similar from the work.
5. Ask the role that their work can play in dealing with these stereotype circle effect.
6. Ask participants to share feelings and opinions from the activity.

Labels people give

Time: 20 min

Goal: raise awareness of how prejudice and stereotype thinking affects our attitude and behaviour towards different people

Materials: post-it notes with names of representatives of different groups that are an object of stereotypes, ex. lesbian, Muslim, orphan, person on a wheel-chair, obese person, old person, millionaire

Instruction: Each participant gets one post-it note and without reading it, sticks it to her/ his forehead. Next, participants walk around the room and when they meet someone, they start to act towards him/ her stereotypically, according to what is written on his/ her post-it.

Ex. When I meet an „old person”, I start to treat him/her like a person that is not self-sufficient, clumsy and probably forgets a lot. I say things like: „Do you need help? Do you remember when you live? Who is taking care of you, I'll give him a call that I found you” etc.

How to deal with a bias?

Labels people give

Each person also has to guess, who they are. They can make conclusions based on the way they are treated, but they can't ask any questions about who they are.

Discussion: What are your impressions after this exercise? How did it feel to be treated the way you were? What does this activity show you about stereotypes and prejudice?



Don't look, don't speak

Time: 30 min

Goal: appreciate differences, discover your tolerance for limitations, team work

Materials: 4 chairs, string, little objects, easy to attach to the string like pens, clips, post-it notes, ribbons, balloons etc.

Preparation: The room has to be prepared before an activity begins. Chairs are placed in 4 corners, creating a square. Between chairs, you pull out string, connecting chairs together. There has to be room around the square of chairs and a way to get inside it. All little objects are randomly placed on chairs, attached to the string, placed on the floor under chairs or inside the square.

Instruction: 1. Group of participants has to observe closely the scene – square of chairs with all objects placed in the appointed area. They should try to remember as much as possible.

2. After 3 minutes of observation, participants leave the room. Now, trainers rearrange placing of objects – they move them to different places.
3. Participants split into 2 groups – A and B. Group A from this moment can't speak, but they can see what is going on. Group B can speak, but has to close their eyes, they can't see anything.
4. Groups enter the room again and their task is to recreate the original setting of chairs and objects. Group B is going inside the square of chairs, group A stay outside. They can communicate whatever way they want, except for their limitations (group A can't speak, group B can't look). Groups have to finish in 15 minutes or earlier when they decide they're ready. After that, group B can open their eyes, group A can speak again and they can judge if they managed to recreate the scene as it was at the beginning.

Discussion: What was your idea for communication? How did you feel in this exercise? What do you think was the point of this experience? What are your reflections?



How to deal with a bias?

Flower of power

Time: 25 min

Goal: raise awareness about group diversity in our societies, inspire discussion about stereotypes and the way they affect our thinking, attitude and behaviour

Materials: [image of flower of power](#) (example: [page 33](#))

Instruction: Participants are invited to discuss what social groups are discriminated in their societies and by what criteria. Trainer moderates the discussion and uses an image of „flower of power” to illustrate participants’ conclusions. The flower is divided into internal and external petals, it also has a centre, divided into as many parts as there are petals. In the central parts, trainer writes criteria by which stereotyped groups are defined, ex. sex, nationality, age, health, sexual orientation, religion, wealth etc. Then in the internal petals – groups that are underprivileged, discriminated by this criteria, and in the external – privileged group. Ex. If in the central part there is „sex”, then while talking about Polish society, in the internal there are „women”, in the external „male”.

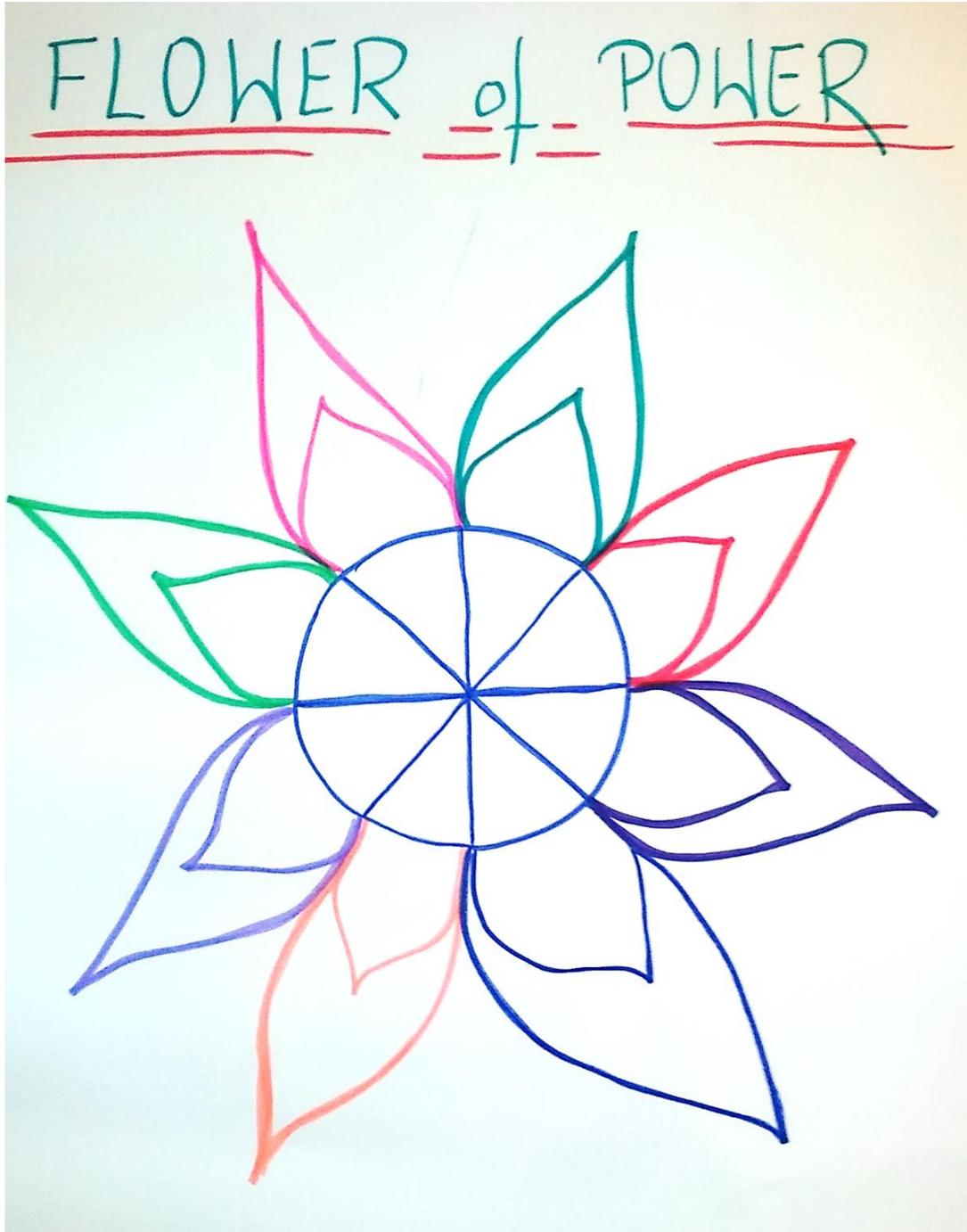
Discussion: What does such diagram show you about your society? Where would you place yourself at the flower of power? Are you find yourself mainly on the internal or external petals? How do you feel about that? How does it affect your thinking about discriminated and not discriminated groups?

This activity is highly subjective and discussion may take different directions. That it the point – to talk about stereotypes – their existence and their influence on our opinions, emotions and behaviour.



How to deal with a bias?

Flower of power



Project’s results, evaluation

During the training course we spent some time every day on reflecting on the previous day trainings or workshops. As a self-evaluation, we filled in a form presented on [page 38](#). This type of auto reflection helped us to monitor our learning process, we recommend it for use also with youth groups.

Another form of evaluation were group activities, like „Evaluation pizza”. In this activity each participant was asked to summarize the training course with one word. Among associations of social character („inside jokes” like pasta, insomnia, Luca), there were also values and crucial ideas that were shared by the group during this time spent together: **relations, energy, discovery, inspiration, integration, tasks, cooperation** and **future**. Lots of these associations were connected with group experience – the outcome of this activity was one of several that confirmed that the project succeed in **integration of participants and partner organisations**.

This shows that the training course was overall **an inspirational experience** for most participants, raising their motivation for future common actions and leaving them with sense of self-development.

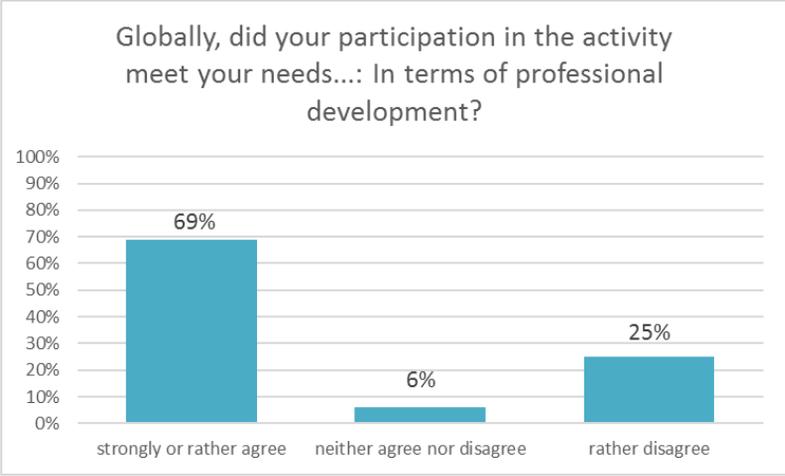
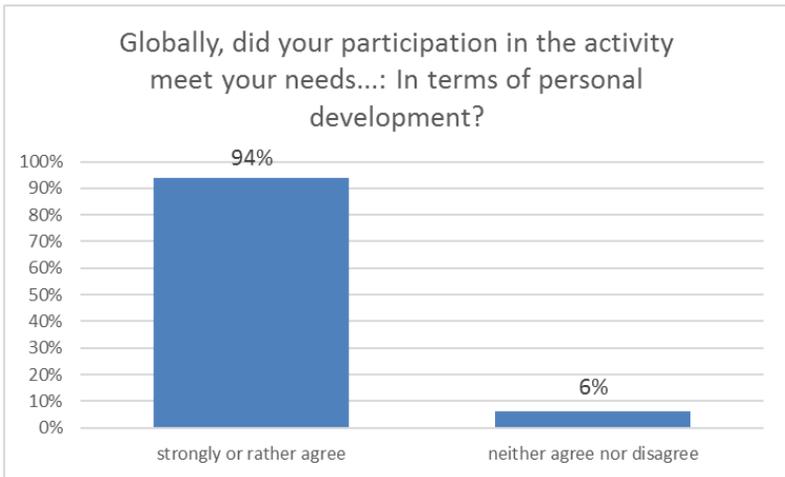


Project's results, evaluation

Evaluation has shown that all participants expressed their satisfaction with taking part in the training course Together for changes. 56% among them declared in EU survey that they were very satisfied and 44% that they were rather satisfied.



As shown at diagrams below, participants valued the mobility as even more significant for their **personal development** than professional (94% participants strongly or rather agreed that activity met their needs in this field). Nevertheless, in terms of **developing professional skills** the training course also played an important role – 69% participants strongly or rather agreed that activity met their needs in this field.

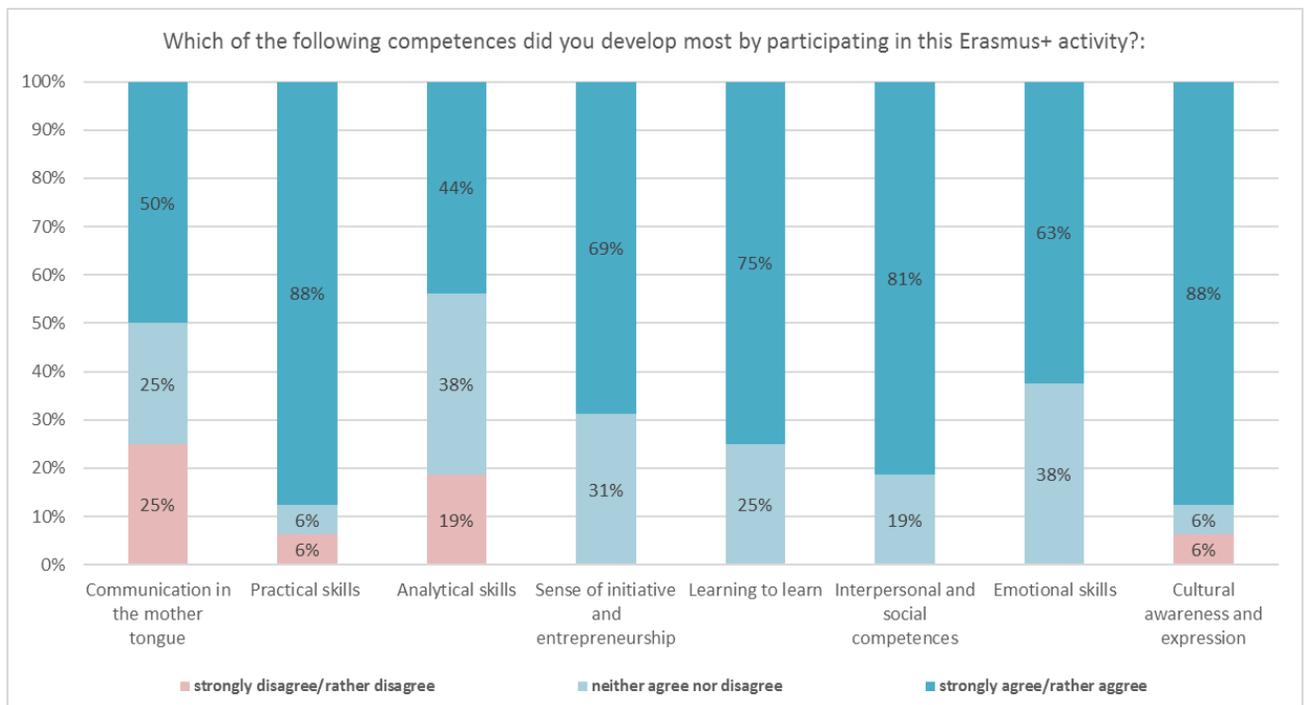


Co-funded by the Erasmus+ Programme of the European Union

Project's results, evaluation

One of planned results of the project was improvement of participants' key competences: learning to learn, social and civic competences, sense of initiative and entrepreneurship. Participants were engaged in active learning process during the training course which resulted in an increase of their knowledge and skills, also with development of most key competences. Individual evaluation reports as well as self-evaluation in Youthpass showed that participants mainly improved their:

- **Practical skills** (e.g. planning and organising, project management, etc.) – **88%** participants strongly or rather agreed that they developed this competence
- **Cultural awareness and expression** – also **88%**,
- **Interpersonal and social competences** – **81%**,
- **Learning to learn** – **75%**,
- **Sense of initiative and entrepreneurship** – **69%**



Participants themselves noticed that their key competences were developed thanks to taking part in Together for changes. They described their observations in Youthpass certificates.

Illustrative statements:

- regarding **Social and civic competences**:
It has been very useful for me to be part of an international group of young people to develop a deeper awareness of our points in common. This helped me to unsettle some stereotypes I used to have.



Project's results, evaluation

Illustrative statements:

- regarding **Social and civic competences:**

The project „together for changes” improved my social and civic competences. For one week we were working in international group which gave the opportunity to learn about other cultures, nations and habits of different people. It was also an opportunity to try different group roles: participant, trainer, friend, etc.

- regarding **Learning to learn:**

Trough GROW method and SMART goals I learned how to aim my purposes and how to reach them.

The training course was led with active methods which cause that participants had an impact on their learning process. (...) after every training day participants were self-evaluating the training day: knowledge and abilities that we have improved.

All the time I could monitor progress of my studies.

- regarding **Sense of initiative and entrepreneurship:**

Our work and creativity resulted in several projects that are sure we will develop in the future.

Thanks to the many drafts of projects we created I developed a strong sense of confidence in my ability to start something and carry it on.

- regarding **Communication in foreign languages:**

I learned new terms about organizing and tutoring. I gained practice in expressing my ideas in a simple but effective English.

During the course "Together for changes" I have improved competences of communication in English. Thanks to that, now it is easier for me to understand other people and to formulate and express my thoughts and feelings, I feel that I really improved my fluency in English. I also learned new words and expressions, e. g. connected with the topic of the course (motivation, communication, story-telling, biases, NEETs, etc.)

During the course we were using English both writing and talking (not only formally on the course, but also informally in free time) so now I feel more self-confident in using English.

Improvement in communication in English was also noted in individual reports. 94% participants responded „Yes” to the question: „Do you feel you have improved your skills in the main foreign language used during your mobility activity?”

Self-evaluation cited above as well as outcome of individual reports and group discussions during training course showed that project successfully brought planned results of **improved skills of communication in foreign language (English)** among participants and created **plans for future partnership projects** of Association Q Zmianom, Associazione La Stazione and A.D.E.L.

SELF-EVALUATION

I FOUND OUT...

MOST INTERESTING FOR ME WAS...

IT WAS DIFFICULT FOR ME TO...

IT WAS IMPORTANT FOR ME THAT...

I DEVELOPED ...

IN FUTURE I'M GOING TO ...

TOPIC:

DATE:



About partner organisations

Association Q Zmianom

Association Q Zmianom is a non-governmental organisation established in 2004 in Warsaw, Poland. Since then our association have inspired people at any age to reach their potential. We fulfil our mission through organizing trainings, workshops, psychotherapy and other forms of non-formal education and psychological help.

Our educational activities are focused on:

- citizenship education;
- educational development (motivation, learning abilities);
- supporting children from revitalization's zones (building supporting social systems in special areas);
- development of social skills (communication, motivation , conflict solving, media education, etc.)

We cooperate with schools, public institution and other non-governmental organisations to lend support to at-risk youth, children and areas.

You can get more information about our activities on our website: www.qzmianom.org

Associazione La Stazione

Associazione La Stazione is based in Tuscany, exactly between Pisa and Florence. We organize training courses, non formal education activities and cultural events for young people from 18 to 25, both in our youth center and all around in the regional area.

Set up in 2009, the organization has now 500 formal members and 20 volunteers cooperating in organization, management, counseling and press office. We have good relationships with local institutions like municipalities, counties and the region. We have partnerships with many organizations in and out of Tuscany.

Our main issues are:

- communication of sustainability and respect for environment;
- spread of young creativity and ways of expression;
- development of young consumers awareness (especially in fashion, food, social media).

You can get more information about our activities on our website: www.centrogiovanilastazione.org

A.D.E.L.

We are organization, which creates opportunities for young people who would like to be an active, try and learn something new and gain new experience and knowledge for personal and professional development. We want to enrich the educational, social and cultural life of young people living in our country, mainly young people with fewer opportunities and coming from Eastern Slovakia.

Our main goals that we are trying to promote with a variety of projects and activities are:

- to increase employment of young people and to support their personal and professional development;
- to organize and mediate trainings, youth exchanges, workcamps, seminars, study mobilities, internships and volunteering programs abroad;
- to encourage active citizenship, civic participation, voluntary and civic initiatives and to emphasize their importance in the society.

You can get more information about our activities on our website: www.adelslovakia.org

