



TRY OUR NON FORMAL EDUCATION METHODS

A PEDAGOGICAL RESOURCE WITH EDUCATIONAL TOOLS AND TIPS ON HOW TO
IMPLEMENT NON FORMAL EDUCATION IN TEACHING PRACTICE



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TRY OUR NON FORMAL EDUCATION METHODS – A pedagogical resource with educational tools and tips on how to implement Non Formal Education in teaching practice

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NON FORMAL LEARNING
APPROACHES AND
SELF-MANAGEMENT
PRACTICES



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Project “TRY: non formal learning approaches and self-management practices” was an Erasmus+ Strategic Partnership (KA2) coordinated by Aventura Marão Clube (AMC), a local association in Amarante (Portugal) created in 1993 that leads Non Formal Education (NFE) initiatives in the region and has a lot of experience in working with young people, especially in the areas of international mobility and participation.

This partnership brought together 9 organizations from 3 EU program countries — Portugal, Romania and Poland — all connected (directly or indirectly) to Vocational Education and Training (VET), and was implemented from October 2017 until December 2020 (39 months).

Involving almost 300 participants (half of them with fewer opportunities), mainly VET students, but also teachers, school directors, public authorities, trainers and staff, its main aim was **to create synergies between the different sectors of education, training, and youth, in order to facilitate education and inclusive training by introducing NFE methodologies in vocational education and training (VET) institutions, and thus improve the quality and relevance of vocational education**. It also aimed at introducing sustainable management principles in VET in order to reduce their public dependency and, at the same time, offer their students a practical experience that allowed them to develop technical and management skills in line with existing needs and opportunities in the business market. Summarizing: the project intended to bring practices of NFE that are usually applied in different youth organisations, within the school setting, creating synergies and links between education, youth, and training, and therefore increasing the quality of education, training, and youth work in Europe.

Summarizing: the project intended to bring practices of NFE that are usually applied in different youth organisations, within the school setting, creating synergies and links between education, youth, and training, and therefore increasing the quality of education, training, and youth work in Europe.

NFE methods have been recognised as an important tool in the education process, not only enhancing the skills and competences of young people, but also helping those who have learning difficulties. This is why project TRY was **relevant in the context of the EU and Erasmus+ priorities** as it, among other aspects, promoted inclusive education (using NFE methods and practical learning-by-doing approaches), which is targeted to improve the teaching and learning approaches that are aimed to tackle the issues related with early school leaving, low performance, and enhancing the access, participation, and educational results of learners with disadvantaged backgrounds (young people with fewer opportunities). It also created the opportunity to develop innovative integrated practices in education and training (for example, methods and techniques of NFE) and their transfer to other VET contexts (in different countries).

Finally, it is important to mention that TRY expected to achieve long term results such as:

- Improved teaching methods that are better aligned with students' biological features, psychological characteristics and needs, which results in increased motivation of VET students to learn, therefore improving their results.
- Student involvement in school management activities that are relevant and applicable in real-life situations, which improves skills and increases the employability of youngsters, therefore smoothing the transition from school to work.
- Bettered teaching methods (by the integration of NFE methods), which improves the work of teachers, facilitates the involvement of students in the study process, as well as increases the class attendance rates, decreasing the dropout rates.

As a specific Intellectual Output of the project, 'TRY OUR NFE METHODS' aims to develop and systematize tools and methodologies used in education and training that are aligned with students' biological features, and psychological characteristics and needs, providing a holistic and personalized teaching and learning environment. It was created to test and implement non formal education methods in VET (involving experienced NFE practitioners, such as youth workers), and also to spread and apply pedagogical materials describing various NFE methods for the use of teachers, youth workers, and trainers on regional, national and even European levels.

With this purpose, specific guidelines for the implementation phases for this Intellectual Output were created and produced during project implementation, as follows:

PHASE 1: VET Schools and NGOs from Poland, Portugal, and Romania explored and applied NFE methods in classrooms using given session plans and observation templates.

PHASE 2: ATA and AMC collected the session plans and observation templates of the implemented activities and created final descriptions in English language. The NFE methods had then to be described, to be used in any educational context and reality.

PHASE 3: AMC and ATA prepared the NFE methods templates for the printed, PDF, and website/internet-based pedagogical materials (consulting all project's partners).

PHASE 4: AMC and ATA gathered the revised NFE methods, wrote the context for the handbook (including introduction, description of NFE, the methodological framework, the pedagogical materials and the conclusion).

PHASE 5: Schools and NGOs from Poland, Portugal, and Romania translated the whole text of the handbook to their national languages..

PHASE 6: AMC and ATA finalised it and made sure that all the printed, PDF, and website/internet-based handbook versions were done and ready to be presented in the project TRY's multiplier events.

The pedagogical resource meanwhile produced includes practical tools and tips on how to implement NFE methods in educational practices. It provides a list of tools and strategies with an easy to follow, step-by-step structure that can be easily applicable to various contexts, mainly directed to the ones with learning difficulties. The methodologies were developed focusing on the needs of disadvantaged groups, and should be considered not only to support school contents, but also to improve basic knowledge and skills, as well as to provide with necessary civic, cultural and aesthetic competencies for public enlightenment. This handbook was developed so that it may be applicable to various countries and settings, regardless of the cultural, ethnic, resources, or geographical background of the activity target audience.

"TRY: non formal learning approaches and self-management practices" aimed at facilitating inclusive education by using non formal education methods, and at improving teaching and learning approaches, mainly tackling issues related to early school leaving, low performance, and lack of motivation. The project thus created the opportunity of developing innovative integrated practices in education and training, namely non formal education methods and techniques, transferring them to the VET context in different countries.

With the assumption that integrating Non Formal Education increases the quality and relevance of Vocational Education and Training, the project's strategy was based on the recognition of NFE as an important approach in the education process, not only enhancing the skills and competences of young people, but also supporting those who face challenges within formal learning settings. Bringing NFE practices usually applied in youth organisations to the VET school environment, TRY created synergies and links between education, youth work, and training, encouraged the use of experiential methods (learning by doing) and privileged surprising activities as tools for a more active involvement of young people (art, provocation, information, and communication technologies, as well as music and outdoor activities like sports and nature activities), therefore increasing the quality of education, training, and youth work in Europe.

"We understand **Non Formal Education** as the set of processes, mediums, and institutions specifically and differentially designed to achieve explicit training or instruction objectives, but not aiming to provide the specific degrees of the ruled educative system".

Trilla-Bernet

and non-hierarchical by nature. (...) Non Formal Education has highly differentiated formats in terms of time and spaces, number of participants (trainees), training teams, learning features, and results. (...) In Non Formal Education, individual learning outcomes are not judged. (...) The concept of Non Formal Education frequently involves, as a part of development of knowledge and competences, a vast set of social and ethical values".

In order to undergo such a challenge, a short-term joint staff training event was conducted, with the aim to train teachers and administrative staff about the use of non formal education methods in teaching practices. It involved study visits and practice sharing, as well as an intense practical training, group work and individual learning, emphasizing the importance of inclusive education that can be achieved by the use of NFE.

For the Council of Europe & the European Commission (2001) "Non Formal Education is, above all, a process of social learning, centred in the learner, through activities that take place outside the formal teaching system and in complementarily to it. Non Formal Education is based on the intrinsic motivation of the trainee and it is voluntary

Looking deeper into it, and according to Trilla-Bernet, Poizat and Vazquez, we may distinguish Informal Education from both Formal and Non Formal Education, by looking into **the intent of the educational activity, the methodic and systematic nature of the educational process, the structure of the educational activity,**

or **the institutional dimension inherent to the educational activity**. If these are common to Formal and Non Formal Education elements, in the case of Informal Education — or, better said, Informal Learning — such aspects are absent.

On the other hand, there are significant distinguishable dimensions between Formal and Non Formal Education: **its methodological and structural nature**. In Non Formal Education, specifically designed pedagogical and methodological dynamics are proposed, distancing it from the conventional school procedures. Although it is a structured educational activity, NFE does not suffer from the same constraints of Formal Education, in what concerns its political, administrative, and legal dimensions (Trilla-Bernet, 2003; Poizat, 2003; Vazquez, 1998).

All in all, when looking into Non Formal Education, one is in fact looking at education as a whole. Inspired by Margarite Duras' character, Ernesto, who, in the book "La pluie d'été", claims "I don't want to go to school, because we only learn stuff that I don't know!", we would associate Non Formal Education with Paulo Freire's perspective:



Ilustração: Paulica Santos

"Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system, and brings about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality, and discover how to participate in the transformation of their world."

Actually, when we look at the right to education itself, we definitely must go for an integrated perception of education:

Article 26 of the Universal Declaration of Human Rights

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

To conclude, the following Non Formal Education principles and/or characteristics, are the fundamental elements to fit into the aforementioned approach, as well assuring they are present in the learning processes.

INTEGRATED
COMPETENCE
DEVELOPMENT

EXPERIENTIAL
LEARNING

MUTUAL
AND
SOCIAL
LEARNING

SAFE
LEARNING
ENVIRONMENT

LEARNER CENTRED,
LEARNING TO
LEARN AND
SELF DIRECTED
LEARNING

PURPOSE,
STRUCTURE
AND PLANNING

ENGAGEMENT,
COMMITMENT
AND
MOTIVATION

DIVERSE METHODS
FOR DIFFERENT
LEARNING STYLES

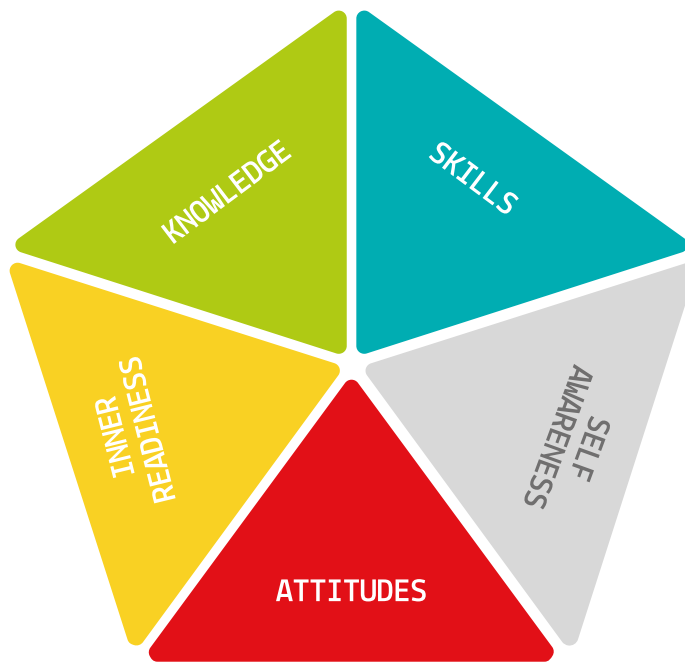
TAYLOR
MADE AND
FLEXIBILITY

TRANSPARENCY
AND
HORIZONTALITY

PARTICIPATION AND
CO-RESPONSIBILITY

HUMAN RIGHTS
VALUES BASED
AND TOWARDS
SOCIAL
TRANSFORMATION

LOOKING DEEPER INTO... INTEGRATED COMPETENCE DEVELOPMENT



As defined by the European multilingual classification of Skills, Competences, Qualifications, and Occupations, “competence means the proven ability to use knowledge, skills and personal, social, and/or methodological abilities, in work or study situations, and in professional and personal development”, and they are described in terms of responsibility and autonomy. Still according to ESCO, “while sometimes used as synonyms, the terms skill and competence can be distinguished according to their scope. The term **skill** refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks. The term **competence** is broader and refers typically to the ability of a person – facing new situations and unforeseen challenges – to use and apply knowledge and skills in an independent and self-directed way”.

The Integrated Competence Development model here presented is an adjustment intending to assure a holistic approach to learning and personal development, thus upgrading the Knowledge, Skills, and Attitudes (K-S-A) Framework.

KNOWLEDGE

"Knowledge is sometimes viewed as if it was a concrete manifestation of abstract intelligence, but it is actually the result of an interaction between intelligence (capacity to learn) and situation (opportunity to learn), so it is more socially-constructed than intelligence. Knowledge includes theory, concepts, and tacit knowledge gained as a result of the experience of performing certain tasks. Understanding refers to more holistic knowledge of processes and contexts, and may be distinguished as know-why, as opposed to know-that. A distinction is often made between general knowledge — which is essentially irrespective of any occupational context or so fundamental as to be considered basic life knowledge — and knowledge that is specific to a sector or particular group of occupations and only likely to be encountered in such context".¹

- 1 *in* Jonathan Winterton, Françoise Delamare—Le Deist and Emma Stringfellow, "Typology of knowledge, skills and competences: clarification of the concept and prototype", Cedefop Reference series; 64, Luxembourg: Office for Official Publications of the European Communities, 2006

SKILLS

"Skills are interwoven with knowledge and pertain to the psychomotor domain in manipulating and constructing (Morrison, Ross, & Kemp, 2001). Fitts and Posner (1967) define skilled performance as an organised sequence of activities that includes both the organisation of movement and symbolic information (i.e. both motor skills and cognitive skills). Skilled behaviour is goal-directed, and sensory information and feedback about response movements is continuously used during performance. We thus view skills as doing or acting in practice, involving motor skills as well as cognitive skills. In vocational education, motor skills are an important part of education, whereas this emphasis is often less explicit in academic education."²

- 2 *in* Liesbeth K.J. Baartman and Elly de Bruijn, "Integrating knowledge, skills and attitudes: Conceptualising learning processes towards vocational competence", Educational Research Review 6, Elsevier, 2011

SELF-AWARENESS

"If we believe in the concept of lifelong learning and development, then we must acknowledge the value of self-awareness as an important precursor to learning effectiveness. Although definitions vary, self-awareness is generally seen as an inwardly focused evaluative process in which individuals use reflection to make self-comparisons to reality and the feedback of others. The goal of the self-awareness process is to create better self-knowledge, make adjustments and improvements, and accommodate for weaknesses. The self-awareness process brings into question one's identity by allowing one to compare themselves to others and their feedback in a new way. (...) Lifelong learning and development depend on accurate and meaningful knowledge about us as individuals".³

In a definition that looks into self-awareness with emphasis on the ability to monitor our inner world, our thoughts and emotions as they arise, Daniel Goleman defines self-awareness as knowing one's internal states, preference, resources, and intuitions (Zhu, 2015).

"Throughout life, self-awareness develops along a continuum. (...) From one experience to another, people increase their awareness of themselves and of their ability to become aware. Each experience affects the subsequent one, as well as how one's awareness continues to increase (Morin, 2004)".⁴

3 in Heidi Flavian, "Towards teaching and beyond: Strengthening education by understanding students' self-awareness development", *Power and Education* Vol. 8, Sage, 2016

4 in Patricia Steiner, "The Impact of the Self-Awareness Process on Learning and Leading", *The New England Journal of Higher Education*, 2014

ATTITUDES

Deriving from the Affective Domain from Bloom's Taxonomy and meanwhile revised by David Krathwohl and Lorin Anderson, attitudes are concerned with values, ranging from awareness, through being able to distinguish implicit values issues through analyses (Krathwohl, Bloom and Masia, 1964). The original domain includes learner behaviors indicating attitudes, awareness, attention, concern, interest, and responsibility and is often assessed by the learner's ability to listen and respond in the environment, and by attitudes and values appropriate for the field of study. In psychology, an attitude refers to

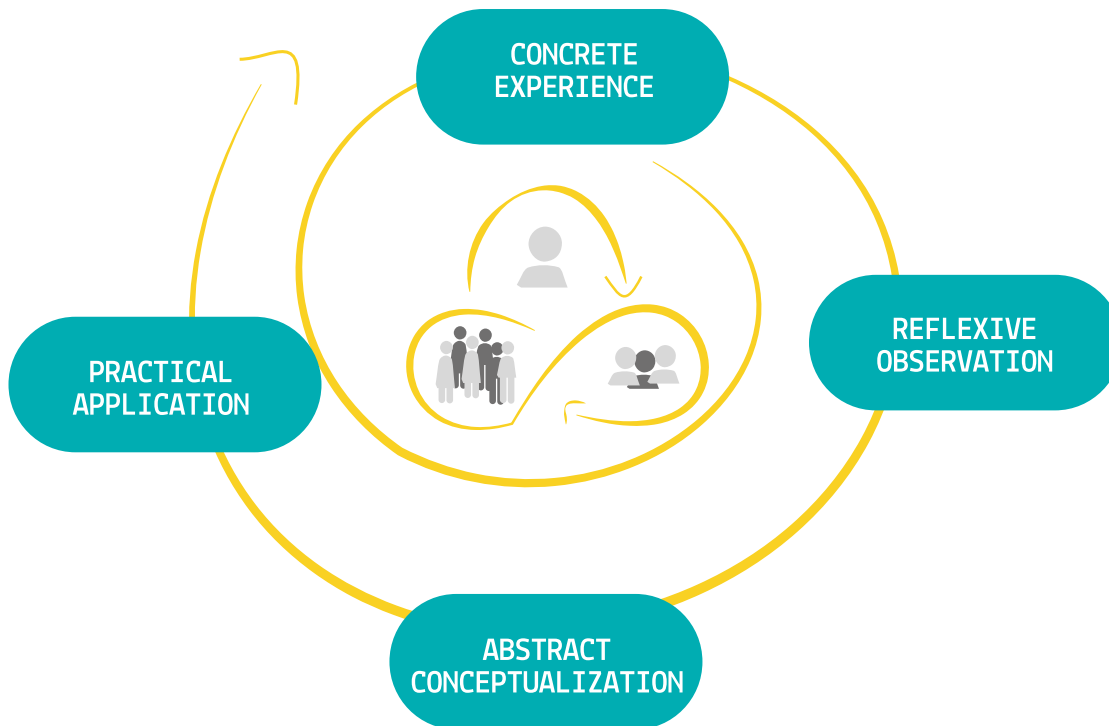
a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. Attitudes can also be explicit - those that we are consciously aware of and that clearly influence our behaviors and beliefs — and implicit — unconscious, but that still have an effect on our beliefs and behaviors. While attitudes are enduring, they can also change, influenced by a number of factors: experience, social roles and social norms, learning, observation. (Cherry, 2020)

INNER READINESS

Inner readiness is the ability to express a personal potential in a specific time and space, in a concrete “here-and-now”. Based on the assumption that the traditional understanding of competence and education doesn't cover the changing nature of our life and the changing nature of the person, and that any context and any competence doesn't last forever, the essential question is “how can we learn to be ready to live and to act at every different moment of our changing reality”(Paci, Deltuva, d'Agostino and Taylor, 2016). “From the Multiple intelligence theory point of view (Gardner, 2011) inner readiness is based on a potential state of mind that permanently resides in us, until a specific inner and external condition and experience moves it to leverage our action/s. When the environment around us and the stimuli we receive are matching our 'profile of intelligences', most likely our inner readiness activates for change and learning. (...) Inner readiness is influenced by personal habits of responding to outside stimuli (social context) and inside stimuli (experience) in the here-and-now; this combination of 'habits to respond' allows the expression of one's own potential in a specific moment and context through an action, or blocks the expression”.⁵

⁵ in Angelica Paci, Arturas Deltuva, Mario d'Agostino and Mark E. Taylor, “Developing a concept of inner readiness”, REFLECT Project, 2016

LOOKING DEEPER INTO ... EXPERIENTIAL LEARNING ■



"Experiential Learning can of course start at any step of the cycle, but in order to reach sustainable changes – to learn – individuals must go through all the sequence of steps. Based on a critical consciousness of one's experiences and reality – reflexivity – the process of experiential learning is one of the most consistent and sustainable ways for adults to change their knowledge, skills, or attitudes in a conscientious and constructive way. By integrating the learning outcomes extracted from their own personal experiences, adults are able to constantly "remake" themselves, enlarging their understanding of the world and their own fields of action. Nevertheless, apparently logic and easy to understand, experiential learning it's not an easy process. Based on autonomy and commitment, it demands from the adult an active role and an attitude of openness and predisposition towards the change". ⁶

⁶ in Filipe Teles et al., "European Citizens in Movement", UCMTA, 2006.

LOOKING DEEPER INTO ... EXPERIENTIAL LEARNING

"CONCRETE EXPERIENCE

The starting step consists on going through (experiencing) a specific life event or an activity.

REFLEXIVE OBSERVATION

The second step consists on recalling and reflecting about what happened during the experience (actions and reactions, thoughts, feelings, interactions, choices...), finding answers to questions such as: What happened? How did I feel? Why did I do (or didn't do) that? What is the meaning of this experience to me? It demands an attitude of reflexivity.

ABSTRACT CONCEPTUALIZATION

The third step is the moment for a critical and systematic analysis of the experience, searching for patterns, reaching conclusions, comparing them with generic models and theories and confronting them with the "real world".

PRACTICAL APPLICATION

The fourth step consists on finding ways to transpose and apply the conclusions reached during the conceptualization – the learning outcomes – to new real life situations, problems, or challenges. This last step consolidates the learning process and generates new personal experiences that start the cycle again..."⁷

⁷ *idem*



ENJOY OUR METHODS!

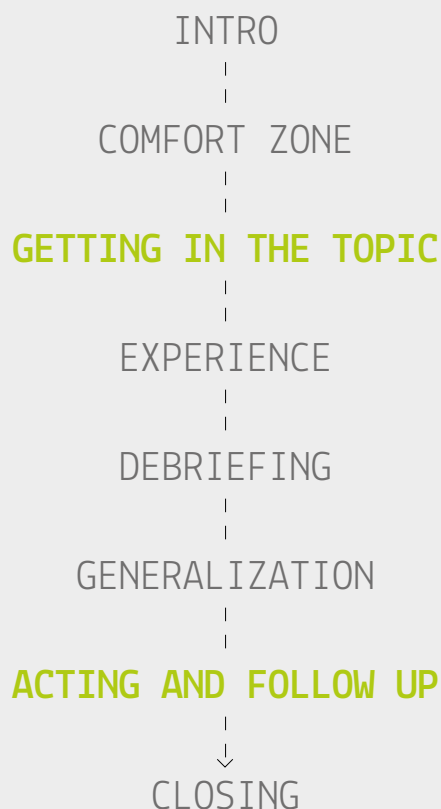
WITH CONGRATULATIONS AND
APPRECIATION TO ALL THE
TEACHERS AND YOUTH WORKERS
WHO CONTRIBUTED, AS WELL
AS MANY THANKS TO ALL THE
STUDENTS WHO PARTICIPATED
ENTHUSIASTICALLY.

Within the framework of the project, experienced non formal education practitioners (youth workers) shared their skills with VET teachers, who then experimented with it, created and explored themselves some educational methods useful for teachers, youth workers, and trainers from different contexts.

This pedagogical tool includes, therefore, practical tools and tips on how to implement non formal education methods in teaching practices. It provides a list of methods with easy to follow step-by-step descriptions that can be easily applicable and adaptable to various educational contents and situations.

When applying, adjusting and adapting the proposed methods, besides making sure its implementation fits the Non Formal Education framework previously presented, the facilitator must consider aspects such as the **topic to address, the available time, the place where the session will be implemented, the session's structure** (see below), **the adequacy of the method, expected results, conceptual grasp, knowledge of and comfort with facilitation and debriefing, quality of the relationship with the participants, the group's dynamic and motivation, the foreseen learning outcomes** and **other**.

SESSION'S STRUCTURE ■





Age group: 14-18

Keywords: Cooperation, Problem Solving, Group Work, Communication, Logical Thinking.

Time required: 45 minutes

Number of people: 14-28

Equipment, materials, and space needed: Middle-sized to large classroom or outside space, pieces of paper with clues (instructions below).

Activity explored and suggested by: Zakład Doskonalenia Zawodowego w Kielcach - Poland.

Aim of the method: The aim of this method is to strengthen communication and teamwork, to stress the importance of each team member's contribution, and to reinforce the fact that each person's opinion, information, or idea should be respected and considered when solving a problem. It is also aimed to improve problem solving skills and logical thinking, as well as increasing the ability to make inferences, draw conclusions, and organise and analyse information.

Preparation: The facilitator prepares the clues to be distributed among the participants. They should be on separate pieces of paper. The chairs should be arranged in a circle to ensure effective communication and good teamwork. No special equipment or materials are needed.

DESCRIPTION

INTRO

The facilitator welcomes the participants and explains that they are going to participate in an activity that is aimed at improving their communication skills, by making them work together and rely on each person's input for the solution of a mystery crime they are about to investigate.

CREATING COMFORT

The facilitator asks the group what information is crucial for a detective to solve a crime. A group discussion follows. The participants give examples of questions any detective has to answer when working on a case. For example: What time did the crime happen? Who are the suspects? What motives might each suspect have had? Were there any witnesses?

GETTING INTO THE TOPIC

The facilitator explains that the participants are a team of detectives whose task is to investigate a bank robbery that happened in their town the previous night. He or she sets up the scenario:

You have just found out that the biggest bank in your town has been robbed of one million euros. The robbery happened last night. Your group is the team of detectives that is investigating the robbery, trying to determine who the robber was. Each of the pieces of paper I'm holding contains a clue about what happened. If you put all the facts together, you'll solve the mystery.

EXPERIENCE

The facilitator asks the participants to sit in a circle. Each person will get a different piece of paper with a clue written on it and they must exchange their information to solve the mystery together. Every person's contribution is valuable and must be considered. The only way the participants can pass the information is orally — they cannot see each other's clues or write them down.

The facilitator passes out the individual clues. He or she does not designate a leader or make any suggestions as to how the participants should manage the task (e.g. the order in which they should read the clues, etc.). There is a large amount of information to be taken in by the participants in order to get the full picture and be able to solve the case, so the group has to figure out how best to share and organize the clues, bearing in mind that making notes is not allowed.

The participants have 30 minutes to solve the case. During that time the facilitator stays outside the group not commenting on the cooperation style or suggesting ideas on the solution itself. The participants read their clues out loud, make connections between them, and discuss the possible implications. After the entire group agrees that they know who committed the robbery, they tell the facilitator. If, however, after the designated time, the group still doesn't have the right answer, the facilitator allows the participants to go around the circle and share their clues. Only if the participants still fail to work out what happened, the facilitator is then allowed to give them the solution.

CLUES:

1. The robbery was discovered at 8:00 a.m. on Friday, November 12. The bank had closed at 5:00 p.m. the previous day.

2. Miss Margaret Ellington, a teller at the bank, discovered the robbery. The vault of the bank had been blasted open by dynamite.

3. The president of the bank, Mr. Albert Greenbags, left before the robbery was discovered. He was arrested by authorities at the Mexico City airport at noon on Friday, November 12.

4. The president of the bank had been having trouble with his wife, who spent all of his money. He had frequently talked of leaving her.

5. The front door of the bank had been opened with a key.

6. The only keys to the bank were held by the janitor and the president of the bank.

7. Miss Ellington often borrowed the president's key to open the bank early when she had an extra amount of work to do.

8. A strange, hippie-type person had been hanging around the bank on Thursday, November

11, watching employees and customers.

9. A substantial amount of dynamite had been stolen from the Acme Construction Company on Wednesday, November 10.

10. An Acme employee, Howard Ellington, said that a hippie had been hanging around the construction company on Wednesday afternoon.

11. The hippie-type character, whose name was Dirsey Flowers and who had recently dropped out of Southwest Arkansas State Teachers College, was found by police in East Birdwatch, about ten miles from Minnetonka.

12. Dirsey Flowers was carrying \$500 when police apprehended him and had thrown a package into the river as the police approached.

13. Anastasia Wallflower of East Birdwatch, Wisconsin, said that she had bought \$500 worth of genuine Indian love beads from Dirsey Flowers for resale in her boutique in downtown East Birdwatch.

14. Anastasia said that Dirsey had spent the night of November 11th at the home of her parents and left after a pleasant breakfast on the morning of the 12th.

15. When police tried to locate the janitor of the bank, Elwood Smith, he had apparently disappeared.

16. Miss Ellington stated that her brother Howard, when strolling to Taylor's Diner for coffee about 11:00 p.m. on Thursday, November 11, had seen Mr. Smith running from the bank.

17. Mr. Smith was found by the FBI in Dogwalk, Georgia, on November 12. He had arrived there via Southern Airlines Flight 414 at 5:00 p.m. on the 11th.

18. The airline clerk confirmed the time of Smith's arrival,

19. Mr. Greenbags was the only person who had a key to the vault.

20. There were no planes out of Dogwalk between 4:00 p.m. and 7:00 a.m.

21. In addition to keeping payroll records, Mr. Ellington was in charge of the dynamite supplies of the Acme Construction Company.

22. Mr. Greenbag's half-brother, Arthur Nodough, had always been jealous of his brother.

23. Nodough always got drunk on Friday nights.

24. Arthur Nodough appeared in Chicago on Monday, November 8, waving a lot of money.

The answer key

The Ellingtons collaborated to rob the bank. Miss Ellington supplied the front door key (borrowed from Mr. Greenbags) and Howard supplied the dynamite. Greenbags had already left for Brazil when the robbery took place. Mr. Smith was in Dogwalk on the night of the robbery. Dirsey Flowers was at the home of Anastasia's parents. The Ellingtons were lying when they tried to implicate Smith. There was no evidence that Arthur Nodough was connected with the robbery any way.

DEBRIEFING

The facilitator takes about 10 minutes to discuss what happened and the group's experience. The debriefing questions might include the following:

1. Was the task easy or difficult? What made it easy or difficult?
2. Did the way you cooperated as a group change as you went along? How?
3. Was a leader needed? Did he or she emerge? Who was it?
4. How did you organize the information to solve the mystery?
5. Was anyone overlooked or did anyone dominate the discussion?
6. If the group didn't work out the mystery, what prevented it from doing so?

FOLLOW-UP

Make the participants think of real-life decision making situations. Can the same techniques be used in real problem solving? To wrap things up, the facilitator then asks what the participants have learnt about listening to and relying on all members of a team and the ways to apply this knowledge in their everyday life.

CLOSING

The facilitator thanks the participants and congratulates them on their effective cooperation.

VARIATIONS

The clues can be designed by the facilitator and the robbery/crime scenario can easily be adapted to individual needs to make it more relevant, funny, and personalised. The clues can be translated into the group's national language or used in English to bring in the added value of practicing language skills. A few irrelevant clues can be added to illustrate the differences between relevant and irrelevant information that act as distractors. In the case of smaller-sized groups, each person can get more than one clue to read out.

References: www.peterpappas.com, "Teambuilding with Teens – Activities for Leadership, Decision-making & Group Success" Mariam G. MacGregor.



Age group: 14-100

Keywords: Critical Thinking, Debate, Group Work.

Time required: 60 minutes

Number of people: 15-25

Equipment, materials, and space needed: A bag of instant coffee, a copy of the role-card sheets for each group, and a copy of the grid, without the figures in the 'Actual proportion' column, drawn on to a whiteboard or large sheet of paper and displayed so that everyone can see.

Activity explored and suggested by: Asociatia de Tineri din Ardeal - Romania.

Brief Summary: This method puts the participants in the position of people who are involved in the coffee trade, allowing them to reflect about questions like: Who benefits and who loses from trade? Is this fair?

Aim of the method: To help participants to think about the actors in different parts of the coffee trade, to develop their understanding of world trade, and to encourage them to think about issues of global justice.

Preparation: Separate the groups by sitting the participants on chairs, in 5 circles that are themselves in a large circle facing the flipchart.

DESCRIPTION

INTRO

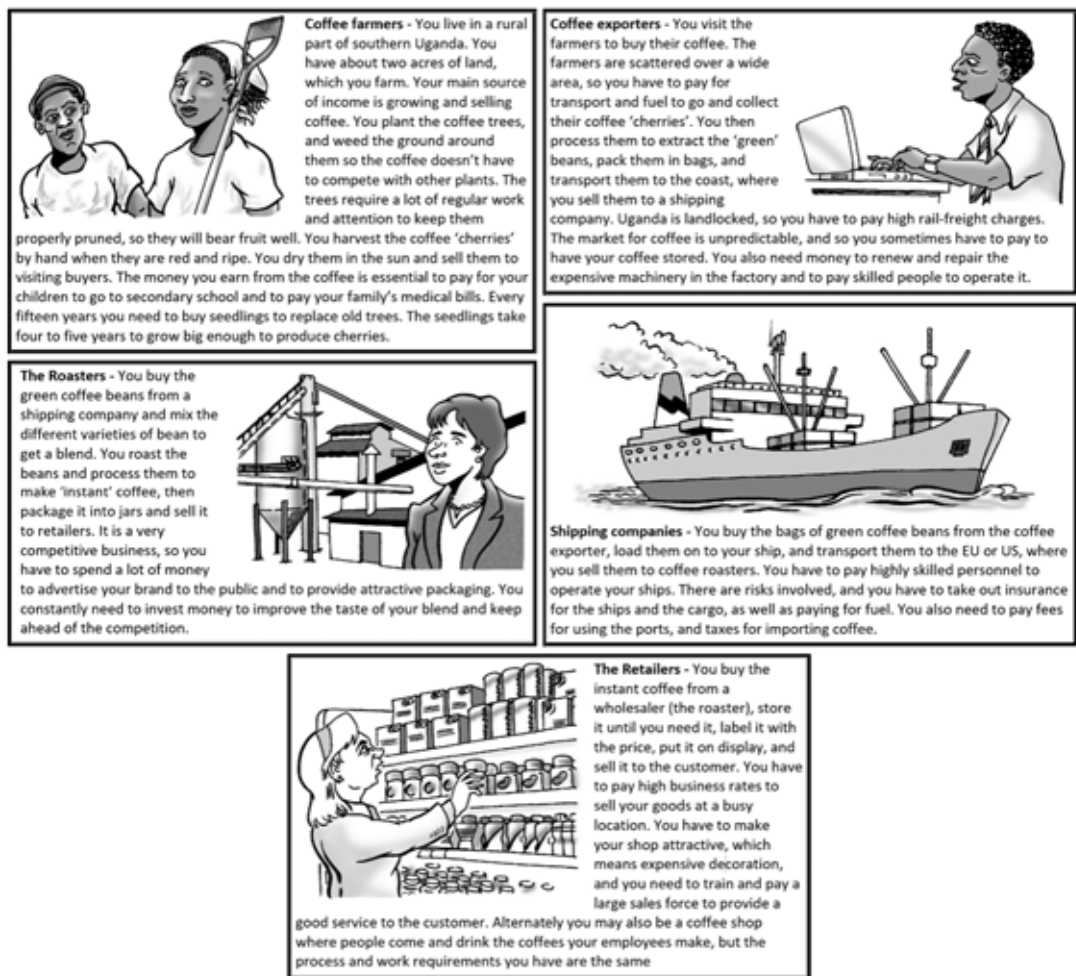
The facilitator welcomes the participants to the World Congress of Coffee Traders, and asks them to distribute themselves in the 5 circles of chairs and sit down.

CREATING COMFORT

The facilitator asks the participants whether any of them drink coffee, and if so, why. Is it because they like the taste, or are there other reasons? Brainstorm the reasons why people might drink coffee. These could include the fact that it helps wake them up, the smell, social reasons (companionship, atmosphere of coffee bars). See if you can get participants to recognise that marketing, advertising, and image are powerful factors.

GETTING INTO THE TOPIC

The facilitator explains to the 5 groups that they are part of people who are involved in the process that brings coffee from a bush in Uganda to their breakfast table. Distribute the role cards (available next), so that the participants in each group all have the same one. Ask the group to read their cards. Give the groups 2 minutes to think about their role. How do they feel about it? What sort of problems do they think they might face? What strengths do they have as a group?



EXPERIENCE

The facilitator holds the bag of coffee and tells the participants that it costs 3 euros in the supermarket. He or she proceeds to ask the groups to discuss how much of the selling price they should get (this should not be a discussion about how much the participants think people do get, but rather how much is due to them for the work they do).

The facilitator asks each group to tell you and the other groups how much they think they should get, according to the discussion, and encourages them to justify their claim, recording each amount on the chart in the 'initial proportion' column. The facilitator adds up the amounts which will likely total quite a lot more than 3 euros! Finally, the facilitator asks each group to negotiate its position, until all groups reach a total of 3 euros, after which he or she facilitates a discussion around questions like: Why do they feel they should be paid this amount? Is there any group that is generally felt to be getting away with too much?

Participants should engage with each other – but without violence! A time limit of 12 minutes should be set for negotiations and the participants must always be reminded that time is running out, which is why they should focus on the important matters. Towards the end of negotiations it should be stressed that the stock exchange is closing, which means that if they do not reach the needed price of 3 euros, the financial consequences on the next days will be harsh. This is both to stress the gravity of the situation, and to make them understand the urgency.

When/if agreement has been reached, the facilitator records each negotiated amount on the chart in the 'negotiated proportion' column.

In the end, the facilitator announces the actual proportions at each stage of the production process, by revealing the last column.

	INITIAL PROPORTION	NEGOTIATED PROPORTION	ACTUAL PROPORTION
FARMERS			0,05€
EXPORTERS			0,09€
SHIPPERS			0,18€
ROASTERS			1,93€
RETAILERS			0,75€

DEBRIEFING

This method is likely to raise powerful feelings. Participants need to have the chance to reflect on what has happened and how they feel about it. While they are still in role, ask each group to describe what happened from their perspective. Why do they think this was the case? Is there anything they can think of that they could do to improve the situation?

GENERALIZATION AND INPUT

The facilitator brings the participants out of role and broaden the discussion, asking everyone what they feel can be done about unfair trade, what they learnt, how was the simulation itself, and how they can use the experience and knowledge in the future.

The facilitator points out that, in real life, the farmers would not be able to negotiate with the shippers, roasters, and retailers. This is part of the problem for the farmers: their bargaining power is very limited, compared with the large transnational corporations which market and process the coffee. The transnational corporations have huge resources, plus access to technology, information, and transport. Farmers are usually isolated individuals who have to accept the price they are offered.

The main points to draw out of the discussion are:

- coffee farmers get a very small share of the overall profit, even though they work very hard;
- this is a complex problem, but there are solutions: farmers should be paid a fair price for their coffee.

CLOSING

The facilitator thanks the participants for their participation.

Variations: It can be also done in 90 minutes, leaving more time to debate.

References: The method was simplified and adapted from a more complex string of activities, that can be found in OXFAM's "The Coffee Chain Game - An Activity on Trade for Ages 13 and Above" (www.tcdsb.org/Board/NurturingOurCatholicCommunity/Documents/Coffee%20Chain%20Game.pdf).



Age group: 13 - 100

Keywords: Communication, Cooperation, Intercultural Competences.

Time required: 20 minutes

Number of people: Minimum 8, maximum 30

Equipment, materials, and space needed: Paper sheets, colour crayons or markers, one chair per participant.

Activity explored and suggested by: Aventura Marão Clube - Portugal

Aim of the method: To develop communication competences, and to experience the challenge of interaction when people have different profiles and needs.

Preparation: Set as many chairs as participants back to back in a two by two row. (If there is not an even number of participants one should act as observer, taking notes.)

DESCRIPTION

INTRO

The facilitator contextualizes this method within the scope of the school, the contents, the educational process, and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations.

EXPERIENCE

Round 1: The facilitator asks the participants in one of the rows to draw a simple image linked to tourism. The other row receives a blank paper and a pen. Whoever draws the image will have to describe it to the person behind him or her, and he or she must draw what he hears — without asking questions. The participants can't look or turn their backs. When everyone has finished, facilitator tells the participants to turn around and see if the final result is close to the original, and asks for impressions and feelings about what happened.

Round 2: The participants change roles and in this second round it is the turn of the row that was following instructions to draw the original image. They must then describe it to their partner and in this round questions are allowed (but they are still unable to look or turn away). When everyone has finished facilitator tells the participants to turn around and see if the final result is close to the original, and asks again for comments about how it was and if it was easier or more difficult.

Round 3: The facilitator asks the pairs to divide themselves around the room and face each other. The facilitator explains that in this last round they will have the opportunity to face each other, but will only be able to speak in English. One of the participants in the pair draws a simple image related to tourism, not showing it, and then gives the instructions in English in order to the other participants to draw it. When everyone has finished the facilitator tells the participants to see if the final result is close to the original drawing, and asks again for comments about how it was and if it was easier or more difficult.

DEBRIEFING

Back to a circle with the chairs, the facilitator asks the participants how they feel about the experience and how they relate it with real life situations.



Age group: 13 - 100

Keywords: Communication, Cooperation, Intercultural competences.

Time required: 20 minutes

Number of people: Minimum 8, maximum 30

Equipment, materials, and space needed: Paper sheets, colour crayons or markers, one chair per participant.

Activity explored and suggested by: Aventura Marão Clube - Portugal

Aim of the method: To develop communication competences, to experience the challenge of interaction when people have different profiles and needs, and to learn about different cooperation styles.

DESCRIPTION

INTRO

The facilitator contextualizes the learning moment within the scope of the school, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations.

EXPERIENCE

The facilitator asks the participants to form pairs and in each pair nominate participant A and participant B. The facilitator gets all participants A together in one place and participants B in another (inside the room and outside the room, for instance). The facilitator explains to participants A that their goal is to draw on a sheet of paper how a perfect day with the sun on the beach would be like. He or she then explains to participants B that their goal is to draw on a sheet of paper what a perfect moonlit night would be like in a city with skyscrapers. Both participants A and B are given the instructions that, once they meet their pair, they will not be allowed to speak. The participants get together in the room and the pairs join around one chair, using the sit as a table, or around a table, sitting on the chairs. Each pair is given only one sheet of paper and one marker or crayon. The facilitator informs all participants that they will have 3 minutes to draw and tells them to start. After the 3 minutes, the facilitator tells the participants to stop and to sit back in a circle, with the pairs sitting side by side. The facilitator asks each pair to show their drawing without telling what it was supposed to be.

DEBRIEFING

The facilitator asks the participants to share with each other, in the group, what happened, what could they have done differently, how they feel about the experience and how they relate it with real life situations. Finally, the facilitator asks the participants to think about what kind of cooperation styles they observed in the experience and how would they call them if they would use an animal to describe it.

GENERALIZATION AND INPUT: The facilitator shows the participants what the cooperation styles are in a graphic:

MY NEEDS	DOMINANT (SHARK)		CONSENSUS (OWL)
		COOPERATION (FOX)	
	ABSENT (TURTLE)		PASSIVE (LAMB)
	YOUR NEEDS		



Age group: 14-18

Keywords: Cooperation, Situational Activity, Teamwork, Motivation.

Time required: 50 minutes

Number of people: Between 15 and 25

Equipment, materials, and space needed: Situation cards, colored chalks, white a4 paper. indoor activity.

Activity explored and suggested by: Liceul Technologic Zeyc Domokos - Romania.

Aim of the method: To learn what cooperation means, to recognise the nature of the participants' reactions (quickness, situational awareness, leadership style, compliance), to build on the participants' psychological-motivational skills, and to find viable ways to solve a given problem.

Preparation: Gathering the situation cards, paper, chalks, changing the tables and chairs, so that three people can sit together.

DESCRIPTION

INTRO

The facilitator asks the participants: "Do you consider yourself a problem solver? Do you take an active role in group tasks?". These questions work as starting point for the activity and set the mood for it.

EXPERIENCE

The facilitator creates groups of 3 participants. In order to do so, the facilitator can assign a number to each participant so that the groups are created according to the numbers. Each group receives a (different) situation card with a problem to solve.

1. You are a waiter in a small restaurant. A client asks: "I would order a roast duck leg with stuffed ribs." You are not sure if there is any duck in the kitchen. Please describe what are the best possible ways to solve this situation.

2. You are the only receptionist in a busy, but small hotel. A guest staying with you on the 1st floor for a few weeks already had a small, light package delivered to the hotel. She calls you and says "Please pick up my package and bring it to the elevator door of the 2nd floor!" Please describe what are the best possible ways to solve this situation.

3. You just presented the ins and outs of a chocolate factory, including a small tasting of the end products, to a group of highschool students and say. "The tour has now ended you can now pick some of the types of chocolates to take home." One of the students says: "Can I please have a 1 kg. of peanuts and a bit of that French chocolate!" Please describe what are the best possible ways to solve this situation.

After reading the situations, the participants have to find strategies to solve the problem. It is important to explain to the groups that each of its members should take a concrete role for solving the problem. For example: one member can think about what the goal is, another can deal with the methods to use to reach the goal, another one can define what to prioritize in the process to reach the goal, etc. When all the groups have finished, they can swap the situation cards among them and explore new problem solving strategies.

DEBRIEFING

The facilitator promotes a final discussion about the activity, based on questions such as: "How was it?", "How did the tasks make you feel?", "What do you think is the right, viable way to better perform those tasks?", amongst other. This moment should allow the group to discuss positive and negative aspects about collective problem solving.



Age group: 16-18

Keywords: Cultural Competences, Cultural Awareness, Group Work, Communication, Tolerance, Social Skills.

Time required: 45-60 minutes

Number of people: 10-30

Equipment and materials: Flipchart or board, markers, worksheets.

Space: Middle-sized to large room or space outside.

Activity explored and suggested by: Zakład Doskonalenia Zawodowego w Kielcach - Poland.

Aim of the method: To develop cultural awareness, learn to look, analyse and solve problems from the perspective of cultural differences, to promote openness, respect, curiosity towards other cultures, to acquire cultural knowledge paying special attention to the invisible aspects of culture, to develop flexibility and adaptability in intercultural communication, to enhance the effectiveness and efficiency of intercultural relations at and outside of school, to increase mutual tolerance and acceptance, to develop the ability to communicate with people of different cultures, to fight xenophobia, racism, as well as all forms of prejudice.

Preparation: The room should be arranged in such a way as to ensure effective teamwork, i.e. the tables should be pushed together or taken out of the room altogether if the participants feel more comfortable working on the floor. The tables' arrangement should enable the facilitator to move freely among the groups and offer individual help whenever it's needed.

Before the session starts, handouts with iceberg images should be prepared as well as a worksheet with a list of visible and invisible aspects of culture.

The way it is described here, the method should be implemented in a multicultural group. Mono-cultural variants are also possible, as described in the "variations" section below.

DESCRIPTION

INTRO

The facilitator welcomes the participants and explains that they are going to do an activity that will help them understand each other a little better.

CREATING COMFORT

The facilitator starts off by drawing a large image of an iceberg on the board. He or she asks the participants what they know about icebergs, stressing the fact that the part that's visible to us is only about 10% while most of it is hidden from view. The facilitator then inspires the participants to think about an iceberg as a metaphor and asks what situations we could apply this metaphor to.

GETTING INTO THE TOPIC

The next step involves introducing the idea of culture. The facilitator challenges to participants to come up with a definition of culture and to create a list of elements that they feel make up culture (eg. religion, food, clothes, celebrations, music, visual

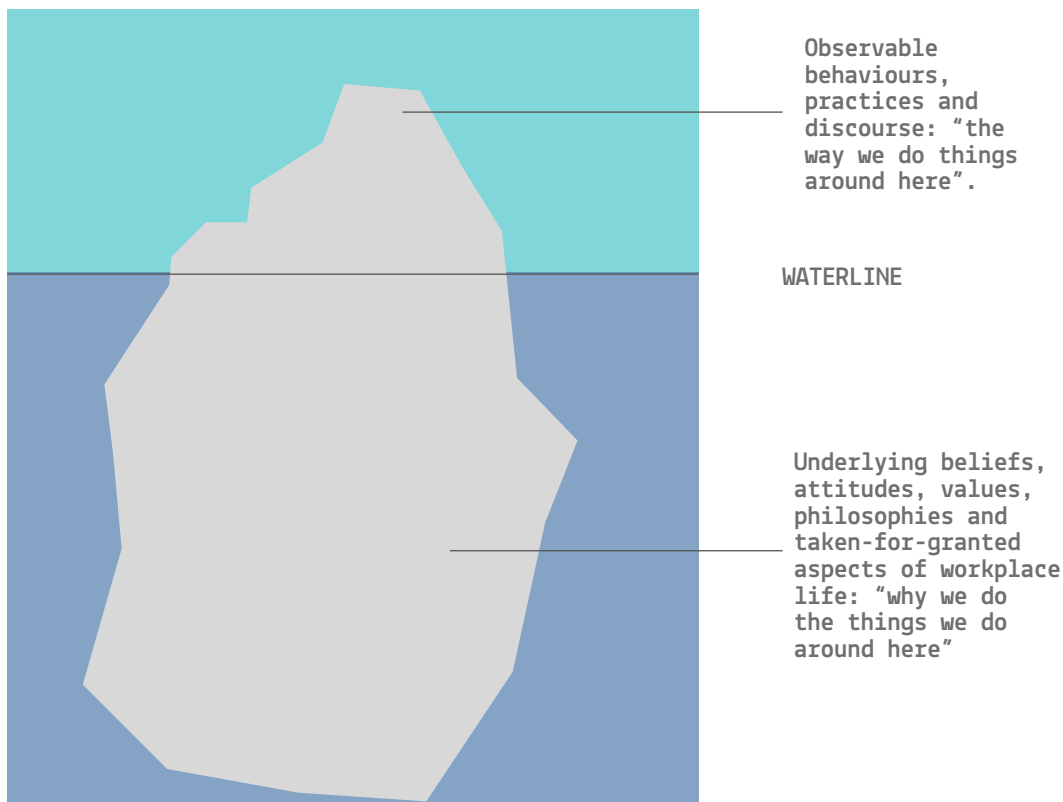
arts, language, rules of polite behaviour, the role of family and its members, etc.). After that, the facilitator asks whether the participants can see any parallel between culture and an iceberg. If the participants have trouble making the connection, he or she asks auxiliary questions in order to help to get to the conclusion that the visible part of culture is only a small part of a much larger whole. A discussion follows in which the participants give examples of what they think are the visible and the invisible parts of culture.

EXPERIENCE

To make the point even clearer, the facilitator provides the participants with a worksheet containing more examples of cultural features. Using the iceberg metaphor, the participants work in groups of 4-5 to decide which of the aspects should be above and which should be below the water surface. The facilitator explains that there is a clear connection between the two in the sense that it's the invisible aspects of culture that cause the visible ones, eg. notions of modesty or religious beliefs influence styles of dressing. The facilitator can create the list or use online resources, for example:

WORKSHEET #1: FEATURES OF CULTURE	
Directions: For each feature of culture, think of one example common to people in the country where you were born. Use another sheet of paper if you need more space to write.	
1. Styles of dress	16. Concept of fairness
2. Ways of greeting people	17. Nature of friendship
3. Beliefs about hospitality	18. Ideas about clothing
4. Importance of time	19. Foods
5. Paintings	20. Greetings
6. Values	21. Facial expressions and hand gestures
7. Literature	22. Concept of self
8. Beliefs about child raising (children and teens)	23. Work ethic
9. Attitudes about personal space/privacy	24. Religious beliefs
10. Beliefs about the responsibilities of children and teens	25. Religious rituals
11. Gestures to show you understand what has been told to you	26. Concept of beauty
12. Holiday customs	27. Rules of polite behavior
13. Music	28. Attitude toward age
14. Dancing	29. The role of family
15. Celebrations	30. General worldview

After that, the facilitator divides the participants into groups of 4-5. Each group gets a handout with an image of an iceberg with a clear line delineating the part of the iceberg that is above the water's surface and the larger part that is below the surface.



The facilitator tells the participants that their task is to fill in the tip of the iceberg with words that refer to concrete aspects of culture that they have observed. At this stage, it is vital to make it very clear to the participants that they must treat each other with absolute respect, and avoid all prejudice and stereotypes. Different levels of supervision might be needed during group work to make sure no offensive or discriminatory behaviour takes place. Then the facilitator draws a large iceberg on the board and fills its tip with ideas coming from the participants.

The facilitator then moves on to explain the second part of the task, which is about going "below the water surface". The participants have to reflect on the deeper sense of culture and try to "explain" its visible manifestations by filling in the bottom part of the icebergs. So that they get back to their initial groups of 4-5, but this time they swap their handouts so that each group works on the other's iceberg. For each of the visible features mentioned, they try to come up with a deeper aspect that influences or causes it. They put their ideas in the invisible parts of the icebergs on their handouts. After they finish, the facilitator repeats the procedure of brainstorming all the ideas and writing them down on the collective iceberg on the board. Then, there follows a group discussion on cultural stereotypes and prejudice. The facilitator asks how easy it is to misunderstand another culture when we only judge by what's visible. He or she encourages the participants to think of ways to minimize that risk, i.e. being open to other cultures, trying to get to know individuals, and interact with them, trying to learn about the values and beliefs that underlie the behaviours of societies, etc..

DEBRIEFING

The facilitator takes about 10 minutes to discuss what happened and the group's experience. The debriefing questions might include the following:

1. Was the task easy or difficult? What made it easy or difficult?
2. Did the way you cooperated as a group change as you went along? How?
3. Was a leader needed? Did he or she emerge? Who was it?
4. Do you think it makes sense to compare culture to an iceberg? Why (not)?
5. Can you think of other things to which the visible and invisible features of culture can be compared?

FOLLOW-UP

If there is time left, the facilitator may finish up with a list of fun facts about interesting or funny cultural features that may firstly appear as bizarre:

1. In Japan and South Korea giving a tip is considered an insult.
2. In the Middle East, South America, Russia, and Greece "thumbs up" is offensive and means the same as the "middle finger".
3. Showing the soles of your feet is very insulting to Muslims, Hinduists, and Buddhists, once they are considered filthy.
4. You're not supposed to touch a person's head when you're in Thailand. It's considered the most sacred part of the human body. On the other hand, feet are regarded as the dirtiest.
5. In the Middle East and many parts of Africa, men hold hands as a sign of trust and friendship.
6. Burping in public while dining is a sign of politeness in China and Taiwan. It's actually a way to compliment the chef.

These are only a few examples and the list can be further extended. Lots of similar examples can be found online. If the group is multicultural, the participants themselves could add to it by giving interesting facts about their own cultures.

CLOSING

The facilitator thanks the participants and congratulates them on their effective cooperation.

VARIATIONS

There can be many variations of the method, eg. the same procedure can be applied to talk about personal culture and to allow the participants to learn to look beyond a person's appearance to all of the stories and experiences that are invisible at first glance. This could be especially useful with younger participants to whom the concept of culture can be too abstract.

References: The method is based on the cultural iceberg concept by Edward Hall – "Beyond Culture" (1976) by Edward T. Hall (<https://www.peacecorps.gov/educators/resources/culture-iceberg/>).



Age group: 16-19

Keywords: Entrepreneurial Skills, Presentation, Group Work, Project Based Learning.

Time required: 120 minutes plus homework project

Number of people: 9-30

Equipment: Laptop, projector, screen, internet access, whiteboard.

Materials: Pens, markers, big sheets of paper.

Space: Inside room, part of the session can happen outside.

Activity explored and suggested by: Zakład Doskonalenia Zawodowego w Kielcach - Poland.

Aim of the method: To improve the participants' knowledge of entrepreneurship, especially the understanding of the processes involved in running a company, to equip them with basic business skills, to spread entrepreneurial mindsets, to foster effective communication and teamwork, to improve presentation skills, creativity and innovation, to develop enthusiasm and self-confidence, and to encourage them to use their initiative.

Preparation: As the activity is quite long and involves several stages, different space arrangements should be used for the different parts of it, to make sure the environment is as comfortable as possible and facilitates the learning process. The general idea is to create a warm and friendly environment, build a sense of community, and make sure the participants are actively engaged in learning. The viewing and general discussion part require no tables. To make sure everybody has a clear view of the screen and to facilitate the group discussion, the chairs can be arranged in a semi-circle or a horseshoe. For the second part, which is based on group work, tables should be arranged in such a way as to support cooperation – eg. pushed together to accommodate groups of four, facing each other. Alternatively, the second part can be set as homework. The delivery part should be light, humorous, and fun, participants should be encouraged to engage in preparing the decorations (eg. Dragons' Den posters, banners, etc.), perhaps dressing up as aspiring business people, etc..

DESCRIPTION

INTRO

The facilitator welcomes the group. He or she very briefly presents some surprisingly successful business ideas (eg. a portable whiteboard in a roll) and reveals these are start-up first presented on the TV show "Dragon's Den". A short discussion on the show's rules follows.

CREATING COMFORT

A part of an episode of "Dragons' Den" is played. A national or English-language version can be used, depending on the language competency of the group. If the method is developed with a younger group, a kids' version of the show can be played (eg. "Junior Dragons' Den").

Then the group gets divided into groups of 4 or 5. Group arrangement can be done using one of the following strategies:

- groups of mixed skill levels (to make strengthen the weaker participants and make them feel more comfortable);
- groups according to interests (to facilitate the work on the final products);
- random group arrangement (this can be done in a fun way, eg. take small puzzles and have participants randomly select a piece and then have them find the other participants who have the rest of that puzzle's pieces. Another way could be putting participants together according to their birthday months or by choosing colored index cards from a stack etc.).

GETTING INTO THE TOPIC

After watching the "Dragons' Den" episode, the facilitator initiates a group discussion on what makes a business successful. Participants identify the main areas that are crucial to a business idea's success, eg. management, financing, marketing, human resources, sales, production, etc.. Once these main functional areas have been identified, the facilitator writes them down on the board in big circles. The participants work in their groups to further investigate the specific areas (2 areas per group). They discuss what specific aspects of business management are covered by each area (eg. human resources: recruitment, placement, induction, orientation, training, promotion, motivation, wage and salary, retirement, transfer, working conditions, trade unions, safety and welfare, etc.); what their main objectives are; and also what factors deem these areas "good" or "bad". The participants write their ideas down on A3-sized sheets of paper. This is followed by an idea presentation and a general discussion. The facilitator writes the participants' conclusions in corresponding circles on the board. Then he or she shares some real life examples to illustrate different aspects of business management (eg. management model in company X, marketing in company Y, etc.).

EXPERIENCE

Then the facilitator moves on to explain the next part of the activity which is project based. Its aim is to create business strategies for the participants' own companies and present them to the judge's panel using the concept of the TV show "Dragons' Den". The facilitator only gives the participants some general guidelines as to what should be included in the project. He or she also recaptures the main conclusions from the group discussion concerning the main functional areas of business management. Additionally, to give the participants some inspiration and show how "thinking outside of the box" works, the facilitator gives the participants a list of "crazy business ideas that actually worked" (eg. "rent-a-chicken" company). This shows them how important creativity is and introduces an element of fun.

The general instructions are as follows: each group has to develop a business idea, prepare a presentation (eg. a digital media presentation or any other form of presentation chosen by the participants) and convince the panel that their idea has a chance to succeed. For that, they need to refer to at least three of the business functional areas they discussed in the previous stage and show how they plan to make them efficient and sustainable. Each project should contain a general description of the business idea, a mission statement, the description of the target group, a management model, the marketing strategy with a logo design/marketing poster, etc..

The actual project can be set as homework or done during the session, if that's possible both space and time-wise. In any case, the participants continue working in their designated groups and take full responsibility for the projects. When designing their business, they are encouraged to make full use of their imagination and creativity and to think outside the box. However, the task is not just to come up with an original business idea – the participants have to use their entrepreneurial knowledge to convince the

"dragons" that it has a chance to succeed.

When the idea is ready, they decide on the way to present it before the judges – they can go for a digital media presentation, they can just talk about it, they can even prepare a model of the product they will be offering.

Finally, all the projects get presented before the dragons' panel. To make the participants more comfortable and keep the mood light, the dragons should be chosen from the school or NGO staff. This stage involves an element of role-play too, as it should be kept within the style of the TV show. In the end, the judges choose the winning project.

RECOMMENDATIONS

The facilitator explains the procedure in a clear way and makes sure all the participants have a good understanding of the goals of the activity and their roles. This creates a sense of safety in the participants, once they know what is expected of them. At the same time, while the general guidelines of the activity are provided by the facilitator, the participants have a lot of say when it comes to the details. This makes them feel involved and empowered – even if it's only small things they get to decide on, like eg. decorations. The participants' opinions and ideas are always valued and treated with respect. The facilitator makes sure to create a supportive, non-judgmental environment by providing a lot of positive feedback and encouraging the participants to open up and express their ideas and opinions. The facilitator should be ready to give extra support and explanation whenever the participants need it. He or she should encourage the participants to ask questions. The facilitator should stay active throughout the activity, but his or her role is by no means a central one. He or she should offer support and advice, every now and then joining the groups at their tables to discuss ideas, get involved in their discussions, and give feedback to make them feel more comfortable.

Participants' comfort during the final part of the activity, which is the presentation of the participants' projects, very much depends on the choice of the "dragons" – the members of the judges' panel – and the general atmosphere created. This should be light and somewhat humorous, but, at the same time, professional enough to make the participants want to do really well delivering their presentations.

DEBRIEFING AND FOLLOW UP

The facilitator gets feedback from the group regarding what happened. These can include questions about the activity itself (the most difficult, the easiest part, the most stressful part, their reactions to the presentation part, etc.), the group dynamics (identification of group roles – Was there a group leader? Were everyone's opinions valued? How they would describe their cooperation style?, etc.) or the educational value of the experience (What's the most important thing you've learnt? How can you use the skills in your future life/career?).

CLOSING

The facilitator thanks the participants and hands them their certificates which are made in the form of pretend cheques from the judges who decided to "finance" the best projects.

VARIATIONS

If assembling a panel of judges and organizing a full-blown "Dragons' Den" final is too much of a challenge or proves too stressful for the participants, they can present their projects in front of the rest of the group.

References: The method uses the idea of a TV show "Dragons' Den" (<https://www.imdb.com/title/tt0443370/>).



EGGWARD'S PROBLEM

Age group: 14-18

Keywords: Creativity, Problem Solving, Group Work, Negotiations, Planning, Entrepreneurship, Science, Marketing, Engineering.

Time required: 90 minutes

Number of people: 8-30

Materials: Eggs, paper, pencils, scissors, tape, newspaper, toilet paper rolls, cardboard tubes, plastic bags, balloons, carton boxes, straws, rubber bands, string, sponges, glue, etc..

Space: Middle-sized or spacious enough room (to display all the materials and allow several groups to work at the same time).

Activity explored and suggested by: Zakład Doskonalenia Zawodowego w Kielcach - Poland.

Aim of the method: To promote creative thinking, to develop problem solving skills, and to support key competences development, especially entrepreneurship, innovation, and the basics of engineering. It also focuses on promoting teamwork and collaboration, improving negotiation and presentation skills, and developing competences on effective planning in a fun and non-threatening way.

Preparation: The room should be arranged in such a way as to ensure effective teamwork. For instance, the tables should be pushed together or taken out of the room altogether if the participants feel comfortable working on the floor. One row of tables should be aligned by one of the walls acting as a counter, in order to display all the materials available to "purchase" to make the projects. Price tags should be attached to each type of supplies. The tables' arrangement should enable the facilitator to move freely among the groups and offer individual help whenever it's needed. It's both important to support participant interaction and enable participant-facilitator communication.

The facilitator should bring the eggs and all the materials to the session. Alternatively, he or she can ask the participants to provide them (eg. each participant brings one thing).

DESCRIPTION

INTRO

The facilitator welcomes the group.

CREATING COMFORT

The activity starts with the facilitator presenting the following statement: "Customers don't buy products, customers buy solutions to problems". This opens up a discussion, in which the participants talk about what they think is meant by the statement, whether they agree with it or not, and give examples of products that illustrate it, referring to both the problem that's addressed and the way a given product solves it.

Then the participants get divided into 5 groups of 4. In order to break them down into groups in a way that facilitates contact between all participants, the facilitator can use a group arrangement technique, like, for example: using colour stickers to divide them into colour groups, using the participants month or date of birth, adjectives (labeling all participants using positive adjectives, eg. intelligent, brilliant, ingenious, etc., and then ask the people who got described by the same adjective to sit together), etc.. This way grouping becomes fun, generates movement, and creates dynamic.

GETTING INTO THE TOPIC

Once the groups are settled, the facilitator presents them with an egg, introducing it as Eggward the Egg. He or she tells the participants that Eggward and his friends have recently found a new passion in life, which is flying. Unfortunately, given the circumstances, they can only indulge in it in theory, and the few daredevils who have tried it have lost their lives ending up on people's breakfast plates.

EXPERIENCE

Then the facilitator moves on to explaining the challenge itself, which is to solve Eggward's problem by creating an innovative product — a structure that will prevent the egg from breaking after a fall. It can either be something that protects the egg itself or a landing zone to put on the floor. The participants are given a virtual budget and can use it to "purchase" the materials that are available. The materials available are, for example, tape, newspaper, toilet paper rolls, cardboard tubes, plastic bags, balloons, carton boxes, straws, rubber bands, string, sponges, glue, etc.. Additionally, each group gets a pair of scissors, a pencil and a piece of paper to draw the design on.

■ THE PROCEDURE:

- 1.** Group discussion and planning: each individual group decides on the structure they want to build and the supplies they need to build it. They make rough drawings on their individual projects together with a "shopping list" of things they need to "purchase" in the "shop". While designing their projects, they have to take into account the amount of money they have at their disposal and use it in a reasonable way.
- 2.** Purchase of supplies: appointed group representatives come up to the supplies counter and "buy" materials needed for their constructions. They should stick to the plan made by the group as once they make their choice of items, they cannot return or exchange them. However, if during the production process they decide they are lacking something they need, they can negotiate with another team to make the swap.
- 3.** Building the structures: the groups work on their constructions. As mentioned before, if it turns out they need something they haven't bought or if they break something in the process, they barter with the other teams. Returning to the supplies counter is not allowed. After building their product the participants have to come up with the name for it and the advertising slogan. They also have to determine how much they will be charging for it, given the production costs, trying to make a profit but at the same time making sure the product is affordable enough to sell.
- 4.** Product pitch and testing: each group pitches their products to the rest of the group. Then the prototype structures are tested to see which groups' eggs will survive the drop. In the end, the best product is chosen based on its functionality, presentation but also its price and the profit the company makes.

DEBRIEFING

The facilitator gets feedback from the group regarding what happened. This can include questions about the activity itself (the most difficult, the easiest part, the most stressful part, their reactions to the presentation part, etc.), the group dynamics (identification of group roles — Was there a group leader? Were everyone's opinions valued? How they would describe their cooperation style?, etc.), or the educational value of the experience (What's the most important thing you've learnt? How can you use the skills in your future life/career?).

FOLLOW UP

The facilitator can ask the participants whether they see a parallel between the activity and real-life businesses/careers (eg. designing protective gear for stunts and extreme sports etc.). If time allows, he or she can show the participants some examples of real protective products (clothes, equipment) and briefly discuss its construction.

CLOSING

The facilitator thanks the participants, the structures can then be put up for display on the school corridor or in a display cabinet together with their advertising slogans.

VARIATIONS

The materials used can vary, the facilitator can either bring them him or herself or ask the participants to provide them. The activity can be done both indoors and outdoors.

References: The whole activity scenario is an original idea, but it's based on the classic "egg-drop challenge". One version of it can be found here: <http://nautilossar.org/EVSblog/2018/09/11/non-formal-education-method-egg-drop-eggsercise/>.



Age group: 14-18

Keywords: Logical Thinking, Problem Solving, Deduction, Linguistic Competences, Group Work, Content and Language Integrated Learning.

Time required: 60 minutes

Number of people: 8-30+

Equipment: Laptop/computer, internet access, projector.

Materials: Pens, copies of the riddle grid, picture of Einstein, and copy of Einstein's bio.

Space: Inside room.

Activity explored and suggested by: Zakład Doskonalenia Zawodowego w Kielcach - Poland.

Aim of the method: To promote logical thinking and problem solving skills especially using the elimination strategy, to increase the ability to communicate in English, to foster group work, to inspire the participants to use the Internet's educational resources and exercise their brains in order to strengthen their cognitive skills and boost their memory and concentration.

Preparation: The room should be arranged in such a way as to ensure effective teamwork, i.e. the tables should be pushed together in a way that enables the facilitator to move freely among the groups and offer individual help whenever it's needed. It's both important to support participant interaction and enable participant-facilitator communication. The facilitator should prepare copies of the riddle grid to be distributed among the participants and a print out of the picture of Einstein (below — preferably a bigger format) together with one copy of Einstein's bio to read out to the group. He or she should also find examples of 2-3 simple riddles to use as a warm-up (examples are given in the description).

DESCRIPTION

INTRO

The facilitator welcomes the group.

CREATING COMFORT

To bring in an element of fun and surprise and get the participants' interest, he or she can start off by telling them a simple logic riddle. This should not be very complicated to make the participants feel motivated and encouraged to face another challenge of this kind. Two or three minutes should be given before the participants are allowed to give the right answer in order to give everyone a chance to work out the solution.

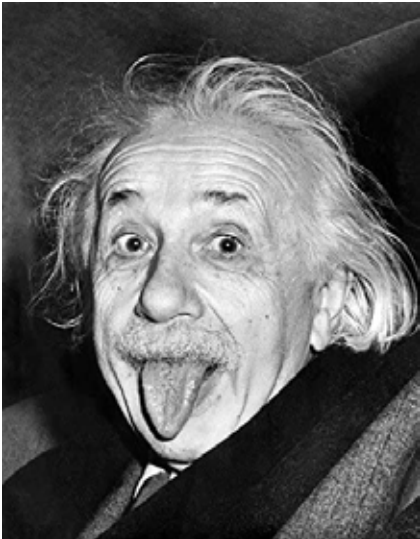
■ EXAMPLES OF SIMPLE RIDDLES:

- A grandmother, two mothers, and two daughters went shopping together and everyone bought one purse each. How many purses did they bring home altogether?
- If four women can bake four pies in four hours, how many pies can eight women bake in eight hours?

The group then gets broken down into groups of 3-4. To introduce some movement and ensure effective communication among all the participants, the facilitator uses one of group arrangement techniques. For instance, to make some reference to the topic it could rely on simple math calculations (participants getting the same numbers join to create a group). Another technique involves labelling all participants using positive adjectives, eg. intelligent, brilliant, ingenious, etc. and then asking the people who got described by the same adjective to sit together.

GETTING INTO THE TOPIC

The facilitator reads a short bio of a mystery scientist and the participants' task is to guess who the text is about.



"He was a German-born physicist, although most people probably know him as the most intelligent person who ever lived. His name has become part of many languages when we want to say someone is a genius. He must have been pretty brainy to discover the Theory of Relativity and the equation $E=mc^2$. In 1999, 'Time' magazine named him as the Person of the Century. No one could have guessed this would happen when he was at school. He was extremely interested in science but hated the system of learning by heart. He said it destroyed learning and creativity. He had already done many experiments, but failed the entrance exams to a technical college. He didn't let this setback stop him. When he was 16, he performed his famous experiment of imagining traveling alongside a beam of light. He eventually graduated from university, in 1900, with a degree in physics. Twelve years later he was a university professor and in 1921, he won the Nobel Prize for Physics".¹

¹ Banville, Sean. "ESL Lesson on Albert Einstein." www.famouspeoplelessons.com, famouspeoplelessons.com/a/albert_einstein.html.

EXPERIENCE

After the participants guess correctly, the facilitator puts up the famous printed picture of Einstein sticking his tongue up on the wall.

Then he or she explains that the participants are going to solve a brain teaser created by Einstein at a young age. Only 2% of people can solve this riddle in less than 15 minutes. The objective of the activity is to find out who has stolen a rare exotic fish from the City Aquarium using 19 clues. To introduce the riddle, the facilitator plays the "Can you solve 'Einstein's Riddle'?" video, from Dan Van der Vieren, available in TEDed lessons webpage (<https://ed.ted.com/lessons/can-you-solve-einstein-s-riddle-dan-van-der-vieren>).

After that, each group gets a worksheet with a copy of the set of clues and the riddle grid (all in English).

ALBERT EINSTEIN CREATED A TRICKY LITTLE PUZZLE, SEE IF YOU CAN SOLVE IT! IT'S NOT EASY! ONLY 2% OF PEOPLE WHO TRY THIS PUZZLE CAN FIND THE ANSWER IN UNDER 15 MINUTES!

THERE ARE **FIVE** HOUSES. EACH HOUSE IS A **DIFFERENT COLOUR**. EACH HOUSE HAS A FAMILY FROM A **DIFFERENT COUNTRY**. EACH FAMILY DRINKS A **DIFFERENT DRINK**, PLAYS **DIFFERENT SPORTS** AND OWNS A **DIFFERENT PET**. FILL IN THE TABLE BELOW AND TRY TO WORK OUT **WHICH FAMILY KEEP FISH AS A PET!**

	HOUSE 1	HOUSE 2	HOUSE 3	HOUSE 4	HOUSE 5
COLOUR					
NATIONALITY					
DRINK					
SPORT					
PET					

FILL IN THE TABLE AND FIND OUT WHICH HOUSE KEEPS FISH AS PETS!

1. THE BRITISH MAN LIVES IN THE RED HOUSE.
2. THE SWEDISH MAN KEEPS DOGS AS PETS.
3. THE DANISH MAN DRINKS TEA.
4. THE GERMAN PLAYS SOCCER.
5. THE GREEN HOUSE'S OWNER DRINKS COFFEE.
6. THE OWNER WHO PLAYS BASEBALL HAS BIRDS.
7. THE OWNER WHO PLAYS BASKETBALL LIVES NEXT TO THE ONE WHO KEEPS CATS.
8. THE NORWEGIAN LIVES IN THE FIRST HOUSE.
9. THE OWNER WHO PLAYS THE VIOLIN DRINKS BEER.
10. THE OWNER OF THE YELLOW HOUSE PLAYS THE PIANO.
11. THE OWNER LIVING IN THE CENTER HOUSE DRINKS MILK.
12. THE OWNER WHO KEEPS THE HORSE LIVES NEXT TO THE ONE WHO PLAYS THE PIANO.
13. THE GREEN HOUSE IS ON THE IMMEDIATE LEFT OF THE WHITE HOUSE.
14. THE NORWEGIAN LIVES NEXT TO THE BLUE HOUSE.
15. THE OWNER WHO PLAYS BASKETBALL LIVES NEXT TO THE ONE WHO DRINKS WATER.

The participants get 30 minutes to solve the riddle. It is recommended that, while doing so, they communicate in English, but that depends on the language competency of the group. The facilitator moves around the room and offers help if somebody gets stuck and asks for it. He or she can provide some clues, e.g. suggest that the participants use the elimination strategy to make the process more effective. If nobody gets the right answer after 30 minutes, the participants can try to solve the riddle collectively.

DEBRIEFING AND FOLLOW - UP

The facilitator asks questions to get feedback from the participants. He or she asks whether the participants have enjoyed the task, whether they have found it difficult, etc.. As a follow-up, he or she asks the participants to think of examples of situations when people use the process of elimination to solve problems in the real world and asks "In what instances is this method useful?".

CLOSING

The facilitator thanks the participants, and he or she encourages the group to explore the TEDed site to find more brain-teasers to solve at home.

VARIATIONS

In case there is no internet access or laptop available, the video part can be omitted. Instead, the facilitator may introduce the riddle by simply reading it to the participants. In that case, the activity can be implemented in any available space or even outside.

References: The method is based on a logical puzzle invented by Albert Einstein, and first published in Life Magazine on December 17, 1962. The grid can be downloaded from numerous websites, e.g. www.alles1.com. Einstein's picture taken by Arthur Sasse from UPI on March 14, 1951, can easily be found online (e.g. www.wikipedia.com).



Age group: 14-100

Keywords: Language Learning, Cooperation, Creativity.

Time required: 50 minutes

Number of people: 15-25

Equipment, materials, and space needed: The letters of the English alphabet printed large and cut out, chalk.

Activity explored and suggested by: Asociatia de Tineri din Ardeal - Romania.

Aim of the method: To help the participants with a very diverse level of English to practice their vocabulary, allowing those with higher language acquisition to both practice speaking in English and to help those who do not speak so much, while in the same time giving the chance to those at base level to learn at least 20 new words.

Preparation: Change the layout of the room to have a circle of chairs equal to the number of participants. You can also involve the participants to help in this process.

DESCRIPTION

INTRO

The facilitator asks the participants to form a line in front of the room.

GETTING INTO THE TOPIC

The facilitator asks the participants if they like languages, which languages do they speak. Allow some to express their thoughts. Then ask them to think of English and their level of knowledge. And finally ask them to order themselves in the line so that the ones who consider themselves to be the most advanced in English speaking stay on the left, in a decreasing order towards the right so that the last person is the one who considers him or herself to be the most beginner. Ask them to sit in the circle of chairs in the order of their level, so that the circle "starts" at the left of the facilitator (also sitting in the circle) with the most advanced and ends on his or her right with the most beginner.

EXPERIENCE

The facilitator randomly lays down the printouts of the letters of the English alphabet on the ground. While doing this, he or she explains to the participants that during 4 minutes they have to think of as many words as they can, starting with as many letters as possible of the English alphabet.

In the first round, starting from the most beginner and moving left, each person has to say a word, starting with A, and so on. If the alphabet ends and there are still people, restart from A. This should be the easiest level as the beginners have a head start with the easiest words, and the advanced have the time to think of more unknown words.

Make sure that all words are spelled correctly and, while this happens, write them down on the black/whiteboard. Add the translations to the mother tongue.

In round 2 ask all the group to find as many objects in the room that starts with each one of the letters. They should not repeat objects. These objects should be placed

next to the letters on the floor, or, if they are not movable, like "door" or "window", the letter should be placed on them. Initially, they will find very easily 85% of the objects, but sometimes they do get stuck on X, Q, Z, and some others, depending on their level. In this case, urge them to be creative, like drawing a "queue" of lines on the black/whiteboard or showing a photo of anything they cannot find in the room on one of their phones, etc.. Once done, sit back in the circle and review the results, having each person name the objects they found and making sure again to spell the words correctly. While this happens, write them down on the black/whiteboard. Add the translations to the mother tongue also.

DEBRIEFING

Once all the objects are named, ask the group how they feel and how many words they feel that they learnt. Allow everyone to answer this question.

GENERALIZATION AND INPUT

Ask the group why are languages and knowing how to speak as many as possible important? Allow a small discussion to unfold.

CLOSING

Thank the participants for their participation and inputs. Put the chairs and tables back as they were.

VARIATIONS

If there is enough time you can ask all the participants to write down all the words in a notebook.



Age group: 13 - 100

Keywords: Human Needs, Human Rights.

Time required: 90 minutes

Number of people: Minimum 3, maximum 30

Equipment, materials, and space needed: A plain wall with enough space to hang all the drawings, copies of the handout sheet, one per person, a pencil for each participant, erasers, coloured markers to share, tape to hang the drawings on the wall, flipchart and markers.

Activity explored and suggested by: Escola Profissional de Agricultura e Desenvolvimento Rural de Marco de Canaveses - Portugal

Aim of the method: To develop an understanding about the connection between human needs, personal well-being, and human rights, to develop skills to reflect and analyse, and to foster solidarity and respect for diversity.

DESCRIPTION

INTRO

The facilitator contextualizes the learning moment within the scope of the school, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations.

EXPERIENCE

Everyone will write a flower name on a card. Afterwards the cards will be mixed and the participants will try to find which flower belongs to which person.

Part 1. Identifying what it means to be a complete human being

1. Explain that to feel complete as a human being, a person needs to have certain needs fulfilled. For instance, for basic survival we all need to have food and water, sleep, and air to breathe. We also need safety: personal and financial security and good health. We also need love and belonging: friendship, intimacy, and a family. We also need esteem: to feel accepted and valued by others and to feel that we can develop to our full potential and feel personally fulfilled.
2. Tell the participants that each of them will draw a flower to represent their own needs as human beings. The flower should have eight petals: basic needs, personal security, financial security, health, friendship, family, esteem, and personal fulfilment. The sizes of the petals should correspond to how important each of the eight needs is for the participants at this time in their lives. Show an example, emphasising that it is only an example. Each person's flower will be different.

3. Distribute paper, pens, and coloured markers, and ask each participant to draw their own personal flower in the middle of the paper leaving space around. Don't forget to stress that:

- there will be no right or wrong, neither good or bad "answers": everyone's flower will be unique;
- there should be no names on the papers.

4. Participants will be asked to think about the conditions that have to exist so that they can blossom and be complete human beings.

Afterwards, ask them to draw leaves around the flower to represent these conditions and to write key words on the leaves, allowing 10 minutes for this.

5. Participants will be asked to put their work on a wall to make an exhibition.

Part 2. Linking human needs to human rights ■

1. Participants will have time to look at the flowers. Then they will be asked to get into small groups of 3 and discuss the following questions: Are there any links between human rights and the flowers and leaves? If so, what are the links? Are human rights important? Why? What do the words "human rights" mean to you?

DEBRIEFING

Participants will be asked:

Did you enjoy it? Why? Why not?

Was it hard to decide about the size of the petals?

Are all of the eight needs important for a fulfilled life?

Are there other needs that are not represented by the petals, that is, are there other petals to add? Did anyone write anything in the centre of the flower?

Are you surprised by any similarities or differences between different people's petals?

What does this tell you about human beings?

What are the consequences for the individual of having damaged petals?

What is needed to protect the different petals? What did participants write on the leaves?

Are there any connections between what was written on the leaves and the idea of human rights? What did you learn about your own identity as a human being? How does this relate to human rights?

Which human rights do we need most to let us blossom and grow to be complete human beings (where you live)?

Are some human rights more important than others? For whom? When? Where?

What can we do to best protect human rights?

Are there any needs not covered by any of the existing human rights conventions?

References:

Adapted from "Compass: Manual for Human Rights Education with Young people", [2017], Council of Europe - Strasbourg, (<https://www.coe.int/en/web/compass/flower-power>).



Age group: 8 - 88

Keywords: Intercultural Learning, Participation.

Time required: 90 minutes

Number of people: Minimum 10, maximum 30

Equipment, materials, and space needed: Large room, chairs in a circle, instructions' handout for the two groups, object to be found, room plan drawn in red with the location of the object to be found, pens or markers (including red, blue and black), flipchart sheets.

Activity explored and suggested by: Aventura Marão Clube - Portugal.

Aim of the method: To reflect on the dynamics between different people and groups, to identify the principles and competencies essential to the promotion of diversity, and to reflect on one's own attitudes and possible needs for change.

Preparation: Identifying the object to be found and filling in and printing the instructions accordingly. Drawing the plan of the room.

DESCRIPTION

INTRO

The facilitator contextualizes the learning moment within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations..

EXPERIENCE

The facilitator should explain that what will take place next is a simulation exercise and that, in order to get quality reflections from it, the participants must commit to it, clearly understand the instructions and rigorously follow them. The facilitator must divide the participants into two groups: one larger — corresponding to 2/3 of the group — and another smaller — corresponding to 1/3. The smallest group [Group B] must leave the room where the activity is taking place to another space, and, there, receive their instructions, which should be read autonomously. In the meantime, the larger group [Group A] is also given instructions which are also read independently. The facilitator reminds both groups they have only 10 minutes before the challenge starts, informing them how much time is left and making him or herself available to clarify doubts, explaining he or she will only answer questions related to what is written in the instructions - anything related to strategy is up to the group. The facilitator stresses that the group must know the instructions well, since, when the challenge begins, they will not keep them. With this in mind, he or she asks to each group separately to say the instructions aloud, without reading them, correcting or reinforcing aspects that seem to need clarification.

At the end of the 10 minutes, the facilitator indicates to Group A that the exercise will

begin and calls Group B into the room.

After the task has been completed or after the 20 minutes, the participants are invited to sit in the chairs for a debriefing.

■ INSTRUCTIONS:

[Group A]

This is a simulation exercise.

You must read the instructions in 10 minutes.

After starting the activity, you will have 20 minutes to solve the challenge.

Have fun!

Your goal:

- Finding [name the object to find, for example, 'a blue ball'].

What you can do:

- ask Group B for help;
- draw, but you don't have sheets or pens.

What you hate to do:

- holding hands.

What you can't do:

- speak;
- write;
- see what is written or drawn in red;
- move away from each other (you should always be in a group);
- step directly on the floor (with any part of the body or footwear) — applicable only to one third of the elements of the group (these elements must be chosen at the beginning).

[Group B]

This is a simulation exercise.

You must read the instructions in 10 minutes.

After starting the activity, you will have 20 minutes to solve the challenge.

Have fun!

Your goal:

- Understand what Group A needs.

What you must do:

- Only allow Group A to ask you something if they are holding hands;
- Provide Group A with writing material if they ask of you to (ask the facilitator to give it to you);
- Meet with the facilitator so you can get the necessary clues, after understanding what Group A needs (in addition to the writing material in case they asked for it);
- Give the clues to Group A and let them find out what they need.

DEBRIEFING

The facilitator stresses that the simulation has ended and asks each person, clockwise through the circle, to share a first word — only one word — about what happened. After this round, the peer reflection follows, during which the facilitator should guide the group towards the content in question, based on the following structure:

1. Facts! [What happened?]

For both groups: What do you think the objective and rules of each group were? (After the groups answer, the facilitator explains the objectives and rules or suggests to each group to do so). Have the objectives been met?

For group B: What did you see when you arrived at the room? What were the stages and moments of understanding or not understanding? Did you follow the rules you had on your instructions sheet?

For group A: How did you organize yourselves in the first 10 minutes? Did you comply with the rules throughout the process? How did the communication with the other group go? And within the group? What obstacles or difficulties were encountered?

2. Emotions. [How did you feel? Did you like it?]

Did you feel uncomfortable at any time? How did you feel? How did you deal with the obstacles? Realizing what the rules of the other group were, do you think they were followed? And did your group comply with the rules? How was the distribution of roles and what role did you take in the group? Are you comfortable with your role? What would you do differently if you repeated the exercise? Did you overcome frustration? How?

3. Parallel to reality.

In the abstract, how would you characterize the relationship between these two groups? Do you find in this exercise aspects common to real situations? What situations? If you think of this exercise as a metaphor, what would you say each group can represent? Specifically, what parallels can we recognise with the relationships we establish with other people and groups in different contexts of our lives? What do you think are the learning outcomes of this exercise? How can we apply them in our contexts of experience and action? What skills do we need to develop and mobilize to build more supportive and equitable relations between different people and groups?

The facilitator should record the key ideas that arise from this collective reflection on a flipchart sheet.

GENERALIZATION AND INPUT

Starting from the notes of the peer reflection carried out, the facilitator should make a presentation of the main ideas. Given the context, characteristics, and interests of the group of participants, it may be relevant to explore some central notions about diversity, intercultural learning, interdependence, cooperation, equality, power, discrimination, inclusion, solidarity, participation and empowerment.

The session is assessed, with a round of answers to the questions: "something I learnt or realised in the session" and "what I hope to deepen".

References: Adapted and translated from "É de Género? - Igualdade de Género, Diversidade e Cidadania Global" [2015], Martins, F. (coord), Constante Pereira, S. and other, Rosto Solidário - Santa Maria da Feira, page 35 to 41 (http://www.edegenero.pt/pdf/manual_edegenero.pdf).



Age group: 14-100

Keywords: Memory, Cooperation, Team-building.

Time required: 50 minutes

Number of people: 15-25

Equipment, materials, and space needed: 36 or 6x6, 49 or 7x7 sheets of old newspaper, each with a single double-sided glue on one side that can be glued on the floor of the room.

Activity explored and suggested by: Asociatia de Tineri din Ardeal - Romania.

Aim of the method: To make the group work together towards a single goal.

Preparation: On a paper, prepare a grid of a path where there are no minefields, as seen below. Change the layout of the room, in order to have a large empty space. Put the grid of newspapers in a 6x6 or 7x7 layout on the ground. The size depends on the time available and the number of participants. You can involve the participants to help in this process also.

DESCRIPTION

INTRO

The facilitator asks the participants to form a line in front of the room.

GETTING INTO THE TOPIC

The facilitator tells the group the story of how a plane that was taking students to the United States crashed in Cuba in a military zone full of mines. In order to reach the American Embassy, the students need to discover the secret passage where there are no mines.

EXPERIENCE

The facilitator explains the rules: the participants need to form a line, and the first in line has to start stepping on the "minefield". They have the option of stepping front left and right only, not back. Once the facilitator confirms that they are not on a mine, they can continue stepping. When someone steps on a mine, that person has to go to the back of the line and the next person continues. Everyone needs to pay attention to know where the mines are. Every time an error is made, the group starts over again, with the person next in line, until they manage to reach the other side. Then all the group has to cross the path 1 by 1. The group might get impatient, so the facilitator needs to calm down spirits and motivate the participants, urging them to cooperate. As time passes and is running out, put pressure on them, to make them more engaged. When the time is 10 minutes before the session is over, stop the activity, independently of if they managed or not. If they managed, start debriefing earlier and give it more time.

DEBRIEFING

The facilitator asks the participants the following questions:

1. One by one, tell me, in a few words, what happened, describe the process.
2. One by one, tell me, in a few words, how did participating make you feel.
3. One by one, tell me, in a few words, what role you took in the activity.

GENERALIZATION AND INPUT

The facilitator asks the group: Why did we do this activity? Do you see similarities between how you acted and how you act in the other situations, like in a class, in sports, or other? How about day by day? How can we use this experience in our everyday life?

CLOSING

The facilitator thanks the participants for their participation and inputs. Put the chairs and tables back as they were.

Variations: Multiple fields can be planned and every time the group makes a mistake a new layout of the mines is used so that the group cannot rely on the past experience. Or after failing, that person will lose one leg and will have to pass the field the second time on a single leg, hopping, then the 3rd time, the same side hand will be held in the back, then the 4th time both hands and after the 4th time they will not be able to play, but will have to be carried by someone alive as the field is solved.

References: This activity is available in several non formal education handbooks. One version can be found in "Experiential Education for Social Inclusion. Practical Guidebook.", from Agnieszka Leśny (page 36 - www.naukaprzygoda.edu.pl/wp-content/uploads/2017/03/PRACOWNIA_folder_interaktywny_rozkladowki.pdf).



Age group: 13-77

Keywords: Sustainability, Critical Thinking.

Time required: 30 minutes

Number of people: Minimum 12, maximum 30

Equipment, materials, and space needed: 1 chair per participant, plus an additional one.

Activity explored and suggested by: Aventura Marão Clube - Portugal.

Aim of the method: To develop cooperation and communication competences, and to work on participatory and decision-making processes.

Preparation: Spread the chairs randomly across the room.

DESCRIPTION

INTRO

The facilitator contextualizes the activity within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations for the activity.

EXPERIENCE

The facilitator asks the participants to sit on the chairs. Once all the participants are sitting and one chair is free, the facilitator explains the group that their goal is, during the length of one minute, to prevent him or her (the facilitator) from sitting in the free chair (exemplifying it). Every time the facilitator manages to sit in the free chair they have to start again. The facilitator explains the group that they will have 30 minutes to achieve the goal. To finalize, before starting, the facilitator tells the group that the rules are:

- They cannot speak during the activity (only between attempts can they discuss strategies);
- They cannot prevent the facilitator from passing;
- They cannot run (nor the facilitator can run);
- They cannot pretend to get up and they cannot sit in the same chair.

As soon as the instructions are all clear, the facilitator starts the clock.

DEBRIEFING

Back to a circle with the chairs, the facilitator asks the participants: how difficult it was to reach the goal and why, how they felt during the activity, how they think they could make things easier, how they feel at the moment about the experience and how they relate it with real life situations.



Age group: 13-66

Keywords: Family Structure, Social Dynamics.

Time required: 45 minutes

Number of people: Minimum 10, maximum 30

Equipment, materials, and space needed: Board and marker, tables, cards for team building, paper and pen.

Activity explored and suggested by: Escola Profissional de Agricultura e Desenvolvimento Rural de Marco de Canaveses - Portugal.

Aim of the method: To understand the importance of communication and maintenance and respect about the rules defined in any group, mostly in family setting.

Preparation: Cut the shapes for the activity (given below).

DESCRIPTION

INTRO

The facilitator contextualizes the activity within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations for the activity.

EXPERIENCE

The facilitator asks the participants to set two tables in the centre of the room and choose if they want to participate or observe (considering the minimum number of people needed).

After the participants choose who plays and who observes, the facilitator organises the participants in groups with the same size (minimum 3, maximum 5 participants per group), and briefly reminds the importance of communication and respect for the rules defined in a group.

The facilitator clearly explains the rules: the previously cut sets of pieces are distributed between the teams, and the facilitator explains that each participant needs to build a square with only 3 pieces. In order to be able to build the square, each player can only GIVE and RECEIVE pieces of paper, which are going to be passed in a circular manner, clockwise, by all the players, who cannot change the order by which the pieces circulate. Whoever finishes stays quiet in its place, with the square build in his or her front, on the table, waiting that the remaining players complete the task. No one can talk during the exercise, neither help the colleagues, in any manner.

The team that concludes it the sooner, in a correct way and following the rules, wins. The participants that observe are supposed to register how the process develops, how the others behave, and if the team followed or not the rules, and what time the exercise ended.

DEBRIEFING

Ask the participants to express themselves about the exercise: what did they experienced, was it easy or difficult and how did they feel when they finished. Allow for each team to share, as well as the observers. Ask how you can build something as a team, if the rules are individual...

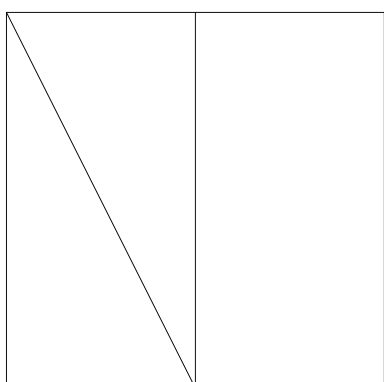
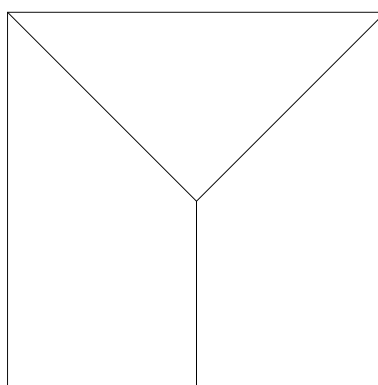
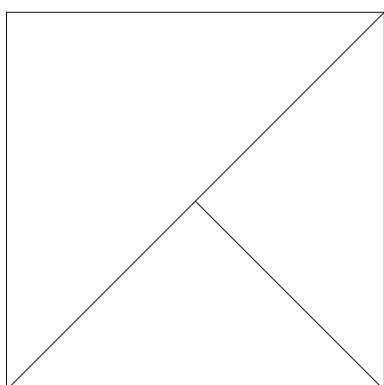
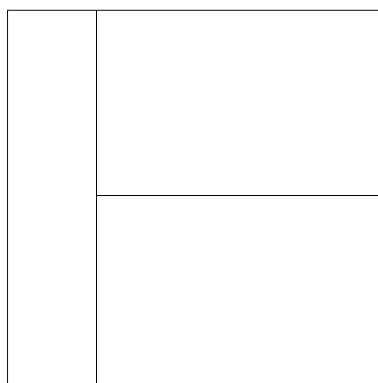
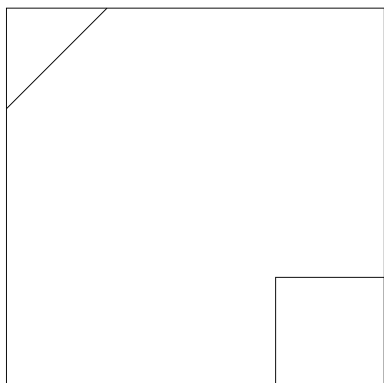
GENERALIZATION AND INPUT

Reinforce how, in a group, it is important to exercise communication competences and follow the defined rules, establishing a parallel with family, bigger or smaller social group (using a the exercise as a metaphor for a meal in the family).

ACTING AND FOLLOW UP

Ask them that from then on, they start to notice the most important family rules that no one even questions anymore or that almost all the elements in the family follow without the need of speaking about it.

Shapes to be cut, considering as basic size an A4 sheet of paper (each square thus corresponds to approximately 2/3 of an A4 sheet of paper).





Age group: 13 - 100

Keywords: Family Structure, Social Dynamics.

Time required: 90 minutes

Number of people: Minimum 3, maximum 30

Equipment, materials, and space needed: Chalkboard and marker, tables, scripts, and cards.

Activity explored and suggested by: Escola Profissional de Agricultura e Desenvolvimento Rural de Marco de Canaveses - Portugal.

Aim of the method: To understand, through improvised dramatization, the complexity of family ties and kinship relationships, and questioning traditional family functions and models.

DESCRIPTION

INTRO

The facilitator contextualizes the activity within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations for the activity.

EXPERIENCE

The facilitator reminds the participants that when things go well, the family experience and coexistence among its members are peaceful, but when there are problems or conflicts, family life can be very complex. Dividing the participants into two groups (each group chooses their "family" name) and distributing a small script with a family situation to solve (different situations for each "family" available below). The participants should assign a function and kinship to each member of the group (father, mother, son, daughter, etc.). Each "family" will perform the given situation, role playing and respecting all elements, in order to try to find a solution to the problem. There has to be dialogue and all participants have to be involved and give their opinion. At the end of the allotted time, there has to be a family resolution. [Each group dramatizes their situation while the other watches in silence].

Here are 2 situations as examples (based on these, the facilitator can adapt it or devise others):

A

Congratulations, you are now a family! Your first task is to choose your family name!

The family is at home on a Sunday at lunchtime: mother, mother's boyfriend (who doesn't live at home), the two youngest twin daughters, the oldest son, aged 17, and the grandfather, elderly.

The son almost chokes on the food because he does not know how to approach the subject: a girl at school accuses him of getting her pregnant and he does not want to take the responsibility.

CHALLENGE:

Son – to communicate to the family what happened and make them side with him.

The whole family – to find a solution to the situation.

All family members must contribute to the resolution (positively or negatively).

B

Congratulations, you are now a family! Your first task is to choose your family name!

The family is at home, after dinner, watching television: mother, father, youngest son and grandfather, elderly.

Meanwhile, the oldest daughter (17 years old) arrives, with a friend, with whom she had gone out. She wants to ask her parents for something she fears they won't allow: getting a tongue piercing and/or a tattoo on her hand. The friend already has some.

CHALLENGE:

Daughter – to find a way to convince parents and not to angry them with the request.

Friend – to support your friend without harassing the family.

The whole family – to negotiate a solution to the situation.

All family members must contribute to the resolution (positively or negatively).

DEBRIEFING

The facilitator asks the participants to express themselves about the exercise: what they experienced, whether they considered it easy or difficult, and if they felt that the solution they found in the family was the most appropriate.

GENERALIZATION AND INPUT

Analyze the difference between one family and another. The facilitator asks if they know other types of families and what are the differences between them, as well as whether families solve their conflicts differently, depending on the typology.



Age group: 13-100

Keywords: Sustainability, Critical Thinking.

Time required: 45 minutes

Number of people: Minimum 8, maximum 30

Equipment, materials, and space needed: Computer, projector, Internet, previously identified video link, tables and chairs.

Activity explored and suggested by: Aventura Marão Clube - Portugal.

Aim of the method: To critically think about sustainability and to develop debating and communication competences.

Preparation: Identifying a short video (maximum 10 minutes) about the subject and looking into the british parliamentary debate rules and set the room with the tables and chairs in a debate format.

Possible videos to use for the session are:

- "From Landscape Architecture to Conservation Agriculture, by Thomas Woltz (www.youtube.com/watch?v=gVLY-3V63yl).
- "FUTUREMAKERS: Jill Isenbarger." (www.youtube.com/watch?v=bb8YZsRpkXQ).
- "A Global Food Crisis May Be Less than a Decade Away.", by Sara Menker (www.ted.com/talks/sara_menker_a_global_food_crisis_may_be_less_than_a_decade_away#t-136449).
- "Regenerative Agriculture -- a Solution to Climate Change", by Ben Dobson (www.youtube.com/watch?v=yp1i8_JFsao).
- "What Are the Most Important Moral Problems of Our Time?", by Will MacAskill (www.ted.com/talks/will_macaskill_what_are_the_most_important_moral_problems_of_our_time#t-79793).

As introduction to the british parliamentary debate can be made by using the "A Brief Introduction to British Parliamentary Debating." video, bi Alfie Coates (www.youtube.com/watch?v=jGB6p6yob-M&t=33s).

DESCRIPTION

INTRO

The facilitator contextualizes the activity within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations for the activity.

EXPERIENCE

The facilitator explains that the group will be divided into two smaller groups, one of

them to advocate against the argument of the video they are going to watch, and the other to advocate in favour. He or she explains how the debate will work, following the british parliamentary debate instructions. The groups watch the video and have 10 minutes to prepare.

DEBRIEFING

After the debate, the facilitator asks the group how easy or hard was it to act against or in favour of the argument and why. The facilitator suggests a round of sharing of impressions about what each of the participants feels he or she took from the experience.



Age group: 13 - 77

Keywords: Equality, Professions, Competence, Stereotypes in professions, Reflection.

Time required: 45 minutes

Number of people: Minimum 3, maximum 30

Equipment, materials, and space needed: Tables, chairs, cards, labels with professions' names, whiteboards, and markers.

Activity explored and suggested by: Escola Profissional de Agricultura e Desenvolvimento Rural de Marco de Canaveses - Portugal.

Aim of the method: To develop cooperation competences, to practice effectiveness and following rules, to promote exercising free expression of opinion, to value competence over stereotype and to reflect about choices and personal views.

Preparation: Tags with professions and cards.

DESCRIPTION

INTRO

The facilitator contextualizes the activity within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself.

EXPERIENCE

The facilitator asks each participant to say his or her the name, age, and profession he or she would like to have in the future.

The facilitator shares with the group what are the intended objectives for the session:

- That participants find solutions to the challenges created;
- To let all elements participate;
- That all challenges are completed within the stipulated deadline;
- That participants recognise the importance of achieving goals regardless of their difficulty;
- That everyone recognises competence as a differentiating factor.

The facilitator divides the group into subgroups of 3 elements and invites them to sit at the organized tables (already with chairs, a box with professions, and posters). Each subgroup has a box with several professions on its table. All groups have the same professions in its box: Assistant on board; Professional footballer; Child Educator, Mechanic; President of the Republic, Factory Employee, Hotel Floor Employee, Extreme Sports Monitor, Sociocultural Animator, and Tour Guide.

Each group is given an A3 size sheet of paper with 3 columns, where they can read:

FEMALE	BOTH	MALE

Each subgroup is asked to pick a tag, read it and, as a group, reach a consensus on "where to place the profession". They will only be able to choose one of the three columns indicated.

In the end, each subgroup presents its columns for all professions and occupations.

The facilitator invites the participants to compare the posters that resulted from the exercise.

DEBRIEFING

The facilitator shares the following questions to be analysed in the groups:

- What do you think of the results presented in each of the groups?
- As a group, was it easy to reach consensus? How did you reach a consensus? What arguments did you use?
- Why are certain professions traditionally considered to be female and/or male professions?
- In what kind of professions, and why, are women underrepresented? And the men?
- What types of skills are needed for each profession and what is their relationship to gender?

CLOSING

The facilitator asks the participants to sit in a circle and asks them to share a sentence based on the session's experience.



Age group: 13-66

Keywords: Tourism, Socio-economic features of a territory, Geographical aspects of a place, Cooperation.

Time required: 45 minutes

Number of people: Minimum 6, maximum 30

Equipment, materials, and space needed: Flipchart, markers, white board, handouts.

Activity explored and suggested by: Escola Profissional de Agricultura e Desenvolvimento Rural de Marco de Canaveses - Portugal.

Aim of the method: To promote a critical perspective on the importance and impact of the tourism sector, to give access to relevant information about a specific territory, and to explore if learners work better at individual or collective level.

DESCRIPTION

INTRO

The facilitator contextualizes the activity within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations for the activity.

EXPERIENCE

The elements are arranged in a circle and each one will tell you two truths and a lie. All other elements will try to guess what the lie is. All elements participate.

The facilitator shares with the group the general framework of the session/ experience, explaining the rules associated with the exercise, and sharing the intended goals:

- That participants have a rate higher than 60% at the individual response level;
- That the groups have a hit rate above 75%.

The facilitator asks the participants to answer the given set of questions individually. After that, they will have to form groups of 3 elements and answer the same questions, this time collectively, and in a consensual way. When every group is finished, the correct answers will be presented in such a way that the participants are able to count the correct answers' results, both individually and in groups. The facilitator promotes a discussion where the participants start by analysing and comparing the results between the individual and the collective answers.

The grid below and respective answers sheet can be used, but it should be adapted or changed according to country or group or any other factor.

QUESTIONS	ALONE	GROUP	RIGHT ANSWER	INDIVIDUAL SCORE	COLLECTIVE SCORE
What is the number of countries in the world?					
What year did Marco de Canaveses became a city?					
How many parishes does Marco de Canaveses have?					
Percentage of total jobs related to Tourism, in Portugal.					
What is the level of alcohol of EPAMAC green wine?					
What is the average water consumption, per person / per day, in a hotel in Portugal?					
How much does it cost an average tourist per day in Portugal?					
Number of tourists who visited Portugal in 2018.					
How much does it cost to get a passport?					
What is the population of Europe?					
How high is Pico in the Azores?					
In what year was Carmen Miranda born?					
How high is the height of Senhora da Guia, in Serra da Aboboreira?					
How much water is wasted per day in Portugal?					
According to the WTO, what position in the ranking does Portugal occupy as a country that receives tourists?					
How many passengers traveled to Porto airport in 2018?					
TOTALS					

ANSWERS SHEET			
972	11	16	65
23 MILLION	400 MILLION	2351	17
1909	42	1993	741 MILLION
12 MILLION	193	345	22

SOLUTION (ONLY TO BE USED BY THE FACILITATOR)	
What is the number of countries in the world?	193
What year did Marco de Canaveses became a city?	1993
How many parishes does Marco de Canaveses have?	17
Percentage of total jobs related to Tourism, in Portugal.	16
What is the level of alcohol of EPAMAC green wine?	11
What is the average water consumption, per person / per day, in a hotel in Portugal?	400 MILLION
How much does it cost an average tourist per day in Portugal?	42
Number of tourists who visited Portugal in 2018.	23 MILLION
How much does it cost to get a passport?	65
What is the population of Europe?	741 MILLION
How high is Pico in the Azores?	2351
In what year was Carmen Miranda born?	1909
How high is the height of Senhora da Guia, in Serra da Aboboreira?	972
How much water is wasted per day in Portugal?	345
According to the WTO, what position in the ranking does Portugal occupy as a country that receives tourists?	22
How many passengers traveled to Porto airport in 2018?	12 MILLION

CLOSING

To close the session, participants will be arranged in a circle and will be challenged to classify the session with just one word.



Age group: 14-18 – language class

Keywords: Cooperation, Creativity, Competitive skill.

Time required: 50 minutes

Number of people: 25-35

Equipment, materials, and space needed: Indoor activity, paper, and colored pencils.

Activity explored and suggested by: Liceul Technologic Zeyc Domokos – Romania.

Aim of the method: To enhance the participants' creativity and cooperation, and to build on the words they already know in English, while learning some new vocabulary items.

Preparation: The facilitator gathers the materials and makes cards with different types of restaurants (vegan, Michelin star, grill, wedding reception, etc.). The room has to be arranged so that 3-5 participants can sit together.

DESCRIPTION

INTRO

The facilitator asks the participants to brainstorm around food vocabulary, as well as asks questions about their restaurant experience (for intermediate or advanced learners).

CREATING COMFORT

The facilitator creates groups of 3-5 (depending on the size of the group), mixing skill levels: there should be a participant that likes to design, others that are able to put together a menu, for instance.

GETTING INTO THE TOPIC

The groups draw one of the restaurant cards randomly. The facilitator asks them to say loudly the type of restaurant they have on the card, and makes sure they understand what it is.

EXPERIENCE

The facilitator explains that the groups have to create a complete menu (starter, main course, dessert), with all the ingredients fitting the restaurant. One or two participants (depending on the size of the group) design the menu. One participant presents it to the group. They are given an exact time to finish it. After they have finished it, they present their menu. In the end, the participants vote for their favourite menu (they are not allowed to vote for their own). The facilitator counts the votes and the best menu is shown. The facilitator then shows all the menus, one by one, and asks participants to say what they like about them.

DEBRIEFING

The facilitator promotes a round of sharing, based on the questions: "What did you like about the activity?" "What was the most difficult thing?"

ACTING AND FOLLOW UP

All the menu cards can be put on a board somewhere where all the group can see it.

CLOSING

The facilitator praises all the cards and the participants' work and cooperation.

VARIATIONS

If done with intermediate or advanced learners, facilitator can give less time for creating the menu and, after the menu is done, the groups can exchange it and become food critics.



Age group: 14-18

Keywords: Science, Critical Thinking, Deduction, Analytical Skills, Group Work, Resourcefulness, Planning, Problem Solving.

Time required: 60 minutes

Number of people: 9-30

Materials: That depends on the choice of experiments made, some examples have been given below.

Space: Middle-sized to large room.

Activity explored and suggested by: Zakład Doskonalenia Zawodowego w Kielcach - Poland.

Aim of the method: To promote discovery and learning, and to improve the participants' skills in drawing conclusions and making inferences. It also allows to discover the basic laws of science and find their examples in our everyday life. The activity improves the ability to hypothesize results and discoveries, develops observational and problem solving skills, and promotes curiosity. Additionally, it encourages to explore cause and effect through various materials and to discover and get inspired by the natural environment.

Preparation: The room should be arranged in such a way as to ensure effective teamwork, i.e., the tables should be pushed together or taken out of the room altogether if the participants feel more comfortable working on the floor. The tables' arrangement should enable the facilitator to move freely among the groups and offer individual help whenever it's needed. It's important to support both participant interaction and participant-facilitator communication.

The facilitator should prepare two boxes – both containing a bunch of everyday objects (most of which can be found in any kitchen), and place them at the front of the group. Next to the boxes he or she should put a pile of A4 sheets of paper with instructions written on them. An instruction should only be a simple step-by-step explanation of the procedures, it should not contain the name of the experiment, explain it or describe its results in any way.

DESCRIPTION

INTRO

The facilitator welcomes the group.

CREATING COMFORT AND GETTING INTO THE TOPIC

To introduce movement, the facilitator gets the participants' attention and splits them into groups at the same time, by asking each participant to come up to the front and pick either an object or an instruction sheet. Then, the participants are told that they are going to carry out science experiments using the objects and the instructions they have picked. For that, they need to find the rest of their 3 person teams, based on which objects and instructions they think better fit together. After the participants have teamed up, the facilitator checks and rearranges the groups if necessary. As the participants have only picked one item each, he or she also provides the teams with the rest of the supplies needed to conduct the experiments.

EXPERIENCE

The aim of the activity is to carry out simple science experiments using household materials and following instructions written in English. English also has to be used by team members to communicate with each other while doing the experiments. The facilitator supports the participants in their tasks at every stage, but in no case does he or she provide ready-made answers. He or she moves around the room, offers support when needed and guides the participants to new insights inspiring them to find the answers to the questions that come up in the process.

The participants are responsible for self-organization of work and the role distribution within their teams. After each team reads their instructions, they make their hypotheses on what will happen. Then, they are given about 20-30 minutes to complete their experiments. After they have finished, they have to describe the results (preferably in English) and try to explain what processes/reactions are responsible for them. If they have trouble explaining what has happened, the facilitator encourages brainstorming at the same time gently steering the group towards the answer by asking supporting questions or providing clues.

■ LIST OF PROPOSED EXPERIMENTS:

EXPERIMENT 1: DYED FLOWERS

Supplies: white flowers with regular petals (e.g. carnations, oxeye daisies etc.), ink or food colouring in 3 different colours, water, 3 glasses/cups/jars, etc..

Procedure:

- Fill each cup/glass with water half way.
- Add food colouring/ink into each of the cups. Each cup should take a different colour.
- Carefully cut the end of each of the flower's stem. To make the results quicker, make an about 1 centimeter vertical slit in each stem.
- Place each stem in a different coloured water cup/glass.
- Wait for about 30 minutes and observe your flowers' petals.

Results: The flowers change their colours.

Explanation: The Xylem of the flower brings the water from the cup up the plant's stem and into the plant's petals. When it brings the dyed water up it ends up dying the plant's petals. The Xylem is what allows the plant to get water and nutrients from the roots all the way to the petals. The water is able to move upwards because of the capillary action which is the ability of a liquid to flow in narrow spaces without the assistance of, or even in opposition to, external forces like gravity.

As the experiment is quite short and involves a long wait for the results, the participants can – in the meantime – do another experiment, in which they add two more coloured water cups and “join” them with folded kitchen towels to observe the same phenomenon of “travelling water”.

EXPERIMENT 2: UPSIDE DOWN WATER GLASS EXPERIMENT

Supplies: drinking glass, water, thick sheet of paper or cardboard, a large container

Procedure:

- Fill the glass with water to the brim.
- Cover the top of the glass with the paper/cardboard (make sure it's big enough to cover all of its mouth).
- Move the glass over the container, then place your hand on the paper and flip the glass over.
- Remove your hand from the bottom.

Results: The water stays within the glass and does not spill out.

Explanation: What makes the experiment work is atmospheric pressure (the pressure exerted by the surrounding air) which is the force that holds the paper in place. It stays on the upside-down glass because the pressure of the air molecules pushing up on the paper is greater than the weight of the water pushing down.

EXPERIMENT 3: LEMON BATTERY

Supplies:

6 lemons, at least 6 galvanised nail (nail covered in zinc), at least 6 copper nails, alligator clips, 1.5V mini light bulb and holder, rubber bands

Procedure:

- Put the galvanised and the copper nails in pairs using the rubber bands. Make sure they touch each other.
- Insert the nail pairs in the lemons so that they make a row. There should be different nails on each side of the lemon battery (i.e. if the first nail is a copper one, then the last one should be galvanised).
- Attach an alligator clip to each of the outer nails.
- Connect the alligator clips to the LED bulb.

Result: the LED bulb will light up.

Explanation: The two different metals, used as electrodes, are placed in the lemon, which can conduct electricity because it contains acid, an electrolyte. One metal collects an excess of electrons, while the other metal loses electrons. This positive and negative flow between the electrodes creates the electric charge.

EXPERIMENT 4: FLOATING EGGS

Supplies: 3 drinking glasses, 3 eggs, salt, water.

Procedure:

- Fill first tall drinking glass about $\frac{3}{4}$ full of water.
- Fill second drinking glass about $\frac{3}{4}$ full of water and add 5-10 teaspoons of salt. Mix until the salt dissolves.
- Fill third glass about $\frac{1}{3}$ full of water and add about half the salt you added to the previous glass.
- Place an egg into each glass.
- Add more water to the third glass. Don't mix the solution.

Results: The egg in the first glass should sink, in the second one it should float just below the surface and in the third one it should float at about half of the glass.

Explanation: The egg will sink in regular tap water because the density of the water is less than the density of the egg itself. Adding salt to the water increases its density making it more dense than the egg. When enough salt is added to the water, the saltwater solution's density becomes higher than the egg's, so the egg will then float! The ability of something, like the egg, to float in water or some other liquid is known as buoyancy. Therefore the egg will float in the salt water.

EXPERIMENT 5: RISING WATER

Supplies: A shallow bowl or dish, a candle, water (adding a few drops of food colouring makes it easier to see what is happening), lighter, a large glass jar

Procedure:

- Set your candle on the plate and pour approximately $\frac{1}{2}$ to 1 cup of water on the plate.
- Light your candle.
- Place your jar upside-down over the candle.

Results: As the candle goes out, all of the water is sucked up into jar.

Explanation: when you cover the candle with the glass, the air inside it expands because of the heat. But then when the candle burns off, the air inside it gets colder. Cold air contracts, so this leaves a space inside the glass. That contraction creates a weak vacuum – or lower pressure – in the container. The higher the pressure outside, the more the container presses down on the water in the dish. The outside air pushes water into the container until the pressure is equalized inside and outside. The water stops rising when that pressure equalization is reached.

DEBRIEFING

The facilitator gets feedback from the group regarding the activity. He or she uses reflection questions, such as:

- What happened during the tasks?
- How did you work as a group?
- How did the experience make you feel?
- How did you behave/respond/react?
- What did I learn about myself?
- How did leadership dynamics emerge in the team?
- What made it possible to communicate effectively in a foreign language?

FOLLOW UP

The group discusses instances of natural occurrences of the scientific phenomena they discovered during the experiments in everyday life.

CLOSING

The facilitator thanks the participants. To sum up the individual reactions to the activity, he or she asks them to draw three columns on a sheet of blank paper. Next, he or she asks the group to add the heading 'Fact' at the top of column 1, 'Question' at the top of column 2, and 'Aha!' at the top of column 3. The participants reflect upon the content they have uncovered during the activity and in:

- a. column 1 they write one fact that they now know that they didn't know before;
- b. column 2 they write one question they still have;
- c. column 3 write one 'Aha!' moment—one or more new ideas they now have.

VARIATIONS

If the level of linguistic competence is not advanced enough to carry the activity out in English it can be conducted in the participants' mother tongue.



Age group: 17-19

Keywords: Critical Thinking, Group Work, Employability, Self-marketing, ICT, Networking.

Time required: 60 minutes

Number of people: 10-30

Equipment: Laptops/computers, internet access.

Materials: Pens, paper.

Space: Middle-sized to large room.

Activity explored and suggested by: Zakład Doskonalenia Zawodowego w Kielcach - Poland.

Aim of the method: To promote critical thinking, to increase responsibility regarding social media presence, to improve participant' self-marketing skills and employability, to inspire them to take advantage of social media while job searching, and to raise awareness of the consequences of the way they present themselves in social media.

Preparation: The room should be arranged in such a way as to ensure effective teamwork, i.e., the tables should be pushed together or taken out of the room altogether if the participants feel more comfortable working on the floor. The tables' arrangement should enable the facilitator to move freely among the groups and offer individual help whenever it's needed. It's important to support both participant interaction and participant-facilitator communication.

The facilitator should prepare job adverts (preferably real ones, which can be print outs from an online platform or newspaper cut-outs) and a bunch of mock CVs, as well as the social media materials – pictures and fake online posts – each with content that could deter a potential employer. Needless to say, the content has to be age appropriate at the same time. Also, a print out of the apple in front of a mirror (below) will be needed (preferably a bigger format).

DESCRIPTION

INTRO

The facilitator welcomes the group and asks the participants about the social media they use. Specifically, he or she asks about the number of social media platforms they use, the number of social media friends/followers, the type of information they put up, etc..

CREATING COMFORT

The facilitator starts by presenting the group with an image of an apple in front of a mirror to spur a discussion on the fakeness of life in social media.

He or she initiates a group discussion by asking questions about the relation between the picture and how social media works. The participants talk about how people show images of idealized selves and the reality they live in. Then he or she reverses the question and asks whether the opposite is



possible, making the participants think about ways of making an exceedingly bad impression through online profiles (especially unknowingly).

Then he or she organises the participants into smaller groups of 3-5. One of the following strategies might be useful in this particular activity as they refer to the lead topic:

- The facilitator goes around the room randomly naming participants by the names of the most popular social media apps, eg. Facebook, Instagram, Twitter, LinkedIn, etc.. Participants with the same names get together to work in a group.
- The facilitator selects some participants to come to the front and be bosses. The number of bosses will depend on the required number of teams. Each boss takes it in turns to "employ" their staff. This is done by the bosses randomly picking name cards from a box/bag.

GETTING INTO THE TOPIC

The facilitator hands out a description of a job advertisement together with a bunch of pretend CVs. In their groups, the participants have to decide on the best candidate(s) for the job by analysing their education, job experience, competence, skills, etc.. Then each group gets a set of pictures and posts from a social media site. This time they have to pick the person based only on social media information. At the end of the activity, the facilitator reveals which of the candidates own which online profile. To achieve the activity's objective, the best resumes should be paired up with the profiles that make the worst impression to illustrate how much careless and irresponsible social media presence can hinder or even destroy our chance of getting employment.

EXPERIENCE

The participants are presented with a short quiz with questions read out by the facilitator and groups giving their answers:

- How many employers do you think check the candidate's social media profiles? (80%)
- Which 2 social media networks do you think they look at the most? (LinkedIn, Facebook)
- What's the proportion of applications being turned down after a reconsideration based on the social media profile? (62%)
- How many employers who research their candidates' profiles have found content that has made it more likely to hire a candidate? (33%)

Data from the Social Recruiting Survey, JobVite.

All the answers are written down on the board and then true answers are revealed. The quiz is then followed by a short discussion on whether the participants find the results surprising and why (or why not).

After that, the facilitator explains the next stage of the activity, which is creating a list of the biggest red flags in job applicants' online profiles. The groups are given 15 minutes to discuss and write down their answers on big sheets of paper. Examples of possible answers include posts featuring underage drinking, partying, and drug use,

provocative and inappropriate photos, narrow-minded comments about race, gender, or religion, unfavourable comments about the current or past employer, spelling/grammar mistakes, lying about your qualifications, etc.. The conclusions are then discussed and written down on the board.

The participants are then asked to go online to critically review information that can be found about themselves. If they feel comfortable enough with each other, they could alternatively search for information about another member of the group to ensure a more objective perspective. The research should include *googling* their own name and checking what comes up as well as analysing their social media accounts and pointing out things that a potential employer might not like. Volunteers are welcome to share their observations with the rest of the group, but this is by no means obligatory if it makes the participants feel embarrassed or uncomfortable in any way. If no one wants to speak, the facilitator asks general questions, e.g.: "How much should we clean our online profiles before we start job-hunting?", "How employer-friendly do you think your profile is?", "Is there anything you could add to make it more appealing to a prospective employer?", etc..

The last stage of the activity is participants creating a short guide: "How to take advantage of social media while job hunting?". The participants work in their groups to make a list of do's and don'ts when it comes to social media presence while trying to get a job. This should be done as a digital media presentation. However if computers are not available, it can also be done on paper. They present their guides to the rest of the group, who give their feedback after each presentation.

DEBRIEFING

The facilitator gets feedback from the group regarding the activity. These can include questions about:

1. The topic itself

- What surprised you the most?
- Would you look up your candidates on social media if you were an employer yourself?
- Why (not)?

2. The group dynamics

- Was there a group leader?
- Were everyone's opinions valued?
- How they would describe their cooperation style?

3. The educational value of the experience

- Did the activity encourage you to clean up your social media profiles?
- What's the most important thing you've learnt?
- How can you use the skills in your future life/career?

FOLLOW UP

The facilitator presents the participants with the most crucial social media job search site which is LinkedIn. He or she shows a sample of a LinkedIn profile (his or her own or a friend's). The participants are then given a few minutes to browse the platform and check its functions. If time allows, participants from senior classes can go on to opening up their own LinkedIn accounts that can be further improved at home.

CLOSING

The facilitator thanks the participants. He or she encourages them to keep working on their LinkedIn profiles and use social media in a more responsible way.



Age group: 14-18

Keywords: Team building, Tolerance, Cooperation.

Time required: 50 minutes

Number of people: Between 15 and 25. Groups of 3-4.

Equipment, materials, and space needed: Newspapers, duct tape, indoor/outdoor.

Activity explored and suggested by: Liceul Technologic Zeyc Domokos - Romania.

Aim of the method: To promote competences on collective work, to increase good results and success, and to foster tolerance and compliance.

Preparation: Gathering materials, making space for the activity in the room.

DESCRIPTION

INTRO

The facilitator introduces the topic by asking "How tall is the highest building in the world?", proceeding to explain the participants they have to create a tower using only the tools that are given, and the tower must stand for at least 1 minute.

GETTING INTO THE TOPIC

The facilitator hands out the tools, explaining the rules.

EXPERIENCE

The participants are divided in groups that have to build a tower that is as high as possible, only using duct tape and newspapers. They have 20 minutes for this and they cannot leave the room or the area where the activity is done in the outdoors.

DEBRIEFING

The facilitator asks the participants about their strategies, whether they had a leader, if they faced any barriers, etc..

CLOSING

The facilitator thanks everyone for their participation.

VARIATIONS

One can use other materials (scissors, ping-pong balls, plastic/organic straw), make smaller or larger groups, give certain abilities or disabilities to group members (one cannot see, another cannot touch paper, other cannot touch duct tape, etc.) and many others, depending on the specific objectives of the activity.

References: Many versions of this activity exist on the web. One could be found: in "Group Dynamics for Farmer Field School", from Veco Vietnam: A better deal for farmers (available here: ra-training-library.s3.amazonaws.com/Group%20Dynamics%20for%20Farmer%20Field%20School%20Final%28for%20Printing%29.pdf).



TRY OUR MISSION ImPOSSIBLE

Age group: 13 - 77

Keywords: Sustainability, Critical Thinking.

Time required: 90 minutes

Number of people: Minimum 12, maximum 30

Equipment, materials, and space needed: 2 copies of the handout with tasks to perform, flipchart sheets, pens, and pencils, colored paper, scotch, or glue.

Activity explored and suggested by: Aventura Marão Clube - Portugal.

Aim of the method: To develop cooperation competences.

Preparation: Adapt the instructions to the concrete context where the session takes place.

DESCRIPTION

INTRO

The facilitator contextualizes the activity within the scope of the concrete context where the session takes place, the contents, the educational process and/or the group concerned. The facilitator presents him or herself and gives the group members the opportunity to introduce themselves and share their experiences as well as their expectations for the activity.

EXPERIENCE

The facilitator divides the participants into 2 groups, balanced in number and gender. Each group must decide on a name for their team and tell it to the facilitator, who writes it on the board or flipchart sheet. Once the teams are set, the facilitator leaves the handouts with the instructions on the floor, near each team.

Good afternoon, dear participants. We had the information that you are motivated by impossible missions and that you want to work together! Your mission as a group - if you decide to accept this challenge - is to complete these 20 tasks in just 60 minutes. I will be back in the end of those 60 minutes to see if this impossible mission was possible after all!

You can use all the material that is at your disposal in the room.

1. Create a slogan for your group.
2. Get 3 things inside the place you're at (that you don't have to buy or steal). Something soft, something orange, and something crunchy.
3. Make a group song with the following words: cows, sun, youth, participation, travel, eyes, Europe, mountain, flowers, school (this song will have to be performed by the whole group at the end of the 60 minutes).
4. Make a drawing of the ideal version of a school and remember that all details count.

5. Find out what is the sum of your ages?
6. Take 3 photos with all the elements of the group: one where only 6 feet are touching the ground, another with a message for Europe, and the third one that is creative!
7. Make a list with 12 reasons why it is better to learn here than at any other place — use a flipchart sheet.
8. Make 5 different origami!
9. Tell us 2 things you think should end in the way your school works, 2 things that should start, 2 things to improve, and 2 things to keep - write on a flipchart sheet!
10. Learn to say and write "I am a student" in 10 different languages.
11. Interview (video record it with your mobile phone) at least 3 people from the place you're at and ask one question to each one.
12. Take 3 pictures of 3 different animals. At least 5 students must appear in each photo.
13. Tell us 12 activity ideas for your free time - write on a flipchart sheet!
14. Write the first and last names of 12 school teachers - use a flipchart sheet!
15. Make the presentation of the weather report for the next week without speaking (it should be presented at the end of the 60 minutes).
16. Create an accessory for each member of the group.
17. Make a video (1 minute) to creatively present each of your classes.
18. What is the most beautiful place in the place you're at? Make a photo to show us.
19. Make a list of the "24 things you like best" - write on a flipchart sheet!
20. Think of a dance movement for your group (everyone should know) and get ready to show us!

After the 60 minutes are over, each group shows their complete tasks and get points for it.

DEBRIEFING

Back to a circle with the chairs, the facilitator asks the participants how difficult it was to reach the goal and why. How they felt during the activity. How they feel at the moment about the experience and how they relate it with real life situations.



WHO STAYS IN THE BUNKER?

Age group: 14-18

Keywords: Cooperation, Tolerance, Argumentation.

Time required: 50 minutes

Number of people: Minimum 15, maximum 25.

Equipment, materials, and space needed: Story for each participant, indoor.

Activity explored and suggested by: Liceul Technologic Zeyc Domokos - Romania.

Aim of the method: To develop argumentation skills, to increase tolerance, to cooperate, and to improve the ability to compromise

Preparation: The facilitator hands out the story for each participant. The facilitator arranges the room for groups of 13 participants and an outside circle for observers.

DESCRIPTION

INTRO

The facilitator tells this story:

"During an atomic attack, the Earth's population is dying, leaving only 13 people alive in a bunker. However, they only have enough food for 8 people. select the 5 people that could be left out (the ones who are needed the least), provided that the remaining 8 people can later become a healthy society again."

EXPERIENCE

The roles are distributed among the players. Everyone takes on the role he or she has been given and the group has to decide together who to put out of the bunker. Of course everyone tries to argue why he or she should stay in the bunker. If there are more than 13 players, the others are observers.

These are the role-cards received by the participants:

1. A 16 years old girl, expelled from high school, currently pregnant.

2. An officer dismissed for violent police behavior. He has a gun. Handsome man.

3. A 75 years pastor.

4. A 36 years old female doctor, with no child.

5. A 46 years old male violinist. Alcoholic.

6. A 20 years old conscript soldier, Syrian refugee, unskilled.

7. A 39 years old female, former prostitute (abandoned this activity four years ago).

8. A homosexual architect.

9. A 26 years old male law student.

10. The law student's 25 years old wife, who has spent the past 9 months in a mental department and is still heavily sedated. They do not want to divorce.

11. A 38 years old teacher who has been physically disabled since birth because of a genetic defect and his future children have a high probability of inheriting the disability.

12. A 30 years old biology expert — single and does not want a child —, good farmer and expert in cloning.

13. A 70 years nuclear physicist from a social minority group.

The participants start by making individual decisions and then making group decisions, having to work together as a team to arrive at a common denominator.

DEBRIEFING

The facilitator promotes a discussion about what happened, asking: "Was it difficult to decide?", "Could you argue for your own decision?".

CLOSING

The facilitator thanks the participants for their cooperation.

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