



# WALL-E TOOLKIT

Activities of Non-Formal Education based on Sports,  
for youngsters and youth workers



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

Project number: 612969-EPP-1-2019-1-EL-SPO-SSCP



# Toolkit

2021

ERASMUS+ Project Number 612969-EPP-1-2019-1-EL-SPO-SSCP

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## CHAPTER I: About the project

The project "Break the Wall: Bringing non formal sports to the Youth Organizations" proposed to overcome the gap between sports activities and youth work by producing a set of guidelines to facilitate youth workers and organizations to integrate sports activities and organize sports event to promote inclusion, participation and healthy lifestyle among young people.

Aims of the project were to:

- 1) Raise awareness of the importance of health-enhancing physical activities in the everyday life, through the inclusion of non-formal activities in the everyday work of Youth Organizations
- 2) Upscaling and upgrading youth work in general, through the use of new tools - simplified, illustrative and accessible to all - which will also enable more youth organizations to open up to sports regardless of their size and previous experience
- 3) Promotion of social inclusion and equal access to sport for all, especially for youngsters with fewer opportunities (social and economic obstacles, educational difficulties, etc.) through the creation of a Toolkit and the local implementation of sports activities based on non-formal education for community/group building.

The target groups of the project are:

- Primary: Youth organizations, Youth Clubs, youth workers, educators, coordinators of volunteers, mentors.
- Secondary: Young people (18-30), young people with fewer opportunities, volunteers in youth organizations, youth initiatives.

This Toolkit contains non-formal sports activities. These activities aim in the group building of volunteers, members of youth organizations, as well as other groups of young people – it will be an effective and practical approach of the inclusion of sports





activities in the everyday youth work. The activities are designed as a such to be used for social inclusion and promoting healthy lifestyle.

The project has two tangible outputs:

- 1) "Sports Management Manual for Youth Organizations" - This Manual is an introduction to youth workers, staff members of youth organizations, and community leaders and other organizations about the management of sports event and activities at a grassroots level for implementing youth activities. The Manual is around 40 pages, friendly, using a simple approach and easily adaptable in different environments and target groups.
- 2) "Toolkit" - The Toolkit is both complementary to the Manual, as well as an autonomous tool for youth workers at its own. The Toolkit contains sports activities based on non-formal education, aiming for group building of members of organizations, communities, volunteers and other groups of young people.

The project will provide three international meetings, the organization of flash mobs at the local level during the European Week of Sports, and two Local Dissemination Events.

### Participated Organizations

- [United Societies of Balkans \(U.S.B.\)](https://www.usbngo.gr/en) is a Greek non-profit, non-governmental organisation working in the field of youth, human rights and intercultural dialogue. It was founded in 2008 by the inception of a group of active young people who wanted to address the social issues which affect the youngsters in the Balkans and Eastern Europe. The vision and aim of the organisation are the promotion of youth empowerment, participation in the economic and political life, youth mobility, voluntarism and human rights.  
<https://www.usbngo.gr/en>
- [Champions Factory](#) is an international non-governmental organisation bringing social change through innovations in education, training, youth and sport. Through innovative educational methodologies and life-changing experiences, Champions Factory Team empowers young adults to reach their full potential. Champions Factory Sport experts work with individuals and organizations on diverse national and transnational sport innovation projects in order to bring positive social impact.







<http://championsfactory.bg/>

- [Centru di u Sport è di a Ghjuventù Corsa](http://www.csjc.corsica/co/), has an educational ambition for Corsican youth, adapted to the challenges of the territory and open to the world. It is an exemplary tool designed to meet the needs of young people, vulnerable groups and all actors in the fields of sport and popular education. It supports the Corsican local authority in the implementation of its policy of sport, youth and popular education for these groups.  
<https://www.csjc.corsica/co/>
- The [AICS](https://www.aics.it/) Italian Association of Culture and Sport is a non-profit association, which was born in 1962 in Rome as a national sports promotion body. Over the years it has gradually extended its range of action to solidarity, culture, social policies, the Third Sector, social tourism, the environment, and training. AICS counts 1 million of individual members and 10.000 affiliated associations. AICS moves from a Humanism Perspective and means sport, culture and tourism as social tools to develop active citizenship and to promote social cohesion into communities.  
<https://www.aics.it/>
- The [Social Policy and Action Organization](https://www.socialpolicyaction.org/about-us) is a non-governmental, not-for-profit organization was established in Cyprus in August 2014. The primary cause of the Organization is to work towards the enhancement of quality of life of citizens and human welfare, primarily those with fewer opportunities, covering all social policy related areas in Cyprus. The Organization through its work actively supports and promotes the most important principles of quality of life, for all people, thus being, among others, Human Well Being, Health, Financial Independence, Family Status, Socialization and Social Protection.  
<https://www.socialpolicyaction.org/about-us>

## CHAPTER II: Activities for young people

### Introduction

The aim of the Toolkit is to foster group building amongst members of organizations, communities, volunteers, groups of young people and other stakeholders through non-formal education activities that will include sports as tools for youth work. Sports have the capacity to personally develop individuals through the strengthening of competences





such as confidence, leadership, honesty, persistence, goal-setting, respect of oneself; as well as nurturing solidarity values such as inclusion, mutual understanding, sense of justice, teamwork and respect for others. Thus, the focus is to bring all of these potential benefits into youth work, investing in the promotion of wellbeing and social inclusion.

The first part of the Toolkit contains activities that are mostly addressed to young people and the second part will introduce activities for youth workers, and that can be used during national/international mobilities. However, activities from both parts can be used to different target groups.

### Workshops from all over the world

AiCS		Italy
<b>Workshops from all over the world</b>		
<b>Group size</b>	Max 35	
<b>Time</b>	3 hours	
<b>Overview</b>	The activity is a metaphoric journey through cultures and habits from the world. Groups of 7 children, guided by a facilitator, have the chance to experience 3 different activities in the field of sport, culture and voluntary. Each activity will be a tool to spread tips on intercultural dialogue for 2 reasons: each group is composed of a mix of native and third country national children; activities have a focus on the main cultural aspects of the different countries of the continents.	
<b>Objectives</b>	The main objective is to promote intercultural dialogue and social exchange between native and third country national children living in a same district or city through the experience of different kinds of sport/ cultural and voluntary activities and workshops.	
<b>Requirements</b>	The target group is composed of a mix of native and third country nationals' children between 6 and 12 years old. The activities are delivered together with a	





	network of migrant associations and associations in the field of sport, culture and voluntary.
<b>Methodology</b>	This is a laboratory aimed at promoting intercultural dialogue through sport, cultural and non-formal activities. The target group is divided into 5 groups of maximum 7 children. Each group is managed by an operator/facilitator/coach. The space in which the activity is implemented, is divided into areas (representing the 5 continents) where the different activities are delivered. Each group (with 5 different colours) follow a path experiencing 3 different activities (sport, culture and voluntary) of 45 minutes each. For each activity a stamp on a “passport” will be released and at the end in a final ceremony, each child will receive a certificate of “traveler of the world”. In order to promote the social cohesion of the community, it’s recommended to involve different organisations (migrant, sport, culture and voluntary fields) that will deliver the activities to the groups.
<b>Preparation</b>	<ul style="list-style-type: none"> <li>- To select a place big enough to deliver the activities</li> <li>- To check the place to select the areas in which the activities will be delivered</li> <li>- To co-design with the organisations at least 5 activities in the field of sport / culture / voluntary</li> <li>- To mark the different paths with signals</li> <li>- To inform the coaches about the paths their groups will follow.</li> <li>- To register the participants giving them the instructions and materials and assigning them to a group</li> <li>- To inform about anti COVID-19 measures if needed</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- T-shirts, caps of the 5 groups’ different colours</li> <li>- Papers and stamp for the passport of the traveler of the world</li> <li>- Equipment and material for the different kinds of activities</li> </ul>





	- Anti-COVID-19 equipment if needed
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## Instructions

### 1st step

After the registration, assign each child to a coloured group. The group's coaches introduce the children to each other and explain what they will do during the activity. The focus of the introduction should be on the basic concepts: to move all together; to ask to the coach for every single need; when and how there will be a break. Moreover, the coach explains how the passports work: for each activity a stamp!

### 2nd step

Each coach drives the group of children through the path's stages and they stop in the 3 different spots according to the map. In each spot there will be at least one operator in charge of the activity. The activities could be everything that enable children to play together in the different fields (sport/voluntary or culture). It's recommended that each activity has a link with the cultural aspect related to the continent in which the spot is. Each activity last 45minutes, after that the coach moves to the next spot till the end. At the end of each activity, the children receive a mark on the passport.

### 3rd step

At the end of the activity, the coaches bring the groups on the initial spot from which they started for the final ceremony. A coach calls all the participants by name asking for the passport and ask about their "journey", consequently the operator give them the certificate of "traveller of the world".

## Debriefing and evaluation

The final ceremony is the moment in which there is the debriefing. Children come back to the initial spot and meet their parents and all the other groups. The coaches facilitate the dialogue and exchange among children. The coaches ask questions about the activities and their feelings.

## Results and Impact

- Establishment of a network of new friends
- Promotion of cultural knowledge of different Countries of the world





- Mutual acceptance
- Promotion of a dialogue among children from different origins but living in the same area

### Tips for facilitator

It's helpful for the facilitators write the names of children on sticks to put on the t-shirts in order to facilitate the dialogue among each other.

The involvement of different organisations, in particular migrants' organisations, can help to deliver different kinds of activities they are expert in, but also it can be a tool to involve third country national children.

### YOUAca Dragons Den role play

AiCS		Italy
<b>YOUAca Dragons Den role play</b>		
<b>Group size</b>	Minimum 2 groups composed of a maximum number of 5-7 people	
<b>Time</b>	1 hour	
<b>Overview</b>	YOUAca "Youth Academy of Grassroots Sport" is an educational programme aimed at promoting skills of management in grassroots sport field. This is a role play activity addressed to young people between 18 and 30 years old. The activity is based on 2 fundamental methods: the "intergenerational dialogue" approach between senior leaders and young leaders and the "learning by doing" method. This is an exercise in which young people are asked to act different management roles in the field of a sport organisation. To become a leader is fundamental to act as a leader and to work in a group, it is important to understand the concept of personal skills and have knowledge about how to manage these skills. The life is a "social game", where people meet each other's. The one who has best	



	knowledge in handling their skills has an advance in a social game of many actors.
<b>Objectives</b>	<p>As a young leader, a person needs to develop himself or herself in everyday life and in contact with other actors from different backgrounds.</p> <p>The main objective of the role playing is based on the promotion of soft skills in grassroots sport management field:</p> <ul style="list-style-type: none"> <li>- To understand actor's role as a subject and a team player in a group of people, and behaviour of other actors in the same group.</li> <li>- To develop skills of self-mirroring and understanding a background of another people as a motivator of behaviour.</li> </ul>
<b>Requirements</b>	<p>The age of participants is between 18 and 30 years old.</p> <p>At least 4 facilitators/trainers should be present.</p>
<b>Methodology</b>	Young participants will be the actors of this activity according to 2 main pillars: the learning by doing approach and the intergenerational dialogue method.
<b>Preparation</b>	<ul style="list-style-type: none"> <li>- It's important to have a space in which the play can be feel as real as possible: a room with a table.</li> <li>- Take 5 minutes to promote a discussion among the young people asking them to have a chat with their partners over next subjects: a) What is the difference between terms "a boss" and "a leader" b) What kind of personal skills you need to be a good leader</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A table</li> <li>- Papers and pens</li> </ul>

## Instructions

At first you need to share roles between you as trainers. An ideal situation is that you have at least four trainers. Choose different personalities for these role players but be





sure that they differ from each other. One can be a conservative chauvinist, second liberal yes type, the third one a realistic person with aspects of economy and a sceptic person. It is important that a trainer acts his/her role according to chosen personality.

After that divide young people in couple of groups and give them the task: to present an idea of new football team shirt to head of board that is a collection of different types of personalities played by trainers. The young people are asked to sell the idea to the board. They present the chosen colour, shirt branch, sponsor etc. etc. Give them 15 minutes to organize their presentation. Give them feedback during their presentation but stay in your chosen role.

### Debriefing and evaluation

In order to understand how the trainees, act their own role and personality as a player in the team you can ask the questions below after the presentation:

- How did you feel the situation?
- You can tell them also, how you felt the situation.
- Did you notice what kind of personalities there where against them?
- Was it easy to play your role?
- What did you learn from situation?
- Did it help you to understand little bit more how to co-operate with different types of personalities?

### Results and Impact

- To develop basic skills of leadership
- To learn how to interact with different roles
- To learn how to manage stress situation in a job scene
- To adapt the behaviour according to other roles of the same groups
- To start to recognise the different kinds of roles in a same group

### Tips for facilitator

It's important that as facilitator you have clear how the role assigned to you acts. So before to start, make a research on the web if you are not sure so to be as realistic as possible.

You can also choose other different roles but stay in your chosen role.





You can adapt the content of the task according to the subject and the field of your organisation. It's important that the task is easy to understand and linked to a process of your organisation.

## SPIDER WEB

Centre du Sport et de la Jeunesse Corse		Corsica / France
<b>SPIDER WEB</b>		
<b>Group size</b>	8 – 16 people, less or more would add difficulties in reflection moment.	
<b>Time</b>	80 minutes	
<b>Overview</b>	<p>The activity is bringing up a collective organisation to achieve a mutual goal. The objective of the group is to cross a vertical spider web without touching the ropes and defining a specific order. Physical involvement is required to carry other participants, but can also be adapted to participants with disability as some places are easier to reach than others.</p> <p>This activity is developed to give the group responsibility and structure for their own collaboration as well as self-development.</p> <p>It can bring a lot of different themes to explore in the reflection moment.</p>	
<b>Objectives</b>	<p>The aim of the activity is to give the group the opportunity to get the responsibility to define the level of challenge they can accept, explore individual roles in the group, find efficient structuration to achieve a goal.</p> <p>This activity also build cohesion among members and self-awareness about their interaction within the group</p>	





<b>Requirements</b>	Age: 13+
<b>Methodology</b>	<p>This is a non-formal education activity that is using experiential learning method (based on Kolb cycle 1984)</p> <p>This activity is divided in 3 parts:</p> <ul style="list-style-type: none"> <li>- the rules given by the facilitator</li> <li>- the activity itself where the group is dealing with the rules (preparation + practice)</li> <li>- the reflection lead by the facilitator</li> </ul> <p>The learning outcomes are developed during the reflection phase, but it is important to note that some insight can be developed during the whole activity depending on how the group reacts.</p>
<b>Preparation</b>	<p>Activity should be outside between 2 trees (unless you own the indoor kit) spaced minimum 5 meters.</p> <p>Find a flat space where group is alone and there are no spectators outside the facilitator to disturb the group.</p> <p>Stretch 2 ropes between the trees: one at approximately 50cm from the floor, the other one approx. 2 meters high.</p> <p>Organise strings to give the group ONE spot per person (or ONE for 2 persons if big group) and be careful on the size you create: it must be realisable for the physical profile of the participants. Be careful to put at least 2 “easy” spots that the shortest/biggest participants should use to cross the spider web.</p>
<b>Materials</b>	<p>2 ropes (50cm high and 2 meters high)</p> <p>Several strings to create spider web and various number of “holes”</p>

## Instructions



### Step1 (10 minutes): the rules

Install the group in one side of the spider web before giving the instructions:

“The whole team must cross the spider web without touching its strings.

Each hole can only be used once

You can only help from the side you're on.

If a string is touched, the participant who is crossing comes back to the starting point as well as the one before.

You have 20 minutes to prepare your strategy before starting the practice phase: you cannot touch the strings before 20 minutes. And then you'll have 30 minutes to achieve the goal.”

Various rules:

- Leave the possibility to the group to ask only 3 questions before starting (helps the group to share the rules they understood)
- After the preparation time (20 minutes): you have to decide what is happening if a participant touches a string.
- You have 3 trials: everyone starts from the beginning if a string is touched (high performance teams)
- You have 1 trial with 3 touches maximum
- If group is more than 16, possibility to divide in 2 groups and do the same activity with new goal: one team from each side of the spider web with similar rules (possibility to help the other group to cross)
- 

### Step 2 (50 minutes): the activity

During the activity, it is recommended to leave the group to organize itself, and external intervention is mainly done by facilitator for safety or for reflective input. He/She can write down some verbal inputs from the groups to refer at during reflection phase. He/She can observe positions of individuals. He/She should stay present by discreet.

His/Her can give input to announce the penalties (if the group cannot be in self-arbitration) and give time (if the group cannot be in self-organisation).



Please note that depending on how the group organises, it is possible to share insights and give short reflections to help the group to structure itself if necessary.

### Step 3 (20 minutes): the reflection

After completing the activity, the group can take a short break and drink some water. When everyone is back, facilitator installs the group in circle (sat down) to start a 30 minutes discussion (or more if needed) following the rules describe bellow.



### **Debriefing (Reflection) and evaluation**

This kind of workshop offer, through the collective challenge, to highlight how the group you are facilitating is functioning, how healthy are the interpersonal relationships between their members and what is the level of self-awareness of the individual in a group. Please note that the activity can sometimes (often) take place differently from what the facilitator can imagine (human reactions are unpredictable).



The reflection helps to share the insights between all group members and it is very different from an evaluation (I liked/I didn't like, we were good/we were bad). The group is building its own story and facilitator is facilitating this process based on group's needs.

The facilitator requires, among other things, a total availability during reflection time, active listening and a posture that can be present, supporting, discreet, sometimes confronting. Non-judgment is fundamental, knowledge of some theories of group dynamics and ease in emotional management (personal and others) is a significant asset.

Before starting the reflection, please assimilate that there is NO "good" result, nor a "right" way to organize for the group. Refer yourself to the work of Kolb, Lewin, Piaget, Dewey, Rogers (in English), and others to learn more about experiential learning and team dynamics.

To help you introduce the reflection, you can start with one of the following questions, and build on what is happening:

- What is the most powerful emotion you felt during the activity (preparation and practice)?
- What was the most comfortable moment for you and why?
- What was the most uncomfortable moment for you and why?
- What can you learn from this activity?
- What was useful from your organization to achieve the goal?
- What was unhelpful from your organization to achieve the goal?
- How do you rate on a scale from 1 to 5 your personal involvement / the group efficiency?
- Any open question you FEEL right to ask.

Leave each participant time to express and be careful who is not talking and why. If necessary, take the responsibility to confront (different from conflict) the group if you consider it is the group's need. Support different points of view, help the group to resume what's said and transfer the learning points to the next activity.

## Results and Impact

- Brings dynamism and commitment (may feel very slow from the outside but feeling of the group is generally quite high)
- Helps to structure the organisation of the group
- Help to enhance individual behaviors within the group
- Help the group the define roles depending on the abilities





- ...

### Tips for facilitator

Be careful on physical safety as the individuals tend to carry each other:

- Remain sheathed while you are carried by others,
- do not “drop” the participant” when a string is touched,
- facilitator or participant remain on a safety parade
- foot on the shoulder or hips of the participant, not in the middle of the back...

Be careful on emotional safety as individual have to touch each other to support themselves. Physical abilities can also be a topic, especially for participants who don't feel good with their body.

During reflexion, avoid closed questions such as “Did you like the activity?” or involving future projections “what would have happened if...” stay in present time and aligned with your feelings (you're right!)

## CALCULATOR

Centre du Sport et de la Jeunesse Corse		Corsica / France
<b>CALCULATOR</b>		
<b>Group size</b>	8 – 16 people, less or more would add difficulties in reflection moment.	
<b>Time</b>	60 minutes	
<b>Overview</b>	<p>The activity is a combination of collective organisation to achieve a mutual goal and self-performance to the benefit of the group.</p> <p>Physical involvement is required to run short distance to beat time, but can also be adapted to participants with disability as the result is based on group performance (there's no good result)</p>	





	<p>This activity is developed to give the group responsibility and structure for their own collaboration as well as self-development.</p> <p>It can bring a lot of different themes to explore in the reflection moment.</p>
<b>Objectives</b>	<p>The aim of the activity is to give the group the opportunity to evaluate their efficiency under stress (time pressure), get the responsibility to define the quality of result and the level of challenge they can accept, and explore different leadership roles.</p> <p>This activity also build cohesion among members and self-awareness about their interaction within the group</p>
<b>Requirements</b>	Age: 10+
<b>Methodology</b>	<p>This is a non-formal education activity that is using experiential learning method (based on Kolb cycle 1984)</p> <p>This activity is divided in 3 parts:</p> <ul style="list-style-type: none"> <li>- the rules given by the facilitator</li> <li>- the activity itself where the group is dealing with the rules</li> <li>- the reflection lead by the facilitator</li> </ul> <p>The learning outcomes are developed during the reflection phase, but it is important to note that some insight can be develop during the whole activity depending on how the group reacts.</p>
<b>Preparation</b>	<p>Activity can be inside or outside (better no slippery floor)</p> <p>Find a flat space where group is alone and there are no spectators outside the facilitator to disturb the group.</p> <p>Define a “home” space where the entire group can belong (a carpet, a square drawn on the floor...)</p>



	<p>At least 40 meters away, install a rope (30m long) in circle</p> <p>Inside the circle, put numbers from 1 to 32 in various order (to avoid multiple prints and use this activity several times, think about laminating and ballasting the numbers (format 5x10, font minimum 72).</p>
<b>Materials</b>	<p>2 ropes (home space/departure zone and circle)</p> <p>Chronometer</p> <p>Laminated and blattered numbers from 1 to 32 (or more)</p>

## Instructions

### Step1 (10 minutes): the rules

Install the group in the “home space/departure zone” before giving the instructions:

“In the circle that you see over there, you will have to touch by the hand, as fast as possible, all numbers in ascending order. The chronometer starts when the first participant has crossed this line (go outside of the home space) and stops when everyone has returned into this area (home space).

The facilitator will announce if necessary, when the numbers are not touched in the right order (until the correct number is touched).

You have a 10 seconds penalty if there is more than 1 person in the circle.

You will establish a first time of reference, then you will have 2 others tests. You will have 5 minutes of group discussion between each test to improve your benchmark time.

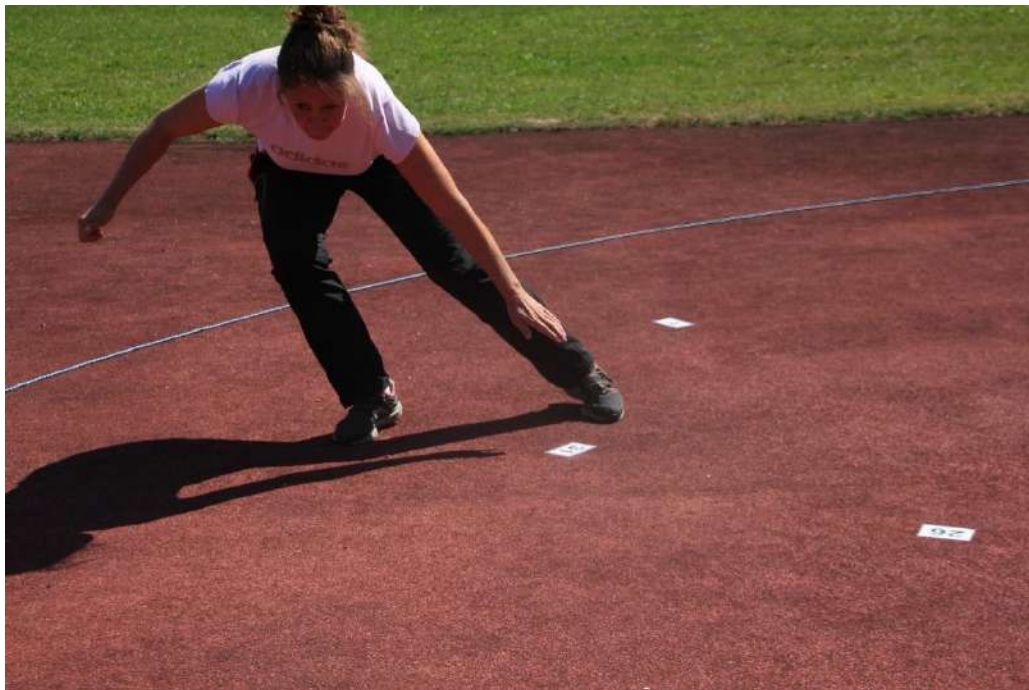
Various rules:

- Modify the location of the numbers at each test
- Remove 3 random numbers
- Mute when someone in the circle (10 seconds penalty if someone speaks while someone is in the circle)





- Obligation to leave the circle after touching a number
- Repeat the rules twice
- Leave the possibility to the group to ask only 3 questions before starting (helps the group to share the rules they understood)
- If group is more than 16, possibility to divide in 2 groups and do the same activity with new goal: do the best time by auditioning the 2 best results. Possibility to discuss between the groups between each test.



### Step 2 (30 minutes) : the activity

During the activity, it is recommended to leave the group to organize itself, and external intervention is mainly done by facilitator for safety or for reflective input. He/She can write down some verbal inputs from the groups to refer at during reflection phase. He/She can observe positions of individuals. He/She should stay present by discreet.

His/Her only input is to announce the penalties and start and stop the chronometer.

Please note that depending on how the group organises, it is possible to share insights and give short reflections to help the group to structure itself if necessary.







### Step 3 (20 minutes): the reflection

After completing the 3 tests, the group can take a short break and drink some water. When everyone is back, facilitator installs the group in circle (sat down) to start a 20 minutes discussion (or more if needed) following the rules describe bellow.

### **Debriefing (Reflection) and evaluation**

This kind of workshop offer, through the collective challenge, to highlight how the group you are facilitating is functioning, how healthy are the interpersonal relationships between their members and what is the level of self-awareness of the individual in a group. Please note that the activity can sometimes (often) take place differently from what the facilitator can imagine (human reactions are unpredictable).

The reflection helps to share the insights between all group members and it is very different from an evaluation (I liked/I didn't like, we were good/we were bad). The group is building its own story and facilitator is facilitating this process based on group's needs.

The facilitator requires, among other things, a total availability during reflection time, active listening and a posture that can be present, supporting, discreet, sometimes confronting. Non-judgment is fundamental, knowledge of some theories of group dynamics and ease in emotional management (personal and others) is a significant asset.

Before starting the reflection, please assimilate that there is NO "good" result, nor a "right" way to organize for the group. Refer yourself to the work of Kolb, Lewin, Piaget, Dewey, Rogers (in English), and others to learn more about experiential learning and team dynamics.

To help you introduce the reflection, you can start with one of the following questions, and build on what is happening:

- What is the most powerful emotion you felt during the activity (preparation and practice)?
- What was the most comfortable moment for you and why?
- What was the most uncomfortable moment for you and why?
- What can you learn from this activity?
- What was useful from your organization to achieve the goal?
- What was unhelpful from your organization to achieve the goal?
- How do you rate on a scale from 1 to 5 your personal involvement / the group efficiency?





- Any open question you FEEL right to ask.

Leave each participant time to express and be careful who is not talking and why. Take the responsibility to confront (different from conflict) the group if you consider it is the group's need. Support different points of view, help the group to resume what's said and transfer the learning points to the next activity.

### Results and Impact

- Brings dynamism
- Helps to structure the organisation of the group
- Help to enhance individual behaviors within the group
- Help the group the define roles depending on the abilities
- ...

### Tips for facilitator

Be careful on physical safety as the individuals tend to start running fast without warm up. It could be interesting to plan a short warm up (energizer?) before giving the rules. We've already witnessed muscle strains on this activity.

During reflexion, avoid closed questions such as "Did you like the activity?" or involving future projections "what would have happened if..." stay in present time and aligned with your feelings (you're right!)

### Water Relay

Champions Factory	Bulgaria
<b>Water Relay</b>	
<b>Group size</b>	16-30 participants, even number required
<b>Time</b>	60 minutes





<b>Overview</b>	The activity is similar to a basic relay game, boosts team work, cooperation and promotes the importance of communication and support between team mates.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to create teamwork</li> <li>- to foster cooperation</li> <li>- to promote communication</li> </ul>
<b>Requirements</b>	Age 10+
<b>Methodology</b>	The tools and methods that will be used for the implementation of the activity
<b>Preparation</b>	The trainers need to prepare the t-shirts/bibs for the participants, two water bottles with a word divided in letters written on single pieces of paper
<b>Materials</b>	Pool, swimwear, water bottles, pens and paper, t-shirts/bibs.

## Instructions

Participants are split into teams by getting the them to call out the numbers 1 and 2. They then get into lines. Relay 1: first person runs/swims to the other end of the pool and back tags the 2nd person, they do the same and so on until the whole team has completed this. First team back wins. Relay 2: first person swims to the other side of the pool, and signal for the next person to do the same and so on until they are all at the other side of the pool. They open the water bottle and have to unscramble the letters inside to create a word. First team to shout out the word wins. Relay 3: first person puts on a large T-shirt swims to the other side of the pool and back takes the T-shirt off, next person puts the T-shirt and does the same and so on until the whole team is back. First team back wins.

## Debriefing and evaluation

1. What happened?
2. How did you feel?
3. What did you learn?
4. How will you use it in your life?

## Results and Impact





The outcomes of the activity will be seen immediately after “Relay 1” is completed. The participants will create a team very fast, will be mobilised and will be motivated to compete for “Relay 2” and “Relay 3”.

### Tips for facilitator

The facilitator can bring a speaker and prepare dynamic music which will boost the motivation of the participants to win.

### Further information

The activity can be played also on a playground or field and instead of swimming the participants can be running or jumping or doing other physical activity.

## Basics of Social Development

Champions Factory	Bulgaria
<b>Basics of Social Development</b>	
<b>Group size</b>	10 – 40 people, even number of participants required
<b>Time</b>	60 minutes
<b>Overview</b>	The workshop aims to stimulate the participants to focus only at their own tasks, to be competitive, not to be cooperative as a result they were not be able to succeed in the activity. They will realize the importance of teamwork, cooperation and involvement of all in the activity and in society.





<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To raise awareness to involvement and nondiscrimination</li> <li>- To promote teamwork</li> <li>- To teach sport skills (if basketball is used)</li> <li>- To raise awareness of condition and feelings of excluded people</li> </ul>
<b>Requirements</b>	Age: 10+
<b>Methodology</b>	A non-formal education activity that is composed by explanation, implementation and evaluation part with debriefing questions. After the explanation the participants will be focused on the implementation of the activity without paying much attention of the learning outcomes which will be the main element of the evaluation and debriefing part. The activity can be guided by 1 facilitator.
<b>Preparation</b>	<p>Prepare the field in advance, spread the objectives around. Print and cut roles:</p> <ul style="list-style-type: none"> <li>- Take all objects outside of the border of the playground. (Half of the pax)</li> <li>- Take all objects in the middle of the playground (Other half of the play group)</li> <li>- Walk around and do nothing you can help only if someone asks you (One participant)</li> </ul>
<b>Materials</b>	Any objects - balls, cones - at least same number as participants or 1 and 1/2 times more

## Instructions





Take participants to the already organized play field. Where they will find spread objects on the ground everywhere. Ask them not to touch them. Gather them in circle and give them to pick up one “top secret mission” per person printed in advance, then explain the rules:

- one object at a time
- no kicking of objects
- no throwing
- no talking
- not allowed to steal objects from other participants hands

Then start the game. In the beginning all of the participant will run in order to fulfil their tasks. After 5 mins give them a 1 min break and let them talk. Start the game again and after 3- 4 mins make a break again and let them find a strategy to finish. Start again. If needed give one two more breaks. Some of the participants will come up with the idea to just fulfil the tasks one after another which is the right solution. Gather the participants and do a debriefing.

### Debriefing and evaluation

What happened during the game?

How did you feel?

Was any difference in the beginning and after the breaks?

How the teamwork started?

Did you listen to each other?

There was one special role in the game? Did you notice it? What did you do about it, why?

Where in life you see similar situations?

What will you bring home after the activity?

### Results and Impact

- Critical thinking





- Teamwork
- Understanding
- Inclusion
- Strategic thinking

### Tips for facilitator

During the facilitator can go to the participants and listen the strategies they are discussing and guide them through different questions. It's very important the participants to follow all the rules of the activity in order to be successful.

During the facilitation let the person with the single role "Walk around and do nothing you can help only if someone asks you" to speak out and share his/her experience.

### Further information

For the activity can be used any objects as office materials (pens, papers, post its, markers), sports objects (balls, cones, bibs, etc.) or if available basketball balls which the participants have to dribble instead of bringing to the corners or middle of the field.

### Grab Food and Run

Social Policy and Action Organization		Cyprus
<b>Grab Food and Run</b>		
<b>Group size</b>	Min. 5 participants- no maximum number	
<b>Time</b>	Min. 60 minutes	
<b>Overview</b>	This activity targets youth volunteers who wish to get involved in physical activities and work together with other young people.	







<b>Objectives</b>	<p>The activities aim to</p> <ol style="list-style-type: none"> <li>Raise awareness on the importance of working as a team and protecting it from others.</li> <li>Demonstrate how sports can work towards team building and raising trust and understanding among team members.</li> </ol>
<b>Requirements</b>	No age limit and people with disabilities can join.
<b>Methodology</b>	<p>Non formal educational tools and methods</p> <p>Energizer and team building activity</p>
<b>Preparation</b>	The Facilitator takes the paper tape and divides the room into two equal parts. Then she/he measures and marks with the paper tape equal distance away from each side of the line.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Large indoor or outdoor venue</li> <li>• 3 Baskets</li> <li>• Lots of Handkerchiefs</li> <li>• Paper tape</li> </ul>

## Instructions

The Facilitator stands in the line marked in the middle of the room, holding a basket full of handkerchiefs. Then she/he divides the group into 2 teams of volunteers, asking one to stand on the line marked on the right-hand side of the room and the other on the line marked on the left-hand side. Each team gets an empty basket. Teams are asked to assign a name to their team and then according to the number of participants (starting from 1 counting onwards), each participant secretly gets a number. Participants cannot reveal their numbers to the other team members, at any cause.

The Facilitator asks participants to visualize that they are volunteers providing assistance to the athletes during Olympic Games 2021. Due to COVID-19, unfortunately food is limited and is running out, leaving no option but to grab as much food as possible to feed the athletes either wise they will starve. Therefore, the volunteers have to run from the athletes' room to the kitchen to grab food, and then run back to the rooms.







The Facilitator explains that the kitchen is in the middle and she/he will represent the chef standing and holding the handkerchief (“food”) on her/his hand. Each time a number is called, volunteers from each team representing the specific number have to run towards the “Chef” and try to grab or “steal” the “food” from the member of the other team. The volunteer who manages to grab the “food” has to run back into her/his team, behind the line, which represents their team athletes’ rooms. Each team manages to grab and gather as many Handkerchiefs as possible, gathering more food.

At the end of the exercise the Facilitator gathers the participants in a circle to have a debriefing and evaluation.

### Debriefing and evaluation

Questions to the participants about the activity and their feelings

- 1) How did you feel with the exercise?
- 2) Do you believe that the exercise brought the team together?
- 3) Do you feel more energetic and active?

### Results and Impact

The outcomes of the activity

- a) Participants will feel more energized.
- b) The feeling of belong and working together as a team will be emphasized.
- c) Participants will get the feeling that sports could be a good way to be energized, to develop trust and understanding and enjoy time with others.

### Tips for facilitator

The Facilitator has to be well prepared before the exercise with a lot of handkerchiefs.

### Non-Formal in Sports

<b>Social Policy and Action Organization</b>	<b>Cyprus</b>
<b>Non-Formal in Sports</b>	
<b>Group size</b>	Min. 5 participants- no maximum number





<b>Time</b>	Min. 60 minutes
<b>Overview</b>	This activity targets youth volunteers who wish to become acquainted with non-formal tools and methods, in a fun, entertaining and sporty way.
<b>Objectives</b>	The activities aim to c) Provide participants with the basic knowledge on what non-formal tools and methods are; d) Provide the opportunity to participants to learn in an entertaining and sporty way.
<b>Requirements</b>	No age limit and people with disabilities can join.
<b>Methodology</b>	Non formal educational tools and methods Energizer and team building activity
<b>Preparation</b>	The Facilitator prints small round cartons of different colors with the following words “Well Planned”, “Interactive”, “Flexible”, “Experiential”, “Authentic”, “Reflective”, “Innovative”, Entertaining”, “Artistic”, “Active Participation”. Cartons are folded and placed in a basket.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Large indoor or outdoor venue</li> <li>• Printed small round cartons placed in a basket</li> <li>• Pens/Pencils</li> <li>• A2 or Flipchart Paper</li> </ul>

### Instructions

The Facilitator asks participants to sit in a semi-circle. The Facilitator writes on the flipchart “NON-FORMAL IN SPORTS” and randomly asks participants to state the first word coming into their mind. In order to help them the Facilitator asks “Which words or phrases do they come into your mind when you read “NON-FORMAL IN SPORTS”? The Facilitator writes the words and phrases on the flipchart as expressed by participants. The





Facilitator ensures that all or most of the participants state a word or short phrase. Then she/he reads out loudly the results and generates a short discussion of 5-10 minutes on the results.

The Facilitator then divides participants into groups of 3-4 people accordingly and asks each group to grab a folded carton from the basket.

Each group is given 30 minutes to develop a sporty game reflecting or describing the word they received. The Facilitator emphasise to them that their game must help the others understand what their chosen word stands for, or where in sports could be useful.

At the end participants are asked to sit back in their seats. Each group is asked to present their game by involving others as well if they wish. At the end of each presentation, the Facilitators asks the others if they have any comments on the game, or whether they have ideas or views to make it better.

At the end of the exercise the Facilitator gathers the participants in a circle to have a debriefing and evaluation.

### Debriefing and evaluation

Questions to the participants about the activity and their feelings

- 4) How did you feel with the exercise?
- 5) Do you believe that the exercise brought the team together?
- 6) Do you feel more energetic and active?
- 7) Did the exercise help you understand some of the characteristics of non-formal methods and tools?

### Results and Impact

The outcomes of the activity

- d) Participants will feel more energized and more connected among themselves.
- e) Participants will become more aware with what “non formal tools and methods” mean.

### Bring back my socks

<b>United Societies of Balkans</b>	<b>Greece</b>
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<b>Bring back my socks</b>	
<b>Group size</b>	Any
<b>Time</b>	40 minutes
<b>Overview</b>	One person, who is called Guard, has their eyes closed while a pair of socks is next to them. Across them is the rest of the participants who have to take the socks and bring them back on the other side of the room. The game ends when the socks successfully arrive on the other side or the Guard finds out where the socks are.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Team-building</li> <li>• Group and self-awareness for the team and the Guard</li> <li>• To raise awareness on the challenges and the importance of teamwork</li> <li>• To foster the cooperation and the communication within the group</li> </ul>
<b>Requirements</b>	No special requirements
<b>Methodology</b>	This is a very energetic activity that is based on non-formal education methodology and it is divided into three parts. In the first two parts, the participants have to find a way to communicate and reach the goal and in the last part, they will have the opportunity to discuss improvements and the methodology that they followed.
<b>Preparation</b>	A big room or an open space is needed for this activity, in order to have a lot of space for free movements of the participants.
<b>Materials</b>	A pair of socks or something easy to transfer and hide, such as small balls etc.

## Instructions





From the group of the participants one person has to be the Guard and to go on the other side of the room. The participants are forming a line where everyone is next to each other and they are looking to the Guard.

The Guard turns their back to the rest of the group and put the pair of socks next to their feet. When the Guard has their back towards the others, the Guard counts from 3 to 1. In this period, the rest of the group runs and goes closer to the Guard. When they turn to them, the group has to stay in a position and don't move until the Guard turns them back again. If someone moves, loses and goes out of the game, stays outside until the game ends.

This is repeated until someone of the team reaches the socks takes them from the Guard. From now on, the group has to cooperate together in order to hide the socks as much as better and the Guard can't understand where the socks are. The point is that the participants will go back from where they started with the pair of socks. The Guard has 3 chances to guess who has the socks. If they guess correct, the Guard wins. If the group makes it to the end with the socks, it wins.

**IMPORTANT:** Don't forget that when the group takes the socks, it has to stay still and don't move when the Guard sees the participants. If someone moves, it goes out, and if this one has the socks, the game ends with the Guard winning.

### Debriefing and evaluation

The participants can answer the following questions, firstly to themselves (self-evaluation) and then as a team:

For the group:

- Did you like the activity?
- Was it easy to reach the Guard with the rest of the team next to you?
- Would it be easier if you were allowed to plan a strategy when you got the socks?
- How was the cooperation between the group?
- Did you make it to the end? If not, what would you change and improve?
- Your feelings during the activity
- What did you learn from this activity?

For the Guard:

- Did you like the activity?





- How did you feel as the Guard?
- Do you think that the activity was more difficult for you?
- Your feelings during the activity
- Did you find the socks before reaching the end? If not, what would you change and improve?
- What did you learn from this activity?

### Results and Impact

- Icebreaking
- Team building
- Development of the communication skills and the importance of cooperation for achieving a common goal
- Self-awareness and general awareness of the methods that the others are using

### Tips for facilitator

This activity is planned for young people, so there is no need for a facilitator. However, sometimes the Guard becomes the one who makes the questions during the evaluation, or the one who had the role of the leader from the rest of the group.

### Freeze

United Societies of Balkans	Greece
<b>Freeze</b>	
<b>Group size</b>	More than 6 participants
<b>Time</b>	45 min
<b>Overview</b>	Someone from the team has a ball. All the participants start running and the one with the ball is chasing them. If they get to catch one of the participants, this one takes the ball and starts chasing the others.







<b>Objectives</b>	This is a non-formal education activity which aims to raise the awareness of the participants not to run out of problems (ball), but to take them and to find ways to solve them.
<b>Requirements</b>	There is no age limit, even though it is an energetic activity, people with disabilities can join.
<b>Methodology</b>	This will be a non-formal education activity that is divided in three parts, the explanation, the conduction and the debriefing of the activity. The learning outcomes will be extracted through the last part where the participants will reflect on their feelings and behaviours.
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Find an open space, interior or exterior. It's optimal but not necessary that the ground is soft (e.g. grass, mat).</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>A ball, or any item that can be carried.</li> </ul>

## Instructions

The group will create a circle. The participant who is presenting the activity is usually the first one who is carrying the ball, and is called the KEEPER. When this one says go, everyone is getting out of the circle and start running. If the one with ball is reaching someone and touches with the ball, they become the new KEEPER. In order to avoid from becoming the KEEPER, the participants can say **freeze**, and they cannot be reached from the KEEPER, but neither can move. Someone from the team who is running has to touch them and say **defreeze**, so they can be back in the game.

## Debriefing and evaluation

The participants can answer the following questions, firstly to themselves (self-evaluation) and then as a team:

- Did you like the activity?





- Was it easy to reach avoid the KEEPER?
- How was the cooperation between the group?
- Did you become the KEEPER? If yes, why?
- Your feelings during the activity
- What did you learn from this activity?
- Why you didn't want to become the KEEPER?

## Results and Impact

- Icebreaking
- Team building

With this activity, young people can learn that the ball, is actually ant problem that they are facing. Usually, the people want to avoid all the problems and don't want to be "the keeper" of it, so to find a solution. Instaed of that, people mostly run out of them and if the problem approaches them, they prefer to freeze. When freezing someone is needed to defreeze the person and bring them back to reality.

## Tips for facilitator

This activity is planned for young people, so there is no need for a facilitator. However, sometimes the first KEEPER becomes the one who makes the questions during the evaluation.

## Further information

The activity can be adopted on the potentials of each team. If there are people with disabilities or other behaviours and cultures (e.g., someone doesn't want to be touched), the rules of the activity have to change.







## CHAPTER III: Activities for youth workers

### Introduction

In these activities, youth workers should focus on the educational aspects, reminding the participants of the purpose of the activities and creating a safe space, where even participants that are not practical with sports will see them as an opportunity to engage with their peers, to express themselves, to make new friends and to learn.

### Full Bag Empty Bag

AiCS		Italy
<b>Full Bag Empty Bag</b>		
<b>Group size</b>	20-25 participants	
<b>Time</b>	1 hour	
<b>Overview</b>	<p>This game comes from a wider project called “Giochi con il sorriso”. The project is addressed to classrooms of children of primary schools. The aim is to improve social and psychomotor skills through traditional games. The project is composed of different kinds of traditional games delivered once a week for 6 months.</p> <p>Hereby you find one of the activities, that is a traditional game in which the focus is on the rules and the commands in order to learn movements and techniques useful to interact with the others and to grow up. It’s for this reason that it’s not only a game but a non-formal education activity based on psychomotor principles.</p>	
<b>Objectives</b>	<p>The main objective for the children is to develop skills of correctly understanding and executing the commands given by another person according to different kinds of speed.</p>	



<b>Requirements</b>	The range of age is from 6 to 9 years old. The groups can be composed of 7-8 children each.
<b>Methodology</b>	This activity uses a mix of elements coming from the non-formal education and the physical activity. As we said it's not only a game but a real psychomotor exercise. It's used a lot in the primary schools. One of the strengths is that the activity can be carried out without particular tools or equipment. The main steps are: explanation of the rules and movements; implementation of the activity and discussion about participants feelings.
<b>Preparation</b>	Ask participants to stand on a line.  Explain them that they have only to follow the verbal commands.
<b>Materials</b>	A space big enough to allow participants to stand on a single line.

## Instructions

- 1) Ask the children line up in front of the facilitator.
- 2) The facilitator uses three different commands: full bag, empty bag and half bag;
- 3) Children move according to the commands: a) if the command is full bag, they must stand up, spreading their arms imitating the shape of a full bag, b) if the command is empty bag, they must lower themselves, hugging the knees with their arms, c) if the command is a half bag, the children must kneel "halfway", lowering themselves only a little.
- 4) After the first few commands the speed increases and for children, following the directions becomes more difficult.
- 5) If a child misses a command, he is eliminated. This is for each group; at the end the winners of each group can play a final game.

## Debriefing and evaluation



At the end of the activity the facilitator asks children to sit in a circle on the ground and ask them what they felt as more difficult, how they felt and what they observed. The facilitator explains what happened and what he observed, for example it's typical that children close their eyes as a strategy to increase their focuses. The facilitator reports and explain this element.

### Results and Impact

To get to know each other

To increase the coordination and the attention abilities

To have fun

### Tips for facilitator

If you are looking for some tips to make the full and empty sack game more interesting, try these "tricks":

- the tone of voice: make a loud voice when you say "empty bag" and lower it when you say "full bag". In this way, you can mislead players by using a tone of voice they would not expect (for example, saying "full bag" in a loud voice);
- imitate the command you say yourself. This way, you can deceive players by moving one way but ordering the opposite command (for example, you can crouch while saying "full bag").

### World Cafè

	AiCS	Italy
<b>World Cafè</b>		
<b>Group size</b>	Minimum 10 young people and 2 senior leaders.	
<b>Time</b>	2 hours and a half	
<b>Overview</b>	The activity involves together managers, senior leaders or coaches and young people of organisation in the field of youth. This module is a fruitful tool to boost the interactions among different generations and roles	





	enhancing the different background, experiences and ideas.
<b>Objectives</b>	The main objective is to deepen and stress key topics through the dialogue around a question. Fostering interaction and dialogue with both large and small groups.
<b>Requirements</b>	There is not an age limit.
<b>Methodology</b>	The World Cafe is a discussion method that helps a group to explore a set of issues at their own pace. It is particularly effective in surfacing the collective wisdom of groups of diverse people. It is very flexible and adapts to many different purposes – information sharing, relationship building, deep reflection exploration and action planning.
<b>Preparation</b>	Before starting, focus on powerful questions that matter to your community. Reflect on how to create a space that feels safe, welcoming and inviting.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● A big room</li> <li>● Round tables</li> <li>● Enough chairs</li> <li>● Flipchart paper</li> <li>● Coloured markers for each table</li> <li>● Post-its</li> <li>● Flip-chart for final plenary discussion.</li> </ul>

## Instructions





1- WELCOME AND INTRODUCTION: Participants are divided in small groups of 4 around round tables. Present the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

2- SMALL GROUPS ROUNDS: A series of three or more twenty-minute rounds of conversation in small groups. At the end of each round, one person to stay at the table as a “host” and the other members move to other tables as ambassadors of ideas and insights.

3- QUESTIONS: each round is focused on a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

4-LISTEN TOGETHER: The World Café method works only if the group is encouraged to listen and allow all voices to be heard so collective intelligence can surface.

### Debriefing and evaluation

SHARE COLLECTIVE DISCOVERIES: At the end of the rounds, the groups are invited to harvest insights from their conversations on post-its and share them with the large group.

### Results and Impact

Improvement of confidence with how the young participants to present ideas

The intergenerational dialogue improves the skills of youngsters by understanding the background and the mindset of senior leaders.

Everyone can feel important in the implementation of a concept bringing his/her own ideas.

### Tips for facilitator

When you think about the questions related to the topic you aim that the group discuss, create open questions.

Support the person who stays as host in providing an overview of what had happened.

In order to boost the exchange between senior leaders and young people create questions on which everyone can bring its own contribution.





## Further information

<http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

## EXPEDITION

<b>Centre du Sport et de la Jeunesse Corse</b>	<b>Corsica / France</b>
<b>EXPEDITION</b>	
<b>Group size</b>	8 – 16 people
<b>Time</b>	2 days, night included.
<b>Overview</b>	<p>The activity is a collective immersed activity in outdoors, self-organised by the group.</p> <p>It is combination of collective organisation to achieve a mutual goal and self-control to manage potential tiredness and uncomforted in non-common situations.</p> <p>This activity is developed to give the group responsibility and structure for their own collaboration as well as self-development. It can bring a lot of different themes to explore in the reflection moment.</p>
<b>Objectives</b>	<p>The aim of the activity is to give the group the opportunity to create their own expedition outdoors following a specific frame given by the facilitator.</p> <p>This activity also builds cohesion among members by the experimentation of a common activity, self-awareness about their interaction within the group, but also hard skills and soft skills to organise and interact between all members.</p>
<b>Requirements</b>	Age: 18+ (possible with underaged participants but be careful with mixing genders overnight rules.)





<p><b>Methodology</b></p>	<p>This is a non-formal education activity that is using experiential learning method (based on Kolb cycle 1984)</p> <p>This activity is divided in 3 parts:</p> <ul style="list-style-type: none"> <li>- the rules given by the facilitator</li> <li>- the activity itself where the group is dealing with the rules</li> <li>- the reflection lead by the facilitator</li> </ul> <p>The learning outcomes are developed during the reflection phase, but it is important to note that some insight can be develop during the whole activity depending on how the group reacts.</p>
<p><b>Preparation</b></p>	<p>A lot of spotting preparation needs to be done by facilitator upfront the activity, in order to provide maximum security to the group. Facilitator should be comfortable with outdoor activities and nights.</p> <p>Group should be aware they will spend a night out and have their own material (sleeping bag, headlamp, backpack, hiking shoes, ...)</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- A paper with printed information can be necessary to give the group before letting them organise.</li> <li>- Individual material to sleep outside and carry an expedition for each participant</li> <li>- Map of the area</li> <li>- Transportation vehicules</li> <li>- 1 stove of 2kg,</li> <li>- 4 trapaulin</li> <li>- 1 shovel</li> <li>- 1 CSJC glass, cooking material</li> <li>- Ropes</li> <li>- 1 purchase order for shopping</li> <li>- Your personal material (we invite you not to spend your own money for this expedition)</li> </ul>



	<ul style="list-style-type: none"> <li>- Your personal vehicles if you wish</li> <li>- Room material</li> <li>- 5 blindfolders</li> <li>- 1 polaroid camera</li> <li>- Eventually think about toilet paper, shovel, trashbag, dishwasher...</li> </ul>
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## Instructions

### Step1 (10 minutes): the rules

Gather the group in a place on the evening before the expedition (or morning of the expedition) and read the paper with all information provided:

“Your expedition, if you accept it, starts now. Here are some points that you need to take into consideration for its success:

Before leaving the organisation center you have to decide collectively and communicate the plan of your trip (time, stops, places...)

The group has to be in parking place marked on the map by [indicate time and date].

Take into consideration that is approximately [distance in hour drive] from the organization.

The camp will be located on “A1” on the map.

The closing of the expedition will be at the organization on [indicate time and date].

The totality of what will happen in the meantime is your own responsibility and collective strategy. However, you are required to complete several tasks as a group, which will be verified at the closure of the expedition.

Please take into account when making your choices the safety of each participant. »

Various rules:

- Modify the tasks to story of the group (include the jokes, names etc...)
- Give important tasks and unnecessary tasks in the same list, no order.
- You can help the group by asking them to divide in 3 groups (material orientation team, cooking team, activities team)
- If group is more than 16, possibility to divide in 2 groups and do the same activity with new goal: do the best time by auditioning the 2 best results. Possibility to discuss between the groups between each test.





## Step 2 (48 hours) : the activity

During the activity, it is recommended to leave the group to organize itself, and external intervention is mainly done by facilitator for safety or for reflective input. He/She can write down some verbal inputs from the groups to refer at during reflection phase. He/She can observe positions of individuals. He/She should stay present by discreet.

Please note that depending on how the group organises, it is possible to share insights and give short reflections to help the group to structure itself if necessary.

The group usually takes half a day to gather all needed material before leaving (do the groceries, check the material and road, organise the activities in extra times)

## Step 3 (60 minutes): the reflection

After completing the expedition, the group will be tired and the need is to take hot shower and change. Let an hour for everyone to rest a little bit and ask them to gather in the common room to start a 60 minutes discussion (or more if needed) following the rules described below.





### Debriefing (Reflection) and evaluation

This kind of workshop offers, through the collective challenge, to highlight how the group you are facilitating is functioning, how healthy are the interpersonal relationships between their members and what is the level of self-awareness of the individual in a group. Please note that the activity can sometimes (often) take place differently from what the facilitator can imagine (human reactions are unpredictable).

The reflection helps to share the insights between all group members and it is very different from an evaluation (I liked/I didn't like, we were good/we were bad). The group is building its own story and facilitator is facilitating this process based on group's needs.

The facilitator requires, among other things, a total availability during reflection time, active listening and a posture that can be present, supporting, discreet, sometimes





confronting. Non-judgment is fundamental, knowledge of some theories of group dynamics and ease in emotional management (personal and others) is a significant asset.

Before starting the reflection, please assimilate that there is NO “good” result, nor a “right” way to organize for the group. Refer yourself to the work of Kolb, Lewin, Piaget, Dewey, Rogers (in English), and others to learn more about experiential learning and team dynamics.

To help you introduce the reflection, especially after such a long activity, you can suggest a creative way to start with, and build on what is happening:

- Draw the highlight of the expedition
- What photo would represent the strongest moment of the expedition?
- Based on the image of a bicycle, what piece of the bicycle you would be in the organization?
- How did you feel with the environment/with the group/with yourself?
- Any open question you FEEL right to ask.

Leave each participant time to express and be careful who is not talking and why. Take the responsibility to confront (different from conflict) the group if you consider it is the group’s need. Support different points of view, help the group to resume what’s said and transfer the learning points to the next activity.

### Results and Impact

- Create strong bounds between members
- Helps to structure the organisation of the group
- Help to enhance individual behaviors within the group
- Help the group the define roles depending on the abilities
- ...

### Tips for facilitator

Be careful on physical safety as outdoor activities could generates difficult activity management. You can also ask a technical expert to support the sport activities included (you can add kayaking, climbing, speleology...)

During reflexion, avoid closed questions such as “Did you like the activity?” or involving future projections “what would have happened if...” stay in present time and aligned with your feelings (you’re right!)





## DIRECT TRACK

<b>Centre du Sport et de la Jeunesse Corse</b>		<b>Corsica / France</b>
<b>DIRECT TRACK</b>		
<b>Group size</b>	8 – 16 people, less or more would add difficulties in reflection moment.	
<b>Time</b>	80 minutes	
<b>Overview</b>	<p>The activity is focusing on the ability to provide a collective preparation to realise the goal with a compulsory disability (blindfolded).</p> <p>Physical awareness is required to walk outdoors without notions of its own position in the environment, distance toward others and obstacles.</p> <p>This activity can be adapted to participants with disability as the result is based on group preparation, but it's important to consider each level of (in)comfort.</p> <p>It is developed to give the group responsibility and structure for their own collaboration as well as self-development, including all different individuals' profiles. It can bring a lot of different themes to explore in the reflection moment.</p>	
<b>Objectives</b>	<p>The aim of the activity is to give the group the opportunity to evaluate their efficiency under stress (being blind), explore different strategies and ways to prepare as a group, and experiment different leadership roles.</p> <p>This activity also build cohesion among members and self-awareness about their interaction within the group</p>	





<b>Requirements</b>	Age: 10+
<b>Methodology</b>	<p>This is a non-formal education activity that is using experiential learning method (based on Kolb cycle 1984)</p> <p>This activity is divided in 3 parts:</p> <ul style="list-style-type: none"> <li>- the rules given by the facilitator</li> <li>- the activity itself where the group is dealing with the rules (preparation + realisation)</li> <li>- the reflection lead by the facilitator</li> </ul> <p>The learning outcomes are developed during the reflection phase, but it is important to note that some insight can be developed during the whole activity depending on how the group reacts.</p>
<b>Preparation</b>	<p>Activity is outside in a pine forest (or other trees!)</p> <p>Find a wide space where group is alone and there are no spectators outside the facilitator to disturb the group.</p> <p>Define a “home” space where the entire group can belong (a carpet, a square drawn on the floor...)</p> <p>At least 40 meters away, install a visible “target” hung to a tree</p>
<b>Materials</b>	<p>1 “target” visible from far away (for example a yellow jacket for car security, a bag, a scarf)</p> <p>1 blindfold per participant</p> <p>Rope or carpet to define “home”</p> <p>Chronometer if you wish to measure time.</p>

## Instructions

Step1 (10 minutes): the rules



Install the group in the “home space/departure zone” before giving the instructions:

“You are in your preparation zone. Whenever a person puts one foot outside, the whole group is blindfolded. Your goal is to all go and hit the “target” you see there. You cannot move it. We will notify you if you encounter an obstacle or for any security reason.”

Various rules:

- more targets to find
- bring back the target to home space
- you can put material for next workshop in the bag (target)
- Repeat the rules twice
- Leave the possibility to the group to ask only 3 questions before starting (helps the group to share the rules they understood)
- If group is more than 16, possibility to divide in 2 groups and do the same activity (be careful for security)

Step 2 (50 minutes): the activity

During the activity, it is recommended to leave the group to organize itself, and external intervention is mainly done by facilitator for safety or for reflective input. He/She can write down some verbal inputs from the groups to refer at during reflection phase. He/She can observe positions of individuals. He/She should stay present by discreet.

Please note that depending on how the group organises, it is possible to share insights and give short reflections to help the group to structure itself if necessary.

Step 3 (20 minutes): the reflection

After completing the task, when the group removes their blindfolds (failed or succeed), the group can take a short break and drink some water. When everyone is back, facilitator installs the group in circle (sat down) to start a 20 minutes discussion (or more if needed) following the rules describe bellow.





### Debriefing (Reflection) and evaluation

This kind of workshop offer, through the collective challenge, to highlight how the group you are facilitating is functioning, how healthy are the interpersonal relationships between their members and what is the level of self-awareness of the individual in a group. Please note that the activity can sometimes (often) take place differently from what the facilitator can imagine (human reactions are unpredictable).



The reflection helps to share the insights between all group members and it is very different from an evaluation (I liked/I didn't like, we were good/we were bad). The group is building its own story and facilitator is facilitating this process based on group's needs.

The facilitator requires, among other things, a total availability during reflection time, active listening and a posture that can be present, supporting, discreet, sometimes confronting. Non-judgment is fundamental, knowledge of some theories of group dynamics and ease in emotional management (personal and others) is a significant asset.

Before starting the reflection, please assimilate that there is NO "good" result, nor a "right" way to organize for the group. Refer yourself to the work of Kolb, Lewin, Piaget, Dewey, Rogers (in English), and others to learn more about experiential learning and team dynamics.

To help you introduce the reflection, you can start with one of the following questions, and build on what is happening:

- What is the most powerful emotion you felt during the activity (preparation and practice)?
- What was the most comfortable moment for you and why?
- What was the most uncomfortable moment for you and why?
- What can you learn from this activity?
- What was useful from your organization to achieve the goal?
- What was unhelpful from your organization to achieve the goal?
- How do you rate on a scale from 1 to 5 your personal involvement / the group efficiency?
- Any open question you FEEL right to ask.

Leave each participant time to express and be careful who is not talking and why. Take the responsibility to confront (different from conflict) the group if you consider it is the group's need. Support different points of view, help the group to resume what's said and transfer the learning points to the next activity.

### Results and Impact

- Helps to structure the organisation of the group
- Help to enhance individual behaviors within the group
- Help the group the define roles depending on the abilities

### Tips for facilitator







Be careful on physical safety, provide a “safe word” for the group to stop when they hear it. If you are alone to facilitate, ask people to stay by groups of 3 minimum.

During reflection, avoid closed questions such as “Did you like the activity?” or involving future projections “what would have happened if...” stay in present time and aligned with your feelings (you’re right!)

### Youth Sport Day Promoting Healthy Lifestyle for All

Social Policy and Action Organization		Cyprus
<b>Youth Sport Day Promoting Healthy Lifestyle for All</b>		
<b>Group size</b>	25-30 participants	
<b>Time</b>	90 minutes	
<b>Overview</b>	This interactive exercise addresses youth workers and focus on their efforts to promote healthy lifestyle of young people through sports	
<b>Objectives</b>	The activities aim to a) provide knowledge to youth workers who are involved in youth volunteerism on how to promote healthy lifestyle among young people through sports and b) present good practices on how to convince young people to include sports in their lifestyle.	
<b>Requirements</b>	No age limit and people with disabilities can join.	
<b>Methodology</b>	Non formal educational tools and methods Team building interactive activity	





<b>Preparation</b>	<p>The Facilitator prepares the following</p> <ol style="list-style-type: none"> <li>1) A Flipchart with the words HEALTHY LIFESTYLE</li> <li>2) A flipchart named “Youth Sport Day Promoting Healthy Lifestyle for All”, where the following instructions are written for groups to follow: <ol style="list-style-type: none"> <li>a) Name your Team.</li> <li>b) Choose a Team Leader, to take the Sport Hat.</li> <li>c) Choose a Coach, to take the whistle.</li> <li>d) Choose an Assistant to take the Note Pad.</li> <li>e) Remaining three (3) members of the team each take from 1 card, from the green, red, yellow cards.</li> </ol> </li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• A3/A4 papers</li> <li>• Pens/Pencils</li> <li>• Post-Its</li> </ul>

### Instructions

The Facilitator asks participants to sit in a circle and writes on a Flipchart HEALTHY LIFESTYLE. Then she/he asks participants to take pens/pencils and within 5 minutes to write on post-its the meaning of these words, views, comments and ideas and place them on the flipchart. Upon conclusion the Facilitator asks volunteers to come to the Flipchart and read out loud the post-its generating a group discussion for 5 minutes. An Assistant Facilitator takes notes of the conclusions.

The exercise continues with the Facilitator dividing participants into groups of 6 people and sharing with them a whistle, a sport hat, 1 red, 1 green, 1 yellow card and a note-pad. Then the Facilitator shows a flipchart named “Youth Sport Day Promoting Healthy Lifestyle for All”, where the following instructions are written for groups to follow:

- f) Name your Team.
- g) Choose a Team Leader, to take the Sport Hat.
- h) Choose a Coach, to take the whistle.
- i) Choose an Assistant to take the Note Pad.
- j) Remaining three (3) members of the team each take from 1 card, from the green, red, yellow cards.

The Facilitator asks participants to visualize that each team administrates a youth Sport NGO, and has been asked by the Municipality of their town to develop an activity







promoting healthy lifestyle through sports. Their activity will be organized during the Youth Festival “Youth Sport Day Promoting Healthy Lifestyle for All”.

Activities need to be performed “live” with participants acting as the role assigned at during the preparation of the exercise. Therefore, activities need to have the form of a performing art, either theatre, or dance or form of performing art.

Each team gets a paper with the following questions, which represent core issues to include during the presentation of their results. Participants are encouraged to search the internet and gather information on each of the following to utilize in their activity and also use it as background material:

- How Sports Cultivate Healthy Lifestyles Among Young People?
- Can Sports Support Skill Development on Young People?
- What are the Health and Fitness Benefits of Sports on Young People?
- Can Sports contribute to Mental Health?
- Different Sports, Different Benefits. Is this correct?
- Which Sports Are Recommended for Young People to Adopt for a Healthy Lifestyle?

Teams are provided 30 minutes to develop and prepare their activity.

Then all participants are asked to sit in a circle and enjoy a short presentation of the Youth Festival “Youth Sport Day Promoting Healthy Lifestyle for All”. Each team is given 5 minutes to present their activity to the audience to receive comments, views and ideas, as well as remarks on how to develop it more.

At the end of the exercise the Facilitator initiates a debriefing and evaluation discussion.

### Debriefing and evaluation

Questions to the participants about the activity and their feelings

- 8) How did you feel with the exercise?
- 9) Do you believe that the exercise brought the team together?
- 10) Do you believe that it is essential for health to include sports?
- 11) Is it difficult to develop an activity promoting healthy lifestyle through sports?
- 12) Do you believe that the organization of such Youth Festival “Youth Sport Day Promoting Healthy Lifestyle for All” is feasible in your town/country and why?

### Results and Impact





The outcomes of the activity

- f) Participants will feel more energized.
- g) The feeling of belong and working together as a team will be emphasized.
- h) Participants through the research will gain the knowledge of the benefits of sports in young peoples' health and also in regards to good practices organized all around the world.

### Tips for facilitator

The Facilitator has to be well prepared before the exercise and has to manage time well.

### Motivating and Retaining Young Volunteers in Sport Initiatives

Social Policy and Action Organization		Cyprus
<b>Motivating and Retaining Young Volunteers in Sport Initiatives Promoting Equality for all in their communities</b>		
<b>Group size</b>	25-30 participants	
<b>Time</b>	60 minutes	
<b>Overview</b>	This interactive exercise addresses youth workers and focus on their efforts to organize sport initiatives promoting Equality and Tolerance for all in their communities	
<b>Objectives</b>	Aim: To raise awareness on recommended methods and actions proved to be effective in continuously motivating and retaining young volunteers in sport initiatives promoting equality for all in their communities. Reflection time will be followed for participants to think and discuss their own actions in their own organizations	
<b>Requirements</b>	No age limit and people with disabilities can join.	





<b>Methodology</b>	Non formal educational tools and methods Team building interactive activity
<b>Preparation</b>	n/a
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• A3/A4 papers</li> <li>• Pens/Pencils</li> <li>• Post-Its</li> </ul>

### Instructions

The Facilitator divides participants into groups of 5-6 people and provides A2/Flipchart papers, A4 papers and stationery.

The Facilitator asks participants to work in their teams for 30 minutes on the following assignment “How about playing a game? How many ways can you come up to engage youth in sport activities promoting equality and tolerance for all?

- In the Neighborhood?
- In the community?
- In the organization or community centers?

Upon completion each group is asked to present their ideas in front of the others. At the end of each presentation participants are asked to provide comments, ideas and views.

At the end of the exercise the Facilitator initiates a debriefing and evaluation discussion.

### Debriefing and evaluation

Questions to the participants about the activity and their feelings

- 13)How did you feel with the exercise?
- 14)Do you believe that the exercise brought the team together?





15) Do you believe that it was helpful for you as a youth worker to receive so many ideas on how to engage young people in sport initiatives promoting equality and tolerance for all?

## Results and Impact

The outcomes of the activity

- i) Participants will feel more encouraged to work with young people in sport activities promoting life values including equality, respect and tolerance.
- j) Exchange of innovative views and ideas on working with young people.

## Tips for facilitator

The Facilitator has to be well prepared before the exercise and has to manage time well.

## Prison Break

United Societies of Balkans	Greece
<b>Prison Break</b>	
<b>Group size</b>	more than 6 participants
<b>Time</b>	60-90 minutes
<b>Overview</b>	In the activity, the participants have to communicate and cooperate in order to achieve the goal and cross the string without touching it and without letting anyone behind.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Team-building</li> <li>• To raise awareness of the challenges but also of the importance of teamwork and cooperation</li> <li>• To raise self and group awareness on communication and leadership</li> <li>• To foster acknowledgment of the dynamics within the group</li> <li>• To foster proper utilization of resources</li> </ul>





<b>Requirements</b>	Age: 10+  <i>Not recommended for participants with disabilities</i>
<b>Methodology</b>	The activity is divided in four parts, the explanation, the implementation, the debriefing and the research for following a better methodology. It is a non-formal activity which aims to foster the team building between the participants of the group, how to communicate, to develop their leadership skills and
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Find an open space, interior or exterior. It's optimal but not necessary that the ground is soft (e.g. grass, mat)</li> <li>• Find two steady objects (e.g. trees, chairs) on which you can tie a string on</li> <li>• Tie the string so that is parallel to the ground and in a high enough height that is challenging for the participants to jump across</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• at least 3 metres of string or rope (also for backup if cut)</li> <li>• 2 objects for the rope to be tied around (e.g. trees, chairs, poles)</li> </ul>

## Instructions

Tell the group that they have to complete the following task. Everybody has to come to the other side of the string, crossing it only from above. The participants are not allowed to touch the string or to touch/use any other objects. They can use just their bodies. If any of them touches the rope, the process has to start from the beginning, again with everyone starting from the same side of the rope.

Give them 5 minutes to discuss a strategy.

When the time is up, they can start.

During the activity, you must supervise the activity, in case that the participants touch the rope. If this happens, give them an extra effort, but starting from the very beginning (all of them on the same side).







If they fail again, tell them that they can have another 5 minutes to discuss a new strategy. When time is up, repeat the process by giving them 2 efforts in total.

The implementation of the activity finishes either when the participants manage to get across the other side without anyone having touched the rope OR when they fail to get across, despite the X number of attempts that you decided to give them.

Then, ask everybody to sit in a circle and in order to have the debriefing.



### Debriefing and evaluation

- How did you feel during the activity?
- How did you manage to get over the wall?
- Did everyone contribute in the same way? What were your roles?
- How was the way you communicated as a group?
- Where are all voices heard or taken into account while strategizing?
- Were there people that didn't have the chance to express themselves? If so, do you think you/they could bring value to the process?







- Last question: If you had another chance to repeat the activity, would you change anything?

### Results and Impact

- Trust and team building
- Development of the leadership skills
- Awareness of the communicative ways that the others use
- Recognition of the importance of cooperation for achieving common goals
- Understanding that all the members of the team are important and no one has to be left aside

### Tips for facilitator

You shouldn't let the participants know from the beginning about the number of efforts that you plan to give them. You can be generous with them. The point is not to be absolutely strict with the touching or the number of efforts, but to reflect on the behaviours of the participants on the debriefing.

**IMPORTANT:** As a facilitator, be aware of the physical risk involved in the activity. Some participants might be afraid of jumping over the rope and might be pressured into jumping without feeling comfortable. Make sure to stop the activity before an accident occurs.

### Robot's Face

United Societies of Balkans	Greece
<b>Robot's Face</b>	
<b>Group size</b>	8 – 20 people, even number of participants required
<b>Time</b>	60 minutes
<b>Overview</b>	The activity is a combination of a cooperative physical task and non-verbal communication, in the pursuit of a mutual goal. It has been developed to engage participants into communication using physical cues in order to demonstrate the importance of establishing a





	common understanding and trust when wanting to achieve a common goal.
<b>Objectives</b>	The aim of the activity is to build intimacy amongst the participants, to encourage team-building & cooperation, to create self-awareness about the way that they communicate, to raise awareness for the importance of communication & trust building, to introduce the concept of non-verbal communication.
<b>Requirements</b>	Age: 13+
<b>Methodology</b>	This will be a non-formal education activity that is divided in three parts, the explanation, the conduction and the debriefing of the activity. The learning outcomes will be extracted through the last part where the participants will reflect on their feelings and behaviours. The whole activity will be guided by 1 or 2 facilitators.
<b>Preparation</b>	<ul style="list-style-type: none"> <li>● Make sure that you have an open space that will not be disturbed by people not participating in the activity.</li> <li>● Find funny photos of not-real faces to print</li> <li>● Have as many different coloured papers as half of the group size (e.g. 5 different coloured papers for a group of 10 people)</li> <li>● Print a different face on each paper</li> <li>● Cut each paper in 6 pieces</li> <li>● Have a plan of where to place the papers and the obstacles in the space</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● Scarves – 1 for every 2 participants</li> <li>● Random objects that can be used as obstacles – chairs, tables, ropes, cones</li> <li>● Drawings of faces on coloured paper</li> <li>● Scissors</li> <li>● A safe wide space for the activity according to the size of the group</li> </ul>





	<ul style="list-style-type: none"><li>• Speaker - optional</li></ul>
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## Instructions

Divide the participants in couples, instructing them to pair with a person that they haven't been in close contact with.

Step 1 (5 minutes): Tell the participants that each pair will consist of “the robot” and “the driver”. The duo will soon be sent to “No Man’s Land” in order to find a face for the robot. There they will find scattered pieces of faces that they will have to collect. Each team will be given a color, corresponding to the colors of papers that you’ve brought with you. The task of each pair will be to collect all of the 6 pieces to assemble the puzzle of the face. The pieces will be all around the space.

Step 2 (15 minutes): Explain to the participants that the robot will be blindfolded with a scarf and the driver will give instructions to the robot only by using one single hand touching the robot’s back. As soon as they enter the “No Man’s Land” – the space of the activity, talking will not be allowed, so they will have 5 minutes before the time starts, to discuss a communication strategy for collecting the papers and avoiding obstacles or other robots. Robots should execute orders like “go straight, stop, turn left/right, bend, grab, let go, step over”. You can give examples to the participants saying that “a double tap on the back could mean to stop or a tap on the right shoulder could mean to turn right”. As soon as all the pieces are collected, the pair can take the scarf off and put the pieces together to make the puzzle of the face. The fastest pair to do so wins. The activity finishes when the last pair manages to complete the activity.

Rules: If any robot touches an obstacle or another robot, the pair or pairs will have to pause for 10 seconds. The facilitator of the activity should be vigilant to notice contacts and inform the pairs.

Ask the participants if they have any questions and after everything is clear, tell them that they should move away from the space to talk about their strategy, and they should come back in pairs, having the robot blindfolded.

While the participants are discussing, you should put the papers randomly in the space, not close between them, and also put obstacles in the space again randomly but covering most of the space.





Step 3 (20 minutes): The participants have returned, ready to start the activity. Have them all start from the same line and with the signal of “start”, begin the activity. While the activity is running, make sure that participants understood the rules and

keep an eye for contacts. When the last couple finishes the task, ask everyone to sit in a circle in order to have the debriefing.

Step 4 (20 minutes) - Debriefing and evaluation

### Debriefing and evaluation

You can use the following questions to have the participants reflect on the process, giving time for them to think after each question

- Did you like the activity?
- Would it be easier if you were allowed to talk but didn't have time to prepare?
- Was it easy to create a strategy with a person that you are not in close contact with?
- How did it feel being the robot/driver? Would you rather swap roles?
- Were there moments where you felt frustrated? What happened?
- (For robots) Was it easy to trust another person while blindfolded? Why?
- (For drivers) Was it easy to communicate just with a single hand?
- What did you learn from this activity?

Allow the participants to also ask questions to each other if they go for it.

### Results and Impact

- Icebreaking
- Trust and team building
- Recognition of importance of establishing mutual understanding
- Understanding of the importance of cooperation for achieving a common goal
- Accepting differences of different trust levels amongst individuals
- Self-awareness on communication and trust
- Awareness of others' ways of communication

### Tips for facilitator





It's good to have another person available to participate since the activity requires an even number of participants. Depending on the number of participants, the facilitator might need the assistance of another person to supervise the second step of the activity.

You can use a speaker during step 3 of the activity to make the activity more fun, since there will be silence. Or you can have the activity as it is to make sure that there will be no talking.

### Further information

The activity can take place both in interior and exterior settings. If being outside, beware of potential dangers that can occur while the participants are blindfolded.

It is expected that the participants don't immediately recognise the learning potential of the activity due to its playful character. It is crucial that they are enabled to reflect on their communication manners and behaviours throughout the step 3 of the activity.



# WALL-E



ERASMUS+ Project Number 612969-EPP-1-2019-1-EL-SPO-SSCP

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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