



KA1: Learning Mobility of Individuals –
Youth workers mobility

**“Own the Potential of Environment in Non-
formal Education” (OPEN Education)**

Guide

2017

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Dear Youth worker,

During 2017 Erasmus+ KA1 Youth work mobility project “Own the Potential of Environment in Non-formal Education” was implemented. With this guide we would like to share moments of training course that was implemented in 4-11 April 2017 in Limassol (Cyprus). During which 35 youth workers from Cyprus, Czech Republic, Italy, Greece, Lithuania, Spain, Germany, F.Y.R.O.M., Bulgaria, Latvia, Denmark, Romania and Croatia were trained, shared their ideas, knowledge and got to know each other. Here you will find some useful tools to use in work with young people and increase their skills on teamwork, understanding differences and similarities, coaching, developing training course and much more. You will also find the videos that was done by our TEAM that represents the best moments from the training course.

Whole Open Education team would like to wish to encourage people to seek the constant quality improvement of national and international training courses and projects.

OPEN EDUCATION TEAM

2017





Contents

ABOUT PROJECT.....	4
PARTNERSHIP	5
TRAINING TOOLS & SESSIONS.....	7
Activity: Characteristics of Good trainer.....	7
Training session: Understanding communication styles	11
Activity: Exploring the room while blindfolded	16
Activity: Mind Maps.....	17
Activity: Planning a training course session.....	18
MOMENTS.....	22





ABOUT PROJECT

Project dates: 01.08.2016 – 30.09.2017

Project number: 2016-2-CY02-KA105-000827

Website: <http://dorea.org/dorea-erasmus-projects/open-education/>

Own the Potential of Environment in Non-formal Education (OPEN Education) is a youth workers mobility project focused on introducing different approaches when it comes to the organisation of educational programmes. For OPEN Education we have four aims:

- To train 35 youth workers in creating educational learning environments in different contexts
- To improve the quality of 14 youth organisations in the way how they work with youngsters
- To disseminate and spread 15 videos to 140 external youth organisations (10 per partner)
- To disseminate and spread educational material created by the participating youth workers to 380 external youth workers through a guidebook

OPEN Education will improve the skills and competencies of 35 youth workers and 14 youth organisations coming from Denmark, the Netherlands, Bulgaria, Croatia, Germany, -FYROM, Italy, Latvia, Romania, Greece, Lithuania, Belgium, Spain and Cyprus. All youth workers and youth organisations in OPEN Education are working with youngsters back in their surroundings using different methods and tools. Through OPEN Education youth workers and youth organisations will improve themselves in a way that they become more daring and innovative when it comes to placing youngsters in a different environment in which an educational programme can be created.

The long-term benefits of OPEN Education are the quality improvement of national and international training courses, projects, that international projects will be labelled as useful and educational for young people instead of holidays.





PARTNERSHIP

Partners



Cyprus (Limassol)

[DOREA Educational Institute WTF](#)



Czech Republic (Prague)

[ProActive'nGO, z.s](#)



Italy (Palermo)

[e-arch](#)



Greece (Athens)

[INTER ALIA](#)



Lithuania (Kaunas)

[Erasmus Studentu Tinklas ESN Lietuva](#)



Spain (Pontevedra)

[Ticket2Europe](#)



Germany (Wiefelstede)

[NaturKultur e.V.](#)



Former Yugoslav Republic of
Macedonia (Stip)

[Municipality of Stip \(Youth council\)](#)



Bulgaria (Sofia)

[SDRUDZENIE ZNAM I MOGA](#)



Latvia (Riga)

[Izdzivo ideju](#)



Denmark (Aarhus)

[DANSK ICYE](#)



Romania (Baia Mare)

[FEDERATIA YOUNG MEN`S CHRISTIAN ASSOCIATIONS](#)



Croatia (Grad Zagreb)

[Centar za osobni i profesionalni razvoj Syncro - Synergy Croatia](#)



Latvia (Riga)

[Biedriba Piedzivojuma Gars](#)





DOREA would like to thank all “Own the Potential of Environment in Non-formal Education” project TC participants who took part in this analysis and became more aware on how they function, how they are as persons and professionals, in a way that they can improve themselves when working with youngsters. We wish all youth workers to do not hesitate and create possible project ideas among partners (programme and partner countries) and implement their own created ideas at their local community!





TRAINING TOOLS & SESSIONS

Project team would like to share some training sessions & tools that youth workers can use in their work while designing new inclusive educational programme as well as during their work with young people.

Activity: Characteristics of Good trainer

Overview:

The activity is designed to raise awareness what is a trainer and what qualities the trainer should have as well as to shape professional identity of each participant.

Time: 15 Minutes

Number of people: up to 35

Tools needed: Spacious training room, sheets of paper, markers, pens

Directions and set up:

The participants make small groups up to 5 people. Each group is given a sheet of paper where they collect adjectives and describe: what the characteristics of a good trainer might be. The groups then compare their collections to complement each other's work, the group leader writes the adjectives on the board (one adjective per row). The trainer him/herself might also complement the list.

Discussion & Debrief:

After that, every participant has the opportunity to weight the list formed based on their point of view: they mark every characteristic they deem the most important with a small dot. Each person can mark 3-5 characteristics depending on the amount collected. (it is the trainer who shall decide on the maximum number of characteristics depending on the length of the list collected). After completing the weighing,





in a short follow-up discussion the leading trainer draws attention to contents not covered by the activity yet.

Follow up activity:

After identifying the key strengths/characteristic of the trainer, facilitator of the course may give participants self-evaluation “questionnaire” to allow them to self-evaluate their skills as a trainer and identify key points that needs to be improved as well as make notes how they can do it. Below there is the example of self-evaluation questionnaire:

**Trainer Attributes:
Competencies Self-Assessment**

Trainer Attributes “I”:	I have strength in this area ✓	How I will build strength in this area
<ul style="list-style-type: none"> • am confident and fully prepared - just nervous enough to keep alert. 		
<ul style="list-style-type: none"> • know my subject matter - have studied my topic and experienced the events about which I speak. 		
<ul style="list-style-type: none"> • know my audience - respect and listen to participants, call them by name, whenever possible. 		
<ul style="list-style-type: none"> • am neutral and non-judgmental - validate everyone's experiences and their right to their own perspectives; respect differences of opinion and lifestyle. 		
<ul style="list-style-type: none"> • am culturally sensitive - aware that my own views and beliefs are shaped by my cultural background just as participants' cultures shape their perspectives. 		





<ul style="list-style-type: none"> • am self-aware - recognize my own biases and "hot-buttons" and act in a professional manner when they are pushed. 		
<ul style="list-style-type: none"> • am inclusive—encourage all participants to share their experiences and contribute to the group learning process. 		
<ul style="list-style-type: none"> • am lively, enthusiastic, and original. I use humour, contrasts, metaphors, and suspense; I keep my listeners interested and challenge their thinking. 		
<ul style="list-style-type: none"> • use a variety of vocal qualities. —vary my pitch, speaking rate, and volume; avoid talking in a monotone. 		
<ul style="list-style-type: none"> • am aware of my body when presenting—body posture, gestures, and facial expressions are natural and meaningful, reinforcing my subject matter. 		
<ul style="list-style-type: none"> • make my remarks clear and easy to remember—present one idea at a time and show relationships between ideas; summarize when necessary. 		





<ul style="list-style-type: none"> • enhance my delivery with illustrations—examples, charts, visuals, and audio aids. 		
<ul style="list-style-type: none"> • understand group dynamics—the stages all groups go through; am comfortable with conflict resolution. 		
<ul style="list-style-type: none"> • am flexible—read and interpret my participants' responses (verbal and nonverbal) and adapt my plans to meet their needs; am in charge without being overly controlling. 		
<ul style="list-style-type: none"> • am open to new ideas and perspectives—am aware that I don't know all the answers; recognize that I learn from participants as well as offer them new knowledge or perspectives. 		
<ul style="list-style-type: none"> • am compassionate—understand that much of the material may have an emotional impact on participants; am empathetic and understanding when participants' experience emotional reactions to training. 		
<ul style="list-style-type: none"> • am interested in evaluating my work—encourage co-trainers and participants to give me feedback. 		





Training session: Understanding communication styles

Overview:

The purpose of this specific workshop is to increase the quality of the connection with other people, by improving the effectiveness and the efficiency of the act of giving and receiving information. This goal will be achieved through a focus on how each communication style gives information and prefers to receive it.

All throughout this workshop the trainer performs in a way that connects with all different communication styles (when giving and receiving information). The purpose is that the trainer matches the group when interacting in a general and/or an individual way.

The main method used on this workshop is experiential learning or “learning by doing”. Upon receiving the necessary input participants will go through exercises and assignments (individually, in pairs or in small groups), so that they assimilate this new input through practice.

Time: 3 – 4 hours (including the presentation about different communication styles and features and the communication style test)

Number of people: up to 40

Tools needed: Presentation, handouts, markers, flipchart, projector, spacious training room with enough space to have people working in pairs.

Directions and set up:

The workshop is divided into 5 main parts: 1) Introduction; 2) Main input on communication and communication styles; 3) Practice; 4) Final assignment; 5) Reflections & closing of the workshop.

1) Introduction

Personal introduction





The trainer presents himself in a way that includes elements appealing for all the four communication styles. During this presentation he should bring a story illustrating his personal connection with this workshop: what makes him deliver it, what is his motivation.

Overview of the workshop

The goal, the method used, the structure and the contents of the workshop are presented to the participants.

2) Main input

Communication

A definition of communication is offered along with input on how communication takes place.

Communication styles

Short introduction on what are communication styles – the features, characteristics, etc. Introduction to the test.

Communication styles test (35 minutes)

The participants fill the test in order to get their communication style. First they fill out the first two pages with the list of words. Only everyone finished are they given the results page with the grid. The way to fill the grid is explained by the trainer by drawing on the flipchart. After finishing the test they will be given handouts to read in the order that they were given. For this they will have a 20 minutes break.

Input on communication styles

The main focus is on how each of the styles gives information and likes to receive it. In order to create a personal reflection the trainer has to make a connection between the result suggested by the text, the inputs in the given handouts and the personal context of the participants.

3) Practice

There are different exercises for this workshop. We specifically have chosen these ones:





STYLES AROUND ME – INDIVIDUAL EXERCISE (15 MINUTES)

Trainer asks participants:

- To think about your daily back home, about the people they usually communicate with. Of these people make a list of five people that they communicate the most with
- To identify those 5 people communication styles
- To think which are the elements that work in the way they communicate with them? (Trainer gives personal examples)
- to think what are the elements that are most appealing for you in the way they communicate with them?

Debriefing: Ask participants to share examples.

THE STORY OF MY LIFE (15 MINUTES)

Trainer ask participants to:

- Choose a pair who doesn't understand their native language.
- Stand up facing each other. Choose who's A and B.
- A starts by telling the story of his/her life in native language during 2 minutes. B has match A's body language
- (2 minutes later) "Now A choose another communication style to tell the story of his/her life. Be attentive to the non-verbal and vocal communication characteristics of that style when you tell the story. B once again has match A's body language"
- (2 minutes later) "Now A and B swaps. B will tell the story of his/her life in his/her own style"
- (2 minutes later) "Now B choose another communication style to tell the story of his/her life. Be attentive to the non-verbal and vocal communication characteristics of that style when you tell the story. A once again tries to match B's body language"

Debriefing:

Trainer ask participants to reflect in pairs:





- a. How did you experience it? (optional)
- b. In which style was your pair communicating at the first? What leads you to that conclusion?
- c. In which style was your pair communicating secondly? What leads you to that conclusion?

PRESENT A GAME

“Each pair (the same pairs that been paired in previous this workshop activities) will have to prepare a 5 minutes presentation of a game/activity. In this presentation they have to make an introduction about it and explain the rules. This presentation should be appealing to all the communication styles. Each pair will have 30 minutes to choose the game and prepare the presentation”

All the participants watch your presentations. We ask participants to focus on the on the clarity of the presentation (introduction and rules) and how much was it appealing for them in relation on how you usually like to receive information. Keep also in mind the non-verbal, vocal and verbal elements of communication.

After presentation, participants are asked to share their observations in a special manner. They will give compliments and tips based upon facts that they observed. Compliments - what worked for them in the presentation in terms of clarity and on how much was it appealing for them. Participants are asked to connect it also with what might work for the other communication styles. Tips - their suggestion for improvement related once more with clarity and how much was appealing for them in the presentation. Once more, participants are asked to connect it with the other communication styles.”

4) Final assignment – Present and do the activity/game

As the final assignment pairs will have to prepare a game once more. This time pairs will have to present a game during 15 minutes where the following elements have to be present:

1. A name
2. The purpose
3. Rules
4. Play the game





Participants are asked to keep in mind the tips and compliments they previously received as well as once more make it in connection with all the communication styles. The assignment will be done in groups of 3 people (trainer divides them in 1,2,3 or uses any other method) For this assignment pairs usually have 2 hours, including lunch break, to prepare. When the participants come back the groups present their games by turns. No feedback is given.

5) Closing of the workshop

Final debriefing

Trainer asks participants what they think about this workshop that they went through (bringing out the steps of the workshop in order). Questions used to reflect upon:

- What did you experience during these exercises?
- What was the most challenging exercise? What exercise surprised you the most and how? (Positively or negatively)
- What exercise was the most comfortable for you?
- Did these exercises help you to understand your partner better than in the beginning?
- What is the overall outcome that you take out of this workshop?
- How are you going to implement it in your daily life, at the personal or professional level?

Trainer answers questions and listens to final impressions from the participants

How it worked during the training:

In the beginning the trainer started by talking about communication in general – verbal, non-verbal, etc. We have discussed the communication styles and made a test. For some of the participants it was pretty easy part of the workshop as they have already the knowledge about different communication styles.

For some it was new information and they were surprised about their own communication style.





Overall, everyone was excited to participate in the workshop activities – to learn to recognise different communication styles and to be a “trainer” while designing their own activities for the rest of the group. All the group created positive learning environment and the activities ran smoothly. More experienced participants were happy to share their knowledge with less experienced ones.

Activity: Exploring the room while blindfolded

Overview:

A very powerful activity designed to show to the people without disadvantages how to perceive the surrounding environment and to show how blind people have to use all they senses.

Time: 15 Minutes

Number of people: up to 35

Tools needed: Spacious training room and blindfolds

Directions and set up:

Instructions for the ones who are blindfolded: Observe your feelings and emotions. If you are afraid, try to figure out why and what you afraid of. Listen to the surroundings and be curious towards the environment around you.

Instructions for the ones who are instructors: Don't talk, but you can improvise and use surrounding sounds, grounds and textures (inspired by the environment) on the walk to the store and help the blindfolded person to use all their other senses to move around.

Discussion & Debrief:





Reflection questions: 5 fingers reflection method (What did you experience during the exercises? What surprised you most doing the exercise? Were you afraid of something? Was the fear justified? What knowledge will you take from that exercise?)

How it worked during the training:

In the OPEN Education training we had a participant from Romania who is blind from birth joining us and leading the activity. The purpose of this session was for him to show other participants how blind people perceive the surroundings as well as the difficulties they face. The result - the participants were more aware of the people with disadvantages and how they, as a trainers, could make changes in their training programmes to include everyone.

Activity: Mind Maps

Overview: The purpose of this activity is to introduce participants to the concept of mind maps and how can it be used in their daily work/live and creation of one's mind map.

Time: 1,5h

Number of people: up to 35

Tools needed: Handouts, Paper sheets, colourful markers, flipchart, other handicraft material, journals, and magazines.

Directions and set up:

Trainer/Facilitator introduces the concept of mind mapping and shows the example as well as answer the questions if there is any. Then participants are instructed to draw their own mind maps (15 min). After that each participant has few minutes to present its own mind map.

Instructions: How to make a mind map:

- Start in the centre of a blank page turned sideways.
- Use an image for your central idea – goal of yours





- Use colours throughout.
- Connect your main branches to the central image and connect your second and third-level branches to the first and second levels,
- Make the branches curved rather than straight-lined.
- Use one word per line.
- Use images throughout.
- If you finish early, add drawings, other elements.

Discussion & Debrief:

Reflection questions:

What happened when you were drawing the mind maps?

How will you use it in your own life?

What worked for you in mind maps? What did not?

How it worked during the training:

Participants found this activity quite relaxing and enjoyed it as it allowed them to show their creativity and self-reflect on what goals they have.

Activity: Planning a training course session

Overview: This is the activity seen as the final output of the training for each of the participant. Participants have to use all the knowledge and tools provided during a training as well as exchange of good practise between each other to design their own training course session based on certain structure. The certain structure helps participants to organize material consistently over sessions, and avoid duplicating topics.

Time: not limited (could be done during the training course in between activities)

Number of people: not limited





Tools needed: markers, pens, handouts

Directions and set up:

Discussion & Debrief:

Trainer/Facilitator makes a presentation to summarize the already presented tools and knowledge. Trainer as well introduces session plan and goes through the session plan, pointing out the key elements to be considered while creating it (introduction, main session, conclusion) as well as gives some important tips.

Step 1: Define Learning Objectives

After you identify the target group, the first step is to specify what you want your trainees to learn, and determine how it can be measured.

Think about these questions:

- What are the most important concepts or skills that trainees need to understand by the end of the session?
- Why are these concepts and skills important?
- How will you know that they have understood these correctly

Step 2: Clarify Key Topics and Related Concepts

Your session should focus on a few central ideas or skills – it is important to list your key topics and their related concepts, and then group them together.

Step 3: Organize Material

Once you have a general idea of what you need to cover, you can start drafting a lesson outline. List all of the points that you need to cover, in the order in which you'll cover them.

Remember to check back against your initial brainstorming document to make sure that you've covered everything that you need to say.





Step 4: Plan Presentation Techniques

Now think about how you will teach this material to your trainees. It's best to use several different presentation approaches to keep participants engaged, and to appeal to people with different learning styles. There are different approaches you should take into consideration: Lectures, demonstrations, discussions, role play, case studies, storytelling, brainstorming, and etc.

Step 5: Include Evaluation

Think about when you'll check that trainees have understood key points. Build in learning checks and question-and-answer sessions, and include these in your template.

Also, consider how you will evaluate the session. You may want to use a formal measurement approach or you may want to create a simple on- or off-line questionnaire that will help you tell if the session has been successful.

Step 6: Focus on Timing

Finally, think about the timing of your session. Some concepts or skills will take more time to master than others, so identify these up front, and allow trainees extra time to absorb or practice the material.

If you don't have enough time, you'll need to run additional sessions, or narrow your learning objectives and reduce the number of topics that you plan to cover.

Questions & Answers session

After the presentation and handing out the handouts, there is a QA session – trainer answers participants questions and explains the given session plan template as well as gives the example.

How it worked during the training:





As mentioned above, some of the participants are already experience trainers/facilitators and some were new to this. More experienced participants were helping the less experienced ones by sharing some tips, feedback and giving the needed advice. Most of the participants' incomponied the gained knowledge and skills to their created training course session, some of the participants even created several training course sessions, which they will be using in the future in their work.

The example of session outline plan:

Learning Objectives

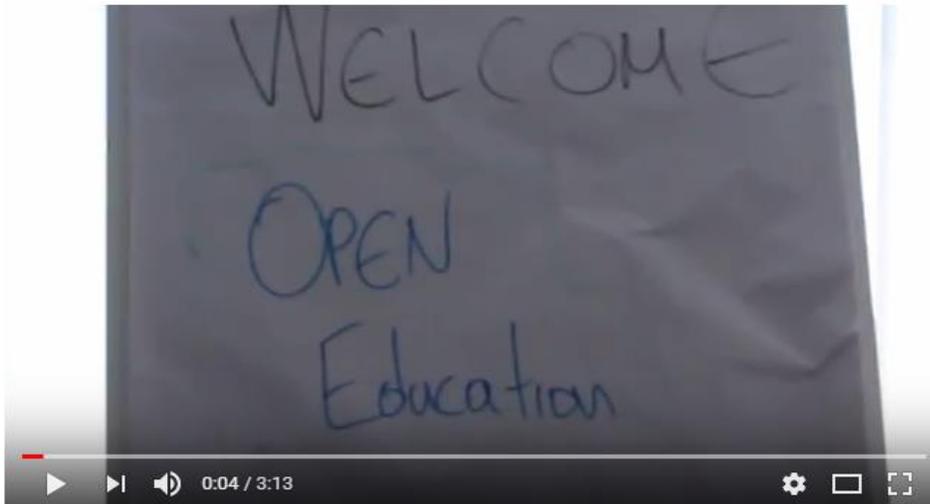
Activities	Main outcome	Training Tools	Learning/ Evaluation	Timing





MOMENTS

DOREA Team invites you to take a look at the best moments of training course and intercultural activities.



1 WELCOME TO OPEN EDUCATION



2 MANNEQUIN CHALLENGE





3 OPEN EDUCATION PROJECT



4 INTERCULTURAL NIGHT



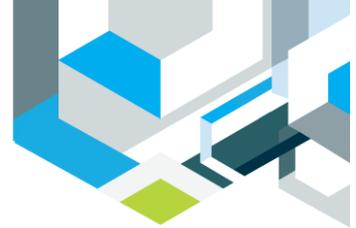


5 TRAINING COURSE



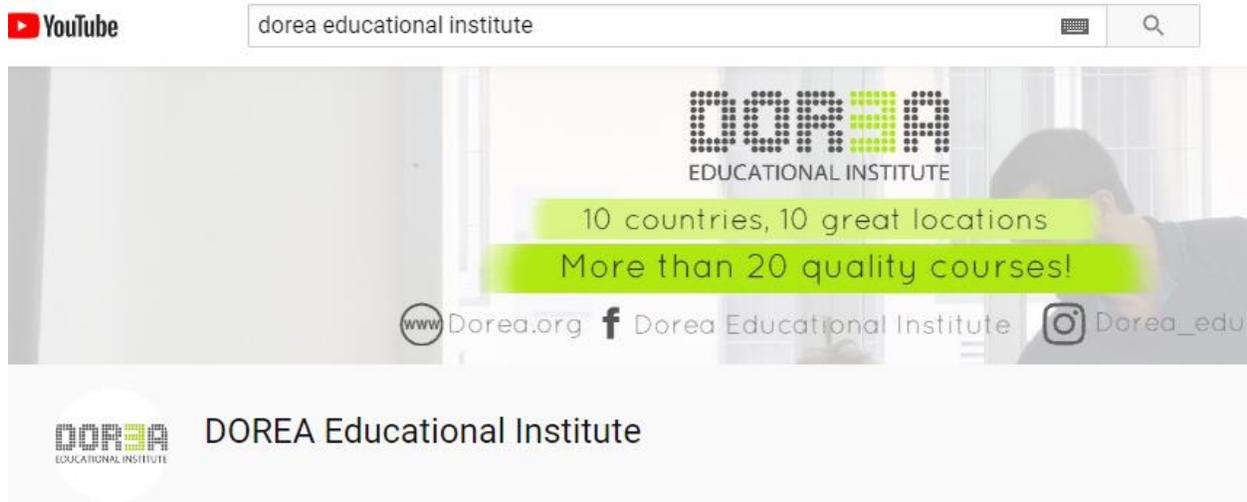
6 TRAINING COURSE – ACTIVITIES





7 ME AS A TRAINER

For more videos, please check our YouTube channel [here](#).



YouTube search results for "dorea educational institute". The video thumbnail displays the DOREA logo and the text: "10 countries, 10 great locations More than 20 quality courses!". Below the video, social media links are provided: www.Dorea.org, Facebook: Dorea Educational Institute, and Instagram: Dorea_edu.

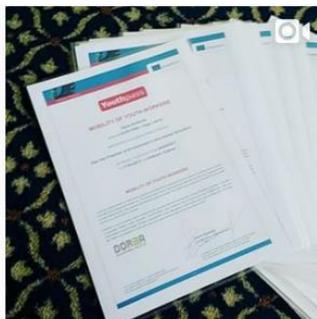




To see our participants, their stories and to learn more about the project and its activities you can also visit OPEN Education blog [here](#).



For more captured moments visit project Instagram ([openeducation_](#)) or use hashtag [#Openeducationproject](#)





Thank you all participants and partners
for making this project so memorable and inspiring!

