



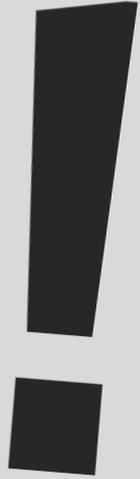
**HOW TO TRANSFER
TO YOUNG PEOPLE**
Practical Guide & Toolkit
for Chaperons of Knowledge





Introduction to the **PRACTICAL GUIDE**

This document has been created to give practical tips to SENIOR PASS project's participants, that will face an important challenge at the local level, in the phase of INTERGENERATIONAL DIALOGUE. After building their own e-portfolio COMP-PASS, through the training pathway offered by the European project, they will use the new self-awareness about their abilities in designing a practical activity. As "Chaperons of Knowledge", they could decide to transfer knowledge to a group of young people. It will be a "workshop", whose length and topic is not predetermined by the project. The first part of this guide gives you practical tips on educational elements to be taken into account for the realisation of any kind of workshop with young people. The second part contains some activity sheets; proposals that, if adapted, can be useful for an initial contact with the participants, to work on the group, to introduce the topic or to make an evaluation. This guide is available in the 5 languages of the countries involved and is available on the online platform dedicated to this phase of the project www.cemea.eu/seniorpass/spchaperons



The **INTERGENERATIONAL DIALOGUE** phase

During the training pathway the Senior Pass Advisors supported the participants in discovering and reflecting on their work and life experiences. The e-portfolio Comp-Pass is designed precisely to welcome and make effectively communicable this new or enhanced vision of himself/herself. In order to exploit this awareness in the job seeking, it has to be experienced in a challenging situation. The Senior Pass project offers this opportunity within the dialogue phase, based on an already acquired skill, something well known, but to be transferred in a new context. In the Intergenerational Dialogue the challenging dimension is embodied by the target group to whom the activity developed by seniors is addressed. The youth context simulates somehow the relational context of a new working environment in which a senior, defined as someone with more experience than the juniors, could act in the next future. The choice to carry out the activities in a structured environment, like a youth centre or a socio-cultural organization dealing with in education, has also the advantage to involve youth workers as coaching figures, facilitating the transfer of knowledge process. The local organisations involved and their youth workers, initiated by SP Advisors or through direct contact of the seniors, will use the Comp-Pass as a tool to know the senior. They will be in this way able to help the senior in choosing which knowledge can be transferred in their context, considering the resources and limits of their reality, the youngsters and their specific interests, as well as the specific phase of their educational pathway.

How it is in concrete

In the countries involved in the Senior Pass project, participants are encouraged to carry out their activities by 15th of February 2015. The activities with young people can be realized by each senior individually or in pairs or in groups. The activity does not have a default duration, but it can assume different forms. Some examples in the following lines:

- a one day event (apart from the preparation that will last a few days)
- a laboratory held on a regular basis and that foresees several meetings
- a series of meetings, concentrated in a short period (a few hours every day in a week), starting and closing a complete pathway

The local organisation where to realize the activity can be identified and contacted by SP Advisor or identified directly by the participant. Youth Workers will know the profile of senior by distance thanks to Comp-Pass, and then meet with him/her in order to fine-tune the workshop's idea, to visit the space available for it and the youngsters. This guide contains tips that may help senior to go from the idea to the realization of the activity, regardless of its form and duration.

The activity, which takes place in a context of non-formal education and relies on an active methodology, may respond to different types: presentation, active debate (thematic meetings, readings, etc.), manual activities (wood, cooking, masks, makeup, etc.), expressive activities (drawing, music, dance, singing, theatre, etc.), sports activities.

The Senior Pass project foresees the photo-video documentation of the actions carried out by seniors. We kindly ask everyone to cooperate in collecting these materials, being proactive and maybe involving other seniors, youth workers, volunteers or SP Advisors, etc. Photos and footage have to be delivered to Senior Pass organizations in your own country, who will edit a video clip of all the different experiences available.



The context: **non formal education**

Non-formal education refers to any structured and organized activities with educational purpose that does not enter into the formal education (studies or vocational training). Non-formal education may be developed within and outside educational institutions and caters to people of all ages. It can be an integral part of the processes of adult literacy, basic education, extracurricular activities and educational leisure for children and young people, targeted activities to engage in or deepen life-skills, work-skills and general culture. Non-formal education programmes do not necessarily follow the “ladder” system and may have differing durations, and may or may not confer certification of the learning achieved.

The context: **active methodology**

The active methodology is based on learning by doing, experimenting situations or activities meant to encourage individual and group reflection, and the reflection of the individual in/within the group. In a process of human growth towards the increasing self-awareness, the active methodology allows the participants to learn about themselves. A process based on the interaction with the group through a continuous input and feedback exchange. The participant is thus not an ‘empty box’ using the training to get full of contents, but s/he assumes an active role for him/herself and for the other people involved. Every proposed activity (simulations, games, to know each other games, sharing in small groups, etc.)

The context: **Chaperons of Knowledge role**

The educational experience proposed by seniors aims at inspire young participant’s reflection on his/her own reactions, on his/her own way of relating to others and to the specific topic, collecting, through sharing, the reflections of the other participants as well. In this case the *Chaperon of Knowledge* (facilitator) facilitates the sharing of *food for thought*, feeding the debate about the specific topic. The senior’s expertise in the field will support the systematisation and abstraction in terms of analysis. In this way the abstraction allows participants to catch those elements that are useful to their learning, deepening the topic proposed.

The context: **a comfortable learning environment**

The learning environment offered to young people should aim to create an atmosphere of reciprocal trust, where non-violent, non-competitive and non-judging attitudes prevail. Everyone, according to the different roles, is encouraged to work on his/her own self-awareness, without fears. The activities will take place so in the absence of judgment, with trust in each person and respect for every opinion or emotion; the reactions and feedbacks, from the individual or from the group, do not generate judgments, but they become the subject of careful evaluation, listening, respect and self-assessment.

FIRST CONTACT

You certainly have your own idea of what you would like to transfer, putting in value your interests, knowledge and skills. Before planning how to transfer this knowledge to the young people, it is necessary to gather information and observe the group you'll work with.

Make some QUESTIONS...

What is the specific mission of the local organisation that will welcome you?

What kind of young people are present? Which age?

What are the spaces that you could use for your activity?

What are the materials and the equipment already present and available in the location?

On which days and at which time the structure is usually open?

What is the current activity program of the organisation?

Is it possible, informally and discreetly, to observe the youngsters during some activities?

Do you think that some of them can be a good resource for the activity you have in mind?

Talk about these issues with the youth workers, before you will start to plan in concrete your idea.



DESIGNING the activity



To pass from idea to practice you need to make some passages for reflection. Why not to use a proposed form that later you can share with the youth workers' team for a final validation. We propose to you the *idea-meter*, a short tool that will guide you through different questions, aimed at helping you to clarify the various elements, needed to pass to action. It is very important that your notes will identify from the beginning and clearly the ultimate objective of the activity that you propose, as well as the steps leading to the expected results, considering the timing and the available resources

1. **IDEA** the idea behind the activity

Why the topic of your activity may be relevant to young people? How many young people you think that can be involved in your activity? Describe how you imagine it can be developed in practice.



2. PLANNING where we want to go

What will your activity bring, that is not already present at the moment? What could strengthen over what already exists or has been done previously? In your opinion, what are the steps needed to get the activity working? What is there, what you should have, what you should adapt to be able to realize the activity? What are these elements useful for? What do you expect it might happen with the young people taking part in the activity?



3. ORGANISATION what we would like to do

Are you planning to perform the activity alone? If you have thought of a working group, how many people is made of? The working group will continue to have a role during the activity or just in the stage of organising it? Before the activity, are you going to arrange a time to share your idea with young people? Which do you think is the right moment and the appropriate context in which to do it?



4. IMPLEMENTATION how we want to do it

Which spaces do you need to run your activity? Do you if the needed materials are already available or have you planned a way to find them outside by yourself? In which way do you intend to make your activity dynamic? How you plan to make young people actively participating?



5. **OUTCOMES** how we do it

What do you think young people can learn from your activity? During the activity, what do you expect it will happen in practice? Which do you think is the added value of being you proposing this activity?



6. FOLLOW UP one thing leads to another

Do you think your activity can lead to other initiatives of this kind in the future?



7. EVALUATION how was it?

Have you imagined tools or specific moments for evaluation in order to obtain information on the impact that the activity will have on the participants?



8. **TIMING** when we do what

Referring to the previous steps (Idea, Planning, Organization, Implementation, Follow up and Evaluation) may you outline the contents on a time line, which runs from now to when the activity is over?



REALIZING the activity

Depending on the form of the activity and its duration it could be necessary to switch between different types of exercises, to keep the youngsters' attention and participation and to energize the workshop.



If the members of the group do not know each other, or maybe you don't know them, a name game or an exercise to get to know each other can be a good starting point for your activity. It can be useful to introduce the topic of your activity by a warm up exercise, aimed at creating a smooth atmosphere. In this way also the previous knowledge present in the group about the topic can rise up, starting a peer to peer learning process. In some cases it may also be useful to propose some group-work exercises, always adapted to your topic, in order to stimulate a dynamic interaction among participants, bringing out spontaneous contents, to be systematized then in your analysis wizard. The evaluation then is an important element to report to the group of participants, with educators and with your Senior Pass organizations. Some examples and tools for each type of exercises are contained in the second part of this guide: the toolkit.

EVALUATING the activity

Especially in the non-formal education the dimension of "doing for doing", also known as entertainment, is not consistent with its own definition. An educational learning objective must always be present in any proposal, even the simplest and the most playful. The activity must always lead to a change, however small, and for this reason it deserves to have an evaluation.



To be effective, the evaluation must be thought before doing the activity and maybe be announced at the beginning of it, taking place during or at the end of the educational process. The evaluation dimension is one of the most difficult ones in education, therefore we recommend you to ask for support by youth workers or by SP advisors in choosing them, or even to lead together with you this part of the activity. A correct interpretation of the findings in fact is often easier to be read by those who have a more professional approach and a long-term experience with this specific group. In the toolkit you can find some evaluation exercises that could be helpful. Even a moment for you to share feedback about the experience you lived as leader should be planned with youth workers and with SP advisors

VALORIZING the activity

The European Commission requires that projects as Senior Pass will disseminate the outcomes to a wide public, making their results accessible to other European citizens who did not take part in the initiative.



Documenting your activity with pictures and recording video, along with video interviews that Senior Pass organizations will make to some of you, will represent a visual evidence of the pathway you took part to. Apart from dissemination, this material can also be uploaded by you in your Comp-Pass e-portfolio, as "evidence" of what you have accomplished. The organizations will also certify your participation in this European project throughout SENIOR PASS CERTIFICATE, that you can add to the documents that can be produced during interviews with your future employers.

TOOLKIT In brief

In the next pages you can find some examples of exercises that can be used during your workshop. Remember always to adapt these suggestions to your proposal.

Further suggestions at

<http://www.cemea.eu/seniorpass/spchaperons>

www.salto-youth.net/tools/toolbox/

www.educationaltoolsportal.eu/platform/en/

www.gamecreatordiy.wordpress.com/sample-games/





TO KNOW EACH OTHER

| | |
|-----------------------------|--|
| TITLE | The symbolic me |
| TO BE DONE | IN PLENARY |
| DURATION | 30-60 min |
| OBJECTIVES | To provide opportunity to present oneself to the group in a creative and unstructured way |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Could be done outdoor in the nature as well as indoors. There should be some preferably natural objects in the environment |
| STEP BY STEP PROCESS | People go for an individual exploration of the environment and they need to find any symbol, which would help person to present oneself to the group. Thus the symbol should be somehow connected with the person (character features, values, professions, etc.) Exploration may last 15 -20 minutes. Afterwards participants gather in the circle and present themselves, using the symbol. Later on, the symbols might be put in some nice place all together or hanged on the tree with strings. |
| OUTCOMES | The chaperons introduce her/himself and at the same time know the group of youngsters in order to create a smooth atmosphere before starting the workshop. |
| EVALUATION | No evaluation is foreseen for this exercise. |
| NOTES | The tool was published to the SALTO Toolbox by Laimonas Ragauskas |



TO KNOW EACH OTHER

| | |
|-----------------------------|--|
| TITLE | Naming and Moving |
| TO BE DONE | IN PLENARY |
| DURATION | 0-30 min |
| OBJECTIVES | To get to know the names of all participants |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong |
| MATERIALS | Enough space for everybody in the room |
| STEP BY STEP PROCESS | <p>All the participants are standing in a circle and the leader of the game is in the middle of the circle. The leader start to say his/her name and then one after another, without any particular order, all participants say their names. Everybody should try to memorise them.</p> <p>After all the participants said their names, the leader says the name of somebody. He/she takes the place of the leader and says another name taking his/her place... The rhythm should be quick. People have to be attentive. The game continues until the leader decides to stop.</p> |
| OUTCOMES | At the beginning of the activity the chaperons know the youngsters starting by the names. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by SALTO EUROMED |



TO KNOW EACH OTHER

| | |
|-----------------------------|---|
| TITLE | Name circle |
| TO BE DONE | IN PLENARY |
| DURATION | 0-30 min |
| OBJECTIVES | To get to know the names of all participants |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong |
| MATERIALS | Enough space for everybody in the room |
| STEP BY STEP PROCESS | Everybody stays in circle. The leader is inside the circle. The circle is moving to the right. The leader, inside the circle is asking to turn to the left. He / She is shouting: „ I amNina/Naim/...../ The participants moving in circle answer to the leader: Naim is OK! The leader who is moving inside select another person from the circle and invites he/him inside the circle. He or she is shouting: „I am..... The rest of the group answers:.....is OK! The game stops when all the participants have been in the middle of the circle or when the leader decides to stop. |
| OUTCOMES | At the beginning of the activity the chaperons know the youngsters starting by the names. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by SALTO EUROMED |



ENERGIZER

| | |
|-----------------------------|--|
| TITLE | Orchestra director |
| TO BE DONE | IN PLENARY |
| DURATION | 0-30 min |
| OBJECTIVES | When people look sleepy or tired, it can be used to get people moving and to give them more enthusiasm. |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | No materials are required. |
| STEP BY STEP PROCESS | Participants stand in a circle. One person volunteer to leave the room. After he/she leaves, the rest of the group choose a 'leader', the orchestra director. The leader must perform a series of actions and sounds, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, he/she join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader. |
| OUTCOMES | Energize the group before or during the workshop |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Laura Pierfelici |



ENERGIZER

| | |
|-----------------------------|--|
| TITLE | Unreal story |
| TO BE DONE | IN PLENARY |
| DURATION | 0-30 min |
| OBJECTIVES | When people look sleepy or tired, it can be used to get people moving and to give them more enthusiasm. |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | No materials are required. |
| STEP BY STEP PROCESS | The participants move randomly in the room. The facilitator shouts out an unusual situation e.g. meeting of a shark and a bear in the 16th century. Participants have to act this situation out. The game continues with various situations so that participants can quickly acquire new roles. |
| OUTCOMES | Energize the group before or during the workshop |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | This tool is based on GAME-CREATOR:DIY booklet. |



HOW TO INTRODUCE THE TOPIC

| | |
|-----------------------------|---|
| TITLE | Speed "Dating" |
| TO BE DONE | IN GROUPS |
| DURATION | 0-30 min |
| OBJECTIVES | <ul style="list-style-type: none">• To stimulate active participation in debate and self-reflection;• To introduce the topic to the participants;• To prepare participants for a deeper look and discussion on the topic, starting from their opinion and thoughts |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion, a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Tables sheets of paper and pens |
| STEP BY STEP PROCESS | <p>Invite three of the participants to sit on one side of a long table and on the opposite side of the table – the other three participants. That way every participant will be facing another one and they are divided in couples.</p> <p>Give each participant a sheet of paper and a pen and explain them the following:</p> <ol style="list-style-type: none">1. I will put one question (about the topic of the workshop) in the middle of the table and you will have 30sec to read it and think about possible answer.2. After that the participants on the left side of the table will give their answers to their peer on the opposite side, who will write down the answer. This step lasts 2min, including the time for taking notes. When the participants on left side of the table give their answer, allow 30seconds rest and then invite the right side of the table to give their answers to the left sided participants for another 2min. When the first question is finished and both sides of the table gave answers, all participant should move one chair left (in a circle), so the participants change their pair. Then, you can give another questions, respecting the above rules. Discussion and Debate: It is recommended that in every 2-3 questions you ask the participants to discuss their answers and provoke debate about the topic. If you have more than 6 participants, spread the participants in different tables. |
| OUTCOMES | Chaperons of knowledge introduce the topic of the workshop and collect the participants' thoughts for a deeper discussion/action |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Johannes De Waal and adapted by CEMEA del Mezzogiorno |



HOW TO INTRODUCE THE TOPIC

| | |
|-----------------------------|---|
| TITLE | Life Line |
| TO BE DONE | INDIVIDUALLY, IN GROUPS |
| DURATION | 30-60 min |
| OBJECTIVES | To provide the participants an opportunity to reflect on various issues through their personal life experiences; To give the participants a space to get ready for a discussion or other activity that is tackling the covered issues; To develop the participants abilities of self-reflection and self-awareness. |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | If the participants are being asked to write it down pen and paper are enough. In case of drawing any drawing equipment is welcome. |
| STEP BY STEP PROCESS | At the start the participants are asked to work individually without sharing their impressions or thoughts with others. The topic of the workshop has to be introduced and participants are asked to write down their 'life line' referring to the main theme - to write down all moments that they remember and which they consider to be important. After the participants have a time (up to 20 minutes) to reflect on their time line in order to capture (write down or draw) the most relevant moments. Next step can be sharing in smaller group or in one big groups depends on the need of the implemented activity. |
| OUTCOMES | The chaperons introduce the topic making the participants reflect on their personal experiences and preparing the sharing within the big group. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Ilona Olehlova and adapted by CEMEA del Mezzogiorno |



HOW TO INTRODUCE THE TOPIC

| | |
|-----------------------------|---|
| TITLE | Who? Where? When? |
| TO BE DONE | IN PLENARY |
| DURATION | 0-30 min |
| OBJECTIVES | To create a smooth atmosphere. To introduce the topic of the workshop using non formal methods |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | A4 paper cut in half lengthwise, pens |
| STEP BY STEP PROCESS | Participants are given piece of A4 paper cut in half lengthwise each and sit in a circle. The facilitator asks each one of the participants, referring to the topic of the workshop, to answer questions “who”, “where”, “when”, “with who”, “doing what” in a funny way. You can add other questions and change them to match better the theme you choose. After answering question nr 1 the group is asked to roll the paper so that the answer is not seen and that there is space left for an answer to question nr 2 below. Then they pass the paper to the neighbour on the right. The next question is asked and answered and so on. When all the questions are answered, the papers are exchanged once more, unfolded and read in turns to produce surprising and hilarious sentences, useful to start a more general discussion on the topic led by the facilitator. |
| OUTCOMES | The chaperons create a smooth atmosphere within the group before starting the workshop and they take the opportunity to introduce the topic focusing the questions on the theme developed. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Nerijus Jankauskas and adapted by CEMEA del Mezzogiorno |



HOW TO INTRODUCE THE TOPIC

| | |
|-----------------------------|--|
| TITLE | Question |
| TO BE DONE | IN PAIRS |
| DURATION | 0-30 min |
| OBJECTIVES | To introduce the topic of the workshop using non formal methods |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Post-It Notes |
| STEP BY STEP PROCESS | This game encourages people informally to get to know more personal details about each other. Put a question on a Post-It note and stick it under the chair. When you are finished with the introduction and learning the names, ask people to find the note. On the notes there might be questions like: What time do you usually get up? What is your favourite season? Who was your best friend, when you were 8? What would you do, if you would not have to earn money? Etc. Ask people to find anyone in the group and interview her/him on the particular question. Then exchange the questions and go on with the other partner. |
| OUTCOMES | The chaperons adapt this activity to the theme of the workshop they would like to realize, focusing the questions on the topic developed. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Evelina Taunyte |



HOW TO INTRODUCE THE TOPIC

| | |
|-----------------------------|---|
| TITLE | City |
| TO BE DONE | IN PAIRS |
| DURATION | 0-30 min |
| OBJECTIVES | To introduce the topic of the workshop using non formal methods |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Music and enough space for everybody in the room |
| STEP BY STEP PROCESS | Explain to the group, that the game is about guessing each others traits. When the music plays (choose some funky stuff), everyone is walking around like in the city, playing being strangers to each other. When music stops, the participants have to seek a partner to talk to. Announce one question at a time. Participants in the pair have to guess about each other. Questions can be like the following: what the person in front of you likes to eat? Likes to do in the leisure time? What would be the country s/he would love to travel to? What kind of sport s/he likes mostly? Etc. After a 2-3 min. start another round with music, everyone is walking around and after it stops, you begin with another question. |
| OUTCOMES | The chaperons adapt this activity to the theme of the workshop they would like to realize, focusing the questions on the topic developed. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Evelina Taunyte |



TEAM BUILDING

| | |
|-----------------------------|--|
| TITLE | Statues |
| TO BE DONE | IN PLENARY |
| DURATION | 0-30 min |
| OBJECTIVES | To increase mutual understanding To build group dynamics To introduce the topic of the workshop using non formal methods |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Enough space |
| STEP BY STEP PROCESS | Ask to the group to form a circle. They will have to form statues according to the indications of the trainers, eg for a group of 27 participants: · a statue with 25 feet and 10 hands on the floor · or a statue with 15 feet 8 hands and 2 knees on the floor · and whatever combination you might imagine. You can adapt the tool, linking the features of the statues you are asking to built with the topic you would like to develop. |
| OUTCOMES | The chaperons create a good atmosphere within the group, stimulating cooperation and mutual understanding before to start the workshop. They could also adapt this activity to the theme of the activity they would like to realize, focusing the features of the statues on the topic developed. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by SALTO EUROMED and adapted by CEMEA del Mezzogiorno |



TEAM BUILDING

| | |
|-----------------------------|---|
| TITLE | Make your Flag |
| TO BE DONE | IN GROUPS |
| DURATION | 60-90 min |
| OBJECTIVES | To build group dynamics. |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Papers, color pens, scissors, wood sticks or straw, scotch tape... |
| STEP BY STEP PROCESS | <p>Aim of the tool: design a flag that best represents your team.</p> <ol style="list-style-type: none">1.Divide the participants to groups with members that are most familiar with each other, work together or are about to work together. Or you can get them all to work as one group.2.Explain the objective to participants that they must design a flag for their teams. They must decide what defines their teams, their goals and what brings them together. They should then identify symbols that best capture these concepts and implement them in the final design of their flags.3.Allocate 15 to 30 minutes for this activity.4.At the end, get the groups to demo their flags. Other groups can guess what the symbols represent and the group who designed the flag can correct them by explaining the symbols or reveal other symbols that might have been missed.5.Follow with a discussion: as it useful to define what your team stands for? If you see the flag, would you be instantly reminded of your team's overall objective and philosophy? Can you think of your flag as your brand? Does the principle depicted symbolically in the flag make you feel proud that you are part of the team? Could you read the symbols designed by other teams? What did you learn about others in your team as you went through the process of flag design? Did other team members think differently to you about the priorities of the team, what the team stood for, or what was important in bringing a team together? |
| OUTCOMES | Chaperons use this creativity exercise for team building. Groups should work together to create flags that represent their teams, philosophy and their view of how they work together presented symbolically. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Rima Dinnawi |



TEAM BUILDING

| | |
|-----------------------------|---|
| TITLE | Magic stick |
| TO BE DONE | IN GROUPS |
| DURATION | 0-30 min |
| OBJECTIVES | Group building Ways of working together |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Light stick as long as the group. It is possible to have more than 1 group, playing the game in turn. When a group is not playing, it is observing the others playing in order to reflect and discover the key to reach the result. |
| STEP BY STEP PROCESS | Participants stands on both sides of a stick (same number of participants for each side). They have to hold the stick only with two fingers starting from eyes level and never losing the contact with it! Once participants are in position, the facilitator places the stick on their fingers. They have to move it SLOWLY towards the floor without letting go off the stick and keeping always the contact between all participants' fingers and sticks. If the stick goes off, they can try again till when they will reach the result thanks to a good group interaction. |
| OUTCOMES | Chaperons use the activity to favour a good group dynamics. |
| EVALUATION | No evaluation is foreseen for this exercise |
| NOTES | The tool was published to the SALTO Toolbox by Mark Al and adapted by CEMEA del Mezzogiorno |



EVALUATION

| | |
|-----------------------------|---|
| TITLE | Meteo evaluation |
| TO BE DONE | IN PLENARY |
| DURATION | 0-30 min |
| OBJECTIVES | To evaluate the activity using a non formal education method |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | A4 printed from the file to be dowload from Chaperons' platform |
| STEP BY STEP PROCESS | Stick on the walls the printed A4 with the images of the different meteo situations, in different places in the room. Be sure that everybody can see them also from distance. Explain the group that this is a meteo evaluation. You will ask questions about the activity you have led (i.e. How was the group atmosphere? How did you feel during the activity? etc.) and participants will individually find their place under the symbol representing better their personal position. After each question ask if someone would like to add something verbally from each position (not necessarily only one per position) and after proceed. Please, do not force people adding words, if they do not wish to do it, speaking in this exercise is an opportunity and not a duty. |
| OUTCOMES | Evaluate the activity individually but visualising the position of the group of participants at the same time |
| EVALUATION | - |
| NOTES | This tool is based on an activity of Replay Network Download A4 sheet with images at http://www.cemea.eu/seniorpass/spchaperons/?entry=56 |



EVALUATION

| | |
|-----------------------------|---|
| TITLE | Spot evaluation |
| TO BE DONE | INDIVIDUALLY |
| DURATION | 0-30 min |
| OBJECTIVES | To evaluate the activity using a non formal education method |
| METHODOLOGY | Every proposed activity (simulations, games, knowing each other games, sharing in small groups...) mainly aims at building an experience that can become a suggestion , a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span, but as continue evolution, based on lifelong learning. |
| MATERIALS | Multiple A4 printed from the file to be dowload from this platform Scissors Flipchart Glues |
| STEP BY STEP PROCESS | Take a flipchart prior to the activity. On the left draw a coloumn with the names of the youngsters involved and create rows. On the top put the features that you would like to evaluate and create vertical coloumn for each of them. You will obtain in this way a chart with names and a space where to put emoticons. Print multiple A4 with emoticons and cut emoticons one by one, repeating the operation untill when you have a number of emoticons sufficient to let youngsters choosing among different "faces". Each youngster will be invited to stick one emoticon for each feature, expressing in this way his "feeling" for it. You can use this evaluation at the end of each session/part of your activity or at the end of it. You can decide to ask participants if they would like to add something or not, but try to stay in this case on the general overview, not focusing on the specific position of individuals. |
| OUTCOMES | Evaluate the activity individually but visualising the position of the group of participants at the same time |
| EVALUATION | - |
| NOTES | This tool is based on an activity of Replay Network Download A4 sheet with emoticons at http://www.cemea.eu/seniorpass/spchaperons/?entry=57 |



YOUR OWN TOOL...

| | |
|-------------------------|--|
| TITLE | |
| TO BE DONE | |
| DURATION | |
| OBJECTIVES | |
| METHODOLOGY | |
| MATERIALS | |
| STEP BY STEP PROCESS | |
| OUTCOMES | |
| EVALUATION | |
| NOTES | |

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This project has been funded with the support from the European Commission. The information and views set out in this publication are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.