



of European
Voluntary Service
Organisations

***DOMINO EFFECT
TRAINING FOR CHANGE TRIGGERS***

**TOOLKIT of
ACTIVITIES**

This project has received the support of the European
Commission through the Youth in Action Program



Youth
in Action

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Sunday, June 5th

First evening was a welcome evening and therefore we prepared several icebreakers and games to get to know each-other, before starting with the official programme on the following day.

17.00 - 18.00 Arrival of participants, registration

18.00 - 19.00 Name games

19.00 - 20.30 Dinner

20.30 - 21.30 Introduction games

Title	Position on the Line
Tool type	Icebreaker
Tool topic/s	Getting to know each other
Aim	Making participants more comfortable with each other and realizing common points.
Material needed	Painters tape to make the line on the floor
Duration	15'
Description	The participants are asked to get in a line (in the circle) according to the initial letter of their first names without talking. As a second step, they need to repeat the task according to the date of birth in the year.
Evaluation	At first, the group had some problems finding a way to communicate with each other without talking. In both games, there were a couple of 'leading' participants arranging the other participants in the correct order. When we talked about it afterwards, the participants concluded this method was about teamwork and communication.

Title	Finding commonalities
Tool type	Icebreaker

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Aim	Making participants more comfortable with each other and realizing common points.
Material needed	Pen and paper for all participants
Duration	30 min.
Description	Participants are instructed to move around the room and speak with different persons, finding out something they have in common (love for strong coffee, reggae music, etc.). This can continue until everyone spoke with everyone, or for a set amount of time, say 15/20 min. if the group is big. In the end, several participants read out the names on her/his list, one by one, pointing out who is the person and what did they have in common.
Evaluation	The method functioned as expected with two minor comments: The group was quite big, so we added the time constriction, which in turn added a surprisingly nice element of "who talked to most people? You 'win' and read out your points.". This element should not be mentioned in the beginning to avoid competition. The other comment is acoustics. Sounds and talk in the room amplify and silt, which is bad when more than 2 persons are talking. Absolutely exhaustingly horrible when 14 pairs are talking.

Title	Group portrait
Tool type	Icebreaker
Aim	Making people more comfortable with each other
Material needed	Paper and pens
Duration	15 min
Description	All participants stand in two lines looking at each other. Everyone has to have a person in front of him/her. We all sit down on the floor and one side of the group gets the task to pose, while the other part of the group should start drawing them. The idea is that all the members of one side do every portrait. So everyone should start drawing the person across of him/her and after 15-20 seconds timekeeper should say CHANGE when they have to change their sitting position going to the next paper. And so on until everyone returns to his/her

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	paper. After first group is done drawing, they should stay sitting and posing while the other group goes through the same process.
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Monday, June 6th

Second day was dedicated to the information around the training, teambuilding and first workshop that we had and that was related to the trainers' skills was on icebreakers and name games – what are they, why do we use them, how to present them, what to take in consideration while presenting them.

7.15 - 9.00 Breakfast

9.00 - 10.30 Icebreakers and Name games

10.30 - 11.00 Break

11.00 - 12.30 Expectations / Schedule / Communication in the group

12.30 - 14.00 Lunch

14.00 - 16.00 Team-building activities

16.00 - 16.30 Break

16.30 - 19.00 Energizers (presentation, practice and analysis) in NFE

19.00 - 19.30 Reflection groups

19.30 - 21.00 Dinner

Title	Big Ben
Tool type	Getting to know each other exercise
Aim	Learning each others names and getting comfortable within the group
Material needed	Papers and pens
Duration	45'
Description	<ol style="list-style-type: none"> 1. Everyone gets a paper and pen and instruction to draw a clock with hours from 1 till 12. 2. First task is to go around and make appointments with other people, taking care that if person A makes appointment with person B, they have their names at the same hour, which is very important for the second round of the games. 3. Once everyone is done and has 12 different names, one for each hour, people get a task to listen to the Big Ben's announcements. Facilitator of the game is Big Ben. Once facilitator says "DING DONG – It's 8 o'clock", pax. should check who do they have appointment with and go to this person and tell each other something about themselves. But not just anything. For each hour there is different question coming from the facilitator.

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	<p>4. The questions were:</p> <ul style="list-style-type: none"> - What is your hobby? - What is your favourite movie? - What is your favourite food? - How long did it take you to get to the venue of the training? - What would you like to do when you "grow up"? - What is your favourite part of the place you came from and why? - Teach your partner couple of words in your native language. - If you could travel anywhere, where would it be and why? - What was your first voluntary experience? - What was your last voluntary experience? - What is the role of youth work from your point of view? - Why did you apply for this training?
Evaluation	<p>At the beginning, participants were still a bit shy with each-other, but how the time went on, they started being more and more relaxed and started opening up and talking much longer to each-other. The atmosphere suddenly was changed and the programme started getting its shape.</p>

Title	Personal Symbol
Tool type	Icebreaker
Aim	Making participants more comfortable with each other and realizing common points.
Material needed	Paper, Pens
Duration	30 min
Description	The participants each take a piece of paper and write their name on it. Then they are asked to draw a symbol onto the paper, which they connect to personally. Afterwards, all participants introduce themselves by saying their names followed by a short explanation of the meaning of their personal symbol.
Evaluation	The symbols that were drawn by the participants ranged from visualizations of personal character traits to national symbols. This method was a short but effective introduction to the topic 'Identity' and gave us as trainers a first impression of the participants' starting points.

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Title	Expectations, Fears, and Contributions
Tool type	Managing expectations for training, Getting to know each other
Aim	To level the expectations and fears of the participants as well as getting a feel for the skill and experience level. The goal is in a way to set the stage for the training, addressing any blatant misconceptions about the structure and aim of the training.
Material needed	Pens, slips of paper and tape, or post-its in different colors
Duration	60 minutes
Description	The participants are asked to think for 5 minutes about their expectations and fears for the coming training and about the things they can contribute. They write down their points on different papers – for example green for expectations, red for fears and blue for contributions. Afterwards they take turns in presenting what they wrote – trainers join in the end.
Evaluation	Method went as planned with good results. Participants seem to appreciate hearing others talk about what is going to happen, and to clear up basic questions/ideas. This point is especially strong if the method is followed by a presentation of the schedule, as we did it here. Depending on how talkative the participants are, the method can be a bit long with 30+ people. If short on time there can be a constraint on the amount of words allowed on the papers, or the 'contributions'-part of the method can be skipped.

Title	Schedule presentation
Tool type	Presentation
Tool topic/s	Programme
Aim	To introduce participants with the plan for the upcoming week
Material needed	Flip chart, pens
Duration	30'

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Description	Team have presented the planned schedule for the week to the participant, by presenting shortly each of the planned workshops
Evaluation	Participants have listened to the presentation and afterwards raised couple of questions, which have been answered to them.

Title	Communication agreement
Tool type	Brainstorming
Tool topic/s	Communication, group dynamics
Aim	To make working atmosphere during the week as pleasant and respectful as possible
Material needed	Flip Chart paper, pens
Duration	15'
Description	The participants are asked to think of communication agreements to be put on a list for this training. After the group agrees on one of the so-called rules it is written down on the flipchart. The list is put up on the wall and modified during the training if needed.
Evaluation	The group came up with a long list of communication agreements that were agreed on consensually.

Title	A glass of water
Tool type	Teambuilding Activity
Tool topic/s	Teambuilding, Group Dynamics, Cooperation, Leadership
Aim	To make participant think about each-other and teamwork when trying to solve the task that group got at the beginning of an activity
Material	A plastic bottle with water, glass and two pieces of rope

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needed	
Duration	150'
Description	<p>Pax. are asked to form the circle. The bottle with water is put in the centre of the circle and empty glass right next to it. Participants get two pieces of rope that is long enough to get from one edge of the circle to the other. Their task is to pour water into glass just by using two ropes and without leaving the edge of the circle.</p> <p>After many attempts, negotiations, frustration and brainstorming on how to solve this problem, they finally managed to do it.</p>
Evaluation	<p>The game is designed in a way to produce high level of frustration and make participants start getting closer to each other with the time, in order to solve the problem. The easiest solution is to work together, but it took them time to reach this point. During the evolution, which was not conducted properly due to the lack of time, the reflection of the activity was very inspiring and brought many conclusions about the teamwork and cooperation, which was the main goal of the activity. However, some frustrations remained due to the lack of time and had to be dealt with later.</p>

Title	Melting Ice: The importance of icebreakers – what, why, when and how?
Tool type	Presentation, plenary discussion, analysis of the games
Aim	To understand what energizers, icebreakers and name games are for, as well as how, when and why to use them.
Material needed	Flip chart paper, pens, basic materials for energizers and icebreakers
Duration	150'
Description	<p>Participants are asked to do the brainstorming on what are the basic ways to make group more active, more motivated and more close to each other. After listing different types of methods, we tried to sort them out by categories and analyse each category, focusing on icebreakers, energizers and name games.</p> <p>The basic questions that we tried to answer for each category were: WHY, WHAT ARE THEY FOR, HOW, WHEN and WHAT TO TAKE IN CONSIDERATION WHEN PLAYING?</p> <p>After each category was analysed, we went from theory to practice and did several examples of energizers, icebreakers and name games and had a short analysis of each of them.</p>
Evaluation	Participants left the workshop more secure about the content on this three types of activities and expressed interest for even deeper analysis of the rest of skills we announced to present them during the following days.

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Tuesday, June 7th

Third day was completely dedicated to the role of a trainer, his/her skills and responsibilities towards the hosting organization, participants and the trainers' team. We concluded the day with the workshop on what elements workshop should have and how to structure it.

7.15 - 9.00 *Breakfast*

9.00 - 10.30 Expectations and role of a trainer

10.30 - 11.00 *Break*

11.00 - 12.30 Feedback rules and evaluation

12.30 - 14.00 *Lunch*

14.00 - 15.30 Presentation skills

15.30 - 16.00 *Break*

15.30 - 17.30 Presentation skills

17.30 - 18.00 *Break*

18.00 - 19.30 Structure of the workshops

19.30 - 21.00 *Dinner*

Title	Perfect Trainer and The Others
Tool type	Brainstorming, presentation, group work
Aim	To list all the stakeholders in the process of preparing/running a training and what do they expect from a trainer, as well as what characteristics a perfect trainer should have
Material needed	Flipchart paper, scissors, colourful paper, balloons, etc.
Duration	90'
Description	Participants are asked to think of all stakeholders a trainer is going to be in touch with while preparing/running the training: participants, hosting organization, co-trainer, eventually accommodation manager and local community. Then they should list all the expectations they have from a trainer. Together we were discussing the final list and talking on how to handle the pressure. Afterwards, participants are divided into small groups and asked to make a perfect leader, taking care to point out all his/her characteristics and to present the final result to each-other, with conclusion that it's hard to reach perfection, but that we have trainer's team to help us reach as many qualities as possible, in order to achieve better learning outcomes.
Evaluation	Participants seemed stressed out regarding the complex and long list of qualities the perfect trainer should have, as well the list of all the obligations that are waiting for her/him, and the motivation to attend the ToT started increasing.

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Title	Feedback: What, how, why and when?
Tool type	Brainstorming, presentation
Aim	To make participants aware of feedback rules and how to use at the training
Material needed	Flipchart paper, pens
Duration	90'
Description	Participants are asked to collect as many rules how to give the feedback as possible. While collecting them, we were discussing each of them, making sure that the entire concept is clear to everyone and that they will be prepared for the afternoon workshop where we were suppose to test it.
Evaluation	Lot of participants already were familiar with the rules of feedback, when to give it, how, why is it important, what are its good and bad points and everything seemed clear after the workshop was over, so we could pass to the implementation phase.

Title	Presentation skills
Tool type	Group work, presentation, plenary session
Aim	To exercise presentation skills and giving feedback
Material needed	Lot of postcards
Duration	180'
Description	Participants are divided in pairs and each pair is given to pick from a pile of postcards randomly. Their task is that within 10 minutes present a short presentation of no longer than 2 minutes on the postcard they got. After presentation time is up, we go pair by pair, see the presentation and everyone from the group who wants gives a feedback. Each presentation plus feedback giving would last another 10 minutes.
Evaluation	With every next presentation, new pair would get better than the previous one just by using and applying outcomes of the feedback given to the previous pair. Therefore, the leaning process getting more and more obvious with every step, making clear what are the key elements of a good presentation and what are different ways to present material you have, suing your creativity and materials available.

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Title	Structure of the workshop
Tool type	presentation
Aim	To define the structure of a workshop and use it in the implementation phase
Material needed	Flipchart paper, pens
Duration	90'
Description	We discussed what are the elements of a workshop and how to structure them, what to take in consideration when to use energizers, when to make breaks, how to evaluation it and other practicalities.
Evaluation	Group seemed to be more start getting more and more anxious about starting with their own workshops. Different level of experience brought is some interesting points of view and covered more that expected, so that participants were more or less ready to start experimenting on their own with the workshop and its development.

Wednesday, June 8th

Forth day of the ToT was organized in the way to give enough free time to participants to work on development of their own workshops which were suppose to be presented in front of rest of the group during the following days.

7.15 - 9.00 *Breakfast*

9.00 - 10.30 Alliance quality charter and standards in camps

10.30 - 12.30 Preparation time

12.30 - 13.30 *Lunch*

13.30 - 19.00 Preparation time / Free time

19.00 - 20.30 *Dinner outside*

Title	Alliance Quality Charter
Tool type	Presentation, group work
Aim	To make everyone familiar with the Alliance Quality charter and expectations from the future trainers within the network itself and division into teams who would work together following days on development of their own workshops.
Material needed	Flipchart paper, pens

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Duration	90' + 4 hours of preparation time
Description	<p>Participants are given copies of Alliance Quality Charter and asked to read it through within small groups. Afterwards, we discussed it and answered all the questions that have raised, so that them as new trainers of Alliance could understand the way network works as well as its group values and understanding of the Quality.</p> <p>At the end, group was divided into 6 teams, for 6 topics we decided to be the basic ones each camp leader should go through before leading a camp.</p> <p>Topics were: social inclusion, intercultural learning, selforganization, group leader role, ecological awareness and legal issues and organization side of the camp.</p>
Evaluation	The work went well and the groups started working very seriously on their assignments, spending only some free time outside in Paris.

Thursday, June 9th

Title	Practise Phase: Workshops 1 and 2: GROUP LEADER ROLE ORGANIZATION AND THE LEGAL ISSUES
Tool type	Role play
Aim	To give a chance to participants to develop their own workshop, its content, to choose methodology and practise it in front of the group of participants
Material needed	Basic workshop materials, depending on those who are implementing the workshop
Duration	120' + 60' + 30' break (for each workshop)
Description	<p>Participants are asked to implement a workshop in the small group in front of rest of the group, imagining they were trainers.</p> <p>After 2 hours of presentation, we had 30' break and after that there was a round of feedback. Everyone would sit in the circle and the team had the right to express their impressions before the others, focusing on content they chose, the teamwork and the way the workshop was implemented.</p> <p>After the team in charge of the workshop had finished, everyone in the group had opportunity to give a feedback to them, focusing on 5 categories: methodology, content, presentation skills, moderation skills and teamwork.</p> <p>At the end, trainers would list several methods that could be used to reach the goal of the workshop, giving opportunity to participants to have a choice of several different activities in the future.</p>

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Evaluation	This way of working provided an interesting insight in how the workshop is developed and implemented, from the very beginning, until it's evaluation. General feedback by participants was outstanding, pointing out that this was the part of the training, which gave them an opportunity to learn much more than during the first half of the training course.
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Title	Conflict management
Tool type	Presentation, brainstorming, tools sharing
Aim	To introduce different tools which could be used to run a workshop on conflict management at the training for camp leaders
Material needed	Flipchart, paper, pens
Duration	90'
Description	<p>The workshop served as an introduction to methodology for conflict resolution in the training for camp leaders.</p> <p>At the beginning we had a set of 4 brainstorming with 4 questions:</p> <ol style="list-style-type: none"> 1) what is conflict? 2) what are the reasons for conflicts? 3) what are different approaches in solving them? 4) what kind of conflicts exist in the workcamp? <p>After brainstorming, we had a plenary discussion where we listed several conclusion and continued with discussion on different tools to implement a workshop on conflict management within the training for camp leaders, talking about role plays, theatre of oppressed, etc.</p>
Evaluation	The workshop raise a high interest among the participants, which is showing the need to focus more on this topic during the training courses organized within Alliance, and maybe even consider organizing an advanced training course which would only focus on conflict management.

Friday, June 10th

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Title	Practise Phase: Workshops 3 and 4: <i>INTERCULTURAL LEARNING ENVIRONMENTAL AWARENESS</i>
Tool type	Role play
Aim	To give a chance to participants to develop their own workshop, its content, to choose methodology and practise it in front of the group of participants
Material needed	Basic workshop materials, depending on those who are implementing the workshop
Duration	120' + 60' + 30' break (for each workshop)
Description	<p>Participants are asked to implement a workshop in the small group in front of rest of the group, imagining they were trainers.</p> <p>After 2 hours of presentation, we had 30' break and after that there was a round of feedback. Everyone would sit in the circle and the team had the right to express their impressions before the others, focusing on content they chose, the teamwork and the way the workshop was implemented.</p> <p>After the team in charge of the workshop had finished, everyone in the group had opportunity to give a feedback to them, focusing on 5 categories: methodology, content, presentation skills, moderation skills and teamwork.</p> <p>At the end, trainers would list several methods that could be used to reach the goal of the workshop, giving opportunity to participants to have a choice of several different activities in the future.</p>
Evaluation	This way of working provided an interesting insight in how the workshop is developed and implemented, from the very beginning, until it's evaluation. General feedback by participants was outstanding, pointing out that this was the part of the training, which gave them an opportunity to learn much more than during the first half of the training course.

Title	Gender and IVS
Tool type	Plenary discussion, group work, presentation

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Aim	To introduce different tools which could be used to run a workshop on gender emancipation at the training for camp leaders.
Material needed	Flipchart, paper, glass bowl, pens
Duration	120'
Description	<p>The workshop was divided into different segment.</p> <p>Introduction was used to define different terms that are used when talking about gender: sex, gender, gender role, homosexual, heterosexual, transgender, queer, intersexual, etc.</p> <p>In the second phase of workshop participants were experimenting with the tool called Fishbowl, which requires a set of statements based on gender stereotypes. The group is supposed to sit in the circle, while only 3 group members are in the centre. They are facing each other and they are supposed to discuss statements that are written on pieces of paper and put into the glass bowl.</p> <p>Example of statements:</p> <ol style="list-style-type: none"> 1. Men are better drivers than women. 2. Boys should also sit on toilet when they go to pee. 3. It's OK to be gay, but I wouldn't like my kids to be like that. <p>The discussion should be organized in the way that three people in the centre are discussing about the statement they have take from the glass bowl until the point they think they have nothing more to say about it. The rest of the group is not allowed to talk. If however anyone from the group wants to say something, he/she is supposed to enter the circle, touch the shoulder of one of three people in the centre and replace him/her on his/her seat and continue discussion.</p> <p>Last segment of the workshop was the evaluation of the tool.</p>
Evaluation	<p>Even though the idea of having this workshop was to introduce different tools to introduce gender as a workshop in a training for camp leaders, some comments that came from the group during the fishbowl discussion have sparked much wider discussion, which lead to an introduction to gender, discussion on what was said, why is this topic so important for IVS and how to deal with it within the camp or a training, especially if we don't have the same understanding of gender roles as the other members of the group.</p>

Saturday, June 11th

Title	Practise Phase: Workshops 5 and 6: <i>SOCIAL INCLUSION</i> <i>SELF-ORGANIZATION</i>
Tool type	Role play

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Aim	To give a chance to participants to develop their own workshop, its content, to choose methodology and practise it in front of the group of participants
Material needed	Basic workshop materials, depending on those who are implementing the workshop
Duration	120' + 60' + 30' break (for each workshop)
Description	<p>Participants are asked to implement a workshop in the small group in front of rest of the group, imagining they were trainers.</p> <p>After 2 hours of presentation, we had 30' break and after that there was a round of feedback. Everyone would sit in the circle and the team had the right to express their impressions before the others, focusing on content they chose, the teamwork and the way the workshop was implemented.</p> <p>After the team in charge of the workshop had finished, everyone in the group had opportunity to give a feedback to them, focusing on 5 categories: methodology, content, presentation skills, moderation skills and teamwork.</p> <p>At the end, trainers would list several methods that could be used to reach the goal of the workshop, giving opportunity to participants to have a choice of several different activities in the future.</p>
Evaluation	This way of working provided an interesting insight in how the workshop is developed and implemented, from the very beginning, until it's evaluation. General feedback by participants was outstanding, pointing out that this was the part of the training, which gave them an opportunity to learn much more than during the first half of the training course.

Title	Structure of the training
Tool type	Work in groups
Aim	To make a structure for trainings of different lengths, according to possibilities and capacities of different organizations
Material needed	Paper, pens
Duration	90' + 60' (morning session)

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Description	<p>Participants are asked to get back to their groups in which they developed the workshop and try to create a programme for a full training course of 3, 5 or 7 days. For each length, there were two groups working on the programme structure.</p> <p>The following morning, each two groups were sharing their structures with each other and checking what were similarities and differences. Also, we were sharing the ideas how to improve or restructure the programme in order to be coherent</p>
Evaluation	<p>This exercise turned to be very challenging, due to the fact that lot of organizations have different ways of implementing the training for camp leaders, including different durations of training. This is the reason why we came to conclusion that it would be good to develop as et of minimum requirement for all camp leaders of Alliance member organizations in the following phase of development of the LTTC.</p>

Sunday, June 12th

First morning session was the continuation of the previous evening's session. It was based on presentation and discussion on different outcomes each group had. The rest of the morning and afternoon was dedicated to the evaluation of the whole training.

Title	General feedback
Tool type	Plenary Session
Aim	To give feedback to each-other and evaluate each-others achievements
Material needed	No materials needed
Duration	120'
Description	<p>The group was divided into two and each group had one of the trainers in it. At first, everyone gets 15 minutes to make some notes and think what would they like to say to each other, by following feedback rules.</p>
Evaluation	<p>The feedback session was affected by the different level in experience of the participant, but it went well and it showed how much some of them have grown over the time from Study Session until the last day of Tft.</p>

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Title	Evaluation of the Tft
Tool type	Written evaluation, plenary work
Aim	To evaluate the achievement of the training course
Material needed	Flipchart Paper, pens
Duration	90'
Description	<p>The participants are asked to evaluate different segments of the training course by writing their comments on flipchart papers. Areas that were evaluated were:</p> <ol style="list-style-type: none"> 1) methodology used for the workshops 2) work of trainers 3) what was the most challenging during the training 4) what was the most useful experience during the training; 5) what would you change about the training; 6) what would you like to get during the last step of Tft (PostCamp Event) <p>After this, we went back to plenary where everyone had a chance to comment on anything he/she wanted to. At the end, participants got the written evaluation form, which was used in our report as well.</p>
Evaluation	Summing up all the impressions and analysing the outcomes of the training course within the group, it was shown that the impact of this training was very good and that the level of motivation to take part in third part of LTTC was higher than anyone expected.

