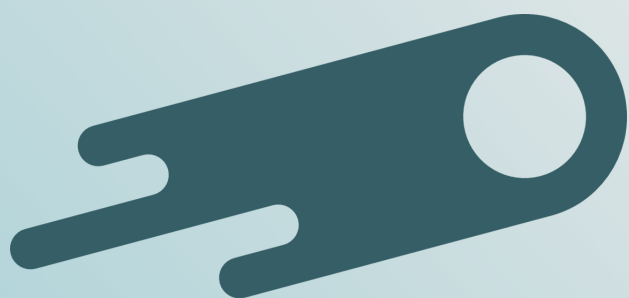




Co-funded by
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Youth Workshop Handbook

From Erasmus+ Training Course
“Art of development”



#artofdev

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INTRODUCTION

EmpowerYouth: Youth Workshop Handbook

Welcome to the 'Youth Workshop Handbook' – a down-to-earth guide featuring four workshops developed by four different groups during the 'Art of Development' training program.

Each workshop within these pages represents a collaborative effort, bringing together known methods and the creative insights of the individuals who designed and implemented them in real-world scenarios within Georgian high schools.

Each workshop was implemented in Georgia, specifically at Tsilkani and Misaktsieli high schools on October 30, 2023.





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WORKSHOPS

DESCRIPTION

"Team-building and verbal-nonverbal communication"

This group took a hands-on approach to team-building and communication. Through engaging activities like "Silent Telephone" and "Travellers," participants explored the intricacies of verbal and nonverbal communication, fostering collaboration and problem-solving skills in the process.

"ConnACT: Connecting Kids Beyond Judgments"

The ConnACT workshop focused on helping kids overcome the fear of judgment and fostering connections through creative activities. By using candies, gestures, and reflection, the group created an inclusive space for kids to express themselves and build relationships.

"Better Together: Cooperation and Group Work"

This workshop centered around fostering collaboration and cooperation among participants. Through strategic games and discussions, the group aimed to enhance problem-solving skills, communication, and raise multicultural awareness in a fun and interactive manner.

"The Art of Emotions"

In this workshop, participants delved into the realm of emotions, utilizing various artistic expressions to enhance emotional intelligence in youth. From live sculptures to painting emotions, the activities aimed to spread awareness and acceptance of a wide range of feelings.

Team-building and verbal-nonverbal communication

THEME: Collaboration, verbal and nonverbal communication

Objective

- To stimulate youngsters verbal and nonverbal communication skills through collaboration

Time line:

- 0:00–0:10: Introduction
- 0:10–0:20: Icebreaker
- 0:20–0:30: Warming up (Silent (movement) telephones)
- 0:30–1:10: Main activity (Travellers)
- 1:10–1:20: Group Discussion (Open questions and Express through movement)
- 1:20–1:30: Conclusion and Closing Remarks (Bazinga/Mazinga)

Materials

- Print out figure pictures for game "Travelers"
- Headphones with music, eye cover (sleeping mask), regular paper tape or disposable face mask to cover the mouth,

Preparation

Print pictures, have headphone, paper tape and eye cover (headband) and timer for time management

Debriefing / evaluation

After the activity, gather participants for a debrief.

Reflection questions (examples):

- What did you like?
- What you didn't like?
- What were the hardest parts?
- Why do you think we did this activity?
- What did you learn from this?
- What was the most challenging part? Why?

Instruct the participants that they need to express how they feel in nonverbal way (make movement or/and gesture, example: like or heart symbol).

After evaluation everyone stands in a circle and the facilitator slowly raises his right hand calling Baaaa. The rest of the group follow in the clockwise direction one by one raising the right hand and saying Baaaaaa (louder and louder). When everyone has raised their hand, the facilitator starts and all together quickly lower their hand screaming Zinga. The activity can be repeated several times calling BaaaZinga as loudly as possible.



Instructions

Facilitator introduces with the topic and the leading process. He/she asks a question about what types of communication participants know and explains that the workshop will be about non-verbal and verbal communication.

Icebreaker

Here you will find two options of the icebreaker. You can choose one: "Chairs" or "The toaster".

"Chairs". All participants stand in a circle and everyone has a chair inside the circle. The music is playing, when the music stops, the participants have to step on the chair. Then one chair is removed and the music is played again. When the music stops, the task is the same, all participants have to climb (stand) on the chairs. This step is repeated until there is a minimum number of crests on which all the participants can stand on.

"The toaster" The players are standing in a circle, only one person is standing in its center. The person in the middle points at one person and names one of the tasks, like "toaster". The person pointed at AND both its neighbors now have to fulfill the task as quickly as possible (the neighbors form a toaster with their hands around the toast in their middle, who has to jump up and down; other tasks, see below). If one of the three fails to fulfill the task quickly enough, he is the next person standing in the middle in the following round.

You can use any number of tasks. The more tasks we introduce, the more difficult the game becomes:

- toaster: The person in the middle jumps up and down (representing the finished toast), the two neighbors form a circle with their arms around him, representing the toaster.
- James Bond: The person in the middle poses like James Bond with a gun, the players left and right impersonate Bond girls.
- washing machine: Similar to the toaster, but the person in the middle is spinning around (like being washed in a washing machine).

- Elephant: The player in the middle forms the trunk of the elephant with his arm, the neighbors form the ears of the elephant.
- blender : the neighbors tip with their fingers on the head of the person in the middle, who is spinning around like the content of a blender.

Warm-up activity

"Silent telephone". Youngsters stand in one line facing each other's backs. The last person in a line, invents and creates the sequence of the movement from daily life activities (ex. Showering, driving). Then the person taps the shoulder of the person who is in front of him (invites to turn around) and without speaking shows the movements he created. The person who saw the movements turns back and taps the shoulder of the person who is in front of him (invites to turn around) and repeats the movements he saw. Then all participants continue the same process. The last person shows the movements in front of everybody. And then the first one shows the original movement. Participants can notice how the movements have changed in a process.

After this a small debrief can follow with questions:

- What was easy about this task, what was difficult?
- Why are the first and last movements different?
- What can we learn from this exercise?

Team-building and verbal-nonverbal communication

THEME: Collaboration, verbal and nonverbal communication

Travellers

Facilitator asks the group to sit in the circle and invites them to create a story. Participants need to decide where they are and also choose three travelers-volunteers from the group. They can be whatever they want - Harry Potter, BigFoot, Spider-Man, etc.

Then the facilitator chooses two to four other volunteers from the group that will be the “building blocks”. Building blocks and 3 characters come in the middle of the circle.

Facilitator gives each of the traveler a limitations:

- Traveler 1 – closes the mouth (if needed, disposable mask can be used) and stays silent for all game, but is allowed to show signs and listen.
- Traveler 2 – put headphones with music, that he can't hear any external information, but he is allowed to talk and see.
- Traveler 3 – cover the eyes with sleeping mask, that he can't see, but he is allowed to talk and move building blocks.

The first round starts. Facilitator introduces the story. All three travelers are (place that participants chose), and they are traveling until they get to the river they need to cross. In order to do that they need to build a bridge using the human building blocks. Traveler 1 receives a picture of how the bridge should look like. He/she has to pass the information to Traveler 2, who then communicates with Traveler 3 who will build the bridge. “Building blocks” do not move themselves and do not help to be place in the correct position

The round ends when the bridge is built.

Everyone goes back to sit in the circle and the facilitator starts the next round. Participants choose a new place, 3 new characters/travelers with the same limitations.

The story is adapted and everything is the same only in the second round they need to build the house, then - the gates and then the mountain. (See the pictures).

In the end a debrief follows and participants reflect on how the process went, what was hard, what was easy, what can we learn from the process, etc.

Printing materials:

Bridge



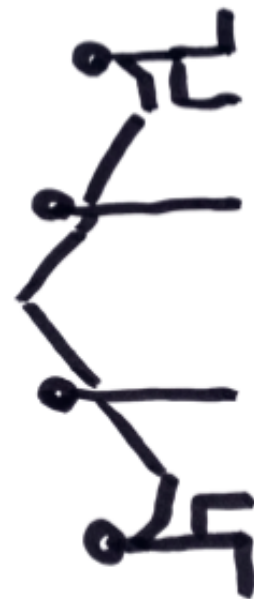
Gate



House



Hill



BETTER TOGETHER

THEME: Cooperation and the team work

Objective

- To enhance problem solving skills through collaboration
- Communication Skills
- Strategy thinking
- Engagement through games and fun to Erasmus+ programs
- Raising multicultural awareness

Time line:

- 10min - Introduction and name tags
- 10 min - Energisers
- 45 min - Main activity
- 15 min - Reflection groups
- 10min - Erasmus+ presentation

Materials

- An object - (i.e a bottle, a ball)
- Tape + pens for the name tags
- Mats to sit down
- Enough space for the activity
- Table for the snacks

Preparation

- If the activity is inside - make sure there's a big room and the windows are open, , if you have snacks prepare the tables
- If outside- prepare mats, the table for the snacks

Instructions

One guard of the bottle. The rest of the group has as an aim to steal the bottle from the guard without the guard guessing who holds the bottle.

The guard is standing with their back to the participants and on 1,2,3, is turning around. Everyone needs to be frozen at that moment. If a guard notices someone moving, the player goes back to the starting point. When the bottle is stolen and the guard notices it, he has three attempts to guess who holds it. He asks the players to show him their hands or move their heads. Before the activity, explain that the players can't throw the bottle or hide it under their clothes. The game is ended when the players manage to take the bottle unnoticed.

Note: if you have a large team, where facilitators participate in the activity, they don't give away solutions or answers how to play.

Debriefing / evaluation

The guided reflection in smaller groups about the process of the game regarding their observation, feelings the strategy.

The final discussion in the circle about their conclusions. That's the place for their questions. End with the group photo if everyone agrees.



ConnACT

To help kids to connect and overcome the fear of judgment

Objective

To help kids to connect with each other, give them space to develop creativity and express themselves while overcoming the fear of judgment.

Time line:

- 7 min - For introduction, explaining who we are
- 5 min - Name gestures game
- 3 min - Pairing up by candies
- 5 min - Discuss about at least 3 things in common
- 15 min - After reflection
- 25 min - Voice game
- 15 min - Reflection (line game)
- 10 min - Writing about the day
- 5 min - Name gestures game

Materials

4 different types of Sweets, Clips, Cards, pens

Preparation

There should be chairs in a circle, also cards and pens and tape, clips, candies, and reflection questions cards on the desk, in the room there should be a large space, or it should be held outside. Recommended outside.

Instructions

Introduce yourselves and try to be playful to make kids more connected with you. If this is the first meeting with these kids, try to mix up with them and carefully observe their emotions and behavior in first and second steps so the main activity would be adjusted if needed. It's important to make them feel we are not teachers and not trying to teach them, but also trying to learn from them. During the voice game, participate and be the first performer who will give them examples and ideas of what can be done on stage, and try to not be serious.

Debriefing / evaluation

You can ask questions if they want to participate in the next activity, so it's also a feedback for further adjustments. After the main activity ask open questions if they liked it or not, what was their experience, how they feel.



The art of emotions

THEME: learning about and expressing emotions

Objective

- To increase the level of emotional intelligence
- To spread awareness of acceptance of any emotions
- Enhance the ability of reflexion

Time line:

- 00:00-00:10 - Introduction
- 00:10-00:25 - Informational part
- 00:25-00:35 - Game with images
- 00:35-00:45 - 'I am the emotion'
- 00:45-01:05 - Live sculptures
- 01:05-01:25 - Paint your emotions
- 01:25-01:30 - Reflection

Materials

Markers, A2 sheets, A4 sheets, sheets with the names of emotions written on, paints. Amount of materials depends on the amount of the participants.

Preparation

- Place yoga mats in a circle. (if inside, previously empty the room of the chairs and tables)
- Get the paints and drawing materials ready for usage.

Instructions

Introduction. Participants gather in a welcoming circle, including facilitators who kick off the session by introducing the team and the project background. A brief overview of the upcoming workshop is presented, setting the stage for an interactive and engaging experience.

Icebreaker activity. Following the introduction, participants take part in an icebreaker activity where they share their names, one thing they like, and express themselves through a unique movement. This fun and inclusive exercise serves to break the ice, fostering a positive and open atmosphere among participants.

I am the emotion. The session progresses into an interactive exercise where participants take turns embodying specific emotions through movement, facial expressions, or body language. This activity promotes emotional intelligence, self-expression, and empathy, enriching the collective experience.

Live sculptures. Participants are divided into groups, each assigned a specific emotion. Teams create 'live sculptures,' frozen representations using body language, allowing other teams to guess the emotion portrayed. This collaborative activity enhances teamwork, creativity, and nonverbal communication skills.

Paint your emotions. As a creative extension, participants engage in an activity where they visually express their emotions through painting. One big piece of paper is placed and every participant is able to leave their emotions via visual way on the paper. There are no certain rules in this process but the invitation to express in this non-verbal way.

Debriefing / evaluation

In the end of the activity bring participants in circle and give them opportunity to share with each other. What they have experienced during process? What they have discover?

You can do this process in pairs or in big circle.



ABOUT THE PROJECT

Training Course “Art of Development”

The 'Art of Development' is an engaging training course designed for youth educators, bringing together the transformative elements of body movement and coaching tools. This program focuses on the dual aspects of personal growth and practical skill development, providing educators with a toolkit for their work with youth.

In this course, educators not only explore the synergy of body movement and coaching but also engage in a hands-on practical component. This unique feature allows participants to gain real-world experience in schools, applying the acquired knowledge and creating their own effective methods for engaging with and supporting youth.

It is an annual training course that started in Lithuania in 2022 and continued in Georgia in 2023. To be continued in the following years.





Partner organisations



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