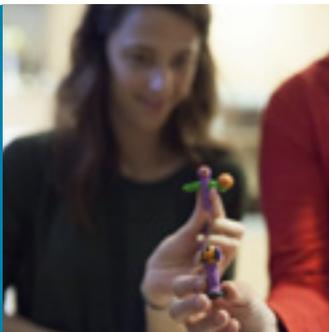
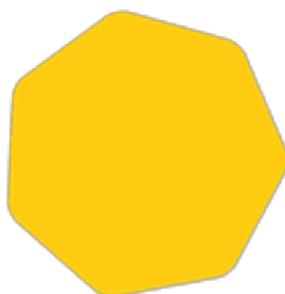
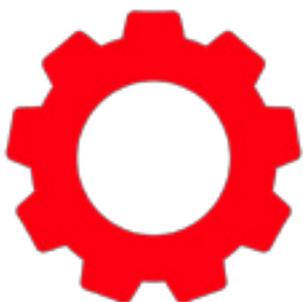


# LEARN HOW TO COMMUNICATE, LEARN HOW TO INCLUDE



# Contents

<b>ENERGIZERS</b>	<b>17</b>
THE HUNGRY BIRD	18
SILENT BUGS	20
DO NOT LET THE FEATHER FALL	21
STORYTELLING	22
THE SUN, THE SEA AND THE RAIN	23
CATCH THE SNAKE'S TAIL	24
EVOLUTION	25
CONTINUE THE WORD	26
ORDER IN CHAOS	28
FIND YOUR PAIR	29
STONE, COME OUT	30
THE CLOWN AND THE SOLDIER	32
THE BLANKET	33
THE TEAPOT	34
<b>ICE BREAKERS</b>	<b>36</b>
GETTING IN TOUCH	37
CIRCLE OF KNOWLEDGE	39
I AM....	40
THE MIRROR	41
FIRST NAME	42
ME/MYSELF.....WITHOUT THE WORDS	43
PORTRAYAL OF NAME	44
NAMES ON THE BACK	45
WHERE IS MY PLACE?	47
<b>EVALUATION</b>	<b>48</b>
DEEP BLUE SEA	49

COLORFUL CATERPILLAR	51
EMOTION BALL	52
EVALUATION PAINTINGS	53
SOLAR SYSTEM PLANETS	54
ART IN ME	55
JAR-METER	57
THANK YOU!	61
THERMOMETER	63
TRAFFIC LIGHT	65

## **TEAM BUILDING 67**

SERCH FOR THE FLOWER OF YOUTH	68
TWISTER COLOR	70
SURVIVAL PLAN	72
LINE ME UP	74
POSTMAN MIX IT	76
RESEARCH TRAIN	78
EYES, VOICE, BODY	80
HUMAN MILL	82
OUR MOTTO	85
CATERPILLAR	86
MISSION IMPOSSIBLE	87

## **GROUP WORK 90**

EMOTICON FAIRYTALE	91
COMIC IS TALKING	93
DRAW ME!	95
ROLE PLAY - EXPANDING VOCABULARY	97
UNITY IN DIVERSITY	100
HANGING A VIEW	101

## **TOOLS 102**

## INTRODUCTION

**Communication** is at the centre of all human beings and it is one the five skills necessary for a fulfilling and healthy life, according to the World Health Organization. The term communication originates from Latin words *kommunis* and *communicare*, which means a community, i.e. to make something shared. Etymologically, communication refers to sharing of something, which can be information, knowledge or meaning.

The term communication comes from the humanities and it is an extremely complex and comprehensive term, indicated by more than 126 different definitions coined by foreign theorists forty years ago. This indicates that there is still no universal definition accepted by most of the experts whose primary interest of work is communication as a social term and a psychosocial phenomenon. For the purposes of this manual, we can simply state that communication means a totality of different forms of relationships between members of a society; more importantly, it is a two-way process of exchange or transfer of data or information via specific symbols between individuals or groups.

Communication has three key characteristics. The first one refers to communication being a process of realizing relationships between people, and these relationships can be between two people, between two or more groups and between an individual and a group. The second

characteristic classifies communication as an activity, which means that people are communicatively active even while passively reading, listening or watching something. The last characteristic refers to the fact that communication is a skill – people learn how to communicate in order to satisfy their needs.



Communication is a basic social process and it is considered to be a requirement for human life and social organization, i.e. it is a necessary precondition for every social system. Also, it is considered to be an essential element of human understanding of each other, mutual activity and the total activity in society.

To communicate means to live, communication is the air of our social life. Considering this, it is extremely important to adapt to, decrease or possibly completely eliminate possible barriers during communication. **Barriers of effective communication** are certain impediments, difficulties or deviations, which adversely affect the process of communication, i.e. they impede interpretation and transfer of information between individuals and groups. Most often barriers are a result of perceptual, sociocultural or language differences between people and groups. Likewise, eliminating some of the natural elements of communication, such as speech, hearing or certain parts of the body, can result in extremely aggravating conditions for communication.

Overcoming communication barriers is a need and an obligation of all of us, especially those responsible for the success of the communication process. As communication is the key element of nurture and the base of optimal and successful teaching and work, it is extremely important to learn to communicate, namely to adjust the transfer of wanted information to people with certain impediments which interfere with communication. This will improve the process of work and teaching and ultimately better the effects of working with young people with fewer opportunities. Young people with fewer opportunities are young people who are at a disadvantage compared to their peers, because they are faced with unfavourable situations, such as socio-economic, educational, cultural, health-related, geographical situations, and obstacles, primarily disability. In certain contexts these obstacles prevent young people from getting full access to educational, social, economic and cultural opportunities.

**Young people with communication disorders** are just one of the groups comprising the category of young people with fewer opportunities. They can be young people with hearing or speech impairment, but also those who do not speak a certain foreign language well. This category is also comprised of those young people who find it difficult to express themselves verbally or have various psychological barriers, which prevent them from social integration. If a person was born deaf or they lost their sense of hearing before learning how to speak, there is a language mastering problem. Considering the difficulty of mastering your mother-tongue, there is a problem of language usage and other means of communication. A deaf person will not adequately understand a message (information) directed at



them, despite knowing the language well, because they cannot rely on their sense of hearing. They are focused on the visual aspect of information transfer, but the visual component does not contain the full information if what is seen is not explained. This lack of understanding during the transfer of information (sending and receiving) has emotional and social consequences (a person does not socially mature and becomes independent as fast), as well as effects on the person's educational achievements, namely in higher education.

Society needs to ensure that deaf people have equal access to information, as it is the case with hearing people. Equal access to information is a basic human right, which enables both deaf and hearing people to enjoy equal educational opportunities and equal participation in social life. This basic human right is a right to full information, which is as easily understandable as spoken and written language is to hearing people. However, the way this right is realized depends on the communication system of a person.

Spoken language is not their mother-tongue, but **sign language** is, which is the most important feature of their culture, the Deaf Culture. **Sign language is a natural language of deaf people.** It is natural because they learn it easily, spontaneously and successfully. According to linguistic research of sign language, it is structurally perfectly adjusted to the visual modality of perception, which is the dominant modality of perception of the world to deaf people. Using sign language, it is possible

to express everything that one could express by spoken language. Sign language enables receiving and sending complete information, and enables effective communication, which is not the case with spoken language when it comes to deaf people.

Nowadays, sign language is acknowledged as equal to the languages of the hearing community. Different international documents require protection and the advancement of sign languages as well as the usage of sign language in the education of deaf people.

Considering that sign language is the mother-tongue of the deaf community and its difference from country to country, deaf people experience problems with learning spoken language because it is learned by hearing. **Learning a foreign spoken language presents**



## even a bigger problem due to the fact that they can learn it only passively.

Taking the specific nature of their disability, deaf people as well as those with impaired hearing cannot participate in regular educational programmes and trainings due to their communication difficulties and a need for a sign language interpreter. Currently there are no educational programmes suited for deaf people in most EU countries. The situation is similar in different activities offered within the Erasmus+ programme.

Furthermore, even with the help of a sign language interpreter, it is hard for them to keep up with spoken language when working with groups because hearing people have a tendency to “butt in”, finish each other’s sentences and interrupt each other. Deaf and hearing impaired people tend to lose the thread in these kinds of conversations and until the interpreter is done translating, which is almost impossible, as well as by the time they realize the speaker has changed, a lot of information has already been lost. Another problem is the fact that, in sign language, the vocabulary is limited compared to spoken language, which means that the interpreter has to make an additional effort to explain the meaning of some terms, all while the group continues with their work. This leads to an inclusion of less deaf people, as well as young people with other communication disorders into the Erasmus+ programme.



Experts working with young people in various levels of education along with organizations dealing with the inclusion of young people with communication disorders have to possess a certain level of competence, namely competence in communication with the purpose of optimizing their job performance, as well as prerequisites for a successful inclusion of these people in education.

Within the education system, there is a difference between curricular and extracurricular education. **Curricular education** is generally **formal**, while **extracurricular education** is usually **non-formal** and **informal**. Seeing as how the manual is intended for people working in the informal education system and organizations dealing with the inclusion of young people with fewer opportunities, it is important to mention some of the basic characteristics of non-formal education.

**Non-formal learning** is purposeful, systematic, voluntary and conscious studying which takes place in less formal organizations and groups. Key elements such as the basic conditions, the pace of studying, the structure of a class can significantly vary, they adapt to the needs of a

certain target group. The results or accomplishments are rarely rewarded in conventional ways (certificates and degrees are seldom handed out).

As opposed to non-formal learning, **informal learning** is unstructured learning (in the sense of learning goals, time or motivation for learning), it is not intended, but situational. Informal learning takes place in everyday situations (family, free time, job, community etc.), which are not perceived as learning environments, therefore it is a reflected and self-organized form of learning, wherein the emphasis is put on individuality.

**Educational inclusion** or **inclusion in education** is an approach which allows children and people in risk of certain exclusion the possibility of full participation in all aspects of the educational environment. On the level of institutions and organizations which organize educational programmes, inclusion means curriculum flexibility and understanding coming from people organizing these programmes according to the different needs of their integrated attendants. Inclusion is not simply about including, but its purpose is enabling optimal participation in activities and events, which one experiences through education.

There are many advantages and benefits of educational inclusion for all participants of the process, such as the development of a healthy outlook towards diversity and sensibility towards the needs of others, the development of social values, attitudes, world views and basic skills, and learning of new ways to provide mutual support etc.

Working with young people with communication disorders does not necessarily have to mean a radically specialized or an altogether different approach, according to general opinion. Skills and competence required for the education of young people with communication disorders resemble those who are needed for a successful education of young people with common circumstances.

Persons working in non-formal education can learn about overcoming communication barriers not only through different practical seminars and courses, but also by using manuals like this one. Surely, the best practice will be working in groups consisting of young people with communication disorders.

**The main purpose of this manual is to provide practical knowledge through efficient solutions in overcoming of communication difficulties when it comes to working with young people with fewer**



**opportunities.** One of the possible solutions we offer includes different methods of learning in non-formal education with the help of graphic and nonverbal communication.

**Graphic communication,** a type of visual communication, is a process of transferring information, expressing ideas, attitudes and emotions using images, drawings, signs and symbols. Nonverbal communication refers to transfer of various information, emotions, ideas and attitudes between individuals and groups, in a different way than spoken language, i.e. it is communication without the usage of words. This type of communication includes paralinguistic (related to speech) and extralinguistic (not related to speech) nonverbal signs.

Considering the tendency of complete inclusion in the education of young people with communication disorders, graphic and non-verbal type of communication can be seen as a necessary alternative approach in the transfer of wanted information and the overcoming of present communication difficulties. For that purpose, it is necessary to utilize all available perceptive and expressive ways to achieve communication with people experiencing certain communication disorders. The most appropriate of which are various graphic materials as well as extralinguistic non-verbal signs, i.e., signs not connected to speech, such as gestures (hand movements), facial expressions, body language (posture), touch, spatial behavior (distance, territorial attitude and movements in the environment), rhythm (rhythm and movement speed) and physical appearance.

The users of this manual will be introduced to the basic alphabet of the international sign language, accompanied by pictures of signs and letters. Furthermore, this manual will provide a detailed insight into not only elaborate and practically tested examples of already existing methods of learning adapted to young people with communication disorders, but also new conceptual solutions for overcoming communication difficulties.

**The manual offers the ability of learning alternative ways in methods of communication with young people with fewer opportunities and communication disorders in order to achieve their unobstructed inclusion.**



## ERASMUS +

Erasmus+ is the biggest EU programme supporting education, training, young people and sport from 2014 to 2020. It encompasses all European and international programmes as well as EU initiatives in the field of education (primary and secondary education, higher education, adult education), training (vocational education and training) of young people and sport.

Erasmus+ is focused on improving knowledge and skills and employment of European citizens, as well as advancement of education, training, working with young people and sport. It is especially concerned with connecting education, training and the youth sector with the business sector, staying open to collaborative projects.

Erasmus+ offers international mobility for individuals as well as international cooperation for organizations, inter alia:

- spending a part of your study abroad;
- professional practice;
- professional training;
- volunteering;
- youth exchange;
- international projects aimed at the modernization and internationalization of the sector of education, training, young people and sport;

Erasmus+ programme goals include:



- a stronger relationship between EU policies and financial aid programmes
- making structure and implementation simpler: activities systemized categorically, simpler financial aid calculations (flat rate)
- emphasis placed on the quality of a project (mobility, product/result)
- stronger dissemination and utilization of project results
- sustainability of results after the project's completion
- better connection with the needs of the job market

Erasmus+ is structured according to the following actions:

- Key Action 1 – mobility of individuals
- Key Action 2 – cooperation for innovation and exchange of good practices
- Key Action 3 – support for policy reform
- The Jean Monnet Programme
- Sport ([www.mobilnost.hr](http://www.mobilnost.hr))

## ABOUT THE PROJECT

Project New methods for inclusion is a strategic partnership between three NGO's, which work with young people with fewer opportunities. Association of the deaf and hard of hearing of the city of Zagreb from Croatia, Centrul pentru Recuperare, Reabilitare si Educatie Speciala from Romania and Baltic Regional Fund from Latvia. **It was created according to analyses, which have shown that the main reason for excluding youth with special needs from society are communication barriers.** Therefore, through activities of this project and the creation of the manual 'Learn how to communicate, learn how to include', we wish to enable overcoming of those barriers.

Strategic partnership meetings were held in Latvia, Romania and Croatia, but the impact of this project will be much wider, and it will involve young people and youth workers from all over Europe and beyond.

### **General objective:**

- achieving European scale in operation of the partner organizations, strengthening of the partnership between organizations that work with young people with fewer opportunities and creating the basis of the informal network of the organizations which include the aforementioned youth in their work.

### **Specific objective:**

- elevating the skills needed in work with the youth and developing new methods of work with young people with fewer opportunities, especially those with communication barriers all in the purpose of empowering the capacity of the included associations
- increasing the social capacity of the hearing impaired and reducing prejudice of the local community towards the inclusion of persons with disabilities
- creating a manual which contains new informal methods of work with young people with fewer opportunities (mainly those with communication barriers) and new ways of overcoming

communication barriers

- enabling better planning and composing of the projects and exchange of good practice between our organizations.

Dissemination of the results of this project enable long-term impact and sustainability since other organizations, not just in these two countries, but all over Europe, will benefit from the intellectual output and be able to provide in, their communities, activities that will be a follow-up of this project. This strategic partnership lasts for twenty months.

## PARTNERS

ASSOCIATION OF DEAF AND  
HARD OF HEARING OF ZAGREB



Association of deaf and hard of hearing of Zagreb was formed in 1984 and it is the oldest association of deaf people in Croatia. In the field of protecting basic human rights, the Association participates in the organization and development of all forms of social life and a system of care for deaf people so they could have their rights and obligations.

The main goal of the Association is to encourage integration of deaf people in their families, work place and other forms of social life; to initiate and give suggestions to appropriate institutions and organizations for the improvement of the rehabilitation and social security of deaf people; to help rehabilitation programmes and be indirectly involved in them; to cooperate with scientific institutions which deal with problems of deafness; to gather deaf people, their parents, friends and associates; to publish mainstream, informative magazines and editions.

The Association puts emphasis on the development of communication skills and informs and educates the general public about deafness, specific consequences of deafness, specific forms of education of deaf people, teaches members of the Association Croatian sign language through courses, informs the community about the Association's activities and events important for the deaf community.

The Association works towards eliminating the stereotypes and creating a public opinion on deafness, Croatian sign language and deaf people in general. It organizes various programmes and projects locally, nationally and internationally which include activities important not only

for deaf people, but also for other communities. It continually works on the betterment of the social position of deaf people, cooperates with different institutions, starts initiatives and calls for cooperation.

Service support ensures help and support for deaf and hard of hearing people of Zagreb so they have communication rights and equal access to information in all life situations where the need arises. Expert service of the Association comprises of two social workers, two lawyers, two administration workers and four interpreters/translators of Croatian sign language.

In its activities the Association works with numerous municipalities, state institutions, local governments, social care centres, colleges and schools.

## BALTIC REGIONAL FUND



The “Baltic Regional fund” is a non-governmental organisation and foundation, supporting social and intercultural dialogue, social inclusion and cultural exchange among young people and adults. The organization is located in Riga but the foundation organizes regular activities in the whole of Latvia as well as collaborating on a European level, implementing educational projects.

The foundation’s target groups are: the youth, students, adults and especially groups as social risk – early school leavers, seniors, unemployed, migrants and young people with fewer opportunities. The organization’s activities: project work, seminars, training courses and consulting. The Baltic Regional fund focuses especially on providing business skills, project management, ICT instruments, leadership, team building, communication, active participation, intercultural skills etc. The foundation is also involved in social integration projects in areas such as education and integration into the Latvian society.

The organization members are the youth, students, teachers, academics and socially active persons. The members are very active, professionally experienced, highly educated, well-motivated and socially active, and all are dedicated to the improvement of educational systems, as well as the enhancement of personal skills. The members of the foundation are also participating in policy-making processes between the public sector and NGO’s in Latvia. In the organization, there are 7 employees and more than 20 experts involved in different projects, as well as a number of volunteers.

The organization is actively working with various European projects and implementing different activities and trainings, including projects about communication and integration. In our work we use different non-formal education methods, including discussions, statements, group work,

forum theater etc. Especially these activities are promoted in a youth centre „BaMbuss”, where we organize multi-faceted activities – workshops, non-formal learning, discussions and specialized clubs, volunteer training, peer support networks and career counselling. The organization provides logistic services to Agency for International projects for young people and in the last few years we organized more than 10 trainings for young people with fewer opportunities.

## CRRES



The Education and Rehabilitation Centre (CRRES) is a municipal institution devoted to providing quality social services to children, youth and adults with physical, mental or sensory disabilities (from moderate cases to severe ones). The institution is a Day Care Centre that functions on a local level.

In addition to all the activities, our approach includes assisting families in understanding each person’s positive qualities which help to build a stronger family unit and greatly improves each person’s opportunities for a well-adjusted life.

As we are constantly looking for new ways of developing our programmes by providing the best quality service and professional help, we take part in various scientific projects, and we put great emphasis on cooperation and networking with domestic and foreign institutions, organisations, universities and professionals from different fields.

The staff of the organization isn’t specialized only in providing highly specialized rehabilitation services but also in ensuring high quality education services for the needs of the adult learners who are coming to the Centre. We encourage each person and help them fully develop their potential to reach their maximum possible level of independence and a sense of self-realization. We use and adapt a variety of non-formal education techniques for the need of the disadvantaged community and enhance their learning capacity in global challenges topics such as social inclusion, discrimination, tolerance, environmental education and sustainable living.

Our expert team consists of a social worker, a logotherapist, a psychologist, 2 special education teachers, a kinesitherapist, a nurse and 4 administration workers. All members of the expert team underwent numerous and diverse education and were focused on acquiring a variety of specific knowledge in different areas of education and rehabilitation of people with disabilities. All of them have completed additional various trainings on EU projects in their own fields and other related fields. Some of the team members are part of the institution’s staff from the very beginning of our Centre (since 1997) and are responsible for the development as well as the introduction of innovative educational and rehabilitation practices.

Although trained in various complementary areas, all our experts are excellent team workers, forming a very functional transdisciplinary team. Transdisciplinary approach emphasizes communication, interaction and cooperation among team members in order to strengthen the team and develop the potential of the people with disabilities.

## EVALUATION TIPS FOR FACILITATORS WHO WORK WITH DEAF AND HARD OF HEARING PEOPLE

- If a deaf or hard of hearing person is involved in the project, make sure that the service of a sign language interpreter is provided; check if it is enough to provide an international sign language interpreter because there might be a need for a sign language interpreter coming from the same country as the hard of hearing participant **(sign languages differ from country to country, there is a conventionalised international sign language, but not all deaf people know it)**
- do not be afraid to communicate with deaf and hard of hearing people, the interpreter is here to translate the speech and there are other ways of communication that do not include the interpreter, such as writing on paper (if they can read English), explaining using gestures, body movements, just make sure to ask them what they prefer
- when it comes to communicating with a deaf person one on one, do not raise your tone of voice (they won't hear you); look at the deaf person, not the interpreter; be still while talking; do not talk while walking or moving; do not start talking before the deaf person has looked at you, draw their attention in a polite way (for instance, touch their shoulder), if you wish to convey a message
- their mother tongue is sign language and it is hard for them to learn any form of spoken language (imagine learning a foreign language without hearing it)
- if possible, include learning sign language into activities which a deaf person, a participant in the project, can lead as well as offer them the ability to present topics about hearing impairment, the culture of Deaf people, sign language, how to communicate with them (a half an hour is enough for a certain activity) which will help the entire group to include them and attempt to communicate with them without fear
- the facilitator has to plan the topic and the clarification of the assignments in advance to make it clear for everyone; deaf people are visual persons and it is better to visually demonstrate

what is required of the participants in the activity, followed by a verbal explanation which will be translated into sign language.

- make sure the interpreter has a place within the area where he will not disturb the work of the group, but still remain clearly visible to deaf people (it is best to ask them for advice on where it would be best for them and the interpreter to be positioned)
- Make sure to provide more time than usual for all activities as well as the special clarification of assignments and debates due to following reasons:
- the vocabulary of sign language is much smaller than that of spoken language which means the interpreter has to additionally explain the meaning of some words
- the debate has to be organized and led by the facilitator in a way that the participants do not all speak in the same time or cut each other off, but rather speak one by one when allowed by the facilitator; it is desirable for the person speaking to also stand up so that the deaf person is able to visually keep track of who's speaking
- hearing-impaired people tend to lose the thread in a conversation where multiple people are speaking at once and the interpreter is unable to translate everything into sign language while simultaneously adding who said it which leads to a loss of information and exclusion of deaf and hard of hearing people from the debate, putting them in an unequal position
- while explaining, make sure to use short sentences as well as simple, widely known terms because of the smaller vocabulary in sign language and better intelligibility

# ENERGIZERS

Energizers are activities used in workshops and group situations to help participants be more alert and active; they can also be an important way of people getting to know and understand one another. There are many different energizers of varying length, complexity, exertion and ingenuity. They need to be enjoyable and feel safe, so they should always be used in a way that is sensitive to factors such as culture, gender, physical ability and group dynamics. They can be particularly useful at the start of the day, when people are still getting to know one another, and after lunch, when sleepiness can set in.



## THE HUNGRY BIRD



- to cheer up the group and create a positive atmosphere



5-10 min



6-40 participants



Space (a big enough room or do the activity outside)



The rules of the game are as follows: all the participants, except one (a volunteer\*), become a colony of lovely peaceful penguins. As penguins, they move quite clumsily – both legs are kept together, the feet are turned outwards so that only the feet can move. Also, the arms are kept close to the sides in a penguin style. If everybody in the group can hear, you can also add some penguin sounds.

The one participant who is not a penguin becomes „the hungry bird“, whose aim is to catch and “eat” as many penguins as possible by pecking them. Each penguin caught also becomes “the hungry bird” and starts to chase the other penguins. However, “the hungry bird” cannot just run after the penguins – it has a long beak (imitated by stretching both arms straight in front) and long legs. The bird’s movement looks like this: before making a step, „the hungry bird“ bends each leg and lifts it very high (as close to the chest as possible) then stretches them out and finally makes a step (there is room for improvisation). Compared to penguins, „the hungry birds“ can make pretty big steps, and also they move in a slow and amusing manner.

When the rules are explained, the penguins are asked to take a place within the game territory, marked by paper tape on the floor if the activity takes place inside or by some orientation signs (trees etc.) if the activity takes place outside. At the beginning of the game penguins have to stand far away from one another, they cannot all stand in one bunch or one corner. „The hungry bird“ attacks from one of the corners and the game starts when the facilitator gives a starting signal (for instance, raising a hand). Then the chase starts.

The game ends when all the penguins have become “the hungry birds”. If the group is enjoying the activity, it is suggested to play it twice, thus opening space for strategies.

Since being a penguin could be quite exhausting, the penguins may take a break in little circles marked on the floor or the ground. One circle can be used by only one penguin at a time. There could be 2 or 3 circles in the game territory. Whoever stands inside the circle can take a break for 30 seconds and one can use this option only once during the game.

The game ends when all the participants are turned into „the hungry birds“ or, if the facilitator notices that the group is getting tired, he/she can give a signal.

! \*When the facilitator has explained that all participants but one will be penguins, instead of appointing „the hungry bird“, he/she asks if someone would like to volunteer? However, if the participants are very shy or simply to make the process more interesting, the facilitator can make a raffle with folded papers with particular symbols on them etc.

Since the energizer involves acting, it is suggested to use it when the participants are already a bit familiar with each other and feel comfortable making it much more fun.





## SILENT BUGS



- to energize the group
- to focus attention of the group
- to break the ice if the method is used at the beginning of the teambuilding phase



10-20 min



6-30 participants



Clothes pegs (5 pegs per person).



The participants must form a circle with their backs facing each other. The distance between them should be around 80 cm so that one can reach the shoulder of the person standing in front. When the circle is ready, the facilitator explains that from this moment no one can move their feet (move out of the place). Each participant receives 5 pegs – «silent bugs.» Then the facilitator explains the goal of the game – you must get rid of all your pegs as fast as possible and you do that by pinning them on the person in front of you – on his/her clothes or hair. It is smart to pin pegs in places where they are hard to be reached (in the middle of the back etc.) However, it means that while you are trying to get rid of your pegs, the person behind you is pinning his/her pegs to you, so you also have to get rid of those pegs too, as fast as possible. The whole process takes place without speaking.

When the group is ready, the facilitator gives a start signal. The leader decides when to give the end signal, according to the dynamics of the process and the group, but one round should not last longer than 2 min.

2nd level: One person or more (depending on the size of the group) who have gotten the most pegs on him/her after the first round becomes «the silent bug.» They go out of the circle and during the next round can pin their pegs to any person in the circle with an aim to make someone else also become «the silent bug.» The bugs can also take off pegs from people standing in the circle and pin them onto anyone.

Start and End signal – if everybody in the group can see or hear - the signal can be music, whereas if the group includes people who cannot hear, one can use light signals (for instance, turn one of the lamps off while the game is on and turn it on again when the round is over etc.).

The whole game should last from 2 to 5 rounds. The ending can also be marked by a particular number of «silent bugs» outside the circle.



It is important to explain the rules not only verbally, but also by demonstrating the process. It might also be important to demonstrate the signal (sound, light etc.)



## DO NOT LET THE FEATHER FALL



- to have fun and to energize the group
- to work as a team and to fortify group spirit
- to feel integrated in the group
- to find ways to work and communicate together
- to develop communication and cooperation skills
- to develop confidence in themselves and others



20 min



6-10 participants



A rope and a small feather.



Two facilitators or volunteers hold a rope stretched 1.5 meters from the ground. The rope divides the room into two equal parts. The participants are divided into two teams. The teams are placed on both sides of the rope and each team should have an equal number of participants. A facilitator announces the start and launches a feather from the midfield. The goal is to pass the feather to the other team, holding it in the air as long as possible and not let it fall on their territory, using a current made by hand or mouth (blowing). It is forbidden to touch the feather with any part of the body.

End of the game is when one team gets 3 points.



If you have more than 10 participants, you can split them in 3, 4 or 5 teams and make a small championship between them.

## ▶ STORYTELLING

- to get rid of the fatigue caused by the long sitting sessions as well as refreshing the participants for further work
- to be innovative and creative
- to practice body expression
- to develop memory

🕒 15 min

👥 5-8 participants per group

● None

🔍 The participants form a circle or a line. If the number of participants is larger than 8, then they should be divided in several smaller groups. The activity is performed while standing. The first participant in the circle/line shows a word by using nonverbal signs, such as hand movement, mimicry (mime), body position, touch etc. The next participant continues the activity by repeating the previous word and adding a new one while trying to make a coherent story (e.g. I'm driving a car - I'm putting on my makeup - I'm crashing in a car in front of me - I'm getting out of the car...).

The activity continues in a manner in which the following participant has to repeat all of the signs that came before him/her and add his/her own. The use of any verbal signs is strictly forbidden. If a participant cannot remember the previous signs (shows them wrong) or is unable to make their own, they lose their right to play in the next round. When a member is eliminated, the activity continues from the beginning by making a whole new story or the rest of the group just continues the same story.

The activity ends when the appointed time is over or when there is only one participant left.

! You can use this method as an evaluation or review of some activity.



## THE SUN, THE SEA AND THE RAIN



- to get rid of the fatigue caused by the long sitting sessions as well as refreshing the participants for further work
- to have fun while encouraging the competitive spirit



10 min



Max. 7 participants per group



A chair or some other small platform on which to stand is needed for each group.



At the beginning of the activity the participants are tasked with remembering three different signs matching three words (e.g. the sun - clap over the head, the sea - swimming motion and the rain - imitating the rain falling with hands). Members of each group form a line and the facilitator stands on a small platform facing them, while making sure he/she is visible to everyone in the group. The platform should be placed with some distance from the rest of the group.

The task of the facilitator is to show three of the before agreed signs in a random matter while the rest of the line moves to the spots they agreed on before (e.g. sun means they should move to the left, sea means that they should move to the center and rain means that they should all move to the right) all the while maintaining a straight line. If one or more participants move to a wrong spot or have a visible delay in moving, he/she is considered to be out and can no longer participate in that round.

The last person who is left is the winner. If there is a winner before the appointed time is up, the activity starts from the beginning.



To make it more interesting, you can change signs and directions after some time.



## CATCH THE SNAKE'S TAIL



- to have fun and to energize the group
- to create a bond between the members through movement
- to get to know each other better
- to coordinate the movements toward the same goal
- to feel integrated in the group



15-30 min



10-15 participants



None.



Facilitators ask the participants to stand in a line one in front of the other and to put their hands on the shoulders of a participant in front of them. They are the body of the snake. The first participant in the row is the head of the snake and the last one is the tail.

The snake is in a straight line until the facilitator gives a visual signal (by clapping, with a flag or lights...) to GO. When the signal GO is given, the head of the snake runs towards the tail trying to catch it. The snake's tail is moving left or right to escape from the head. The entire body must move with the head without breaking. If the snake's head manages to catch the tail, it can remain being the head. If the snake breaks before the head manages to catch the tail, the head becomes the tail and the person next in line becomes the snake's head.

The action can be repeated until everyone was the snake's head or it can be finished when the head catches the tail.



You can exchange the rules in a way that the head remains the head if the body of the snake breaks, and that the head becomes the tail if the snake's head manages to catch the tail without breaking the body of the snake.

## EVOLUTION

- to energize and mobilize the group
- to create a positive atmosphere

7-10 min

8-50 participants

Space (enough for the group to move around freely).

The goal of the game is to „develop“ from the first stage of evolution (egg) to the second stage (chicken), then to the third one (dragon), to finally become a superhero.\* It is done by freely walking around and doing the „rock-paper-scissors“ game.

In the first round, everyone walks around as an egg – walking slowly with stiff legs and keeping hands in a lifted and rounded manner in order to look like an egg. If everyone in the group can hear, they can also make sounds by saying „Egg, egg, egg!“ while walking around.

The next step starts when an egg meets another egg and they play „rock-paper-scissors“. The winner goes into the next stage of the evolution – he/she becomes a chicken, while the loser remains an egg and looks for another egg. In the second stage, the participants can freely imitate chickens by moving their „wings“, walking like a chicken and moving their head like one (the funnier, the better), and again, if everyone can hear, you can also add chicken sounds. And so it continues – chickens do the „rock-paper-scissors“ game, the winners become dragons (how you portray a dragon depends on your imagination and creativity) and dragons-winners become superheroes. The superheroes are the winners of the game and they can stand in a pose of a superhero (for instance, they reach out with their hand) and maybe sing some superhero songs, waiting for the others. The game ends when there is one egg, one chicken and one dragon left and all the others are already superheroes.

The facilitator of the game can choose another scenario for the ending, according to the situation and needs of the particular group.

! \*, „Egg“, „chicken“ and „dragon“ are only one of the possible characters. You can create new characters (for example, baby, teenager, adult and superhero) or even more stages or add some extra rules.



## CONTINUE THE WORD



- to practice concentration and observation skills
- to cope with the stress of competition
- to develop memory
- to check the degree in which the international sign language alphabet has been adopted through the workshops



10 min



Max. 10 participants per group



None.



Each group forms a circle. The first person in the circle spells a word in international sign language alphabet. The word must be spelled instead of using a specific sign for a matching word. The next member of the circle continues the flow by spelling his/her word in a way in which the first letter of his/her word is the last letter of the previous one. The activity continues in a circle in a manner in which all of the participants are included while trying to avoid repeating the same words (e.g. airplanE – EgG – GiraffE – ElephanT - T...). If somebody makes a mistake or can't continue, he/she is out of the circle.

There is a time limit of 5 seconds for the each participant in which they have to remember the word or they are no longer allowed to continue. The activity continues until the time is up or until there is only one person left in the circle (the only one that made no mistakes during the activity) in which case the activity can start from the beginning until the appointed time is over.



If you have more participants split them in more groups.

Knowledge of the international sign language alphabet is mandatory as well as a certain degree of knowledge of English grammar in order to be able to participate. If a participant is unable to remember a certain word in the English language, they are encouraged to use other participants' names, countries, cities etc. even in their own language.



## ▶ ORDER IN CHAOS

- to have fun and to energize the group
- to create a positive atmosphere
- to develop nonverbal communication skills
- to be innovative and creative

🕒 15 min

👥 5-10 participants

● Blindfolds for each participant.

🔍 The instructions are clearly explained by the facilitator. The facilitator gives a number to each participant and puts blindfolds over their eyes.

The facilitator mixes the participants and leaves them be, but not too far from each other. The participants should memorize the numbers. The task is to align numerically in line, without verbal communication.

! If you want to make it easier, put participants in a line, but mix them.

The game can also be played using the first letter of the participants' names.



## FIND YOUR PAIR



- to get rid of the fatigue caused by the long sitting sessions as well as refreshing the participants for further work
- to practice nonverbal communication and body expression
- to have fun and to relax



20 min



Max. 40 participants



A chair or some kind of a platform, papers of small format, markers and matching pairs of pictures (like in a game of memory - 2x20).



The facilitator shares folded pieces of paper with matching pairs of pictures to the participants. If there is an odd number of participants, the facilitator chooses one of them to be the leader for the duration of the activity.

The facilitator or the chosen leader stands on a platform while coordinating the activity and makes sure he/she is visible to all of the participants. First step of the activity is to give each participant one piece of paper with a picture, which is folded so they can't see the picture. Participants are moving freely around the assigned area (the area should be big enough for the participants to have enough space to mingle), all the while randomly exchanging their pieces of paper. When the facilitator or the chosen leader shows a certain movement/sign (e.g. clapping his/her hands above his/her head, turning the lights on/off...), the participants have to open their pieces of paper and using nonverbal methods explain the content of their papers to other participants in order to find the one with a matching picture - their pair. When their pair is found, they both have to go down (crouch, squat) and the last pair that remains standing is eliminated.

The round is over when there is only one pair left - the winners. Activity can be repeated until the appointed time is over.

## ▶ **STONE, COME OUT**

- to help participants be more alert and active
- to help people get to know and understand one another

🕒 10-20 min

👥 10 or more participants

● „Stone“ – a coin, a button or some other small, flat thing.

🔍 The participants stand in a circle close to each other and horizontally put their palms together. One participant is in the middle of the circle. Participant in the middle of the circle is given a little “stone“ that he/she holds in his/her hands (the position of his/her hands is the same as the others’ hands).

The participant in the middle goes around the circle to each participant and pulls his/her hands through everyone’s hands. The challenge is to put the little stone into the hands of one participant so the others do not know which participant has it. The participant in the middle makes a complete circle or one and a half (if there are many players in the game, only part of the circle) and then gives a signal by squatting.

The signal means that the participant who has the stone in their hands has to come out to the middle of the circle. If the other participants suspect that somebody else has the stone, they can pull him so he cannot pass. If the participant exits in the middle of the circle, he continues the game and if not, the game continues with the previous participant.

The game repeats several times based on the needs and time limit.

! If you have a large group, there can be 2 or even 3 participants in the middle of the circle.



## ▶ THE CLOWN AND THE SOLDIER

- to get rid of the fatigue caused by long sitting sessions as well as to refresh the participants for further work
  - to have fun and to relax
- ⌚ Depends on the size of the group, with a maximum of 15 min
- 👥 Any number of participants
- None (optional red noses for clowns).
- 🔑 All participants form a circle and take the position of a soldier (motionless stance with one hand bent in the elbow with the fist on the shoulder - imitating the soldier holding a rifle). One person (the clown) enters the center of the circle and tries to distract the “soldiers” by making them laugh. Those who laugh enter the circle as clowns and try to make what is left of the soldiers laugh. The last soldier left standing is the winner. The activity is to be repeated until the appointed time is up.





## THE BLANKET



- to have fun and to energize the group
- to create a positive atmosphere in the group
- to work as a team
- to be innovative and creative
- to feel integrated in the group



20 min



10-15 participants



A blanket.



The entire group must stand on the blanket at the same time and then the blanket is folded while the participants are still on the blanket. They try to keep their balance while the blanket becomes smaller. The game goes on as long as possible.



You can make a competition between two groups with two blankets. The winner is the group which can fit more members on a smaller piece of blanket.

It is not forbidden to hold onto somebody while playing.



## THE TEAPOT



- to have fun and to energize the group
- to practice your concentration and observation skills
- to make quick reactions
- to create a positive atmosphere in the group
- to relax and release extra energy
- to break the monotony or tension in the group
- to pass from one activity to other



30-45 min



8 or 10 participants making up 4 or 5 pairs



Post it notes, crayons.



The participants form pairs and each pair forms a teapot.

One participant is the “handle” and the other is the “funnel” of the teapot. They lock their arms together on one side and create the handle or the funnel with their other hand.

The facilitator gives each pair a tag with their or name or number. They must know their numbers/names as well as those of others, and they have to know who their “other half” is. The facilitator splits the pairs and leaves them to mingle around showing which part of the teapot they are.

Then he gives the task:

- handle nr. 1 tries to catch funnel nr. 3
- handle nr. 2 tries to catch funnel nr. 1
- handle nr. 3 tries to catch funnel nr. 4
- handle nr. 4 tries to catch funnel nr. 2

The second round can be to catch their pair back, but now the funnels are catching the handles and they go back to their pairs.



Optional: if you want to make it more complicated, give the task to just one pair. For example: handle nr. 1 tries to catch funnel nr. 3, but if funnel nr. 3 tries to escape, he can't go to his handle. However, if he escapes to handle nr. 2 or 4, he is "saved" and creates a new teapot. Then handle nr. 1 needs to catch funnel nr. 2 or 4 (depending on which funnel nr.3 connected to). Furthermore, funnel nr. 2 or 4 can be saved if they escape to the other two handles (just not their number or number 1 who is chasing him). And so on.

When handle nr. 1 catches the funnel (for example funnel nr. 3 from the first example or funnel nr. 2 or 4 from the second) the handle which remains without his pair starts chasing one of the free funnels – the facilitator will say which one. The game is finished when there are 4 teapots together.

! You either need a bigger room for this energizer or you have to do it outside.

The facilitator and the participants need to be very concentrated in order for the facilitator to explain the task properly and the participants to catch the right person.

# ICE BREAKERS

Icebreakers are short group activities that allow the various people inside a new group to get to know each other, to become more comfortable with discussing the topic of groupwork or to become more comfortable with expressing dissenting views.



## GETTING IN TOUCH



- to break the ice and build trust
- to create a relaxed and comfortable atmosphere within the group



30-60 min



10-40 participants



A device for playing music (only if the whole group can hear).



During this activity, the participants are freely walking around within a marked space on the floor (in the shape of a square), getting the used to the size of the square as well as the people in it. The square is created using paper tape lines on the floor. The space must be big enough for everyone to move around, yet small enough to be a bit challenging so the participants do not to run into one another while walking fast. The participants must walk within the square randomly, but avoid running into each other and they cannot stop while the music (or a special light signal, if the group involves hard of hearing or deaf participants) is on. Besides, while walking, they must keep attention to the facilitator, because he/she will show the action signs regulating their behaviour. The signs and actions must be explained previously by the facilitator. It is important to explain the signs clearly, making sure everyone has understood them. The actions and signs are:

1. Change the speed of walking from 1 to 5 , where 5 is almost running and it is very important to avoid crashing with other participants even if the speed is quite fast. The facilitator turns on this action by lifting his/her hand up showing 1 – 5 fingers. It is suggested that the facilitator is standing on a chair, for instance, so that everyone can see him/her. The action stops when the facilitator repeats the sign. After that the participants keep on moving freely until the facilitator shows another sign.
2. Walking backwards – when the facilitator is pointing his/her thumbs backwards over his/her shoulders, everyone must start walking backwards.

3. Blinking to the stranger – when the facilitator is pointing his/her index finger at his/her eye, the participants have to wink to people passing by.
4. High five – when the facilitator raises his/her hand, the participants must give a high five to the people passing by.
5. Hop! – when the facilitator lifts both of his/her arms and thumbs up, all the participants have to jump. The participants must jump as many times as the sign is shown.
6. A hug – when the facilitator hugs himself/herself, the participants must hug the closest person to themselves.

The action signs are given randomly and can change very fast, so the participants must keep their eyes on the facilitator at all times.

! This method is based on improvisation and social theatre warm-up exercises and is a very effective tool for building a team. The activity creates comfortably, intimate atmosphere and is a lot of fun.

It is important that the facilitator considers the speed of changing the activities for each particular group. For some groups, 6 action signs might be a bit too much, so one can use 4 actions instead.

It is important that the rules and action signs are explained not only verbally, but also with a clear visual demonstration.





## CIRCLE OF KNOWLEDGE



- to learn and remember the names of the colleagues in the group
- to get to know each other
- to learn the country of origin of all participants



20 min (depending on group size)



10-15 or more participants



Labels with the participants' names and flags of the countries the participants come from.



The participants are split into two groups. Each participant gets a label with his/her name written on it and the flag of the country he/she comes from. Each participant from one group meets each participant from the other group.\*

They greet, read the name on the label and shake hands. After they all meet each other they put the labels and the flags on a table or a wall and sit on their place. Few participants, volunteers, take 2-3 labels from the table/the wall and try to associate faces with both the name on the label and the country.

The game can be repeated until all participants know everyone's names.



\*You can give labels with names and flags to the participants and let them mingle in the room and meet other participants.

The game can be repeated without the labels, encouraging the participants to tell their names to each other.

## I AM....

-  • to get to know each other
- to use imagination and memory
- to be innovative and creative

 30 min

 Any number of participants

 Play dough.

 The participants receive a box of play dough and are encouraged to try to make a figure that represents themselves\*. After they present themselves to the group, they explain how and why the figure represents them.

OR

The facilitator forms pairs and gives them a box of play dough. The participants need to get to know their “other half” and make a figure, which represents him/her\*. After they present their “other half” to the group, they explain how and why the figure represents him/her.

 \*The facilitator can explain to them that the figure doesn't need to be realistic, instead it can be symbolic (for instance, a physical characteristic like big eyes, long hair or something about his/her personality or profession).

If necessary, the game can be played in groups.

## THE MIRROR

-  • to get to know each other
- to describe themselves or others
- to explore the concept of myself
- to practice different ways of expressing your own personality or others
- to develop nonverbal communication skills

 20-40 min, depending on group size or the number of rounds

 15-20 participants

 A box, a mirror or images/names of other participants.

 The participants form a circle. A volunteer sits in the middle of the circle.

The facilitator gives a box to the volunteer/participant in the middle of the circle. The box contains a mirror or an image/name of one of the participants. The participant has to describe physical characteristics of the participant he sees in the box (himself or some other participant) using gestures, mimicry or imitation\*. The group tries to guess whose picture is in the box.

If the participants guess who it is, that person comes to the middle of the circle for the next round. If the group can't guess who the described person is, the facilitator invites another participant, who describes himself or another participant (depending on the task the facilitator will give) in the next round.

**!** \*The idea of the activity is that there is a mirror in the box and the person is describing himself/herself, especially in the first round, but they can describe other participants, depending on the task the facilitator gives.



## FIRST NAME



- to learn and remember the names of the group colleagues
- to get to know each other



10-15 min



15-20 or more participants



Papers, markers, a STOP sign.



Each participant writes his name in big (CAPITAL) letters on a piece of paper and puts it on his clothes on a visible place.

The participants form a circle and try to memorize the names of their colleagues. After some time (2-3 min) each participant takes the piece of paper from his clothes and pass it clockwise around the circle\*, until the facilitator raises the sign STOP! Then they have 10 seconds to find the owner of the paper. After the 10 seconds (the facilitator gives a sign when it's over), the participants who didn't get back the paper with their name (or have not been found/discovered by their colleagues) start to run around the room. The participants who have not yet found the owner of the paper in their hands need to catch them and bring them to the middle of the circle.

When they catch them and bring them to the middle, they should guess who the owner of the paper is.

The game can be repeated several times until each participant knows their colleagues' first name.



\*To make it harder in the second round, or even the first, the participants do not send the paper clockwise from hand to hand, but mix it and just give it to someone in the circle as soon as they get the paper.

## **ME/MYSELF.....WITHOUT THE WORDS**

-  • to present yourself to the other participant
- to get to know each other
- to develop nonverbal communication skills

 30-45 min, depending on group size

 10-15 or more participants

 Papers, pencils, crayons, markers.

 The participants form pairs. Each participant tries to present himself to the partner without using words. They can use mimicry, drawings, signs, gestures, etc. Each participant in a pair has 5 minutes to describe himself nonverbally. At the end, each participant has to try to guess what the other partner wanted to say about themselves and present him/her to the rest of the group.

 The presentation of the second person can be verbal or it can be visual (for instance, using drawings).



## PORTRAYAL OF NAME



- to learn each other's names
- to help to get to know and understand each other
- to develop group dynamics and teamwork



1 h



5-7 participants per group



None.



The participants make groups of 5, 6 or 7 (depending on number of the participants) and their task is to show participants' names only by using their bodies. The exercise is done without talking. Groups have 20 minutes to prepare the way they are going to portray all members' names and 5 minutes to present them to others.

Debriefing questions – how was group work using nonverbal communication? How did everybody participate? Why is communication so important in group work?



The method can be used as a tool of group work presentation – the participants can show the answer to a group work question, the title of the group, etc. In this case, groups have 5 minutes to prepare one portrayal of a word.



## NAMES ON THE BACK



- to learn each other's names
- to break the ice
- to foster group cohesion



15-30 min



3-30 participants



Scarfs or something similar to cover the eyes.

The main task of the game is to recognize which person is standing behind you and trying to explain who you are to the person standing in front.

The task is not easy because during the game your eyes are covered and you can only use nonverbal communication – drawing or writing your name or drawing a personal symbol\* with a finger on the back of the person standing in front.

At the beginning, the group is introduced to the rules\*\* of the activity, using a lot of visual demonstrations and involving sign language interpreter or translator if necessary. The explanation of the rules might take 5 to 10 min. Then all participants must cover their eyes and the facilitators\*\*\* place them in a circle, facing each other's backs and keeping an approximate distance of an arms length. Then the participants receive the start signal (a tap on a shoulder), done by the facilitators making a quick run around the circle. The same signal is later used as a stop sign. After the „stop“ tap, the participants can unfold their eyes.

The process of drawing/writing should take no longer than 5 min (depending on the size and specifics of a group). When it is done, everyone can look around, finding out who was really standing in front and behind. The facilitators should ask everyone if their guess was the right one, thus also reminding them of the names/signs of all the participants once again.

🔍 Furthermore, they should ask some questions about the experience. For example, what was the feeling of being taken somewhere while you could not see? How did you feel when someone was writing/drawing something with a finger on your back? Was it easy to realize what is being written or drawn on your back?

The conversation about the conclusion with the group should not take more than 15 min.

! \*It is important that the group has had some name games before. If the group includes deaf or hard of hearing participants, we recommend that, during the name games, the participants not only learn each other's names, but also create a special yet simple visual symbol for everyone, which can be shown or drawn easily with hands.

\*\*It is very important to explain all of the steps of the activity and the meaning of the signals because, if the activity involves people with hearing barriers, after becoming blindfolded, they lose their main way of orientation. It might also be useful to agree on some kind of a sign (lifting a hand, for example) to be used in the case of someone getting confused at some point during the game. Also, the facilitator should always make sure that everyone has understood the rules.

\*\*\*If the group has 10 or more participants, the activity requires two facilitators.

## ▶ WHERE IS MY PLACE?

- to help to get to know and understand each other
- to develop group dynamics and teamwork

🕒 30 min

👥 10 or more participants

📄 Paper and markers or photos for visualisation of topics.

🔍 At the beginning, the participants stand grouped all together with their hands behind their backs. When the facilitator shows the topic and gives a starting signal, the participants should stand in one line (or a circle) according to the topic (for instance, how tall they are), all without talking or showing signs. When everybody is standing in a line or a circle, the facilitator checks if it's correct. Then all participants stand again in the middle of the room.

The facilitator shows next topics one by one (for instance, shoe size, age, travel time etc.). It is suggested to use visual topics, which the facilitator can check or measure.

The activity can be repeated as many times as needed.

! Topics are prepared beforehand by the facilitator – they can be verbal (with translation), written or visual (for example, a painting), but they should be understandable to everyone. During the activity, only the translator or the interpreter can talk or show signs because they explain the rules.

# EVALUATION

Evaluation is a significant variable in the every aspect of teaching (format, non - format, informal) and a very important activity for both - participants and facilitator.

Evaluation has a strong impact on the overall activities.

There are diferent types of evaluation, depending on its purpose, but overall Evaluation gives information to participants and facilitators on the success of these common work in the reaching and learning process.



## DEEP BLUE SEA



- to get feedback (about an activity, the whole day, a facilitator)
- to express emotions and increase creativity



15 min



Any number of participants



A flipchart sized paper, little paper fishes (one for each participant) with some tape/glue behind them so they may stick to the flipchart. If the participants make the fishes by themselves, you will need colored papers, scissors, markers and glue.



The facilitator draws a cross section of the sea with five levels of shading (lightest at the top and darkest at the bottom), hangs up the paper, distributes the fishes or gives the participants colored papers, scissors, markers and glue so they can make their own and leaves the room.

Each participant comes to the flipchart and sticks his/her fish on one level (top level meaning extremely satisfied bottom level extremely dissatisfied) matching their satisfaction with the theme that is being evaluated (a certain activity, the whole day, the whole training course/youth exchange, the facilitator...).

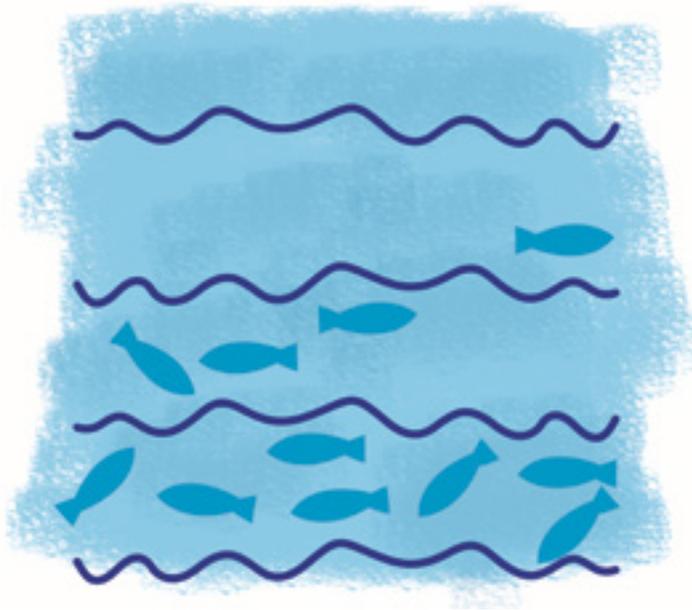
To evaluate more themes, there is a possibility of giving another topic (accommodation, activity, facilitator etc.) to the participants after seeing the evaluation of one topic (you can even take a photo of it) and the participants can move their fishes on the flipchart depending on the topic.

Also, if you want to have all possible topics of evaluation on the same flipchart, you can use different sea animals for different topics (e.g. fishes to evaluate the facilitator, shells for accommodation, stones for food, crabs for activities....)



Similar evaluation is possible with various different sea motives:

- the drowning man (the deeper he goes, the worse is the evaluation)
- hunting tale (the bigger the fish, the better the satisfaction)
- Titanic (the bigger the part of the ship that is above the water, the better the evaluation).



## COLORFUL CATERPILLAR

-  • to get feedback (about an activity, the whole day, a facilitator)
- to express emotions and increase creativity

 5 min, depending on group size

 Any number of participants

 Toothpicks and plasticine in 3 different colors: blue, yellow and red.

 The facilitator prepares the head of the caterpillar and explains the meaning of each color:

- blue: workshop was terrible
- yellow: workshop was so-so
- red: workshop was perfect.\*

Each participant takes a small piece of plasticine and a toothpick and makes the body of the caterpillar using the color that shows their satisfaction with the certain activity, the whole day, the whole training course, the trainers, food etc.

 \*You can add more colors to get more feedback.

Optional: If you draw the caterpillar, each part of the caterpillar's body can be used to visually describe the objectives of a project, a day program, the participants (the name and the photo of each participant) or 8 key competencies of Youth pass.



## EMOTION BALL



- to get feedback (about an activity, the whole day, a facilitator)
- to express emotions and increase creativity
- to energize the group



5-10 min, depending on group size



10 or more participants



A latex ball.



The participants form a circle. The task is to throw the ball to any participant in the manner that shows how they feel in this particular moment, or how they like a workshop, a session or a day, or just to show their level of energy or enthusiasm on the beginning of a session or a day.

The way in which the ball is thrown shows their condition or feelings.

## EVALUATION PAINTINGS

-  • to be innovative and creative
- to use imagination and memory
- to express themselves
- to practice different ways of expression\*
- to eliminate communication barriers\*
- to enter the world of autistic youth\*

 30-45 min

 Individual

 Pencils, markers, crayons, pastels, papers, collage paper, scissors, glue etc.

 As a final evaluation, the facilitator asks the participants to make a painting which will represent their thoughts, emotions and feelings about last week, the training and youth exchange... They have full artistic freedom to express themselves. If the facilitator wants, he/she can ask everyone to explain their paintings or make an exhibition for the farewell party without any discussion.

\*For persons with autism this method is a great way to express their thoughts, emotions, feelings, etc. Graphic, colorful paintings are very representative and let us dive into their universe. Each color has a meaning and we can analyze how they perceive the world through these paintings.

 \*For persons with autism, this activity can be used as therapy.

Chromo therapy can be used to improve various physical, mental and emotional problems or can be used as relaxation therapy. It can be used with other treatments to achieve the desired effect.

Chromo therapy is based on the ancient art of using colors and light in the treatment of diseases. Color therapy can decrease stress, treat insomnia, anxiety, depression as well as lead to improved quality of life and health.



## SOLAR SYSTEM PLANETS



- to get feedback (about an activity, the whole day, a facilitator)
- to express emotions and increase creativity



15 min



Any number of participants



A flipchart sized paper with the planets of the solar system drawn on it, markers.



The facilitator hangs a paper with the planets of the solar system drawn on it, explains the task and exits the room.

The task is: the participants should take the markers and draw something on the planet of their choice to express their emotions about the topic of evaluation. The distance of the planets from the Sun determines their satisfaction. The closest one (Mercury) means the lowest level of satisfaction and the furthest one (Pluto) means the highest.

The other variation is to draw a solar system with the names of the planets according to the theme that is being evaluated (for example, one planet could be called workshop, the other food, the third facilitator, etc). In that case, the participants take the markers and draw something on each planet. Drawing in the center of the planet means it was great, and the further you go from the center, the less satisfied you are.



Similar evaluation is possible with a rainbow. One side of the color spectrum means dissatisfaction and the other side satisfaction.

Another version includes each color getting a different topic of evaluation (food, facilitator, accommodation etc.). The left side shows dissatisfaction and the further you go to the right, the more satisfied you are.



## ART IN ME



- to evaluate trainings and activities
- to practice different ways of expressing emotions
- to increase creativity
- to eliminate communication barriers



30-50 min



10 or more participants



Long rolls of paper (wallpapers) or A1 paper (depending on the number of the participants, you can stick together 2 or 3 pieces of paper), painting colours, water in a glass or a bowl, scissors, paper for evaluation topics and markers, scotch tape to stick on the wall.



1. (30 min) The facilitator puts a roll of paper or A1 flipchart on the table, the floor or the ground. Next to it, he puts painting colours and water bowls. The participants should evaluate trainings or activities by expressing themselves and their feelings by painting with their fingers. Together, the participants freely paint objects or abstract shapes in different places on the paper without talking. They can paint in the location of their choosing or continue other participant's painting so ultimately there would be one piece of art.

By painting they express how they felt during the trainings or activities, what was the most important thing to them, learning moments, etc.

If the activity includes only the 1st step, the facilitator can ask everyone to explain their paintings or make an exhibition during which a discussion is held.

2. (20 min) After the painting is completely dry, each participant should cut out as many figures (circle, square etc.) as there are evaluation positions. Then each participant puts his/her figures on evaluation posters\* stating in the assessment mark his/her own assessment of the trainings.

When all participants are done with the evaluation, there can be an exhibition of evaluation in order for all participants to see the jointly created objects of art.

! The first step of the evaluation represents the participant's thoughts, emotions and feelings about an activity, while the second step represents participant's assessment in marks about exact topics and content of an activity, which is more useful for feedback and reports.

Painting could be done outside in order to give participants more rooms while also letting the painting dry faster.

The first step of the method is very adaptive to persons with different types of disabilities (for people with autism it can be used as therapy).

**\*Evaluation posters**/topics (for example, accommodation, time plan, trainers work etc.) are prepared beforehand by the facilitator – they can be verbal (translation), written and visual, but they should be understandable to everyone.

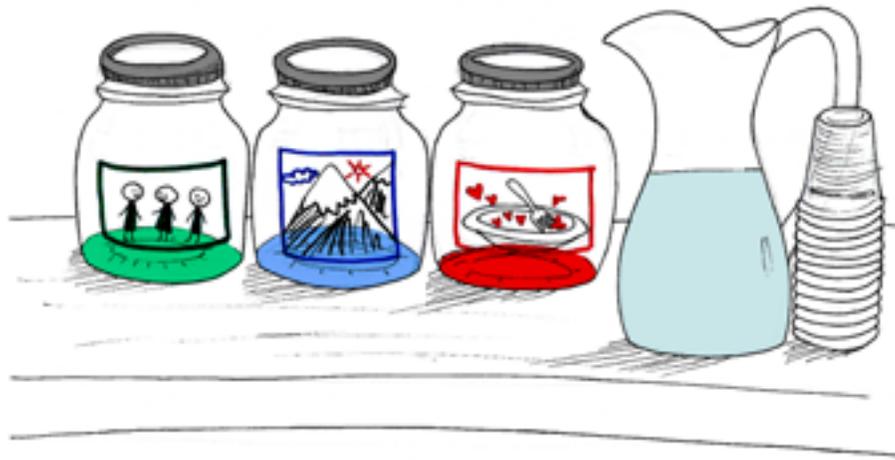
The posters with topics should be prepared with assessment levels from smallest to biggest. Assessment mark can be expressed via numbers (1-10), words (very satisfied - very dissatisfied) or they can be expressed in a creative way as a dart desk, tree, thermometer etc.

## JAR-METER

-  • to receive easily understandable, visual feedback from a group as a whole
-  15-30 min
-  8-40 participants
-  Several (minimally 3) big glass jars, one or more buckets of water (depending on the number of participants), one package of gouache or acrylic paint, small plastic cups.
-  The method is quite similar to the «Thermometer» evaluation, yet it has some significant differences. In this case the participants express their attitudes and feelings anonymously and the end result doesn't reflect the individual, only the group evaluation.

How it takes place: there are several glass jars placed in a row on the floor. Each jar has a sticker with a symbol, drawing or a short text on it, presenting what it stands for.\* There is a little amount of paint at the bottom of each jar (different colour for each jar). Next to the jars there is also a bucket (or several if needed) of water, as well as empty plastic cups (one for each participant). When everything is prepared and everyone is introduced to the task, the participants and the facilitator must go out of the room. Then they start to go inside one by one. Each of them takes a plastic cup and pours some amount of water into all of the jars, according to his/her personal evaluation of their experience of a certain theme. The maximum amount of water one person can pour into one jar is one full cup. The better the experience in a particular aspect has been, the more water you must pour. Then the person goes out and the next one comes in. And so it goes until all the participants have expressed their feelings and given their evaluation. After that the entire group and the facilitator come in to see the whole picture of the now colourful jars – which jar has the most amount of colour in it, which is in the middle, as well as which one has the least amount of colour. The process is concluded with a discussion about the result in order to come to more clear and concrete conclusions.

! \* For example, it can be an image of a group of friends, meaning “how my network has grown”. Or, it could be image of a mountain, meaning “I have grown a lot during the process”, or an image of a fork, meaning “how was the food in the training course”, or simply a smile, meaning “how much positive emotions did I experience” etc.









## THANK YOU!



- to evaluate cooperation in a group by saying non-verbal thank you
- to show and express emotions
- to provide an inclusive atmosphere, which will lead to a greater emotional understanding of each other



10-30 min (depending on the number of the participants)



10 or more participants



A large room for the activity, if possible, outside.



All participants are divided into 2 groups with the same number of participants in each group. The participants in group 1 stand randomly in a particular area in the room (or outside) in different places, but at least one meter from each other. Each participant stands in a place chosen by themselves, where they feel comfortable. The participants in group 2 stay in a different place, shown by the facilitator (for example, a line or in one of the corners), but not in the area where group 1 stands.

When group 1 finds their place, the facilitator gives a signal (for example, placing his/her hands on his/her eyes) and the participants of group 1 have to keep their eyes closed till the facilitator gives a second signal (for example, touching a participant's nose or shoulder).

When group 1 holds their eyes closed, group 2 goes around and, without talking, expresses their „thank you“ to the participants of group 1 by a hand shake, a hug etc.

\*When group 2 said “thank you“ to all the participants of group 1, group 2 goes and stands in their previous place (a line, a corner). When all the participants from group 2 are standing, the facilitator gives a signal to open their eyes (for instance, touches their nose, shoulder).

Then the groups exchange - group 2 participants stand in a particular area with their eyes closed and group 1 says “thank you”.



\*Instead of the facilitator's signal to open the eyes, the following signals can be used:

After the facilitator signals the participants of one group, he/she can lead one person from the other group by holding their arms to a place shown by the facilitator (where group 2 previously stood). When all the participants of group 1 are in the place, group 2 touches the noses of group 1, which is a signal to open their eyes.

At the start of the activity, the facilitator advises the participants to be tolerant, to respect each other and not to make fun or offend each other.

The participants are saying "thank you" in a convenient way for them and the members of the group. Before the activity starts, the facilitator can ask the participants if they have any limitations.



## THERMOMETER



- to receive easily understandable, visual feedback from a group as a whole.



10-15 min



8-40 participants



Paper tape, colored paper sheets or other materials for thermometer indicators.

Previously prepared evaluation questions/statements - short and clear if verbal and expressive and big enough if visual.



The method is very simple: thermometer is an instrument for measuring attitudes, emotions and conclusions whereas people are „the temperature“ which appears after the facilitator has made a statement or a question. It is important to keep in mind that the statements/questions should be as short, clear and non-verbal as possible. It can be just one word – programme, participants, feelings, learning etc. Although, it would be best if the statements/questions can be expressed by images or drawings, then a verbal explanation is almost not needed at all.

The facilitator prepares the „thermometer“ by placing indicators and giving them particular meanings.\* Then the participants express their attitudes by choosing to stand on or near a particular spot on the thermometer, after the facilitator has made a statement or asked a question. After everyone has taken their places, the facilitator should ask for several volunteers (or everybody, if the group is small) to explain their choice in order to make the feedback more concrete and clear.

! \*For example, it can be a simple color line, created by taping colored paper sheets on the floor imitating temperature: one end of such thermometer might start with a black paper sheet followed by dark blue, light blue and white in the middle, continuing with yellow, orange and red in the end. In this case, the black paper would mean very bad, blue is pretty bad, white means neutral, yellow is good, orange is great, red is amazing etc.

Thermometer indicators can be anything – images of animals or casual objects etc. Indicators do not have to be in a row - they can be placed like islands, so that the participants can freely move around. Thus the feedback of the group is very visual and easily readable both to the facilitators and the participants. As mentioned before, the variations are endless, adjustable to every group and context.

It is suggested to also include some silly statements/questions because it makes the group more relaxed and thus more honest in their responses.



## TRAFFIC LIGHT



- to get feedback about an activity, a workshop etc.
- to express feelings and emotions



10 min



Any number of participants



A flipchart paper with a traffic light drawn on it, markers with the corresponding colors – red, yellow and green.



The facilitator hangs a paper somewhere in the room. A traffic light is already drawn on the paper, consisting of three empty circles (red, yellow and green). Then he/she gives the task and exits the room. The participants' task is to take the markers and draw anything they want in the matching circles in a manner that is identical with their view on the matter that they are evaluating (they can be evaluating a certain activity, a whole day, the whole training course, a facilitator etc.).

The circles represent:

RED: extremely dissatisfied with everything

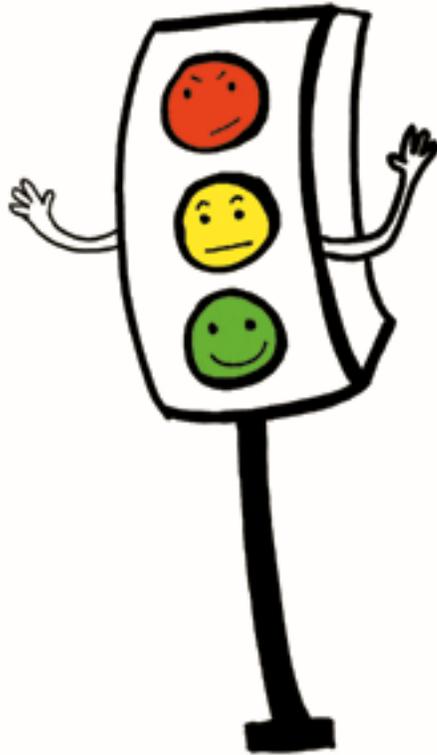
YELLOW: everything was so-so, could be better, could be worse

GREEN: everything went perfectly, couldn't be better

Windows can be drawn near the traffic light for remarks (if the participants want to share some written feedback).



If the facilitator wants to evaluate more topics on the same paper (food, accommodation, activities etc.) he can make a "map of the city" with more traffic lights and write/draw a sign, representing what is evaluated on each light (e.g. a sandwich or a restaurant on or next to the traffic light means that this one is evaluating food, the traffic light with a roof or a hotel next to it means they are evaluating accommodation, the facilitator drawn next to the traffic light means they evaluate him/her etc.).



# TEAM BUILDING

Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team.

Team building is one of the most widely used group development activities and it improves leadership skills, finds the barriers that thwart creativity, clearly defines objectives and goals, improves processes and procedures, improves organisational productivity, identifies a team's strengths and weaknesses and improves the ability to problem solve.



## SEARCH FOR THE FLOWER OF YOUTH



- to develop mutual cooperation, teamwork, trust and support
- to encourage mutual problem solving
- to encourage a healthy lifestyle through physical activity



30 min



15 participants per group



A chalk, a spray, a rope, stones (or any material, depending on the location and the facilitator's creativity).



1. The facilitator needs to prepare the location of the activity as well as the materials, signs, indicators and the “flower of youth” all of which depend on the location of the activity.
2. The task of the group is to find the “flower of youth” so they could remain young forever. At the beginning of the activity, the participants must find the first indicator/sign (some sort of predetermined mark - e.g. an arrow, a mark left using chalk on a tree, rock, pole...) that leads them to the next one, which leads them to the next, which leads them to the next and so on until they find the “flower of youth”.

The harder variation of the activity would be leaving several marks so the group should split up in order to cover them all. In that case, one has to make sure that all of the participants end up at the same place in the end.

The winner is the group which finds the “flower” first.

The “flower” can be a bottle of water/juice (useful after a brisk walk on a sunny day), or a box of chocolates etc.





## TWISTER COLOR



- to develop information perception
- to provide effective group work
- to encourage competitive spirit



15 min



Max. 20 participants



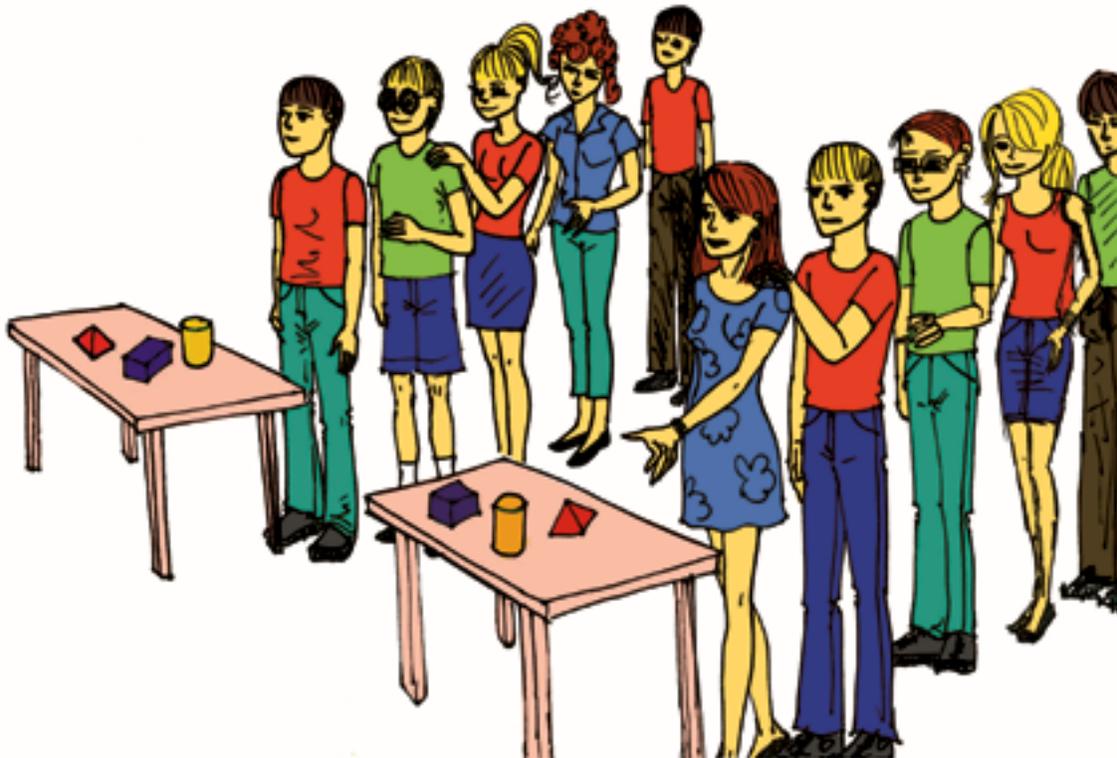
Three different colored objects and three papers with matching colors x2 - one set for one line.



1. The group splits into two equally sized teams. If there is an odd number of participants, one person is appointed to be the leader of the group and is tasked with coordinating the activity with the facilitator. The facilitator gives each group 2 minutes to agree about the nonverbal sign for 3 colors (the facilitator chooses the colors – it can be black, red and white, for example).
2. The teams form two single, parallel lines. Each line has a table in front of them, on top of which there are three differently colored objects (e.g. a black hat, a red scarf and a white glove - or any three objects with 3 different colors which the facilitator needs to prepare before the activity). There should be some distance between the first person in line and the table (1 – 1.5 m). The facilitator needs to warn the participants that this activity is nonverbal.
3. The facilitator stands behind the last person in line and shows them a paper containing one of the three appointed colors. After he/she makes sure that only the participants who are last in their respective lines see the color, the group leader gives a signal to start. At that time, the last person in the line shares the information of the chosen color to the one in front of him using a previously agreed sign (for example, by touching different parts of their bodies, e.g. black - left shoulder, red - middle of the back, white - top of the head). The information travels to the first person in the line who has to quickly grab the object with the matching color from the table and raise it above his/her head. The one who does it first goes to the end of the line while the other one stays at the front of their line.

🔍 The line that makes a full rotation first is the winner. Or you can give points and finish it when the first group gets three, five... points.

! To make it harder, you can add more colours/objects after a while.





## SURVIVAL PLAN



- to break the ice and form a group, preparing it for further common work.



30 min-1 h



5-30 participants



A survival kit (1 kit per team) – 5 random objects of a choice, for example, a piece of rope, a banana, paper tape, a towel and a broom; communication cards\* (1 set per group), a letter with the task (with both text and drawings).



Without any other explanation, the group (or groups, if there are more than 15 people) receives a written letter including comics or graphic drawings explaining their task and situation:

Participants are the only airplane crash survivors on an isolated island in the middle of the Pacific Ocean. The island is very small, consisting of only a few coconut palm trees and it does not have drinkable water. They only have 5 objects (the “survival kit”) washed up on the shore. In order to survive, they have to come up with a survival plan, using all 5 things found on the beach. Furthermore, they are informed that, due to posttraumatic syndrome, they cannot hear nor speak, so they have to come up with the plan using only nonverbal communication. The presentation of the survival plan will also have to happen nonverbally. But, they have a helping tool - the “Communication cards”\*, which might help them during the process of communication and decision making.

Along with the letter, the participants should also receive the 5 random objects (placed in a bag for example, so that they cannot see them right away) and the set of “Communication cards.”\*

Time for the task (making up the plan and its presentation) should be around 20 – 40 min (depending on a group).

The presentation should be followed by a group discussion, evaluating both the result and the experience of communication and decision making within the group.

! This activity is more suitable for smaller groups - not more than 15 participants. If there are more than 15 participants, it is better to create two groups, which is also more interesting for the participants due to the positive competition and the possibility of comparing different approaches and strategies. In the case of 2 or maximum 3 groups, it is suggested to give each of them the same "survival kits."

\*"Communication cards" is a communication tool, which can help with the process of decision making, discussion etc. within a group. There are 8 cards in different colours - each colour (as well as a short text on each card) represents particular meaning. For example, the yellow card means „I have an idea!", the green card is „I agree!", the red card means „Stop!/Shut up!/Listen!" etc. The cards should be made of hard paper and preferably laminated, but they can also be made in a simpler way, using big post-it notes, for example. You can find example of the cards on the manuals section "TOOLS." The cards can also be used during the closing discussion for the whole group.

An example of the letter:

"Dear people,

fortunately and unfortunately at the same time, you are the only survivors of a plane crash which happened right above the Pacific Ocean. You managed to survive by ending up on a small, isolated island. As you can see, there are only some bushes and 6 palm trees on this island. And there is no source of drinkable water, so **YOU NEED TO COME UP WITH A SURVIVAL PLAN** as soon as possible - you have only 40 min! Furthermore, you all are having a terrible posttraumatic syndrome - **YOU CANNOT HEAR AND CANNOT SPEAK!** That is why you have to come up with a plan using only nonverbal communication!

Your only resources are the clothes you are wearing as well as the 5 objects washed up on the shore - a rubber ball, a teapot, a broom, a fork and an old boot. Use them wisely!

After the given 40 min you will have to present your plan (nonverbally!)

P.S. As you can see, you also have colourful cards with short texts on them - they might be helpful for your communication!

Good luck!"

## LINE ME UP

-  • to develop team cooperation, trust and support
- to encourage mutual problem solving and create competitive spirit
- to practice memory

 20-30 min

 Max. 20, 10 participants per group

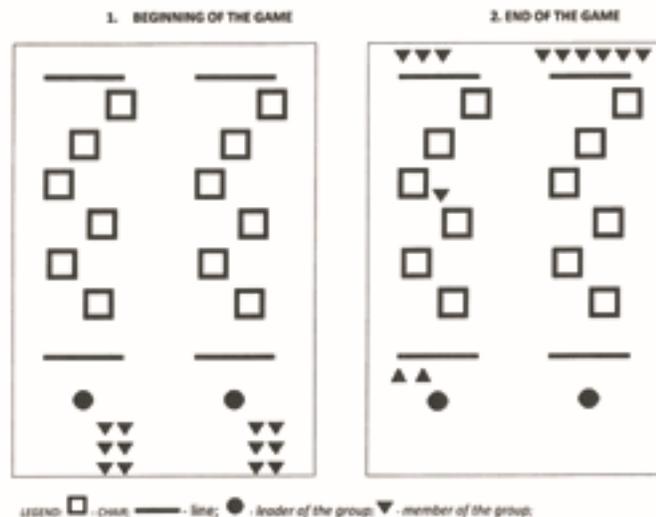
 Chairs (or some other kind of obstacle), prepared pieces of paper with words on it that form a sentence.

-  1. Before the activity starts, the facilitator prepares pieces of paper while making sure that the number of the papers matches the number of the participants minus two - the group leaders (one for each group). There is only one word on each paper and when the papers are combined, they should form two logical sentences, one for each group.
2. At the beginning of the activity, the facilitator arranges the chairs randomly in two identical lines and puts one paper facing down on each, also randomly (example is shown in the on diagram).
3. The facilitator splits the participants into two groups and asks for a volunteer - the group leader from each group. He/she shows complete sentences to the group leaders and they must remember it. After this point, all kind of verbal communication is forbidden.
4. The participants then join their group leader who is standing in front of the chairs, facing them. The participants turn their backs to the chairs and wait for further instructions. The job of the group leader is to guide the participants while they walk backwards, to one of the chairs in the line and have them pick up a piece of paper from that chair.

5. When the facilitator gives a starting sign, the group leader (using nonverbal communication) chooses the first participant and guides them to one of the chairs randomly. When they arrive, they pick up the paper and show it to the group leader. If the word written on it is the first word of the sentence, the group leader guides them to the finish line where they remain standing with the paper in their hand. If the word on the paper is not the first word of the sentence, they put the paper down and quickly go back to the starting line. When they return, they go to the back of the row and wait for their next turn.
6. The next member of the group can begin his/her turn only when the member that was before him/her is behind start/finish line. When all of the members are behind the finish line, they are supposed to stand in the order in which their words form a sentence. The group that does it first wins.

! Check the enclosed diagram for further explanation.

If you want to make it harder, you can put only one line of chairs, but with the same number of participants and papers on it minus two group leaders. Then the group leaders need to guide their group member to the same chairs trying to find words from their sentence. Other rules are the same, but they can also see the word which was picked up from the other group if they pay attention, which can be helpful, but on the other side, there are more chairs making it harder to remember where each word was.





## POSTMAN MIX IT



- to develop group dynamics, cooperation and teamwork
- to refresh and make participants active for further work
- \*to divide participants into groups that will be used in further sessions



30-40 min



10 or more participants



Paper images/printed pictures, envelopes, scissors.



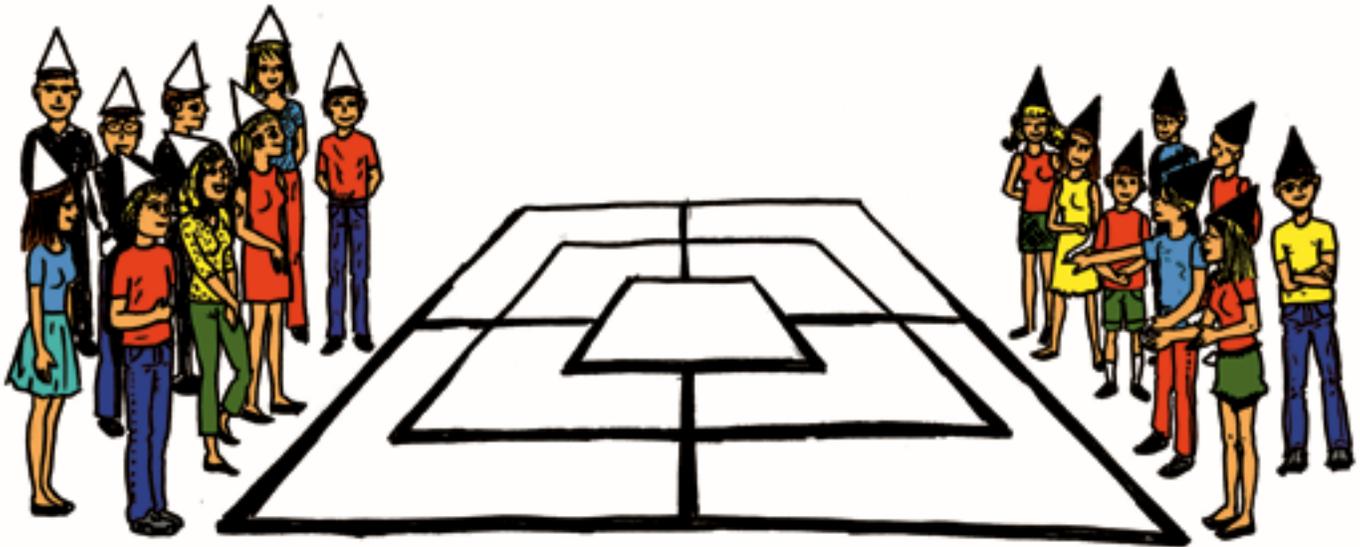
1. The facilitator prepares papers with images or pictures and puts them in as many envelopes as there are participants. All paper sheets are cut in the same number of pieces (for example 7), then all the cut pieces are mixed and an equal number of them is placed in the envelopes for each participant.

2. Each participant receives one envelope with several pieces of paper. The facilitator gives the signal and they should make the exchange of pieces with other members without conversation in 20 minutes. The aim of each participant is to gather the right paper pieces in order to create the whole paper puzzle or image. Those who succeed sit down or go out of the active area. These 20 minutes can be divided into several rounds, for instance, in one round one participant may exchange only one piece of paper with other participant; in the next round one participant can exchange an unlimited number of pieces with other participant.

3. After everyone succeeded in making full pictures, the facilitator makes debriefing - How was the cooperation/teamwork, communication without words? Why is group work communication important? And so on. At the end of the activity, there can be a picture exhibition and a discussion about the pictures.

! During the activity, white or colored A4 paper can be used, as well as the pictures/words that are relevant to either to the subject of the session/trainings or to some cultural aspects (e.g. pictures of the hosting city). In order to make it harder, the pictures can be similar (e.g. different mountains or pictures of different monuments, abstract pictures etc.).

**\*The method can be used as an energizer and an activity for dividing participants into groups.** The facilitator prepares as many pictures as there are groups and cuts each picture into as many pieces as there are participants in each group (e.g. if there are 20 participants and the trainer needs 4 groups for the next session, he/she cuts 4 pictures into 5 pieces with irregular edges). The facilitator puts the pieces in a container (e.g. an envelope or a box) and each participant takes one piece while making sure that they don't see each other's pieces. After all of the pieces are distributed among the participants, the facilitator gives the signal and all of the participants have to find the rest of their corresponding pieces in order to make the full picture.





## RESEARCH TRAIN



- to work as a team and solve problems
- to develop group dynamics
- to be competitive
- to develop nonverbal communication



20-30 min



6-8 participants per group



Objects which will be hidden and a list of them, a rope, a box for each group.



The facilitator needs to prepare the location: to hide the objects, to prepare a list of the hidden objects and a box for each group. He/she divides the participants into small groups and ties them using a rope to form the train. They are tied in a specific way one in front of the other:

1. the first participant's right hand is tied to the second participant's left hand
2. the second participant right leg is tied to the third participant's left leg
3. the third participant's right hand is tied to the fourth participant's left hand
4. the fourth participant's right leg is tied to the fifth participant's left leg
5. and so on (look at the picture!)

The facilitator hands out a list of hidden objects that the group must find without speaking to the "train driver". They need to pick up the items in the same order in which they are written on the list. If they find an item which comes later on the list, they can't pick it up until they have picked all items which are on the list before that one. When they find one item, they need to bring it to the "group box", before they can look for the next one.

🔍 The winner is the group that finds all the objects first.

You can also give a time limit for the activity and, in that case, the winner is the group which finds the most items during the appointed time.



## ▶ EYES, VOICE, BODY

- to stimulate communication between participants
- to establish some fixed rules of communication
- to create a process of communication on different levels: verbal and nonverbal
- to create a good environment for active listening and verbal communication
- to stimulate nonverbal communication
- to initiate new ways of communication
- to work as a team and solve problems
- to be innovative and creative
- to develop cooperation skills and create group strategy
- to be competitive

🕒 45-60 min

👤 9-15 or more (depending on the number of the groups), 3 participants per each group

🎯 Balls, a box, blindfolds, obstacles.

🔍 The facilitators divide the participants into the groups of three. Two team members are blindfolded.

One of the blindfolded participants is **the body** - he can move and hear, but can't see or speak.

The other blindfolded participant is **the voice** - he can speak, but can't move or see.

The third team member is **the eye** - he can see, but can't speak or move.\*

The facilitators prepare a room or an outdoor place for the workshop by putting different obstacles in the space, balls for each group (wherever they want) and one box at the "final line" for all groups.

The task of each team is to guide the body to get the ball and to put it in the box. The eye and the voice must find a way to communicate and to guide the body.



\*The body can be a blind person and the eye can be a deaf person.

For this workshop you need a bigger room or do it outside.

You can give some time to each group to develop their strategy after the explanation of the task and before they choose or are assigned roles.

Tip for the facilitators: the eye sees everything and, using nonverbal communication (clapping or tactile communication etc.), guides the voice, who speaks to the body, who needs to find the ball and put it in the box.

## ▶ HUMAN MILL

- to develop group dynamics and cooperation
- to develop team work, trust and support
- to practice nonverbal communication

🕒 1 h

👤 Max. 18 participants, 9 per group

🎩 18 paper hats (9 black and 9 white), chalk or tape (white).

1. Before the activity starts, the facilitator prepares 9 black and 9 white hats for the participants and draws a board on the floor with a chalk or glues tape to the floor in the shape of a board consisting of three concentric squares connected by lines from the middle of each of the inner square's sides to the middle of the corresponding outer square's side (see the diagram of the board below).
2. The facilitator forms two groups each consisting of 9 participants (with black/white hats). He explains the task. After this point, all kind of verbal communication is forbidden.
3. Human pieces – group members are played on the corner points and on the points where lines intersect so there are 24 playable points (dots on the diagram). Accompanying the board, there should be 9 black human pieces and 9 white human pieces usually in the form of round counters.
4. The basic aim of Human Mill is to make “mills” - vertical or horizontal lines of three in a row. Every time this is achieved, an opponent's human piece is removed – the group decides which one. The overall objective is to reduce the number of opponent's pieces to less than three or to make the opponent unable to play. At the beginning, the board is empty.

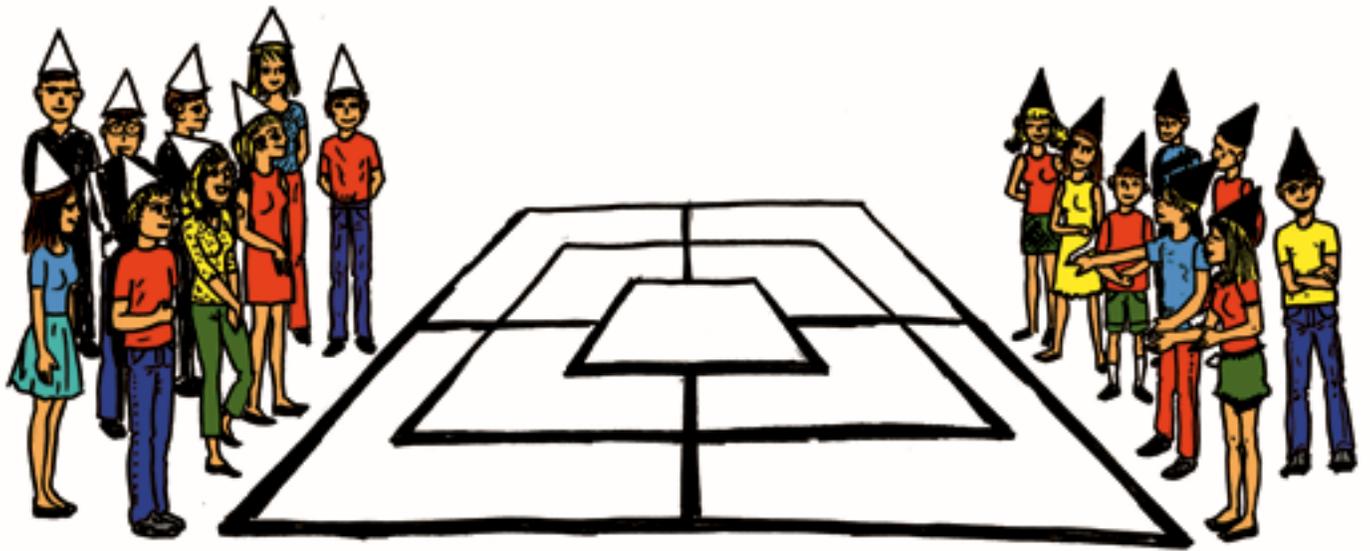
5. The participants toss a coin to decide which group will play first. The game is played in two phases. To begin with, group members decide where their first member (human piece) will take place on the board without talking. He can stand on any unoccupied point. After the first piece of one group goes, the first piece of the second group goes, then the second piece of the first group and after him/her goes the second piece of the second group and so on. After all eighteen human pieces are on the board, the game continues alternately but each turn consists of moving one piece along a line to a neighboring dot/point. The group can agree which member will be moved, but without speaking.

! During both of these phases, whenever a group achieves the “mill”, that group immediately removes one human piece from the opponent group that does not form a part of a mill from the board. If all the opponents’ human pieces form mills, an exception is made and the group is allowed to remove any piece. It is only upon the formation of the mill that someone is captured, but a group will often break a mill by moving one piece out of it and then, in a subsequent turn, play the piece back again, thus forming a new mill and capturing another human piece.

Captured pieces of each group are out of the game.

The game is finished when one of the groups is reduced to two pieces or is unable to make more moves.

Through the process of this activity the participants are using nonverbal communication to agree about their strategy.





## OUR MOTTO



- to work as a team
- to freely express their opinions
- to practice nonverbal communication
- to be innovative and creative
- \*to develop acting skills



10 min

\*30-45 min



15-20 or more participants



Sign language alphabet.



The facilitator forms groups of 5 to 6 participants. Their task is to invent a motto for their group. The facilitator can give them suggestions for their motto/mission (for example, if the theme of training/youth exchange is human rights, the facilitator can give different themes, such as human rights, rights of minorities, rights of disabled people, etc.). The motto is created using the sign language alphabet. The participants combine the sign language letters to form the motto. When they finish the task, each group presents its motto and mission (if the facilitator didn't assign them a theme and they chose it by themselves, they can also explain their choice).\*



\*The facilitator can use the sign language alphabet at the end of this manual or they can prepare their own.

The game can be played using a motto, a logo or the name of the group.



## CATERPILLAR



- to work as a team
- to find ways to work and communicate together
- to develop nonverbal communication skills
- to develop a sense of humor
- to cope with stress resulting from competition



20-30 min



10-15 or 20-30 participants



2 or 4 ropes.



The participants are asked to stand in a line.

To create the caterpillar, tie the right legs of all participants with one rope, all of the left legs with the other (in a way which they form a line - caterpillar). The caterpillar should move around the room to practice their tactic.

When they synchronize the movements of their legs and arms, you can place various obstacles in the room: a chair to climb, a table to pass under, etc. The activity can take place outside so the participants have to overcome natural obstacles.



## MISSION IMPOSSIBLE



- to have fun and to energize the group
- to work in pairs as a team in order to solve problems
- to develop confidence in themselves and in others
- to develop a sense of humor and make use of imagination
- to manage the stress resulting from competition



45 min



15 or more participants



Balloons, a paper with logos of popular brands, drinking straws, polystyrene balls or pieces of paper, plastic cups, small boards, a watch.



The facilitators clearly explain the rules to all participants to make sure they all go through all tasks. The participants move on to the next task as they finish the previous one.

**Task 1.** The participants form pairs. The facilitator gives one balloon to each participant. Their task is to inflate the balloons, tie them and break them as fast as they can. The main rule of the game is that one participant in the pair uses only hands and the other only lips.

**Task 2.** The facilitator forms teams of 5 to 6 participants. The participants must recreate famous logos (Mercedes, Nike, McDonald's, Audi, etc.) using only the bodies of group members. If you want to make it simpler, the facilitator can choose logos from a particular field (food, industry, sport, cars, etc.).

The facilitator gives each team a paper with a logo (not seeing which one) and they need to present it in front of the others. The other teams must recognize the logo and identify it. This can be done orally or visually (using drawings).

These methods can be repeated more than once.

**Task 3.** Before distributing balloons and describing the task of the game, specify two rules:

1. The rule of hygiene: a balloon is inflated by one single person;



## 2. Safety rule: it is dangerous to break balloons by surprise.

The participants are divided into pairs. Each pair inflates a balloon and leaves it on the floor. The facilitator (or one of the participants, if there is an odd number of participants) states that each pair should take the balloon from the floor using a part of the body (it is not allowed to use arms from the elbow down). The pair must transport the balloon through the room (in the position in which they took it from the floor) and put it in box. If the balloon is dropped, they need to start from the beginning.

**Task 4.** The facilitator forms teams (depending on the number of the participants – 5/6 per group). Each team is arranged in a line and the first member of the team gets a ball and a straw. Other team members receive only the straw. On the facilitator's signal, the one that starts must lift the ball from his palm sucking in the air from the straw and pass it to the next team member using the same method. If the ball falls, they need to start again from the beginning, from the first team member until they come to the end without dropping the ball.

**Task 5.** The group is divided in two teams. If you have more participants, you can divide them into more teams. Each team receives 10 plastic cups and a board. The goal is to create a stable, high building from plastic cups in certain time (for instance, 1 minute) on the very small board (adds to the challenge). The winning team is the one that builds the highest and strongest building in 1 minute.



### **Task 3.** Suggestions on how to pick up and carry the balloon:

- elbow to elbow
- leg to leg
- knee to knee
- forearm and elbow
- foot and elbow
- knee and elbow

**Task 4.** Small pieces of paper can be used instead.

The tasks are performed within 45 minutes. If there are more groups, each group may have an observer to make sure all participants stay on task and follow all the tasks.



# GROUP WORK

Group work involves participants working collaboratively on a set of tasks. The aim of working in groups includes the development of intellectual understanding, abilities and skills, communication, personal growth (increased self esteem and self confidence), professional growth (development of professional standards, values and ethics), independence and increased responsibility for own learning.



## EMOTICON FAIRYTALE



- to identify emotions produced by a visual message and to express them
- to associate an emotion with an emoticon
- to understand how each person feels differently seeing the same visual message/ image
- to raise awareness about people's different ways of showing emotions
- to connect emotions and nonverbal communication
- to develop nonverbal communication skills
- to be innovative and creative
- to awake imagination
- \*to develop acting skills



30 min



16-20 or 3 participants per group



An envelope with 5 cards (for example, sad face, neutral face, happy face, angry face, enthusiastic face), photos or images which can form a story or a sentence, emoticons, papers, pencils.



The facilitator divides the participants into groups of 3 and asks for a volunteer from each group. Each group works separately. The volunteer gets an envelope with 5 cards/photos/ images. His/her task is to look at the card and express an emotion, which the card made him feel. Other two members of the group choose an emoticon for themselves that represents the shown emotion. At the end, members of each group will have 5 emoticons. They need to make a story in one sentence in which they will use emoticons they have chosen. When they are finished, the volunteer will show a card by card and repeat the emotion he showed, and two other group members will show emoticons they chose and read their sentence to the group. Then we can see if the story from the cards is same, similar or totally different from their sentences.

At the end, there can be a discussion about how we show our emotions and how other people recognize them. Maybe some people express happiness by jumping around and others just express it verbally by saying "Yes, I'm happy".

🔍 Also, it is important to mention the connection between nonverbal communication and emotions, especially for deaf people. The content of the cards/photos/images can be anything: a beach, two people arguing or hugging, a kitten, a rainy day etc.

To sum up, the first person shows the card, the second person chooses the emoticon and the third person, the observer, creates the story.

! The same photo can awake different feelings for different participants (for example, a dog can mean fear for some people and happiness for others).

\*If you don't want to just express emotions for each card/photo/image, the volunteer from each group can act/mimic what they see on the image - to make a story, you can make it a role play! It is a good practice to show emotions through nonverbal communication. Other 2 group members will write down the story to see similarities and differences.



## COMIC IS TALKING



- to provide an effective group work and discussion through nonverbal communication
- to foster creativity, effective communication and idea development
- to structure the work and communication within the group



1,5-2 h



6-24 participants (adjustable)



„Communication cards“\*, comic templates (one for each team), old magazines and newspapers, scissors (at least two per each team), glue, markers, post-it notes, blank paper sheets.



At the very beginning the facilitator explains the rules of the first step of the activity, both verbally and visually by drawing on the flipchart.

**In the first step:** in a given time (depending on the groups 10-20 min), each group has to come up with a concrete idea of a potential solution for a problem related to the topic of the activity or the training course. During this task, the participants are asked to communicate nonverbally - using body language and drawings. They must visualize their idea on a paper sheet, but they will not need to present their idea yet. When the time is over, all the groups must meet together to find out what's going to happen next.

When the first step is explained, the participants are divided into several groups (min 3, max 6 people per group). Each group receives several paper sheets and markers to make their communication easier and to put their ideas on paper.

After the first step, the facilitator explains **the second step:** each group has to create a comic in order to visually explain and present their idea to others. In their comics the participants cannot use text, only images and symbols. The comics will be created using the collage technique - images and symbols cut out from old magazines and newspapers. Tables should be prepared beforehand (or places on the floor) with all the necessary materials for all the groups. During the explanation of the rules, the facilitator should also introduce the participants to the “Communication cards”\*, in case they are used during the task.

🔍 The most important rule: during the task, the participants are not allowed to speak, so their communication, including the discussion and decision making must take place using nonverbal communication only - face expressions, body language, drawings, images from the magazines, as well as the special tool, „Communication cards“\* (one set per each team). For explaining the rules the facilitator uses visual demonstration of the process and examples of comics.

The group work should last about 40 to 60 min. When everybody is ready, each group presents their comics by putting them on the wall, but without explaining them. The activity concludes with all groups (and translators, if necessary) discussing the created comics, using both verbal and nonverbal communication. The discussion could also be organized using the “Communication cards.”\*

! \*”Communication cards” are a communication tool, which can help to organize the process of decision making, discussion etc. within a group. There are 8 cards in different colours - each colour (as well as a short text on each card) represents a particular meaning. For example: the yellow card – „I have an idea!”, the green card – „I agree!“, the red card - „Stop!/Shut up!/Listen!“ etc.

The cards should be made of hard paper and preferably laminated, but can also be made in a simpler way, for example, using post-it notes.

You can find example of the cards on the manuals section “TOOLS.”

The cards can also be used during the closing discussion for the whole group.

In addition, to make the group work more dynamic, the groups could change their work places by the «world cafe» principle, leaving post-it notes with comments and suggestion to the other teams.



## DRAW ME!



- to develop group dynamic and cooperation
- to work as a team
- to develop artistic talent



15 min



5 to 10 participants per group



Flipchart, markers in various colors and a scarf or some kind of a blindfold (if there is no blindfold, participants can use their hands to cover the eyes of the person in front of them).



The facilitator divides the participants into groups depending on their overall number.

At the beginning he/she explains that they need to decide who they are going to draw (from their group, from some other group, even a famous person etc.) and if they are going to draw the whole body (more practical solution for large groups) of the person or just the face/head.

The facilitator can choose to give them some time to come up with a strategy as a group - who is going to draw which part of the body (eyes, ears, mouth, nose etc.) - or give them input to come in front of the flipchart and decide on the spot for themselves which part of body they will draw.

After the agreement, the participants form a line in front of the flipchart. The first person in the line looks at the blank paper and imagines where he/she is going to draw the first body part (for example the head) after which the next person in line blindfolds him/her. When the person who was drawing is done, he/she removes the blindfold and moves to the end of the line and the cycle continues until everyone has drawn one body part.

When the picture is finished, other groups have to guess whose portrait is on the flipchart. First group that guesses wins.





## ROLE PLAY - EXPANDING VOCABULARY



- to expand vocabulary (deaf people) and to improve understanding of spoken language
- to enable access to everyday information and learning the terms in other languages
- to encourage creativity and entertainment
- to raise awareness about current problems in society and indicating their consequences as well as possible solutions



2 h



4-6 participants per group



Papers, pencils, papers with “connected” and main terms, maybe comics, drawings or pictures



At the beginning, the facilitator needs to prepare the theme/topic of the day, main terms for each group, and “connected” terms for each participant. Also, if the main terms are quite new, or he/she thinks they will be unknown to the participants, the facilitator needs to prepare comics or drawings/pictures for each group to help them.

1. The facilitator divides the participants into small groups. The member of each group is given a different term connected to one main term. Each group member must act out his/her term while using nonverbal means of communication (hand movement, mimic, body position, touching etc). Other members of the group have to guess the term, and connect all terms to the main one. If nobody from the group guesses the main term, the facilitator gives them the main term.
2. When they discover/get the main term of their groups, each group should make a simulation/role play which describes it. They already have the “connected” terms/synonyms from the first part of the task, but if the facilitator thinks the main terms are not known to the participants, he/she can prepare comics or a picture that explains the term, which, together with “connected” terms/synonyms, should help the participants. Groups start the role play, explaining to other groups and they say what they saw in one word or a sentence and the facilitator writes it down on the flipchart. At the end they try to find the main term which was given to the group.

3. All of this is followed by a short discussion about the main terms or more synonyms/ explanations from the facilitator which can be the theme/topic of the day.

! This method can be used in two separate ways:

1. the first part can be used as an intro to the theme of the activity where the participants make a crossword/synonym game to find the main term
2. the second part can be used to explain some new word or to raise awareness about some problem in society where groups are then tasked with acting out realistic scenarios describing their problem all the while using nonverbal means of communication (e.g. communication barriers between deaf and hard of hearing persons and those of regular hearing).







## UNITY IN DIVERSITY



- to understand the concept of the EU



30 min



5-10 participants



Fruits, flags, a bowl with the logo of the EU, a knife.



Each participant chooses a country from the EU and takes a small flag. He/she chooses one fruit that will represent the country. Each participant tastes their chosen fruits. The rest of the fruit is placed in a bowl with the logo of the EU and mixed together. Now all participants taste the fruit salad.

The goal is for the participants to feel the difference between what they felt when they tasted a single fruit and what they felt when they tasted the fruit salad.

A single fruit represents a country and the salad represents the EU.

Conclusion: we are all different and we can show our diversity, but in union we complement each other as the taste of the salad is more intense and tastier from a single fruit.

Debriefing questions to be used by the facilitator:

Why did you associate a certain country to a specific fruit?, What are the main characteristics of that country?,

Do you have previous knowledge about that country?,

What are your sources of information about that country?,

If you have visited the country, what was your impression about it?



The feedback is a short presentation. The groups pick up the flag or the facilitator assigns it. The same can be done with the fruit.



## HANGING A VIEW



- to develop group dynamics, cooperation and teamwork
- to share personal point of view about a topic
- to provide group work and discussion through nonverbal communication



30 min



10 or more participants



Pictures/titles, 2 statements on paper, pegs (1 or 2 for each picture and statement) and a rope (length depending on the place and the number of pictures).



The facilitator prepares pictures/titles connected with a topic (for example, pictures of food – apple, cake, pasta, chips etc.) and 2 statements (for example, healthy and unhealthy).

The rope is stretched in a room where the activity takes place (or in being held tight by two participants. There is a statement “Healthy” attached to one side of the rope and the statement “Unhealthy” to the other, both attached with pegs. Each participant chooses one or more pictures connected with the topic based on their interests or without watching. Based on their own opinion, the participants hang their picture one by one next to either the first or the second statement.

\*A group discussion can be held after either each participant or all participants hang their picture – do you agree or disagree? Would you change the place of a certain picture?

There can be a second step added– after all participants hanged their pictures, each participant can make one change by replacing or moving a picture, if he or she thinks that there is a need for it. Changing the place of a picture can be made during the discussion process.



Statements and pictures can be about different topics - democracy, violence, human rights etc.

\*Cards with “Agree” or “Disagree” on them can be prepared for the participants or they can stand in a particular place in the room, next to the signs saying either “Agree” or “Disagree”.

# TOOLS

1. International sign language alphabet
2. Emotion cards
3. Memory cards (find your pair)
4. Communication cards

# International sign language alphabet



A



B



C



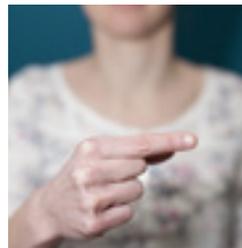
D



E



F



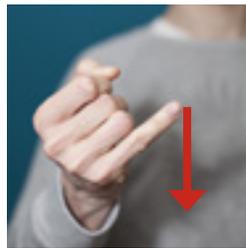
G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Z

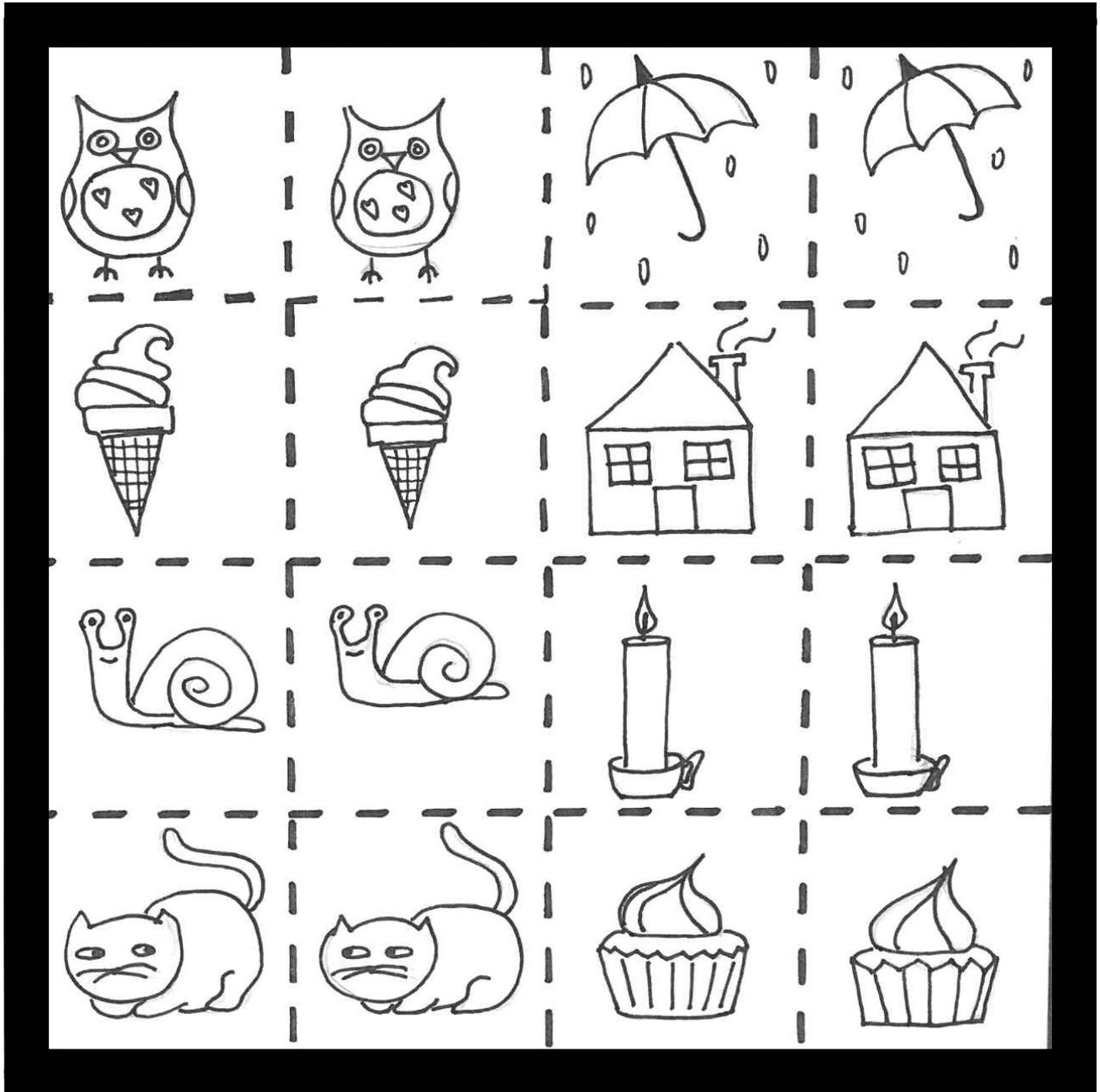


Y

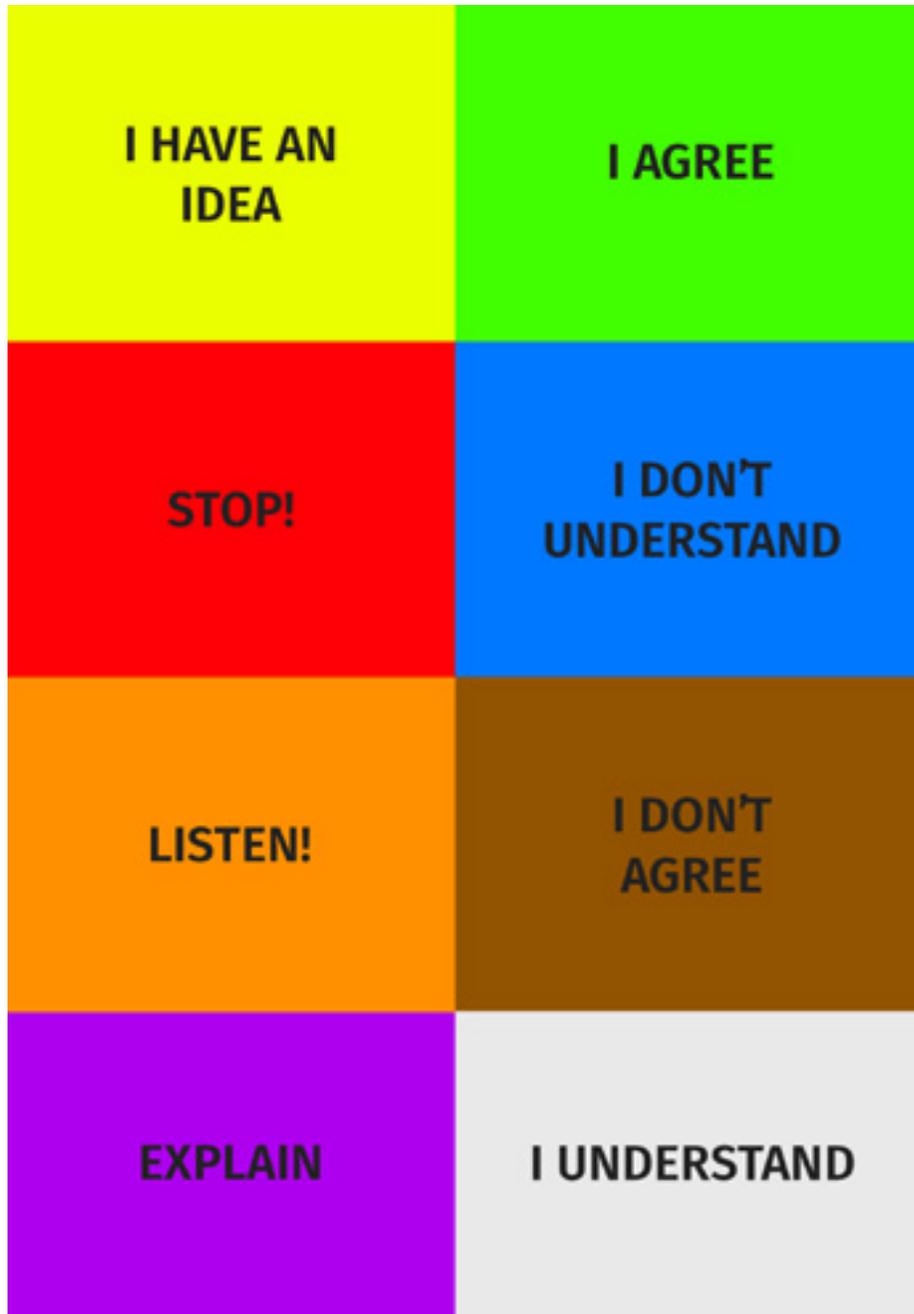
# Emotion cards



Memory cards (find your pair)



## Communication cards







## Josip Brozović

*A years-long civic society activist and one of the authors of the “New methods for inclusion” project.*

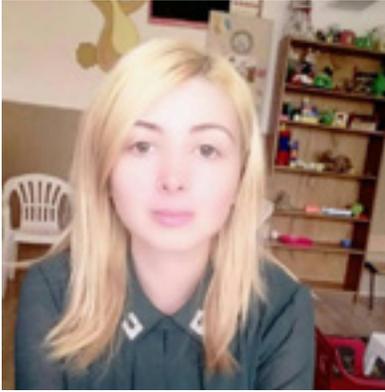
I’m very glad I had the opportunity to be a part of this project. I believe that all young people should have access to non-formal learning activities, regardless of the obstacles they might have. I am strongly convinced that with the project activities and the manual as intellectual output, we have contributed to the process of breaking some of the communication barriers that exist among young people in their educational process.



## Iva Hlavač

*Legal adviser, project manager and non-formal trainer at the Association of the Deaf and Hard of Hearing of the City of Zagreb.*

Good, quality communication is the foundation of successful relationships. Although that is considered as a common sense and is often taken for granted, this Project gave me insight in the real meaning of that “simple” sentence. Through my participation in the Project, I learned that the main feature of a quality communication is inclusion of the all of the participating members, while through the process of my involvement on the Manual, I learned that it can be fun as well. I hope that while reading it, you will all have at least as much fun as i had while working on it.



## Andra - Gabriela Surlaru

*Clinical psychologist at the Education and Rehabilitation Centre Buzau (CRRES)*

I was part of the Romanian team in project New Methods for inclusion. I participated in creating, developing and testing of methods for people with communication difficulties. I think methods are very conclusive, simple and accurate. They were well received by beneficiaries because they are concise, fun and easy to use. The manual is helpful and I'm going to present it with enthusiasm to my colleagues.



## Elina Kempele

*Non-formal education trainer, youth worker and project manager.*

I joined the project because not only within the non-formal education activities, but also in other learning and socialization contexts I had experienced situations when people could not fully participate, interact and express themselves because of one or other communication barriers. And I realized that these barriers are definitely not an unmovable rock, one should simply be more considerate, more open and more creative. Participation in this project was a great opportunity to contribute at least a little in making learning and being together experiences more engaging, wholesome and fun!



## Liga Silina

*Non-formal education trainer, manager of Youth studio „BaMbus“ and project coordinator at Baltic Regional fund.*

Dan Oswald said that communication must be HOT- honest, open, and two-way. Non-formal methods in this manual provides all of those opportunities and even more. It was an honor to be part of a team and create methods that brings together young people from different countries with different languages and enables them to understand each other by communicating non-verbal.



## Gordana Vuger

*Longtime volunteer in the Association of the Deaf and Hard of Hearing of the City of Zagreb*

As a Deaf person, I am extremely pleased, as well as thrilled, that I was able to be a part of this Project. I can only hope that it is one of the many to come. Through my participation on the Project, I was fortunate enough to be able to try all of the methods this Manual has to offer and I can tell you - it was loads of fun. My main contribution to this Manual was the drawings that you will see throughout, as I love to draw (drawings are my favorite means of expressing myself).



## Marija Novina-Nicolescu

*Social worker, sign language interpreter, youth worker and project manager at the Association of the Deaf and Hard of Hearing of the City of Zagreb.*

Without communication there is no social relations and it leads in exclusion. As I work with deaf people, I can say that their participation in any non-formal education is very low cos of communication barrier. Being part of this project give me opportunity to do something to overcame that barrier, to be innovative and creative. Working on Manual was very interesting and I have learned a lot. Manual with non-formal methods we created, can be used in work with all people who have any communication difficulties and is huge step for inclusion of those people in non-formal education. And everyone has right to be included! I am glad I could be part of this project.



## Ginta Salmina

*Non-formal educational trainer, board member at Baltic Regional fund, and “New Methods for Inclusion” project coordinator in Latvia.*

New methods, new ways of communication and new opportunities are considered to be something very necessary nowadays for each and every one, and particularly for people with fewer opportunities. „Doing good things and thinking about others” has to be a motto for each of us as only together we can make this world a better place. That’s why we decided to be part of this project and I truly believe that created methods will help many people and will make communication among us much easier.



## Eduard Corneliu Nicolescu

*Youth worker, project manager, manager of The Education and Rehabilitation Centre Buzau (CRRES), founder and president of non-governmental association Tineret Buzau 2007, project coordinator in Romania for New methods for inclusion*

I was and am involved in many EU projects for more than 10 years now but this one give me new experience. New methods for inclusion closed circle of projects for and with people with disabilities I was working for last few years. The project give me opportunity to work with some new people and disabilities I didn't work a lot until now, like deaf people and sign language interpreters. The manual we have created is helping us to improve quality of inclusion of people with communication difficulties and to break communication barriers between deaf and hearing people. People from other institutions I work with are already interested in manual and methods we have developed. I appreciate quality of time, work and communication between our partners on the project.



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