

## ACT Erasmus+ Project



Co-funded by the Erasmus+ Programme of the European Union

### *Activities, Competencies and Training for Social Inclusion*

ACT Erasmus+ is an international project of YMCA Finland, YMCA Thessaloniki, and YMCA Lebanon with YMCA Helsinki participating in the project as operational support. The project aims to support the social inclusion of young refugees and migrants by developing the competences and professional capacities of the educators working with them.



# THE JOURNEY



Total reach: 55 Youth Workers

Attached, you can find the two training models that were used on the first three trainings:



Training Agenda - ACT Erasmus+.pdf

[\(click here\)](#)

and the Final Training:



Final Training Agenda - ACT Erasmus+.pdf

[\(click here\)](#)

As an outcome, after successfully completing all 4 trainings, ACT Erasmus+ Project has created this document to better understand Youth Work and its potential.

Here you can find some basic information about

- ➔ youth training & best practices (*pages 3-4*),
- ➔ youth trainers (*pages 3-4*),
- ➔ facilitation (*pages 4-6*),
- ➔ experiential learning (*pages 6-10*),
- ➔ youth work [main characteristics and approaches, (*pages 11-12*)],
- ➔ and types of activities that can be used in Youth Work (*pages 12-25*).

Τρόπος ζωής για μια ζωή

## ToT Best Practice & Trainers

Trainers should constantly be assessing how activities apply to varied learning objectives, how they can be adapted or modified, and how they can be applied in their own schools and communities.

It is recommended that before and after each day of training, the trainers review their manuals to become familiar with the directions of exercises, as trainers will design their own workshop on Day to be led by a facilitation team of trainers on Day of the TOT.

Facilitation Teams: During the Training, you will be working in a facilitation team. It will be important to have exercises well planned in advance and to support one another in your various roles.

**Three main roles include:**

- ➔ lead-facilitator,
- ➔ support facilitator and
- ➔ ringleader.

**Lead Facilitator:** The lead facilitator conducts the activity by giving directions, providing side-coaching and working alongside the support facilitator and ringleader to make sure that the directions are understood and that participants are actively engaged.

**Support Facilitator:** The support facilitator works alongside the lead facilitator by assisting with the delivery of directions (when needed), administering materials, and serving as an example for exercise demonstrations (when needed). The support facilitator can help manage time and to assist with the transitions from one activity to the next.

**Ringleader:** The ringleader works alongside the lead facilitator and support facilitator by managing group dynamics, actively engaging passive or disruptive participants, and paying attention to the overall efficiency of the workshop. The ringleader can also engage other trainers to assist when necessary and to address any necessary communication with staff.

The roles and responsibilities of a trainer facilitation team should be clear and planned in advance. Since the TOT and the camp are opportunities for continuous learning and development, any side-coaching from the Head Trainer consultant will be delivered to the support facilitator during sessions and feedback will be provided during end of day trainer meetings.

## Helpful hints:

- ✓ Review manual before and after each day of training to familiarize self with exercises. Keep notes based on each session. Create a 'cheat-sheet' of instruction bullet points, if necessary, to refer back to.
- ✓ Practice directions aloud. Rehearse!
- ✓ Work with your facilitation team to establish transitions between exercises, roles of support facilitator, lead facilitator, and ringleader.
- ✓ Prepare materials in advance. Use visual aids on flip chart paper to help illustrate exercises. Make sure any handouts are photo copied in advance and any necessary paper and markers are available for distribution.
- ✓ Keep track of time. Plan for the time of each activity to include processing questions at the end of the activity.
- ✓ Practice and rehearse with your co-facilitators.

The art of facilitation requires various skills so that the facilitator can ensure that participants are able to share ideas, to ask questions, and to take risks. The facilitator should support a group process to reach common objectives, to sometimes challenge thinking, to provide multiple perspectives from within the group, and to enable a strong and supportive structure for the group process. A facilitator helps to keep a group on task, to keep track of time, and to provide a physically and emotionally safe space to work.

Some of these skills include the following traits as noted in the 'Hope is Vital Training Manual' by Michael Rohd:

## What Good Facilitation Looks Like

### A good facilitator:

- ✓ Is energized and enthusiastic about the process. You don't match the participants' energy level because theirs is usually a lower energy at first. You create an environment with its own energy and demand that they come up to it.
- ✓ Is a good listener. The group must know you care about their thoughts and their responses and that you are willing to learn as well. This is all signaled by the way you listen: the way you stand, the way you do or don't make eye contact, and the attention you give to their ideas. And, most importantly, you have to listen to do a good job of knowing where the process can go next.
- ✓ Is nonjudgmental. You are not up front to move the scene in the direction you think it should go because of your own opinions. You are working for the participants, completely trusting that these young

human beings in a safe, creative environment will naturally explore responsible, healthy directions and possibilities.

- ✓ Deepens the discussion and moves the event forward. Through questioning, you are pushing the group to consider options, angles, and situations in new ways not by suggesting new things, but by sharing observations, looking for consensus, and challenging responses at every opportunity.
- ✓ Is confident in your role as tone-setter and guide, not in having everything all figured out ahead of time. Clarify where they think the work is going or could go. You are running the process but only in that you are serving the process.
- ✓ Is aware of the dynamics in the room. Know who is anxious to participate, who is quiet, and who is in the middle. Find ways to involve as many of these different types of people as you can.
- ✓ Understands that there will be people in the room who don't want to be there. Make it clear that you would love their input at this stage of the process but as with other task-related discipline issues, you need their focus here or the group can't proceed. There can be no disrespect to others.
- ✓ Asks every question truly wanting to hear the answer. Never ask a question, expecting a certain answer with your next move hinging on that response. Always move forward from the response you get, not the response you are prepared for or have heard before.
- ✓ Listen.

### **Reflection**

Following each exercise, and prior to the next, it is important to use reflection questions to stimulate discussion and debate about the participant learning experience. For the most part, ask open-ended questions that allow the participants to traverse their own experiential journey of discovery. Let the participants come up with their own questions, themes, and agendas. Basically, the facilitator is there to help support the participants to be self-reflexive, and to decide upon their own agendas. Here are some key points that you will want to be mindful of in terms of facilitating a group and monitoring a workshop. Reflection Questions – each exercise should culminate with a series of reflection questions that allow participants to guide their own experience and learning.

### **Sample questions are:**

- What happened?
- How did you feel during the exercise?
- What did you notice in the group?
- What themes or ideas emerged?
- How might you use these exercises in the future?

- Is there a way that you would adapt these exercises to be appropriate for your region?
- For a particular age range?
- How would you link this exercise to the next?
- What would be main connection points/questions/themes that you would build upon?
- Was there a particular moment that stood out to you as 'learning'?
- What would you take away from this exercise?

## Experiential Learning

During the facilitation of exercises, find moments either during the process or following the exercises to get feedback from the participants, and for further reflection. Ask for comments or observations. It can sometimes be useful to think about the experiential learning cycle when contemplating the arch of the exercise that you are leading, or the overall arch of the workshop.

There are five main phases of the experiential learning cycle:

- ✓ Experiencing
- ✓ Publishing
- ✓ Processing
- ✓ Generalizing
- ✓ Applying

The ASTD Trainer's WorkShop Series 'Coaching Training' defines the five phases, developed from Jones and Pfeiffer (1985):

**Experiencing** – is the activity phase of experiential learning. It involves learners engaging in a common learning activity that provides the basis for extrapolation to the 'real world'. For example, everything that precedes the debriefing in the exercises in this workbook could be thought of as experiencing.

**Publishing** – involves learners sharing what they experienced and observed during the learning activity, or Experiencing, phase. This sharing may consist of feelings, thoughts, and reactions to each other's behavior. This constitutes the 'raw data' from which learning can be abstracted through the next two steps of the cycle.

**Processing** – is group discussion of the dynamics of the learning activity. The search here is for commonalities, trends, and other patterns within the data set flushed out by the Publishing step. Generally, the Processing step is aided by



having the facilitator ask questions that begin with either ‘what’ or ‘how’ rather than ‘why’.

Generalizing – requires moving the group discussion from ‘in here’ to ‘out there’. It means drawing ‘truths’ from the common learning experience. Learners draw ‘So what?’ conclusions. The facilitator poses questions that lead trainees to think about what seems to be true about their worlds from the discussion of their common learning experience and discussion of their reactions.

Applying – is discussing what was learned and committing to putting it to work. The facilitator leads learners to respond to the general question, ‘Now what?’ The applications may focus on teams, individuals, or the organization itself. Typically, the master facilitator pushes for concrete action planning, based on what was learned in the exercise. This involves specifying what will be done, by whom, with what intent, to what extent, and exactly when. The facilitator also pushes trainees to determine what metrics they will use to track progress towards their goals.

### Debriefing Experiential Learning

The experiential learning cycle is a device for facilitators to engage participants in their own learning process. Here are some questions that can be used in the facilitation of exercises using the experiential learning cycle:

#### Experiencing:

- What emotions did you experience during the activity?
- In response to what did you have these feelings?
- Publishing:
- How did you see yourself behaving during the exercise?
- What did you notice in the behavior of others?
- How did you react to others’ behavior during the exercise?
- How did others respond to your behavior?

#### Processing:

- What patterns of behavior seemed to emerge during the activity?
- What did the feelings of group members have in common?

#### Generalizing:

- What can we conclude from the results of this exercise?
- What seems to cause what in this type of situation?
- How does this exercise mirror what goes on in our work as coaches?
- What appear to be the costs involved in doing tasks the way we did them in this exercise?
- What would be substantially better?

As a result of participating in this exercise...

- What did you learn?
- What did you re-learn?
- What are you beginning to learn?
- What do you need to learn?

Applying:

- How might we behave more effectively as coaches, given what we learned in this exercise?
- How might our coaches use what we learned in this activity to make their task and relationship behaviors more effective?
- What will you as a coach do differently as a result of what we learned in this exercise?
- When will you do it?
- How much will you do it?
- Where will you do it?
- How will you track progress on applying what you learned in this exercise?
- The role of the facilitator is to guide the participants towards their own questions, and towards their own discoveries. It is important that the participants respond to their own experience by suggesting when they need anything not included in the workshop.

Group Dynamics

As a facilitator, it is important to constantly monitor group dynamics. One should be aware of the energy level in the group, and their needs.

- How are participants working with one another?
- Who is comfortable working together / uncomfortable working together?
- How can you facilitate trust and open communication?
- Are you trying to equalize various power dynamics related to gender?
- Are you trying to equalize various power dynamics related to age?

These questions are being navigated throughout the workshop, and often become deciding factors for how you make groups, and potentially, the next exercise that you would want to transition into. Although a workshop should always be fully planned, there also needs to be a certain level of flexibility in terms of addressing the needs of participants and to change exercises if needed, determined by the energy level or group dynamics. According to psychologist and group dynamics theorist Bruce Tuckman, group dynamics go through four main phases: forming, storming, norming, and performing. Sometimes, a group will go through all four of the phases, just a few, or may only incorporate a couple. Usually, a group will start from the forming stage, but a group can



develop from any given point. It is useful to think of the phases of a group process, to monitor what phase your group may be in, and facilitate accordingly.

Below are some characteristics of behavior which participants may display during each phase:

**Forming:** The beginning process of a group. Members are usually on their best behavior. The participants get to know one another, and the facilitator is able to assess how people work independently and with one another. Usually at this stage, the facilitator gives an overview of the workshop, sets ground rules negotiated by the group, and requests participants to share any expectations they might have in being part of the workshop.

**Storming:** During the storming stage, participants are testing boundaries, and playing with roles and power relations. A group will always go through this stage, and it should be considered a necessary step in creating a dynamic, safe, and expressive group. However, there may be some behavioral challenges that you will need to address:

**Participants that Monopolize** – Let the participant know that you’ve noticed the frequency of his/her comments. If the problem continues, take the participant aside and let him/her know that it would be helpful to have other participants voice their views, but to do that, there needs to be space.

**Participants that Lecture** – Sometimes, you’ll get a participant who wants to prove the amount of information that they have, often without relevance to the actual discussion. Direct the comments back to the subject at hand.

**Participants that are Silent** – Often, the silent and observant participants have a lot to say! Ask the participant to share his/her ideas. Don’t wait for them to speak, call on him/her.

**Participants that Clown** – Don’t fall into his/her tricks. Use a level voice, and continue to guide the group back to the point of discussion/activity. During a break, speak to the individual. It may be necessary to go back to the ground rules as a reminder of agreements that have been made by everyone.

**Norming:** After the storming stage, participants begin to normalize their behavior through mutual consensus. This may happen formally or informally, as individuals begin to balance power dynamics amongst the group. Sometimes, this may happen formally by revisiting ground rules, setting up new modes of engagement, or defining roles and responsibilities amongst the group. It can also happen informally, when the dominant personality may pull

back to allow for more passive members to participate. It is useful for the facilitator to suggest for individuals to challenge their normal behavior and to experiment with alternative ways to participate. For a silent participant, it may mean speaking up or taking a leadership role in the group. For a dominant participant, it may mean observing and recording the group activities.

Performing: The final stage of a group process is performing. At this stage, the group is working as a team, making decisions independently and each person feels that they have a voice. Even at this final stage, the group can go back to the stage of storming, but usually the group has decided upon rules of communication and roles/responsibilities that aid in the decision-making and problem solving process. At this point, trust has been built, which also provides a more fluid dynamic going back and forth between storming and performing.



YOUTH WORK

Defining youth work has never successfully been accomplished. Perhaps a starting point is the Council of Europe definition.

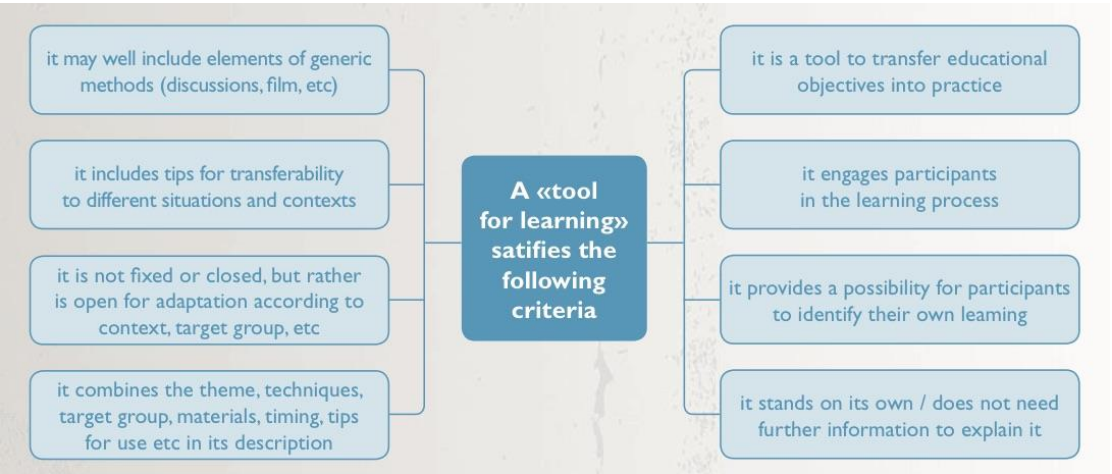
Youth work is about cultivating the imagination, initiative, integration, involvement and aspiration of young people. Its principles are that it is educative, empowering, participative, expressive and inclusive. It fosters their [young people’s] understanding of their place within, and critical engagement with their communities and societies. Youth work helps young people to discover their talents, and develop the capacities and capabilities to navigate an ever more complex and challenging social, cultural and political environment. Youth work supports and encourages young people to explore new experiences and opportunities; it also enables them to recognize and manage the many risks they are likely to encounter.

*(Council of Europe, 2015, p 4)*

**Introduction**

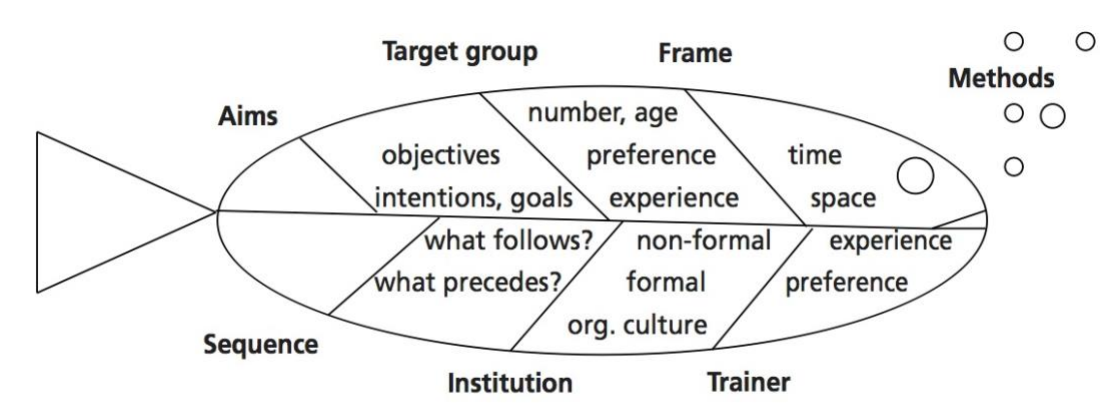
To have the knowledge and understanding of how to choose, adapt, modify and combine methods is one of the competences a youth worker needs when working internationally. It requires the ability to understand and read group processes and the skills to choose, adjust, design and implement tools that are suitable for the needs of the groups.

Choosing appropriate methods for youth exchange also requires reflection and decision-making between team members of the exchange and participants in the project.



The “fish model” gives a clear overview of the many aspects coming into play when choosing a tool or method and can be of help while preparing for a youth exchange and trying to find appropriate tools to use.

The bubbles the fish breathes represent the methods, these have been generated by passing through the entire body. By looking along the ribs, we can check the factors which have influenced this.



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TYPES OF ACTIVITIES

Important note:

Activities and games might be the same, but each closing activity, every reflection and each reflecting questions addressed to the group of youth after each "session", leads to a different purpose.

**Closing Activity**

The closing activities serve as a reflective tool. Primarily, the space should be cleared of any materials and the group arranged in a circle. There are various ways of closing a session, but it is important that each participant is able to voice or illustrate his or her experience, whatever that might be. Sometimes, the closing might involve reflecting on an aspect of the workshop that was affective or challenging, or an intention post workshop. Each participant is acknowledged for their involvement, and has time to express any feelings or ideas that they feel are necessary to share prior to ending the workshop.

Below the questions we often ask after each activity with the group (*forming a circle for everyone to participate and feel part of the team*).

The closing activities section of every workshop will enable participants to:

- ➔ Identify key moments in the workshop
- ➔ Identify key themes and issues
- ➔ Explore the successes and challenges of the workshop
- ➔ Analyze how the workshop activities can be altered for application in the community.

Before each activity, every Youth Trainer should brainstorm with their colleagues on how they would phrase questions to get beyond the specific issues to broader problems, larger impacts, effectiveness of peace efforts and the expectations people have. Youth Trainers may decide to record suggested questions on a board or flipchart. These should not be seen as a questionnaire or interview protocol, but simply to serve as a reminder of the type of questions the team wants to focus on.

### Get to know each other – Ice Breaking

Games that help people to get to know each other and to relax are called ice breakers. The purpose is to break the ice between new groups of people. Icebreakers are a great way to get a new group of people comfortable with one another quickly. The right games can also help members find similar interests while building memories they can talk and laugh about in the future.

Get-to-know-you type icebreakers (or introduction games) help people become more acquainted with each other — helping people learn and remember names and people share about their unique interests, experiences, memories, and so on. The results are often humorous, interesting, or fascinating, as people explain these details about themselves. Before you know it, the ice is broken and common ground is discovered as people feel closer to each other! Spending a short amount of time playing these kinds of games early on can be well worth the investment for greater productivity and trust.

These activities can last from 30’ to 90’ minutes depending on the size of the group.

### Fun

Games are used to serve different purposes in a youth work context. They can be used to get young people ‘in the door’, to occupy and entertain them, to reward them and perhaps to control behavior. Research shows that using games and fun activities in teaching and trainings (Youth Work and Youth Projects), can help increase participation, foster social and emotional learning, and motivate participants to take risks. This is a way to break free from your daily routine, have fun (pure fun and

nothing else) by bringing back childhood memories. It also helps in growing the dynamic of the group.

These activities can last from 30' to 90' minutes depending on the size of the group.

Energizers

Facilitators use games for a variety of reasons, including helping people to get to know each other, **increasing energy or enthusiasm levels**, encouraging team building or making people think about a specific issue. When people look sleepy or tired, energizers can be used to get people moving and to give them more enthusiasm. Other games can be used to help people think through issues and can help to address problems that people may encounter when they are working together. Games can also help people to think creatively and laterally.

Things to consider when using Energizers

- ✓ Try to use energizers frequently during a workshop, a training or a meeting, whenever people look sleepy or tired or to create a natural break between activities.
- ✓ Try to choose games that are appropriate for the local context, for example, thinking carefully about games that involve touch, particularly of different body parts.
- ✓ Try to select games in which everyone can participate and be sensitive to the needs and circumstances of the group. For example, some of these games may exclude people with disabilities, such as difficulty walking or hearing, or people with different levels of comfort with literacy.
- ✓ Try to ensure the safety of the group, particularly with games that involve running. For example, try to make sure that there is enough space and that the floor is clear.
- ✗ *Try not to use only competitive games but also include ones that encourage team building.*
- ✗ *Try to avoid energizers going on for too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up!*

Energizers can last from 5' to 15' minutes depending on the size of the group.

Focus

Focus exercises are activities you can do to improve your ability to concentrate. Some focus exercises can help you recall useful and important information while at the same time, can help you minimize your levels of energy, and concentrate on a/the topic.



Often, meditation and relaxation exercises are used for this purpose. If you are not familiar with this kind of exercises, another way to perform them is to give an item to each participant and ask them to silently examine every inch of it and write down its characteristics.

Focus exercises can last from 5’ to 15’ minutes depending on the purpose.

Interactive Activities

With this, we are talking about games and activities that encourage active participation in all groups. Games have long been used as a mechanism for engaging, motivating and encouraging collaboration and interaction in a youth work context. From energizers and icebreakers (as we mentioned above), to more powerful and purposeful games. The aim of these kind of activities is to introduce youth workers and youngsters to easy, positive, healthy activities that encourages co-operation and team work, and strengthen confidence, while developing co-ordination and persistence. The end result is much more than learning these skills – it also helps to improve self-esteem, build on a social capital and direct people towards positive ways of living.

Interactive activities can last from 10’ to 90’ minutes depending on the size of the group and the purpose.

Presentation (Lectures)

Giving a lecture or presenting a certified method (or a non-formal toolkit) that is often used in a specific topic, for a theme, when trying to reach a certain outcome, when you want to bring knowledge or/and tools, elements to the group and you are not the “creator” or hold the copyrights. Copy paste is not a fair sport and cannot be tolerated. So when you use someone else’s toolkit, research or method, you have to mention their name and follow legal procedures.

Ppt can last from 10’ to 45’ minutes depending on the size of the group and the purpose.

Movies

Showing a film or a movie in trainings may engage trainees, but engagement cannot be the only reason for showing movies in a training. The facilitators must understand

that the planning for viewing a film is what makes it an effective learning experience for every level of experience trainees. Before planning, however, a facilitator must first review the policy on the use of film in particular.

- ✓ Movies can extend the learning beyond the textbook. Sometimes, a movie can really help trainees get a feel of an era or an event. Movies can be used as a pre-teaching or interest-building exercise. Adding a movie can build interest in a topic that is being learned while providing a small break from normal activities.
- ✓ Movies can be used to address additional learning styles. Presenting information in numerous ways can be the key to help trainees understand topics.
- ✓ Movies can provide teachable moments. Sometimes, a movie can include moments that go beyond what you are addressing in a training and allow you to highlight other important topics too.
- ✓ Movies can be scheduled on days when students could be unfocused or even on rainy days where you cannot do any outdoor activity!

Movies often are a great way to train and keep your trainees’ attention.

Movies can last from 30’ to 120’ minutes depending on the movie.

Team Building – Bonding

Team building is the process of creating a team that cohesively works together towards a common goal. The importance and main purpose of team building is to create a strong team through forming bonds and connections. Creating these bonds through team building is very beneficial to businesses and organizations. The benefits of team building include increased communication, planning skills, employee motivation, and employee collaboration. The purpose of using team building activities when working with youth, is to motivate young people to work together, to develop their strengths, and to address any weaknesses. So, any team building exercise should encourage collaboration rather than competition. Be sure to incorporate team building into your training routines and practices.

Let’s all never forget...

We live in a world where teams no longer need to be in the same room to achieve success. In fact, many teams around the world work together without ever seeing each other in person! This is largely due to the COVID-19 pandemic, which forced millions of workers into remote work.

It’s time for organizations in every industry to recognize and take advantage of team building benefits!

Team building activities can last from 30’ to 60’ minutes depending on the size of the group and the purpose.

Theater Activities & Role Play

Theater is an important part of many people’s lives, bringing the gifts of entertainment and story sharing to people around the world. Theatre takes different forms in different cultures – Indonesian shadow puppets, Greek drama, Chinese opera, traditional African storytelling and drumming, and fully staged Broadway-style shows. No matter the style of theatre, performances have the potential to create magical and unforgettable moments for their audiences.

Theater is both art and tool for social and cultural transformation. Understanding and being aware of yourself or others, your emotions and body, as well as the power of imagination, helps us in dealing with problems we face every day in a way of discovering new and different perspectives for solutions! Theater activities enable participants to explore and try out different ways to transform, perform a role, get in other people’s shoes, get out of their comfort zone and also, have fun!

Theater activities can last from 15’ to 60’ minutes depending on the size of the group.

Communication

Communication skills are essential for young people to survive, thrive and grow. Communication skills help young people to socialize, meet new people, make new friends, maintain existing friendships and develop positive relationships with others in their lives.

Good Communication Skills Improve Levels Of:

SELF-EFFICACY

EMPATHY AND  
COMPASSION

EMOTIONAL  
INTELLIGENCE

MENTAL  
WELL-BEING

ASSERTIVENESS

Communication activities should involve:

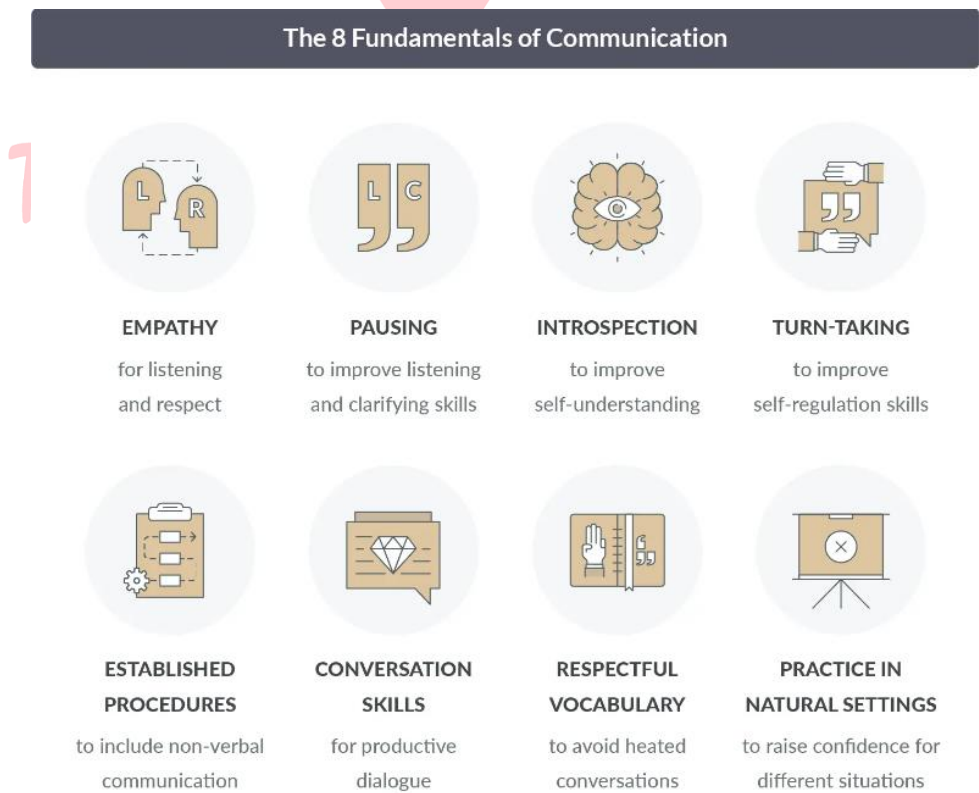
- ✓ Sharing ideas and information using a range of methods – verbal and written; online and offline
- ✓ Expressing thoughts and feelings
- ✓ Listening to others
- ✓ Speaking in front of others – presenting and public speaking
- ✓ Persuading others – constructing and defending an argument
- ✓ Negotiating with others

The following are effective communication fundamentals (Stanfield, 2017):

- ✓ Empathy
- ✓ Conversation skills
- ✓ Established listening and speaking procedures;
- ✓ Respectful vocabulary
- ✓ The power of the pause
- ✓ Practice speaking and listening in natural settings;
- ✓ Introspection
- ✓ Turn-taking

Any activities, exercises, and games that include these fundamentals can improve skills in communication.

Communication activities can last from 20’ to 60’ minutes depending on the size of the group.



Trust Building

Trust building activities help in ensuring that there is a feeling of togetherness and unity among members of a team. It becomes all the more important as far as youngsters are concerned, as they're in the process of character building. The following section lists a couple of activity suggestions.

George MacDonald said, “To be trusted is a greater compliment than being loved.”. Trust is the most important factor for building and preserving any relationship. Although it may acquire different meanings in different relationships like that of a husband and wife, a parent and child, or a superior and subordinate, the truth remains that building trust takes a lot of time and commitment.

Some trust activities need to be carried out with utmost precaution, as there is always a risk of physical injury. So, if you are in charge of conducting these activities, then take the precautionary measures necessary, so that the whole idea of carrying out these exercises serves the right purpose.

Trust building activities can last from 30’ to 90’ minutes depending on the size of the group.

Leadership

Leadership activities are used to help individuals learn important skills to be effective leaders and to promote the growth and development of a leadership team. Character and leadership activities for youth are important to help the trainees reach their personal goals, keep them motivated, accountable, and confident. Leadership-building activities for youth focus on tasks and games that develop various skills that target planning, management, delegation, conflict resolution, awareness, professional socialization, and responsibility.

Leadership activities can last from 30’ to 90’ minutes depending on the size of the group.

## The 10 Skills Every Leadership Coach Should Teach



### COMMUNICATION

Demonstrating clarity;  
listening actively



### CREATIVITY

Encouraging  
non-traditional approaches.



### MOTIVATION

Recognizing effort  
and achievement.



### FEEDBACK

Being constructive;  
eliminating micro-managing.



### DELEGATION

Assessing skills and  
assigning roles.



### RESPONSIBILITY

Self-reflecting; being  
open to feedback.



### POSITIVITY

Developing a healthy  
work environment.



### COMMITMENT

Keeping promises;  
striving to follow through.



### TRUSTWORTHINESS

Demonstrating integrity;  
building trust.



### FLEXIBILITY

Accepting change; horizon-  
scanning; problem-solving.

## Sharing

This activity is often used in long trainings, where the duration is days long and the participants have been through a series of workshops, activities etc, they formed a safe space and they build trust with each other. When performing these activities, you have to set the space as appropriate, to explain the ruler and the privacy rules. The circle of trust should not be broken as well as the safe space that has been created.

Sharing activities, are usually activities where one shares in front of a group about something personal.

Sharing activities can last from 20' to 90' minutes depending on the size of the group.

## Enjoy, achieve and feel safe

This is about being ready for learning, attending and enjoying school or/and extra activities outside school, achieving personal and social development, enjoying recreation etc.

e.g. homework clubs, DJing project, arts/drama/dance, educational visits, residential, celebration of achievement events, festivals, fishing – and many more...



This has to happen in a safe place: being safe from maltreatment, neglect, violence and sexual exploitation, accidental injury and death, bullying and discrimination, crime and anti-social behavior in and out of school, and being secure, stable and well cared for. Safe space usually refers to a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment or any other emotional or physical harm.

These activities can last from 15 to 90’ minutes depending on the size of the group and the purpose.

Raise Awareness

Awareness raising means making people conscious about a problem or issue. When you want to make a certain topic or issue more visible within a community. The goal is to make youth understand the importance of a certain issue and find support to address it. The difference with advocacy, is that awareness raising doesn’t have the goal to change a policy directly. It is purely about informing people and giving them new bits of information.

Awareness raising is very powerful, because it educates people about topics which are new to them and encourages them to participate in bringing change. Activities that raise awareness, are a perfect fit for before a project, social intervention, activist projects etc.

These activities can last from 15 to 90’ minutes depending on the size of the group and the purpose.

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Ted Talk – Inspirational

Ted Talks or any other form of inspirational videos based on true stories, can be fun, imaginative, smart and very educational. They are often organized by young people and they are also addressed to young people. The goal of showing this kind of videos to youth is to raise awareness and give to the trainees some food for thought before certain activities take place.

The videos cannot last more than 4 – 10 minutes and have to be linked with the upcoming session / activity / workshop.

Social Activities & Volunteering

Volunteerism is often the first experience of civic engagement for young people. Apart from altruism and hope for a better world, young people are driven by a multitude of reasons to volunteer including wanting to gain skills for future employment, to keep busy or for leisure only. At the same time, young people report challenges and issues with volunteering in their communities and societies. Taking part in the volunteering activities, volunteers will improve or develop capacities of organizing and animating leisure time activities for children and young people, communication skills, development of creativity and sense of initiative.

Youth social action refers to activities that young people do to make a positive difference to others or the environment. There are lots of ways in which young people can take practical action to make a positive difference. It can take place in a range of contexts and can mean formal or informal activities. These include volunteering, fundraising, campaigning and supporting peers.

High quality youth social action meets the six principles outlined below.

Reflective

Recognising contributions as well as valuing critical reflection and learning

Challenging

Stretching and ambitious as well as enjoyable and enabling

Youth led

Led, owned and shaped by young people's needs, ideas and decision making

Socially impactful

Have a clear intended benefit to a community, cause or social problem

Progressive

Sustained, and providing links to other activities and opportunities

Embedded

Accessible to all, and well integrated into existing pathways to become a habit for life

Before each activity, the youth should receive a training about the different tasks they'll carry out during their project.

These activities can last longer than the usual ones. Could be a one-time intervention, a two hour project, an “all-day project”, a weekly project, a monthly project or even a year-round one depending on the size of the group and the purpose.

## Social Project

This is about engaging in decision making, supporting the local community and environment, engaging in positive behavior, developing positive relationships, choosing not to bully and discriminate, developing self-confidence, successfully dealing with significant life changes and challenges and developing enterprising behavior.

e.g. 1: project to make your local area better, gardening project, meeting community groups you don't normally meet with, anti-bullying or anti-racism project, music/drama performances for local community.

e.g. 2: accredited sexual health project, sports tournaments, gym sessions, healthy cooking project, team-building residential with health related theme, peer mentoring or 'buddying' projects.

These activities can last longer than the usual ones. Could be an "all-day project", a weekly project, a monthly project or even a year-round one depending on the size of the group and the purpose.

## Feedback – Evaluation

### The four F's of active reviewing

The four F's of reviewing will help you to review an experience and plan for the future by moving through four levels: Facts, Feelings, Findings, and Future.

This framework is designed by Dr Roger Greenaway, an expert on training teachers and facilitators. By working through the four levels of this model, you will have critically examined the situation you want to review and reflect upon, while thinking about how to use what you have learned in the future.

The four F's are:

- 1. Facts:** An objective account of what happened
- 2. Feelings:** The emotional reactions to the situation
- 3. Findings:** The concrete learning that you can take away from the situation
- 4. Future:** Structuring your learning such that you can use it in the future

This model can be used to think and reflect on a situation and can help to structure written reflections. The model is easy to remember and goes over the main aspects of what is helpful to consider when reviewing an experience.

Below is further information on the model – each stage is given a fuller description, guiding questions to ask yourself and an example of how this might look in a reflection.

## Facts

The first F represents hard facts. Here you can examine the sequence of events and key moments. If you are working through the model with other people, it can be interesting to see if you agree on the facts. Be wary that facts do not turn into opinions, for example ‘Then X did the wrong thing’, rather say ‘X did this and it had this effect’.

Helpful questions:

Make a short news report covering: What? Who? Where? When? [Save Why? and How? for 'Findings'.

- Did anything unexpected happen? Any surprises?
- Did anything very predictable happen?
- What was most memorable/different/interesting?
- What were the turning points or critical moments?
- What happened next? What happened just before?
- What most influenced your attitude and behavior?
- What didn't happen that you thought/hoped would happen?

## Feelings

Here is where you can describe the feelings in the situation. Feelings can guide you to fully understand the situation and so your learning is better grounded in the experience. It is possible to accidentally start evaluating and judging in this section, however try to stay with your feelings. Be cautious that you do not use ‘felt’ as a judgment, for example ‘I felt they were wrong’, or ‘my feeling was that it was a good choice’. The latter can be rewritten as ‘I felt confident while making the choice.

Helpful questions:

- What are some of the feelings you experienced?
- At what point did you feel most or least involved?
- What other feelings were present in the situation?
- At what points were you most aware of controlling/expressing your feelings?
- What were your personal highs and lows?

Findings

Here you can start investigating and interpreting the situation to find meaning and make judgments. The main questions are ‘how’ and ‘why’.

Helpful questions:

- Why ... did or didn't it work? ...did you take on that role? ...did you do what you did? ...did you not do something else? etc.
- How ... did your feelings influence what you said and did? ...did you get the outcome that occurred? etc.
- Were there any missed opportunities or regrets?
- What would you like to have done differently / more of / less of?
- What was most / least valuable?
- Was there any feedback / appraisal?
- What have you found out?

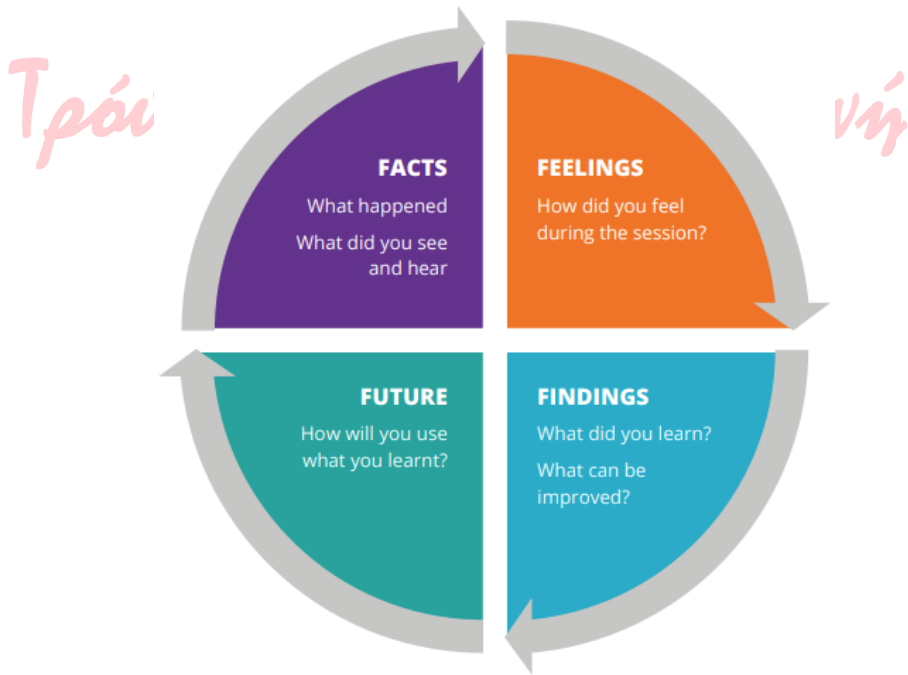
Future

Here you take your findings and consider how to implement them in the future.

Helpful questions:

- How do you imagine using what you have learned?
- What has already changed?
- What choices do you have?
- How does it look to use the findings?
- What plan can you make for the future?

These activities can last from 30 to 90' minutes depending on the size of the group.



Thank you!

We hope this document was helpful.



*Τρόπος ζωής για μια ζωή*

**Disclaimer:**

**This document is a product of ACT Erasmus+ Project  
Activities, Competencies and Training for Social Inclusion**



ACT Erasmus+ is an international project of YMCA Finland, YMCA Thessaloniki, and YMCA Lebanon with YMCA Helsinki participating in the project as operational support. The project aims to support the social inclusion of young refugees and migrants by developing the competences and professional capacities of the educators working with them.